

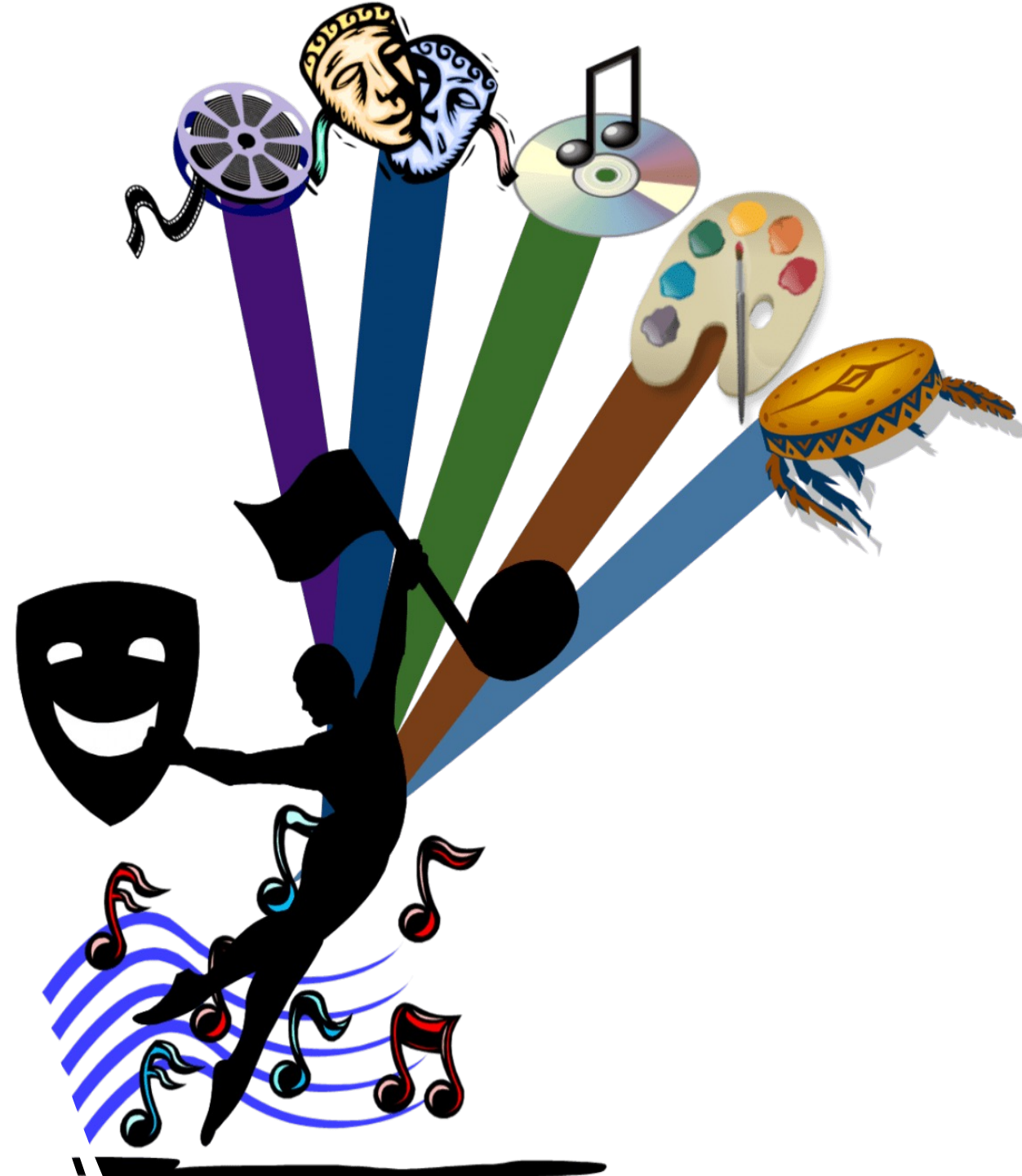
# Inclusion, Diversity, Equity and Anti-Racism (IDEA): Teaching in The College of Fine Arts

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Martha Bradley Evans Center for Teaching  
Excellence



# Presentation Outline

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Center for Teaching Excellence Services

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Learning outcomes

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IDEA in the classroom

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Principles of inclusive teaching

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Pedagogical approaches

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Strategies for classroom climate

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Inclusive pedagogy practices

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Campus resources

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# Services

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1. Individual and departmental **consultations**
2. In-class **observations**
3. Student focus groups and online **student feedback**
4. Specialized **workshops and trainings** for faculty/TAs
5. Letters and **teaching portfolio** creation for Retention, Promotion & Tenure

\*To request any of these services please put in request at CTE.UTAH.EDU

Email [facultycenter@lists.utah.edu](mailto:facultycenter@lists.utah.edu) to be added to listserv



# A few potential workshops/trainings...

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From faculty trainings to ongoing workshops, we offer the following and many more:

- Navigating difficult conversations
- Anti-racist pedagogy
- Supporting neurodiverse students
- Trauma-aware pedagogy
- Equitable grading and assessment
- How to engage students on Zoom





# Learning Outcomes

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## **Discuss**

Discuss concepts of equity, diversity, inclusion, anti-racism and justice in teaching

## **Learn**

Learn inclusive pedagogy practices for creating welcoming and supportive classrooms

## **Connect**

Connect students to campus resources



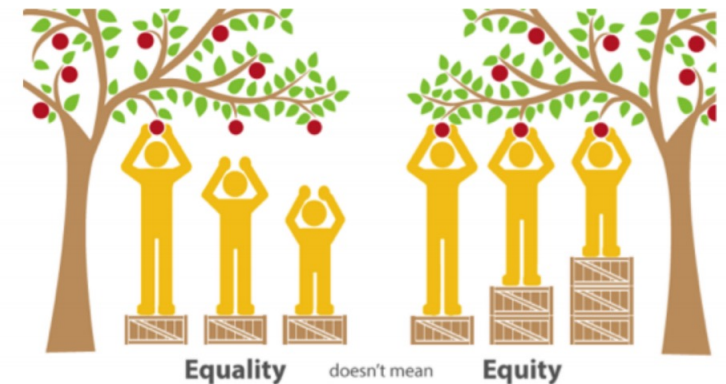
Reflecting on your personal experiences as a student, what is one thing a professor did to make you feel welcome in the classroom?

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# IDEA In The Classroom

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- **Inclusion** means creating learning environments that are welcoming and foster belonging.
- **Diversity** refers to the variety of backgrounds, cultures, identities, approaches, and perspectives that enrich our classrooms.
- **Equity** is building access and removing barriers to learning, taking into consideration individual needs wherever feasible.
- **Anti-Racism** is actively changing policies, behaviors, and beliefs that perpetuate racist ideas and actions.





# Justice

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Justice celebrates getting rid of practices and policies that were having disparate impacts on minoritized groups.

(Stewart, 2017)





## Questions To Reflect

- **Diversity** asks, “Who’s in the room?” **Equity** responds: “Who is trying to get in the room but can’t?”
- **Inclusion** asks, “Has everyone’s ideas been heard?” **Justice** responds, “Whose ideas won’t be taken as seriously because they aren’t in the majority?”

(Stewart, 2017)



# Principles of Inclusive Teaching



**Mindset** and pedagogical approach



**Classroom environment**  
significantly impacts learning  
outcomes



**Diversity** creates a more enriched  
educational experience

# PEDAGOGICAL APPROACHES



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## Deficit Approaches

Goal: eradicate home and community practices and replace them with "superior" practices

View of home and community culture: bankrupt of value

## Difference Approaches

Goal: bridge toward dominant practices without concern for maintaining home and community practices

View of home and community culture: equal to, but different from, practices of value for teaching and learning

# PEDAGOGICAL APPROACHES



Based on Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97.



A photograph of a male teacher with dreadlocks and a headband, wearing a blue and white plaid shirt, leading a group of students in a modern classroom. The students are standing on bleachers, holding sheet music and singing. The teacher is gesturing with his hands as he leads. The text "Strategies for Classroom Climate" is overlaid in the center of the image.

# Strategies for Classroom Climate





# Sense of Belonging

- Create welcoming spaces for each of your students.
- **Prioritize learning students' names, say them correctly, and use them frequently.**
  - <https://namedrop.io>



# First Day Survey

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Name

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Pronouns

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Languages spoken

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Prior knowledge of course content / skills

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What do you hope to get out of this class?

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Tell me a little bit about your interests.

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Is there anything you would like me to know to best support your learning in this class?

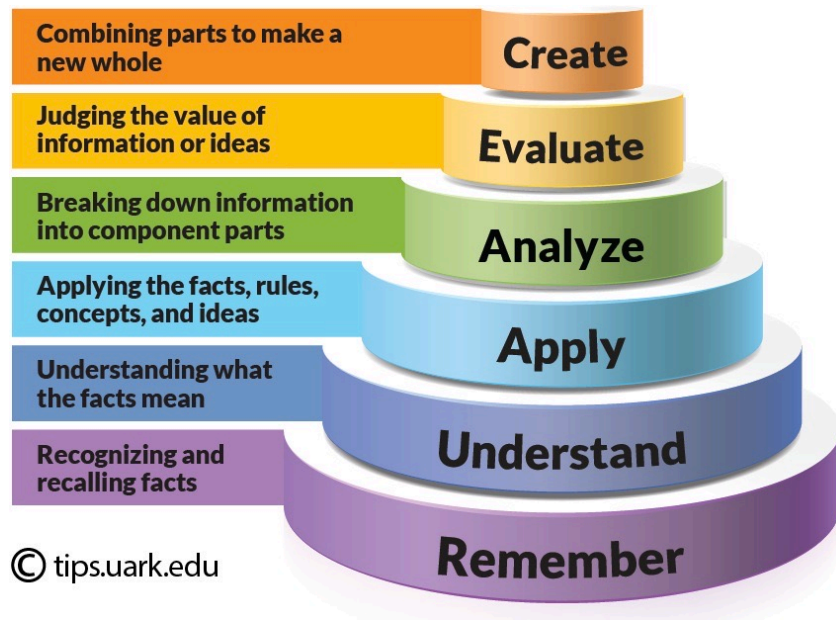


# Building Community

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*Build commUNITY and relationships through:*

- Ongoing instructor contact with students
- Scaffold relationship-building between peers
- Invite students' lived experiences into the classroom
- Positive reinforcement! Recognize student strengths



# Self-Reflection

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Give yourself time to **self-reflect on unconscious bias**:


- How have my field and my mentors shaped the ways I interact with students?
- In what ways does my background and identity influence how I experience the world, what I emphasize in my teaching, and how I evaluate and interpret others and their experiences?



The more  
reflective  
you are,

the more  
effective  
you are






What is one activity you utilize to help students build community within your classroom?



# Inclusive Pedagogy Strategies





# Strategy 1: Course content and design

- Educate students on systemic inequities in your field (racism, sexism, etc.)
- Create an [inclusive syllabus](#) and use [style guide](#)
- Scaffold the learning objectives
- [Check for digital accessibility](#)

## Strategy 2: Introduce yourself (not your professional self)

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- Give details about you as a person rather than about your professional self.
- **Introducing yourself helps build trust. Trust allows them to feel safe reaching out to us down the line when they need help.**

(Nunn, 2019)





## Strategy 3: At the beginning of the semester ask students reflective questions

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- What are your expectations for the course?
- In what areas do you feel most challenged and most confident, based on what you know about the course or your prior experience in this particular subject or discipline?
- What are your strengths as a learner?

(Foot, 2021)



## Strategy 4: Schedule an office hour during the first weeks of the semester

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- Invite students to your office hours so you can learn a bit about them and their circumstances.

(Nunn, 2019)





# Strategy 5: Help students build a strong community within the classroom

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- Utilized activities in which students have the opportunity to meet their classmates.
  - Icebreakers

(Nunn, 2019)





# Strategy 6: Meet students in small groups

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- If you make students pair or break into small groups to work on an assignment for class, try to join their conversations in each group.
- Helps students to ask you questions about the material being discussed.
- Helps you listen to their thoughts about the content.

(Nunn, 2019)

# I care about you.

## Strategy 7: Midterm Check-in

- Ask your students how they are doing and how they are taking care of themselves during the midterm season.



## Strategy 8: Collect midsemester feedback from your students

- Hand out index cards (or paper). Write three words on the board: “**Keep,**” “**Quit,**” and “**Start.**”
- Ask students to write on the cards one thing they want you to **keep doing**, one thing they want you to **quit doing**, and one thing they want you to **start doing**.
- They should not write their names on the cards.

(Nunn, 2019)



# Strategy 9: Content

Specifically, when presenting material in class, you can let students know:

- When a more difficult or more dense topic is about to come up.

(Horowitz, 2019)

# Strategy 10: Start practicing new habits of speech

- When professors say things in class such as “**This stuff is hard**” and “**Hang in there, you will get this,**” students feel validated.  
(Nunn, 2019)
- When we say things like: “**We’re here to help**” or “**Let me know if I can do anything for you**” or “**Tell me what I can do to make things better for you.**”  
(Strayhorn, 2019)



# Strategy 11: Encourage questions during class

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Create a welcoming environment for your students to ask questions. Avoid saying things like:

- Is this clear?
- Is everyone clear?

Instead, use questions like:

- What about this is not clear?
- Help me out. How could I make this more clear?
- What is the most confusing aspect of this?

(Horowitz, 2019, p. 61)



## Strategy 12: When adding grades on canvas, try to write one short, friendly note in the comment section

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The note can be related to students' coursework, for example:

- “Hang in there; you’ll get this stuff”
- “Keep up the good work!”
- “Congrats on finishing your first college midterms.”
- Or it can also just be friendly, for example, “I enjoy having you in class”

(Nunn, 2019)

Keep Up The  
Good Work!



A decorative graphic on the left side of the slide features several overlapping, colorful sticky notes (yellow, light blue, purple, and pink) on a dark wooden surface. Each sticky note has a simple black outline of a person's head and shoulders. The notes are arranged in a circular pattern, with some partially visible at the edges.

# Strategy 13: Provide personalized feedback

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- When providing constructive feedback, focus on the areas students can improve but also focus on their strengths (Positive reinforcement!).
- Describe how the students can improve by **providing examples and guidance**.
- Avoid making comparisons between students when giving feedback.
- Avoid using negative words that may hurt students' feelings.



# Strategy 14: Remind students about your grading criteria

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- Remind students why you grade the way you do.
- **Be consistent with their grades and add them on canvas.**

(Nunn, 2019)

# Strategy 15: Utilize critical compassionate pedagogy

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Critical compassionate pedagogy is based in the concept of compassionate communication (Rosenberg, 2003), which has four foundational components:

1. **Observation** – Observe without judgment. How do my students engage in class?
2. **Feeling** – Express feelings. Is it challenging to meet the needs of students in my class?
3. **Need** – Connect feelings and needs. What types of pedagogies can I use in my class to meet the needs of my students?
4. **Request** – Open channels for communication. Are you experiencing challenges with that assignment (e.g., painting, playing that song, acting that scene) for this class?





# Strategy 16: Implement validation practices within your classroom

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According to Gabriel (2018) some validation practices include:

- Learning students' names
- Welcome messages
- Providing positive and corrective feedback
- Providing encouragement and support
- Encouraging students to see themselves as capable of learning
- Providing vehicles for students to support and praise each other

(Kinzie et al., 2008, p. 33)





**What is one thing you might do to make your teaching more inclusive and equitable?**

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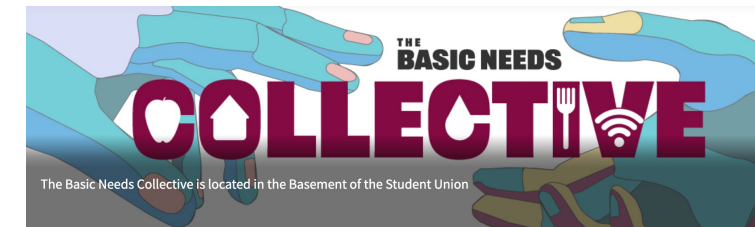


**THE OFFICE OF THE DEAN OF STUDENTS**  
STUDENT AFFAIRS



# Campus Resources

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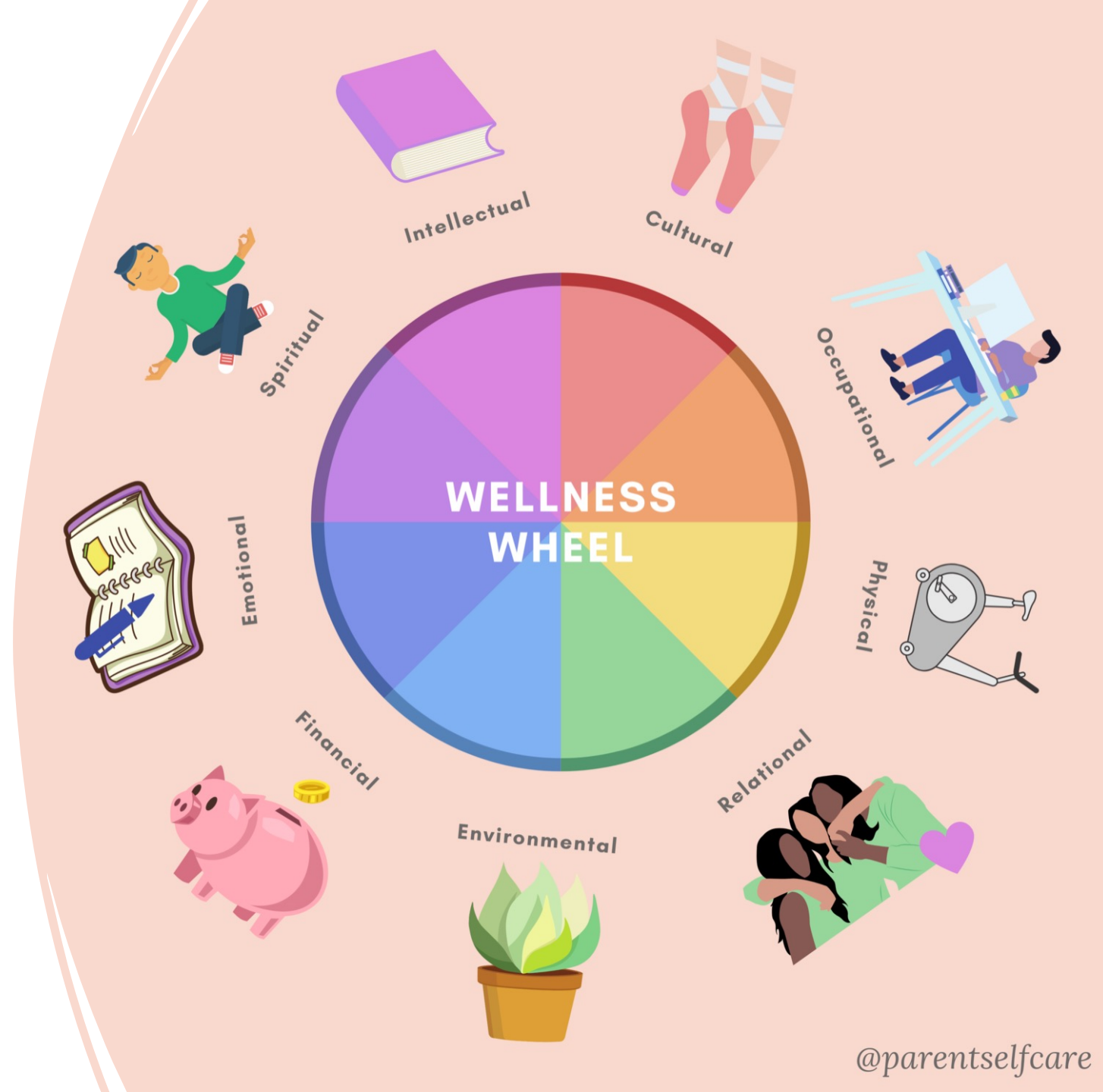
**AMERICAN INDIAN RESOURCE CENTER**  
EQUITY, DIVERSITY, & INCLUSION





# Self-care

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Thank you for coming! 🙌  
Do you have any questions?

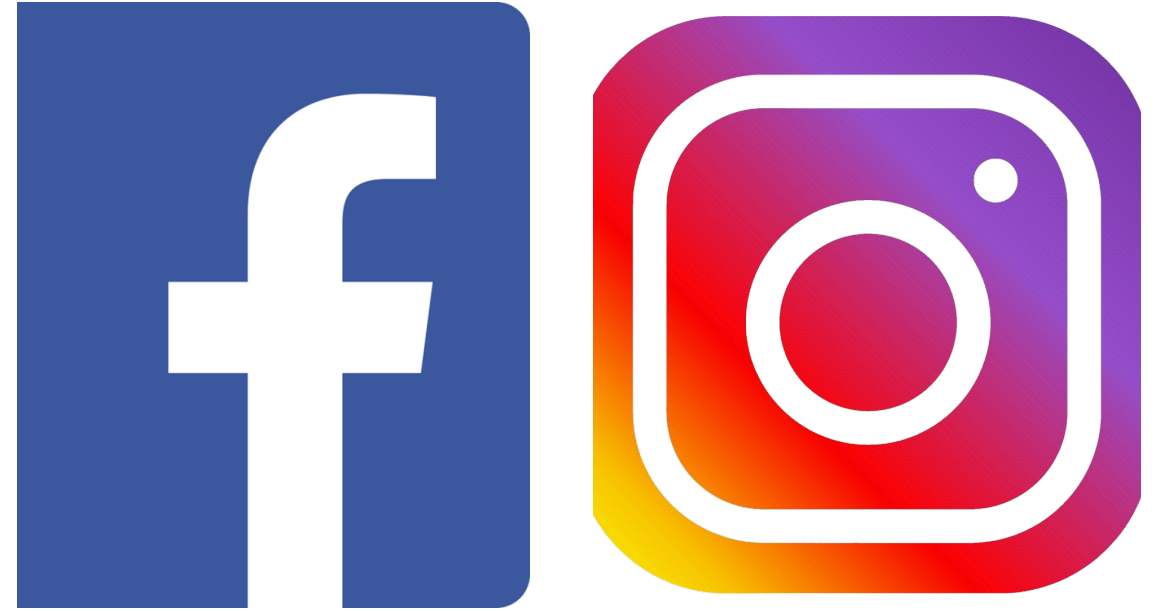
# Contact information

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Email: [JReyes@sa.utah.edu](mailto:JReyes@sa.utah.edu)

## CTE Social Media Pages

- **Instagram:** university\_of\_utah\_cte
- **Facebook:** Martha Bradley Evans Center for Teaching Excellence
- **Twitter:** uofu\_cte





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