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2019 Diversity, Equity, and Student Success Conference
Association of American Colleges & Universities

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Week 1: Developing the Rules of Engagement - Active Learning

**How it Works:**
1. In groups, students generate lists of desirable and undesirable communication behaviors on sticky notes for 5 minutes
2. Post sticky notes and report out to larger group
3. Instructor facilitates consensus on behaviors
4. Instructor distributes "master list" and refers to it throughout the semester, emphasizing content in advance of sensitive topics

**Active Learnings for Inclusivity**

**I Am From**
"I Am From" teaches students about the importance of identity and how it shapes worldviews in ways that contribute to (mis)communication, such as in the workplace and in provider-patient interactions.

**How it Works**
1. Students complete the worksheet individually and then pair with another student to compare responses
2. Report out and identify patterns
3. Instructor leads discussion about how identity influences how we include/exclude others in different contexts (e.g., jobs, health care, classrooms).

**Source:** Claudia Leires & Alta Dava, Grand Valley State University

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**Instructional Development Opportunity**
Three-day conference that addressed higher education teaching and learning, institutional programs, and policies regarding diversity and inclusion. Attendees—faculty, professional staff, graduate students, undergraduate students, and administrators—represented private and public colleges and universities from across the United States.

On day 1, I participated in a preconference, "Building Bridges, Creating Allies: Confronting Questions of Privilege and Power in an Age of Polarization." I attended 4-6 sessions on days 2 and 3 on topics such as:

- Culturally Responsive Pedagogy Both In and Outside of the Classroom
- Using Protocols to Facilitate Sensitive Conversations about Diversity with Undergrads
- Creating Globally Inclusive Classrooms

**Instructor Objectives**
- Identify students’ diversity and inclusion needs and how they integrate with learning and student success
- Develop pedagogical skills to better convey diversity and inclusion throughout a course
- Anticipate and effectively manage instructional dynamics regarding sensitive topics when teaching health communication (e.g., health disparities related to race, socioeconomic status).
- Recognize and effectively manage instructional dynamics regarding sensitive topics when teaching organizational communication (e.g., multicultural workplaces, intercultural team interactions, discrimination).

**First Day of Class**

**Syllabus Diversity & Inclusion Statement**
Prominently feature a diversity statement that conveys my approach to diversity and inclusion in regards to teaching and learning as informed by WMU mission and values.

Spend time discussing this statement the first day of class use it to preview upcoming discussion of "ground rules" for respectful, inclusive behaviors held later in the week, and refer to the statement throughout the term.

"This class embraces an inclusive learning context in which diversity and difference are valued and respected. We will seek to understand and support the inclusion of diverse voices, worldviews, and behaviors even when they may differ from our own."

**Instructor BioSketch**

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**Source:** Jennifer Green, Weber State University

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