

You Shouldn't Need a Visitor's Pass
to Come to Class:

Creating Welcoming Classroom Environments

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Goals for our discussion:

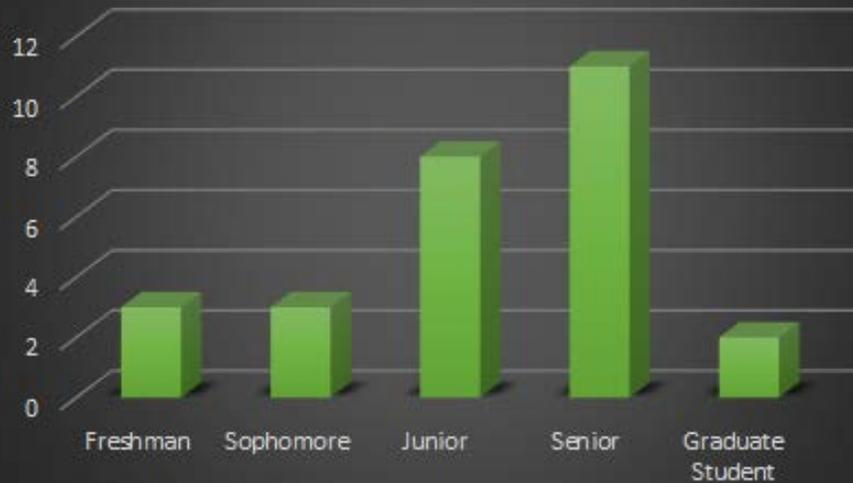
- Address the issue of diversity and inclusion – how are we doing?
 - Based on student experience
- Explore different ways to acknowledge diversity and inclusivity in our classrooms
 - May lead better learning outcomes for the class
- Leave here feeling confident in having these discussions
 - Know that anybody can address issues of diversity and inclusion
- Create resources for addressing diversity and inclusion in our classrooms

Diversity in the classroom can include differences in:

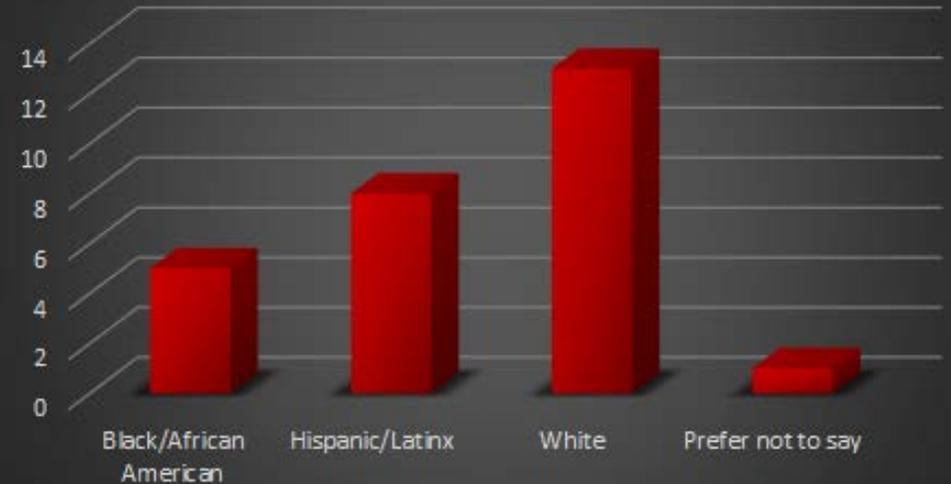
- Race
- Ethnicity
- Cultural norms
- Experience
- Age
- Language; dialect
- Family dynamic
- Educational/career aspirations
- Religious affiliations
- Political affiliations
- Gender
- Physical appearance; attire
- Physical abilities

What are our students saying?

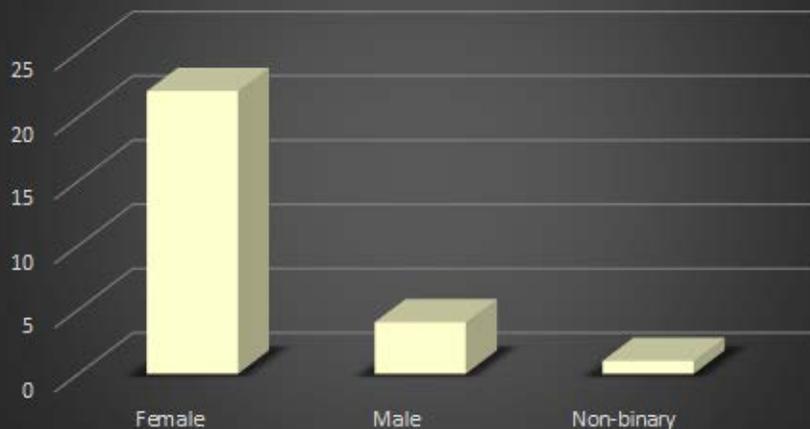
What is your classification?



Racial/Ethnic Background



Gender

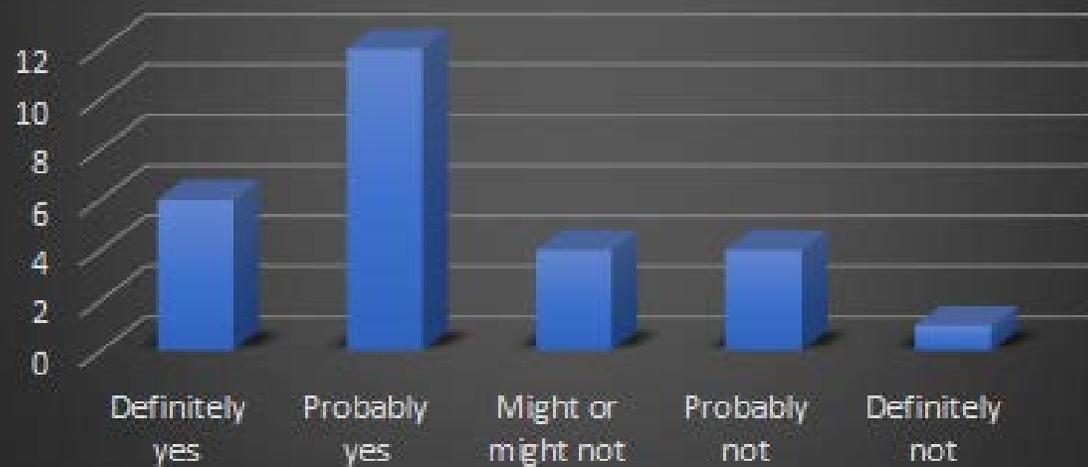


Departments Represented

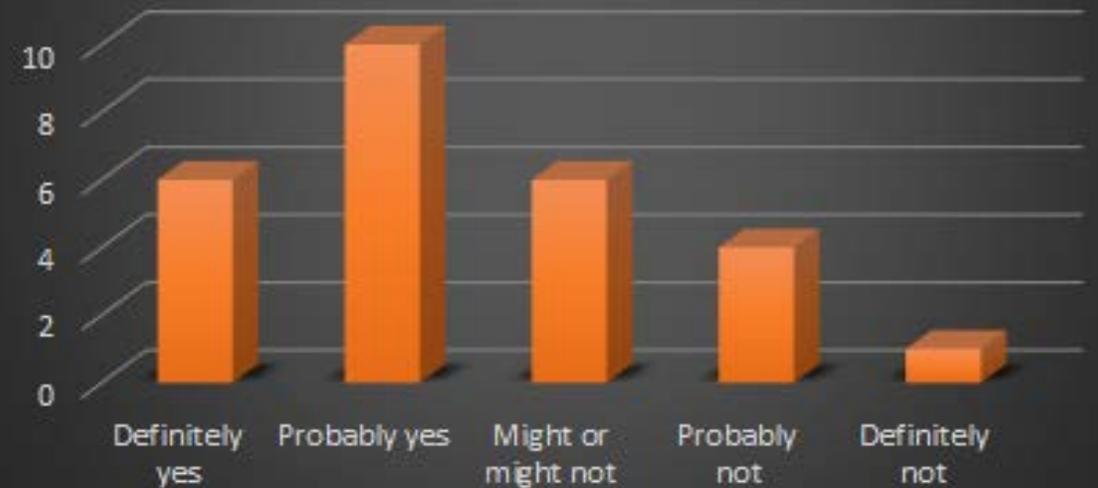
- Psychology
- Pre-Nursing
- Biology
- Business
- Art History
- Sociology
- Human Sciences
- Communication
- Criminology
- Education

What are our students saying?

Do you feel FSU does a good job addressing diversity and inclusion on campus?

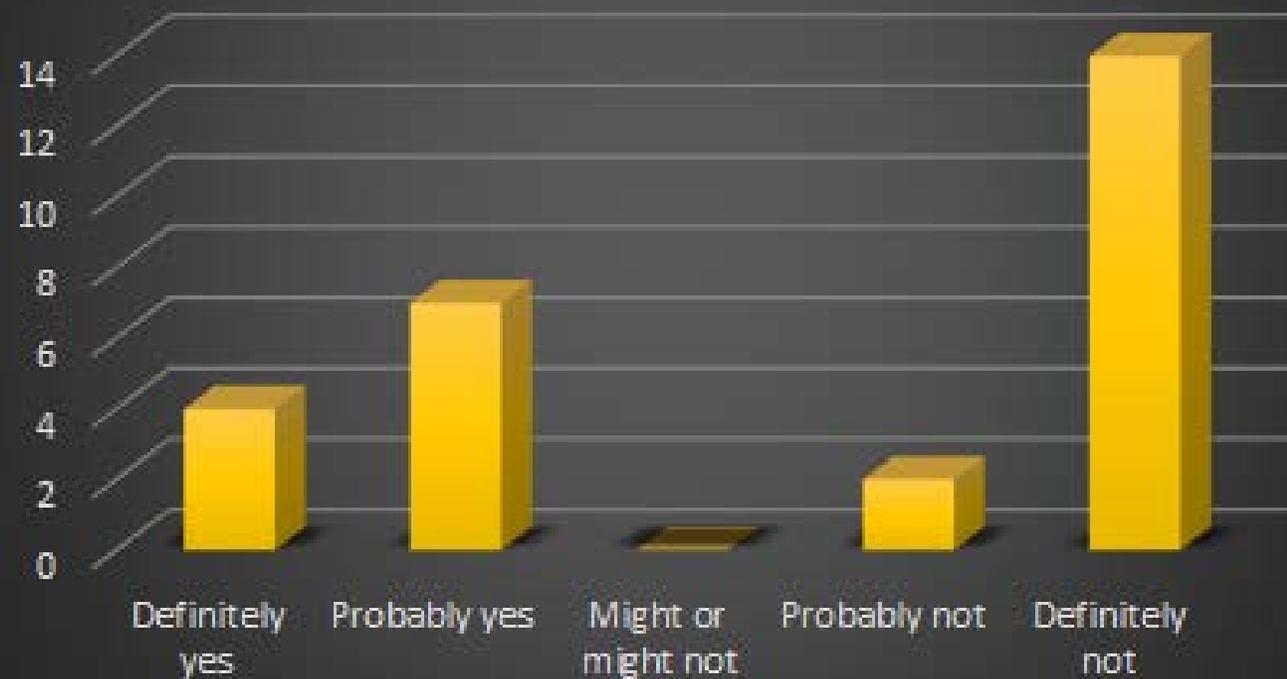


Do you feel your department does a good job addressing diversity and inclusion?



What are our students saying?

Have you ever been made to feel excluded on campus or in class?



Teaching requires more than the dissemination of knowledge – it requires **interaction**

Some areas lend themselves to interactions and discussions involving diversity and inclusion, while others don't.

How do you encourage interaction and discussion in the classroom?

Why might students avoid or be resistant to interaction in the classroom?

Let's Take a Break

But, keep thinking about what your students may be bringing into the classroom.

When we resume we will do some small group work.

Work together to create “classroom guidelines” AKA creating a safe space

Take a few moments to consider the following on your own. Feel free to write down notes if you'd like.

Define the word safe. In your own words, what does it mean to be safe.

Define the word space. What is it? What does it look like?

Now let's talk together and create a collaborative definition of "safe space."

What does a safe space look like? What does it feel like? What are the requirements for you to feel safe in a particular space? What are the rules in this space?

Creating Safe Space guidelines for Syllabi

What have we come up with collectively to include in our course materials?



Resources for Diversity and Inclusion

- 7 bricks to lay the foundation for productive dialogues
 - <https://www.facultyfocus.com/articles/effective-classroom-management/seven-bricks-to-lay-the-foundation-for-productive-difficult-dialogues/>
- Activities for building cultural competencies in our students and ourselves
 - <https://www.facultyfocus.com/articles/effective-teaching-strategies/activities-building-cultural-competencies-students/>
- Overcoming racial tension: Using student voices to create safe spaces in the classroom
 - <https://www.facultyfocus.com/articles/effective-teaching-strategies/activities-building-cultural-competencies-students/>
- Responding to microaggressions in the classroom: Taking ACTION
 - <https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Questions, Thoughts, Concerns?