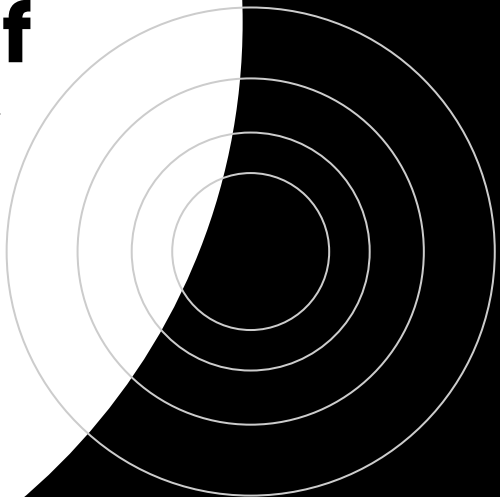




Enhancing Inclusion in the Classroom: Building a Culture of Educational Equity

Melissa Bowles-Terry
Associate Director,
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Think-Pair-Share

- What are some barriers you have encountered in efforts to create a culture of equity?
 - Think about this for 90 seconds
 - Pair up with the person next to you and share your thoughts



UNLV Context

- Large, urban, minority-serving research university
- Undergraduate population is diverse on all dimensions
- Top Tier Student Achievement plan goal: close opportunity gaps



Our Guiding Question:

- How do we create classroom communities that are inclusive, equitable, and effective learning environments for our diverse student body?



Institutional Context

To create an effective professional development program, we need to consider:

- Local Needs
- Stakeholders
- Target Audience
- Resources
- Program Type



What is Educational Equity?

- Embracing student diversity in all forms as an asset
- Designing and teaching courses that foster talent in all students
- Creating structure and clarity to help all students succeed
- Designing classroom activities and assignments that accommodate difference
- Learning continuously & questioning our assumptions

3 Key Principles: Inclusive Teaching

1. Inclusive teaching is a mind-set
2. The more structure, the better for all students
3. Too little structure leaves too many students behind

The Chronicle of Higher Education, How to Make Your Teaching More Inclusive, July 2019

Classroom Climate

What are some of the things you do in class to create an environment of inclusion and respect?



Inclusive Teaching as a Mindset

Issue:

- Marginalization/Privilege
/Power/Disadvantage
- Low sense of belonging
- Barriers to inclusion

What You Can Do:

- Use your story to help students
- Learn their names
- Introduce yourself using your pronouns
- More structure

Microaggressions

What they are:

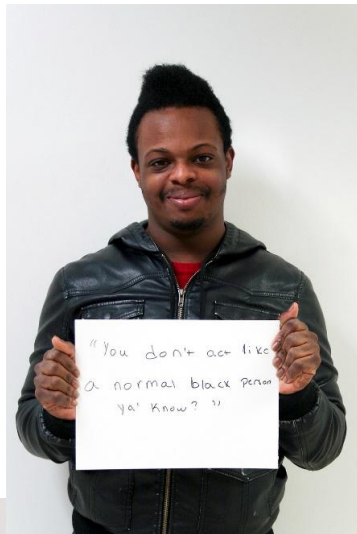
Brief and daily indignities, intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults (Sue et al., 2007).

- **Myth of Meritocracy** – “If they work harder, they’ll get it.”
- **Environmental Microaggressions** – pamphlets/promotional materials not representative
- **Can be disguised as “compliments”** – complimenting non-white students on their use of “good English.”
- **Can also be nonverbal** – sighing, rolling eyes

Microaggressions

What you can do:

- Don't expect students to speak for their entire group.
- Set high expectations for entire group.
- Address microaggressions when they happen in the classroom.



Kiyun Kim, *Racial Microaggressions*, December 2013, Fordham University,
<https://nortonism.tumblr.com/>



Reflection

How are you going to address microaggressions in your classroom?





Stereotype Threat

What it is:

- Being at risk of living up to a negative stereotype about their group
 - Women in math

What You Can Do:

- Emphasize high standards, motivation, and effort.
- Assure students they belong, and their abilities are assumed, rather than questioned.
- Be a role model.
- Flip the script

Reflection

How are you going to lessen stereotype threat in your classroom?



Team Assignments

Teams of 3-4 faculty from different academic units collaborated to create a classroom assignment or practice designed to promote inclusion and equity of learning opportunities for students.



Diversity Statement for Syllabi

Patrice Leverett, Kurt Regner, Qing Wu

“As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another’s points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.”

Role-based Group Project

**Margarita Jara, Hailey Love,
Francesca Marineo, Eduardo Robleto**

- Assigned, clearly defined roles (e.g., recorder, presenter, strategy analyst)
- Roles rotate for each iteration
- Multiple options for sharing with the class (presentation, paper, podcast)
- Groups reflect and make recommendations for next iteration



Belonging & Purpose Activity

Jarret Keene, Rosan Mitola, Maria Banda Roberts, Alison Sloat

Team 7:
Life Prism (wheel)

Task

Name: _____

Pronouns: _____

Strength: _____

Major: _____

Identity: _____

Academic goal: _____

22

Anxiety or fear: _____

Life outside of UNLV: _____

Common Themes:

- Multiple ways for students to engage/demonstrate learning (UDL)
- Opportunities for students to communicate anonymously/privately with instructor
- Community building and shared values/expectations
- Recognizing the value that every student brings to the classroom
- Self-reflection and metacognition



Reflection

Any ideas for activities you'll use to promote inclusion and equity in your classroom?



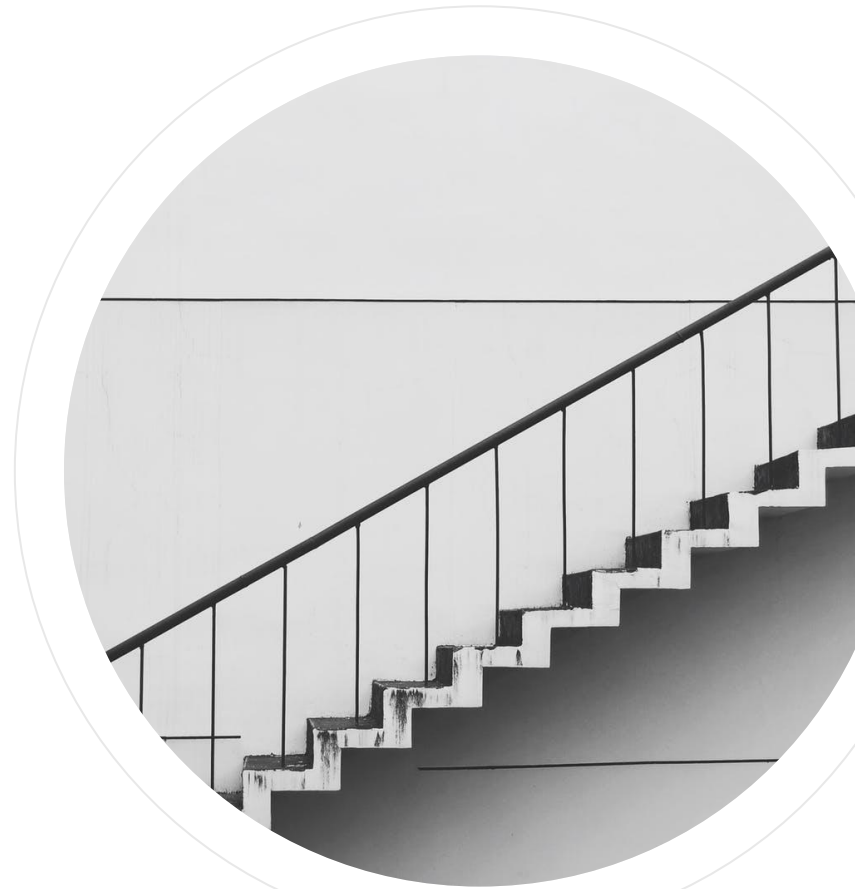
Next Steps

1. Attendees from the workshop met with their departments to share practices that enhance equity in the classroom.



Next Steps

1. Attendees from the workshop met with their departments to share practices that enhance equity in the classroom.
2. **After department meetings, we'll reconvene the group to discuss and invite participants to lead Faculty Center workshops or learning communities**



Takeaways

- How will you respond to microaggressions in the classroom?
- How will you lessen stereotype threat?
- Any ideas for activities that support inclusion and equity?
- Any ideas about development needs on your campus related to inclusion?



References/Recommended Reading

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A circular graphic with a rustic wooden background. In the center is a blackboard with a wooden frame. The words "Thank You" are written on the blackboard in a white, typewriter-style font. A thin white circle is overlaid on the blackboard, framing the text. In the top right corner of the wooden background, there is a green leaf. In the bottom left corner, there is a small orange object.

Thank
You



Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)

