Diversity, Inclusion, and Climate in the Classroom

NA’ILAH SUAD NASIR,
SPENCER FOUNDATION
UC BERKELEY
What is the Work of Diversity and Inclusion?:
Defining Terms

**Equity** - The guarantee of access, opportunity, and advancement for all despite identified and invisible barriers which prevent full participation.

**Inclusion** - The practice of creating welcoming environments in which any individual or group experiences respect, support, and value.

**Diversity** - The presence and representation of ethnic, racial, gender, socio-economic, and any distinct group/identifying characteristic on campus.
Leading for Equity and Inclusion

- faculty recruitment and hiring
- curriculum and research directions
- student access and success
- mentoring and support for diverse groups
- department climate
- diversity strategic planning
1 in 4 experience exclusion

Historically marginalized and underrepresented groups report more exclusion

Peers are the largest source of exclusion

Exclusion occurs most often in classrooms, public spaces, meetings, offices

Top issues of concern

Not having channels to report discrimination

Students feel faculty pre-judge based on perceived identities

Top administrators and faculty aren't committed to promoting respect and understanding

Undergraduates who are not African American overestimate the climate for African Americans

Source: UC Berkeley Campus Climate Survey conducted in Spring 2013 with over 13,000 UC Berkeley faculty, students, staff, postdocs, and trainee respondents.
For more information, contact the Division of Equity & Inclusion; diversity.berkeley.edu; equity_inclusion@berkeley.edu
## Structural vs Individual Approaches to Student Success

<table>
<thead>
<tr>
<th>Individual</th>
<th>Structural</th>
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<tr>
<td>Lack of effort or ability explains poor outcomes</td>
<td>Positioning within a system and resource differences explains poor outcomes</td>
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<td>Support involves helping students adapt to existing structures (e.g. extra tutoring)</td>
<td>Support involves changing the structures to provide support for a wider range of students (e.g. attending to instructional quality and norms in gateway science course)</td>
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A Focus on Classroom Climate

- Learning is inherently **social** and **cultural**
- Care is a key ingredient of an effective classroom environment
How Race, Class, Gender (and Other Dimensions of Privilege) Play Out in the Classroom

- Default assumptions
- Positioning as competent (or not)
- Representation in the materials
- Being tokenized
Some Key Practices for Instruction

- Examine Your Biases (spoiler alert: we all have them)
- Examine the curriculum-- invite in other perspectives
- Create opportunities for people to connect content to their own experience
Key Practices (cont’d)

- Create equity through participation structures
  - Assign competence intentionally
  - Invite in quiet (marginalized) voices
  - Invite some to wait longer before participating
  - Establish group norms and values for participating
  - Use of small groups
Key Practices (cont’d)

- Have feedback cycles on class experience and instruction

- Provide opportunities for scaffolding and revision
At the Department Level

- Keep an eye out – how well is the department serving...
  - Students with different levels of preparation / backgrounds
  - Low income students, identity groups
  - Students with disabilities (including learning disabilities)
  - Transfer students

- Attend to any disparities in outcomes
- Attend to policies and practices that may have inadvertent effects on equity or inclusion
- Recruit diverse mix of students (undergrad and grad)
Questions & Discussion