

2020 IIE FALL EVENTS

*Optional Events

SEPTEMBER

*THURSDAY SEPTEMBER 10TH

6TH ANNUAL RAWLS DIVERSITY SYMPOSIUM

To register for this even and find more information visit:

<https://www.depts.ttu.edu/rawlsbusiness/diversity/symposium/>

*FRIDAY SEPT 18TH

19TH ANNUAL JOHN M. BURNS CONFERENCE

To register for this even and find more information visit:

<https://www.depts.ttu.edu/tlpcdc/Conferences/Conference-J/index.php>

TUESDAY, SEPTEMBER 22ND FROM 4:00-5:00 ON ZOOM

WELCOME EVENT

Join the session by clicking: <https://zoom.us/j/96296514280?from=msft>

OCTOBER

THURSDAY, OCTOBER 8TH FROM 11:30-1:00 ON ZOOM

DISCUSSION WITH DR. SUMNER, VICE PRESIDENT OF THE DIVISION OF DIVERSITY, EQUITY & INCLUSION

Join the session by clicking: <https://zoom.us/j/96596492501?from=msft>

WEDNESDAY, OCOTBER 21ST FROM 10:00-11:30

INCLUSION, EQUITY, AND ACCESS IN THE ONLINE CLASSROOM

Join the session by clicking: <https://zoom.us/j/99843416783?from=msft>

More information to come.

NOVEMBER

TUESDAY, NOVEMBER 10TH FROM 2:00-3:00 ON ZOOM

DISCUSSION WITH STUDENTS FROM A PEDAGOGY FOR SOCIAL JUSTICE COURSE

Join the session by clicking: <https://zoom.us/j/97881872536>

In this session, we will partner with students from Women's & Gender Studies 4301: Pedagogy for Social Justice course to discuss practical tools, techniques, and strategies that you use to foster inclusion in the classroom. We will send out a list of the students before this session to ensure that you are not grouped with a current or past student.

WEDNESDAY, NOVEMBER 12TH, FROM 1:00-3:00 ON ZOOM

CREATING AN ANTI-RACIST ENVIRONMENT

Ashley Heidebrecht, LMSW, Director of Diversity and Resiliency Institute of El Paso

This session will discuss that racism isn't just an interpersonal problem; it is institutional and structural. Racism and white supremacy, the ideology behind racism, can be found within all of our social frameworks, including education and higher learning institutions. Participants will learn about historical events, ideologies, and social structures and how they inform modern-day beliefs, biases, and perceptions. We will identify institutional and structural racism in education and unpack racial identity, bias, privilege, and prejudice. We will reflect on our own identity, bias, privilege, and prejudice and then identify and reflect to integrate anti-racism work into our institutions and classrooms.

DECEMBER

ONE-ON-ONE COFFEE MEETINGS

More information to come.

WORKSHOP SELECTION

Pick the time that works best for your schedule for the below three workshops. You only need to attend each of these three workshops one time. We are providing two times in a hope that one of these times works best for your schedule. I will follow up with a meeting request for the workshop that you select. If neither of the times for the workshops work for your schedule, please let Erika know ASAP.

UNDERSTANDING ASSUMPTIONS: THE EFFECT OF BIAS ON THE CLASSROOM

Erika Brooks-Hurst

Join the session by clicking: <https://zoom.us/j/96759781269?pwd=WW1GTWtHYjhBUDVRVkmrekW2RTc0UT09>

In this introductory workshop, you will begin to gain an awareness and understanding of how our assumptions, bias, and stereotypes form and function in the classroom, and what effects bias can have on students' learning. We will consider the implications of bias on student learning in the classroom and their experiences at Texas Tech University. Most importantly, we will discuss specific strategies for the classroom that can help to mitigate the effects of implicit bias on students' learning.

Wednesday, October 14th from 11:00-12:30

Thursday, December 3rd from 10:00-11:30

RESPONDING TO MICROAGGRESSIONS IN THE CLASSROOM

Erika Brooks-Hurst

Join the session by clicking: <https://zoom.us/j/95903506756?pwd=Nk1HdkdwVUR0bkhGZmRtZk16Nzc4UT09>

"Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color." (D.W. Sue et al., American Psychologist, 2007, p. 271)

In this workshop, we will explore the concept and the common occurrence of microaggressions and discuss the effects on students and the classroom climate. Participants will have an opportunity to consider and practice a communication framework as one strategy to respond to microaggressions in the classroom. Our goal is to leave this session better prepared to respond to these situations and increase the likelihood of maintaining a supportive classroom climate for all students.

Tuesday, September 29th from 2:00-3:30 PM

Monday, November 2nd from 10:00-11:30 PM

INCLUSIVE SYLLABUS WORKSHOP

Join the session by clicking: <https://zoom.us/j/92032686779>

In this workshop will review the seven areas to consider for inclusive syllabus design. This will be a working session for reflection and application of syllabus design. Before this session, you will receive resources to review and will need to bring a copy of a syllabus to workshop. Participants will be asked to review and analyze their syllabi through the lens of inclusiveness.

Monday, October 26th from 2:00-3:30

Thursday, November 19th from 9:30-11:00



TEXAS TECH UNIVERSITY
Institute for Inclusive Excellence

SPRING 2021 EVENTS

* Reminder: We do not expect you to attend every workshop offered! Rather, IIE Fellows are asked to maintain active participation in the program. If you find that this is problematic, please talk with Erika Brooks-Hurst.

JANUARY

Transparent Assignment Design Part I: Using a Purpose-Task-Criteria Framework as a tool for Equitable Classroom Understanding

Thursday, January 28th from 11:00-12:00

Join this session in Zoom by clicking: <https://zoom.us/j/96409657573>

Presenter: Suzanne Tapp

Perhaps the smallest and most important change teachers can make is to offer students an honest look at their rationale for what they require students to do. Transparent assignment design focuses on how and why students are learning course content in particular ways, and how this learning is relevant for all students. The goal is simple: to make learning processes explicit and equitably accessible for all students. In this workshop, we will consider a simple purpose-task-criteria framework that helps us engage with students before they undertake their work in our classes so that we come closer together in understanding the knowledge they will gain from completing the work and how they might use skills and knowledge in their lives during and beyond college, the tasks involved, and the expected criteria with which we will assess their work.

FEBRUARY

Using Transparency Assignment Design Part II: Examples and Challenges

Friday, February 12th from 10:00-11:00

Join this session in Zoom by clicking: <https://zoom.us/j/92555603994>

Presenter: Suzanne Tapp

Transparent assignment design helps at risk or under-resourced students in a statistically significant way AND helps ALL students to understand why they are being asked to complete work, (the purpose), how they should go about it (the task) and how they will be evaluated (the criteria). Transparent assignment design is not a trick or a new technique to master, rather it is good instructional design that focuses on a purpose-task-criteria as its foundation. But with any educational strategy, there will always be challenges and questions to consider! In this session, after the group reviews several less and more transparent assignment examples, we will talk about concerns such as content coverage, whether or not students' will read a longer assignment, and the time it requires to create more transparent assignments.

Self-Care Amid Social Unrest: The Quest for Social Justice, Understanding Your Positionality and Mindset

Wednesday, February 17th from 2:00-3:15

Join this session in Zoom by clicking: <https://zoom.us/j/93346887431>

Presenter: Dr. Dave Louis, Associate Professor in Higher Education

As our nation continues to wrangle with issues of social justice issues and experience more overt incidents of inequality, injustice, and violence, we recognize that these events affect us as we witness, process, and have conversations about them while navigating our lives. This workshop provides an opportunity to examine who we are, our biases, our proclivities, our identities, and our positionalities as it pertains to formulating strategies to address our mental, psychological, and personal well-being while continuing to engage in social discourse and activity.

Reflecting on Social Identities

Thursday, February 25th from 2:00-3:00

Join this session in Zoom by clicking: <https://zoom.us/j/95682221926>

MARCH

Reflecting on Social Identities

Wednesday, March 3rd from 10:00-11:00

Join this session in Zoom by clicking: <https://zoom.us/j/99943403970>

Navigating Tenure and Advocacy Roles

Tuesday, March 9th from 2:00-3:15

Join this session in Zoom by clicking: <https://zoom.us/j/95945436398>

Please join us for another session in the Institute for Inclusive Excellence as we consider departmental and campus dynamics and ways in which we might position ourselves as advocates for diversity. Do we risk becoming “that faculty member” who constantly raises issues of inclusion and diversity and potentially harms their chances for tenure in terms of collegiality and reputation within the department? What are the risks, rewards, and ethical responsibilities of advocacy? We will consider these sticky issues as our group is joined by several senior faculty members who will help facilitate small group conversations and share their perspectives.

IIE Discussion: Pick Your Own Adventure

Thursday, March 18th from 11:00-12:00

Join this session in Zoom by clicking: <https://zoom.us/j/97003643280>

IIE Discussion: Pick Your Own Adventure

Monday, March 22nd from 2:00-3:00

Join this session in Zoom by clicking: <https://zoom.us/j/91727772234>

Part II: Inclusive Syllabus Workshop

Tuesday, March 30th from 11:00-12:00

Join this session in Zoom by clicking: <https://zoom.us/j/93034694334>

APRIL

Words Matter: Examining Idioms, Colloquialisms, and Slang in our Everyday Speech

Friday, April 16th from 1:00-2:00

Join this session in Zoom by clicking: <https://zoom.us/j/91500157781>

Introduction to Discussion: Rachel Hirshorn-Johnston, Assistant Professor in Voice and Speech in the School of Theatre and Dance, and Past IIE Member in 2019-2020

In this informal and practical discussion, we will hear from the group as we share and examine idioms, colloquialisms, and slang that we use or hear others use, particularly language that has not been examined fully in terms of the origins of the phrases. These phrases are often regionally based and carry a rich historical context that we are unaware of unless we have sought out the meaning. We hope to have a lighthearted conversation as we think about what “the kids are saying today” and what we hear or say in our interactions in TTU and in Lubbock/West Texas, and consider ways in which we can be aware, change and respond to language.

Part II: Inclusive Syllabus Workshop

Monday, April 19th from 11:00-12:00

Join this session in Zoom by clicking: <https://zoom.us/j/94534081766>

Graduation

Wednesday, April 28th from 1:00-2:00

Join this session in Zoom by clicking: <https://zoom.us/j/94159612718>

All IIE members and their department chairs are invited to honor the accomplishments as a 2020-2021 IIE Cohort member. We take this time to celebrate the members’ achievements in their continual development as an advocate of diversity, equity, and inclusion here at Texas Tech.

MAY

Inclusive Syllabus Due to Erika

Wednesday, May 12th

WORKSHOPS REPEATED MULTIPLE TIMES

There are several workshops that are particularly important and are offered at various times. Please pick the time that works best for your schedule for the below three workshops. You only need to attend each of these three workshops one time. We are providing two times in hopes that one of these times works best for your schedule. I will follow up with a meeting request for the workshop that you select. If neither of the times for the workshops work for your schedule, please let me know.

Reflecting on Social Identities

Thursday, February 25th from 2:00-3:00---OR---Wednesday, March 3rd from 10:00-11:00

Based on your feedback, we know that the cohort members in IIE would like to dedicate some time reflecting and interrogating their social positionality. Before this session, you will be asked to complete a Personal Social Identity Profile adapted from the University of Michigan's Social Identity Wheel and Personal Identity Wheel to help guide you in some introspection. During the session, we will discuss and reflect on the various ways our identities become more and less visible and how our interactions inform our perspectives on our relationships or tensions between our personal and social identities.

Part II: Inclusive Syllabus Workshop

Tuesday, March 30th from 11:00-12:00---OR---Monday, April 19th from 11:00-12:00

In this Part II workshop, there will be small group conversations with past IIE members to discuss the updates you have made to your inclusive syllabus. This workshop will be an opportunity for you to develop your inclusive syllabus further, ask questions, and receive feedback about how you plan to implement inclusive practices into your course. Before this workshop, you will indicate which of the Seven Areas of Consideration for Inclusive Syllabus Design you are focusing on as you update your syllabus, and you will need to bring a hard copy of your syllabus to the workshop.

IIE Discussion: Pick Your Own Adventure

Thursday, March 18th from 11:00-12:00---OR---Monday, March 22nd from 2:00-3:00

Based on your feedback, we know that the cohort members in IIE enjoy getting to know each other and hear from others' experiences. In this informal session, you will pick a topic from the table on the next page and enter into a breakout room to further discuss this topic.