



UTQ module Diversity and inclusion – 1 meeting, two preparatory assignments

Assignment 1: Preparation

1. Aim

The diversity page on Leiden University's [website](#) includes the following:

The University aims to be an open community in which all those who wish to contribute will feel at home and have equal opportunities. Here at our University, students, researchers and staff can be who they wish to be. We safeguard these and other freedoms. The aim of our Diversity Officer and our diversity policy is that the University will be an inclusive community, in which everyone is able to optimally develop his or her talents. Irrespective of gender, ethnicity, cultural background, sexual orientation or functional disability.

During the session on diversity we discuss how you take account of the diversity within your group of students. To what extent are you aware of any assumptions that you might have, and how you could ensure that students are supported to develop optimally?

2. What to do

Please read:

- Creating a safe and inclusive learning space
- How teachers can contribute to inclusive and accessible education

Prior to the meeting you are asked to reflect on your thoughts about the terms diversity and inclusion.

- What do you think of hearing these terms?
- In which way do you take these concepts in consideration in your teaching practice?
- Which (difficult) situations have you encountered related to this topic?

3. Follow-up discussion

During the follow-up discussion we will consider your findings.

We will also take several (difficult) situations into account during a peer consultancy activity.

4. Time

30 minutes to read the website and write down your elaboration

45 minutes for follow-up discussion



Assignment 2: syllabus review

1. Aim

Syllabus review is an opportunity for structured inquiry and reflection, providing a safe space to assess aspects of teaching as reflected in syllabi, for example, course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support.

As artifacts of practice that capture how faculty see the course, what they assume students should be able to accomplish, and what they will do to advance student learning, inquiry into syllabi has the potential to reveal the assumptions, attitudes, values, and beliefs that shape teaching. In addition, examining the content and language of a syllabus can help make explicit who it is written for (e.g., students, faculty, institution), and thus, who it—and by extension, the faculty who created and uses it—serves.

(Excerpt taken from Center for Urban Education's Syllabus Review Guide)

2. What to do

Take a syllabus (course description) for one course you teach in and/ or are responsible for. Analyse the syllabus with the following questions:

- Who is the syllabus aimed at - faculty, students and/ or the department?
- How welcoming, supportive and encouraging does your syllabus come across?
- How clear is the information on expected prerequisites and how to complement a possible gap in knowledge and skills?
- Does the syllabus communicate the value of students' racial/ethnic backgrounds as sources of learning and knowledge?

3. Follow-up discussion

Your reflections will serve as input for a discussion on the relevance and impact of syllabi.

4. Time

1 hour to analyse and reflect on your syllabus and answer the questions

30 minutes to discuss during the meeting