

Doug and Megan on diversity, equity, inclusion-Final-Revisio...

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SPEAKERS

Doug Ward, Meagan Patterson

D

Doug Ward 00:00

So Hello, everyone. This is Doug Ward from the Center for Teaching Excellence. And...

M

Meagan Patterson 00:04

And I'm Megan Patterson from the Department of Educational Psychology and the Center for Teaching Excellence.

D

Doug Ward 00:08

And we're going to talk today about diversity, equity, and inclusion. And we talk a lot about that, or that term is thrown around a lot. What does it, what are we talking about? What does it mean?

O

00:21

So when we talk about diversity, equity and inclusion, there's kind of two different tracks that I think about when we think about DEI, as we'll call it, in relation to teaching. One is inclusive teaching practices. So how do we create a classroom where all students feel included, feel welcome, feel encouraged to participate, and where it's a supportive

environment for all students, that's going to promote effective learning for everyone. Then on the other side, we have content that's related to diversity, equity, and inclusion. So teaching about topics related to diversity and equity. So it's like talking about race and racism, talking about gender, talking about social class and equity issues related to wealth and class and things like that. So all of those topics. So that's more of the content side that can build on the teaching practices and classroom climate side.

D

Doug Ward 01:16

Okay, good. When we talk about this, often it's kind of narrow, we talk about diversity, equity inclusion, often focusing on race or ethnicity. But it's much broader than that, right?



01:29

Absolutely. For most people, when you start talking about diversity, race is the first thing that comes to mind. There are a lot of other aspects of identity that can be important when we're talking about diversity and equity and inclusion, things like gender, sexual orientation, class, disability, language background, all of those can be important factors to people personally, but also influence how they interact with a class, with the course material, or with the university system more broadly.



01:57

That's hard. I think when you list all of those different areas, it can seem a little bit overwhelming. I mean, how do we make a class that is open and welcoming to all of these different types of people?



02:10

Sure. And I think one of the things that makes it seem overwhelming is a perception that what it means to engage in inclusive teaching means to learn specific strategies for working with students from all these different groups, and then putting those strategies into place, right. A lot of people think when they learn about inclusive teaching, or learn about what is sometimes called cultural competence, that you're going to get these checklists, but there's going to be a different checklist for every group. And then you're going to have to try to do all of those at the same time in your classroom. And that's really not the framework we want to use, that doesn't make sense for a lot of different ways. Instead, a lot of what are important practices for inclusive teaching are really just the effective teaching practices that we talk about all the time. So things like using active

learning, creating open and welcoming classroom climate, being clear about expectation, things that we know are just effective teaching practices. But we know from the research on inclusive teaching, that they're especially important for students who may come from underrepresented backgrounds, or otherwise may not be the student for whom college was sort of originally designed.



03:28

Right. When we were talking about this earlier, in the, when you start looking at it college was never intended for the types of students we have today. It was set up for an elite group of people, and really as a weed-out system, that if you were admitted, and then if you made it through the system, you were part of the elite. And if you weren't, then uh, well then go away. Because this was there's a lot of class involved in this and wealth and things like that, that had become embedded that we don't even see anymore.



04:03

Right, absolutely. And we sometimes in the education field refer to this idea as the hidden curriculum, this idea that educational systems have an explicit curriculum, what we say we're teaching what we acknowledge we're teaching. But then there's also this hidden curriculum of things that we don't necessarily say that we're teaching knowledge that we're teaching, we may not even realize that we're teaching these things. But there are these implicit messages or implicit things we expect students to know or be able to do, some of which get taught through the process of college, and some of which we kind of expect students to bring with them. And so recognizing that for students who maybe are the first in their families to go to college, they may not be aware of some of these pieces of that hidden curriculum. And that may present an additional challenge for them that students who know lots of people who have gone to college may not have to face or overcome.



Doug Ward 04:59

Yeah talk about that a bit more, when you're talking about a hidden curriculum, what kinds of things?



05:03

Things about how to interact with other people. So you know, how do you talk to a

professor? How do you ask questions in a way that's going to be perceived as respectful and interested rather than confrontational? Even things like office hours? What's the purpose of office hours? A lot of students who are the first in their families to go to college, and even students who are just new to college, they don't know what office hours are, what they're for. And so the more we can say, here are the kinds of questions I can answer for you in office hours that I can't answer during the class meeting. So again, that takes some of that hidden curriculum and makes it more over and less hidden.



05:40

I know, some students are even afraid to approach faculty members. I mean, this is just this is just who they are. And and I think are surprised sometimes. I get that, I just got that recently in an online class where I reach out to everyone at the beginning of the class and just say, welcome, glad you're in the class. And I've had people just say, Oh, my gosh, nobody's ever done that. I feel really good about that. That was very nice. And, and to me, it was just kind of the natural thing.



06:09

And I think a lot of what we can do as instructors is again, do a better job of explaining what we mean to kind of close that gap between ourselves and students, but also between students who come in from more privileged backgrounds or with a stronger educational kind of foundation, versus students who don't. And again, that can be things like more examples, if the idea is that, you know, I want this to be written in a professional tone, which is something I think a lot of instructors might say, explaining more about what that really means. Because some students are going to have come in from a high school where they had a lot of AP classes, and their parents had gone to college and could edit their papers. And they're going to have had a lot of foundation. And there are some students who are going to come in from a very different background. Right? And those students should be just as capable of succeeding, but we may need to provide more, again, not even necessarily more help, but just more explanation of what we're looking for, rather than assuming Oh, well, everyone knows or should know what it means to write in a professional town.



07:15

I'm just talking with Kim Warren from history a couple of weeks ago, and I did an interview with her. But she was saying I have started to teach as if everyone is an English language learner. And I'm saying okay, well, what does that mean? She said, Well, we go about this

assuming that people know all of these things. And really, they don't. And even if some of them do, it's good to clarify what we mean. I mean, it's back to that idea, really, of expert versus novice.



07:46

Right? I was just thinking, that we talked about before, that idea of conscious competence versus unconscious competence that all of us have areas in which we're in that realm of unconscious competence. And so that approach, which I think is great, of teaching like everyone is an English language learner really can pull us back into that realm of conscious competence of really thinking about what is involved in this process? What are all the steps? What are all the skills, what are all the component pieces of this complex task, and being more aware of that is really going to be helpful for everyone.



08:19

I was at a meeting of the University Innovation Alliance recently, and one of the things there, that we were talking about, the barriers that are existing around the university that we don't think about, and one of the things that one of the speakers there said, really stuck with me. And that's that when students come to a university, they're looking at a lot of things. But ultimately, they're asking, Is there a place for me? And if so, where, and, and I think that if we keep that in mind as instructors, you can really help our students, it seems like I brought this up one time when we were talking before, but just small things can make a big difference. I was talking with a student one time who said, I was really, it was a second semester of her freshman year, and saying, you know, actually saying I was feeling like, I don't know whether I belong here or not, I don't know whether this place is for me, I'm just not sure. And she said, I was sitting in the hallway, and a professor walked by, and called me by name and said, Hi. And she said, I knew I belonged, it was just something that simple that I had a place here and that somebody actually knew who I was. And it's some of those things that I don't think we're even conscious about. Sometimes I do that, and you do that, but just paying attention to the students and and treating them as human beings, I think that when we see them and acknowledge them can have a big difference. And we don't even realize it.



09:57

Right, yeah, and I think that's a really great point. Frequently as an instructor, I have over 100 students in a semester. And it can feel really overwhelming, the idea that I should be trying to make a personal connection with each of those students. And then I feel

responsible on a certain level for their feeling of connection to the university and their success and so on. But I think it is important to recognize that even small things like saying hello, and calling them by name, and things like that, that don't have to be huge, can be really helpful. I think also, the more you can build into your class opportunities for students to get to know one another, can be really helpful, especially big institutions like KU, a lot of students, their first year, they're in a lot of large courses. And that's by necessity in a lot of cases. But it can also mean that sometimes students can kind of fade into the background and not have a lot of opportunity to make connections with faculty, but also to make connections with other students. So the more that we use group work thoughtfully, even just using icebreakers, using opportunities to talk with the person next to you in class, these don't have to be huge things, but just giving students an opportunity to talk with and get to know other students, as well as getting to know the faculty can be really helpful for promoting that sense of connection and belonging on campus, which is so important for student retention and student satisfaction with campus and campus life.



11:24

Well, and I think it's important to be aware too of our students, and it's not like you have to delve into their lives. But I think just paying attention. I did a focus group with some students a couple of years ago, and one of them just broke my heart. I was talking with her and she said, I came in here, she's a young black woman, and was saying, I came in expecting to have, to find lots of connections and things like that. And she said, I really tried, but every time I would try these things, I would get these bad vibes from people. And they would kind of push me away. I felt like, Well, okay, and then I try it again, someplace else. And it was this vibe, again, it's like, well, don't, we don't want you and go away. And, and she was really feeling isolated. This was her second semester, it was really heartbreaking just to see that you can't change all of these other people. But you can recognize when someone's struggling, and can have a conversation with them, and can help them find resources on campus that can improve the situation for them. And I think that's one of the things that's important in this conversation is that you don't have to do everything alone. This is not just about you, as an instructor, there are a lot of resources on campus available through student services and through other areas that we can draw on and should draw on more than we probably do.



12:55

Sure, absolutely. I think that's a great point, that idea that as an instructor, you don't have to do everything yourself. But it is important that you're aware of what the resources are on campus. So knowing about CAPS and how to refer a student to CAPS, there's tons of

student organizations for students from different identity groups, things like that. But being able to say, hey, look, there's 10 different groups on campus for international students, you might think about going to one of these groups and seeing if you can, you know, meet some people and make some connections there, things like that.



13:27

And I just want to back up CAPS is Counseling and Psychological Services, right?



13:32

Yes, thank you. And that's actually a great example of where that idea of breaking things down and moving away from that unconscious competence that I'd forgotten that everyone doesn't know what CAPS stands for.



13:43

Right. No, I mean, we all do that. And I think just being aware of that ourselves, because you and I are having that conversation. I knew exactly what you were talking about. I mean, we've talked about it a lot.



Meagan Patterson 13:52

Sure. This is part of developing your identity as an instructor too, is thinking about how you kind of want to position yourself in terms of students who need help, need support, right. And you can do that in different ways. So I on the table, where I meet with students, I have a box of Kleenex, and I have a bowl with fruit and granola bars, because sometimes students come in and they're hungry. And that's part of what's stressing them out. So now, again, and not everybody has to do that. But it's just a way to think about, Can I make the environment more welcoming? Are there things I could do to help with that? One of my colleagues, she doesn't have Kleenex, because she says she doesn't want to encourage crying, but she has candy. And that encourages students to come in, and that lets her, you know, check in with them and talk with them, you know, they come in to get a piece of candy. And then they might also mention, oh, you know, I'm having this issue with one of my courses. And she can help them with that.



14:43

Well, and I think that's a good point, I, the food that you bring up, makes me think of students who are homeless, or who lack the food that they need. And that's been a growing problem on campuses around the country. And I think that what I've learned is, before you jump to conclusions about someone, draw them aside and ask, I mean, I've had a case that I'll give an example of that I'm not proud of, because when I started teaching 15 years ago, the culture was very much, you be stern. And your role is to make sure students are doing what they're supposed to do. And you don't let them push you around. And so I had a student at one point, he said, I didn't make it to class, because I woke up and my bed was covered in ants. And I thought, well, that's a great story. And, you know, this was not long after I'd moved to Lawrence, and later on realized this was probably real, that in Lawrence, there are, it's very common to have ants get into the house, and that could very well have happened. But it was one of those things where I dismissed it out of hand. And it was stupid on my part. And one of those things that I've learned since then, and I was trying to fit into a culture of sternness I kind of is the way that I would, would put it and, and that's not who I am. And that's not who I wanted to be. And that's not the kind of classroom that I wanted to create. And yes, we have to set boundaries, we have to set standards that students meet. But when we're in the workplace, none of us expects to be treated like that. And that's what we have to make sure that we're doing within our classes is that yes, we want to uphold the standards and to help students learn. But I mean, students have lives, a lot of them are working 20 to 30 hours a week, or more. Some of them are commuting, they have families, they come from a lot of different backgrounds, that they don't necessarily feel comfortable in the environment that we're in and we have to be aware of it. We can't be the parent to everyone, but we can create that feeling within a classroom or with our students that yes, you can come to me, you can, you can ask questions. This is a safe place to ask questions. And, and it's a good thing to ask questions. Yeah, I don't want you I'm not going to put you down if you ask a question, because I know some students are timid and say, I know this is a dumb question. It's like, Well, no, sometimes I get this in email where all right, I'm what is it that you wanted with this assignment? Well, have you read the instructions? You know, have you read the assignment sheet? Well, no, I'll say okay, well read the assignment sheet first and come back. But I do that rather than saying, well, you, you silly person, you know, why would you ask that question? Because it was, you know, it was already written down for you. So just being aware of that, and I think being, you know, kind of understanding and treating the, treating students the way that you want to be treated in your own environment?



18:02

Sure. Sure, yeah. I think a lot of faculty are reluctant sometimes to get involved. They feel like a student has a personal problem for a variety of reasons. Some being if there is a

culture in your field, or in your department of our job is to teach the content, it's not to get involved with students personal lives, that can be a barrier. But I think also, sometimes people are worried of, Oh, my gosh, what if I ask a student about what's going on? And they tell me that they're homeless? Or that they're being abused by their partner or something like that? That's a lot. And you know, I'm not a social worker, I'm not a trained counselor, how am I going to deal with that? And again, I think that's a place where being aware of those resources on campus is really helpful to help you feel like you're not alone, it's not going to be your responsibility to solve the students problems on your own. But knowing that there are places that you can refer them to, and there are ways that you can be part of a network of support,



18:55

Right. I want to get back to the classroom specifically, because you talked about ways when students are in the classroom to help them get to know one another, that just talking with a with a partner, some things like that can be helpful. So can group work. And we've we have a whole podcast about group work, but I think there's something there that's worth reiterating. In the often, when we've, in the past, when when we think about group work, I've done it, I've talked to faculty members who I think we've all done this at one point, we think, okay, we want to make these groups diverse. So if we have, okay, I'm going to put, I'm going to put this group of students here and this group of students here, and by doing that, with good intentions, I've probably isolated students, right? I mean, can you talk a bit about that?



19:44

Sure. And as you said, I think that's very common to look at, okay, I've got a classroom with 50 students, I'm going to make five groups of 10. And I've got 10 women in the class, I'm going to put one woman in each group, and that will make sure each group has, you know, an opportunity to have that voice represented. But one of the things we know from the research literature on groups and effective groups in education, is that one problem that can come up in that sort of situation is that those women can then feel isolated, or, again, this could be true for people from whatever group, international students, students of color or whatever. I'm just using women as an example. But again, that those students who are then the only member of their identity category in that working group can feel isolated, it can feel harder for them to get their voice heard. We also can see, especially with gender, but with other things as well, that then that student can sort of fall into or be placed into a role that's kind of consistent with their category of, oh, we'll have the one woman in the group, she'll be the one who takes the notes. And that can cause problems.

Because if you're taking on that same role every time, especially if it's kind of a passive role, you're not really getting the full learning experience. So thinking about how do we make groups thoughtfully, maybe instead of each group has one woman, half the groups have two women, half the groups don't have women. And that can help to promote that sense of connection among people who are from those underrepresented groups in a particular classroom. also thinking about things like if you're going to have roles, having Assigned Roles that have to rotate, so you can't have one person being the secretary every time, you can't have one person being the the presenter who reports out every time that we all need to be prepared to take on different kinds of roles as part of the learning experience. And again, that that's just expected. And that can help people to step out of their own comfort zones and develop new skills. But it also can help to prevent people again, falling into or being put into kind of the stereotypical roles, for people like them.



21:51

Right. Let's go back to that second area of Diversity, Equity and Inclusion that you were talking about. And that's teaching about diversity, equity and inclusion. And we were talking a bit before that this is very field specific or discipline specific, you want to talk about that?



22:10

Sure, sure. So there are some fields where Diversity, Equity and Inclusion are really central to the mission of the field. So fields like sociology, for example, or social work, then there are other fields where the concepts of Diversity and Equity and Inclusion might feel more kind of peripheral, or it might be less clear how you might incorporate that content. But I think that we've seen, we've seen lots of examples of this at KU, where DEI can be incorporated into any classroom, any content area, but it takes being thoughtful about how to do that. And so we've got lots of great resources on the website, about teaching about diversity and equity and inclusion. But there's also going to be specific concepts that might come up related to your field. So thinking about, what are the concepts for your field that are really central for thinking about diversity and equity? How can you incorporate those? How do you want to talk about them? But it can also relate to things like representation. So if you're having readings, or you're talking about key figures in the field, are you drawing on people from diverse backgrounds, in terms of that representation. So when we're talking about well known chemists, or whatever, in a chemistry class, making sure we're not just using only white male chemists, because that's going to convey a message about who is this field for, who can be successful in this field. And so making sure we have a variety of people represented, can really help to promote,

again, that sense of kind of connection for students.



23:40

One of the other things that is important here is that students in our classes have different comfort levels, when it comes to talking about race, about gender, about some of these issues that can be, they're difficult to talk about. Sometimes I think especially in the culture today where there are wide splits among people. So what do we need to be thinking about there?



24:07

One thing that's really helpful to think about is the idea of ground rules so that when we start off a class, we're going to think about what could be the ground rules for discussion? How are we going to talk? How can we disagree respectfully? And really making sure that students are involved in the process of setting those ground rules, that ground rules aren't just something that the instructor sets at the beginning of the class, and then it's the instructors job to enforce those rules, instead, thinking about those ground rules more as sort of the norms of the community, and that everyone is responsible for upholding those norms. And so that can be really helpful.



24:46

Give me an example of that. I mean, what might that involve?



24:49

So it again, these are to some extent, kind of field specific, so sometimes it can be about things like what kind of evidence can you use, or should you use, to support an argument? Do you need have data to support your argument or as a personal story, okay, you know, things like that. And that's maybe going to be different for different fields. Again, other ground rules, I think one really common one is about disagreeing with the idea and not the person. So when someone says something that you don't agree with, communicating that you don't agree with that position, that idea, but that you're not attacking the person personally. And this can be really important, I think, especially for things related to diversity and equity, because they oftentimes into our values, our personal experiences, our personal identities, and so it can be really hard to be questioned or disagreed with. But even I think also, that can be something to talk about in ground rules, that you are

going to be disagreed with. And you need to be able to handle that. You need to be able not only to disagree with others respectfully, but be prepared to be disagreed with, and that that's really important to prepare yourself for.



25:54

And that's hard for a lot of people I know I come up from a through a culture where you don't disagree, I mean, especially when the authority figures you are very much about going along. And, and that makes it difficult, I think, especially in a college environment where you're coming in, and you're feeling a little bit out of your element already. And now someone is questioning something that you didn't even think was a problem, before. And we're and then you're being asked, Well, now I want you to challenge someone else when you don't believe them. And that's that can be difficult, it takes time.



Meagan Patterson 26:32

Another framework that I think can be really helpful for conversations related to diversity and equity, is the notion of calling out versus calling in. So we have the idea of calling someone out, that you've said something offensive. And so I'm going to call you on that I'm going to call you out, I'm going to make you aware of this thing you've said that's offensive. And that can be valuable in certain contexts. But it can also be a practice that shuts down discussion, people become afraid of being called out. And so they don't want to speak. They don't want to share, they don't want to question, what seems to be sort of the prevailing message within a group. And so some scholars in this field have argued that we want to shift away from calling out and more into calling in, which is basically this idea of, I want to, at the same time, say hey, what you said might be offensive. But let's talk about it. Let's talk about why you hold that view or why you said what you said, and let me talk about why I think or other people might think that that might be offensive, and can we come to some sort of common ground. Again, it goes back to that idea of we're a community. And the goal here is not to push people out, it's not to exclude people, it's not to say, I'm right, and you're wrong, or you know, I have the correct values, and you have the wrong values. It's about, we all want to be a community that works together, and can talk with each other and can talk about difficult things. But sometimes that means, I'm gonna have to say I think you're wrong. And here's why. But we're going to talk about that together, rather than you're wrong. And I'm pushing you out.



Doug Ward 28:08

Well, and I think that's so important today, where society is so divided, and people don't

talk to each other, or with each other, they tend to talk at each other. And when that level of tension rises, it starts to, people just start tuning out and you're not listening. And I think that's an important part of this is just being able to listen and to actually hear what somebody else is saying.

M

Meagan Patterson 28:36

And I think that comes back to something that I'm not sure if we've talked about before, but that a lot of students when they come to college don't really know what the purpose of discussion in a class is. And they tend to come to class discussions through the framework of a debate, right, so that the purpose of a discussion is for me to make my point, win people over to my side, and sort of win. That's not the purpose of discussion. Most of the purpose of discussion is not about you talking, it's about listening and hearing what other people have to say. And so again, can we, in the way we talk to students and the way we set up a classroom, in the way we assess, can we make sure we're communicating that framework about what the purpose of discussion is, and what we want people to be getting out of it.

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29:22

Yeah, and we can model as well. I mean, when someone says something, and you can say, That's interesting. Why? Why do you believe that? Or where are you coming from, rather than putting someone down? I mean, it's creating that community and drawing them in. I always think of something that Marta Caminero-Santangelo, has said, and she has led our Diversity Scholars for the last three years. And she says that I always come at this, assuming people have the best intentions, that we all mispeak, we all do things that we're not aware of. But I'm coming at it from the assumption that people have the best intentions. And when I do that, it can defuse some of that tension, and help people then talk through some things rather than putting them on the defensive. And that's where things tend to shut down, is when we get on the defensive. I want to do one more thing here. We talked about, what do we mean by diversity, equity and inclusion, but I want to tear those apart a little bit in that the difference among them. So let's start with diversity. What do we mean by diversity?

M

Meagan Patterson 30:33

So that's a big question. And I think, again, it's one of the challenges is different fields may think about this differently. But when I talk about diversity, I always say that for me, in my research, and my teaching, what I think of as diversity is the idea that people come from

different backgrounds, and they belong to different social groups, including things like race, gender, class, sexual orientation, and that those group memberships shape their experiences, and that they shape people's experiences, both in terms of how we as individuals view the world, but also in terms of how other people view and treat us. And so then that ties into the idea that not everyone has equal opportunities, not everyone is going to have equal access to resources, and that those opportunities and access to resources are tied to those social group memberships, like race and gender and sexual orientation.

D

Doug Ward 31:33

So then how does that differ from equity?

P

31:36

Yeah, so equity, kind of builds on what I was talking about there at the end about that idea of access to resources, access to opportunities. So the goal with equity, and one of the useful points here is to think about the difference between equity and equality. Because a lot of times when people hear equity, they think that equity is about sort of giving everyone the same thing or treating everyone the same way. And that could be an important part of equity. But equity is sort of a bigger, broader goal, that's about giving each person what they need to be successful. And so there's a great visual that I love to use when I talk about equity versus equality that has these three different people of different heights, who are standing behind a wall trying to watch a baseball game. And it starts off really only the tallest person can see because they're the only one who can see over the wall. So the shorter people need a box to stand on, so they can see over the wall and see the game. This is the only time you'll hear me use a sports metaphor.

M

32:33

That's good. I'm glad you're bringing this up. Because I was just thinking of that very same representation. And that's great. And so I mean, and that's the equity, I mean, the equity then is giving people, the, what they need to be able to succeed. And in this case, it is the one person may not need anything, because that person can see over the wall, and others may need different ladders or boxes to stand on. So that they can see.

M

Meagan Patterson 32:59

So equity is again about sort of that providing access, providing opportunity. But while at

the same time recognizing that different people may need different supports, to get access to the same outcome.

D

Doug Ward 33:10

Right, and then inclusion.



33:12

So inclusion has to do with sort of taking our understanding of diversity, taking the principles of equity, and really putting them into practice, in the classroom, in the workplace, in the community. So that idea of providing supports that we talked about, what we talked about in equity, that's part of the idea of inclusion, and creating an environment where everyone can be included, feel included, where everyone can succeed, because they have those resources or supports that they need to succeed and to have access to and engage with what we want them to learn.



33:47

That's great. We've covered a lot of territory here. This has been great in that we've talked about what do we mean by Diversity, Equity and Inclusion? What can instructors do? How do we go about making sure that our classes are inclusive? And then you've talked about the two branches here that this becomes making the class inclusive, but then it's also about how do we talk about this within our classes? We've talked a bit about how do we help students interact, and that that's an important thing about groups. And talking about some of these issues. And by setting ground rules, we touched on the hidden curriculum and on this idea that there are all of these things that we expect students to know, but we have to be aware that they may not know them. But there anything else that we haven't touched on?



34:36

I think one of the things that does come up sometimes with classroom conversations about diversity and equity is that those topics can be emotional, which we've talked about a little bit, but that they can lead to what are sometimes called hot moments, these sort of sudden flare ups of emotion within a classroom. And so thinking about how to manage those, which I think we're going to talk about later on, or have some resources about on the website. But I think that's one of the things also to think about as you're planning a course, thinking about discussing these topics related to diversity and equity is having a

plan in place or some strategies in place for managing those hot moments so that you feel prepared when they do arise.



35:15

And there's no way we can cover everything here. And we have a lot of good resources on the CTE website. So we encourage you to really delve into those resources and take a look and be aware of them. But also be aware of the resources that are available outside and Student Services has created a fabulous list of the resources that are available around campus for helping students so just remember with all of this, you're not alone in this and that you shouldn't try to take all of this on yourself that there are people here to help. This is Doug Ward.



Meagan Patterson 35:54

And I'm Megan Patterson.



Doug Ward 35:55

We will talk to you again