

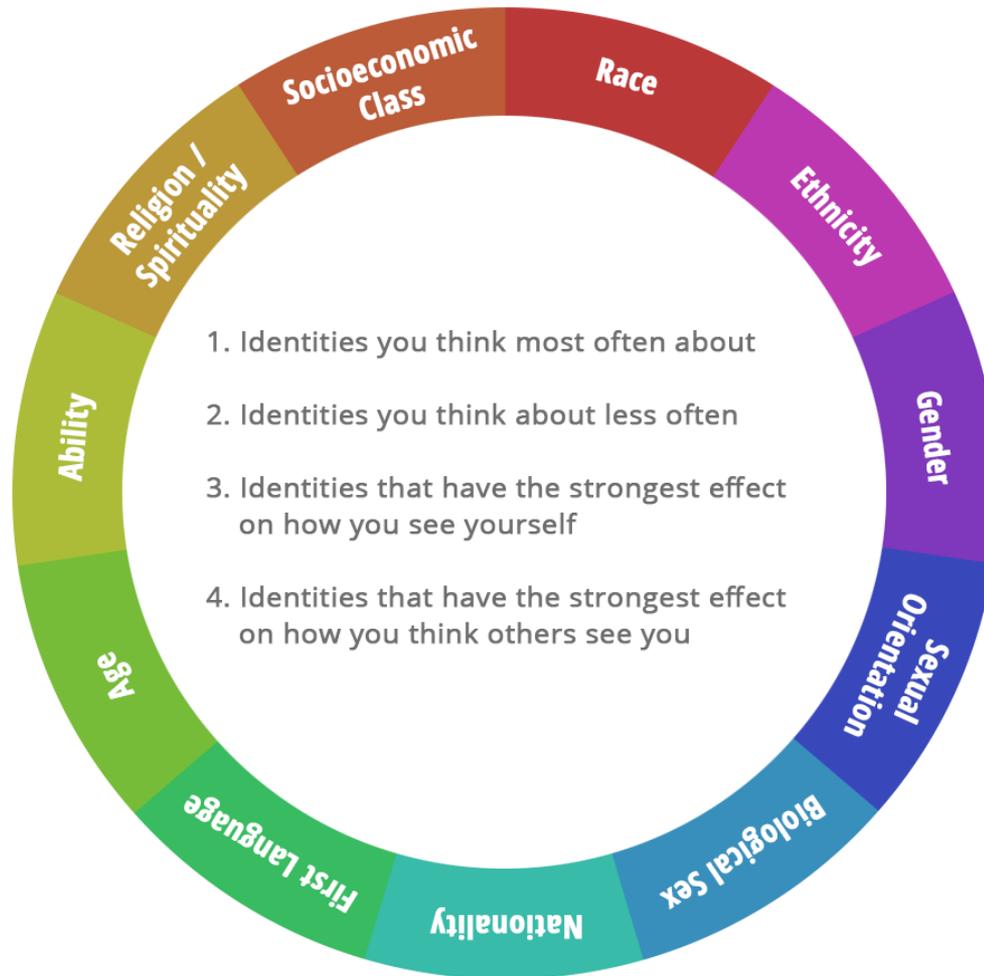
# Diversity and Inclusion in the Classroom

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# Social Identity Wheel Activity

## Social Identity Wheel



# How to Define Diversity

- Example of a common definition of diversity:
  - "Diversity refers to all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued" (The University of Washington Tacoma's [Diversity and Social Justice Glossary](#))
- In this presentation, we focus on the idea of critical diversity:
  - Critical diversity focuses on "unearthing existing unequal power relations in organizations" (Pullen, Vachhani, Gagnon, and Cornelius 2012)



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# TAs Working with an Instructor

- Be certain to have a discussion with your professor at the beginning of the term about those areas where one's authority may be questioned (ex. grade dispute, late policies, extension policies, cultural differences etc.).
- Reframe your relationship with students as a mentor and/or a resource/source of support, as opposed to as an evaluator (ex. flexible office hours, answering emails, promoting transparency regarding expectations).

# Strategies for Inclusion

- Use a variety of teaching methods (multimedia approaches, include visuals, ensure the accessibility for all activities, etc.)
- Utilize pronouns and gender-neutral language (ex. pronoun activity with students)
- When using cultural, historical or social references, explain the context first, and then go into the example (do not assume that your students understand all the information at first. Make sure to stress the significance of the material you draw on)
- Teach about social and cultural issues through a consideration of how these issues are related to heteronormativity, class, power, privilege, race, gender and other social categories
- Minimize economic constraints as much as possible (If possible and doesn't mess with copyright, upload some of class texts on Blackboard).

## Example from B's Syllabus

### **Names/Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me, the instructor of record, with the student's legal name. I will gladly honor your request to address you by an alternate name or specified gender pronouns. Please advise me and class members, when appropriate to you, of this preference early in the class or when you can or as the need arises.

### **Forms of Address**

You can address me by B or my last name López. If you are not comfortable with calling me by my first name, you can call me Professor López. My pronouns are they/them. For more information about pronouns check out the following link:

<https://shcs.ucdavis.edu/blog/archive/why-pronouns-are-important>

# RESPECTING PRONOUNS

- Engage students in a conversation about pronouns. Utilize gender-neutral language (i.e : “y’all,” “students,” “everyone,” “folks”) and invite them to write their pronouns on an index card to submit to you. Create a space where students feel comfortable sharing their pronouns.
- Whenever they introduce themselves ask them to include their pronouns.

	Subject	Object	Pronoun	Pronunciation
Gender Binary	<b>she</b>	<b>her</b>	<b>hers</b>	<b>as it looks</b>
	<b>he</b>	<b>him</b>	<b>his</b>	<b>as it looks</b>
Gender Neutral	<b>they*</b>	<b>them*</b>	<b>theirs*</b>	<b>as it looks</b>
	<b>ze</b>	<b>hir</b>	<b>hirs</b>	<b>zhee, here, heres</b>
	<b>ze</b>	<b>zir</b>	<b>zirs</b>	<b>zhee, zhere, zheres</b>
	<b>xe</b>	<b>xem</b>	<b>xyrs</b>	<b>zhee, zhem, zheres</b>

*\*used as singular*

# SCENARIOS IN THE CLASSROOM

For this activity, we have constructed some hypothetical classroom scenarios.

These are constructed to help prepare you to deal with some situations that might arise.

Sometimes, dealing with these issues in the moment can be difficult or uncomfortable.

It's important to consider ahead of time how you might react.

# I. Privilege and Domination

You are the TA for a political science course, and the instructor has assigned an article on gender and feminism. You will be leading a discussion section on the article. The majority of the students in this class are women. The day before class, a male student emails you, asking to be excused from your section. He feels worried that his point of view on the issue will result in him being “attacked” (his words) by his peers in the discussion.

## II. Racial Language & Terminology

Your class is having a very heated discussion about an issue involving race and racism in American politics. At one point, a white student, while responding to the perspective of a non-white student, uses racially insensitive language/terminology.

### III. Socioeconomic Status/ Access To Resources

You are a TA for a professor who teaches a large lecture course. On the first day, a student asks to speak with you after class. The student says, “I would love to take this class, but I can’t afford to buy all of the books on the syllabus. I am on significant financial aid.”

## IV. Diversity in STEM Teaching

You are a TA for an introductory STEM class. The students are diverse in terms of culture, race, and gender; the syllabus is not. The professor regularly shows videos in classes, which almost exclusively feature white male American scholars. A student mentions to you in passing that they wish the class material was “more relevant.”

# Code of Conduct from Nneka's Lecture

## Discussion Code of Conduct



**Son of Baldwin**

@SonofBaldwin

We can disagree and still love each other unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.

8/18/15, 9:19 AM

# QUESTIONS

- Where do you feel that you are in relation to these topics?
- How might these topics manifest differently in departments? (i.e STEM, Writing, Philosophy, etc.)
- What are some struggles that might arise for you in your classroom(s) in terms of these topics?
- How might you seek to create an inclusive classroom within your discipline?