

In this PDF you will find the following resources from the workshop “Diversity Issues in the Classroom”, held on January 22, 2018:

- **List and description of campus resources**
- **Collection of tips for managing classroom discussions and strategies for handling difficult topics**
- **Bios and comments from panelists**

You may want to watch the video of the first portion of the workshop which includes the panel discussion and presentation of campus resources, available [here](#).

Diversity Related Resources at Loyola

2017-2018

The Behavioral Concerns Team (BCT)

- The BCT Addresses Behavior:
 - Indicating distress
 - Causing a disturbing the community
 - Presenting a danger to the student or others
- Contact information:
 - <https://www.luc.edu/dos/services/behavioralconcernsteambct/>
 - Amber Miller, Assistant Dean of Students and BCT Manager
 - 773-506-8570
 - Amill8@luc.edu

Coordinated Assistance and Resources Education (CARE)

- CARE:
 - Provides individual support for students through personal crises such as:
 - Illness
 - Personal Loss
 - Family Difficulties and Financial Difficulties
- Contact Information
 - <https://www.luc.edu/dos/services/coordinatedassistanceresourceeducation/care/>.
 - Kimberly Moore, Assistant Dean of Students
 - 773-508-3924
 - Kmoore5@luc.edu

Office of Student Conduct and Conflict Resolution (OSCCR)

- OSCCR
 - Provides conflict resolution for students, staff, and faculty
 - Facilitates mediation and restorative justice practices
 - Offers training in effective communication and conflict resolution
- Contact Information
 - Jenna Silver, OSCCR Coordinator
 - 773-508-8890
 - jsilver@luc.edu

Services for Students with Disabilities (SSWD)

- SSWD provides:
 - Academic, Housing and Dining Accommodations for Students
 - Advise regarding working with students with disabilities
- Contact Information
 - <https://luc.edu/sswd/register.shtml>
 - Daniella Karidi
 - 773-508-3700
 - SSWD@luc.edu

Student Diversity and Multicultural Affairs (SDMA)

- SDMA
 - Focuses primarily on undergraduates of all races, sexes, gender identities, gender expressions, religions, ethnic backgrounds, socio-economic classes, sexual orientations, abilities and residency statuses.
 - Fosters the success and community-building of historically underrepresented populations through various programs
 - SOAR
 - Safe Spaces Training
 - STARS
 - LUCES
 - B4E

Student Diversity and Multicultural Affairs (SDMA)

- Seizing Opportunities for Academic Resilience (SOAR)
 - Four day introduction to Loyola for underrepresented and first-generation transfer students and Freshmen
- Safe Spaces Training
 - LGBTQIA+ students
 - Undocumented students

Student Diversity and Multicultural Affairs (SDMA)

- Students Together are Reaching Success (STARS)
 - Sponsors events around academic, leadership and identity formation for first-generation students and students of color
- Loyola University Empowering Sisterhood (LUCES)
 - Matches women students of color with women staff and faculty of color
 - Sponsors a yearly retreat
 - Publishes an annual journal to cultivate sisterhood, scholarship and leadership
- Brothers for Excellence (B4E)
 - Pairs first year and transfer men of color for mentorship with men faculty and staff of color
- Serves 150 students and has a 90%+ retention rate

Student Diversity and Multicultural Affairs (SDMA)

- Contact Information
 - LUC.EDU/DIVERSITY
 - Joe Saucedo, SDMA Director
 - 773-508-3948
 - DIVERSITY@luc.edu

Title IX Office

- The Title IX Office
 - Handles incidents of gender-based misconduct including but not limited to:
 - Dating/domestic violence
 - Sexual assault, harassment
 - Stalking
 - Faculty and Staff are required to report incidents within 24 hours
- Contact Information
 - <https://www.luc.edu/dos/services/gender-basedmisconducttitleixservices/>
 - Jessica Landis, Assistant Dean of Safety and Equity
 - 773-508-8834
 - jlandis@luc.edu



Preparing people to lead extraordinary lives

Helpful Tips for Difficult Dialogues

Many instructors consciously avoid controversial issues in the classroom because of the difficulty involved in managing heated discussions. However, controversy can be a useful, powerful, and memorable tool to promote learning. Research has demonstrated that conflict or controversy during classroom discussion can promote cognitive gains in complex reasoning, integrated thinking, and decision-making. The links in this section have been compiled from various resources, and offer guidance for how instructors can successfully manage discussions on controversial topics.

Eighteen Ways to Warm Up a Chilly Climate

Many of the recommendations listed are directly aimed at helping faculty members treat male and female students equitably. Some could be described as ideas for helping teachers become better teachers; others are aimed specifically at ensuring that females receive encouragement and opportunities to participate. However, many of the recommendations are useful not only for females but can help warm the climate for everyone and can be adapted for use with other diverse groups. <http://www.bernicessandler.com/id41.htm>

Making the Most of Hot Moments in the Classroom

The Center for Research on Learning and Teaching (CLTR) at the University of Michigan developed this brief handout to offer instructors ways to make the most of "hot moments" as learning opportunities. It includes specific strategies to prepare for, respond to, and follow up after eruptions of tension or conflict in the classroom. goo.gl/6Ycg4p

Discussion Guidelines for Difficult Conversations

The Center for Research on Learning and Teaching (CRLT) routinely develops guidelines to help instructors facilitate classroom discussion when controversial or tragic incidents become foremost in students' minds. Topics include Affirmative Action, the War in Iraq, and Racial Conflict, among others.

<http://www.crlt.umich.edu/publinks/discussionguidelines>

Managing Hot Moments in the Classroom

The challenges of dealing with "hot moments" are 1) to manage ourselves so as to make them useful and 2) to find the teaching opportunities to help students learn in and from the moment. This resource suggests tips for instructors faced with hot moments in the classroom. <https://bokcenter.harvard.edu/inclusive-teaching>

Why Teach Controversial Issues?

This site discusses the characteristics of controversial issues and benefits of addressing them in the classroom; also includes four strategies for discussing controversial issues. goo.gl/LCSMZc



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Helpful Tips for Difficult Dialogues

Tactics for Effective Questioning

These strategies come from "Tools for Teaching," an excellent book by Barbara Gross Davis, assistant vice chancellor - educational development, University of California, Berkeley. goo.gl/pbLS5H

Faculty Speech after the 2016 Election

Recently, the United States has experienced an unprecedented spike in hate crimes and threats, both physical and verbal, on college and university campuses. The AAUP and the American Federation of Teachers have prepared this document to address frequently asked questions about discussing the 2016 election in the classroom, responding to intimidation and threats, supporting the establishment of "sanctuary campuses," and other issues. <https://www.aaup.org/FAQs/2016-election>

Academic Freedom

The American Sociological Association provides links to resources on protection for faculty regarding academic freedom following the 2016 election. goo.gl/UPYtV2

From Safe Spaces to Brave Spaces

Article by Arao and Clemens (2013) discussing new ways to frame dialogue around diversity and social justice. goo.gl/e5UdyP

We asked our guest speakers to offer some comments on 5 questions to prompt discussion during the workshop. They were kind enough to write down some of their thoughts. Here are their responses.

Demetri L. Morgan *is currently an Assistant Professor of Higher Education at the Loyola University Chicago School of Education. Dr. Morgan's research interests center on the purpose and responsibilities of higher education in a diverse democracy. He seeks to understand how colleges and universities create campus climates that build the cultural competencies of students in order to foster lifelong civic and political engagement. Additionally, Dr. Morgan explores issues of academic governance and institutional policy in relation to boards of trustees and their influence on the outcomes and success of students. Dr. Morgan earned his Ph.D. from the University of Pennsylvania*

1. In what settings/ways do you interact with graduate and undergraduate students? (e.g., mentoring, lab advising, academic advising, instructing)

- a. I teach, mentor, and advise masters and doctoral level students in the school of education.

2. Have you ever experienced an issue related to diversity or social identity in these various settings? (e.g., a conflict between students, insensitive remarks, complaints about other faculty, staff, or students)

- a. Only on the days that in in "y". In all seriousness though, these issues show up for graduate students in and outside the classroom semi-regularly as students try to learn with and from people who are different than them. Most frequently would be issues of "mansplaining" or requesting students with minoritized identities to speak on behalf of their identity group so that others can tokenize their experience and/labor.

3. How have you handled instances of incivility in the lab or classroom and/or what advice do you have for graduate students?

- a. Expectation-setting up front is very important. In the first couple of weeks I do a positionality exercise where I ask the students to think about their identities in relation to the course topic. This provokes meaningful dialogue and allows students to outline clear guidelines. From there, I see my role as trying to hold people accountable to the shared expectations. Sometimes that means calling out biases or hurtful languages but other times that means calling students into a conversation and using an interaction as an example we all might learn from. Regardless, I try to see each interaction as a teachable interaction when I have my educator hat on – I ask myself what do I need to learn and what do I think the people in question need to learn. By asking myself what I need to learn it helps me empathize with a potential offender and by asking what they need to learn, it helps me formulate a response that hopefully pushes them to think differently or change their behavior(s) moving forward.

4. Considering that there are power dynamics at play that are unique to graduate students (e.g., student status, lack of institutional power), how would you suggest that graduate students navigate instances of incivility?

- a. It's important to build relationships with whomever you're working with. People are much more likely to be responsive to critique and feedback if they know that you have their best interests in mind. So I'd ask, how are you as a graduate student working to get to know those that you're working with and setting expectations. When things do go awry, it's important to meet the issue with an in-kind response, so knowing the resources available to you and institutional policy regarding hate crimes, bias incidents, bullying, etc. are important. I'd also push graduate students to consider how they might turn situations into teachable moments for themselves and for the students in question.

5. What steps have you taken (or would you recommend that graduate students take) to preemptively address diversity in the classroom?

- a. Constantly doing my own self-work when it comes to diversity and incivility is important. You never can arrive; you can never know enough.
- b. Meaningful and intentional self-care is critical.

Kelly Moore is Associate Professor of Sociology at Loyola University Chicago. She has held academic positions at the University of Cincinnati, Barnard College, City University of New York, and was a Program Officer at the National Science Foundation. A political sociologist with interests in the politics of knowledge and technology, she is the author of the award-winning *Disrupting Science* (Princeton, 2008), *The New Political Sociology of Science* (Wisconsin, 2006), and *The Routledge Handbook of Science, Technology and Society* (Routledge, 2014) in addition to numerous articles. She is an award-winning teacher, and at Loyola, she has served as Graduate Program Director in the Sociology Department, serving on or chairing more than 17 dissertation and master's committees over the past decade.

1. In what settings/ways do you interact with graduate and undergraduate students? (e.g., mentoring, lab advising, academic advising, instructing)

- a. Mentoring, teaching, chairing and serving on committees, former GPD

2. Have you ever experienced an issue related to diversity or social identity in these various settings? (e.g., a conflict between students, insensitive remarks, complaints about other faculty, staff, or students)

- a. Yes, on many occasions, in and outside the classroom.
 - insensitive remarks in the classroom
 - attempts to silence others through shocking statements, personalism, or reference to experts or data
 - group projects that reproduce inequalities
 - complaints about me
 - complaints about faculty, staff, administrators, and other students
 - complaints about the university and higher education

3. How have you handled instances of incivility in the lab or classroom and/or what advice do you have for graduate students?

- set rules on the first day
- make students aware that you are interested in the collective good of the class, which is why the rules are there.
- explain why inclusion is important to you (justice, and we all learn more)
- welcome diverse perspectives, which include those along the political spectrum
- make clear that remarks such as “this is just my opinion” will need to be explained and justified with evidence for how it came to be “just my opinion.” This can be from personal experience.
- provide evidence from educational research about chilly classroom climates (i.e., who gets called on, how teachers respond to students, whose name is remembered, etc.) so that students can see that your behavior is evidence-based and not particularistic. This can be especially helpful for teachers from non-dominant groups.
- at the first instance of incivility, identify it, and explain why it is inconsistent with course rules. If it is especially egregious, stop the class. Meet with the student immediately. The first instance sets the tone for the rest of the students and for the rest of the term.
- for repeated behavior, meet with the student, and then move the situation up to the undergrad program director or the behavioral concerns team if it continues. Don’t let one or two people ruin the class.
- keep in mind that all students deserve a civil and engaging classroom, not a chilly or frozen classroom.

4. Considering that there are power dynamics at play that are unique to graduate students (e.g., student status, lack of institutional power), how would you suggest that graduate students navigate instances of incivility?

- see above
- find allies among students and faculty with whom you can reflect on challenges, and who will support you in developing solutions. Look for folks in and outside your own department. This is critical for people who are not from dominant groups, who experience the greatest numbers of challenges.
- if you have opportunities to take workshops or attend events related to these issues, take advantage of them. Keep up to date on the latest advice.
- send a message of authority through dress and demeanor.
- be respectful to all students and make them feel welcome. A sense that they are welcome can lead those otherwise inclined to be disruptive to participate civilly.
- know campus resources: undergrad program director, associate deans, behavioral concerns team, your department chair. Don’t go it alone.

5. What steps have you taken (or would you recommend that graduate students take) to preemptively address diversity in the classroom?

- see above.