

Demonstrating Principles of Diversity, Inclusion and Belonging in Curriculum Design and Enhancement

As part of the institution's commitment to Diversity, Inclusion and Belonging (DIB), the following document has been created to guide and empower faculty and staff in supporting the collective effort of incorporating DIB principles in all that we do, including the design and enhancement of curricula at the university.

How to use this document

Begin by reading the university's DIB commitment and statement of reference in Part One. With these core principles in mind, work through the themes and questions in Part Two of the document while you design new and enhance existing curricula within your faculty.

Part One:

Ontario Tech University's DIB commitment and statement of reference

Equitable, barrier-free access and participation in education is a foundational human right that supports the advancement of knowledge and innovation. Ontario Tech University stands firm against all forms of discrimination, racism and hate. We are committed to our leadership in advancing respectful, inclusive and collaborative exchange of knowledge that champions diversity, celebrates the identities, achievements and well-being of all, and empowers us to make society a better place for our campus community and our planet.

Part Two:

DIB themes and questions for consideration

While developing new programs and courses and/or enhancing existing curricula, consider the following integrated themes and questions to support Ontario Tech University's commitment to enabling equitable and barrier-free access and participation in education for all.

Diversity of thought in course reference materials and resources

Where applicable, have resources and thought leadership from diverse scholars who identify as member(s) of an equity deserving group (e.g., Black, Indigenous, Persons of Colour, and/or 2SLGBTQIA+) been integrated into the course curriculum?

Share two to three examples of diverse scholars referenced.

Accessibility and inclusion

Are your courses inclusive and accessible to all?

Describe specific strategies you have used or can integrate to support accessibility and inclusion of all student identities.

Integrating Universal Design for Learning (UDL) principles in teaching

Are your courses inclusive of diverse learners?

Describe the options and alternative modalities available for students to demonstrate understanding and familiarity of course content.

More information on UDL, including resources and training, is available through Ontario Tech's [Teaching and Learning Centre](#).

Belonging, inclusion and psychological safety

Psychological safety is “the belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes, and that the team is safe for interpersonal risk taking” (Amy C. Edmondson, 1999).

Does your course promote psychological safety for students to discuss and share differing viewpoints that may sit outside of traditional norms (e.g., cultural, geographical, or other)?

Describe specific strategies you have used or can integrate to promote psychological safety in the classroom.

Dismantling biases and stereotypes

A core component to dismantling ideologies (set of beliefs, ideas or philosophies held by a person or group of people) is to continually examine the role that course content may have in re-enforcing historical biases or stereotypes for various communities.

Does your course content contain, promote and/or uphold any biases or stereotypes towards any underserved or marginalized community (e.g., Black, Indigenous, Persons of Colour, 2SLGBTQIA+)? What specific strategies have you used to uncover any biases or stereotypes in the curriculum?

Additional resources and assistance

Ontario Tech's DIB team can be of added support when considering diversity, inclusion and belonging principles in the design and enhancement of curricula. Please reach out to the team at inclusive@ontariotech.ca for more information.