

Thank you so much, Mr. Williams. It's always a pleasure to participate in, in Academic Success workshop. As he mentioned, I'm Dr. Angela Webster and I serve as Associate Vice President for Institutional Diversity and inclusion. As well as Associate Professor of Leadership Studies, which is in the College of Education. I have three esteemed colleagues with me and I will have them introduce themselves as well, according to the names on the slides. Hello everyone. My name is Shoudong Feng, and I am an associate professor in the College of Education. I have participated in this forum, for at least five years, probably longer than that. So, I'm very glad to be here today. Thank you. Hello everyone. My name is Dr. Michael Kithinji. I'm an associate professor of history and I direct the African, African American Studies program here at UCA. I enjoy being part of this panel. I've done it a few times, so yeah. Thank you. Welcome. Hello. I'm Dr. Nancy Gallavan. I am Professor Emerita, which means I have retired. I retired in May after 46 years as an educator. I was located in the Department of Teaching and Learning at the College of Education. And I have been devoted to a diversity my entire life. It was my doctoral studies, it's been my continued research. And I speak frequently on the practices, effective practices in classrooms. Okay, so we will go ahead and get started. So, what we'll do is we'll present some foundational information to you and we'll ask questions of our panelists and then we will open the floor to students for questions as well. So, we wanted to start by letting you know that diversity is considered to be a core value at UCA, and we have an acronym called AVID, in that we are dedicated to academic vitality, integrity and diversity. In addition, UCA has a diversity statement that have a lot of moving parts to it. And we really liked the fact that UCA sees diversity as a very inclusive, broad, and comprehensive entity, if you will. But what I would like you to remember from that state is that the focus is on recruitment and retention, support as well as knowledge. And you can find UCA's diversity statement on UCA's website under UCA mission and vision. Something else I think it's important to share, and that is that there is national research and has been for quite a bit of time now that verifies that understanding diversity, becoming comfortable with diversity, embracing diversity and knowing how to navigate diversity is to your advantage. It's to your advantage as a student, and that it assists with your student development, it has a positive impact on your education, and the more you learn to navigate diversity at this season of your life, the better you will be prepared for the marketplace. And of course, diversity is also important and fruitful in the marketplace. And that organizations who do, that do embrace diversity see better decision-making, there's greater employee retention, they have enhanced public relations, they have more thoughtful social responsibility, and it actually increases the bottom line. So, it is to your advantage to cultivate as much information and practice as you can regarding diversity. Now we would like to now introduce you to a broad term concerning differences and embracing differences. And that will be DBIE. Diversity, Belonging, Inclusion, and Equity. And when we talk about diversity, we really are talking about representation and all those social identities that we have and even the intersectional identities that we have. And we typically in organizations track those and measure those numerically so that we can see how we're doing, how we were five years ago, three years ago, how we are today and where we hope to be in the future. Also, in organizations, it's important that people feel welcome even though they have differences. Because sometimes you can have a critical mass of representation or a critical mass of diversity. But people do not feel safe, psychologically safe, and they don't feel as if they are a part of the organization. So, the hope is to alleviate alienation and isolation. And also, with inclusion, where again, you have a mindset and a culture of being open. It's important that you have a diverse community of leaders that actually make decisions to impact practices, policies, and procedures that an organization have. And then with equity, we're working to alleviate gaps, disparities, and disproportionalities. Specifically, as they relate to remove and the predictability of outcomes for

historically underrepresented people. Would like to also mention to you that you can actually embrace these concepts as students in your classrooms, in your group where you can, for instance, be a part of an ISO that represents diversity or you can invite diversity into your RSO. And then you can make sure that whatever RSO you're in, everybody feels as if they belong, and that your RSO has diverse leadership which is planning for things and then alleviating gaps. So, at the bottom of the screen you'll see for smaller bubbles there. And it's, it's likening DBIE to planning a party. So, diversity means you're being, somewhat diverse. People are being asked to attend a party. Belonging is the diversity of people feel welcome and comfortable going to the party, being at the party. Inclusion: A diversity of people actually helped to plan the party. And then in equity that there's even more distribution of power in that you are determining what those details are, how to play in the party and even if there should be a party. Also, UCA every two or three years at administers what we call a campus climate survey. And so, in recent surveys, students have told us that they don't always feel welcome based on their differences, such as their abilities, Their cultural differences, their gender or gender expression, their political persuasion, their raised or religious beliefs and sexual orientation. So, this is not something of the past. This is something that UCA grapples with today. And it's something that we, as faculty and staff are working with, and we, we need our student community to work with us as well on these areas. Before a move deeper into this journey on diversity, belonging, inclusion, and equity I think is important to stop to say that intent is different than impact. And oftentimes, people make mistakes, especially respective to diversity. And people kind of hijacked the situation, and everybody says, hey, this is a really nice person. This is a good person and they began to share all of that person's virtues and values with you. And they tell you that this person didn't intend to say something that was hurtful and that is understanding. But even if you don't intend to say or do something that's hurtful, you can still have a hurtful impact on someone else. I'd liken this to, if someone's driving a car and they're texting and driving and then someone ends up splattered in the street. The driver did not intend to hurt the person. But the impact of that collision is still that someone was hurt. So, this has going beyond our intent to our impact on others. And I also want to mention that this is not about being politically correct. And that's one of the ways is usually frame. But it's really not being politically correct. It's about respect. It's about preserving the dignity of each person in our space, uplifting our common humanity, really thinking about how we want to be treated and how we want our loved ones to be treated. And that's all we're speaking of. Nothing political. So, I wanted to share with you some ways that there are, let's say diversity, belonging, inclusion, and equity types of infractions in the class room. And one of the terms you've probably heard of is called microaggressions. And that's a statement, action or incident that's regarded as insensitive, off-putting, or demeaning, and it's based on a person's social identities. Here's the thing. It could be subtle or it could be direct. It could be intentional or unintentional. But again, the impact remains. Another type of action or types of things that could hurt someone's feelings would be micro thoughts, which are conscious and intentional. And that's where you actively and intentionally call someone, call out of their name and call them something that's racially stereotyped, typical, or stereotypical to a gender or citizenship or something like that. It can also be denying someone services or opportunities. It can also be jokes. And as you can see, all of these are acts of commission there, these are things that you actively do. And then there are micro insults, which can be verbal and nonverbal, but they're always disrespectful. For instance, you can display symbols that you know are hurtful to other people. Another example would be talking slowly or loudly to someone with a different language pattern. Using negative terms to describe someone or asking personal questions of someone with whom you have no personal relationship. An example, I think the other three, the top three are very clear. I would say the fourth and

I'll give you an example. For instance, oftentimes, African-American women are asked about our hair. And that's a fairly personal question. So, you really shouldn't ask a personal question of someone if you don't have a personal relationship with them, we have micro invalidations. Those are communications that exclude, negate or nullify. So, if you tell someone I'm colorblind, I don't see I don't see color. Well, for me as a woman of color, my color is a part of my identity, is a part of my identity that I appreciate and enjoy. So, if you tell me that you don't see it, you are negating a part of me. When people say things like that's so gay and then they say, well, That's not harmful, that's just an expression. And they go on to tell you what that expression might be. But if you are a person who identifies as LGBTQ, then it might be hurtful to that person. And again, this is about respect. There are also times where we hear individuals giving people nicknames or mocking someone's name simply because it's different. Or it's maybe an international name or some type of ethnic name, and we don't respect that person because we're trying to give them something that's convenient for us when everybody has the should have the respect and the right to be called their given name. Other times we tell people they're too sensitive when they tell us and try to call us in to say, this is hurtful to me. People say you're insensitive. But what, what we would like for you to consider is if you're doing that to them, somebody else is probably doing that to them. And it's almost like, having mosquito bites in the summer. One, one mosquito by is not, is not the end of the world. But if you're getting mosquito bites, at school, at the grocery store, at the doctor's office, and the library, everywhere you go, you're getting mosquito bites. You're not being sensitive at this point. It's a painful part of your life. And then finally we have macro aggressions, which are those big aggressive items like perpetuating bias, hates, and physically harm and people. And a part of this is us intending to maintain the status quo for the advantaged person and maintaining that status quo for the disadvantaged person. So, we're going to think I'm going to go ahead and close down the PowerPoint here and start the discussion part. So, our panelists will be asked, will be answering these questions. And then in about 15 minutes, we'll open the floor up to you as well. So, our first question to our panelists is, how do faculty demonstrate commitment to diversity, belonging, inclusion, and equity in the classroom? Everyone doesn't have to answer every question, but we would perhaps like a couple of ideas on this one. Okay. Can I talk first? Go ahead. Or maybe Dr. Gallavan should talk first, don't you have a lot of experience, you have a strong background in diversity, you have a strong passion for diversity as well. I think a lot of the things I will talk about is public comment that has come to the faculty in the college of education because we, we are training teachers. And when I go out to teach kids, they have to deal with diversity in their classrooms too. So, when we train our teacher candidates, this is one of the emphases. And we have coursework that relates to diversity. Diverse learners, for example, we have diversity in various other classes. For example, one class I teach is children's literature. There are a lot of children's books that about different forms of diversity in American society. Books about racial, ethnic diversity, about children with disabilities, gender diversity, language diversity, ASL students, new immigrants, et cetera. What else? Yeah, I think for our teacher candidates, racial and ethnic diversity, disabilities, national origin, language, et cetera, are easier to accept. I have found that gender diversity, diversity related to gender expression, gender diversity, et cetera, is harder. Because of their religious beliefs of some students. They some, some, some of them have said that this should be left to the parents to teach at home. This shouldn't be brought up in the classrooms. We all know that some, some teenagers commit suicide because they're being bullied by their peers in the classrooms. Like, we heard this, we saw this on TV all the time, like in Colorado and Kentucky, and also in Concord, Arkansas. Teenagers for committed suicide because of their gender expression, gender identity. So, I'm a foreign teacher educator, we, we, we actively introduce these topics to our teacher candidates. So

that's how we are address diversity issues in our classrooms. You answered that question pretty extensively, so we're gonna go ahead and go on to the next question. How do faculty expect students to Demonstrate respect for diversity, belonging, inclusion, and equity as they participate in classroom discussions, participate in group work, or as they make class presentations. I'll be glad to speak to that question. Um, I think it is important thinking about the DBIE is, is the B, it's the belonging. And you may have become acquainted with Maslow's hierarchy. I'm not going to spend time reviewing that. But belonging is extremely important for every person. However, every person has or has a self-defined self, a, a self-created just of feelings and thoughts. That what does it mean to belong? And so, the first thing I want, I want to do when my students come in into class, whether that's online or face to face, is to make sure everybody does feel welcome, wanted safe, and that they belong. So, I think at the very beginning of, and this would happen in social conversations as well as academic settings, is you don't need to jump right into the task that you're hoping to achieve. Start with the people first. And if you're the leader of this situation, be a listener, watch, listen, learn, Reflect, Connect, respect. And yeah, that's a little cheeky sounding. But it really is. You may, a session like today, may introduce new thoughts and ideas to you. And so, my encouragement for you, whether we're here in this setting or in a more formal setting, is to always be open and to be a listener first, what I would do is a few other things. I'm in my class. I would have offered, I would call on every student, every day, and it would be in some random order. And there are all kinds of ways to do that, whether you're in a classroom physically or electronically. And so, it should not be up to the, to the student to, to raise a hand. Because many of us, we are not hand raisers, we'll just, we'll just watch and listen and be as, as invisible as possible in classes. However, the teacher, the facilitator should be the one who, whether using some sort of a card system or electronic system, call on every student. And likewise, for participating in groups. Most of us really don't like group work either. We, it's just it's like, oh my gosh, here comes the work, the group work. There should be enough opportunities to participate in groups with every single person so that you can't say I want to be with this person or I don't. And group work should not be weighed or have as much of an impact as individual opportunities to demonstrate your learning. Group work should be experiences and not a, not the big outcome. So, my all, my fourth thing that I wish all teachers would do, and now that I've retired, I'm starting to write a book about this is that the students should participate in setting classroom expectations and especially about the assessments. So, giving students choice, do you want to do it this way or that way? And how can we co-construct that? So, I, I ran with that one. Okay, thank you. So, let's go to the fourth question, since you talked about group work and perhaps Dr. Kithinji could talk, could take this one on. What structures might be put in place to increase the probability of positive interactions and outcomes in group work because we do know the group that students really grapple with that. Yes. Okay. Yes, those are good questions. So, in my classes and I mostly teach classes, to be considered you know, diverse, right. I'm a historian and I mainly teach African history, African-American history, and world history. So, when teaching is I tried to bring different perspectives. Now, many students that I meet tell me the history they have learned in school is you know, the mainstream American history. And or, or I do, is I try to expand the perspective, to broaden the perspective of my students by showing them that, you know, America is important, but America is operating within, you know, the globe in also. So, I bring in that global perspective now specifically on group projects because I, you know, I do group projects in my classes. I've come to realize that I need to offer students more than one opportunity. So, for instance, I, I'll tell students to, you know, give them an assignment they go and work in groups, and come and present. One this is that students, students, depending on their backgrounds, cultural backgrounds, or just even their own individual personalities. There are students

that are outgoing. Who will talk, will, will, will be, you know, out, upfront and the others who are more reserved. So, you need to assure that all of them I included. So, I do, I utilize, I utilize technology, even before Covid came and forced all of us to be online. So, I create, I create those groups on, on blackboard. And in addition, to you meeting as a group, you know, I would I ask you to, to, to, you know, to post your ideas, your observations. And I can see what each one of you is posting. And you know, of course that tells me if you're actually doing the work. But also, it gives those students who are not, you know, who are not as outgoing as the others a chance to basically, you know, show they can do even if they are not talkative, if they are not able to talk in front of students. So, when you come to present in class for what you've been working on as a group, Of course, I want you to present, I want you to feel comfortable. Belonging is important. But even if you're not as, you know, as outgoing, as, as talkative as, as you should be. I know what you're capable of doing because I've seen what you've what the work that you've done. I've seen you, you know, what you've written. So, when it comes to if I'm grading the assignment, I know that I'm not, I should not just, all attention on, on simply how you present it, but also how you did in the, in the discussion on Blackboard. Okay, thank you so much. What could students do, for instance, and say to a faculty member, if the group project isn't working for them. Because I've heard all kinds of stories where everybody's not being included. There are some students who don't even know when people are meeting and what time they're meeting. And then sometimes they have to grade each other and then the grades are lopsided because one person didn't participate and that person is saying Well they wouldn't allow me to participate. So, what would a student need to say to you in order for you to get involved in what's happening in group work. So, what I do is, and actually this is even why using the online component is, is important. Of course, I tell students they need to let me know how the groups are going. And I can see how the groups are going based on how they are participating on Blackboard. So, if, if let's say the group leader, if there's a group leader and the group lead is excluding or he's not communicating well, I can tell because the group leader as opposed to communicate to them through Blackboard and I can see what they are doing. So usually when I have, when I've used the online the Blackboard platform, because it's now more transparent. I found that it helps to reduce any conflicts or conflicts. If they're sounding really persistent, I really encourage students to talk to me so they know how to know if, if it's personality issues, if people are not getting along for whatever reasons, then at that point I can step in and make the changes that are necessary. But if it's transparent in the way that the discussion is being done, that such that everyone in the group can see what's going on. And they can see, and that of course encourages clear communication, then usually it causes conflicts to be reduced. Okay, so now's the time that we want to open the floor to students. Questions regarding diversity, belonging, inclusion, and equity in your classrooms, in your leadership roles, in your RSO's or in whatever capacities you serve. Looks like we have a shy group today, Mr. Williams. I kind of I'll ask a question that our participants, it may prompt them. So, what do you wish professors would not do? Just, just a, you can put it in the chat or you can tell it to us. And first of all, please remember we're not your professors. If one, if somebody up here is your professor, then you, you kind of have to, you'll have to figure that out. But most of us probably are not your professors. But what, what do you wish? You could tell your professors, your instructors? Dr. Gallavan, there is a, there is a question for you. What's the name of your book? You're still on mute Dr. Gallavan. I was going to answer that on chat. And so, I cause I'm eager to hear how we can change. Tell us what you want. Probably call them call them by name. Well let me ask this, has anyone had an experience in your class that was related to diversity, belonging, inclusion, or equity, that was problematic for you or you didn't quite know how to address it? Okay. There's a response about, I guess what we don't want faculty to do faculty don't get back to students via

email. I say, send a second email. I say and, and take it upon yourself and blamed that on the system. And just say, I'm Ed, hook it onto your first email and just start off by saying, I'm contacting you again in that my first email may not have reached you. We don't know what that means, but there are things do happen. And so just, I'm contacting you again, as my first email may not have reached you. I want to know, or you can just say by reading my previous email, I'm still I'm still seeking and you can say information I'm seeking, you know, I I'm seeking directions regarding such and such, then put a due date on it, just like the professors give you due dates. You, oh goodness. You set, say I, I, I need to have this information by and just say it, you know, four o'clock on Friday night. Don't send this at three o'clock on Friday, but I need this and give it a couple of days, 48 hours I think is fair. In order to complete this assignment in time for class, just think of it as this is my partner. And it happens to be the professor. I saw the email. What happens when your professor says don't email because there are too many emails. And I, it, I'm just going to be a second grader, and say it, that's not fair. So, I spent time with second graders, so sometimes I just become a second grader. But I think if you are not, if the, if the professor is saying, don't email me, then you may need to seek someone else in the program or in that department. And in order to get some assistance from another person related to that area. Who was also asking I guess for me to repeat the question I have perhaps about, have you ever had a diversity related concern in your classroom and you weren't quite sure how to address it. And while, while you all are thinking about that, you know, interacting with faculty can be tough, especially during the times now that so many faculty members are, under, I will say, undue stress because they're just not accustomed to all of the high technology that our students are accustomed to. And maybe sometimes leave a phone message might help, or emailing them, or leaving a phone message to say, I'll sends an email. And I'm really, I don't know where else to go at this point. Could you please help me? So that if you have to go, let's say to a department chair, you know, you've reached out via phone, you've reached out via email, and you've really exhausted all of your avenues to, to connect with the faculty member. Because you still have to finish strong in that semester. And you may even have to see that professor again. So, you want to do your best not to fracture relationship if you don't have to, but you, you do need what you need from faculty and that's, that's fair. You need what you need. So, people take professors, take points off certain things during speeches like stuttering, not making eye contact. We can't have those things. I got a little gray. I think that would be one of those situations where you might want to speak to a faculty member personally. And also, it's fair to ask a faculty member for some type of rubric or guideline, for instance, tell us upfront what you're looking for so that we can prepare up front so we can know to go out of our way to make eye contact so that, you know, we'll know exactly what you're looking for. But in the case that it's an inherent ability or an inherent way that you move through the world. It is proper and appropriate for accommodations to occur for you not to be graded lower because of an inherent ability of yours. So that, I think that would be a personal conversation with a faculty member. And sometimes students might need to go to our Disability Resource center to get official documentation that states particular diversity ability and just have it on record so that you can actually give it to the faculty member to make sure they understand that you're not trying to get out of something or you're not trying to make a presentation that's less than excellent, but you're, we're all growing, we're all getting there we're all going through things. And that would be a way that the professor would provide accommodation for you. I had a student who said he had a professor that was of a different political persuasion. And once he made known some of his values or some of his, his thinking in, in, during the discussion in the classroom. The instructor then became demeaning. And because the student was of a different political party or thought differently, politically. And so whatever

the instructor would talk to the student or if the student tried to give feedback in class, he felt belittled because of the way his political affiliation. So, I think with that particular student, that student ended up dropping the class and actually wasn't doing all that bad in the class. But because of how the student was beginning to be made to feel about their points of view. And, you know, initially I tried to talk this year going through it and saying, well, sometimes they're trying to get you to think differently and to look at things definitely not just. But, it, it seemed like for that student, it crossed a line of trying to encourage the student to think differently to belittle the student for thinking differently. Well, you know, one of the features of our diversity statement says that we honor different political affiliations and that stands in the classroom as well. So, I think you gave the student great advice, but I'll also say whenever we think somebody has crossed a line and it's not be respectful of the different types of diversity. We do have a process where we can examine those kinds of situations. It's called the DESC: Diversity, Equity Stability, Concern. And it's on the institutional diversity inclusion website. So, you can go on that website and complete the form. And the e-mail comes to us. And for us, this is not about a gotcha or I caught you doing something wrong or we're trying to get you fired. But it does allow us to speak with the faculty member so that they can examine their behavior and the impact of their behavior beyond their intention. So, let's say the faculty member is trying to get the student to see another way of living and moving through the world. If this student though, feels like I can't survive in his class anymore. And I'm being disrespected in this class. That, that's something that we can talk about, and ask that faculty member to make some changes so that students won't have to drop that class. Because, you know, in some cases, a faculty member may be the only person that teaches a particular class. And you can't drop it and you have to move through it and figure out a way to do it. But there is help in our office to help with those kinds of things. Sometimes we sit and talk with the faculty member and the student because we know that they have to live together for an entire semester, they have to figure out how to work this out. And our office helps to mitigate those situations so that each person, if the faculty member can move forward with their academic freedom, but being respectful of students and the students can still work through the semester and finish strong. I think there are some rules regarding what faculty can do you can say in the classroom as well. Because we're all virtual now, the background in my room can't have any like political persuasive statements, like vote Democrat or vote Republican. We were taught to remove all political persuasive statements from the background. And not have that in the background. So sometimes I think when some of my colleagues may have crossed a line, it's okay to talk about a political beliefs. But if a student, students are being penalized for their beliefs, holding to their beliefs, that, that's wrong. Absolutely. I would like to mention something else regarding at times, in some situations, it can be that what you think is your belief actually goes against the beings we're talking about here. Diversity, belonging, inclusion, equity. You might believe in something you think, you know, it's your belief which is actually ends up offending or going against actual majority of the people you're going to have in class. As you know. There are many examples I can give. I, I encounter some of them, you know, in history for instance. And when you're teaching slavery, for instance, I've seeing, you know, the causes of the Civil War. And some, some, some, some people, students depending on their beliefs, that, believe slavery was the cause of the Civil War, slavery or slavery was not a major issue. And probably if you tried to explain that, it can come out as if you're against some beliefs or, you know, or even issues of gender. So, it's, it can be a dicey sometimes issue because it is the truth and usually what you believe, might not be aligning what's to this. We only have about one more minute. So, thank you. I was. Everything you're learning is political. And that may be a huge and a new discovery for you. But every, every area of the content has been developed through policies and practices by people. And most

people, most people have an agenda. And if, if we included everything possible from every perspective in every course, you would never get out of one single course. That's what you get to do the rest of your life, is to keep learning. So when, when the course is taught, it may represent what is the agenda of the content area at this