

# Ways to Improve and Incorporate Inclusivity in our Teaching Practices

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# What we are going over today:

Overall: Examples and ways to better create an inclusive space in our classrooms and with our teaching.

- 1) Addressing microaggressions in the classroom
- 2) How to Integrate Inclusive Teaching Methods into your Class Culture
- 3) Handling students who make hurtful comments
- 4) Integrating diverse voices, experiences, and representation into your course material

# Addressing Microaggressions in the Classroom



# First, What is a Microaggression?

- A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group (*Solorzano, Ceja, & Yosso, 2000*).
- Targets social identities: race, ethnicity, religion, nationality, sexual orientation, gender identity, gender expression, age, disability status, socio-economic class, etc.



# Examples of Microaggressions

- Calling on and validating men and ignoring women during class discussions. *“Let’s call on John again. He seems to have lots of great responses to some of these problems.”*
- Complimenting non-white students on their use of ‘good English.’
- Assuming the gender of any student. Moreover, continuing to misuse pronouns even after a student, transgender or not, indicates their gender pronouns to you.



# Examples of Microaggressions

- Using inappropriate humor in class that degrades students from different groups.
- Singling students out in class because of their backgrounds. *“Hey Maria, your Mexican right? Is the reading accurate about Mexico?”*
- Ignoring student-to-student microaggressions, even when the interaction is not course-related.
- **What are some examples you heard in the classroom?**



<http://otl.du.edu/wp-content/uploads/2013/03/MicroAggressionsInClassroom-DUCME.pdf>

# MICROAGGRESSIONS IN EVERYDAY LIFE

[https://thestamp.umd.edu/multicultural\\_involvement\\_community\\_advocacy/programs/inclusive\\_language/phrases](https://thestamp.umd.edu/multicultural_involvement_community_advocacy/programs/inclusive_language/phrases)



# How do we address when a student makes a microaggression in class?

- There are many strategies to utilize - click link for a detailed readings (<https://my.queens.edu/cafe/Best%20Practices%20Documents/Diversity%20and%20Inclusion%20in%20the%20College%20Classroom.pdf#page=15> )
- One method is to take **ACTION**



# Take ACTION

- Ask clarifying questions to assist with understanding intentions and try to paraphrase their statement.
  - *“I want to make sure that I understand what you were saying. Were you saying that...?”*



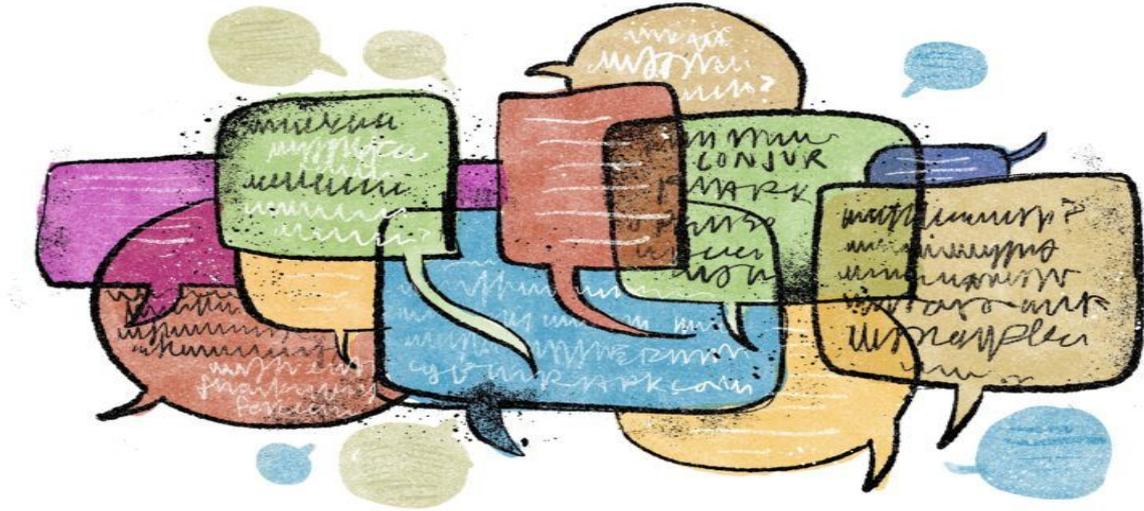
# Take ACTION

- **C**ome from curiosity not judgment.
  - Listen actively and openly to their response.
  - If you suspect they are trying to “cover their tracks,” you may consider making a statement about the initial comment to encourage learning.
    - a. *“I’m glad to hear I misunderstood you, because, as you know, such comments can be...”*
  - If they agree with your paraphrase, explore their intent behind making the comment.
    - a. *“Can you tell me what you were you hoping to communicate with that comment?”*
    - b. *“Can you please help me understand what you meant by that?”*



# Take ACTION

- **T**ell what you observed as problematic in a factual manner.
  - *“I noticed that . . .”*



# Take ACTION

- **I**mpact exploration: ask for, and/or state, the potential impact of such a statement or action on others.
  - *“What do you think people think when they hear that type of comment?”*
  - *“As you know, everything speaks. What message do you think such a comment sends?”*
  - *“What impact do you think that comment could have on ...”*



# Take ACTION

- Own your own knowledge, thoughts, and feelings around the impact.
  - *“When I hear your comment I think/feel...”*
  - *“Many people might take that comment to mean...”*
  - *“In my experience, that comment can perpetuate negative stereotypes and assumptions about... I would like to think that is not your intent.”*



# Take ACTION

- Next steps: Request appropriate action be taken.
  - *“Our class is a learning community, and such comments make it difficult for us to focus on learning because those comments harm others.”*
  - *“I encourage you to revisit your view on X as we discuss these issues more in class.”*
  - *“I’d appreciate it if you’d consider using a different term because it is inconsistent with our course agreement regarding X...”*



# How should you react as an instructor if called out for making a microaggression?

- **Take a breath:** Calm yourself and understand it is normal to make mistakes.
  - Do not lash out and understand you may feel a range of emotions (stress, embarrassment, defensiveness)
- **Do not make it about you:** tells you that they have been harmed by your words or actions, you need to focus on the injured party.
  - Every callout has an entire history's worth of unsaid context behind it



just  
breathe

# How should you react as an instructor if called out for making a microaggression?

- **Listen:** make sure the person feels heard.
  - Listen to what they say with an open heart and an open mind.
  - Be grateful they are teaching you in that moment.
- **Sincerely apologize:** address the harmful comment you made, acknowledge the impact it had, and commit to doing better.
  - *“Thank you for sharing that with me. It’s hard to hear. And I appreciate you trust me enough to share this feedback. I am sorry that what I said and did was offensive.”*



# **How to Integrate Inclusive Teaching Methods into your Class Culture**

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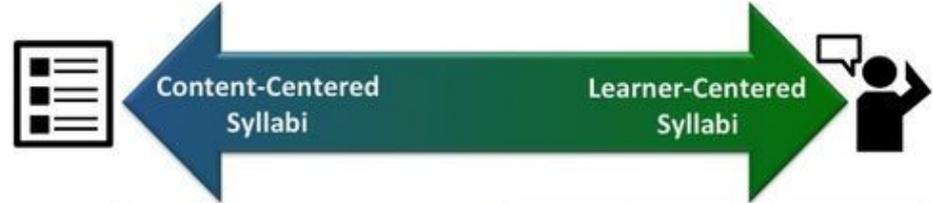
# Inclusivity Starts with the Syllabus

Learning focused vs. content focused syllabus

Content focused: lays out the topics, readings, assignments, and course policies

Learning focused: what and how they will learn, what they will do, and what will help them to be successful learner in the course

Examine the subtext



<b>Written from point of view of</b>	Teacher ( <i>"I will..."</i> , <i>"You will..."</i> )	Students/Community ( <i>"We will..."</i> , <i>"You will..."</i> )
<b>Main focus</b>	Content to be covered	How to learn effectively in the course
<b>Key questions answered</b>	<b>What</b> will happen in this course and <b>when</b> ?	<b>Why</b> is this course relevant and <b>how</b> can students be successful?
<b>Tone</b>	Can range from dry/boring to punitive/controlling	Positive, encouraging, inviting, engaging
<b>Learning is viewed as</b>	Teacher-directed	Partnership between teachers and students
<b>Motivators employed</b>	Grades, punishment	Meaningfulness, curiosity, student autonomy, community

*Created by Sara M. Fulmer*

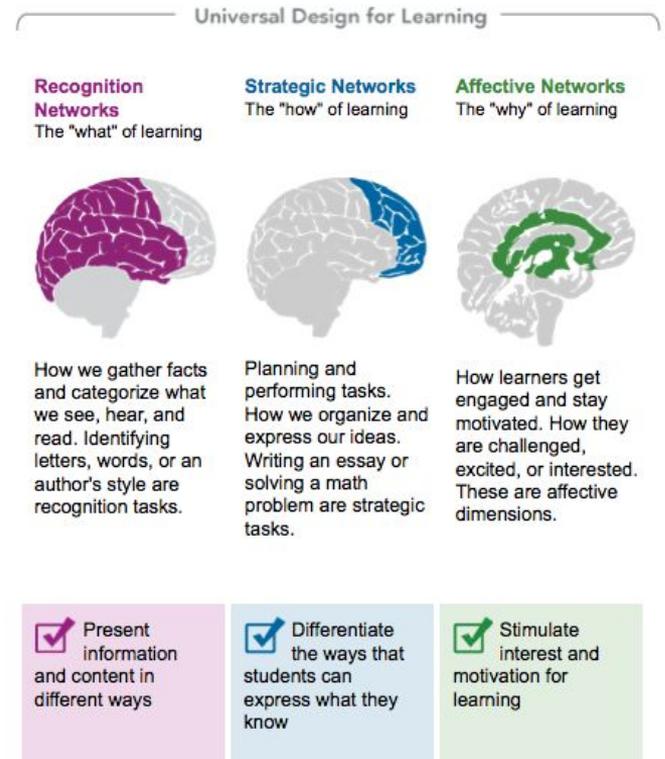
*Information adapted from Cullen & Harris (2009) and Palmer, Wheeler, & Aneece (2016)*

**What are things that stand out to you when reading Syllabi? (Both Good and Bad)**



# Agency comes from Access

*frame accommodations not as “the exception we sometimes make in spite of learning, but rather the adaptations we continually make to promote learning”*



# Is ADA compliance enough?

1. Registering with Disability Services takes time.
2. Many don't register for accommodation.
3. Students fear the stigmatization/retribution.
4. Disability Services doesn't know about all barriers.
5. Many students need accommodation yet don't qualify (e.g. students of color, non-native English speakers, LGBTQ+, students from a low socio-economic background, etc.)

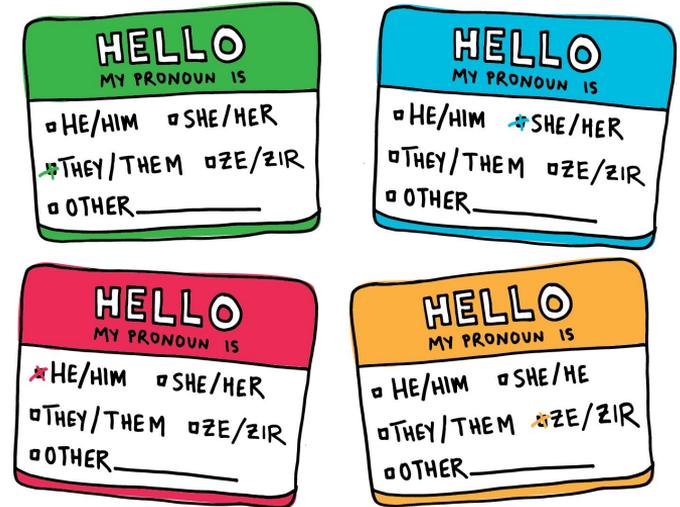


**Does anyone have an example of a time when a student came to you with an issue of accessibility you weren't prepared for and how did you resolve it?**



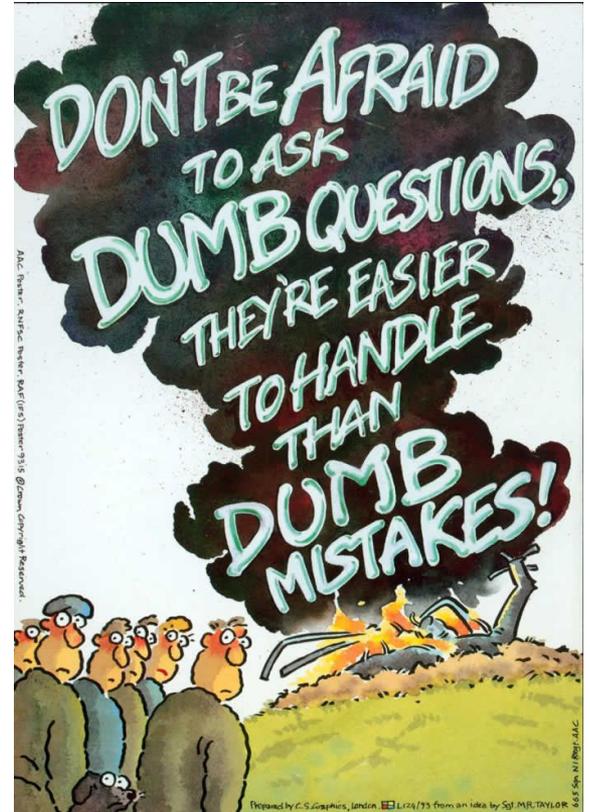
# Rules for Improving Class Interactions

1. Find ways to connect (e.g. Ask for preferred names and pronouns the first day).
2. Offer support to mitigate stress, anxiety, and distraction.
3. Encourage students to take advantage of campus resources.
4. Prepare in advance how to respond to fraught situations.
5. If a hot moment arises, acknowledge it (Ignoring it implies tacit acceptance of the status quo).

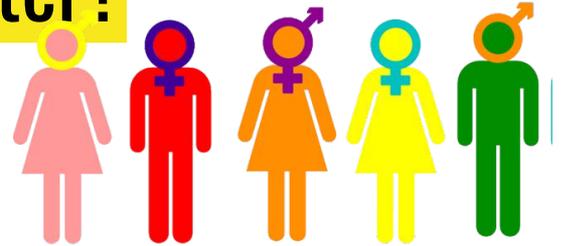


# Rules for Improving Class Interactions

6. If you aren't qualified to speak to certain issues don't try to muddle through.
7. Teach to your strengths.
8. DO NOT ask students to speak for an entire group.
9. No question is stupid.
10. When a student answers a question incorrectly respond affirmatively



**What are some things you do/have done in the classroom to send a message of inclusivity and what are some ways to do this better?**



# Resources for Syllabi

- <https://www.umass.edu/ctl/inclusive-syllabus-design> (lecture series)
- Burton, S., & Furr, S. (2014). Conflict in multicultural classes: Approaches to resolving difficult dialogues. *Counselor Education And Supervision*, 53(2), 97-110 (paper)
- Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2), 183-190. (paper)
- Smith, L., Kashubeck-West, S., Payton, G., & Adams, E. (2017). White Professors Teaching About Racism: Challenges and Rewards  $\psi$ . *The Counseling Psychologist*, 45, 651 - 668. (paper)

Examples provided from other universities you can use to help you in creating your own syllabi:

- <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>
- [https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity\\_InclusionSyllabiSamples.pdf](https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity_InclusionSyllabiSamples.pdf)
- [https://www.uwyo.edu/learn/fac\\_resources\\_recognition/teacher\\_guides/example-diversity-statements-for-syllabi.pdf](https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/example-diversity-statements-for-syllabi.pdf)
- <https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Diversity-and-Inclusion/Inclusion-State-Statements-Syllabus-Handout.pdf.aspx?lang=en-US>
- <https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

# **Handling Students who make Hurtful Comments**

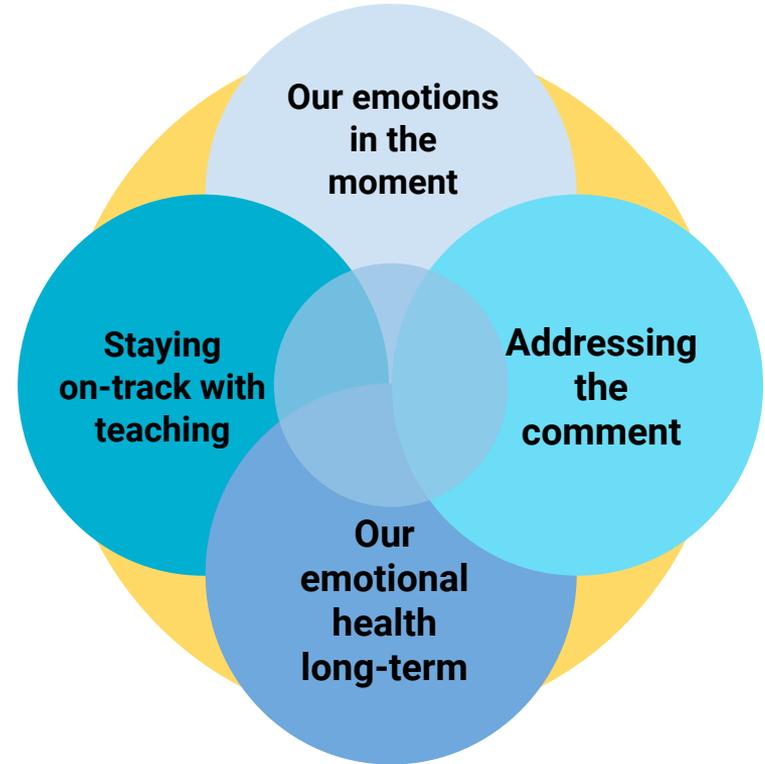
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# Handling students who make hurtful comments



# Handling students who make hurtful comments

- Self-efficacy mitigates feelings of burnout due to challenging student behavior (Dicke, et al., 2014) (Chang, 2009)
- **How do we balance our feelings, emotional health, and students' education?**



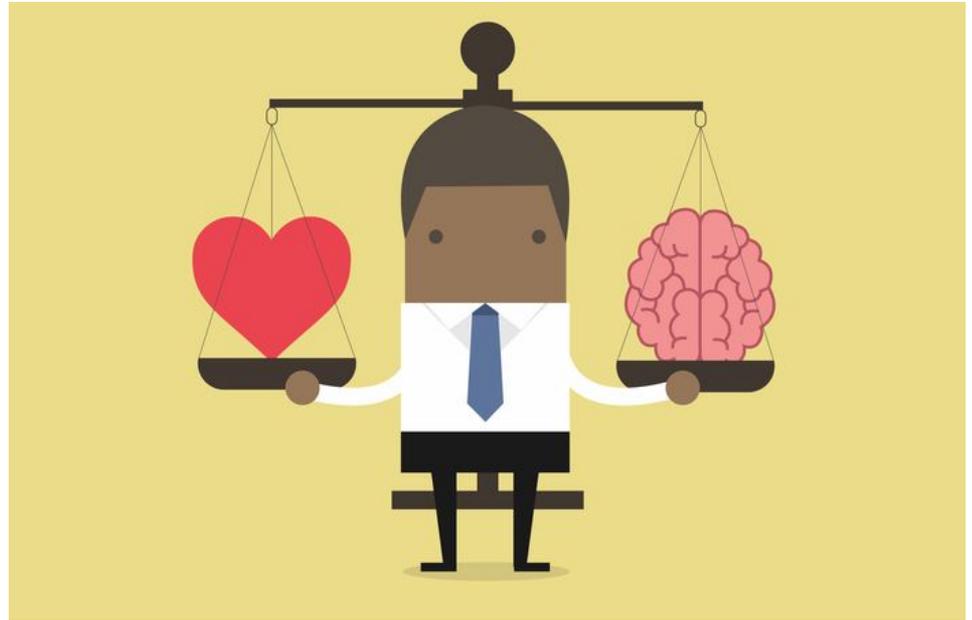
# Example

- Online discussion prompt:
  - “How can researchers ask about participants’ gender in a way that’s inclusive”?
- One discussion response:
  - “gender is whatever you are when you were born, keep the binary because I think transgenderism isn’t real”



# Example

- Maintained objectivity in grading
- Payed attention to her emotional health



# Mitigating hurtful comments: Establishing class tone

- Establish expectations for supportive classroom tone and discussions (Rad & Moonaghi, 2016), (Erdem & Kocyigit, 2019), (Bantha, Sahni, & Yadav, 2020)
- Mutual respect reduces harmful student behavior (Small, English, Moran, Grainger, & Cashin, 2018), (Rad & Moonaghi, 2016)
- **What are other strategies that help establish a positive discussion environment?**



# How can we engage with students who make comments?

- Use the statement as a teaching moment
  - Encourage space for students to disagree and discuss
  - Remain calm, rational, and respectful
  - **Additional strategies?**
- **In-person discussion prompt:**
    - How to measure participant gender beyond “male/female” checkbox
  - **One student’s comment to the class:**
    - “Keep the “male/female” checkbox because transgender or non-binary identities aren’t real

# How can we maintain our emotional health?

- Exercise promotes emotional resilience and emotion regulation (Childs & de Wit, 2014), (Bernstein & McNally, 2018)
- Social support improves mental health and satisfaction (Wang, Mann, Lloyd-Evans, Ma, & Johnson, 2018), (Kong, Gong, Sajjad, Yang, & Zhao, 2019)
- **What are other strategies to maintain emotional health?**

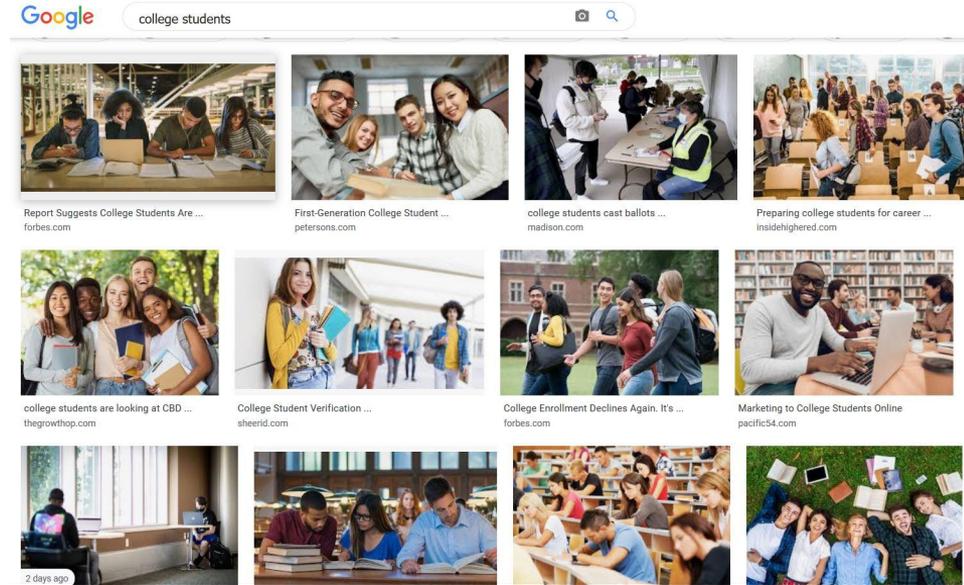


# **Integrating Diverse Voices, Experiences, and Representation into your Course Material**



# Think about the subtle messages in presentations

- Pictures in powerpoints, syllabi, etc.
- What do these pictures say about the age, race, gender presentation, abilities, etc. of students?



# Provide diverse articles/perspectives/examples in your courses

- Find a way to bring in articles written by BIPOC researchers, articles about diverse populations (e.g., LGBTQAI+ individuals)
  - BIPOC-authored Psychology Papers google doc. Link:  
[https://docs.google.com/spreadsheets/d/1i7Eacovv9VVg2lBbCV-KJZg4nSGvR\\_VZF0vsOv\\_OGG8g/edit#gid=1638383586](https://docs.google.com/spreadsheets/d/1i7Eacovv9VVg2lBbCV-KJZg4nSGvR_VZF0vsOv_OGG8g/edit#gid=1638383586)
- Can apply and address in any class/field:
  - Cognitive: implicit bias and assessment of police shooting bias
  - Neuroscience: myths of gendered brain anatomy = men are “smarter”
  - Social: discuss Heterosexism, include articles about LGB+ prejudice



# In test questions/assignments etc. add diverse names and pronouns

- Include diverse pronouns (etc. They/Them, Ze/Zir) and use as an opportunity to represent diverse gender identities.
  - Link to a page that speak more to this and include a list of pronouns used  
<https://academicguides.waldenu.edu/diversity-inclusion/pronouns>
- Use names in examples/questions that represent diverse identities.
  - This helps to again, help expose students to diverse people (even fictional in this case) and can help to make a more inclusive classroom
  - This link has multiple helpful suggestions of ways to look up and use diverse names representing people from around the world (and pronunciation).
  - <https://elearninguncovered.com/2020/06/using-diverse-names-in-your-e-learning-courses/>



**Thank you for Listening!!!!**

