

Title Dimensions of Social Inclusion in the Curriculum and Co-curriculum at a Post-1992 British University: A Case Study

Author [Julie Ann Andreshak-Behrman](#)

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Appendix C:
Matrix of Proposed Institutional Response Paradigms

<i>Institutional response</i>		Monocultural	Multicultural	Antiracist /Multicultural-Anti-Racist
<i>Description</i>		Characterized by assimilation or deprivation models. Students either “sink or swim” in assimilation. Or, they are viewed as deficient and must be “fixed”.	Based on ethnic or racial identity with possible inclusion of class, gender, or disability. Focus on demographics and access issues. Groups viewed as monolithic entities.	Race relations are central feature. Ethnic identity development important. Racism is the tool for understanding the world and the university community.
<i>Initiatives</i>	<u>Co-curriculum</u>	Minimal linkage between units or “extra” academic support. Support for diverse students (child care, prayer room, etc) limited or non-existent.	Express commitment to become more inclusive but structures not in place. Narrowly conceived cultural events based on warm fuzzy aspects of difference.	Anti-racism training for staff. Student groups arranged around political/social philosophies.
	<u>Curriculum</u>	Little or no evidence of initiatives to broaden curricular content or change delivery.	Attempt to make the curriculum multicultural are additive and may focus on “special” contribution of (mainly) ethnic groups.	Adding or infusing the curriculum with the ‘Black’ perspective in various fields.
<i>Indicators</i>	<u>Co-curriculum</u>	Student not viewed as whole person; needed support dealt with piecemeal. Changes in academic support seen as remediation.	A degree of isolation of “different” students through singling out for support. International students are perceived as good for the “look” of the institution and for monetary gain. Staff view students has having different needs depending on the groups to which they belong.	Evidence in the co-curriculum of singling out groups based on race. Emphasis on affirming Black culture(s).
	<u>Curriculum</u>	Eurocentric ‘canon’ Inflexible delivery systems Traditional delivery styles	Curriculum reflects bits of cultural and social content, perhaps with attention to single groups; Tokenistic and/or non-critical	Racial discussions and curricular materials may feature. Issues of bias and discrimination in content and delivery are raised.

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<i>Institutional response</i>		Critical Multicultural/Social Transformation	Inclusive
<i>Description</i>		Power issues are addressed. Social class and other groupings included in the response. Involves cultural critique and focuses on how to transform society to prevent reproduction.	University is viewed as social system and it has an important role in attempting to impact student success. Social inclusion seen as means to involvement and community. It is critical and incorporates all students, even those who are/were “the norm”.
<i>Initiatives</i>	<u>Co-curriculum</u>	Retention and progression come more into focus and how issues from society might play a role. Cross-over of membership in social groups and at cultural events.	Collaboration between units of the curriculum and co-curriculum central. Services, activities and events that were once for “them” are now for and about all of “us”.
	<u>Curriculum</u>	Students sometimes encouraged to dialog in the classroom in order to develop critical thinking and problem solving skills. Infusion of material throughout the curriculum to guide social transformation.	Curricula in each field challenged in a comprehensive way. Skills sets embody “principles of inclusivity” and are based on abilities of students to interact in diverse world (see Nunan et al, 2000)
<i>Indicators</i>	<u>Co-curriculum</u>	Collaboration between units becomes more evident. Cultural and social activities do not reinforce stereotypes.	Holistic approach to integration. Collaboration between units since all students’ needs are regarded as “joined-up”. Student groups/student leaders are diverse. Co-curricular events are in flexible formats to make them accessible to more students.
	<u>Curriculum</u>	Curriculum reflects social problems as part of each academic field. Critical discussion of different groups.	Students use dialog and discussion as means of coping with reading material, skill development and creating links to real world problems. Delivery is flexible.