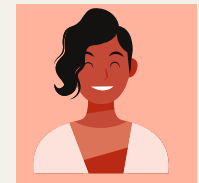
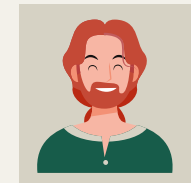
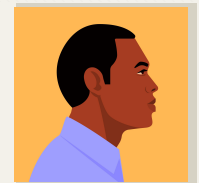
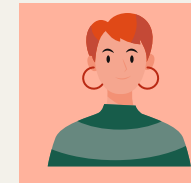
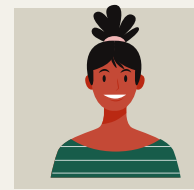
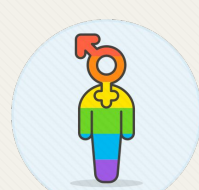
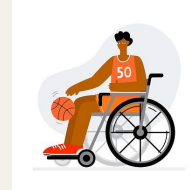
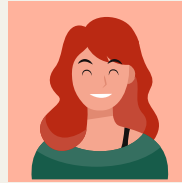
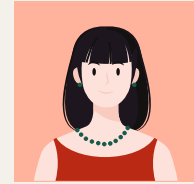
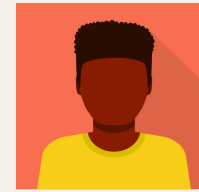
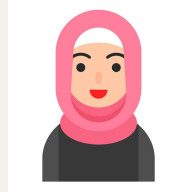


# To Teach or not to Teach: Evidence-based DEI classroom strategies

Presented by:  
**The Office of Diversity, Inclusion and  
Strategic Partnerships**

Shernita Lee, Ph.D  
Shania Clinedinst  
Isil Anakok



15th Annual Conference on Higher Education Pedagogy  
2/17/2023

# VT Graduate School Office of Diversity, Inclusion & Strategic Partnerships



(L-R) Isil Anakok, Shania Clinedinst, Zuleka Woods & Dr. Shernita Lee

## Programming

Events and collaboration with colleges, academic departments, community centers designed to **recruit and support underrepresented students'** personal development, academic achievement, and graduation.

## Education

Our course, **GRAD 5214: Diversity and Inclusion in a Global Society** is part of Transformative Graduate Education (TGE), that aims to prepare graduate students for the diverse global society of the future. The course allows for the content to reach beyond a single disciplinary perspective to allow many points of views and across multiple disciplines.

## Partnerships

Collaborative and strategic partnerships with departments, institutions and community organizations to bring signature initiatives like the **Historically Black Colleges and Universities (HBCUs) and Minority Serving Institutions (MSIs) Research Summit** connecting and exploring research partnerships.

01

## Ice-breaker

What is Diversity, Equity  
& Inclusion (DEI)?

02

## Course Description

Organization and  
Assessment



03

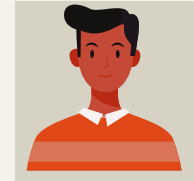
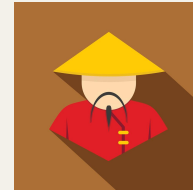
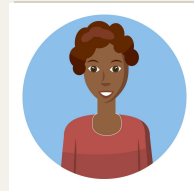
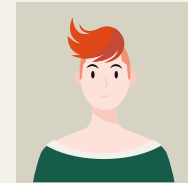
## Activities

Ways to build an inclusive  
classroom- Tips & tools!

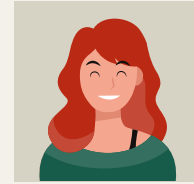
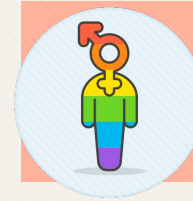
04

## Closing

Lesson Learned  
Questions/comments



When I think about  
Diversity, Equity &  
Inclusion (DEI), I think of ..



<https://padlet.com/shernita/Chep2023>



Visit the link & share your definitions & thoughts

# Defining DEI

Presence of  
differences



**DIVERSITY**

Fair access,  
opportunity, and  
support



**EQUITY**

Genuine sense of  
belonging and value



**INCLUSION**

# The Course: Diversity for a Global Society

The student population is becoming more diverse due to differences in background and cultures, life experiences, and acquired characteristics

Diversity encompasses the richness of differences among people. It extends beyond ability, age, culture, disability, race/ethnicity, gender identity and expression, sexuality, regional and national origin, political affiliation, religion and socio-economic background



Moving beyond differences...

# Class Composition

- Program of study
- Degree seeking/certificate
- Racial/ethnic groups
- Home country
- Gender
- Language

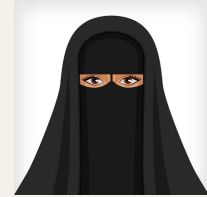
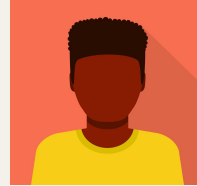
## Feedback from class survey

*"How to write, and what is a diversity statement, along with how to communicate better in a multitude of situations concerning DEI".*

*"I hope to be even more intentional with topics such as **language, gender, religion, abilities**, etc. Making myself more aware of this topics and current issues surrounding them would definitely benefit me in the long run and how I carry myself in the workforce and my personal life".*

*"**This course gave me insights into inclusion and diversity that I never thought about it.** The Discussion posts were very helpful, and I see myself applying these strategies to my future academic work".*

*"One thing that I have learned is promoting diversity does not ensure a culture of inclusion. Providing opportunities that matter and help the "sense of belonging" is essential when promoting diversity. Furthermore, **I have learned that promoting diversity, equity and inclusion goes beyond accepting people from different backgrounds**".*



# DEI Activities for your classroom

- Iceberg
- Personal/Social Identity Wheels
- Unpacking the Invisible Knapsack
- DEI Workshop
- Diversity Statement



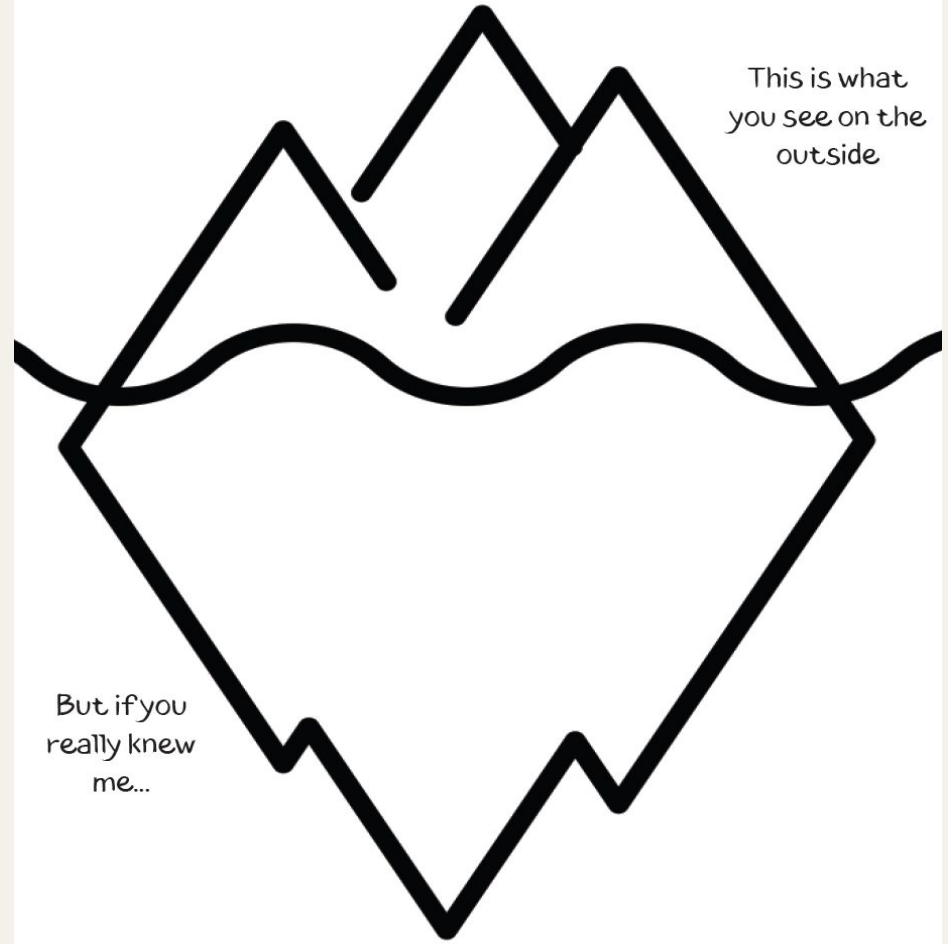


# Diversity Iceberg

- List identities “Combination of characteristics, attributes, experiences or behaviors that make us each who we are.” (AAUW, 2022) based on the “Iceberg” model.

*Dimensions of diversity & identity.* AAUW. (2022, October 6). [https://www.aauw.org/resources/member/governance-tools/dei-toolkit/dimensions-of-diversity /](https://www.aauw.org/resources/member/governance-tools/dei-toolkit/dimensions-of-diversity/)

## IDENTITY ICEBERG

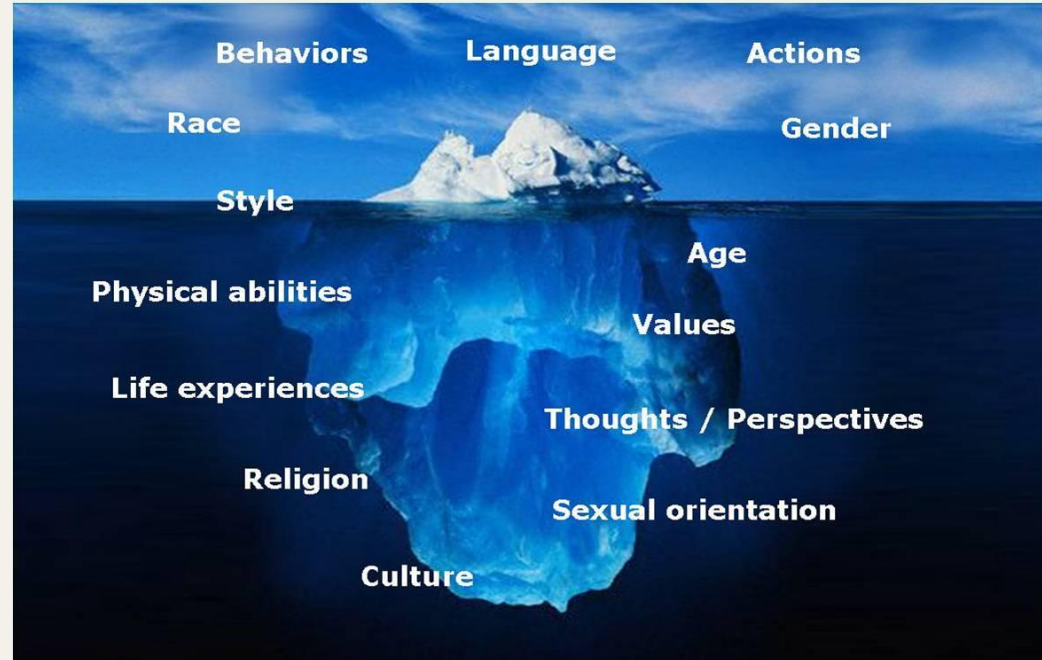


# Diversity Iceberg

*More than what meets the eye..*

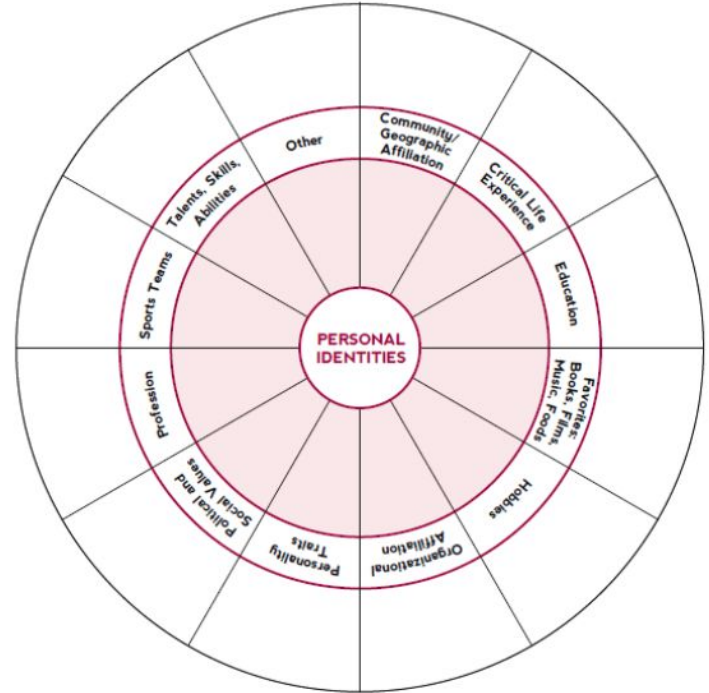
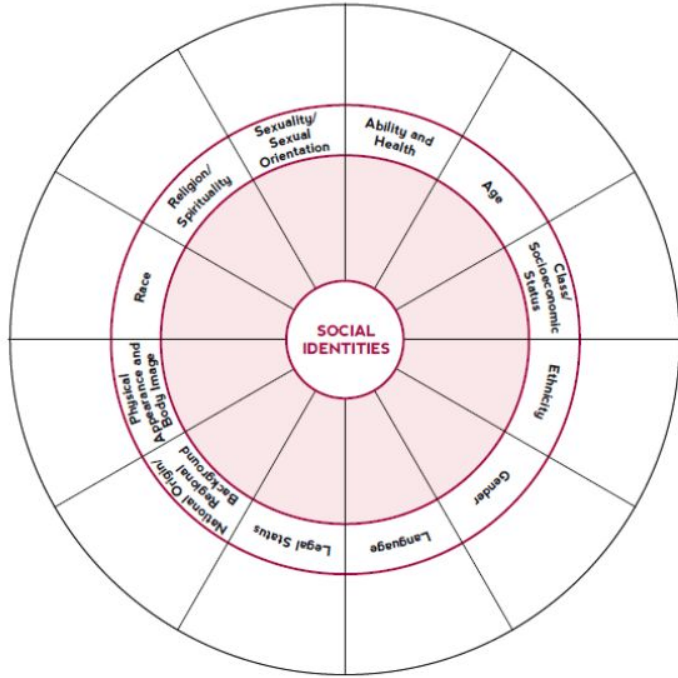
## Activity used in class:

- Have students complete their iceberg for visible and invisible identities
- Connect students based on similarities and differences
- Share and reflect



*"This activity taught me to work with people from different backgrounds ...it made me develop a broader perspective on looking at issues from the diversity, equity, and inclusion standpoint."*

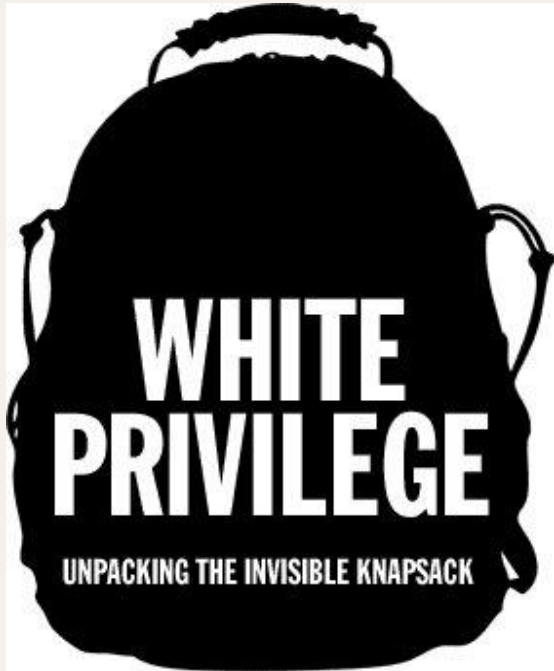
# Social vs. Personal Identities



John Locke, *An Essay Concerning Human Understanding* (Locke, 1689/1997)

Tajfel, H. (1974). Social identity and intergroup behaviour. *Information (International Social Science Council)*, 13(2), 65–93.

# Unpacking the Invisible Knapsack



## Peggy McIntosh, Ph.D

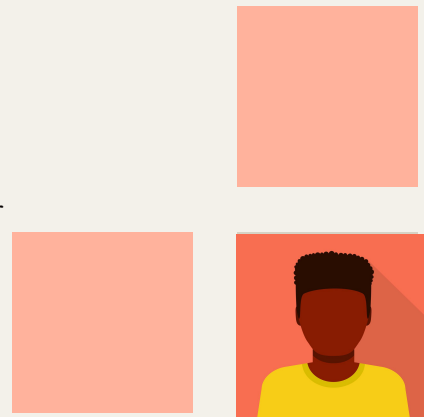
The creator of the White Privilege knapsack is Peggy McIntosh, an American feminist and anti-racism activist. She is the founder and co-director of the National S.E.E.D. Project on Inclusive Curriculum (Seeking Educational Equity and Diversity).



"White Privilege: Unpacking the Invisible Knapsack" Peace and Freedom Magazine, July/August, 1989, pp. 10-12, a publication of the Women's International League for Peace and Freedom, Philadelphia, PA.

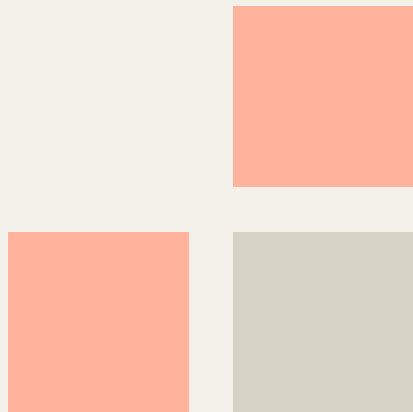
# What do I have that I did not earn? (McIntosh)

1. I can if I wish arrange to be in the company of people of my race most of the time.
- 2.. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
6. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
7. I am never asked to speak for all the people of my racial group.
8. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.



## Activity: Privilege Grab Bag

**Pick a privilege and share a benefit of  
members in that group**



# DEI Workshops

- **Purpose**

- Developing students' skills as a workshop facilitator
- Providing an opportunity to develop and facilitate a workshop related to DEI.

- **Required tasks**

- Selecting an audience in higher education
- Developing a workshop about an issue or topic related to power, privilege, and oppression within a specific major
- Facilitate 15-20 minutes of this workshop with the class, who will act as the audience to which the workshop is geared.

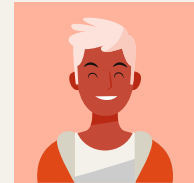
## Benefits:

- **Collaborative learning**
- **Creativity**
- **Critical thinking**
- **Communication**

**DIVERSITY,**

**EQUITY &**

**INCLUSION**



# Diversity Statement

- **Purpose**

- Postings for employment in higher-education institutions, governmental, non-governmental, and private/industry organizations require submission of concise and clear diversity statements.

## Benefits

Have an opportunity

- articulate your experiences, values, and priorities
- **demonstrate your commitments to the DEI**

First Draft  
Blinded Submission



Peer-Review  
Constructive and  
critical feedback



Revision  
and  
Final Submission





# Other Course Topics



- Categorization
- Stereotype Threat & Microaggressions
- Difficult conversations..Where do I start?
- History, Patterns, and Contemporary Issues
- Language Diversity and its impact on learning and teaching
- Racism and Racial Incidents

# Lesson Learned

- Trial and error (DEI teaching is a work in progress!)
- Remember your “why”
- Create and share any expectations
- Classroom Engagement Opportunities
- Learn from others

# Access to Resources

<https://bit.ly/ChepDEI>



# THANK YOU!

Do you have any questions? [disp@vt.edu](mailto:disp@vt.edu)

Learn more: <https://graduateschool.vt.edu/diversity.html>

Follow us:



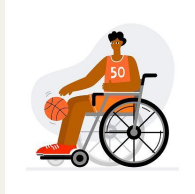
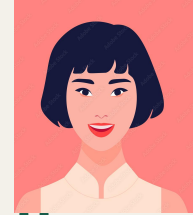
@VT\_ORDI



@VTGRADCOMMUNITY

A top-down view of a group of people of various ethnicities and ages holding hands in a circle. The hands are of different skin tones, including white, light brown, and dark brown. Some people are wearing striped shirts, others solid colors like yellow, pink, and grey. The background is a plain, light color.

Privilege Walk:  
What do you see  
when you look at  
me?



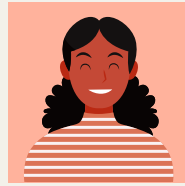
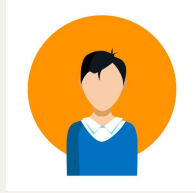
# Privilege Walk

A learning activity and discussion of the complicated intersection of identity, privilege and marginalization

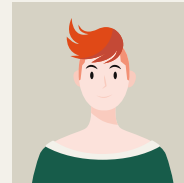
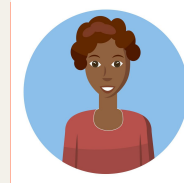
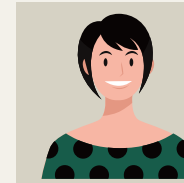
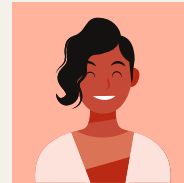
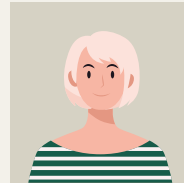
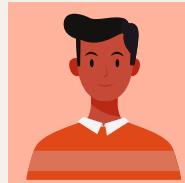
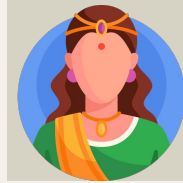
“



*"I learned a lot, but the most important lesson is that we are not alone, we are not better than anyone else, and our differences make us special."*



How can we foster an  
inclusive classroom  
community?



# DEI in Practice



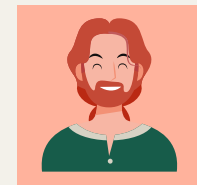
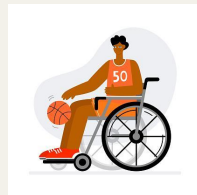
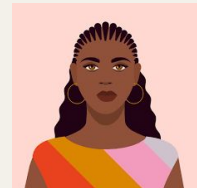
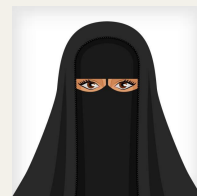
How do you teach Diversity, Equity, and Inclusion (DEI)?



There is no single method of teaching, DEI materials must be delivered through methods that are flexible and suitable for adjustment. (Tomlinson, 2015; Westwood, 2016)



Activities like the **Privilege knapsack** (McIntosh, 1989), **DEI Workshop**, **Social Identity Wheel** & **preparing Diversity Statement** helps engage students in meaningful dialogue.



# The Assignment

- 1) statement of the issue or problem
- 2) at least three learning objectives
- 3) a detailed outline of the 60 minute workshop.

You will facilitate 15-20 minutes of this workshop with the class, who will act as the audience to which the workshop is geared.

-

