

Inclusion and Diversity Luncheon Discussion Summary

Teaching Strategies to Support Inclusion and Diversity

Using Human Resources

- Guest speakers/guest lectures
- Bring in representatives from different religions
- Presentations (?) to/from class about diverse population rather than instructor teaching it all

Using Technology-based Resources

- YouTube clips/videos (use disclaimers/Triggers Warnings)
- Film reactions/short papers
- Films by diverse filmmakers/actors

Using Print Resources

- Readings/lectures
- Books from different cultures/book reviews
- Read primary sources (may need to prepare students prior to reading these sources)
- Offer multiple sources with different perspective written by people sharing the same social characteristics (e.g., different black women)
- Very deliberate/intentional use of literature/text written by diverse voices/authors

Attending to Student Diversity

- Allow students to post notes (on D2L) based on instructor's recording of class lectures (good for students who miss classes)
- Think about accommodations to address students' learning needs for students who may not have a documented disability
- Have students interview people with backgrounds/race/religions different from their own
- Look for ways to be inclusive—have students use their background in the teaching/learning context
- Be aware that students process information differently

Collaborative Practices

- Incorporate more interdisciplinary co-teaching/partnerships between disciplines
- Themesters—courses from different disciplines focus on same theme
- Connecting faculty and service personnel to teach courses

Diverse Communities as a Resource

- Field trips (e.g. Nelson-Atkins Museum, stores/markets selling cultural goods/recusants serving ethnic food/Mardi Gras celebrations)
- Visit cultural communities and use the language w/people in the community (e.g., Dias Los Muertos Festival, Germanfest, Mennonite community)
- Deep/Dive Discussions of culture within communities (e.g., LGBTQ communities, women of Saudi Arabia)
- Differences of culture among persons of similar/same language
- Use language as an instrument to teach about aspects of culture
- Use food to teach about culture
- Reach out to marginalized communities to contribute to classes, writings, etc.

Instructor Praxis

- Centralize diverse voices as part of the canon—not an addition to it
- Use sabbatical research/experiences in the classroom (students are more engaged when faculty speak about real-life experiences)
- Encourage students to study abroad (even in the U.S)

Assessment

Expanding Assessment Practices

- Allow for different assessments of same content—(e.g., write an essay or create a study guide, or create a video or produce a narrative power point)
- Un-essay—communicate understanding using different formats
- Poster presentations of understanding/knowledge
- Use separate course evaluations to get additional feedback from students (either end or mid semester)
- Mode of assessment important as we teach students with diverse backgrounds

Assessment Tools

- Pre-test/Post-test using global/diversity rubric based on course goals
- Rubrics—assess use of language –assess cultural sensitivity in students' writing
- Track/survey students 10 years following graduation to learn about impact/use of diverse experiences/learning

Assessment Concerns

- Question: how do we numerically quantify practices/growth important to teaching/learning about diversity (i.e. self-reflections about learning/changes during course discussions?)
- Self-reflections about learning/changes while in class—hard to quantify

Diversity-Related Content

- ALL COURSES SHOULD INCORPORATE DIVERSITY RELATED CONTENT

Discipline-based Practices

- More than just facts—what people from different countries are like
- Interrogate development of the field/discipline (that are mostly constructed by white perspectives –written into textbooks)
- Include counter texts
- Critical thinking and evaluation of content
- Inclusive/diverse perspectives without presenting different social groups in “silos”

Attention to Language

- Importance of context in how words/language varies
- Word usage
- European influence on culture/language

Content to facilitate diversity-based knowledge/self-development

- Use content to help explore internal biases in order to adapt bedside manner
- Social determinants of health
- Explore different points of views
- Go beyond Eurocentric experiences
- Include world experiences
- Go beyond course texts
- Develop cultural competence

Diverse Information Sources

- Influence of family/cultural values on decision making
- Discourse communities (groups of people who speak same language/use same language/jargon)
- Marginalized populations (race, ethnicity, gender, LGBTQ, extremist)
- Historical influences on where we are today
- Changes in communities with diverse populations
- Include “dead white male” perspectives as opportunity to encourage critical thinking

Questions/Concerns /Help/Support/Programming

Questions/Concerns to Explore

- What about the international piece?
- Increased harassment in many special groups
- Media/social media more and more effective

- Attendance problems where students miss content that may be on assessments
- Diversity and inclusion can not be optional in courses
- Need incentives to increase participation
- Some disciplines may be resistant to the subjectivity that would allow for diverse perspectives
- How can diversity/inclusion practices play a more pivotal role in unit (e.g., CAS, Applied Studies, Nursing) and/or department tenure and promotion requirements, in order to focus more attention on this aspect of teaching and learning?

Help/Support

- More guest speakers on campus—more promotion/have speakers visit multiple courses (funding implications?)
- More intentional dialog—what can we do?
- Ways/guidance to self exploration—awareness of own biases—how to deal with them
- Need time (rather than or in addition to stipends) to develop diversity related content/assessments/strategies
- List of speakers from the community/experts
- Funds for sabbaticals, research, travel
- Funds for speakers, books

Programming

- Town hall type meeting with speakers
- How to facilitate/encourage more interdisciplinary co-teaching
- Diversity fellows (more) in each department
- Opportunity to learn/practice teaching methodology
- More meetings like this one