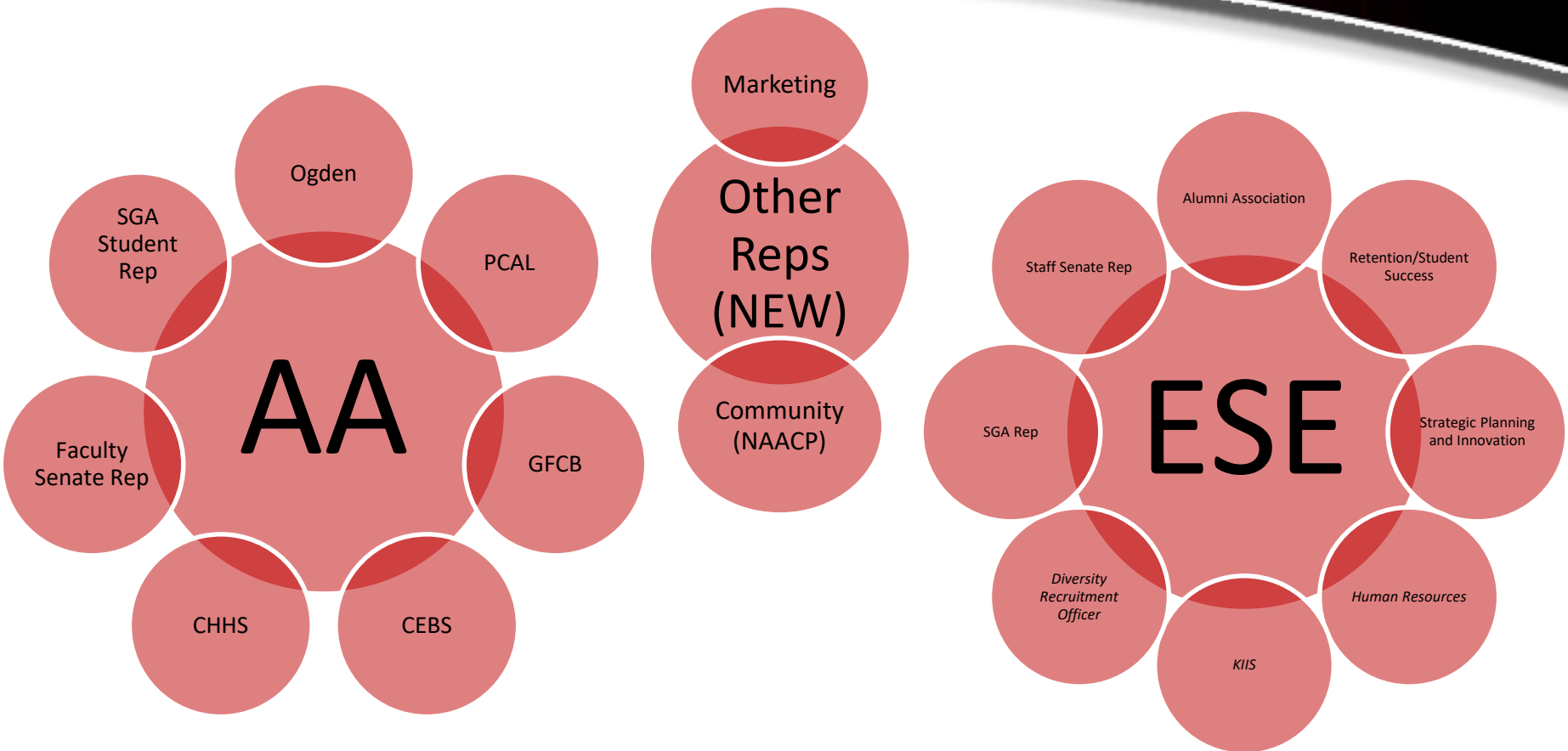




**Diversity, Equity, & Inclusion:
The Inclusive, Engaged Classroom**

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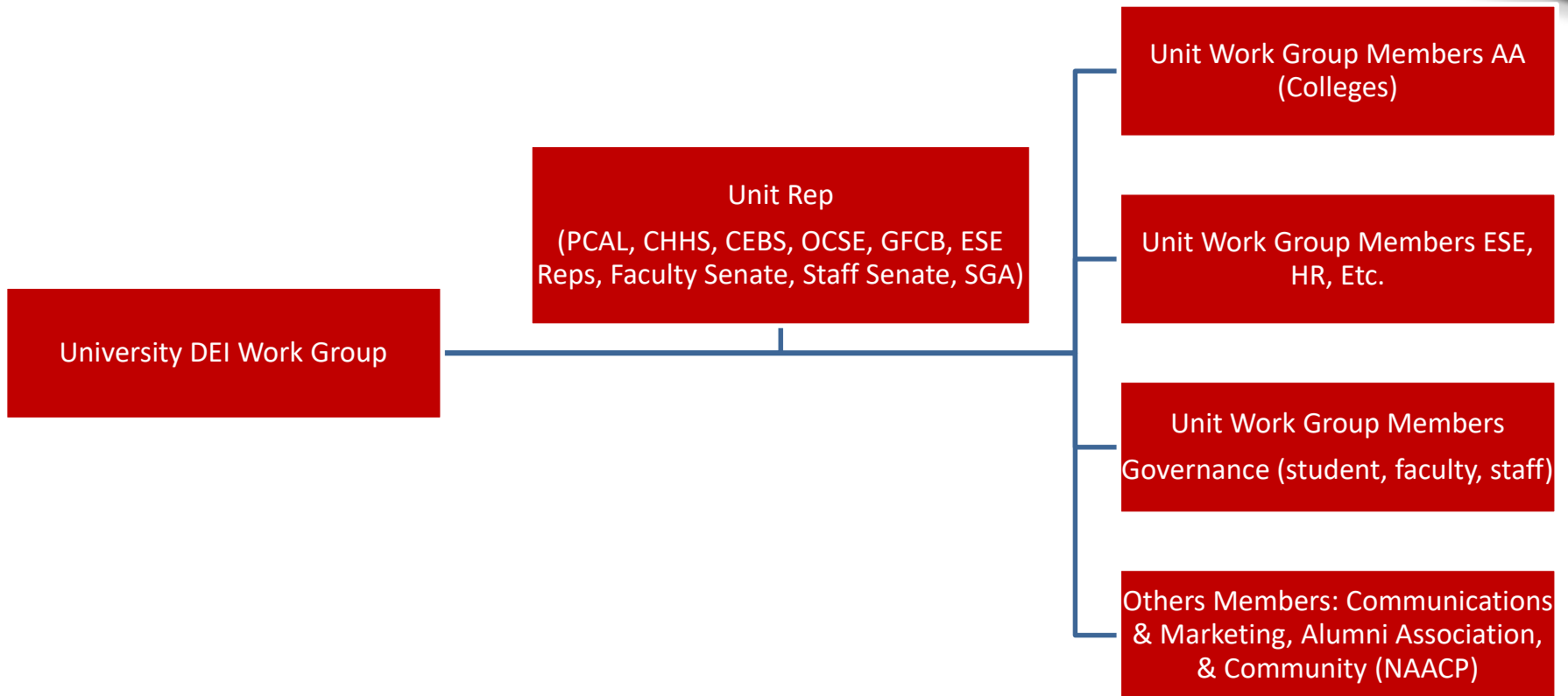
Overview: University DEI Workgroup



University DEI Workgroup: Structure



Diversity, Equity, &
Inclusion



Inclusive Learning Environment Strategies to Engage Students in the Classroom

- **Examine your assumptions:** It is common for instructors to assume that students share their own background, but this is not necessarily so. Do you find yourself addressing students as if they all share your religion, sexual orientation, or economic class?
- **Learn and use students' names:** Even in large classes, you can start with a few names and build up. At the very least, let students know you are making an effort to do so.
- **Model inclusive language:** For instance, avoid using masculine pronouns for both males and females or avoid gendered terms in general. When you use American idioms, explain them for the benefit of non-native English speakers.

Inclusive Classroom Strategies Con't



Diversity, Equity, &
Inclusion

- **Use multiple and diverse examples:** Multiple examples increase the likelihood of students relating to at least one of them. Take care to include examples that speak to both sexes, racial differences, and that work across cultures.
- **Establish ground rules for interaction:** This will assure that other students are also being inclusive and respectful. In order to generate maximal buy-in into the ground rules, you can involve the students in the process of establishing them. You will still need to enforce the ground rules and correct students for the occasional non-inclusive or disrespectful comment.
- **Examine your curriculum:** Are certain perspectives systematically not represented in your course materials (e.g., a course on family focusing only on traditional families, or a course on public policy ignoring race issues)? Neglecting some issues implies a value judgment (Hooks 1994), which can alienate certain groups of students.

Inclusive Classroom Strategies Con't



Diversity, Equity, &
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- **Strive to be fair:** It is crucial to be perceived as fair, both in grading and in implementing course policies. Perceptions of unfairness can induce feelings of learned helplessness (Peterson et al., 1995), which are highly demotivating for students. Make sure religious/cultural traditions are respected - [CALENDAR](#)
- **Be mindful of low ability cues:** In their efforts to help students, some instructors inadvertently send mixed messages (e.g., “Sure, I’ll be happy to help you with this, I know girls have trouble with math”). These cues encourage attributions focused on permanent, uncontrollable causes, which diminish students’ self-efficacy. Instead, it is more productive to focus on controllable causes, such as effort.
- **Provide accommodations for students with disabilities:** Instructors are required by law to provide reasonable accommodations to students with documented disabilities.

Inclusive Classroom Strategies Con't



Diversity, Equity, &
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- **Don't ask people to speak for an entire group:** Students of underrepresented identities often report either feeling invisible in class, or sticking out like a sore thumb as the token member. This experience is heightened when they are addressed as spokespeople for their whole group, and can have implications on performance (Lord & Saenz, 1985).
- **Practice inclusive classroom behaviors:** As educators, we are not out to intentionally exclude anybody from the educational experience. However, there are those small, unconscious behaviors – “microaggressions” – that certain student groups experience repeatedly. For instance, women and African Americans report that instructors tend to interrupt them more often, ignore them more often, call on them less often, ask them more recall questions and less analytical questions, acknowledge their contributions less, and build on their answers less (Hall, 1982). These microaggressions add up and have a highly discouraging effect on those students.

Looking Ahead: ONE WKU Campaign & Academy



Diversity, Equity, &
Inclusion

- Academy
 - Pilot Fall 2020
 - Bias (explicit/implicit) & Micro-aggressions
 - Intercultural Communication & Conflict Resolution
 - Allyship/
 - Continued in spring
 - Faculty will attend three CITL Workshops (pedagogy, curriculum, etc).
 - Staff complete IDI
 - Mandatory for new faculty & staff

ONE WKU Academy Credentialing



Diversity, Equity, &
Inclusion



Micro-credentialing
Badge

ONE WKU

References & Further Reading

- Hall, R. (1982). *The classroom climate: A chilly one for women?* Washington, D.C.: Association of American Colleges.
- Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom.* New York: Routledge.
- Lord, C. G., & Saenz, D. S. (1985). "Memory deficits and memory surfeits: Differential cognitive consequences of tokenism of tokens and observer." *Journal of Personality and Social Psychology*, 49, 918-926.
- Peterson, C., Maier, S. F., & Seligman, M. E. P. (1995). *Learned helplessness: A theory for the age of personal control.* New York: Oxford University Press.
- WKU's DEI [Website](#)

Adapted from [Iowa State University](#)'s C.E.L.T.