GOALS/OBJECTIVES

• Participants will gain insight to how they can contribute to an inclusive campus climate.

• UNC community members will have an opportunity to reflect on multiple, intersecting identities and the impact on learning and teaching.

• Attendees will understand the importance of an inclusive classroom at a state public institution.

• Participants will obtain knowledge about teaching in an inclusive classroom.
GROUND RULES/WORKING ASSUMPTIONS

• Participants are contributors
• Practice respect
• Maintain confidentiality, but share your learning
• Conflict is the “juicy” part
• Honest dialogue welcome
• Approach each other
• On Your Own resource

WAIT
• Why am I talking?
• Why aren’t I talking?
UNC COMMITMENT TO DIVERSITY

• We are dedicated to creating a welcoming and inclusive learning community where diversity of thought and culture is respected, intellectual freedom is preserved, and equal opportunity is afforded to every University community member.

• We will do so by engaging the community in thinking about diversity in its broadest sense as part of all that we do; by facilitating campus dialogue on diversity, equity, and climate issues; by helping UNC develop and initiate institutional strategies for achieving greater diversity of students, faculty and staff; and by promoting University community members’ engagement in Greeley and beyond.

• ~http://www.unco.edu/diversity/commitment.html September 2015
DIVERSITY @ UNC

• At UNC, the concept of diversity encompasses acceptance and respect. It means **understanding that each individual is unique, and recognizing our individual differences.** These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment that we want to facilitate for all of us.

• ~Modified from [http://www.unco.edu/diversity/](http://www.unco.edu/diversity/) October 2015 to include gender identity & expression from 1/2017

• **Diversity is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.**
INTRODUCTIONS

• Name
• Pronouns (They, Them, & Their; She, Her & Hers; He, Him, & His; etc)
• Role @ UNC
• What observations have you made about changes regarding diversity & inclusion in the classroom or on college campuses?
DIVERSITY IN THE CLASSROOM

- Diversity and inclusion.....
  - ...among the students
  - ...among the faculty & teaching staff
  - ...regarding teaching approach
  - ...regarding learning styles
  - ...syllabus information & format
  - ...reading material
  - ...grading criteria
  - ...support & resources
  - ...accessibility
FEDERAL ANTI-DISCRIMINATION LAWS

- Title VII of the Civil Rights Act
- Age Discrimination in Employment Act
- Americans with Disabilities Act
- Equal Pay Act
- Immigration Reform & Control Act
- Civil Rights Act of 1866
- Genetic Information Non-Discrimination Act
- Title IX Sexual Harassment & Discrimination

www.eeoc.gov
COLORADO
ANTI-DISCRIMINATION ACT
(CADA)

- CADA now prohibits discrimination based on a person’s sexual orientation, gender identity, religion, disability, race, creed, color, sex age, national origin or ancestry.

- The statue makes it illegal for Colorado employers “to refuse to hire, to discharge, to promote or demote, to harass during the course of employment, or to discriminate in matters of compensation against” any member of the protected classes listed above.

- CADA is Colorado’s version of the federal Civil Rights Act, Age Discrimination in Employment Act and the ADA all rolled into one. But unlike the federal anti-discrimination laws, which cover only employers with 15 or more employees, Colorado’s civil rights covers all employers regardless of size.

colorado.gov/dora/civil-rights
MULTIPLE, INTERSECTING IDENTITIES

Socio-economic Status
Classism
Abilities/Disabilities
Mental, physical, learning, and/or emotional ableism
Size
Sizeism
Nationality
Documented/Undocumented
Xenophobia
Spirituality/Religion
Religious Bigotry
Anti-Semitism
Gender Identity & Expression
Genderphobia
Transphobia
Race & Ethnicity
Racism
Sex
Sexism
Misogyny
Sexual Orientation
Biphobia
Homophobia

Please share 2 privilege identities & 2 marginalized identities, and share how they may impact teaching students; and how they may impact nursing patients.
Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.

Courageous Teaching:
https://www.youtube.com/watch?v=Kj_GFiv_tUE
IMPACT OF NEGATIVE CAMPUS CLIMATE ON RETENTION

- Stereotyping & Discrimination
- Tokenization - invisibility vs. hyper-visibility
- Isolation and Alienation
- Lack of Representation
- Lack of Intercultural Interaction & Avoidance
- Harassment
- Inconsistent messages about diversity from the institution
- Pressure to Assimilate
- Resentment


On Your Own:
Stereotype Threat & Microaggressions
https://www.youtube.com/watch?v=4iIXrUW1MjE
SUCCESSFUL CAMPUS: ACADEMIC & STUDENT AFFAIRS PARTNERSHIPS

- **Complimentary Pathway** – Work separately in respective divisions to advance diversity & inclusion
- **Coordinated Pathway** – Create a shared vision for diversity & inclusion with cross campus units & committees
- **Pervasive Pathway** – Normalize the partnership which is reflected in rethinking pedagogy & co-curricular programming from a shared vision

What are examples of these pathways @ UNC?

Barnett & Felten, 2016
INCLUSIVE COLLEGE CLASSROOMS

1. Choosing Course Content
2. Increasing Awareness of Problematic Assumptions
3. Planning Considerations
4. Getting to know the Students

Saunders & Kardia; 
http://www.crlt.umich.edu/gsis/p3_1
CHOOSING COURSE CONTENT

- Whose voices, perspectives & scholarship are being represented?
  - Multiple views on a topic
  - Materials written/created from people of various backgrounds & perspectives

- How are the perspectives of various groups being represented?
  - Avoid trivializing & marginalizing underrepresented groups
  - Aware of & responsive to the portrayal of certain groups
  - Avoid dichotomizing race (& other social issues)
INCREASING AWARENESS OF PROBLEMATIC ASSUMPTIONS

• Students will seek help
• Students from certain backgrounds are not responsible and/or intellectual
• Accents (Rural and/or Ethnic) = Poor writers
• Poor writing = lack of intellectual abilities
• Older students & students w/ disabilities are “slower learners”
• Certain cultural affiliations are not native English speakers
• Certain students are information sources for their cultural group
• Students on related to characters that resemble them
• Certain students have a radical agenda, are argumentative or conflictual

This awareness will prevent many microaggressions that students experience.
PLANNING CONSIDERATIONS

- Accommodations
- Attendance
- Grading
- Cultural Reference Points
- Instructional Strategies
- Controversial Topics
- Grouping Students for Learning
GETTING TO KNOW THE STUDENTS

• Decisions, comments, & behaviors during the teaching process

• Working with course content

• Students’ critique of course content

• Responding to student identities

• Inequities in the classroom

• Conflict in the classroom
DISCUSSION

• What do you do well?
• What do you hope to improve?
• What resources do you recommend?
THE SYLLABUS & FIRST FEW DAYS- SUGGESTIONS

• Set the tone for welcoming environment – Inclusion statement
• When taking attendance in the beginning use the names collected from the students or last names. Let students know you want the name they want you to use
• Your contact information, including your pronouns
• Share working assumptions or develop group ground rules

• Collect basic information including “preferred name”, pronoun, contact information, accommodations needed & fun or class topic related info
• Talk about emergency info
• Location of gender neutral bathrooms
• Share your thoughts regarding technology and devices
• Utilize inclusive language


GOOD READS

• Understanding Student Development Theories as Multicultural Teaching & Learning Resources

• Microaggressions:

• Student Development Theory: The Basics
  • [http://www.ucalgary.ca/ose/studentdevelopmenttheory](http://www.ucalgary.ca/ose/studentdevelopmenttheory)

• LGB TQ+ Inclusive Classroom & Curriculum Guide
  • [http://rainbowcenter.uconn.edu/inclusive-curriculum/](http://rainbowcenter.uconn.edu/inclusive-curriculum/)

• Supporting Transgender Students in the Classroom – Dr. Sherry Zane
OUR APPROACH TO PROFESSIONAL DEVELOPMENT

1. Provide initial professional development series

2. Provide Train-the-Training
   – To have an ongoing series for individuals & groups

3. Provide customized training & education; and consultation
For more information contact Flo King, Assistant Vice President for Equity & Inclusion
fleurette.king@unco.edu
970-351-3012

For upcoming professional development visit the professional development website for the
Campus Community & Climate - https://www.unco.edu/campus-community-climate/
professional-development.aspx