|  | **Not present or I don’t do this yet** | **Emerging** | **Exemplary** |
| --- | --- | --- | --- |
| Course content reflects a range of different identities, experiences, perspectives, values, approaches to the discipline, etc. |  |  |  |
| Course content places multiple perspectives at the center and meaningfully and substantially integrates historically marginalized perspectives. |  |  |  |
| Course content emphasizes contributions to the field by people from multiple cultures. |  |  |  |
| Course content addresses topics from multiple theoretical perspectives. |  |  |  |
| You use examples, metaphors, case studies, assignment topics, etc. that reflect a range of different identities, experiences, perspectives, values, approaches to the discipline, etc. |  |  |  |
| You contextualize and integrate diverse authors and perspectives throughout the course. |  |  |  |
| You acknowledge historical and contemporary absences of marginalized populations in the scholarship of your discipline. |  |  |  |
| You discuss institutional barriers to disciplinary inclusion with your students. |  |  |  |
| You pay attention to and discuss with your students demographic information in statistics and data (i.e., how well demographics reflect a range of different identities). |  |  |  |
| You address potential biases in course content during class (e.g., how demographic information in statistics and data may reflect bias: showing only certain groups of people as being poor, having certain illnesses, etc.). |  |  |  |

Self-Assessment for Evaluating Diversity in Your Course Content

Adapted from Thomas F. Nelson Laird (2011). Measuring the diversity inclusivity of college courses. Research in Higher Education, 52, 572-588. DOI: 10.1007/s11162-010-9210-3