



Diversity, Equity, and Inclusion & State Solutions

Matt Beienburg

“Beginning in Fall 2008 all new students will also complete a diversity (D) course.”

The screenshot shows the top navigation bar of the Oklahoma State University Academic Affairs website. It includes the OSU logo, the text 'ACADEMIC AFFAIRS', and a search bar. Below the navigation bar is a horizontal menu with links for 'ABOUT', 'FACULTY RESOURCES', 'COUNCILS & GOVERNANCE', 'STUDENT SUPPORT', 'ADVISOR RESOURCES', and 'INITIATIVES'. A breadcrumb trail below the menu reads 'Home / General Education / Diversity (D) Courses'. The main content area features a large heading 'Diversity (D) Courses' followed by a paragraph explaining the focus of these courses. On the right side, there is a partial view of an orange box with the text 'DIVERSITY COURSES OFFERED'.

OKLAHOMA STATE UNIVERSITY

Quicklinks / Search

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ABOUT FACULTY RESOURCES COUNCILS & GOVERNANCE STUDENT SUPPORT ADVISOR RESOURCES INITIATIVES

Home / [General Education](#) / Diversity (D) Courses

Diversity (D) Courses

Diversity (D) courses emphasize one or more socially constructed groups (e.g. racial, ethnic, religious, gender, age, disability, sexual orientation) in the United States. Goals of “D” courses are to prepare students to critically analyze historical and contemporary examples of socially constructed groups in American society or culture and the distribution of political, economic, and/or cultural benefits and opportunities afforded to these groups; to understand how these groups relate to the student’s academic discipline and American culture; and demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills.

DIVERSITY COURSES OFFERED

Requirements

1. Students will reflect on identity through the examination of one or more underrepresented groups (e.g. racial, ethnic, religious, social class, gender, age, disability, sexual orientation) in present day United States.
2. Students will examine the ways underrepresented groups define and express themselves and the context in which these definitions are constructed.
3. Students will critically analyze theories and systems of cultural, societal, political, or economic power.
4. Students will demonstrate their understanding through written



A Note about Resources on this Page and the Language of Decolonizing One's Syllabus

This collection of resources are intended to be used as a guide. The CFE cannot independently verify all of the resources linked within this guide. The CFE is available to help you as you utilize this list, and members of the CFE's teaching team would be glad to meet you for a [consultation](#) to discuss applying any of these recommendations to your courses.

You may find as you explore these resources that some use the language of decolonizing one's syllabus, rather than diversifying. CFE has chosen to use the language of diversification, rather than decolonization, because of Eve Tuck and K. Wayne Yang's (2012) article ["Decolonization is not a metaphor."](#) Tuck and Yang challenge educators to not equate social justice pedagogies with the process of decolonization, which would require much more than the simple process of diversifying one's readings, classroom examples, and images. We encourage active engagement with this article for those who are

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Sometimes Diversity Trumps Academic Freedom

Tensions between core values
must be tested case by case.

<https://www.chronicle.com/article/sometimes-diversity-trumps-academic-freedom>



Bias Incident Response

Oklahoma State University respects and values the diversity of individual beliefs and opinions. The Bias Incident Response Team aims to support individuals that have experienced a bias incident.

What is bias?

Bias is a disproportionate weight in favor of or against an idea or thing, usually in a way that is closed-minded, prejudicial, or unfair. Biases can be innate or learned. People may develop biases for or against an individual, a group, or a belief.

What is bias incident?

A bias incident involves actions committed against or directed toward a person or property that are motivated, in whole or in part, by a bias against a person or group of persons who possess common characteristics.



Bias Incident Report

Report

Nature of the Incident: Again, please check all types of conduct involved in the incident. Please also be sure to fully describe the incident in the section below. *(Required)*

- Comment in Class or Assignment Comment in Person
- Comment in Writing
- Comment on the Internet/Social Media
- Comment via Email
- Comment via Text Message
- Comment via Phone/Voicemail
- Harassment
- Hazing
- Incorrect name or pronoun usage



Report - Bias, Prejudiced Behavior, or Harmful Speech

* Please provide all details regarding the issue that will assist in evaluation and ultimate resolution of this situation, including the location of the incident, location of witnesses, any persons attempting to conceal the issue and steps taken to conceal it, and any other information to help in understanding of the issue and those involved.

Please take your time and provide as much detail as possible, but exercise care to not provide details that may reveal your identity unless you wish to do so. It may be important to know if you are the only person aware of this situation.

* Please identify the person(s) engaged in this behavior and any witnesses or management aware of the issue.

Example:

John Doe, Manager
Unknown, Unknown, Night Supervisor

	First Name	Last Name	Title
#1	<input type="text"/>	<input type="text"/>	- <input type="text"/>

Abolish DEI Bureaucracy

- ✓ Eliminates all DEI administrator positions
- ✓ Prohibits mandatory diversity training sessions
- ✓ Prohibits universities from requiring “diversity statements” from job applicants
- ✓ Prohibits racial discrimination (affirmative action) in hiring and admissions

Freedom from Indoctrination Act

- ✓ Prohibits universities from requiring or coercing students to take DEI related coursework
- ✓ Shields faculty from pressure to infuse DEI content into curricula or “diversify” their syllabi based upon the race or gender of authors
- ✓ Ensures that student orientation programming affirms the principles of free speech
- ✓ Adds instruction in American Institutions (incl. the Constitution & Declaration of Independence) to general education requirements

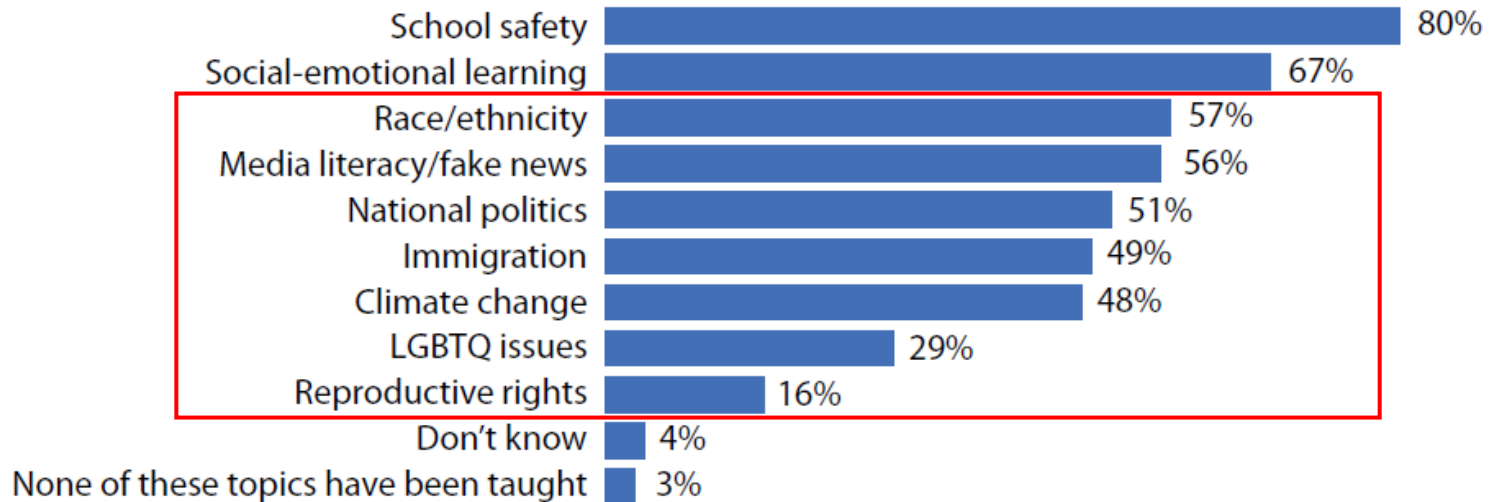
Protecting Students from Bias Reporting Systems

- ✓ Eliminates university operated “bias reporting systems,” which encourage students and staff to report their peers to campus authorities for politically incorrect or “biased” speech.

Campus Free Speech Act

- ✓ Prohibits university speech codes that limit on campus free speech protected by the 1st Amendment
- ✓ Prohibits administrators from censoring / disinviting speakers or charging excessive “security fees”
- ✓ Establishes disciplinary policies for those who interfere with the free speech rights of others
- ✓ Requires universities to adopt policies affirming the importance of free speech and remain institutionally neutral on matters of political controversy

Select all that apply: In the past year, I/our teachers have taught students about the following topics:

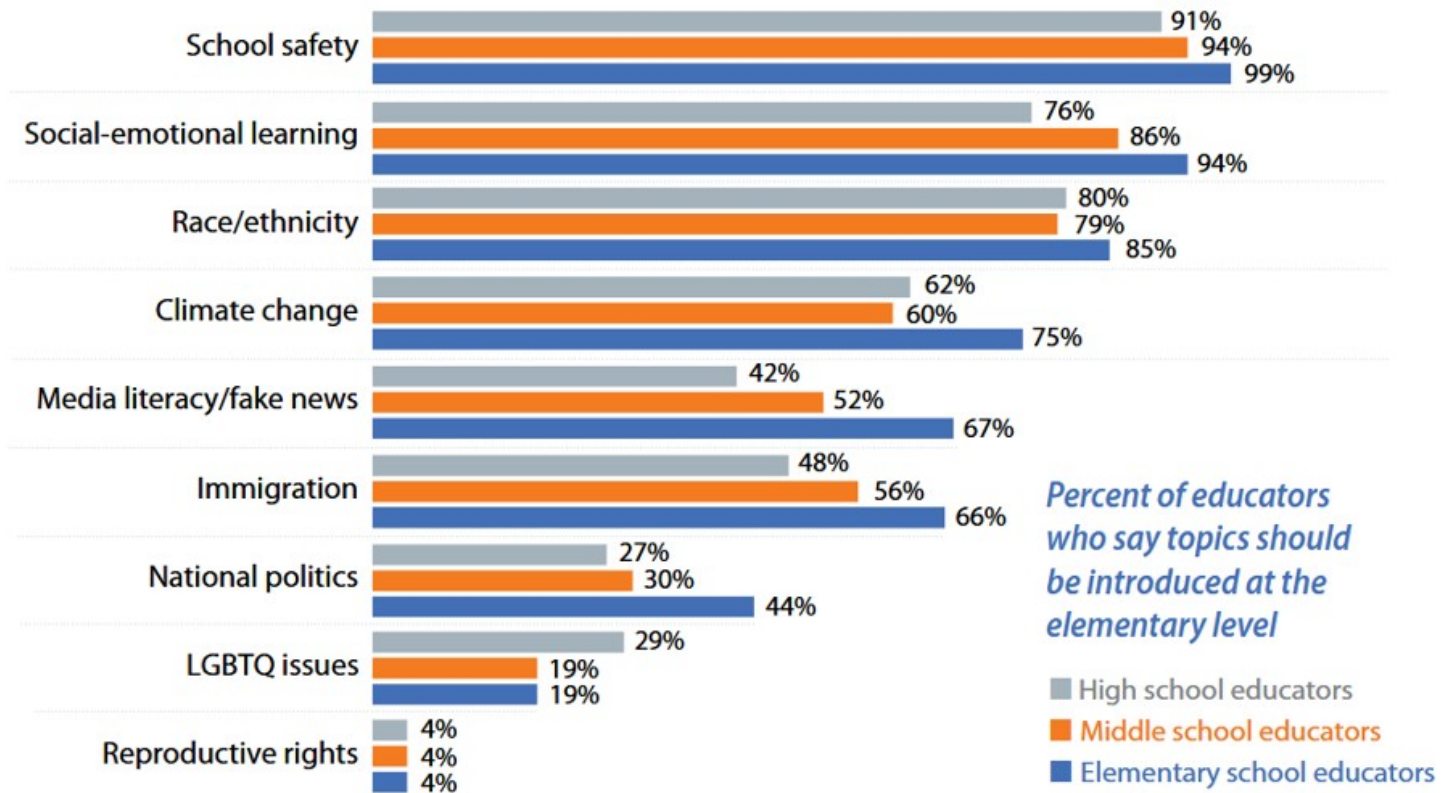


HOME



“Nationally-representative online survey of 1,123 educators including 452 teachers in grades 4-12, 483 principals, and 188 district leaders.”

In fact, most educators say students should be introduced to most topics in elementary school, with elementary educators more likely than their secondary peers to support teaching most of the complex topics to students in grades K-5.



New Business Item 39

ACTION: **ADOPTED AS MODIFIED**

[< PREVIOUS](#)

[NEXT >](#)

The NEA will, with guidance on implementation from the NEA president and chairs of the Ethnic Minority Affairs Caucuses:

A. Share and publicize, through existing channels, information already available on critical race theory (CRT) -- what it is and what it is not; have a team of staffers for members who want to learn more and fight back against anti-CRT rhetoric; and share information with other NEA members as well as their community members.

B. Provide an already-created, in-depth, study that critiques empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society, and that we oppose attempts to ban critical race theory and/or *The 1619 Project*.

C. Publicly (through existing media) convey its support for the accurate and honest teaching of social studies topics, including truthful and age-appropriate accountings of unpleasant aspects of American history, such as slavery, and the oppression and discrimination of Indigenous, Black, Brown, and other peoples of color, as well as the continued impact this history has on our current society. The Association will further convey that in teaching these topics, it is reasonable and appropriate for curriculum to be informed by academic frameworks for understanding and interpreting the impact of the past on current society, including critical race theory.

D. Join with Black Lives Matter at School and the Zinn Education Project to call for a rally this year on October 14—George Floyd's birthday—as a national day of action to teach lessons about structural racism and oppression. Followed by one day of action that recognize and honor lives taken such as Breonna Taylor, Philando Castile, and others. The National Education Association shall publicize these National Days of Action to all its members, including in *NEA Today*.

E. Conduct a virtual listening tour that will educate members on the tools and resources needed to defend honesty in education including but not limited to tools like CRT.

F. Commit President Becky Pringle to make public statements across all lines of media that support racial honesty in education including but not limited to critical race theory.

NEWS

People's History is Reaching More Classrooms

December 20, 2021

Share Print

No wonder the right wing is upset.

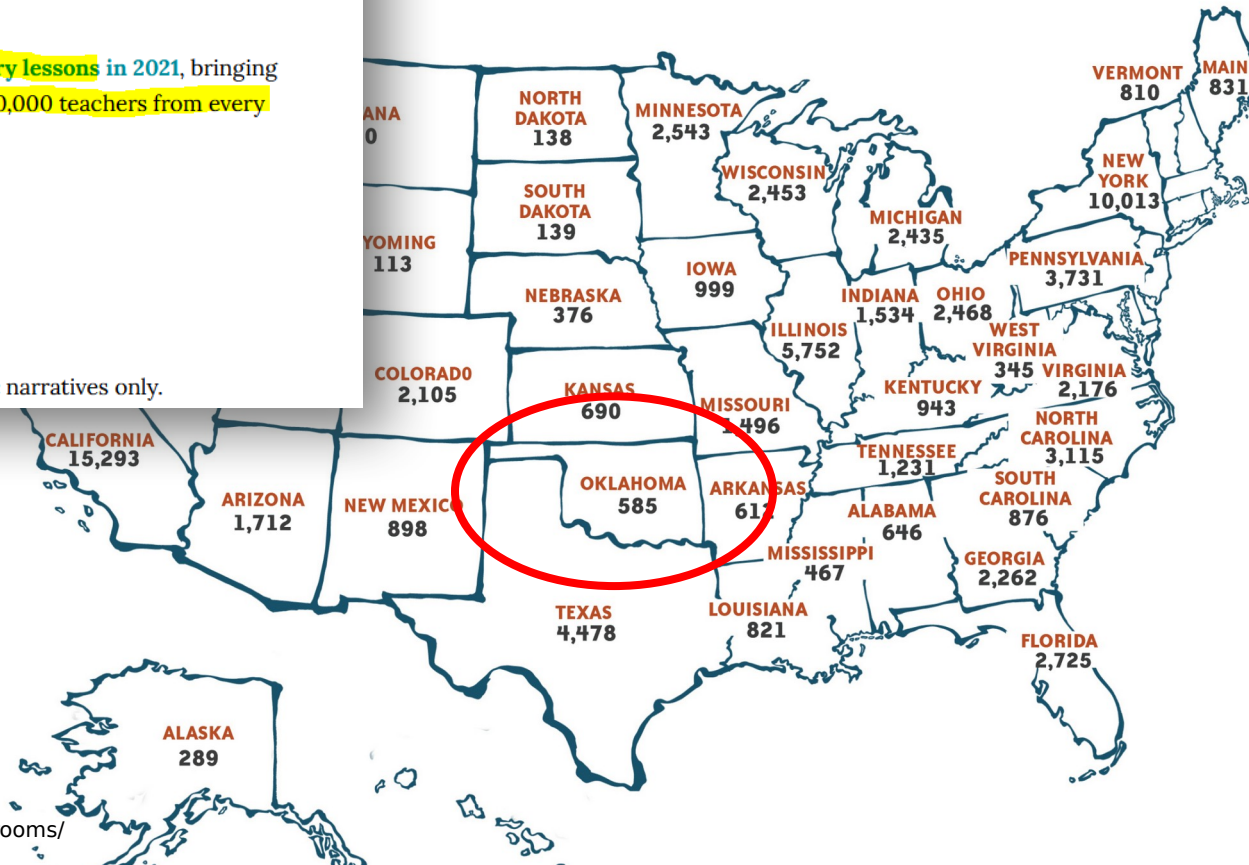
More than 17,000 teachers signed up to access people's history lessons in 2021, bringing our full registration at the Zinn Education Project to almost 140,000 teachers from every state in the country.

This means that young people are learning to:

- read the news with a critical eye,
- assess current events through the lens of history,
- be alert to issues of racial and climate justice, and
- see through red-baiting and fear-mongering scare tactics.

The right wing wants to restrict teachers to so-called patriotic narratives only.

“structural racism is a defining characteristic of our society today... We, the undersigned educators, refuse to lie to young people about U.S. history and current events — regardless of the law”





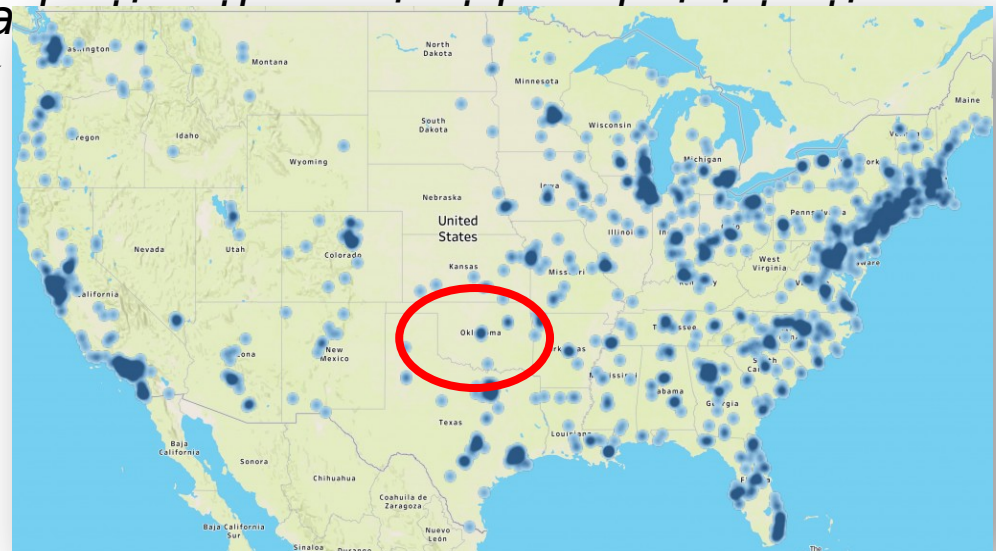
Disputed NY Times '1619 Project' Already Shaping Schoolkids' Minds on Race



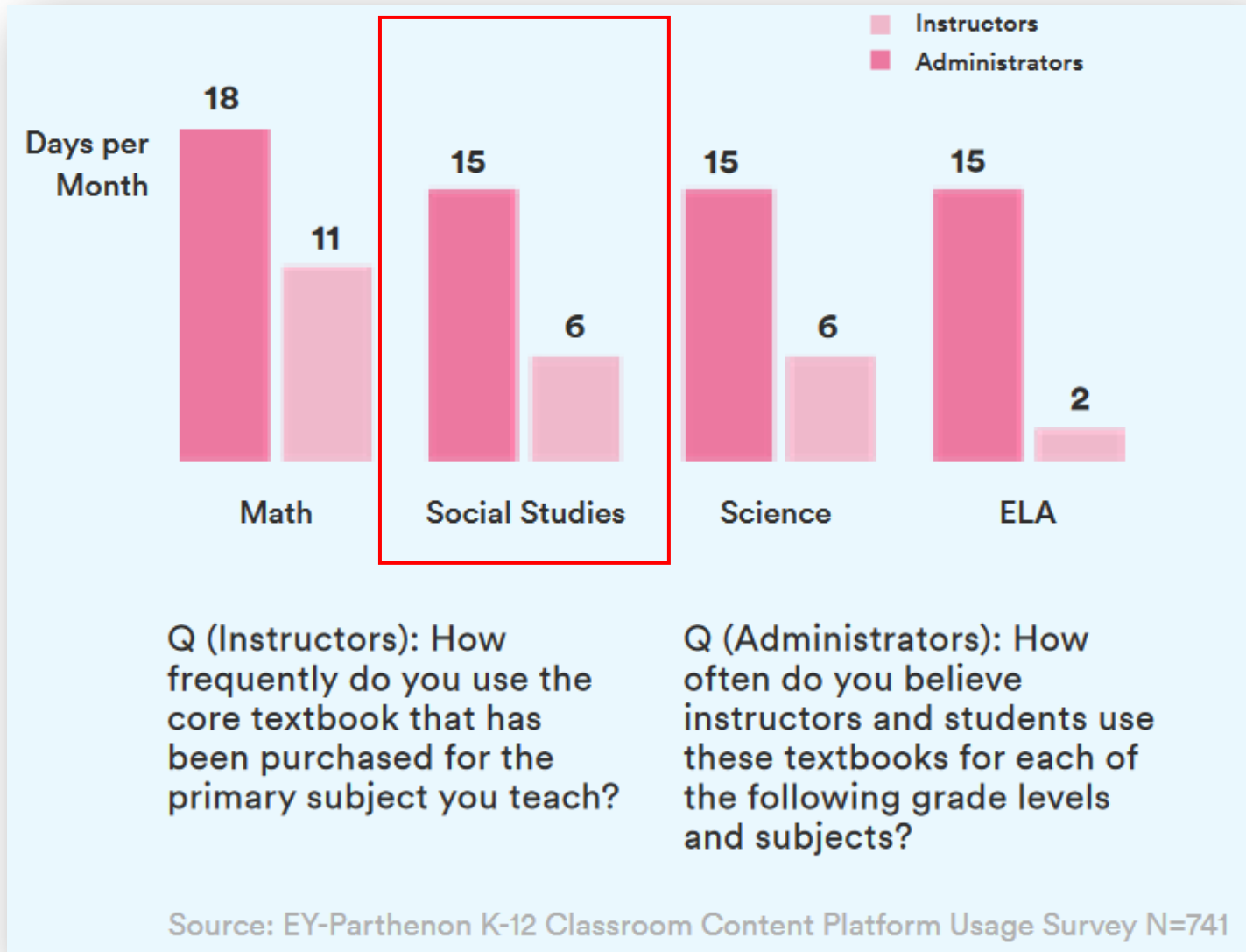
Since its publication in August, the 1619 Project has been adopted in more than 3,500 classrooms in all 50 states... [as of 2020]

It is mostly being used as supplemental, optional classroom teaching material.

By and large, school systems are a fiat, not through a public textbook



K-12 classrooms increasingly use unvetted “supplemental” materials, rather than the officially adopted textbooks/curricula.



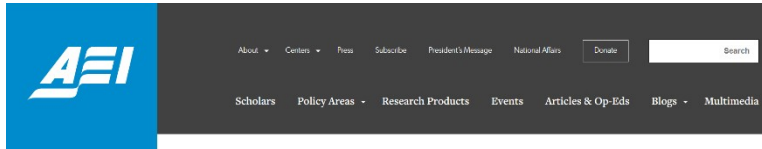


Curriculum transparency bills are just thinly veiled attempts at chilling teachers and students from learning and talking about race and gender in schools.

“Think about that for a minute. The far left is admitting, in public, that if the public gets to look at the racial and gender theories that they want to teach little kids... then those lesson plans will become untenable.”

“That’s what they are saying! If parents gain transparency into the crazy stuff we’re teaching, we might have to stop teaching it.”

“In other words, their reaction proves the point. The fact that woke bureaucrats are this terrified by transparency proves exactly why parents deserve it.”



“What the critical race theory debate misses: We really don’t know what’s happening in our classrooms... states, districts, and school boards have less control over what gets in front of students than do Google, Pinterest, and the lesson sharing website Teachers Pay Teachers — the top three places teachers go when looking for materials”


...the fact that so much of the curriculum in American classrooms is not codified in any meaningful way is an overlooked facet of the ongoing debate over critical race theory in schools.”

--Robert Pondiscio, Former Teacher, Senior Fellow, American Enterprise Institute



Robert Pondiscio

Senior Fellow

 @rpondiscio



SKETCHING A
NEW CONSERVATIVE
EDUCATION AGENDA

Academic Transparency to Protect Students from Radical Politics in K-12 Education

By Matt Beienburg

July 2021

Perspectives from Teachers:

"This is a great collaborative effort for teachers and educators to find other resources that are effectively being used across the state and posting those and making them available for their colleagues.

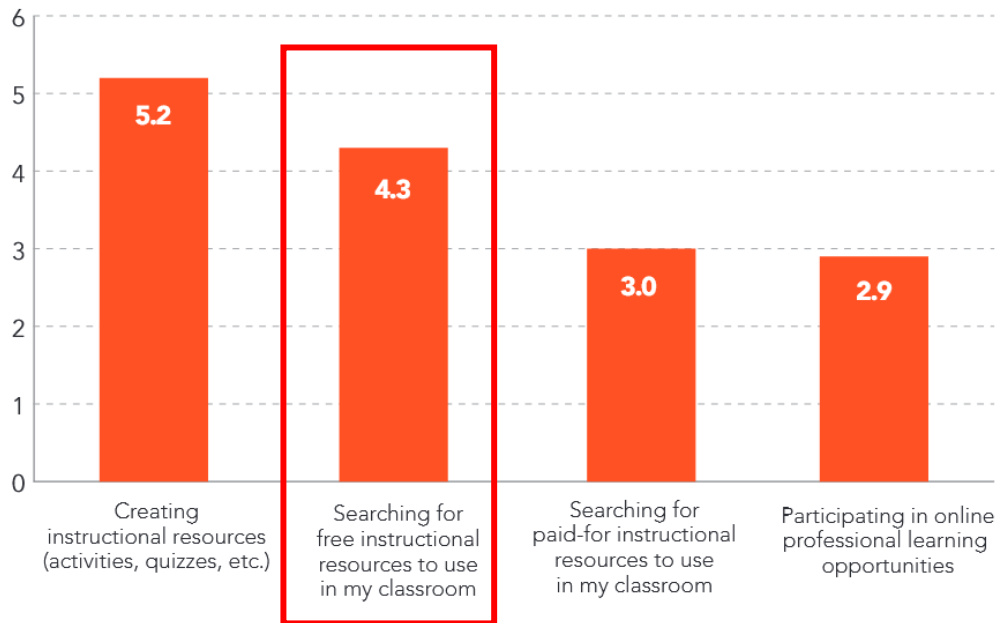
As a former Wake County teacher, 20 years ago I provided all of this information. I turned in my lesson plans to my principal. Doing it electronically now would be so much simpler than what I was expected to do as a Wake County teacher. So all of this is stuff that I had to do as a teacher that now as a parent I would greatly appreciate."

--Kelly M., North Carolina



The Status Quo Wastes Teachers' Time

Figure 1: Average Hours per Week Spent on Tasks



EdNET Insight Survey © 2016, Market Data Retrieval.



“In total, teachers spent more than 12 hours each week creating or searching for materials, either free or for a fee. If there are four weeks in a month, teachers spent 50 hours each month on these tasks, taking away significant time from analyzing data, communicating with parents, and diagnosing specific student needs”