Promoting Inclusion in Academic Environments
Contributing MSU Offices

Office of Inclusion and Intercultural Initiatives
Office of the Associate Provost for Undergraduate Education
Student Affairs and Services
Residence Education and Housing Services
Presentation Goals

1. Acknowledge current local, regional, national, and global issues and events affecting our campus community;

2. Provide an (non-exhaustive) update about various campus units’ responses and activities related to these events;

3. Suggest efforts that colleges and units can take to make their work more inclusive;

4. Highlight areas for potential collaboration between academic affairs, students affairs, and campus diversity resources; and

5. Provide online resources to support units’ work related to race, diversity, and inclusion.
Global Context for our Work

On-Going Discussions
- MSU Campus Climate
- All-Gender Bathrooms
- Black Lives Matter
- ISIS and global terror
- Immigration and migration
- Achievement Gap
- Liberate MSU demands

Anticipated Concerns
- MSU Women’s Resource Center and Women’s Lounge
- Reaction to last year’s achievement data
- Election Rhetoric
  - PC and Civil Discourse
  - Immigration issues
  - Targeting Muslims
  - Sexism
On-Going

• Liberate MSU discussions:
  • Listening Groups
  • Meetings with campus leaders
  • Tracked progress toward demands
  • Letters from the President

• Campus Climate study
• Creation of OIE
• Intercultural Pillar
• Dean’s Affinity Group
• work by SAS & i3

New Efforts

• Social Justice Faculty group
• Student Activism guide (SAS)
• eLearning (i3)
• OIE and i3 EPAP – Reflect and Connect (faculty and staff only)
• AOP and IAOP, extended
• Inclusive teaching web page
• Diversity requirement modifications within IS
• Oi3 – AAN – APUE collaborations
• Race, Diversity, and Inclusion group
RDI Group

• RDI Small – Senior administrators who report to the President
• RDI Large – academic affairs, student affairs, and operations leaders from around campus; headed by Paulette Granberry Russell, Denise Maybank, and Vennie Gore

Purpose of Large Group
• Define inclusion and diversity
• Align communication and interventions around a common definition
• Anticipate and be more proactive around R, D, and I issues
• Coordinate response to existing student concerns and prepare for future concerns
• Foster awareness, collaboration, and efficiencies across units
• Identify and respond to campus needs
How can colleges and other campus units engage in this work...
Respecting, interacting with, and valuing diversity permeate the existing Undergraduate Learning Goals; therefore, content related to diversity is not additive, it’s core to the MSU goals for its students, as well as its values. Putting these ULGs on the syllabus indicate a rationale and reasons for discussing diversity and inclusion.

Other items to include on the syllabus, meeting guidelines, etc.:
- MSU’s discrimination and mandatory reporting policy statements
- MSU’s grief absence and religious observance policy statements
- Information about class accessibility and accommodations
- MSU Spartan Code of Honor (ASMSU)
- Relevant contact information for chair, director, supervisor, ombudsperson, etc.
- Your expectations for classroom behavior
- Tips on how to actively listen and dialogue
Resources

• Ombudsperson Syllabi Requirements per MSU Code of Teaching Responsibilities: https://msu.edu/unit/ombud/classroom-policies/syllabus-faq.html


• Accessible syllabus template: http://webaccess.msu.edu/_files/MSU_accessible_syllabus_template.doc
(2) Building Inclusive Learning Environments

(1) Design
- Connect course outcomes to inclusion and MSU undergraduate learning goals
- Ensure that your course materials are accessible and/or use universal design
- Reference content related to diversity and culture when appropriate
- Use diverse examples that portray a range of perspectives, people, places, and cultures
- Incorporate resources that represent non-majority, non-Western perspectives

(2) Norms & Policies
- Use students’ preferred names, pronunciation, and pronouns
- Establish criteria for participation, dialogue, and engagement
- Role-model desired behavior
- Establish expectations for active listening and civil discourse
- Explain and follow MSU policies regarding Religious Observances, Grief Absence Policy, RCPD and other resources as appropriate (i.e., tutoring, Writing Center, Library, ELC, LRC, etc.)
- Talk with your students about resources to seek assistance and report issues (i.e., OIE, Ombudsperson, Department Chair, Counseling Center, etc.)
(3) Action

• Don’t be afraid of silence – pause and allow time for reflection; don’t be too quick to move on
• Interrupt and address overt discrimination or overt violations of norms (silence is interpreted as acceptance)
• Using student work teams helps learning and builds community
  1. When using groups, monitor interpersonal interactions and avoid isolating marginalized individuals
• Manage discussion, allowing diverse ideas to emerge without one dominating (including your own)
• Avoid over- or under-calling on specific students or groups of students
• Do not ask a student to speak on behalf of a group
• Use multiple, active pedagogies and methods to engage and assess students
• Learn to recognize your bias, how it affects interactions with others, and encourage students to do the same
• Seek training opportunities through i3, HR, AAN, etc.
• Collect and respond to feedback from students
Creating Inclusive Learning Environments

MSU websites
- Ideas for Disciplinary Content – https://www.lib.msu.edu/inclusiveteaching/
- Academic Advancement Network resources (AAN):
  - Inclusive Teaching Methods
  - Incorporating Multicultural Content into Your Teaching
  - Teaching for Diverse Populations
- Office of Institutional Equity policies (OIE) – http://oie.msu.edu/

Non-MSU websites
- Toolkit for Inclusive Learning Environments - http://guides.library.jhu.edu/g=213732&p=1410321
- Teaching During and Intense Election - http://www.crlt.umich.edu/category/tags/inclusive-teaching
- Project Implicit ( Implicit bias) - https://implicit.harvard.edu/implicit/
(3) Communicate

**Reaction tips**
ACE (American Council on Education):

1. Establish trust through honesty and transparency
2. Work with your community; partner with students and faculty
3. Be empathetic and sympathetic – acknowledge pain, grief, and other emotions within your community
4. Communicate regularly through defined channels
5. Establish a desire, and if possible a plan, to move forward or respond
6. Partner with communicators and legal counsel to avoid faux-pas

**Proactive tips**

A. Talk with your teams about how world events may influence students
B. Think like a lay-person
C. Be sincere and straight-forward: name the concern
D. Tap into institutional messaging about Spartan values, Spartans Will, community, learning, etc.
E. Collaborate across campus, especially with SAS, i3, and REHS
F. Provide resources for education or support
G. Staying silent is a message
Additional Advice

- ACENet The Presidency - [http://www.acenet.edu/the-presidency/Pages/fall-2012.aspx](http://www.acenet.edu/the-presidency/Pages/fall-2012.aspx)
- University of Rochester - [https://www.rochester.edu/ucc/help/info/tragedy.html](https://www.rochester.edu/ucc/help/info/tragedy.html)
- Vanderbilt University Teaching in a Time of Crisis - [https://cft.vanderbilt.edu/guides-sub-pages/crisis/](https://cft.vanderbilt.edu/guides-sub-pages/crisis/)
- George Lucas Educational Foundation (diverse resources but mostly focused on children) - [http://www.edutopia.org/blog/tragedy-grief-resources-education](http://www.edutopia.org/blog/tragedy-grief-resources-education)
- Resources for the Election (UofM CRTL): [http://www.crlt.umich.edu/node/92763](http://www.crlt.umich.edu/node/92763)
Examples of Campus Communication

**Campus**
- From the President’s Desk - [http://president.msu.edu/communications/presidents-desk.html](http://president.msu.edu/communications/presidents-desk.html)
- Office for Inclusion & Intercultural Initiatives – [http://inclusion.msu.edu](http://inclusion.msu.edu)
- MSU Student Affairs and Services - [http://studentaffairs.msu.edu/vp/diversity-inclusion-section.html](http://studentaffairs.msu.edu/vp/diversity-inclusion-section.html)
- REHS Diversity and Inclusion - [https://liveon.msu.edu/content/diversity-and-inclusion](https://liveon.msu.edu/content/diversity-and-inclusion)
- James Madison College Diversity page - [http://jmc.msu.edu/diversity/](http://jmc.msu.edu/diversity/)
- Dean Chris Long’s Blog - [http://www.cal.msu.edu/about/longview/feb16](http://www.cal.msu.edu/about/longview/feb16)

**Other**
- University of Washington - [https://www.tacoma.uw.edu/chancellor/message-race-diversity](https://www.tacoma.uw.edu/chancellor/message-race-diversity)
LBC message

Dear LBC Students, Staff, and Faculty,

We have witnessed many tragedies unfold this semester, both in the U.S. and elsewhere, with the most recent being the mass shooting in California last week. The social and political reactions to these tragedies have been emotional, at times helping us heal from trauma of the events. However, at other times, the reactions have been less constructive and grounded in fear and hate.

It is in times like these that it is most vital to affirm that Lyman Briggs College is a community made vibrant by individuals with diverse religious beliefs, backgrounds, ethnicities, sexual identities, ages, and other differences. The attackers in San Bernardino do not represent Islam, just as the attacker in Colorado Springs did not represent Christianity. To blame or penalize one person (or an entire group) for the crimes of another who shares a religion, race, or background, is irrational and morally repugnant. LBC-Inc. loudly denounces and rejects discrimination aimed at entire groups of people.

Thank you for coming to Briggs.
Thank you for making our community welcoming and inclusive.
YOU belong here.