

# Creating Inclusive and Civil Classrooms

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# Introductions

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- Name
- One principal courses you teach?
- What brings you here today?

# Setting the stage...

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- Why do we want to more diverse and inclusive teaching?

# Why is inclusivity important?

- Multiple perspectives bring diverse issues to classrooms, confront stereotypes, aids problem solving, supports reflection and critical thinking (ACE and AAUP 2000; Berrett 2012).
- Linked to academic success, particularly of underrepresented groups.
- Campus life is enhanced by giving all students belonging (Locks et al 2008)
- Civility, leadership, collaboration, and other social skills of living in difference and community, and a broader multicultural democracy
- Social problems require collaborative solutions
- And.... We have an obligation to teach ALL students

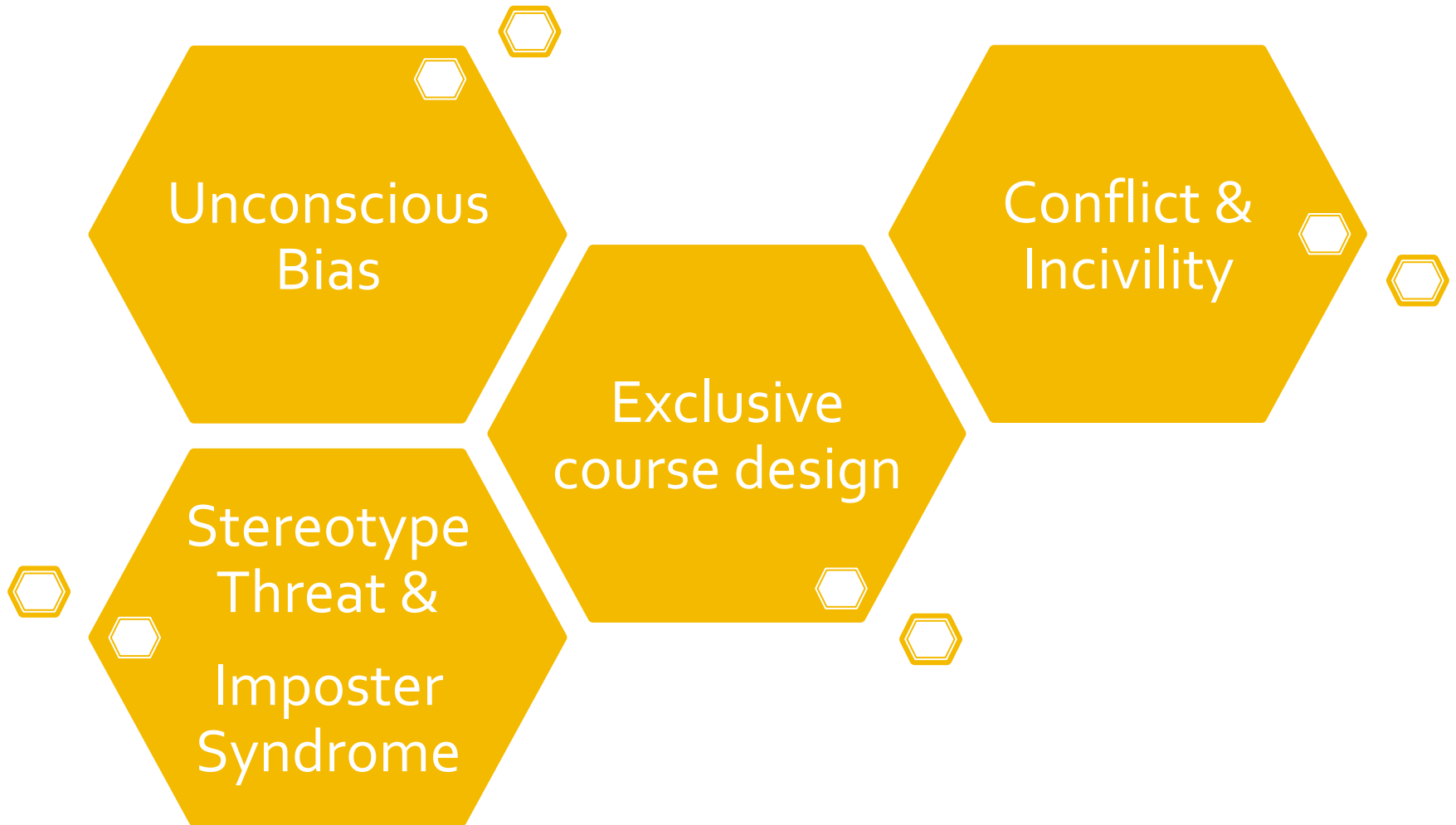


# Case

- Read the case
- Discuss:
  - What are the underlying issues present in this case?
  - What could be done to prevent this conflict?
  - What could be done to resolve it?
- It reveals in one instance the 4 main obstacles to inclusive teaching...

- You are leading a discussion section for an undergraduate Human Development class. During a unit about the academic achievement gap, a student of color raises her hand to ask about a passage in your required text.
- The passage reads,
  - “On average, White and Asian adolescents get significantly higher grades in school than Black or Hispanic adolescents. As you’ll read, friends usually have similar attitudes toward school, educational aspirations and grades (B. Brown, 2004). Ethnic differences in school achievement therefore may lead to ethnic separation in adolescent peer groups (Halliman & Williams, 1989).... A second reason for ethnically segregated peer groups- according to one study of adolescents in a recently desegregated school- is attitudinal. In this school, the White adolescents perceived their Black peers as aggressive, threatening and hostile... the more the White students believed that the Black students were hostile, the more the White students acted distant and kept to themselves.”
- The student expresses her concern about the passage and asks for more clarification. She expresses concern that the passage suggests that Black students have lower academic aspirations than their White peers and that it seems to place blame on Black students for segregated social patterns in school. A White student chimes in, “well in my high school, it really did seem like the Black students were more interested in football than school.” A debate quickly ensues about the possible truths and biases in the readings, and students own experiences, causing students to question the teacher, the readings, and each other.

# Challenges to creating equitable and inclusive learning environments



# Today's Plan

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- Discussion of
  - Unconscious Bias
  - Stereotype Threat
- Break for lunch
- Discussion of
  - Exclusive and Inclusive Course Design
  - Conflict & Incivility

# Unconscious Bias

# Common Unconscious Biases

- Confirmation Bias
- Beauty Bias
- Halo and Horns Effects
- Affinity Bias
- Similarity Bias
- Conformity Bias
- Attribution Bias

# Unconscious Bias

- Conditioned associations are efficient for social survival, distinguishing between those who are threats and those who are not.
- Cultural context → associations → schema
- Associations, biases exist in every area: height, beauty, race, gender, age, class...
- Can you think of ways issues of race, gender, class inform the biases in our culture?

# Unconscious Bias

“The attributes we associate with specific gender and racial labels are over learned — that is, they are habitual and unconscious.”

Bielby, W.T. (2000). “Minimizing Workplace Gender and Racial Bias. *Contemporary Sociology*, 29 (1), 120-129.



# Unconscious Bias

“Merely encountering a member of a stereotyped group primes the trait constructs associated with, and in a sense, constituting the stereotype. Once activated, these constructs can function as implicit expectancies, spontaneously shaping the perceiver's perception, characterization, memory and judgment of the stereotyped target.”

Krieger, Linda Hamilton and Susan T. Fiske. (2006). “Behavioral Realism in Employment Discrimination Law: Implicit Bias and Disparate Treatment,” 94 *California Law Review*. 997.

# Unconscious Bias in the US

“We study race in the labor market by sending fictitious resumes to help-wanted ads in Boston and Chicago newspapers. To manipulate perceived race, resumes are randomly assigned to African-American or White-sounding names. White names receive 50% more callbacks for interviews. Callbacks are also more responsive to resume quality for White names.”

Bertrand, Marianne and Sendhil Mullainathan. 2004. “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.” *The American Economic Review*. 94(4): 991-1013.

# Unconscious Bias in Higher Ed

## (mentoring)

Emails to faculty members from fictional prospective grad students requesting future mentoring were significantly more likely to get a reply if a stereotypically white male name was used, particularly when the faculty were in higher-paying disciplines and at private institutions.

Milkman, K.L., Akinola, M., and Chugh, D. 2014. "What Happens Before? A Field Experiment Exploring How Pay and Representation Differentially Shape Bias on the Pathway into Organizations." *Social Science Research Network*.

# Unconscious Bias in Higher Ed (recommendation letters)

“Gender disparities in the [STEM] fields..., are well documented and widely discussed. In the geosciences, despite receiving 40% of doctoral degrees, women hold less than 10% of full professorial positions. A significant leak in the pipeline occurs during postdoctoral years, so biases embedded in postdoctoral processes, such as...recommendation letters, may be deterrents to careers in geoscience for women.... Our results reveal that female applicants are only half as likely to receive excellent letters [e.g., ‘scientific leader’] versus good letters [e.g., ‘very productive’] compared to male applicants. We also find no evidence that male and female recommenders differ in their likelihood to write stronger letters for male applicants...”

# Unconscious Bias in Higher Ed (teaching evaluations)

“In our experiment, assistant instructors in an online class each operated under two different gender identities.... Regardless of actual gender or performance, students rated the perceived female instructor significantly more harshly than the perceived male instructor, which suggests that a female instructor would have to work harder than a male to receive comparable ratings. Students rated the male identity significantly higher than the female identity, regardless of the instructor’s actual gender, demonstrating gender bias.”

MacNeil, Lillian, Adam Driscoll, and Andrea N. Hunt. 2015. “What’s in a Name: Exposing Gender Bias in Student Ratings of Teaching.” *Innovations in Higher Education*. 40: 291-303.

# Unconscious Bias in Higher Ed

- Hiring decisions
- Recommendation letters
- Peer review of grants
- Peer review of conference papers
- Credit for co-authored publications
- Student evaluations of teaching

# Unconscious Bias in Higher Ed (recommendation letters)

“In 2 studies...the authors investigated differences in agentic and communal characteristics in letters of recommendation for men and women for academic positions.... The results supported hypotheses, indicating (1) that women were described as more communal and less agentic than men (study 1) and (b) that communal characteristics have a negative relationship with hiring decisions in academia that are based on letters of recommendation (study 2).”

Madera, Juan M., Michalle R. Hebl, and Randi C. Martin. 2009. “Gender and Letters of Recommendation for Academia: Agentic and Communal Differences.” *Journal of Applied Psychology*. 94(6): 1591-9.

# Unconscious Bias in Higher Ed (hiring decisions)

“In a randomized double-blind study (n=127), science faculty from research-intensive universities rated the application materials of a student – who was randomly assigned either a male or female name – for a laboratory manager position. Faculty participants rated the male applicants as significantly more competent and hireable than the (identical) female applicant. These participants also selected a higher starting salary and offered more career mentoring to the male applicant. The gender of the faculty participants did not affect responses...”

Moss-Racusin, Corinne A., John Dovidio, Victoria Brescoll, Mark Graham, and Jo Handelsman. 2012.  
“Science faculty’s subtle gender biases favor male students.” *Proceedings of the National Academy of Sciences*. 109(41): 16474-16479.



# Unconscious Bias in Higher Ed (grant application reviews)

“...despite more standout adjectives (e.g., outstanding) and references to ability being used in female [NIH grant] applications than male applications, peer reviewers were more likely to assign statistically significantly worse priority, approach, and significance scores to female than male investigators.”

Kaatz, Anna, You-Geon Lee, Aaron Potvien, Wairimu Magua, Amarette Filut, Anupama Bhattacharya, Renee Leatherberry, Xiaojin Zhu, and Molly Carnes. 2016. “Analysis of National Institutes of Health Ro1 Application Critiques, Impact, and Criteria Scores: Does the Sex of the Principal Investigator Make a Difference?” *Academic Medicine*. 91(8): 1080-8. (quote in Tricco, Andrea et al. 2017. “Strategies to Prevent or Reduce Gender Bias in Peer Review of Research Grants: A Rapid Scoping Review.” *PLoS One*. [12]1: Jan 6.)

# Unconscious Bias in Higher Ed (conference paper reviews)

“When [EvoLang language conference] switched to double blind reviews this year, the rankings of paper proposals from women or teams where a woman was the first author saw a gain of 4 percent.... The ratings of proposals by men... Saw a 19 percent decline in their ratings.”

Roberts, Sean G. and Tessa Verhoef. 2016. “Double-blind reviewing at EvoLang 11 reveals gender bias.” *Journal of Language Education*. 1(2): 163-7. [summarized by Scott Jaschik. 2016. “The Gender Factor in Conference Presentations.” *Inside Higher Education*. September 7.]

# Unconscious Bias in Higher Ed (credit for group work)

“...women suffer from a ‘coauthor penalty.’ While women who solo-author everything have roughly the same chance of receiving tenure as a man, women who coauthor most of their work have a significantly lower probability of receiving tenure.”

Madera, Juan M., Michalle R. Hebl, and Randi C. Martin. 2009. “Gender and Letters of Recommendation for Academia: Agentic and Communal Differences.” *Journal of Applied Psychology*. 94(6): 1591-9.

# Unconscious Bias in Higher Ed (teaching evaluations)

“In two very different universities and in a broad range of course topics, SET (Student Evaluations of Teaching) measure students’ gender biases better than they measure the instructor’s teaching effectiveness. Overall, SET disadvantage female instructors.”

Boring, Anne, Kellie Ottoboni, and Philip B. Stark. 2016. “Student evaluations of teaching (mostly) do not measure teaching effectiveness.” *Science Open Research*. January.

# Unconscious Bias: Privilege

(Barnett 2013)

- Common privileges we as faculty may hold
  - Able-bodied
  - English as your heritage language
  - Male
  - Whiteness
  - US citizenship
- Identify one aspect of your background? How does it impact how you see the world?

# Unconscious Bias: Privilege

## Example: Gender Knapsack (Barnett 2013)

- Students almost always address me as "doctor" or "professor," rather than "mister" or by my first name.
- Students tend not to question my expertise or challenge my authority.
- I can impose class policies or grade rigorously without students feeling I am insufficiently nurturing.
- If I am passionate about an issue in class or in departmental or university meetings, I will not be judged "emotional" or "irrational."
- I assume that my voice will be heard in meetings; I may repeat comments made by women colleagues and get credit for their ideas.
- I can dress informally, or even sloppily, for work and be taken seriously.
- I never consider if my clothing might be perceived as sexy or frivolous.
- If I must honor childcare duties, people will admire me for my priorities.
- Curricula in my discipline always testify to the contributions of my gender.
- Colleagues and students assume I was hired because of my merit, not because of affirmative action.
- My male colleagues and I are paid competitive salaries (AAUP 2010).

# Unconscious Bias

- What assumptions might you hold about particular types of students?
- Common biases that lead to exclusive teaching
  - Achievement expectations for groups
  - Students will seek help when they struggle
  - Poor writing suggests limited ability, intellect
  - Students will get issues only related to their group
  - Students of a group are authorities on their group
  - All students from a group share the same perspective

# Faculty Biases Revealed

(Chesler 2016)

- Low expectations
  - “Whenever I went into office hours, I always felt like the professors were thinking, ‘Oh well, drop the course. There’s nothing I can do for you....’”
- Instructors don’t see how we are different
  - “One of my TAs: ‘None of you have to work to earn money because you can write home to your parents.’”
- Students are experts for their groups
  - “An Asian article came up in class and the teacher looked at me and said, ‘I’m sure you will have much to say about this next article.’”





# Faculty Biases → Microaggressions

(Portman, Bui, Ogaz, and Trevino 2015)

- Please...
  - Do not expect students to be experts for groups to which they belong
  - Do not presume that groups discussed are not represented in the room
  - Do not assume that all students have heritage knowledge of the English language or American culture
  - Do not be dismissive or have lower expectations for some students
  - Use humor, but not degrading humor

**How can we  
reduce unconscious bias?**

# Unconscious Bias

“We can mitigate them. We can interrupt them. You can train your mind to catch yourself. It’s like breaking a habit, but the first thing you have to do is become aware of the habit.”

Costello, Maureen (Director of Teaching Tolerance) in Flannery, Mary Ellen. 2015. “When Implicit Bias Shapes Teacher Expectations.” *NEA Today*.

# Unconscious Bias Discussion

- Consider a time when an unconscious bias you have has become known to you.
- How did you seek to address that bias, and what helped you do so?
- After some reflection, discuss it with a partner and build a list of steps one might take to reduce unconscious bias.

# Unconscious Bias

## Be mindful and present

- Implicit or unconscious bias is more likely ...
  - During “low-effort” cognitive processing
  - When certain traits are salient
  - During negative emotions
  - In conditions of ambiguity, uncertainty
  - In conditions of distraction or pressure
- Occurs more often when you think of yourself as a knowledgeable, fair, or good person.

# Unconscious Bias

## Exposure and Education

- Reflect upon the gaps in your knowledge about different areas of privilege, prejudice
  - What differences do you not comprehend?
  - What issues provoke apprehension?
  - What topics do you fear discussing?
- Expose yourself to diverse groups
- Self-education about diverse groups and their histories, identities, oppressions, contributions, movements

# Unconscious Bias

## Uncover assumptions, biases

- Questions for reflection:
  - How have we learned prejudice or biases via our in- or out-groups in different phases of our lives?
  - How might these affect your students?
- Resources for reflection:
  - Harvard IAT: <https://implicit.harvard.edu/implicit/>
  - Teaching Tolerance (SPLC): <http://www.tolerance.org/>
  - [Invisible Knapsack of Privilege](#) by Peggy McIntosh
  - [Unpacking Teachers' Invisible Knapsacks](#) by Barnett

# Imposter Syndrome & Stereotype Threat



# Imposter syndrome

(Clance & Imes, 1978: 241)

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“[when one] maintain[s] a strong belief that they are not intelligent; in fact they are convinced that they have fooled anyone who thinks otherwise”

Has anyone ever felt like a fraud?

# Stereotype Threat

(Steele & Aronson 1995)

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“Stereotype threat refers to being at risk of confirming, as a self-characteristic, a negative stereotype about one’s social group”

# Stereotype Threat

- It increases cognitive load and significantly reduces performance for a diversity of students
- African Americans (Steele & Aronson 1995)
- Less privileged socioeconomic groups (Croizet & Claire 1998; Spencer and Castano 2007)
- Latino/a students (Schmader & Johns 2003)
- Women in STEM (Good, Aronson, & Harder 2008)
- LGBT students at religious institutions (Love 1998)
- Any stigmatized group (Marx, Stapel, & Muller 2005)

How can we reduce  
stereotype threat?

# Stereotype Threat

- Have you experienced stereotype threat in your life? How did it affect your performance, your feelings of belonging?
- How might your students fear stereotype threat in your courses?
- How might you change your teaching practices to mitigate it?

# Reducing Stereotype Threat

(Steele 2011; Stroessner & Good 2015)

- Have high standards while affirming abilities
- Emphasize growth model for intelligence (Carol Dweck 1983)
- Encourage self-affirmation
- Be careful to not to be dismissive
- Give consideration, attention to all students
- Role models in guests, authors, examples
- Encourage study groups

# Exclusive Course Design

# Exclusive Course Design

- Our or our discipline's bias often reveals itself in design decisions that privilege certain perspectives and students.
- Examples?
  - Curriculum or content choices
  - Policies
  - Assessment
  - Discussion leading



**How can we design inclusive  
courses?**

# Inclusive Design

- Universal Design for Learning – principles that promote engagement and agency for all
  - Provide content in different forms
  - Provide multiple ways to engage with content
  - Provide opportunities for students to express themselves differently
- Accessibility benefits everyone

# Discussion

- In groups, consider ways we might make the following course elements more inclusive?
  1. Syllabus
  2. Content
  3. Assessment
  4. Group assignments
  5. Discussion leading

# Inclusive Pedagogy

| Student-centered learning             | Teacher-centered learning          |
|---------------------------------------|------------------------------------|
| Conversational, engaging              | Monologue, spectatorship           |
| Meaningful to students                | Meaningful to faculty              |
| Empowering of diverse voices          | Empowering of faculty voice        |
| More social interaction               | Less social interaction            |
| More relational                       | More professional, distant         |
| Greater student-student understanding | Less student-student understanding |
| Greater faculty-student understanding | Less faculty-student understanding |
| Greater trust, comfort                | Greater distrust, alienation       |
| More forgiveness                      | More fear, reactivity              |

# Inclusion of Non-traditional & Underrepresented Students

- Interpersonal connections
- Give autonomy to students in assignments
- Multiple examples
- Study skills
- Demonstrate relevance
  - Applied research
  - Public problems
  - Place-based learning
  - Service-learning
  - Career opportunities

# Inclusive Syllabus

## The Accessible Syllabus

# ACCESSIBLE SYLLABUS

Accessible classroom resources promote student engagement and agency



**IMAGE**



**TEXT**



**RHETORIC**



**POLICY**

# Inclusive content

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- Include multiple perspectives on each topic
- Include materials created by people of different backgrounds
- Avoid dichotomies that exclude
- Include materials that highlight intersectionality

# Inclusive assessment

- Assessment Variety
  - Avoid reliance on one or two modes of instruction and assessment. Use multiple forms of both to accommodate and assess the aptitudes of more students
- Accommodations – holidays, disabilities...
- Grading
  - Assess all students' familiarities with course content and provide the criteria by which they will be assessed.
  - Then assess them fairly.
- Attendance/Participation
  - Those with highly visible differences (race, gender, disability...) can be penalized for absences because they are more obvious.
- Prompt, useful feedback



# Inclusive Group Work

- Random or diversely constructed groups
- Ensure members of dominant groups do not always assume leadership roles
- Encourage all students to note each individual's strengths
- Address group dysfunction promptly, especially if there is exclusion or harm
- Allow students to give each other feedback safely

# Inclusive Facilitation

- Rapport:
  - Get to know students' names, histories, interests
  - Autobiographical assignments, office visits, discussion....
  - Recognition, encouragement
  - Outreach to students
  - Humor
- Civility
  - See [CFT Syllabus Guide](#) for an example of a statement
  - See [PROCESS](#) model, used in Visions

# Facilitation

## PROCESS Model

P

PARTICIPATE – Encourage everyone to participate.

R

RESPECT – Ask all individuals involved to approach all others' comments with respect, even if they may disagree with them.

O

OOPS/OUCH – If someone says something that hurts you, say “ouch.” If you say something you didn’t mean, say “oops.” Expressing these feelings out loud helps to start a productive dialogue about how words/concepts can be interpreted and understood.

C

CONFIDENTIALITY – What’s said here stays here, what’s learned here leaves here. Please keep information shared by group members confidential.

E

EMPATHY – Please always approach your conversations with empathy for the other person’s perspective.

S

STEP UP – Step up if you find yourself not participating as much as others.

S

STEP BACK – Step back if you find yourself participating more than others.

# Inclusive Facilitation

## Language

- Use the names, pronouns students prefer
- Avoid biased, exclusive language
  - Example: “humanity” vs “man”
- Positive over punishing
  - Example: “In this course I hope you can achieve...” vs “In this course you must...”
- Invitations more than commands
  - Example: “I encourage you to...” vs “I only accept...”
- Cooperative over paternalistic
  - Example: “Let’s solve a problem” vs “You need to practice solving problems”

# Inclusive Facilitation

## Pronouns

When introducing yourself, offer your name and pronouns – even to familiar colleagues and students.

Offer your name and pronoun in faculty meetings, committees, and other spaces where students may not be present.

- “I’m Steve and I use he/him/his pronouns. What should I call you?”
- “My pronouns are they/them/theirs. May I ask yours?”

Include your pronouns in your email signature and on the class syllabus.

Dr. Jo Jones  
**Pronouns: she/her/hers**  
Associate Professor  
Vanderbilt University  
1234 Vanderbilt Rd.  
Nashville TN 37235

Spring 2016  
Vanderbilt History 101  
Professor Jones (**she/her/hers**)  
jones@vanderbilt.edu  
Office hours: M 1–2 p.m.

Model respect in all interactions – not just in the classroom

- Refer to students by their requested name and pronoun inside and outside of the classroom.
- Consider substituting language such as *this person* or *those folks* for gender binary language: *ladies and gentlemen, boys and girls, he or she*.
- Always respect students’ privacy and do not disclose personal information without permission.

IF YOU MAKE A MISTAKE...

Graciously accept correction. Apologize and learn for next time.

Take initiative. Do not expect others to remind you of their name and pronoun.

*Thank you for reminding me. I apologize and will use the correct name and pronoun for you in the future.*

# Inclusive Facilitation

## Pronouns

- “Every day it’s scary to just be in class, not knowing what people are going to say.”
- “There have been classes that I’ve skipped intentionally because I don’t feel safe going.”
- “So constantly at school I am forced to think about the necessities of my own well-being versus thinking about my classroom and what I should be studying.”

# Inclusive Facilitation

- Forgiveness:
  - Growth mindset
  - Graceful failures
- Reflexivity, Humility:
  - Encourage, model mindfulness, reflection
  - Encourage, model critique of content, self
  - Practice caring via “critical generosity”
- Flexibility:
  - Be open to student reactions and devote unanticipated time to relevant contributions
- Fairness

# Conflict and Incivility



# What is civility?

(Forni. 2003. *Choosing Civility*)

“Being civil means being constantly aware of others and weaving restraint, respect, and consideration into the very fabric of this awareness... But it is not just an attitude of benevolence and thoughtfulness relating to other individuals; it also entails an active interest in the well-being of our communities and even a concern for the health of the planet on which we live.”

# What is incivility?

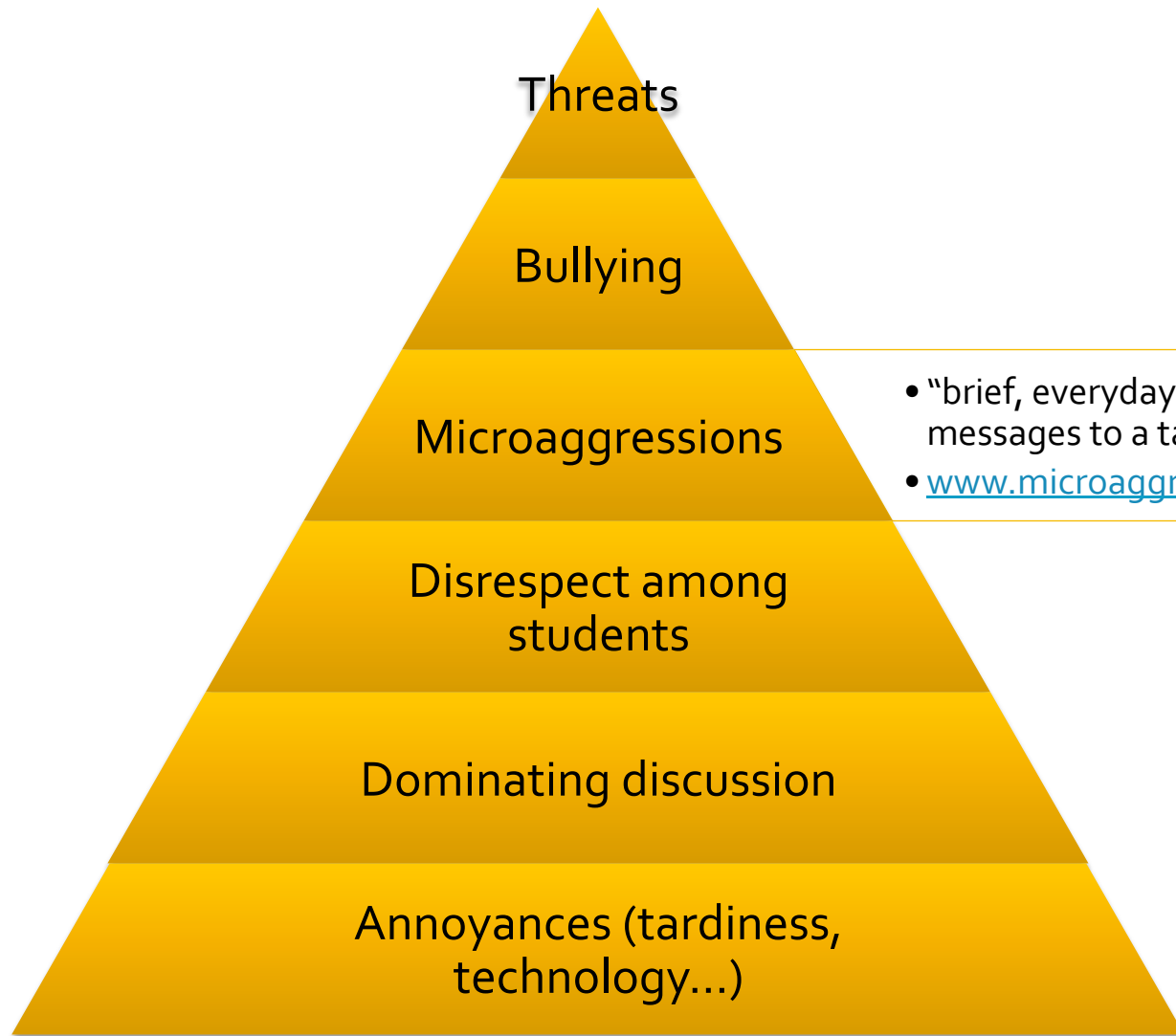
- Disruptive behavior that shows disrespect or disregard for instructor or fellow students
- More frequent? (Schneider 1998, Amada 1999)
- Hypotheses
  - Anonymity in larger universities, courses
  - Consumer orientation towards learning
  - Empowerment of students vis-à-vis faculty (& staff)
  - Polarization in political culture (e.g., "[Trump effect](#)")
  - Professoriate models it

# Is conflict always bad?

| Productive Conflict                                  | Unproductive Conflict                                  |
|--|--|
| Struggle to understand                               | Struggle to defend one's perspective                   |
| Effort to reach clarity, reconciliation              | Effort to win  |
| Emotionally engaged but open, vulnerable, empathetic | Emotionally reactive, or disengaged, resisting empathy |
| Fair-mindedness                                      | Closed-mindedness                                      |
| Dissent seeking                                      | Confirmation seeking                                   |
| Respect for opponents                                | Disrespect for opponents                               |

Incivility is common to unproductive conflict

# What are the forms of incivility?



- “brief, everyday exchanges that send denigrating messages to a target group.” (Sue 2008)

- [www.microaggressions.com](http://www.microaggressions.com)

# Microaggressions

(Sue 2008)

| Example  | Code   |
|--|--|
| "There is only one race, the human race."  | Your difference is invisible to me (color blindness)                   |
| "You're gay? You'll have to give me some decorating tips."                       | You all are the same. You are different and here for my entertainment. |
| "You are so articulate"  | You are more intelligent than I expected. You are an alien.            |
| "Why are you so quiet? You should speak up more."                                | Your personality or communication values are a problem.                |
| "Oh, so your from ____ high school? You're going to need more academic support." | You have a second class education and intelligence.                    |

# Microaggressions by Faculty

*(To My Professor: Student Voices for Great College Teaching, 2016)*

- “I can’t believe my professor just asked this girl from Saudi Arabia if she was a terrorist!”
- “My professor just asked me if I celebrated Thanksgiving [because] I’m Jewish.... Dude, I’m still American.”
- “All migrant workers are not a ‘plague’ on America.”
- “My math teacher said to an older student, ‘You look like you’ve seen these units many times before.’”
- “My professor knows my name and without a doubt comments on my appearance every class. Today’s comment was ‘glammed-up homelessness.’”
- “My professor called Republicans ‘brain-dead.’”

# Faculty, health thy self

(Ginott 1976)

“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

# What are the effects of incivility?

- Emotional distraction
- Fear of conflict, harm
- Chilled climate
- Possible traumas
- Failures of academic integrity
- Distrust
- Loss of community, citizenship
- Lost learning opportunities
- Institutional inequalities reproduced



# Conflict Case Discussion

- Reflect on a time when, either as a student or a professor, you have experienced classroom incivility.
- Questions:
  - What were its causes?
  - How might it have been prevented?
  - How might it have been better resolved once it occurred?

# Conflict Case Discussion

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- Taking cases 1 by 1...
  - What issues underlie the conflicts in your case?
  - What could have been done to prevent this?
  - What could the instructor do in response?

# How do we prevent incivility?

# How do we prevent incivility?

## Sample Syllabus Statement

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"I encourage you as students to speak up and participate actively. I also encourage disagreement and civil conflict, since such moments enable learning. However, because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for the dignity of the instructor and every member of this class."

What would you add or change?

# How do we prevent incivility?

## Establishing Norms via Civility Statements

- Academic integrity
  - Honor codes
  - Plagiarism
  - Expectations about attendance, late papers...
- Respect for faculty
  - Preferred title, name, pronouns
  - Punctuality
  - Decorum
  - Dress
  - Technology use...

# How do we prevent incivility?

## Establishing Norms via Civility Statements

- Respect for fellow students
  - Full attention
  - No cross talk
  - Charitable critique
  - No sarcasm or obscenity
- Interactions in an Academic Community
  - Community creed
  - Acceptance of responsibility for actions
  - Freedom of speech
  - Acceptance of diverse identities and perspectives
  - Offer and receive criticism gracefully (critical generosity)

# How do we prevent incivility?

## Establishing Norms

- Collaborative construction of norms
- What we as faculty expect of ourselves
  - Inclusive teaching
  - Engaging, and safe opportunities for dialogue
  - Productive resolution of conflicts
- Processes for resolving grievances
  - Assessment via mid-semester feedback
  - Use TAs or student liaisons
  - Conflict resolution

# How do we prevent incivility?

## Establishing Norms via Class Conduct

| Student-centered learning             | Teacher-centered learning          |
|---------------------------------------|------------------------------------|
| Conversational, engaging              | Monologue, spectatorship           |
| Meaningful to students                | Meaningful to faculty              |
| Empowering of diverse voices          | Empowering of faculty voice        |
| More social interaction               | Less social interaction            |
| More relational                       | More professional, distant         |
| Greater student-student understanding | Less student-student understanding |
| Greater faculty-student understanding | Less faculty-student understanding |
| Greater trust, comfort, rapport       | Greater distrust, alienation       |
| More forgiveness                      | More fear, reactivity              |
| More conflict resolution              | More contentious conflict          |



# How do we prevent incivility?

## Class conduct

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- Provide spaces in which failure is possible
- Processes for resolving grievances
  - Assessment via mid-semester feedback
  - Use TAs or student liaisons
  - Conflict resolution

How do we respond to  
incivility?

# First Step: Formal Procedures?

Threats, bullying,  
discrimination, harassment,  
academic integrity  
violations, violence...

- Academic Honor Council
- Division of Student Affairs
- Document everything
- Follow up with superiors

If not,...

- Goal is to find a just, peaceable resolution with students that supports learning and growth
- Then...

# Second Step: Self Care

(Lee Warren 2006)

- Breathe
- Refrain from being reactive
- Go from the “dance floor to the balcony”
- Model openness, respect, emotional intelligence
- Know your biases, triggers, vulnerabilities
- Remember all functions of facilitation

# Facilitation

Yalom & Leszcz 1995 (modified)



# Addressing Microaggressions

(Derald Wing Sue 2010)

- Model comfort in discussing difference
- Express appreciation for student participation
- Acknowledge fears of offense
- Acknowledge prevalence of biases, prejudices in our culture – e.g., race: denials of privilege, colorblindness, ascriptions of intelligence, criminality,
- Encouraging reflection on biases, prejudices

# Third Step: Transforming Conflict

(Warren 2006; Sue 2010; Maddison 2015)

## Be Present

- Attend
- Acknowledge
- Encourage

## Reaffirm Civility

- Remind
- Encourage empathy
- Reaffirm relationships
- Cooling off
- Balance power
- Give structure

## Understanding

- Depersonalize
- Conflict reflects systemic issues
- Clarify
- Reflect
- Inform

## Reconciliation

- Truth
- Ownership
- Resolution
- Restoration

# Third Step: Transforming Conflict

## Non-violent Communication (NVC)

### Goals

- To communicate concretely about needs
- To get past defensiveness, accusation, judgment
- To listen and hear one another
- To create understanding, trust
- To permit reconciliation, restoration

### 2 parts

- Expressing honestly
- Receiving empathetically



# Third Step: Transforming Conflict

## Non-violent Communication (NVC)

### Observation w/o evaluation

- NO: "You are a jerk!"
- YES: "The last 3 classes you have used more than your share of time."

### Feelings we experience

- NO: "I feel you're rude."
- YES: "I feel marginalized and unappreciated."

### Specific needs

- NO: "I need you to stop being a privileged frat boy!"
- YES: "I need to have 5 minutes of class time to speak."

### Requests

- NO: "Would you f%\$# off?"
- YES: "Would you step back from discussion if you have used your time?"

# Third Step

## Non-violent Communication (NVC)

- Receiving
  - Disengage one's self and give full attention to the other
  - No interruptions
  - Ask permission to paraphrase
  - Ask permission to offer reassurance
- Common responses that block empathy
  - Advice
  - Education
  - Story telling
  - Explaining
  - Consoling

# Discussion

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- Returning to our cases, how would this model of transforming conflict apply?
- What did we already cover?
- What new practices might it suggest?
- Could we simulate it here?

# Other Resources

- Vanderbilt' CFT
  - [Teaching in Times of Crisis](#)
  - [Difficult Dialogues](#)
  - [Mindfulness in the Classroom](#)
  - Inclusive Teaching
- University of Michigan's CRLT
  - [Responding to Difficult Moments](#)
  - [Guidelines for Discussing Difficult Topics](#)
- Self-care guides
  - [Freeman and Clare 2016](#)
  - [Rockquemore 2015](#)

# Other Resources

- CFT Guide [Increasing Inclusivity in the Classroom](#)
  - [Hot Moments](#) (Bok Center)
  - CU Faculty Teaching Excellence Program [essays](#)
  - Michigan's [Creating Inclusive College Classrooms](#)
  - [ReducingStereotypeThreat.org](#)
- CFT Guide [Difficult Dialogues](#)
- CFT Guide [Teaching Students with Disabilities](#)
- Learning community on teaching, gender, and sexuality

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# Reflection

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- What from today would you like to remember?
- What do you feel you need to learn more about?