

## **Notes from ACES & CIETL: Fostering and Sustaining Inclusive Classrooms for Students of Color Session presented at Canada College Flex Day, October 15<sup>th</sup>, 2020**

### **Breakout Groups Discussed the Top Nine Negative Experiences Cited by Students of Color:**

1. **Curricular erasure**
  - Helping students to feel comfortable that they can do things by giving proper examples of people in the field who are successful.
    - Music Example:
    - Musicians of diverse backgrounds
  - Students build community by sharing individual tastes and common interests together
    - Science
      - Diverse scientists
  - Have students research people with learning dif. To see how they can be successful in various prof.
  - Show examples of broken stereotypes
  - Alternatives to final exams-projects, songs - diversify the way students can express their knowledge.
  - Find connections for students with someone they can identify with
2. **One-sided, deficit representation**
3. **Forced “spokespersonship”**
4. **Being confused for the other student from one racial group even when they bare no resemblance. Confusing names etc.**
5. **Faculty surprised by brilliance**
6. **Mispronouncing and refusing to learn any and especially Asian students’ names-**
  - a. **Begin semester**
    - i. Invited students to repeat back how to pronounce their name as it should be pronounced.
    - ii. Call and response back and forth. Good opening day ice-breaker - repeating back was fun.
    - iii. Don’t place the burden on the student-take own notes -phonetic notes- faculty do the legwork
    - iv. Model-respect for authors to spell name correctly
    - v. Espanol-me llamo ...

vi. Ask students how *they would like* to be called-sometimes it is not the name that is in the roster

vii. Profile picture on Canvas

- Many students are not comfortable asking to have their given name used/pronounced correctly, so faculty need to be proactive
- Don't ask the student for detailed instructions on pronunciation, take time to learn on your own
- Option: prof says stu's name, they repeat it back, repeat 3 times.
- Tell students it's important to you, share an example (Maureen shares that her name gets mispronounced)
- Use intro discussion board, stu's give their name/what they would like to be called in the class. Stu's often share their name, but that they prefer a different name for the class, etc. They also share their pronoun preference. This sets the environment for respecting each others names
- Icebreakers using names; can be an effective way to relax the env, builds community. Speaking names out loud, meet other students
- Writing phonetic pronunciation in class roster

## 7. Shortage of faculty of color

### Recruitment

Data shows that it can be so impactful to have a teacher or professor who looks like you. This is super important to inspire students. The qualitative and quantitative data are so important in this.

In Athletics for example, we have tried to give students someone to work with who mirrors their population.

In some past experiences, faculty have faced resistance or attacks for raising concerns about hiring faculty of color.

How are we transferring information from Unconscious Bias trainings into the actual hiring process?  
How can we ensure that these important discussions are institutionalized within the hiring process?

To whom are we sending our job announcements and how do we make sure that we are recruiting in the right place?

### Action Plan for recruitment:

We should direct our position announcements to HBCUs and BIPOC sororities and fraternities, other student organizations, and ethnic studies programs.

A consideration of equity should be written into instructions for screening committees and included in the criteria in the beginning and the end of the process.

Our campus housing should be available for those most vulnerable in our faculty and staff community.

Make some changes to the application and/or interview questions to allow for more opportunities to share diverse experiences and backgrounds.

Be aware of equity when classes are cancelled

Campus high school tours should include students seeing professors of different races and genders.

### **Action Plan for Retention**

#### **Mentorship process for new faculty of color.**

**We should consider how class cancellations impact adjunct faculty of color. These cancellations can have long-term impacts on adjunct professional growth.**

#### **8. No consequences for racist instructors**

- Assuring a clear process
- Intentional versus unintentional - microaggressions
- Ed. what it is to be racist - what comments are micro-aggressive
- Call it what it is - racism - acknowledging within classrooms and taking time to pause cur. To take time to discuss with students
- Difficult to address, but must be addressed. Must be some calling-out, support and training. Vast majority would not INTEND to make racist comments/actions. Assuming there is no intention of hate. How do we as a campus respond?
- Difficult topic: Skyline with issue with instructor/black face and union was concerned bc process didn't seem organized. What are some extreme examples – what would be done?
- If there is a clear process, levels of racism and procedure... if we as instructors know that clear procedure, we'll feel a need to know what racist words/deeds are.
- One form might be examples of things that have happened. Real life examples.
- -isms as being subjective? But if a student feels it's racist, then it's racist. We need to be open and address that. How can we shift things?
- If it's intentional vs. unintentional, how do we identify that? Intended / Unintended consequences... I've known ss who've felt racist things happened
- Qualified staff to interview person who made racist statement/action and find out whether intended or unintended.
- Faculty, staff, administrators need more awareness-level education about what it is to NOT be racist or make racist comments/actions.
- What does the college have to do – make a procedure – and the student gets followup info

about what happened in the process. It shouldn't be a secret.

- "How to be an Anti-racist" says Call it what it is. "Micro-aggression" doesn't sound serious. Call it what it is: racism.
- What happens to employees? If we're not acknowledge it in the classroom, then we're complicit.

9. No acknowledgement of racist statements

- It's okay to pause our curriculum in order for us to have these critical conversations.
- it's tricky. There are useful general strategies like creating norms in classroom... to someone who's subjected to racism, that we as instructors be sensitive to the fact that the student might not want it to be a full class discussion. Perhaps the student wants to discuss it with the prof. 1-1. When is it appropriate to halt the class to discuss it vs. not.