

Mendocino College
Course Outline of Record
Cultural Audit Review Process for Faculty

What is a Cultural Audit Review?

As community colleges across California work to address topics of equity and representation in the work we do, a part of that process includes a review of all courses from the equity lens. This is an exercise for faculty to participate in as part of their five-year program review process, when developing new courses, or revising courses.

Conducting a Cultural Audit Review:

The 7 questions below are meant to be used as a tool for faculty to use to evaluate their courses in a way that considers equity when we review what topics we teach, how we teach them, and how we support our students.

This is an exercise meant to help us address current topics of equity in our disciplines and best serve our diverse student population. It is a process led by faculty and is by no means punitive. While it may seem challenging to conduct such a review for some courses, the curriculum committee has provided sample cultural audit reviews from varied disciplines and lists of things to consider in order to help guide faculty with this process. The extent and nature of the changes faculty make as a result of this review, may differ based on the discipline and content required in each course.

Next Steps after a Cultural Audit Review:

If after conducting a cultural audit review, faculty find areas in their courses where they could make some changes, they should include those in their curriculum modifications or in their new course proposals.

Note: If your course has C-ID approval, make sure your changes do not jeopardize that approval. You should not remove content that is required as part of C-ID.

Contact for support: Curriculum Committee Chair or Vice-Chair, Debra Polak
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1. Course Title:

Does the Course Title accurately reflect course content?

2. Course Description:

Does the Course Description include a diverse representation of course content which promotes an understanding of self and others? Is it written using language that is meaningful and accessible to students?

3. Assignments:

Are the Course Assignments varied enough to recognize the strengths of diverse students?

Things to Consider:

- Allow students to demonstrate knowledge and be evaluated in a variety of ways (beyond tests and essays). For example, projects, presentations, activities, stages of work, and/or oral explanations can be incorporated.
- Use the readings as a backbone for discussions. Not so focused on individual's experience.
- Leaving topics general or open-ended so that students can find topics that fit their background, interests, etc.
- Incorporating project topics that allow for cultural discussion and applications.
- Have students write down questions in advance of the discussion.
- Discipline-specific examples:
 - Use music to highlight other cultures.
 - Discussing racial inequities, DNA evidence, and the Innocence Project
 - Discuss sports and mascots and their cultural roles.
 - Review systemic racism- example- consider voter ID not accessible to all folks (not everyone has a driver's license) ID ways in which people are treated differently.
 - Carbon footprint assignment – compare footprint of different countries, learn about wealth inequities and how this contributes to climate change (socioeconomic differences)

4. Course Outline

Are common forms of bias within the subject matter included in the Course Outline?

Things to Consider:

- Discuss biases with students and help them to recognize biases they might have. <https://implicit.harvard.edu/implicit/selectatest.html>
- Biases can include gender, weight, political views, disabilities, age.
- Case Studies
 - use examples that do not include ages, gender, etc.
 - use examples that include representation from many groups.
- Allow students to see themselves in the curriculum.
- Use diverse narrators for in-course videos.

5. Course Objectives

Do the Course Objectives directly address topics of equity and representation?

Things to Consider:

- Include a variety of problem-solving methods.
- Pay attention to individual representatives of our discipline in a variety of gender/ethnicities and recognize and discuss when a lack of variety exists in representatives.
- Address class/ethnicity/race/gender; are all important
- Understand the broader definition of family when providing examples.
- Include historical examples that promote diversity and raise awareness of the diversity of scientists/explorers/contributors not mentioned in the textbooks.
- Creating community in a class along with trust. Have students bring their own experience into the course and assignments.

6. Student Learning Outcomes:

Do the Student Learning Outcomes reflect topics of equity and representation and use language that is meaningful and accessible to students?

Things to Consider:

- Does the SLO incorporate clear, precise language for a diverse audience of students, faculty (part- and full-time), transfer institutions, and advisory groups (if applicable)?
- Do students understand what the outcome is—the specific skill(s) and/or knowledge to be mastered?
- Does the SLO allow for multiple modes of demonstrating understanding?

7. Textbooks

Are textbooks written by diverse authors, and do they include content which addresses equity in the field?

Things to Consider:

- Choosing textbooks written/published by underrepresented groups.
- Be cognizant and seek out accessible, low-cost software and materials.

- Look for visual representations that include various abilities, skin tones, socioeconomic status.