

# CREATING WELCOMING SPACES

GIFT Exchange - 18 March 2021

Presenters: Suhaan Mehta, Karin Larkin, and Catherine Grandorff

## *Supplementary Resources*

### TEACHING GLOBAL ANGLOPHONE LITERATURE

#### References & Suggested Readings

Aegerter, Lindsay Pentolfe. "A Pedagogy of Postcolonial Literature." *College Literature*, vol. 24, no. 2, June 1997, pp. 142-150.

<http://www.jstor.com/stable/25112303>. Accessed 22 August 2020.

Bahiri, Deepika and Filippo Menozzi, editors. *Teaching Anglophone South Asian Women Writers*, Modern Language Association of America, Forthcoming.

<https://www.mla.org/Publications/Bookstore/Options-for-Teaching/Teaching-Anglophone-South-Asian-Women-Writers>

Damrosch, David, editor. *Teaching World Literature*. Modern Language Association of America, 2009.

<https://www.mla.org/Publications/Bookstore/Options-for-Teaching/Teaching-World-Literature>

Nair, Supriya, editor. *Teaching Anglophone Caribbean Literature*. Modern Language Association of America, 2012,

<https://www.mla.org/Publications/Bookstore/Options-for-Teaching/Teaching-Anglophone-Caribbean-Literature>

Parry, Benita. "The Institutionalization of Postcolonial Studies." *The Cambridge Companion to Postcolonial Literary Studies*, edited by Neil Lazarus, Cambridge UP, 2004, pp. 66-82.

## OPEN EDUCATIONAL RESOURCES

FRC courses on both Open Educational Resources (OER) Success Program and Universal Design for Inclusive Teaching links, scroll to the bottom to enroll:

<https://frc.uccs.edu/programs/instructional-development>

FRC Teaching Resources links: Accessibility

[https://frc.uccs.edu/teaching\\_resources/accessibility](https://frc.uccs.edu/teaching_resources/accessibility)

[https://frc.uccs.edu/teaching\\_resources/open-educational-resources](https://frc.uccs.edu/teaching_resources/open-educational-resources)

## RECOMMENDED UPCOMING EVENTS

Design an Inclusive Course in Canvas

Wednesday, March 31, 12:15 – 12:45 PM

Sharon Stevens, Faculty Resource Center

[Register](#)

Diversity and Inclusion

Supporting Students with Invisible Disabilities

Tuesday, April 6, 12:15 – 12:45 PM

Scott Kupferman, College of Education, and Sharon Stevens, Faculty Resource Center

[Register](#)

## Accessibility & Inclusion: References and Suggested Further Reading

Ambrose, S. A., Bridges, M. W., DiPietro, M., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.

Brown, Susan C. (2010). Students as cultural beings. In Moira A. Fallon & Susan C. Brown (Eds.), *Teaching inclusively in higher education* (pp. 17-37). Charlotte, NC: Information Age Publishing Inc.

Cohn, Ellen R., & Gareis, John W. (2007). Faculty members as architects: Structuring diversity accessible courses. In Jerome Branche, John Mullennix, and Ellen R. Cohn (Eds.), *Diversity across the curriculum: A guide for faculty in higher education* (pp. 18-22). Bolton, MA: Anker

Publishing.

- Davis, B. G. (2009). *Tools for teaching* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Ginsberg, M. B., & Wlodkowski, R.J. (2009). *Diversity & motivation: Culturally responsive teaching in college* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Gorski, P. C. (2017). Equity and Social Justice Awareness Quizzes. Retrieved August 16, 2020, from <http://www.edchange.org/multicultural/quizzes.html>
- Gurin, P., Dey, E. L., Hurtado, S., & Guring, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366.
- Gurung, Regan A.R. (2009). Got culture? Incorporating culture into the curriculum. In Regan A.R Gurung and Loreto R. Prieto (Eds.), *Getting culture: Incorporating diversity across the curriculum* (pp. 11-22). Sterling, VA: Stylus Publishing.
- Hall, S. (1982). *The classroom climate: A chilly one for women?* Washington D.C.: Association of American Colleges.
- Hirschy, A. S., & Braxton, J. M. (2004). Effects of student classroom incivilities on students. *New Directions for Teaching and Learning*, 2004(99), 67-76.
- Jehangir, R.R. (2010) [Higher education and first-generation students: cultivating community, voice, and place for the new majority](#). [Online]. New York, Palgrave Macmillan.
- Marx, R., (2019). Soliciting and utilizing mid-semester feedback. Vanderbilt University Center for Teaching. Retrieved [10/14/2020] from <https://cft.vanderbilt.edu/guides-sub-pages/studentfeedback/>.
- Rose, D. H. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19(2), 135-151.
- Salazar, M. D., Norton, A. S., & Tuitt, F. A. (2009). Weaving promising practices for inclusive excellence into the higher education classroom. In Linda B. Nilson and Judith E. Miller (Eds.), *To improve the academy* (pp. 208-226). San Francisco, CA: Jossey-Bass.
- Samuels, D. (2014). *The Culturally Inclusive Editor: Preparing for a Multicultural*

## CULTIVATING A (MORE) FEMINIST HIGHER ED CLASSROOM

While coeducational spaces have a long history, that does not mean that they are egalitarian or even welcoming spaces for women. Some of UCCS's most visible documents—the strategic plan and the homepage for our website—neglect to address issues that affect women in particular. Below are some suggestions for ways to cultivate more feminist spaces within our classrooms through policies and practices that faculty typically have some control over.

### SAMPLE SYLLABUS STATEMENT: Policy on Children in Class

It is my belief that if we want parents, especially women, in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class in a remote setting, I ask that parents be respectful of their groupmates' time. If you have to "step out" for a short period, be sure to mute your computer; if you need to take longer, have a plan to rain check your portion of the conversation.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

Adapted from Dr. Melissa Cheyney, Oregon State University  
<https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>

#### **Small Group Work**

Small groups can often be a space where conventional gender roles are reified. We can push against this by:

- acknowledging traditional labor imbalances that can happen in relation to gender
- paying attention to the gendered composition of groups and when possible try to balance numbers
- require rotation of secretarial roles (don't allow "handwriting" to be an reason for the same person being responsible for recording every time.

#### **Group Work: Further Reading**

Craig, J. M. & Sherif, C. W. (1986) The effectiveness of men and women in problem-solving groups as a function of group gender composition, *Sex Roles*, 14(7/8), 453-466.

Huxham, M. & Land, R. (2000). Assigning students in group work projects: Can we do better than random?, *Innovations in Education and Training International*, 37(1), 17-22, DOI: [10.1080/135580000362043](https://doi.org/10.1080/135580000362043)

Kaenzig, R., Hyatt, E. & Anderson, S. (2007) Gender differences in college of business educational experiences, *Journal of Education for Business*, 83(2), 95-100.

Orlitzky, M. & Benjamin, J. D. (2003) The effects of sex composition on small-group

performance in a business school case competition, *Academy of Management Learning and Education*, 2(2), 128-138.

Stark, E. M., Shaw, J. D. & Duffy, M. K. (2007) Preference for group work, winning orientation, and social loafing behavior in groups, *Group & Organization Management*, 32(6), 699-723.

Takeda, S. & Homberg, F. (2013) The effects of gender on group work process and achievement: an analysis through self-and peer-assessment, *British Educational Research Journal*, 40(2), 373-396.

Williams, H. M. & Meân, L. J. (2004) Measuring gender composition in work groups: a comparison of existing methods, *Organizational Research Methods*, 7(4), 456-474.

## Campus Resources

Equity, Diversity & Inclusion website: <https://diversity.uccs.edu/>

Debunking Myths about Equity, Diversity, & Inclusive Excellence: <https://diversity.uccs.edu/debunking-myths-about-equity-diversity-inclusive-excellence>

Faculty Resource Center: <https://frc.uccs.edu/teaching-events>

The Matrix Center: <https://www.uccs.edu/matrix/>

LGBT Resource Center: <https://www.uccs.edu/lgbtresourcecenter/>

LGBT Safe Zone Workshops: <https://www.uccs.edu/lgbtresourcecenter/safezone>

MOSAIC Office: <https://www.uccs.edu/mosaic/>

Disability Services: <https://disability.uccs.edu/>

## External Resources

Advocating Equity in Schools and Society. <http://www.EdChange.org/>

Berkeley Teaching Resources:

[https://teaching.berkeley.edu/sites/default/files/sample\\_midterm\\_evals.pdf](https://teaching.berkeley.edu/sites/default/files/sample_midterm_evals.pdf)

Bok Center at Harvard. *Inventory of Inclusive Teaching Practices*  
<https://bokcenter.harvard.edu/inventory-inclusive-teaching-practices>

Cornell University Center for Teaching Innovation:  
<https://teaching.cornell.edu/teachingresources/building-inclusive-classrooms/inclusive-teaching-strategies>

UCD Office of Equity, Diversity and Inclusion:  
<https://www1.ucdenver.edu/offices/equity/education-training/self-guided-learning/diversityequity-and-inclusion-101>

University of Michigan CRLT Resources Inclusive Teaching and Resource Strategies:  
<https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>

University of North Carolina, Charlotte Teaching Center on Mid-Semester Feedback:  
<https://teaching.uncc.edu/teaching-guides/mid-semester-feedback>

UT Austin Faculty Innovation Center's Giving Useful Feedback to your Professors:  
[https://facultyinnovate.utexas.edu/sites/default/files/giving\\_useful\\_feedback\\_to\\_your\\_profess\\_ors\\_12716.pdf](https://facultyinnovate.utexas.edu/sites/default/files/giving_useful_feedback_to_your_profess_ors_12716.pdf)

### Additional Resources

- [Publications from the Perception Institute](#)
- [Kirwan Institute at Ohio State](#)
- [2015 Kirwan Institute report on implicit bias](#)
- [Racial equity tools](#)
- [How to talk about race pdf](#)
- [Social Justice toolkit](#)
- [RaceForward videos](#)
- [Harvard's Project Implicit tests](#)
- [Tolerance.org's hidden bias discussion](#)
- [Understanding Prejudice tools and tests](#)
- [Understanding Race Tests](#)

