



# CREATING AN INCLUSIVE CLASSROOM

GARY FRASER, ASSOCIATE DEAN FOR DIVERSITY & INCLUSION  
SEPTEMBER 2, 2021

***INCLUSION, DIVERSITY, BELONGING, & EQUITY***

## ***INCLUSION***, *DIVERSITY, BELONGING, & EQUITY*

*the action or state of accepting or of being accepted  
within a group or community.*

*INCLUSION, **DIVERSITY**, BELONGING, & EQUITY*

*The composition of differing elements, especially a combination of people who possess different social identities*

*Note: there is no such thing as a “diverse individual”  
– you need a group for it to be considered diverse*

*INCLUSION, DIVERSITY, **BELONGING**, & EQUITY*

*a feeling of being connected to a community*

*INCLUSION, DIVERSITY, BELONGING, & **EQUITY***

*the quality of being fair and impartial; freedom from bias or favoritism*

***INCLUSION, DIVERSITY, BELONGING, & EQUITY***



# INCLUSION, DIVERSITY, BELONGING



Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the "Little Rock Nine," enters Little Rock Central High School in Arkansas on Sept. 23, 1957.



Dorothy Counts, the first black student to attend Harding High School, in Charlotte, North Carolina, September 5, 1957. Photograph from AP Wide World



*INCLUSION, DIVERSITY, **BELONGING**, & EQUITY*

*a feeling of being connected to a community*

*INCLUSION, DIVERSITY, BELONGING, & **EQUITY***

*the quality of being fair and impartial; freedom from bias or favoritism*

# **INCLUSION, DIVERSITY...** *BELONGING, & EQUITY*



Walking past a jeering crowd, student Elizabeth Eckford, age 15, one of the "Little Rock Nine," enters Little Rock Central High School in Arkansas on Sept. 23, 1957.

**...ALSO NEEDS BELONGING & EQUITY**

## ***SOCIAL IDENTITY***

*a multifaceted concept that includes a person's conception and expression of who they are and how society describes and affects them*

## EXAMPLES OF SOCIAL IDENTITIES...

*(Dis)Ability  
status*

**RACE**

*Age*

*Nationality*

*Sexual  
Orientation*

Body

Size

Ethnicity

**Gender**

*Religious  
Beliefs*

***Socio-  
Economic  
Status***

## ***INCLUSION, DIVERSITY, BELONGING, & EQUITY***

*“...(are) not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities. They should be indispensable elements of an NYU education on all of our campuses. A diverse population encounters and appreciates all perspectives of an issue with a wealth of different approaches to confront it. The result is a higher quality of debate, and a more excellent and advanced academic enterprise.”*

*Andy Hamilton  
President, New York University*

# **10 WAYS TO MAKE YOUR CLASSROOM ENVIRONMENT INCLUSIVE**

# REFLECT

Ask: Is there anything in my class syllabus or course materials that impact me differently based on any of my social identities? What if I had a different set of identities?



# ACKNOWLEDGE

It's okay to acknowledge you are not an expert on some aspect of social identity but if something comes up in classroom discussion, recognize it and try to find a few minutes for any discussion before moving on in your class.

# DON'T ASSUME

A visual look does not equal a social identity! Don't assume a student has knowledge based on how you see them (e.g. "Tell us about the economics in your country" or "How is this said in your country?")

# ACCOMMODATE

Moses Center  
NYU Student Health Center

<http://www.nyu.edu/students/health-and-wellness/student-health-center.html>

Dr. Yam

# INVITE

Students to share conflicts based on social identities (e.g. religious observances) but give them a deadline to communicate this to you in advance

# REVIEW YOUR COURSE CONTENT

Is it diverse? Does it mostly focus on one social identity (like male gender, white racially, or USA based) versus a variety?

# LEARN NAMES

It's okay to ask a student how to pronounce their name. Try Google Translate or ask students to use the feature in Albert. Don't create a substitute that easy for you but may offend or isn't the same for everyone else.

# **MANAGE ANY MICROAGGRESSIONS IF ANY OCCUR**

Try to create an inclusive classroom environment where microaggressions are addressed if they occur and they are policed by everyone.

# PAUSE

Before you choose a student to answer a question as some students may be more reflective before they raise their hand. Invite those who have not contributed to answer a question.



# **SOCIAL IDENTITIES ALWAYS = DIALOGUE**

If topics come up around social identities, it's important not to debate or even have a discussion but seek to have shared learning through dialogue (listening).

# *Resources*

- **The NYU Office of Global Inclusion, Diversity and Strategic Innovation.** University wide resources for the entire NYU community with topics and issues related to inclusion, diversity, belonging, and equity
- **The NYU Bias Response Line.** Open to all students to share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.
- **The NYU Wellness Exchange.** A The Wellness Exchange is your greatest mental health resource at NYU. Call the 24-hour hotline at **(212) 443-9999**, chat via the Wellness Exchange app anytime, make a [virtual appointment](#), or "stop by" during our [virtual drop-in hours](#) to speak with a certified counselor about any day-to-day challenges or health concerns, including medical issues, stress, depression, sexual assault, anxiety, alcohol or drug dependence, and eating disorders.
- **The NYU LGBTQ+ Center.** Creates a welcoming environment for students, faculty, staff, and alumni to develop their understanding of and engage with LGBTQ+ communities through programs, events, learning and development, support, consultation, and resource sharing.
- **The NYU Moses Center for Student Accessibility.** Helps determine appropriate and reasonable accommodations that support equal access to a world-class education.
- **The NYU Center for Multicultural Education and Programming (CMEP).** offers a vast array of educational and social events, programs, and resources that aim to engage, support, empower, and celebrate students of color and those of marginalized and underrepresented backgrounds—throughout NYU’s global network and around the world.
- **The NYU Office of Global Spiritual Life.** Offers trainings, tools and experiences that cultivate belonging in order to reclaim the value of love in education and action.
- **The NYU International Student Center.** Serves as a hub for events and programs that foster meaningful connections among all global thinkers and help students from around the world make the most of their NYU experience.
- **The NYU Title IX Office.** It protects individuals from sexual or gender-based bullying, discrimination, harassment, and violence. This includes protection from being retaliated against for filing a complaint of discrimination or harassment.

# ***Gary Fraser***

*Associate Dean for Diversity and Inclusion*  
[gfraser@stern.nyu.edu](mailto:gfraser@stern.nyu.edu)