#RepresentationMatters

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I. Brief overview of theoretical frameworks and practical applications to actively include student voices

II. Discuss and share strategies as Educational Developers

III. Lessons from UNCG's VOISES program

Loteria Humana (Bingo)

LOTERÍA HUMANA

I grew up with more than one language or dialect spoken at home. _____	I depended on public transportation to get to places. _____	I am left-handed. _____	I have coped with forced unemployment. _____
I am a first-generation college student. _____	I play an instrument. _____	I have more than three siblings. _____	I know home remedies due to family or cultural knowledge. _____
I grew up in a predominately white, middle class, monocultural neighborhood. _____	I have lived or studied abroad in a different country. _____	I have been marginalized by someone in authority due to the way I look. _____	I have learned the skills necessary to live my life with a permanent or long-term disability. _____

What does each space represent?

- ## Yosso's cultural wealth model

  https://www.centerforengagedlearning.org/whats-their-capital-applying-a-community-cultural-wealth-model-to-ur/

Why is this important?

Faculty members are regularly looking for opportunities to better understand [UNCG students]. This is especially true regarding students from historically marginalized identities and communities (including but not limited to race, ethnicity, nationality, gender/gender expression, sexual orientation, socioeconomic status, ability and veteran status.). We recognize students are **rarely included in conversations about their personal experiences and their voices are often absent from formalized training on inclusive classroom development.** As a result, OIE and UTLC are excited to offer VOISES as an opportunity to connect students and faculty in dialogue about student experiences in classrooms.

What?

Traits of CRP

- developing a knowledge base about cultural diversity,

- including ethnic and cultural diversity content in the curriculum,

- demonstrating caring and building learning communities,

- communicating with ethnically diverse students, and

- responding to ethnic diversity in the delivery of instruction

Traits of CSP

- Not just honoring but recognizing knowledge, skills and ways of being needed for success of SOC

- Centers and legitimizes how youth enact culture, language, race as always evolving

- Decenters dominant cultures/narratives (i.e. "patriarchal, cisheteronormative, English-monolingual, ableist, classist, xenophobic, judeo-Christian gaze' {Paris & Alim 2007, p. 2})

So What?

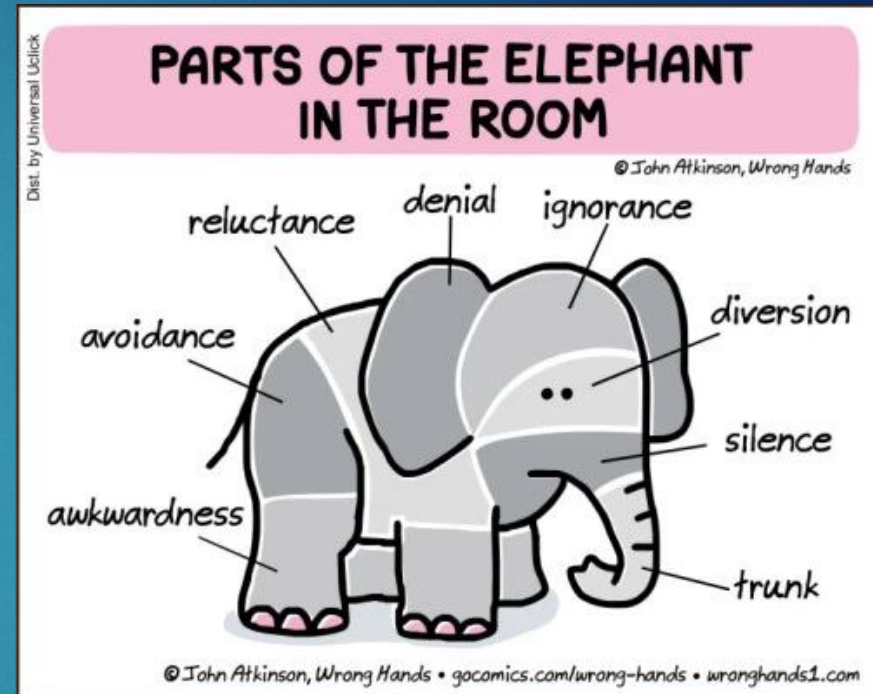Why consider these practices as Educational Developers?

Now what?

In groups, discuss strategies to consider.

Strategy:
Be prepared...

▶ Offer EDI training for faculty

▶ Who are your students?

Strategy:
Be different & challenge your faculty to:

► **Incorporate Music, Art, etc.**
  → (i.e. Hip Hop Pedagogy/ (www.bettinalove.com); Performance pedagogy, Critical media literacy)

► Question who is traditionally brought into the classroom (De-center dominant narratives, think across identities)

► **Incorporate different languages in text/videos** (not just Dominant Academic/American English {DAE}

Strategy:
Be collaborative:

► Identify Campus/Community Partners (hint: students too)

► Example: VOISES at UNCG

VOISES

Viewpoints Of Inclusive Student Experiences

from students, for faculty: a panel of student experiences

Join us in the Faculty Center for dialogue about key student experiences in the classroom and beyond...

August 29, 1-2:15pm: LGBTQA Students Experiences

September 19, 3pm-4:15pm: 1st Generation Experiences

October 24, 1pm-2:15pm: Latinx Experiences

December 6, 11am-12:15pm: Students with Disabilities Experiences

January 23, 1pm-2:15pm: First Nations, Native American and American Indian Experiences

February, 7, 11am-12:15pm: Veterans Experiences

March 27, 1pm-2:15pm: McNair Scholars Experiences

Space is limited, faculty should register online at workshops.uncg.edu

UNC GREENSBORO
Division of Student Affairs
Intercultural Engagement

UNC GREENSBORO
Teaching Innovations Office

VOISES Logistics:

- 7-10 identity groups for the academic year
- 4-6 students
- Pre & Post Surveys
- Office of Intercultural Engagement (OIE) recruits students and University Teaching & Learning Commons invites faculty.
- OIE Partner prepares students for panel (example next slide)
- Students are asked three initial questions: Tell us about your journey to college, What has been your best experience in a course? & What has been your most challenging experience in a course?
- Faculty remain silent and then are given the opportunity to ask questions to students are written on notecard and moderator selects and or rephrases questions if necessary.

Information given to students before panel:

Below you will find details about the panel and other program logistics:

- The VOISES panel will take place in the EUC Dogwood (main level down the hall from Cone Ballroom).
- There is accessibility parking on Forest Ave. behind Mossman/EUC. The Walker Deck across the front of the EUC also has accessibility parking. Wecan provide an exit ticket if you use the Parking Deck. I haven't been informed of any accommodation request beside parking. If there additional accomodations to consider, please let me know to explore what is feasible.
- Please arrive in the EUC Dogwood a little before 11am in order to get seated and begin at 11am.
- The panel will be moderated by staff member Lisa Pluff (Director of Operations, Beyond Academics)
- After the program coordinators open and introduce the event, student panelists and the moderator will be asked to introduce themselves: (Name, pronouns, major, year in school).
- The panel on topic explores the experiences of students with disabilities. The panelists will also be asked the following questions by the moderator:
  - Tell us about your journey to college
  - What has been your best experience in a course?
  - What has been your most challenging experience in a course?
- Each panelist will have about 2-3 minutes to respond to the questions. Please share what you are comfortable sharing with . The panel will not be recorded. The program coordinators (including me) will take some handwritten notes to compile information about the student experience from a student perspective. No names will be included or documented in any notes.
- After all panelists respond to the three questions, Lisa will facilitate a conversation between faculty and student panelists. Faculty will have a chance at the beginning of the program to write some questions that the moderator will review before asking during the Q&A session. This part of the program will end about 5 minutes before the end of the program to ensure time for final remarks and to allow panelists to leave promptly at 12:15pm.

VOISES Pre & Post Surveys

VOISES
Pre-Survey

Please fill out this form before the panel starts:

1. On a scale from 1 to 5, how inclusive do you think UNCG is?

Not inclusive at all	1	2	3	4	5	Very Inclusive

2. On a scale from 1 to 5, how inclusive do you think your learning environment is?

Not inclusive at all	1	2	3	4	5	Very Inclusive

3. What do you hope to learn today that you could implement in your learning environment?

_____

_____

_____

VOISES
Post-Survey

1. After hearing the panelists, on a scale from 1 to 5, how inclusive do you think UNCG is?

Not inclusive at all	1	2	3	4	5	Very Inclusive

2. After hearing the panelists, on a scale from 1 to 5, how inclusive do you think your learning environment is?

Not inclusive at all	1	2	3	4	5	Very Inclusive

3. What did you learn today that you could implement in your learning environment?

_____

_____

_____

_____

4. Is there any other topics you would like to hear about?

_____

_____

_____

5. Do you have any suggestions on how we can improve this workshop?

_____

_____

_____

_____

When faculty members recognize and emphasis privilege in the class.

"Little kids need to be able to turn on the TV and see real-world representations of themselves. Who cares if the lead is an Asian male? If this is the best actor for that role, why does the role have to be indicative of a person's ethnicity?"

Octavia Spencer

HUFF POST

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QUESTIONS?

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References/Resources

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