

## Intersectionality in the Classroom: Inclusive Teaching Strategies

Today's graduate students come from a variety of backgrounds and bring diverse experiences to their programs. Many graduate students are also expected to fill the role of both student and teacher, requiring a greater understanding of the experiences of themselves and others. The goal of this workshop, sponsored by the Graduate Student Issues Committee, is to examine how intersectionality, specifically race, gender, and class, affect graduate students and how they can understand and address these issues both as students and as teachers. At the end of the workshop, participants can expect to understand these issues of intersectionality in relation to themselves, their peers, and their students, and to have learned strategies for employing intersectional and inclusive teaching.

The presenter, a recent PhD recipient, will be able to speak to current issues of race, gender, and class. This individual participates in organizations addressing gender and social justice, and has experience with diversity and inclusivity training. The presenter's talk will begin with a short segment to introduce concepts of inclusive teaching, diversity, and visible vs. invisible identities. The participants will then be invited to engage in a "Think-Pair-Share" activity, in order to allow participants to reflect on their own situations, discuss them with an assigned partner, and then share them with the group, under the guidance of the presenter. This will aid the participants in thinking about different elements of their own identities, which will aid them in thinking more openly and holistically about identities throughout the workshop. The remainder of the talk will summarize modern research on the effect of inclusive teaching on student performance and the benefits of group diversity.

Following the talk, the presenter and presenter will facilitate several activities among the participants, the first being a "Carousel Brainstorm". Participants in small groups will brainstorm

solutions to a general scenario which touches on an issue of intersectionality. Each group will record these solutions on a handout, before passing on their solutions to the next group. This scenario will be pre-prepared to avoid discrimination and to give participants an impersonal situation to discuss, rather than focusing on the specific identities of any participant. This activity is designed to focus on the question: How can we add structure to our courses to support the learning of all students? When all have finished, the sheet will be collected and the presenter will guide everyone in a brief reflection.

The final activity will let participants think about their own teaching strategies and how they could make their teaching practices more sensitive to issues of intersectionality. A handout on inclusive teaching strategies will be passed out which guides the participant to reflect individually. They will read through and mark the inclusive teaching strategies they already use and find effective, as well as those they are interested in using in the future. Once they have completed the handout, they will have the opportunity to share with other participants the strategies they believe are effective in the classroom and learn others they may be interested in. The workshop will conclude with an open discussion in the large group about the strategies that are most suitable or adaptable to specific disciplines or courses, where the presenter will offer their own advice and final recommendations to the participants.

The participants in this workshop will be expected to remain respectful to others present and to the aim of the workshop, to recognize intersectionality and discuss ways to actively address it in the classroom. Participation in all activities and honesty in responses are essential for the attendee to fully engage in the workshop.