



**Megan Barrett**

## **CEB Faculty Think Tank Project**

**NEC Role:** Chair, Modern Languages

### **Title of Project: Textbook Evaluation Through the Lens of Inclusion**

**Define:** Evaluate a new textbook for its inclusiveness so that my own CEB goals are not inadvertently hindered by that content as I make my new syllabus. Share the process and results of this with my department (and others).

**Discover:** My old textbook had some pretty glaring blind spots in it (few people of color (none in the accompanying video series)), let alone POC who were German; body shaming; not a lot of diversity either in religion, age, economic status, ability, etc.), so since this new book is an updated version of that book, I want to run this new text through the CEB *Reflective Toolkit for Faculty* in order to be aware of the ways in which I will need to supplement the text.

**Dream:** Having a thorough understanding of my textbook with regards to CEB, I will be able to 1) design a more robust syllabus that more actively promotes CEB work, and 2) I will be able to share this process with my department colleagues as one model for how to improve our syllabi and courses on a broader, departmental wide scale.

**Design:** Took part in discussions on both the CEB Advisory Council and the CEB Faculty Think Tank. I attended workshops organized by CEB. I have also looked into German textbooks/curricula that were expressly written using a CEB lens, which, for various reasons are not suitable for me to use exclusively.

**Derive:** I am using the CEB *Reflective Toolkit for Faculty* to evaluate this book on representation in terms of the book's content (answering questions like "What is German?"), but also in terms of what it assumes about my students who will be engaging with the book.

**Delivery:** A document that details my process with the Toolkit, as I think that that process could be useful for others to see. Ultimately I will also have an improved syllabus to share, possibly in an annotated version that makes my process and decision making more explicit.

Name	Key Goal	Type	Action Item
<p><b>Megan</b></p>	<p>Evaluate a new textbook for its inclusiveness so that my own CEB goals are not inadvertently hindered by that content as I make my new syllabus; share the process and results of this with my department</p>	<p>syllabus/curricular; department</p>	<p>Take a more thorough look at the book with a CEB lens.</p>
<p>What is your <b>role in relation to this goal</b> at NEC? Is this in your sphere or responsibility, or will approval/collaboration be needed? By/from whom?</p> <p>This is 100% within my sphere of control.</p> <p>Given our timeline (till June), what <b>specifically</b> would you like to accomplish. Name 1 - 2 specific objectives (attainable).</p> <ol style="list-style-type: none"> <li>1) In the next week I would like to look through Chapters 1-6 globally and chapter 1 more specifically along side my current textbook and make some comparisons to evaluate the new book along representational lines for race, ability, age, and sexual orientation.</li> <li>2) I would like to brainstorm ways to fill/deal with the CEB gaps I identify in the textbook.</li> </ol>		<p>What will the <b>end goal/"product"</b> linked to the think tank entail? Will it be a proposal, a report, a syllabus, a plan?</p> <p>A written assessment of chapters 1-6 which concretely identifies strengths and weaknesses in the book and provides possible solutions for the challenges the book presents.</p> <p><b>Suggested action-step cycle:</b>  <b>Take Stock - Listen - ideate - consolidate - feedback - action plan - implement</b></p> <p>Given you action item above, what are 2 - 4 steps to get there?</p> <ol style="list-style-type: none"> <li>1) Take stock (steps 1 in my objectives)</li> <li>2) Ideate (step 2 in my objectives)</li> <li>3) Consolidate (my end goal: written assessment)</li> <li>4) Action plan: this will be my syllabus</li> <li>5) Implement: we'll see how it goes in the fall!</li> </ol>	