

2015 NCWIT SUMMIT ON

WOMEN AND IT

INCLUSIVE CLASSROOMS

PREPARING GRADUATE STUDENTS FOR ACADEMIC LEADERSHIP

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Inclusion

The active, intentional, and ongoing engagement with diversity in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

1. What is an inclusive classroom?

“Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged...”

(Saunders & Kardia, n.d.)

1. What is an inclusive classroom?

2. Why do we need inclusive classrooms?

Why do we need inclusive classrooms?

- ▷ Broaden intellectual scope
- ▷ Reflect core values of the University
- ▷ Deepen self-awareness
- ▷ Provide intellectual and methodological foundation
- ▷ Reinforce importance of diversity within teaching and learning contexts
- ▷ Enhance academic success
- ▷ Contribute to overall campus climate

“Diversity, like technology, is central to institutional effectiveness, excellence, and viability.”
(Smith, 2009)

1. What is an inclusive classroom?
2. Why do we need inclusive classrooms?
- 3. Why should we offer an inclusive classrooms leadership certificate seminar?**

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- ▶ Enhance academic success
- ▶ Contribute to overall campus climate
- ▶ Provide professional development for graduate students
- ▶ Enhance pedagogical practices
- ▶ Collaborate with University offices/ departments
- ▶ Communicate critical work within division
- ▶ Represent division and university as national models
- ▶ Improve learning environments in higher education beyond our university
- ▶ Recognize/reward graduate students

1. What is an inclusive classroom?
2. Why do we need inclusive classrooms?
3. Why should we offer an inclusive classrooms leadership certificate seminar?
- 4. How do we know this is needed?**

How do we know this is needed?

Campus Climate Literature

- ▷ Beyond the numbers, multifaceted reflection and manifestation of diversity (Hurtado, 2007)
- ▷ A real or perceived measure of the campus environment related to interpersonal, academic, and professional interactions



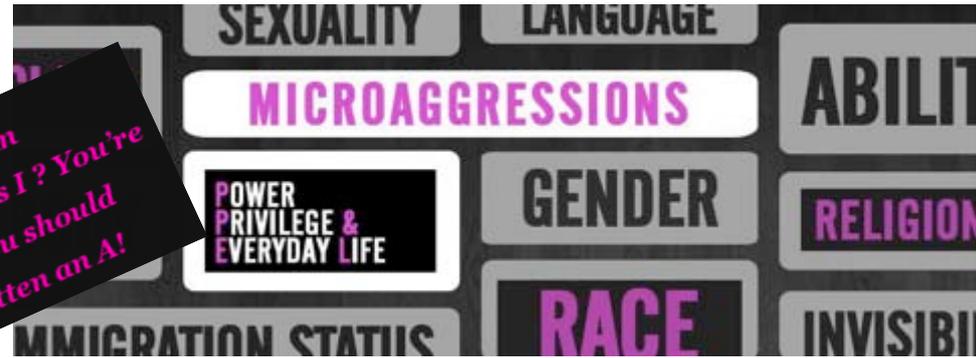
How do we know this is needed?

Campus Climate Data

Campus Climate Response Team (CCRT)

Type of Bias	# Reports	% Reports
Race/Ethnicity	30	42%
Gender	21	30%
Sexual Orientation	20	28%
Gender Expression	18	26%
Gender Identity	12	17%
Religion	10	14%
National Origin	9	13%
Unsure/Do Not Know	9	13%
Citizenship	4	6%
Veteran Status	2	3%
Age	2	3%
Disability	0	0%
Other	0	0%

The Microaggressions Project



*“ You got a C in
Precalculus I ? You’re
Asian! You should
have gotten an A!*”

1. What is an inclusive classroom?
2. Why do we need inclusive classrooms?
3. Why should we offer an inclusive classrooms leadership certificate seminar?
4. How do we know this is needed?
- 5. What would the content consist of?**

What would the content consist of?

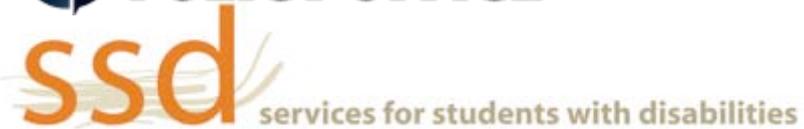
Best Practices

Multicultural Education Program: Evolving Community at Cal

Equity, Inclusion, and Diversity



Policies



Pilots



The University of Texas at Austin

Moody College of Communication



COLLEGE OF FINE ARTS

1. What is an inclusive classroom?
2. Why do we need inclusive classrooms?
3. Why should we offer an inclusive classrooms leadership certificate seminar?
4. How do we know this is needed?
5. What would the content consist of?
- 6. What resources are needed?**

What resources are needed?

Facilitation/Coordination



Communications



1. What is an inclusive classroom?
2. Why do we need inclusive classrooms?
3. Why should we offer an inclusive classrooms leadership certificate seminar?
4. How do we know this is needed?
5. What would the content consist of?
6. What resources are needed?
- 7. Who will advocate/support?**
- 8. What are potential barriers?**

Who will advocate/support?

- ▷ Internal staff
- ▷ External staff
- ▷ Colleges/Schools
- ▷ Pilot participants
- ▷ Pilot departments/schools
- ▷ Peer/Comparable institutions

What are potential barriers?

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7. Who will advocate/support?
8. What are potential barriers?
- 9. What are ideas for sustaining the program?**

What are ideas for sustaining the program?

- ▷ Collect feedback/data
- ▷ Conduct research
- ▷ Strategize partnerships
- ▷ Develop plan to institutionalize

Feedback

“I found it useful to talk through what our identities meant to us. Given other teaching seminars I have attended that have not considered instructor identities, I found this discussion useful.”

“Every instructor should have this training!”

“It helped me recognize my biases and my identity.”

“...the seminar, it has led to a lot of deeper thinking about privilege, wealth, educational access, and my own responsibility as an educator. I don't think I would have thought as deeply had I not attended the seminar, so thank you for that experience.”

“This seminar has increased my confidence in improving my classroom climate!”

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7. Who will advocate/support?
8. What are potential barriers?
9. What are ideas for sustaining the program?
- 10. How will you create your action plan?**

How will you create your action plan?

- ▷ Contact(s)
- ▷ Topic(s)
- ▷ Source(s)
- ▷ Audience(s)
- ▷ Sponsors
- ▷ Existing Programs
- ▷ Supporters/Advocates
- ▷ Facilitator(s)
- ▷ Budgetary Items
- ▷ Potential Barriers

THANK YOU!

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