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

Center for Teaching Excellence Services
Learning outcomes
IDEA in the classroom
Principles of inclusive teaching
Pedagogical approaches
Strategies for classroom climate
Inclusive pedagogy practices
Campus resources
Services

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 to be added to listserv
A few potential workshops/trainings...

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

<table>
<thead>
<tr>
<th>Discuss</th>
<th>Discuss concepts of equity, diversity, inclusion, anti-racism and justice in teaching</th>
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<tbody>
<tr>
<td>Learn</td>
<td>Learn inclusive pedagogy practices for creating welcoming and supportive classrooms</td>
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<tr>
<td>Connect</td>
<td>Connect students to campus resources</td>
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Reflecting on your personal experiences as a student, what is one thing a professor did to make you feel welcome in the classroom?
• **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 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
DEFICIT APPROACHES

Goal: eradicate home and community practices and replace them with “superior” practices

View of home and community culture: bankrupt of value
**Pedagogical Approaches**

**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**

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**Difference Approaches**
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**Resource (Asset-based) Approaches**
- Goal: provide access to dominant practices while sustaining home and community practices
- View of home and community culture: "resources to honor, explore, and extend" (p. 94)

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](https://namedrop.io)
First Day Survey

Name

Pronouns

Languages spoken

Prior knowledge of course content / skills

What do you hope to get out of this class?

Tell me a little bit about your interests.

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

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

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?
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)

- 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

- 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

- 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

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

(Nunn, 2019)
Strategy 6: Meet students in small groups

- 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)
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

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

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)
Strategy 13: Provide personalized feedback

• 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

- 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

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?

(Foot, 2021, p. 239)
Strategy 16: Implement validation practices within your classroom

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?
Self-care
Thank you for coming! 💖
Do you have any questions?
Contact information

Email: JReyes@sa.utah.edu

CTE Social Media Pages

• Instagram: university_of_utah_cte
• Facebook: Martha Bradley Evans Center for Teaching Excellence
• Twitter: uofu_cte


