

FYS Training

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Erin Lain, J.D., Ph.D.

Associate Provost for Campus Equity and Inclusion

Professor of Law

Drake University

515-271-2040

erin.lain@drake.edu

She/Her/Hers

Agenda

- How to navigate equity and inclusion in during hybrid and online classes in the pandemic
- How to navigate difficult conversations in the classroom, particularly about race.
- Ways to make the classroom inclusive
- What to do if hate incidents happen on campus this semester.
- Ways to avoid Microaggressions and Stereotype Threat in the classroom

At Drake University we commit to:

- Devoting time and resources to ensuring the equitable treatment of all students, faculty, staff, alumni, community members, and visitors to campus.
- Intentionally recruiting and retaining students, faculty, and staff with diverse identities, backgrounds, and ideas.
- Ensuring all students, faculty, staff, alumni, community members, and visitors feel that they have been treated with respect.
- Teaching all faculty, staff, and students to recognize discrimination and oppression, as well as giving each individual tools to address and prevent it.
- Recognizing and nurturing our different, unique identities.

EQUITY AND INCLUSION ISSUES FOR THE FALL

1. Students, faculty, and staff of color are more likely to be at risk of the disease because of societal factors. They are also more likely to know people who have died from the disease.
2. Low income students may not have access to internet.
3. Families and students will not have had the opportunity to work over the summer to save money.
4. New faculty, staff and students, may have a harder time making connections and finding those with similar experiences.
 1. A new student from the LGBTQ community may struggle to find other LGBTQ students.
5. Students with disabilities may struggle to find accommodation that help them succeed.
6. Students on campus vs. students off campus may form in-group vs. out-groups.

Racial battle fatigue is a term coined in 2003 to describe the psychosocial stress responses from being a Racially oppressed group member in society and on a historically White campus.

Racialized Interactions in the Classroom: Pedagogical Approaches to Creating a Safe Learning Environment



Racialized interactions

- Racialized interactions can broadly be defined as negotiating the “complex meanings that surround the concept of race” (Taylor, 2013, p. 5).
- When effectively facilitated, racialized interactions “can improve communication and learning, enhance racial harmony, increase racial literacy, and expand critical consciousness of one’s racial/cultural identity” (Sue, 2013, p. 664;).



Psychological safety within the classroom

- *Psychological safety* describes “perceptions of the consequences of taking interpersonal risks in a particular context” (Edmondson & Lei, 2014, p. 24).
- In the classroom context, the process of learning often entails the discomfort of grappling with ideas that require students to confront their own personal values and beliefs (Toshalis, 2015).

Psychological Safety

- *psychological safety* is the sense that one's identity, perspectives, and contributions are valuable, despite the experience or possibility of discomfort or harm within a learning setting.

What do our students of color say about
experience at Drake?

How do we approach racialized Incidents?

2013 Study

- Interviews with 66 faculty of different races and ethnicities, genders, and disciplines led to analyses of the various approaches they enacted and dilemmas they experienced in the face of such racialized interactions.

Not in My Classroom

- some faculty members' reported "no conflict." In these examples, faculty members indicated that they did not experience racial conflict in their classrooms, even if they shared a story of a racial conflict elsewhere in the interview.

“Let’s Not Make a Scene”

- Avoidance and Minimization
- faculty members recognized that conflicts about race did exist in the classroom but consciously avoided addressing them.

Taking Control

- Defuse, Distract, and Divert
- faculty members often responded to conflict by using authoritative approaches to maintain order and assert or take back their authority to control the classroom, such as delivering a monologue, moving to another topic, or stopping the conversation all together.

Reactive Usage

- Turning Overt Conflict Into a Learning Opportunity
- Some faculty members responded to conflict in ways that helped students explore issues or deal with events that arose and their racial and social meaning. In some cases, faculty members let students talk through the conflict during class time so they could gain a deeper understanding of the material.

Proactive Usage

- Surfacing Underlying or Covert Conflicts for Learning
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- Some faculty sought to use conflict for learning in a more proactive style. They preplanned situations or activities where they expected conflict to surface or occur and worked together with students for the conflict to be useful—and transformative.

Which one are you most often?
Which one was I?

- Not in my Classroom
- Let's not make a scene
- Taking control
- Reactive usage
- Proactive usage

- There is no one correct or best way to deal with all racialized interactions, overt or covert. It depends on the nature of the interaction, the resources of students, the context, the goals and styles of the faculty member, and the wisdom and skill of the faculty member

Decide your approach now

- Darder (1991) argued, “Instead of looking for quick-fix methods to restore a false sense of harmony at such moment of confrontation, educators must seek to unveil tensions, conflicts and contradictions that perpetuate discriminatory attitudes and behaviors among students” (p. 117).

Active and effective faculty modes of response to racial conflict in the classroom

- recognizing the conflict, even if it is somewhat hidden;
- diagnosing the nature and focus of the conflict
- checking one's own emotional reactions and potential biases (or fears and hopes)
- deciding whether, when, and how to address the overt or covert interactions or responses involved
- listening to the voices and feelings of students who are a party to a conflict, as well as to their allies and associates
- normalizing the existence of racial conflict in the context of a racially inequitable and contentious society and educational system;
- initiating some set of productive exchange and perhaps even problem solving among contending parties
- and continuing the effort to balance control of a potentially disruptive situation with the commitment to student learning from and about such situations.

TABLE 1
Teacher Moves that Influence Psychological Safety: Attunement, Authenticity, and Power Sharing

<i>Code</i>	<i>Definition</i>	<i>Features</i>
Attunement	When the teacher is able to be in the moment with students, demonstrates genuine investment in understanding students' perspectives, and is responsive to the expressed needs of their students.	Mutuality Coconstruction of social experiences marked by shared affect Safety in expressing emotions and thoughts
Authenticity	A teacher's ability to be selectively transparent in intentionally chosen moments. Demonstrated when teachers position themselves as fellow thinkers in the classroom community.	Open-dialogue→sincerity & genuineness Students are given time and opportunity to think through and express thoughts and opinions Willingness to be and accept vulnerability
Power sharing	A teacher's ability to be aware of his/her own amount of power, and that of each of the students in the classroom, and to redistribute it, as needed, to promote optimal engagement in learning for all.	Sharing responsibility with students Giving a range of student voices opportunity to be heard Validating various ways of thinking and understanding

Attunement

- Attuned teaching is characterized by experiences of mutuality, a sense of oneness, a desire to share and co-construct social experiences, and safety in expressing emotions (Poulsen & Fouts, 2001).
- An attuned teacher has the ability to be “in the moment” with her students suggesting an empathic relationship and a willingness to step into the students’ worlds.

Authenticity

- Authenticity in teaching not only involves features such as being genuine and caring, but also includes aspects of transparency such as admitting mistakes, becoming more self-aware, and critically reflecting on and bringing parts of oneself into interactions with students (Brookfield, 2015).
- define six dimensions of authenticity including “being sincere, candid, or honest, care for the subject, and a process of becoming sustained through critical reflection on core beliefs and premises” (Kreber et al., 2010, pp. 385–386).

Power-Sharing

- This ability to minimize the salience of social hierarchies in the classroom can also facilitate power sharing.
- Heilbrun (1988) broadly defined *power* as “the ability to take one’s place in whatever discourse is essential to action, and the right to have one’s [contribution to essential discourse] matter” (p. 18).
- As representatives of the school, teachers have significant power in the classroom. Teachers’ administrative power can be used to encourage or ignore students’ expressions of intellectual and behavioral autonomy (Milner, 2007).

Examples from my Education

1. I just don't think affirmative action is right
2. Black students are just here because of sports
3. I disagree with Interracial couples because the kids are messed up

Inclusive practices

- Inclusion Statement
- Pronouns

Discussing current events/campus issues in class

- Make Space
- Dedicate time
- Help students make meaning

Online Equity Rubric



Online Equity Rubric
Version 2.0 - May 2019

	Incomplete	Aligned	Additional Exemplary Elements
E1: Technology	Technology needs aren't clear, or issues related to technology access are not addressed.	All technology required for the course is listed and described in the course syllabus; each technology is listed in the learning unit that requires it; and resources for technology help are provided where appropriate.	Offers alternatives for students with technology impediments, and clearly delineates where/how students can get assistance with required course technology.
E2: Student Resources and Support	Information about how students access online student services and support is incomplete.	Syllabus outlines student support & well-being services in, at least, these areas: a) general student assistance; b) online academic supports; c) assistance with using technology; d) health and well-being resources; and/or e) resources for students with disabilities.	In addition to outlining student support resources, there are clear explanations and pathways for online students to access and utilize all needed resources.
E3: Universal Design for Learning (UDL)	Course content and activities are not aligned to UDL principles.	Course content and activities are aligned with core principles of UDL—i.e., multiple means of representation, action & expression, and/or engagement.	Syllabus explains how and why online course content and activities are aligned with specific UDL principles.

Feedback (PDF)
Instructions
How to use PDF

Developing UDL courses for online delivery
Ensuring the accessibility of online
content and activities
Using and applying UDL