

**Joint Meeting of Undergraduate Student Governance Association, Graduate Student
Governance Association, and Faculty Senate**

**November 10, 2016
TUC, Room 400 ABC**

- 3:30 Call to Order
- 3:35 Faculty Senate Minutes and Report (Sally Moomaw)
- 3:40 Undergraduate Student Governance Association Minutes and Report (Jackie Mulay)
- 3:45 Graduate Student Governance Association Minutes and Report (Daniel Ashwood)
- 3:50 Report of the President – Beverly Davenport
- 4:10 Unfinished Business
- 4:15 New Business – Joint Governance Proposals and Discussion
 - Resolution Concerning Proposed Enhancement of General Education Student Learning Outcomes in Support of Diversity, Equity, and Inclusion at UC
 - Resolution Concerning Creating Inclusive Learning and Research Environments at UC
 - Respecting Student Time - Discussion
- 4:55 AAUP – Ron Jones
- 5:00 Adjourn

**Faculty Senate Meeting
October 13, 2016
Minutes**

3:30PM the October 13th 2016 meeting of the Faculty Senate was called to order

1. Approval of the minutes: The minutes of the September 8th 2016 Faculty Senate meeting were approved.

2. Report from the Faculty Chair, Sally Moomaw:

- Chair Moomaw submitted her report electronically prior to the meeting and can be found in its entirety on the Faculty Senate Website. Highlights from her presentation include:
- Thank you to Victoria Wangia-Anderson for her work on the IT resources guide
 - Many faculty kudos have been received
- UC Press candidate pool of applicants is going well
 - Interviews are currently active
 - Desire to have the candidate named this semester
- October 21st is the date for the suicide prevention training
 - Please consider attending
- December 9th is the fall commencement date
 - Request for faculty participation as faculty marshals

3. Report from the Provost, Peter Landgren:

- UC Online
 - Decision made to invest in ourselves
 - One time, initial significant investment of ~ 11 million
 - 40 million earned through online course tuition
 - Returned 40% or 16 million to 3rd party for recruiting
 - 3rd party contracts to be eliminated
 - Multiple contracts across colleges
 - Timeline is dependent on the individual contracts
 - Continual rollout going forward across campus
- Catalyst updates
 - 7 week course grading issues have been a priority
 - Catalyst and Blackboard are not functioning well together
 - Have brought in management from both sides to address
 - Expect improvements going forward
- Tensing trial update
 - Robin Engle and or Greg Vehr and their respective offices are the designated university spokespersons
 - Emergency crisis team is in place just in case
 - Currently there are no plans to close campus or change anything from our daily schedule
- Budget & Investment numbers
 - Investment in instruction has increased from FY 15 to FY 16
 - ~ 37 million increase in instruction
 - Academic & support increased ~ 12 million
 - Scholarship increased ~ 1 million
 - Operations decreased ~ 7 million
 - More specific numbers to follow primarily percentages of change

4. Old Business:

- Update on Diversity and Inclusion committee (Tracy Herrmann)
 - Driven by the Tensing – Dubose crisis
 - Currently no requirement for diversity education to graduate from UC
 - Focus groups resulted in a steering committee
 - Currently have working groups creating learning outcomes

- When steering committee work is completed, they will look for FS endorsement

5. New Business:

- All University faculty meeting is scheduled for November 9th
 - Two distinct sessions of the meeting
 - 2:30-3:15 - General meeting in Meyers Alumni Center
 - 3:30 5:00 - Diversity lecture “Micro-aggressions in everyday life” presented by Derald Wing Sue in Zimmerman Auditorium
- Learning Management Systems task force (Todd Foley)
 - Blackboard changing to Blackboard Ultra
 - Going through the process to determine if we go with BB or another venue
 - 46 members assigned to participate in the task force
 - 5 Proposals for new LMS were received
 - 2 proposals selected to run some feasibility / pilot testing
 - Optional opt in for faculty to participate in the summer and next fall

6. Report from the Undergraduate Student Government Association; Nicole Price:

- USGA support for leniency on class attendance on Election day
 - Local precincts have been consolidated
 - Potential for delays in voting in the community
- Currently surveying the need for mid-semester course evaluations

7. Report of the Graduate Student Government Association; Daniel Ashwood:

- Passed bylaw including compensation for committee work for campus wide service
- New international student fee
 - Through negotiations the fee has been suspended for the spring semester
- GSGA supports the Election day leniency request from USGA

8. Report from Board of Trustees Chair: Rob Richardson:

- Next Lives Here, October 20th
 - Celebration to highlight innovation that occurs here at UC
 - Focus on challenging conventional thinking
 - Social innovation competition
 - Session on the “disruptors”
 - How to challenge the status quo

9. Report from the AAUP President, Ron Jones:

- No report

10. Adjournment

- Motion to adjourn accepted 5:03

Respectfully submitted,
Daniel L. Carl, PhD, Secretary

Proposed Enhancement of General Education Student Learning Outcomes In Support of Diversity, Equity, & Inclusion at the University of Cincinnati

Rationale for Enhancement of the UC Undergraduate General Education: Today's society is fraught with evidence of inequities. Even in higher education, research suggests that racial climate may be improved on campuses that intentionally create a pervasive environment of inclusion and educate students about human difference, biases, and the context of these within our communities (Rankin & Reason, 2005; Turner, 2013; Vaccaro, 2010). At the University of Cincinnati, student and faculty affinity groups have called for measures to enhance the student educational experience regarding racial equity and inclusion in preparing students for the 21st century. Input from the greater university communities has indicated a need for not only racial equity and inclusion but also for an expanded consideration of equity and inclusion in the curriculum. Though we define diversity broadly (including but not limited to differences in sexual orientation, religion, ethnicity, socio-economic status, gender, personality, disability status, and others), our efforts are focused on those groups who have been historically marginalized in society and who continue to face significant obstacles as a result of deeply entrenched disparities. For this reason, we place special emphasis on efforts to increase equity and inclusion across racial groups.

The present University of Cincinnati baccalaureate general education Breadth of Knowledge (BoK) requirements include diversity and culture and social and ethical course categories, however these could be more effectively articulated. The student learning outcome enhancements proposed below are intended to recognize students' need to learn key components of inequality and systems of oppression and privilege as foundational knowledge necessary to interact and thrive in today's society. As a "premier, public, urban research university", it is essential that our faculty and students work toward enriching our communities in an intentional manner where we "develop educated and engaged citizens" and attend to matters of equity and inclusion to support the flourish of "innovation and freedom of intellectual inquiry" at UC (UC Mission Statement).

Proposed Enhancements: The proposed student learning outcomes for diversity, equity and inclusion below have each been linked to the four Baccalaureate Competencies present in the existing general education core requirements. In addition, examples of potential learning objectives have been provided to provide insight into the possible applications of these student learning outcomes during the educational experience.

Social Responsibility—Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society.

- **Students will recognize the need for a world that honors human difference and take action to advance equity and inclusion.**
 - Potential Learning Objectives—The student will:
 1. Discuss inequalities in the world using the language of equity and inclusion (e.g. diversity, intersectionality, bias, prejudice, racism, privilege, power, colorblindness).
 2. Identify and analyze disparate social issues (e.g. systemic cultural discrimination and inequalities, socioeconomic, education, workforce, housing, healthcare).

3. Execute a plan of personal action to foster the advancement of equity and inclusion in society (e.g. combat apathy, foster empowerment, be an ally to those who are marginalized in our society).
4. Reflect upon outcomes of a personal plan of action.

Critical Thinking—Analysis, synthesis, and evaluation of information and ideas from multiple perspectives.

- **Students will recognize and assess worldviews and biases that influence social inequality today within the context of historical and contemporary events.**
 - Potential Learning Objectives—The student will:
 1. Examine the history of oppression in the U.S. and across the globe (e.g. civil rights, slavery, historical atrocities, social and economic hierarchies, LGBTQ movement, women’s rights) to increase awareness of marginalized groups.
 2. Engage in meaningful discourse related to structural and institutional power dynamics inherent in today’s society.
 3. Analyze factual information, historical events, and present-day cases as they apply to and influence equity and inclusion.

Effective Communication—Competence in oral, visual, and written language. Use of resources and technology for communication.

- **Students will communicate in a manner that acknowledges and respects the differences of others.**
 - Potential Learning Objectives—The student will:
 1. Discuss opposing views regarding concepts of equity and inclusion.
 2. Develop cultural knowledge of others through cultural humility and empathy.
 3. Engage in difficult discourse with those different from themselves.
 4. Address culturally insensitive or disrespectful communications from self and others (e.g. preventing or addressing micro-aggressions, acknowledging errors in communication, using professional and intentional responses).

Knowledge Integration—Fusion of information and concepts from multiple disciplines and effective communication.

- **Students will synthesize concepts of diversity, equity, and inclusion and apply these to local, regional, national, and global 21st century community contexts.**
 - Potential Learning Objectives—The student will:
 1. Identify benefits of equity and inclusion in the workplace and society (e.g. teamwork, creativity, innovation, compromise, organizational improvement, competitive advantage, increased quality of life, justice, ethical actions).

2. Construct and implement a plan to advocate for positive changes toward equity and inclusion in the workplace and the greater society.

Revised 9-28-16

RESOLUTION CONCERNING PROPOSED ENHANCEMENT OF GENERAL EDUCATION STUDENT LEARNING OUTCOMES IN SUPPORT OF DIVERSITY, EQUITY AND INCLUSION AT THE UNIVERSITY OF CINCINNATI

1. WHEREAS the University of Cincinnati is currently engaged in extensive conversations with faculty, students, staff, alumni, and affinity groups concerning our aspirations for enhancement of student learning outcomes in support of diversity, equity and inclusion; and

2. WHEREAS the University's strategic planning supports and sustains diversity initiatives; and

3. WHEREAS the proposed enhancements to student learning outcomes will support our strategic plan and enhance goals of improving equity and inclusion in the general education core competencies for Social Responsibility, Critical Thinking, Effective Communication, and Knowledge Integration; which provide a bridge to learning about our world; and

4. WHEREAS the University supports learning efforts to broaden student knowledge about issues related to universities situated in urban areas and areas facing poverty and equity issues on a national and international level, including issues of diversity, equity and inclusion to promote social justice, fairness, and addressing oppression, inequities and poverty; and

5. WHEREAS Interim President Davenport and Interim Provost Landgren have set the Diversity, Equity, and Inclusion Curriculum Initiative as a continued priority and have supported an advisory group composed of diverse students, faculty, staff, and administrators to explore diversity and inclusion in the curriculum; and

6. WHEREAS the advancement of student learning outcomes is necessary to continue strengthening the curriculum at the University of Cincinnati in support of student exploration of critical issues related to diversity, equity and inclusion;

7. THEREFORE, be it resolved that the University of Cincinnati Faculty Senate endorses the draft and supports endorsement by other groups of the Proposed Enhancement of General Education Student Learning Outcomes in Support of Diversity, Equity, and Inclusion at the University of Cincinnati.

**Creating Inclusive Learning and Research Environments:
Key Concepts and Recommendations**

August 12, 2016

University of Cincinnati, Diversity and Inclusion in the Curriculum

Creating the Inclusive Classroom Subcommittee

Co-Chairs and Editors: Vignesh Subbian, Robin Selzer, and Jennifer Malat

Contributors: Pam Bach, Helene Hart, Nzingha Dalila, Ainsley Lambert, Brad Mallory, Beth Faller

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Background and Motivation

Our subcommittee is part of a larger university initiative to improve inclusion in the classroom and curriculum. Our charge was to collect key concepts and make recommendations to other subcommittees charged with implementing programs.

Engaging Diversity in Learning Environments is defined as “active, intentional, and ongoing, engagement with differences – in people, in the curriculum, in research, and in the communities in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact with the system and institutions” (adapted from Clayton-Pederson, O’Neill, and Musil, 2009, p.6). See also Faculty Focus Special Report on Diversity & Inclusion in the Classroom: <http://www.facultyfocus.com/free-reports/diversity-and-inclusion-in-the-college-classroom/>

We encourage everyone to reflect on their current teaching and learning practices using the checklist in Appendix A. Then, use this Master document to adopt strategies that will help you achieve your goals.

1. Faculty D&I Learning Outcomes

<i>FLO</i>	<i>Resources</i>
1. <i>Explain stereotype threat and how to avoid it in the classroom and other student environments</i>	Section 4
2. <i>Identify and implement evidence-based strategies for improving all students’ success in the classroom, lab, etc.</i>	Section 3 , 5
3. <i>Articulate differences and similarities among multiple social groups’ experiences, including dominant group members, at UC and in society</i>	Section 2
4. <i>Understand the global social justice perspective</i>	Section 6

2 Statements of Inclusion for Course Syllabi

2.1 Recommendations

1. Educators should be encouraged and allowed to develop their own statements of inclusion. Course approval committees should not mandate such a statement or the language for the statement (Rationale: Statements developed through self-interest are likely to be personalized and tailored closely to the course and participants’ backgrounds, and translated to practice).
2. Explicitly discuss and interpret statements on the first day of class.
3. Remind students about these statements during situations such as team conflicts, crisis, grievances etc. For example, when a student (or student teams) express discomfort or conflicts, in addition to providing recommendations to resolve the problem, include “please see *statement of inclusion* in the course syllabus”.
4. Make note of reactions to statements throughout the term and use the information for reflection post-term and next offering of the course. Rationale: Might potentially help educators identify their biases.

5. Discuss (or promote) statements during curriculum committee meetings and other formal/informal faculty meetings, as appropriate.
6. The statements may be used as tool for personal accountability. Please see subsequent sections for inclusive practices.

2.2 Example from UC

The following is a record of implementing statements of inclusion and preferences in courses in the software engineering curriculum (EECE 3093C – Software Engineering; EECE 6032 – Software Testing and Quality Assurance) in the College of Engineering and Applied Science at UC. Key diversity aspects that are important to the course are highlighted in red.

Statement of Inclusion:

The *diversity*** of the participants in this course is a valuable source of ideas, problem solving/programming strategies, and software engineering creativity. If you feel that your contribution is not being valued for any reason, please speak with me privately. If you wish to communicate anonymously, you may do so in writing or speak with an academic advisor. As members of the UC academic community, it is our shared responsibility to cultivate a climate where all students/individuals are valued and where both they and their ideas are treated with respect.

***includes every participant's identity, personal and academic/professional background (includes technical/programming experience, co-op/research experience), interests, and expertise.*

Statement of Personal Challenges and Preferences:

- If you have personal challenges such as health issues that might affect your ability to perform in this class, please let me know as soon as possible so that we can work together to make appropriate accommodations.

- Also, I will gladly honor any request to address you by a preferred name or gender [pronoun](#).

Students may send an email like this, which you must honor according to Title IX.

Dear Professor [name],

My name is [Preferred name], and I will be attending your course [blank] on [days] at [time] this [term]. I have not yet legally changed my name. On your roster is my legal name, [Legal name]. I would greatly appreciate it if you refer to me as [Preferred name] and use [pronouns] when referring to me. Thank you for your understanding, and I look forward to starting your course next week.

Sincerely,
[Preferred name]

Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

2.3 Examples from Other Institutions

- *Diversity Statement (Respect):* Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.
- *Safe Zone Statement:* I am part of the Safe Zone Ally community network of trained Chico State faculty/staff/students who are available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.
- *Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Issues of diversity may be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students. If you have any concerns or suggestions for improving the classroom climate, please do not hesitate to speak with the course instructor or to contact the Office of Diversity and Inclusion at 617-824-8528.*
- *Equity and Diversity Statement:* Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

- Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences...
- Inclusive Syllabi Project: <http://www.cirtl.net/ContentMatters>

3. Inclusive Practices for In-class Activities

3.1 Guidelines

1. ROPES. General guidelines for group discussions.
 - a. **R** = Respect: Treat each other with respect, even if you disagree. Only one person speaks at a time. Listen carefully to each other without interruptions.
 - b. **O** = Openness: Speak honestly. The most respectful thing we can do together is to be real. Be willing to say what you really think about each topic. If you hold back, we cannot learn from you.
 - c. **P** = Participation: Speak briefly so everyone has a chance to participate. Stay on the topic at hand.
 - d. **E** = Education: The facilitators are not experts. They are here to help facilitate the process. Everyone has come to the table to learn, grow, and share.
 - e. **S** = Sensitivity: Use “I” Statements. Speak only for yourself, rather than as a representative for any group. Remember the others are only speaking for themselves.
2. How to *establish* an inclusive classroom learning environment.
 - a. Use your syllabus to establish inclusiveness (see Section 2).
 - b. Build comfort and community through thoughtfully designed activities (see case studies in Section 3.1-3.3).
 - c. Arrange your classroom so that it invites equal discussion participation.
3. How to *maintain* an inclusive classroom learning environment.
 - a. Regularly return to and reaffirm guidelines of respectful conduct and inclusiveness.
 - b. As the professor/educator, set an example of the climate you desire through your responses to student contributions and design assignments that reaffirm that atmosphere. Include empirical facts. Pause discussions when more information is needed.
 - c. Engage in exercises that entail representing viewpoints different from those held by individual students.
 - d. Watch out for racial spotlighting or gender inequality in classroom participation.
 - e. Learn key phrases for welcoming student participation and for delicately responding to controversial moments or students who dominate in class.
 - f. Discuss the limits of confidentiality in your course.
4. How to *close*/wrap-up an inclusive classroom learning environment.
 - a. Unite new student knowledge to original questions students had at the beginning of the course.

- b. Show students how their self-defined learning goals have been met.
- c. Invite students to reflect on their learning experiences (see examples in Section 3.4)

3.2 Example 1: Social Construction of Identity

Goal: View the short film [Underground](#) (Dehnert and Lagos, 2003), which is intentionally provocative in its depiction of race, gender, and class. Reflection, pair & share, active listening, guided dialog/discussion.

Methods: “An example from a class taught by Robert Poch, one of the authors of this monograph, offers another illustration of how time can be purposefully allocated to balance the presentation of content, opportunity for students to engage with complex core concepts, and the practice of intercultural skills and behaviors.

- First, students viewed the short film *Underground* (Dehnert and Lagos, 2003). Because the film is intentionally provocative in its depiction of race, gender, and class, students often form immediate and fixed opinions about what is happening in the film and find it challenging to consider alternative interpretations.
- Second, students were asked to take brief reflective notes to document their perceptions of what was happening in the film.
- Third, students were asked to pair off with a student that they do not know and to participate in several exercises. They began by taking turns listening to their partner’s interpretation of the film without interrupting except to ask clarifying questions. Then, the students who listened repeated to their partner what they heard their partner say, checking if their interpretation of that person’s comments and observations was accurate without expressing evaluative judgments about the partner’s views.

From this activity, students were led through the difficult process of truly listening to another individual—a vital skill to understanding and relating to diverse others. To be able to truly listen to another individual involves several subskills, such as suspending judgment and listening without interrupting. The activity broke down the process into several manageable and explicit steps: (1) listen without speaking; (2) respond without inserting one’s opinion, just what they heard; (3) offer one’s own thoughts and perspectives; and (4) reflect upon the process and how it added to one’s own interpretation and perspectives on the topic. The last guided step, reflection upon the skill being developed in relation to the topic, is critical to a student’s cognitive development (that is, complexity of thought or critical thinking).” *Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence* by Amy Lee, Robert Poch, Marta Shaw, and Rhiannon Williams.

3.3 Example 2: UnLecture

Goal: The following is a case study of *UnLecture*, an activity to meaningfully integrate students' real-world experiences (industry/research/field) into classroom learning (Subbian and Purdy 2014)

Inclusive features: The *UnLecture* technique is inclusive because it (1) directly connects classroom learning to “practice” by integrating students' professional experience (cooperative education, internship, or research) into their education, (2) promotes critical thinking of discipline-specific concepts and issues through active learning and reflection, and (3) allows for the development of new or improved perspectives on the topic at hand.

Methods: The *UnLecture* technique is built on a themed, participant-driven discussion session along with reflective writing components before and after the session. The central element that facilitates both the writing and active-learning components is the *UnLecture* rubric. The rubric is a set of carefully designed questions based on the discussion theme, usually provided to students a week before the session. It should be noted that the *UnLecture* rubric is not necessarily a grading rubric. It is rather intended to serve as a “blueprint” to define learning outcomes and guide students and instructors in executing activities involved in a session. The instructional model of *UnLecture*, as shown in Figure 1, consists of three phases: Retrospection, Examination, and Reflection.

- **Before the session**, students *retrospect* their past co-op/internship assignments, recollect details that are related to the session theme, and document some fine points based on the questions in the rubric. Note: Undergraduate students in most colleges at UC complete either mandatory (e.g., CEAS and COB) or optional (e.g., A&S) cooperative education, completing up to five rotations (20 months) in industry and/or research positions.
- **During the session**, students share their retrospective thoughts and learn from fellow students' cooperative education experiences. They also *examine* practices that were realized in various course projects and assignments, and analyze the differences and similarities between their experiences in industry and their learning experience from the course.
- **After the session**, the students combine their perspectives from both retrospection and examination to *reflect* on how they will perform differently in their next co-op rotation or work assignment. Further details and rubric examples can be found [here](#).

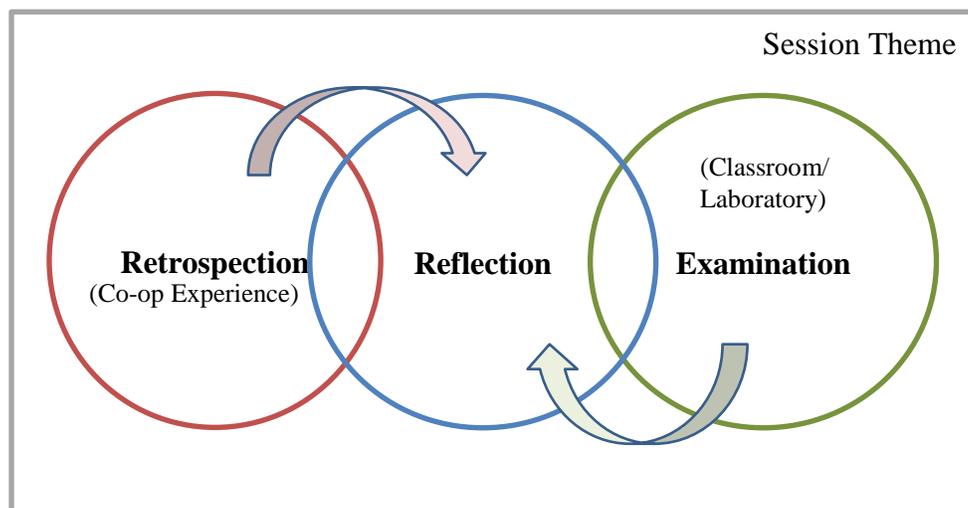


Figure 1 Instructional Model of UnLecture

Students' Reactions/Assessments:

- “All of my experience has been in very small teams and it was interesting to hear about teams that were 25+ people ...and about teams that were international and the benefits and difficulties of having people working at different time zones across the world.”
- “It was interesting to see how their [fellow students'] co-ops were different from mine, especially those who worked on _____. I hope to gain experience doing/learning _____ in this course that I will be able to take back to my next co-op.”
- “...because I have not yet completed a co-op, I do not have a good idea of what a co-op entails. Listening to my classmates talk about [co-ops]... has given me more insight and confidence that material learned in this class will be relevant and useful for my first co-op.”

3.4 Examples of Inclusive Teaching in STEM

See this excellent [workbook](#) for facilitating discussions about diversity among faculty, administrators and students (Source: [CIRTL Network](#)). The workbook is series of one-page case studies of discussions surrounding challenging educational situations such as learning styles, race/ethnicity, sexual orientation, academic preparation, nationality, religion, and gender.

3.5 Examples of Other In-Class Activities

- *Integrating Narrative/Cultural Object*: “Students are asked to select an object from their lives that reflects an aspect of their cultural identity.” See: Lee, Amy, Rhiannon Williams, and Rusudan Kilaberia. "Engaging diversity in first-year college classrooms." *Innovative Higher Education* 37.3 (2012): 199-213.
- U of Colorado, Boulder: faculty essays on ways to honor diversity in the classroom, broad representation across the disciplines
http://www.colorado.edu/ftep/sites/default/files/attached-files/diversity_compendium1999.pdf
- Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education-
<http://www.difficultdialoguesuaa.org/handbook>

4. Combatting Biases and Stereotypes Threats in the Classroom

Biases can be implicit or explicit. Explicit biases are often accessible through introspection. Implicit biases, on the other hand, “unconscious biases that affect the way we perceive, evaluate, or interact with people from the groups our biases target.” Problems with biases in the classroom include the following:

- Evaluation bias
- Bias in classroom discussion or reaction to authors
- Bias in syllabus/curriculum design
- Behavior that triggers poor performance from students.

4.1 Guidelines and Tools

- *Anonymous grading:* Unconscious biases can shape our evaluations of others. If possible, remove information about the identity of the student when evaluating their work.
 - Have students write their names on the back page of the exam/assignment.
 - Learn management systems such as Blackboard have features that allow for anonymous grading.
- *Connect with and proactively learn about your students.*
 - Learn students' names and if possible their correct pronunciations. This will enable you to engage all students equally.
 - At the beginning of the course, invite students to share preferred gender [pronouns](#) when introducing themselves.
 - Assess the classroom climate periodically through anonymous surveys.
- *Be reflective and assess your own biases.*
 - Ask yourself how your experiences, values, beliefs, and stereotypes might (1) influence your knowledge and understanding of groups/individuals that are different from you (e.g., racially), (2) inform the way you interact with individuals, and (3) the way you behave in the classroom.
 - Take the Implicit Association Test ([IAT](#))
- *Review this information to change task descriptions/language to promote student success in the face of negative [stereotypes](#).*

4.2 Microaggressions

a. Examples of microaggressions.

<http://sph.umn.edu/site/docs/hewg/microaggressions.pdf>

b. Quick reference to the types of microaggressions experienced by college students
https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.hyejezKOO#.pn72LWKvX

c. The Microaggressions Project. <http://www.microaggressions.com/about> This site is devoted to showing how microaggressions “create and enforce uncomfortable, violent and unsafe realities onto peoples’ workplace, home, school, childhood/ adolescence/ adulthood, and public transportation/space environments.”

d. Tools for interrupting microaggressions.

http://academicaffairs.ucsc.edu/events/documents/Microaggressions InterruptHO 2014_11_182v5.pdf

e. Minikel-Lacocque, Julie. 2013. "Racism, College, and the Power of Words: Racial Microaggressions Reconsidered." *American Educational Research Journal* 50(3): 432-465.

<http://aer.sagepub.com.proxy.libraries.uc.edu/content/50/3/432.full.pdf+html> Excerpt:
"Thus, I propose the creation of a program on our campuses that directly addresses racism. Specifically, this program would have as its central goals: (a) raising awareness and understanding of racism among majority students, (b) offering a common language with which to talk about racism, and (c) providing a support system to empower students to contest racial microaggressions when they do occur. In essence, I am arguing for an infrastructure to be built on college campuses as common practice. The infrastructure would include regular, visible classes and forums on race and racism; some required, some optional. Also included would be required, in-depth trainings for faculty and staff members to increase their sensitivity to and awareness of racism and its far-reaching effects. These trainings would enable them to successfully facilitate conversations in the classroom, whether these conversations be planned by the instructor or initiated by students. Additionally, new student orientations would consistently include open, direct conversations about racism on college campuses." (p. 461).

4.3 Stereotype Threat

Stereotype threats refer to the risk of confirming a negative stereotype about one's group (such as race or gender).

- a. Empirically Validated Strategies to Reduce Stereotype Threat:
<https://ed.stanford.edu/sites/default/files/interventionshandout.pdf>
- b. Excellent scholarly online resource that addresses:
 - i. What is stereotype threat?
 - ii. What are the consequences of stereotype threat?
 - iii. Who is vulnerable to stereotype threat?
 - iv. What situations lead to stereotype threat?
 - v. What are the mechanisms behind stereotype threat?
 - vi. What can be done to reduce stereotype threat?
 - vii. Access to empirical work on stereotype threat.
<http://www.reducingstereotypethreat.org/definition.html>
- c. Example: Women's experiences in math. Good, Catherine, Aronson, Joshua and Jayne Ann Harder. 2008. "Problems in the pipeline: Stereotype threat and women's achievement in high-level math courses." *Journal of Applied Developmental Psychology* 29: 17-28.
https://sish.fiu.edu/initiatives/advance-grant/products/3-good_aronson_harder_field-experiment-math-2008.pdf
- d. Vanderbilt's site, see section on Reducing Stereotype Threat
<https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/>

5. Universal Design for Learning (UDL)

5.1 Definition

UDL is defined as “a scientifically valid framework for guiding educational practice that: (1) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged and (2) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for ALL students/learners” (Higher Education Opportunity Act of 2008).

5.2 Guidelines

The three [guiding principles of UDL](#), based on neuroscientific research are:

1. Provide Multiple Means of Representation (the “**what**” of learning)
2. Provide Multiple Means of Action and Expression (the “**how**” of learning)
3. Provide Multiple Means of Engagement (the “**why**” of learning)

CAST has some good “UDL on Campus” resources geared to a higher education audience: <http://udloncampus.cast.org/home#.V5eVB5MrKb9>

5.3 Case Studies

UDL case studies can be found [here](#). Consider exploring [freely available tools](#) for UDL.

5.4 Examples

Implementation examples of UDL can be found [here](#).

6. Global Social Justice and International Students

6.1. Global social justice

Global social justice perspective is to have an expectation of teaching that

- The dominant perspective is one of many perspectives
- The perspective of other groups can be of equal value to the perspective of the dominant group
- The dominant perspective may, in certain situations, undermine the growth and stability of other groups, and
- In some cases, other perspectives may be preferred over that of the dominant group

The following are use cases/examples of some global social justice issues:

- Global governance (war, corruption, terrorism)
- Environment/sustainable development
- Human rights inequalities on a global scale (access to education/healthcare, death penalty)
- World poverty and global health
- Working with international students (deferred action for childhood arrivals, citizenship, immigration/treatment of refugees)

6.1 Example activity: 100 Villages

Goal: (1) To check and challenge our assumptions about our highly complex, globalized, evolving, and multicultural world and (2) To communicate effectively to create consensus. This group activity (2 to 4 members per group) is taken from 100villages.org.

Overview: Let's imagine that we could shrink the Earth's population to a village of precisely 100 people – such that all existing human ratios remain the same. Your task is to come to a group consensus before recording your answers to questions on worksheet. If a term is a little too ambiguous on the worksheet, work with your group to arrive at mutually agreed upon concept/term. Dialogue is critical for this activity.

6.2 International and Linguistically Diverse Students

- Advising International Students see page 6-7 for “Aiming for Excellence” for recommendations:
https://www.nacada.ksu.edu/Portals/0/NACADAreads/2016%20Guidebook/Chow%20VFF_NewAdvisorGuidebook.pdf
- Understanding Linguistic Variation
 - Language and language variation are connected in important ways to students' educational development and later job opportunities. From a linguistic perspective, no language or language variety is inherently better or more correct than another. However, postsecondary students need to understand and produce complex written, oral, and multimodal academic texts to be successful. In order to fully participate in a course, they must also learn the instructor's (or discipline's) preferred norms and routines for communication, interaction, and the presentation of information.
 - International, new immigrant and Generation 1.5 immigrant students can face challenges stemming from social, cultural, linguistic, and educational differences between prior and current educational settings. For example, such students might struggle to understand cultural references, complex academic vocabulary, or the expectations for audience engagement during a presentation. Native English-speaking students who speak a stigmatized language variety may experience some of these same challenges, either because their language isn't valued in the classroom or because the language used on assessments is more difficult for them, given their own language background.
- Best Practices to Support Linguistically and Culturally Diverse Students
 - Explicitly teach the norms and conventions of the language you expect in your classroom.
 - Explicitly teach norms and routines for communication, interaction, and the presentation of information.
 - Advertise available supports and resources and recommend or require that all students use them (e.g., one required visit to office hours).

- Learn about your students' linguistic backgrounds and preferred communication styles.
- Provide opportunities for students to explore differences between the preferred language in your classroom and the language varieties with which they are most comfortable.
- Provide frequent feedback (written and oral) that positions students as emerging scholars who are adding to their linguistic repertoires rather than deficient language users.
- To increase oral participation during class, try one or more of the following: (a) Distribute problems or discussion questions ahead of time, (b) Allow students to think or write and speak with a partner before speaking to the whole class (Think-Pair-Share), (c) Provide at least 20 seconds of "wait time" before taking the first response, (d) Ask to hear from someone who has not yet spoken, or (e) Allow students to respond using pictures/diagrams/their most comfortable language or language variety and then explain or translate when necessary.
- Explore opportunities to build your own, and your students', positive attitudes about language and linguistic variation.
- See more at, and adapted from, Charity Hudley and Mallinson (2014, p. 35).
Citation: Charity Hudley, A.H. & Mallinson, C. (2014). We do language: English language variation in the secondary classroom. New York: Teachers College Press.

7. Inclusive Practices for Mentorship in Research Settings

As a public institution of higher learning with the Carnegie designation of “very high research activity”, UC is home to several thousand students, scholars, and faculty who are heavily involved in research. This section discusses inclusive practices for mentorship in research settings.

7.1. Guidelines

Category 1: Faculty Mentor and Mentee

(Assumption: Mentor is predominantly a research faculty and the mentee is a graduate student)

- Jointly develop an individual development plan (IDP): Consider using the [IDP tool](#), which may be required if the research is federally-supported.
- See checklist in Appendix.

Category 2: Staff Advisor and Advisee

(Assumption: Advisor is a predominantly a staff academic advisor and the advisee is an undergraduate student)

7.2 Examples

- Develop a policy statement for working with undergraduate Research Assistants similar to University of Texas model: <http://www.policies.utexas.edu/policies/graduate-and-undergraduate-research-assistants>
- Create research expectations, contracts, and rubrics for assessment. See example.

Example Undergraduate Research Contract

Professor: _____

Term(s) when research will be conducted: _____

Will this project be for credit? Y / N

If yes, how many credit hours? _____ What is the course designation? _____

Student's Signature: _____ *Professor's Signature:* _____

Summary and purpose of proposed research:

Student Learning Outcomes: *After successful completion of the project/course, you will be able to ...*

Expectations of student researchers: ...

Grading: Grading will be based upon the student's ability to meet expectations to successfully master the goals set in the student learning outcomes. ...

8. Recommendations for D&I Transformation

- Promote a peer-reviewed version of this document on the UC D&I office website, CET&L, and UC LEAF
- Develop “sustainable” workshops. A few venues for integration include:
 - New faculty orientation
 - Annual diversity conference
 - Deans and department chair meetings
 - Learning communities such as the UC Blue Ash Cultural Diversity Learning Community.
- Recognize and incentivize D&I work in annual performance reviews, reappointment, promotion, and tenure policies. For example, the University of Washington Faculty Code states, "In accord with the University's expressed commitment to excellence and equity, contributions in scholarship and research, teaching, and service that address diversity and equal opportunity *may be included* among the professional and scholarly qualifications for appointment and promotion outlined below." [From the Faculty Code, Volume II, Part II, Chapter 24, Section 24-34\)](#)
- Examples of commitment to excellence and equity through contributions in scholarship and research, teaching, and service that address diversity and equal opportunity that may be found in the CV and other materials. For example, from the [University of Washington, Director of the Office for Faculty Advancement \(source UC Berkeley\)](#)
 - Engaged in service to increase participation in science, education, humanities, fine arts, or social sciences by groups historically underrepresented in higher education.
 - Contributed to pedagogies addressing different learning styles.
 - Significant experience in teaching students who are underrepresented in higher education.
 - Research interests in subjects that will contribute to diversity and equal opportunity in higher education.

Appendix A: Checklist

Do you or would you use any of the following strategies?

✓ = I use this in my practice

~ = I sort of use this in my practice

X = I do not use this in my practice

☆ = I would like to try this

Instructor-Student Interactions

- Learn and use students' names -- what they choose to be called and how they pronounce it.
- Clarify how you want students to address you, especially if you teach students from a range of educational and cultural backgrounds.
- Distribute a student background questionnaire early in the term to learn about students' experience with the course topics, educational background, professional ambitions, general interests, etc.
- Encourage students to visit office hours, and use that time to ask about their experiences with course topics as well as their interests outside the class.
- Communicate high expectations and your belief that all students can succeed.
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
- Seek multiple answers or perspectives to questions.
- Avoid making generalizations about student experiences.
- Avoid making jokes at students' expense.
- Refrain from asking individual students to speak for a social identity group.
- Communicate concern for students' well-being, and share information about campus resources (e.g., Counseling & Psychological Services, Sexual Assault Prevention & Awareness Center, Services for Students with Disabilities).
- Communicate in writing and person your goal of making learning equally accessible to all students. Welcome requests for documented accommodations as a chance to include everyone more fully in learning.
- Carefully frame objectives when raising potentially sensitive or uncomfortable topics.
- Model productive disagreement, showing how to critique a statement or idea rather than the speaker.
- Stop or intervene in a discussion if comments become disparaging or devalue other students' experiences.
- Avoid giving verbal instructions without a written corollary. (Multiple modes can be helpful to students with processing disabilities as well as non-native English speakers.)
- Allow ample time for any in-class activities that require substantial reading, and provide guidance that reflects the fact that processing times will vary (e.g., how to approach the task given you may not finish reading, or what to do if you do finish it before the time is up).
- Elicit formative feedback from students about their learning experiences in the course (e.g. facilitated Mid-Semester Feedback session or survey).

- Ask a trusted colleague or CRLT consultant to observe your class and collect data about how you include or interact with different students.

Student-Student Interactions

- Encourage students to learn and use one another's names.
- Use icebreakers regularly so students can learn about one another.
- Establish guidelines, ground rules, or community agreements for class participation.
- In class, have students work in pairs, triads, or small groups.
- Have students write and share about how their background can contribute to a particular class activity.
- For long-term teams, structure in check-ins and opportunities for peer feedback about group process.
- On the syllabus, identify collaboration or perspective-taking as skills students will build in the course.
- In class, explain the value of collaboration for learning. Speak of students' diverse perspectives as an asset.
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Set up study groups that deliberately group students with different strengths.
- Have students complete a self-assessment inventory and discuss with peers.
- Have students complete low-stakes small group activities that help them see and value the contributions of others.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged.

Content

- Choose readings that deliberately reflect the diversity of contributors to the field.
- Use visuals that do not reinforce stereotypes but do include diverse people or perspectives.
- Use diverse examples to illustrate concepts, drawing upon a range of domains of information.
- Avoid references that are likely to be unfamiliar to some students based on their backgrounds (e.g., citing American pop culture from 'when you were in high school' in a class with many international students).
- Emphasize the range of identities and backgrounds of experts who have contributed to a given field.
- Use varied names and socio-cultural contexts in test questions, assignments, and case studies.
- Teach the conflicts of the field to incorporate diverse perspectives.
- Deliberately choose course materials with a range of student physical abilities in mind.
- Deliberately choose course materials with students' range of financial resources in mind.
- Analyze the content of your examples, analogies, and humor; too narrow a perspective may alienate students with different views or background knowledge.

- Include authors' full names, not just initials, in citations. (This can help emphasize gender diversity or unsettle assumptions about authorship).

Instructional Practices

- Assess students' prior knowledge about your field and topics so that you can accurately align instruction with their needs.
- Help students connect their prior knowledge to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
- Invite students to identify examples that illustrate course concepts.
- Use a variety of teaching methods and modalities (verbal, visual, interactive, didactic, etc.) rather than relying on one mode of engagement.
- Ask students for concrete observations about content (e.g., a reading, image, set of data) before moving to analytical questions. (This can give everyone a common starting point and model analytical processes you want to teach).
- Use a pace that lets students take notes during lecture.
- Clarify the expectations and grading scheme for each assignment.
- Create time in class for students to discuss and ask questions about assignments or assignment expectations.
- Emphasize the larger purpose or value of the material you are studying.
- Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.
- Use brief in-class writing activities to get feedback on what students are learning and thinking.
- Use anonymous grading methods, when appropriate.

Source: U-M Center for Research on Learning and Teaching (CRLT). Some content adapted from Linse & Weinstein, Shreyer Institute for Teaching Excellence, Penn State, 2015.

APPENDIX B: GLOSSARY

Adapted from the University of Cincinnati Five-Year Diversity Plan 2011–2016

Ally	<i>Describes someone who supports a group other than one's own (in terms of racial identity, gender, faith identity, sexual orientation, etc.). Allies acknowledge disadvantage and oppression of groups other than their own; take risks and supportive action on their behalf; commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.</i>
Campus Climate	<i>Campus climate refers to how students, faculty, and staff perceive and experience an institution's environment.</i>
Culture	<i>A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.</i>

Cultural Competence	<i>The ability to function effectively in a society of culture variation.</i>
Critical Diversity	<i>Critical diversity is about more than embracing cultural differences that exist between groups and appreciating those differences. It also includes examining issues of parity, equity, and inequality in all forms. It confronts issues of oppression and stratification that revolve around issues of diversity. A theory of critical diversity includes an analysis of exclusion and discrimination.</i>
Discrimination	<i>The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.</i>
Diversity	<i>The wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.</i>
Empowerment	<i>When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.</i>
Ethnicity	<i>A social construct which divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.</i>
Implicit Bias	<i>Unconscious biases that affect the way we perceive, evaluate, or interact with people from the groups our biases target.</i>
Inclusion	<i>Authentically brings traditionally excluded individuals and/or groups into processes, activities, and decision/policy making.</i>
Intersectionality	<p><i>Intersectionality promotes an understanding of human beings as shaped by the interaction of different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion). These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media). Through such processes, interdependent forms of privilege and oppression shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created.</i></p> <p><i>In sum: Inequities are never the result of single, distinct factors. Rather, they are the outcome of intersections of different social locations, power relations and experiences.</i></p>
"ISMs"	<i>A way of describing any attitude, action or institutional structure that subordinates (oppresses) a person or group because of their target group, color (racism), gender (sexism), economic status (classism), older age (ageism), religion (e.g. Anti-Semitism), sexual orientation (heterosexism), language/immigrant status (xenophobia), etc.</i>
LGBTQ	<i>The initials stand for the words lesbian, gay, bisexual, transgender, and queer/questioning.</i>

Microaggressions	<i>Brief and commonplace daily verbal, behavioral, or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages and insults toward minority groups or individual minority group members.</i>
Minority	<i>A sociological term for a group that does not make up a politically dominant voting majority of the total population of a given society. A sociological minority is not necessarily a numerical minority.</i>
Oppression	<p><i>The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness.</i></p> <p><i>Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.</i></p> <p><i>Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.</i></p> <p><i>Oppression also signifies a hierarchical relationship in which dominant or privilege groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.</i></p> <p><i>Oppression resides not only in external social institutions and norms but also within the human psyche as well. Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.</i></p>
Person of Color	<i>A term used to describe all people who are not white. The term is meant to be inclusive among non-white groups, emphasizing common experiences of racism. People of color was introduced as a preferable replacement to both non-white and minority, which are also inclusive, because it frames the subject positively; non-white defines people in terms of what they are not (white), and minority frequently carries a subordinate connotation.</i>
Privilege	<i>A right that only some people have access or availability to because of their social group memberships (dominants). Because hierarchies of privilege exist, even within the same group, people who are part of the group in power (white/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people) often deny they have privilege even when evidence of differential benefit is obvious. See the term "right" also in this glossary.</i>
Race	<i>A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic, and political needs of a society at a given period of time. Racial categories subsume ethnic groups.</i>
Racial & Ethnic Identity	<i>An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization, and personal experience.</i>

Racial Equity	<i>The condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestations. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.</i>
Racism	<i>A complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious; personal and institutional, and result in the oppression of people of color and benefit the dominant group, whites. A simpler definition is racial prejudice + power = racism.</i>
Right	<i>A resource or position that everyone has equal access or availability to regardless of their social group memberships.</i>
Social Justice	<i>A vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.</i>
Stereotype Threat	<i>Stereotype threat refers to being at risk of confirming, as self-characteristic, a negative stereotype about one's group. Research results show that performance in academic contexts can be harmed by the awareness that one's behavior might be viewed through the lens of racial and/or gender stereotypes.</i>
Underrepresented	<i>Racial and ethnic populations are underrepresented relative to their numbers in the general population. Data suggests that these student populations include but are not limited to Black/African American, Chicano/Mexican American/Latino, and Native American/Alaska Native students. Five- year trend rates for students from underrepresented groups will be a measure of historical underrepresentation.</i>

RESOLUTION CONCERNING CREATING INCLUSIVE LEARNING AND RESEARCH ENVIRONMENTS:
KEY CONCEPTS AND RECOMMENDATIONS FROM THE CREATING AN INCLUSIVE CLASSROOM
SUBCOMMITTEE OF THE DIVERSITY, EQUITY, & INCLUSION CURRICULUM INITIATIVE AT THE
UNIVERSITY OF CINCINNATI

1. WHEREAS the University of Cincinnati is currently engaged in extensive conversations with faculty, students, staff, alumni, and affinity groups concerning our aspirations for enhancement of our curriculum in support of diversity, equity and inclusion; and

2. WHEREAS there is support for statements regarding inclusion and inclusive learning fostering equity and respecting diversity and inclusion for all students in course syllabi at the University; and

3. WHEREAS the proposed enhancements to course syllabi and consideration of diversity, equity and inclusion when developing learning objectives for courses is consistent with and in support of our University's strategic plan and our University's goals of improving inclusion, equity and diversity in the goals for courses stated in student learning objectives on syllabi; and

4. WHEREAS the University supports learning efforts to broaden student knowledge and reflection about issues related to universities situated in urban areas and other national and international areas or regions facing equity issues, including issues of diversity, safe zones, equity and inclusion to promote inclusive practices for in-class and online activities to establish an accepting and inclusive classroom environment; and

5. WHEREAS there is a need for faculty development of competencies in the areas of diversity, inclusion and equity in class experiences, research mentoring, and professional and designing experiential learning experiences to connect our students' learning to issues related to equity in our nation and beyond; and

6. WHEREAS Interim President Davenport and Interim Provost Landgren have set the Diversity, Equity, and Inclusion Curriculum Initiative as a continued priority and have supported an advisory group composed of diverse students, faculty, staff, and administrators to explore diversity and inclusion in the curriculum; and

7. WHEREAS faculty should strengthen all aspects of learning and the curriculum at the University of Cincinnati in support of the general education undergraduate core competencies, which emphasize goals such as enhancing critical reflection, knowledge, and social responsibility and justice related to diversity, equity and inclusion; and

8. THEREFORE, be it resolved that the University of Cincinnati Faculty Senate endorses faculty implementation of the recommendations in the document titled, "Creating Inclusive Learning and Research Environments: Key Concepts and Recommendations from the Creating an Inclusive Classroom Subcommittee" at the University of Cincinnati distributed to faculty on August 30, 2016.