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## **Chapter XIII**

# **Training Faculty for Diversity Infusion in the IT Curriculum**

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## **Abstract**

*In this chapter we offer a flexible training environment and strategies for diversity infusion in the Information Technology curriculum. The chapter overviews “My First Diversity Workbook,” and the ways in which it may be used in diversity training for faculty. The major part of such workshops consists of four parts. In the first part, the trainer talks about his or her positive experiences of diversity infusion in the curriculum, and serves as a motivational component of the training. The second and third components explain how to get inspired for micro and macro infusion of topics in the curriculum from the outside and the inside. By using external examples and facts, or internal experiences and introspections, the instructors may successfully diversify a unit lesson or the whole curriculum. In the fourth component, the trainer talks about continuing to share classroom experiences after the workshop is done—usually online, within the*

*framework of an e-group. We describe fitting these four components into two different contexts, and outline in detail the schedule and experiences of participants from those two workshops, custom-tailored to the needs of the institution that the training was designed for. These workshop patterns are fully replicable. The chapter not only describes the author's strategies in covering the topics, but also provides a selection of sources that the trainer and the participants may use when replicating or modifying these trainings.*

## **Introduction and Rationale**

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With the number of studies of scientific laboratories and scientific research in other countries, social scientists have amassed data on a variety of different institutional, organizational and cultural formations that might be said, despite their differences, to produce good science (Traweek, 1988; Coleman, 1999). Scholars like Itty Abraham (2000) look to the different ways research was conducted in the formation of India's Giant Metrewave Radio Telescope (GMRT), analyzing the different ways this became "a totally Indian project" (Abraham, 2000). Moreover, laboratory studies within Europe and the United States suggest that research organizations display considerably heterogeneity, confirming the idea that different institutions have different "cultures," i.e., different ways of interacting, hierarchies and ways of communicating (Knorr-Cetina, 1981; Latour, 1979). Identifying diversity internationally and intranationally, however, leaves unanswered the question of diversity as a resource, and the effects of "diversity" (however defined) upon the day-to-day organizational behavior.

It is our belief that "diversity" should go beyond just the inclusion of different, underrepresented populations; integrating diversity into the classroom should also mean transforming some of the basic institutions of research and pedagogy at the undergraduate level. To truly incorporate diversity, as David Hess (1995, pp. 252-253) notes, the "culture" of science education itself should be open to transformation from within. Indeed, as Downey and Lucena (1997) suggest, targeting underrepresented populations for inclusion in engineering may not yield positive results unless the "culture" of engineering education itself changes—i.e., the way engineers are socialized.

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