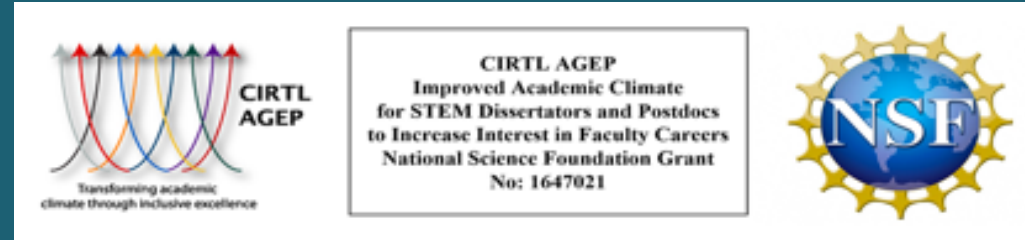


# Inclusive Excellence Within and Outside the Classroom: An Interactive Workshop

A workshop enabled by AGEP CIRTl

Delivered by Dr. Belinda Huang to the Department of Geology

13 September 2019



# Inclusive Excellence: Creating an Inclusive Climate in the Classroom and Beyond

Geology Colloquium  
September 13, 2019  
Dr. Belinda Huang

















# AGENDA

- WHAT IS AN INCLUSIVE CLIMATE?
- SMALL GROUPS
- LARGE GROUP DISCUSSION
- WRAP UP: WHERE DO WE GO FROM HERE?





# TEACHING INCLUSIVELY

- EMBRACING STUDENT DIVERSITY IN ALL FORMS — RACE, ETHNICITY, GENDER, DISABILITY, SOCIOECONOMIC BACKGROUND, SEXUAL ORIENTATION.
- DESIGNING AND TEACHING COURSES THAT FOSTER TALENT IN ALL STUDENTS.



## WHAT IS CAMPUS CLIMATE?



- How people perceive their environment (Lewin, Lippert & White, 1939)  
Can be shaped by individual identities
- A student might describe his/her campus as “hostile” or “friendly” (Naylor et al., 1980; Reichers & Schneider, 1990)
- Attitudes, behaviors, standards practices that concern access
- Inclusion of and respect for individual and group needs, abilities, and potential (Reid & Radharkrishnan, 2003)



## THREE GROUPS:

### 1. INCLUSION/EXCLUSION (RED)

WHAT ARE THE CHALLENGES IN CREATING AN INCLUSIVE ENVIRONMENT?

### 2. IMPLICIT BIAS (BLUE)

HOW DO PEOPLE DEVELOP IT, WHAT ARE EXAMPLES OF IMPLICIT BIAS?

### 3. INCLUSIVE LANGUAGE (GREEN)

HOW CAN WE USE LANGUAGE TO SUPPORT AN INCLUSIVE ENVIRONMENT?

# IMPACT OF CAMPUS CLIMATE

- STUDENT/FACULTY INTERPERSONAL CONNECTION LED TO HIGHER GPAs (CRESS, 2008)
- “NOT BELONGING” - RACE/ETHNIC MINORITY PERCEIVED DISCRIMINATORY CAMPUS CLIMATE AND NEGATIVE IN CLASS EXPERIENCES (CABRERA & NORA, 1994)
- SUBTLE FORMS OF RACISM, SEXISM AND HOMOPHOBIA ARE DIFFICULT TO COUNTER IN AND OUTSIDE THE CLASSROOM



# WHERE DO WE GO FROM HERE?

- DEPARTMENT CLIMATE SURVEY
- GROUP RECOMMENDATIONS



# THANK YOU!

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CLICKER  
CHANNEL  
28

#### INCLUDED/EXCLUSION

- Treating people across the board
- No one is special

#### IMPLICIT BIAS

- Multiculturalism, respect (prejudice)
- Prejudice, respect (like the culture)
- Prejudice, respect (like the culture)
- Prejudice of the social norm and
- Prejudice of the social norm and
- Prejudice of the social norm and



INCLUSION/EXCLUSION

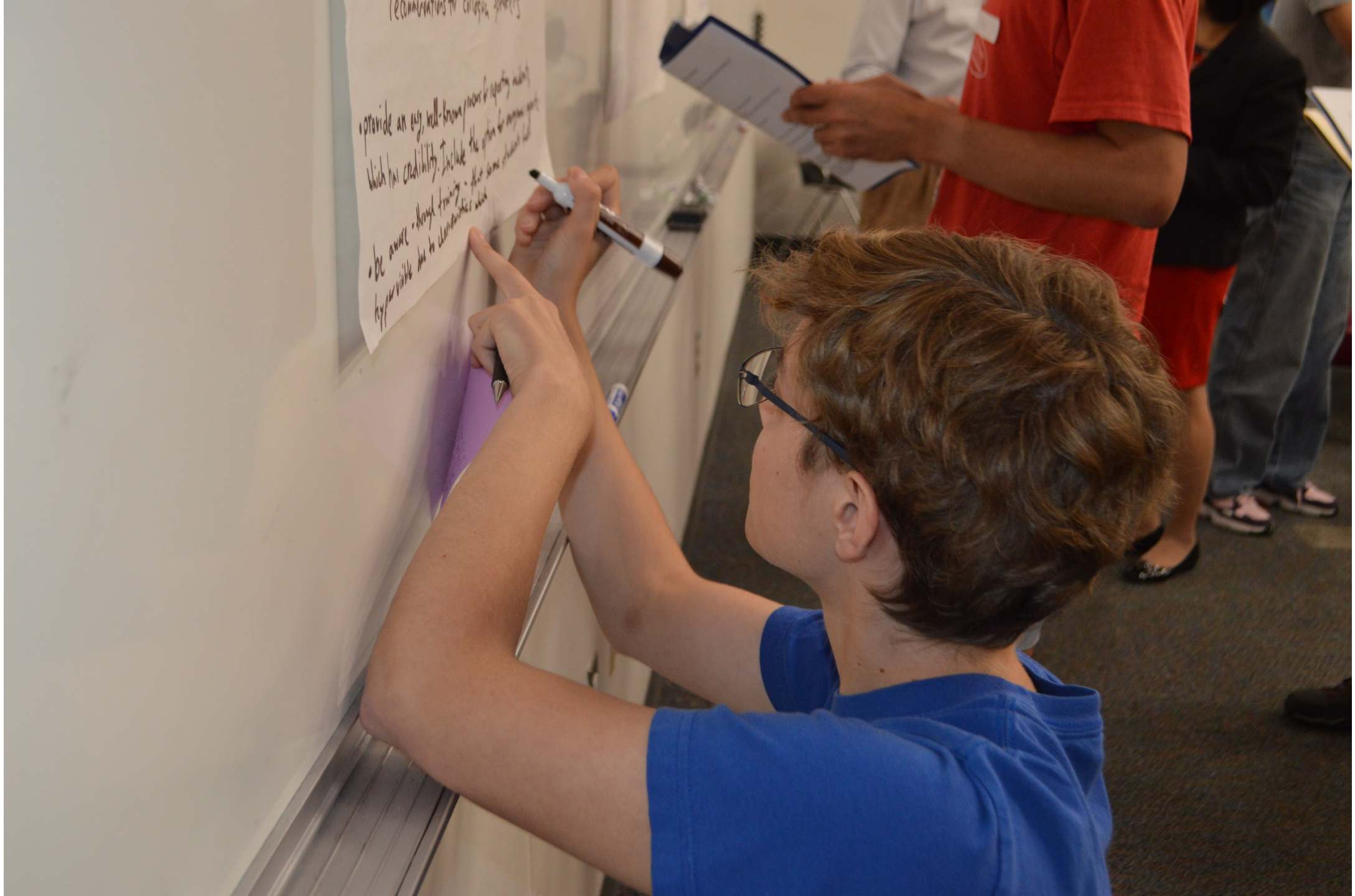
IMPLICIT BIAS

# INCLUSIVE LANGUAGE

- for gender inclusivity - print off picture roster with preferred pronouns
- ↳ introduce with preferred pro-







Recommendations to college seniors

- provide an easy, well-known person to report to who has credibility. Include the option to report anonymously - through a trusted person - that some students feel uncomfortable to do so
- be aware - through training - that some students feel uncomfortable to do so



## INCLUSION/EXCLUSION

### • Training - improve across the

• Be even ingraining - make it

• Place to talk about it, effectively

• Develop skills to be more resilient.

• change social norms

• build inter-departmental communication

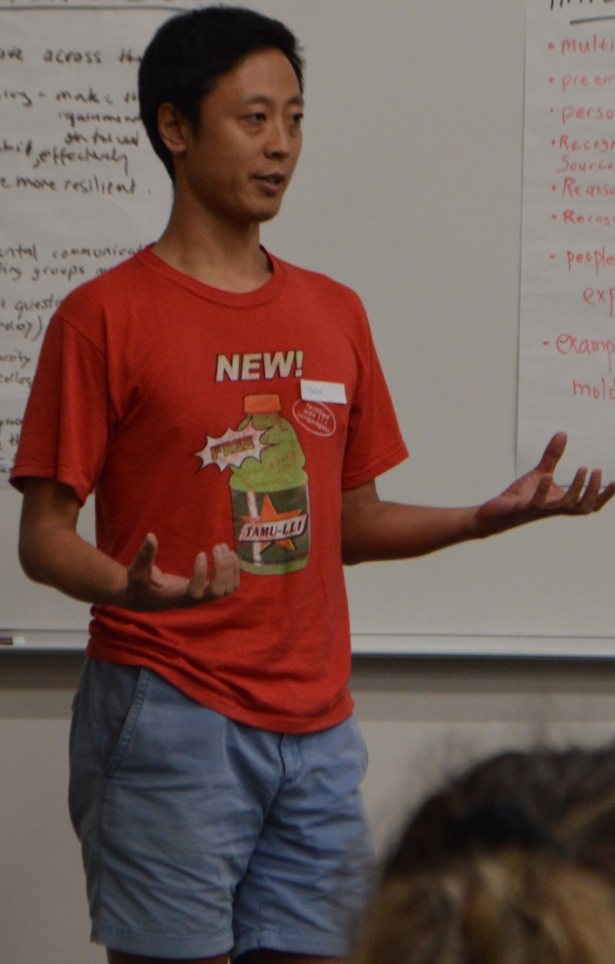
• provide a way to submit questions

• build diversity/spirit diversity

• provide an easy, well-known person

• be aware - through training

• be aware - through training



## IMPLICIT BIAS

• multicultural exposure (parties!)

• preemptive dialogue (like this workshop)

• personal accountability

• Recognition of Personal biases and Sources of biases

• Reassociation of biases and People

• Recognize you have IB and work with it

• people develop biases from experience, (isolated) environment

• example of bias ... put in a mold of people that you are from

## INCLUSIVE LANGUAGE

• for gender inclusivity - print of picture roster with preferred pronouns

↳ introduce with preferred names

↳ not assuming (ask/tell)

• learn names correctly (especially foreign names)

• validate students comfort

• speak clearly so everyone understands

↳ subtitles for talks

• watching how your tone comes across

↳ say please & thank you

• "peer" collaborate, colleagues

• ask people what they prefer

evals  Inbox x



**Belinda Jung Lee Huang** <bhuang1@umd.edu>

to me ▾

Wed, Sep 18, 2:57 PM



Ricardo,

After reviewing the evaluations, I think the point most people made was using correct pronouns and that the distance of the buildings was a negative.

There were some negative comments about faculty talking too much, but positives were helping others, and using proper tone.

I am mailing the evaluations today.

I think it was a success!

Warm regards,

**Belinda**

**Belinda** J. Huang, Ph.D.

Senior Advisor for Diversity and Inclusion

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