

EQUITY, DIVERSITY & INCLUSION

LENS CURRICULUM REVIEW TOOL



Lethbridge College: EDI Lens Curriculum Review Tool

As a college our central purpose is to create and deliver learning experiences so it is paramount that an EDI lens is used to assess these learning experiences. An equity lens is a process for analyzing or diagnosing the diversity and inclusion in all aspects of course and program curriculum. Careful curriculum development and review is key to the removal of systemic barriers to ensure all individuals have equal opportunity to access and benefit from working and learning in Lethbridge College.

What is EDI?

- **Equity** is defined as the removal of systemic barriers and biases enabling all individuals to have equal opportunity to access and benefit from working and learning in Lethbridge college
- **Diversity** is defined as differences in race color place of origin, religion, immigrant and newcomer status, ethnic origin, ability, mental health, sex, sexual orientation, gender, identity, gender expression, and age.
- **Inclusion** is defined as the practice of ensuring that all individuals are valued and respected for their contributions and are equally supported

Why apply the lens?

- Align our community values with our actions
- Sense of belonging - Ensure that all students see themselves in courses and in their career field
- Pedagogy – learning happens when learners for connections between the familiar and something new
- Diversity and inclusion contribute to better learning experiences for all students
- Inclusion is a major asset in fostering innovation, performance and success in multiple environments where people interact with one another (Rick & Grant, 2016). Retrieved from https://canvas.ubc.ca/courses/31444/pages/1-dot-2-what-do-we-mean-by-inclusive-teaching?module_item_id=1203083
- Improved retention

EDI Considerations for Course and Program Curriculum

The EDI Lens document encourages those involved with developing and revising curriculum to consider the following:

- What are the equity and inclusion concerns related to this course or program? (Accessibility, affordability, safety, culture, identity)
- Is course/program content, including language and terms, free of bias related to age, culture, ethnicity, sexual orientation, gender or disability?
- Does course/program content (readings, images, videos, media, lectures, activities) provide a balance of inclusivity in terms of incorporating a variety of societal and cultural groups?
- Are the materials and content relevant to all students?
- Do examples and case studies include names from a variety of cultures and genders and a variety of situations?
- How does the instructor's identity, beliefs, assumptions and values affect their teaching?
- Is the course/program learner centered and flexible?
- What groups have been consulted in the development of the course/program?
- How will we measure the extent to which the course/program contributes to removing barriers or creating opportunities for people who risk exclusion?
- What human and financial resources are required to address equity and inclusion in the implementation of courses/programs?

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