

# Inclusive Community Workshop Prep

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## Inclusive Classroom Climate

<https://poorvucenter.yale.edu/ClassClimates>

An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect, and academic excellence, and are key to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students' personal experiences (Kaplan and Miller 2007).

Student learning can be enhanced by establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationships among course material, personal, and social experiences. Instructors can consider a variety of areas to promote inclusivity, including the [syllabus](#), choices in assigned reading, [discussion expectations](#), and personal style.

(Examples and recommendations can be found at the link above)

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## Awareness of Implicit Biases

<https://poorvucenter.yale.edu/ImplicitBiasAwareness>

Implicit bias refers to unconscious attitudes, reactions, stereotypes, and categories that affect behavior and understanding. In higher education, implicit bias often refers to unconscious racial or socioeconomic bias towards students, which can be as frequent as explicit bias (Boysen, et. al 2009). Instructors can hold assumptions about students' learning behaviors and their capability for academic success which are tied to students' identities and/or backgrounds, and these assumptions can impede student growth (Staats, et. al, 2017). Instructors can consider a variety of strategies and benefits for revealing and addressing implicit bias, both in themselves and their students.

## Examples

- Instructors may assume that certain students know to seek help when they are struggling, although students at higher risk for struggling academically are often less likely to seek help and support.
  - Instructors may assume that students from certain backgrounds or social groups have differing intellectual abilities and/or ambitions. For example, an instructor might assume that a student from a certain background will be satisfied with lower achievement levels.
  - Instructors may expect students who speak with certain accents to be poor writers.
  - Students with substandard writing abilities may be stereotyped as lacking intellectual ability.
  - Instructors might treat students with physical disabilities as if they may also have mental disabilities, and thus require more attention.
  - Students who are affiliated with a particular identity group may be treated as experts on issues related to that group.
  - Instructors may assume that students will best relate to the historical, contemporary, or fictional character who resembles them demographically.
  - Students of certain groups may be expected to have certain participation styles (quiet, argumentative, agenda-oriented).
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## Unconscious Bias at Work — Making the Unconscious Conscious [from Google]

[https://www.youtube.com/watch?v=NW5s\\_-NI3JE](https://www.youtube.com/watch?v=NW5s_-NI3JE)

