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, Lippet & 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!

DR. BELINDA HUANG

bhuang1@umd.edu

301.405.4924
INCLUSIVE LANGUAGE

- For gender inclusivity, print off picture roster with preferred pronouns
- Introduce with preferred pro-
**Implicit Bias**

- Multicultural exposure (participation)
- Promote dialogue (like a workshop)
- Personal accountability
- Redefinition of personal bias and sources of blaming
- Reevaluation of biases and faults
- Reevaluation process (discuss, work through it)
- People develop biases from experience, (discussed) phenomena
- Example of bias—put in a mold if people that you are two

**Inclusion/Exclusion**

- Training improves across the board
- Be open regarding: make it personal
- Where is multicultural effectiveness? 区域
- Develop skills to be more resilient
- Change social norms
- Build cross-cultural competency
- Nancy: when people group and general
- Provide a way to meet quality diversity (attracting)
- Build quality, hire diversity (human resources to evaluate)
- Provide an environment that has the skills to include every person: awareness of stereotypes
- New!
Belinda Jung Lee Huang <bhuang1@umd.edu>

to me

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

AGEP CIRTL - University of Maryland
National Science Foundation’s (NSF) Alliances for Graduate Education and the Professoriate
2123 Lee Building, 7809 Regents Dr.
College Park, MD 20742
301.405.4924