Welcome to the miniBEEC2020 D&I Discussion

Here are some guidelines for today's workshop (developed by Brian Helmke *et al.*)**:**

1. Commit to learning, not debating. Listen to understand, don't listen to respond.
2. Be open minded. Don't be afraid to ask questions.
3. Critique ideas, not individuals.
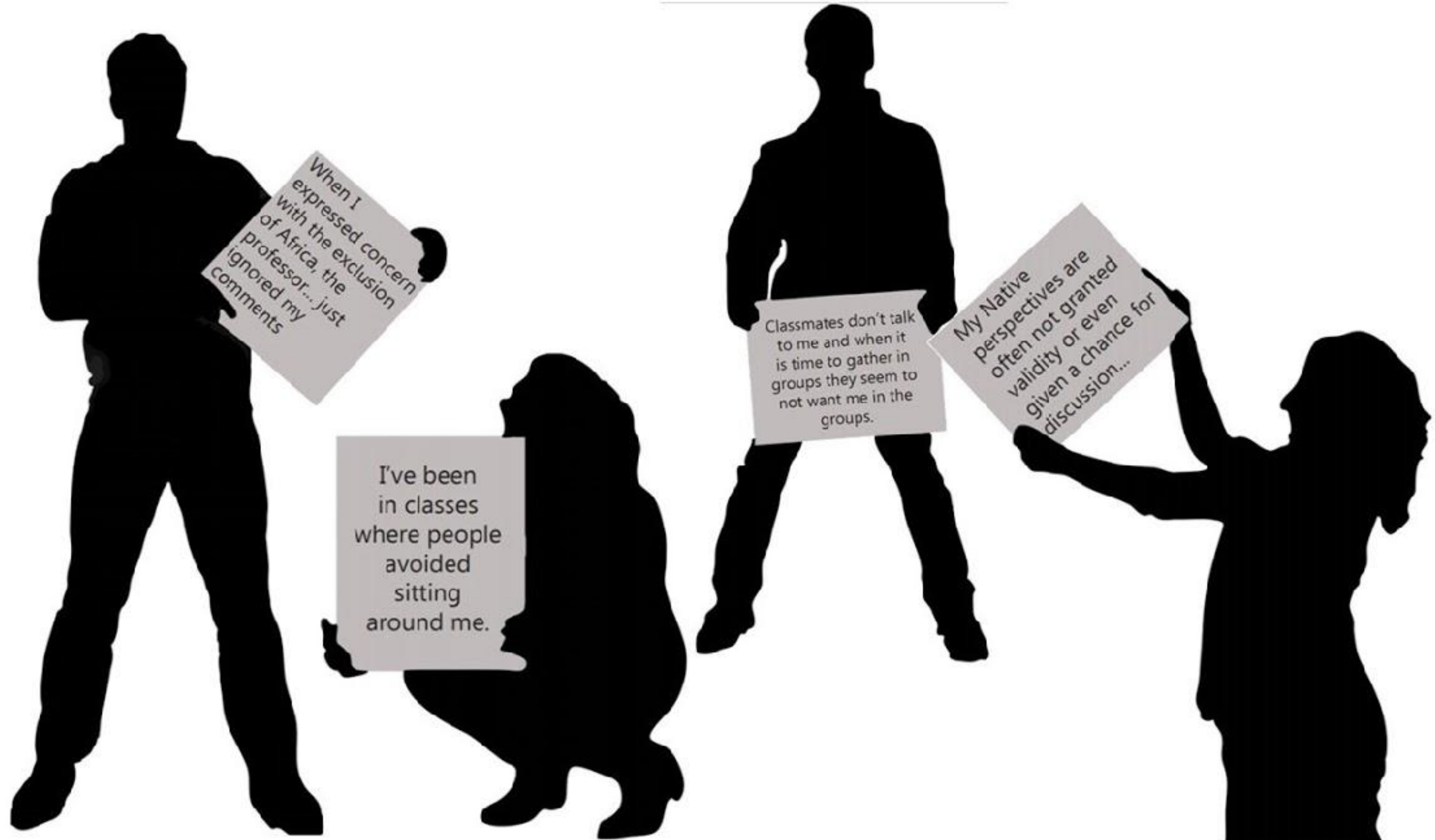4. What is said stays, what is learned leaves.

Holly Golecki (she/her/hers)
Teaching Assistant Professor
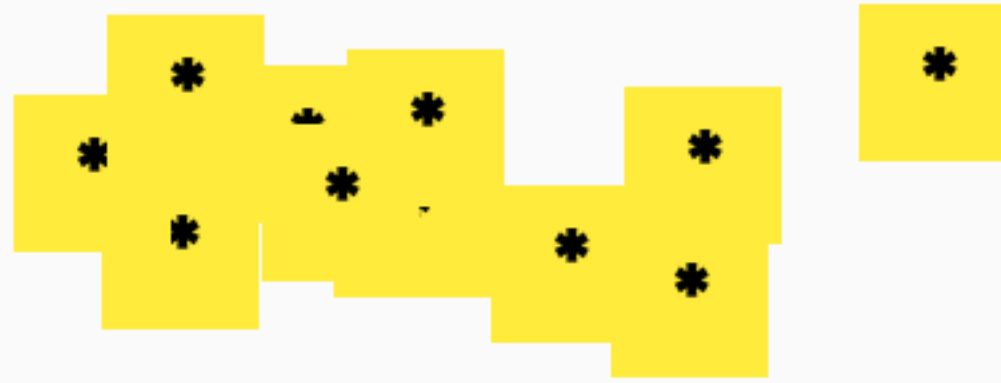University of Illinois at Urbana-Champaign

Ilalee Harrison James (she/her/hers)
Instructor & Associate Director
University of Illinois Urbana-Champaign

Student Voices

When I expressed concern with the exclusion of Africa, the professor...just ignored my comments

I've been in classes where people avoided sitting around me.

Classmates don't talk to me and when it is time to gather in groups they seem to not want me in the groups.

My Native perspectives are often not granted validity or even given a chance for discussion...

https://www.racialmicroaggressions.illinois.edu/files/2015/03/RMA-Classroom-Report.pdf
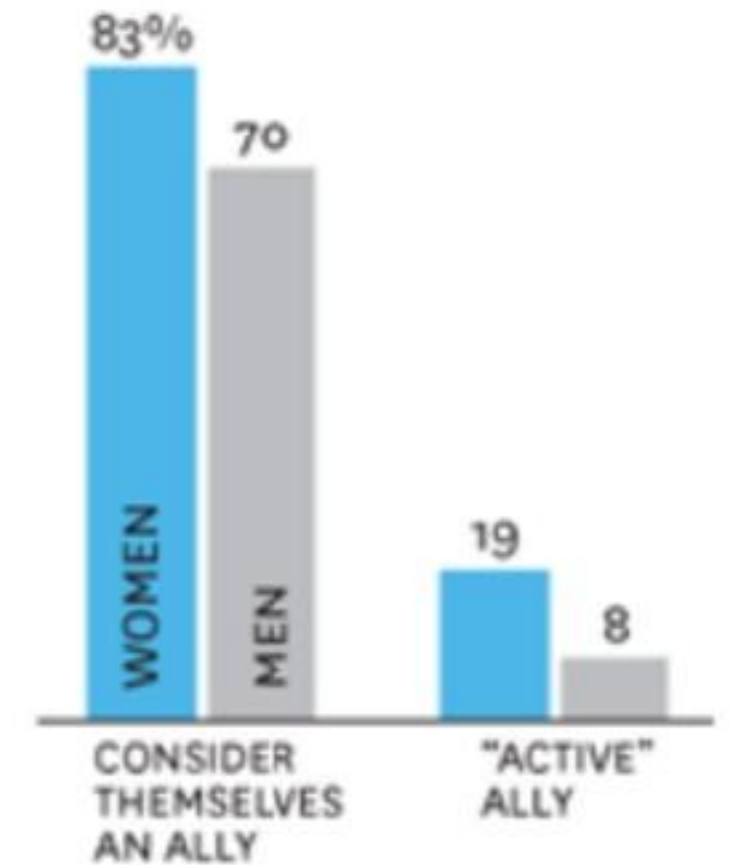
What is an Ally?
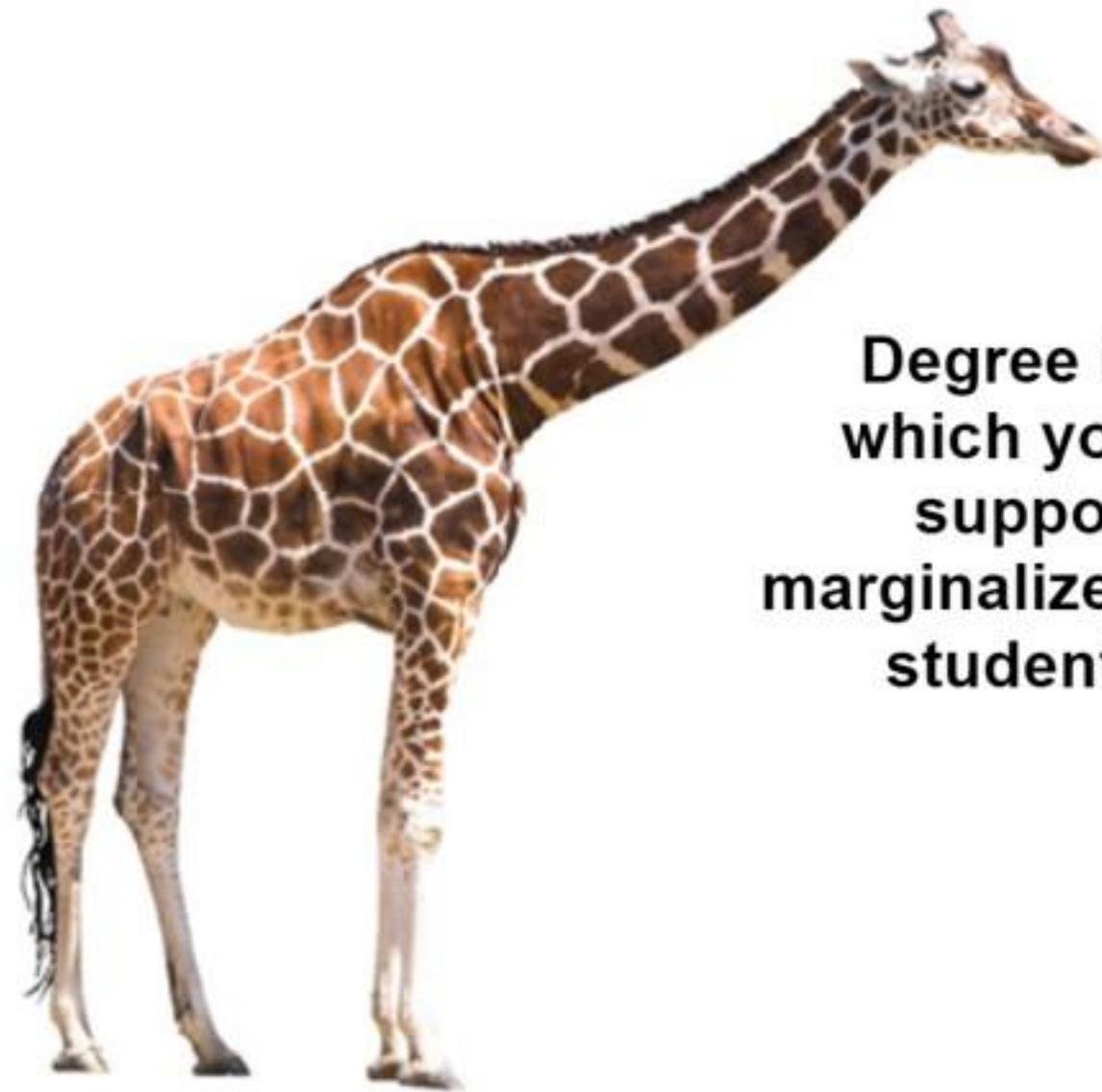
Degree in which you support marginalized students

Safe Haven Classroom

Ally

Degree in which you are willing to stick your neck out for marginalized students

ALLIES VS. ACTIVE ALLIES
While many say they support their LGBT colleagues, few do so vocally.

83% 70

WOMEN MEN

19 8

CONSIDER THEMSELVES AN ALLY

"ACTIVE" ALLY

SOURCE CENTER FOR TALENT INNOVATION, "THE POWER OF 'OUT' 2.0: LGBT IN THE WORKPLACE" (2013)

HBR.ORG

*Adapted from LaTonya Wilkins

What can I do on the first day of class to set tone that D&I is important?

Bring in diverse guest speakers (if applicable)

Using preferred pronouns

Set rules for engagement on first day or a teamwork contract

Syllabus statement

include preferred pronouns during introductions for ice breakers

Using diverse examples in problem solving

Transparent class interaction expectation

Use diverse examples in the examples (i.e. racialized names, gender diversity, pronoun diversity, etc.)

Make sure your resources and materials are accessible (e.g., captioned videos, accessible pdf). Let students know to come to you if something isn't accessible.

Talking about diverse clients and customer in design

Relating to students as humans

Acknowledge the struggle in learning something new

Learning student names, how to pronounce them, and learning preferred names.

How do we facilitate D&I discussions in the online classroom and also make them relevant?

intentional inclusion of diverse researchers in papers

Structuring conversation

Case studies that show how DEI was not included and the outcome

Relevant case studies - (e.g., healthcare disparities)

acknowledge, validate and take the time to discuss in class if time permits

Assign student leaders to lead discussion, for ownership

Addressing racist language in technology

Actually using the preferred pronouns and preferred names that students expressed

How can I take D&I into account when facilitating student interactions in the online classroom? What about team projects? Semester-long projects?

EQUALITY   EQUITY   LIBERATION

Conflict resolution strategies built into team contracts
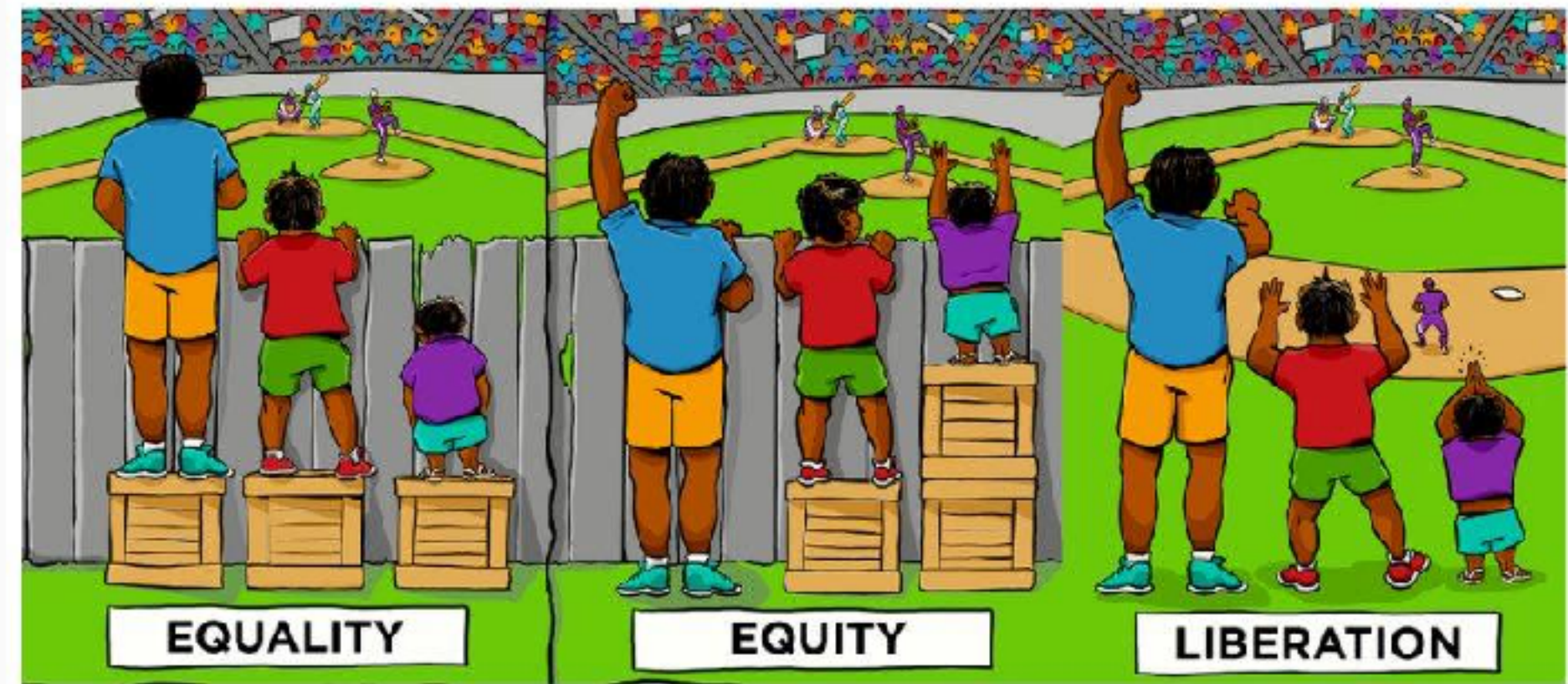
Classroom rules of interaction applies here

Transparent class interaction expectations

Don't call on the same groups for feedback/report out

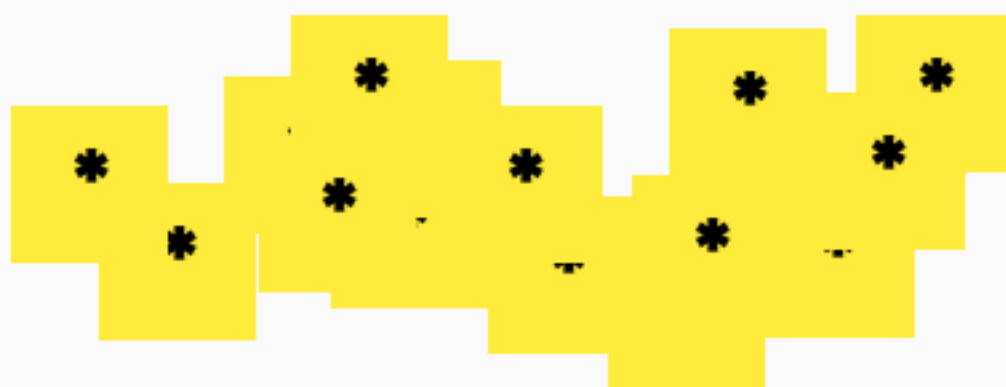Providing multiple modalities for interaction and course materials (accessibility)

Mid-point feedback for teams so teammates have a chance to get and respond to feedback and improve

Allow opportunities for creativity in regards to assignment submissions, project deliverable, etc.

A strategic blend of synchronous and asynchronous assignments

Explicit training on how to do good peer evaluations

Acknowledge that barriers may exist and encourage students to communicate their concerns with teammates and/or instructor as they arise.

CHECK IN: How are you feeling about your level of preparedness to address DEI in your classroom this fall?

Pick up and place a sticky note:

Unsure ━━━━━━━━━━━━━ Confident