

Annual Accreditation/Assessment Seminar:
Intercultural Fluency as a Path toward Diversity, Equity, and Inclusion
Friday, September 16, 2022

Breakout Table Discussion Worksheet Summary

Talk about the ideas that arose during individual reflections. What are one or more examples the group would like to share during the report out?

Classrooms and Assignments

- Geology and Engineering: Connecting students with people and their cultures outside of the classroom
- Math: History of math assignment in Art of Math that has students explore the origins of math in different civilizations around the world.
- Education: Learning about how things are taught in Indigenous cultures in education assignment.
- Go beyond English language scholarly resources and publications from other countries. Have students find a foreign language article and use Google translate.
- Challenge students to identify other ways of knowing than Western ways of knowing, to understand multiple ways of knowing and learning.
- Icebreakers can actually help a student “learn by doing,” different from sitting there passively.
- Oral histories are a natural fit that could include multiple disciplines: history, JPC, anthropology, justice, etc. We have the last few people who were here at the dawn of statehood or just before. Limitations: time, organizing assignments ahead of time.
- Utilizing popular social media outlets (TikTok, Instagram, and Snapchat) to explore other cultures.
- Class assignment: Ethics of genetic testing; low stress book club to assess disability and advocacy before and after ethics assignment.
- Different scenarios: Explain “X” topic to this type of culture, that type of culture, etc.
- Incorporate Alaska Native corporations in Accounting class assignments
- Intro to American Criminal Justice System discussion regarding alternatives to the traditional British system. How to incorporate traditional methods of tribal policy.
- Class on Alaska Native Corporations (ANCs). A lot of students come in with no understanding of ANCs. Blackboard assignments where students ask any questions they want: Creates a safe zone to ask, since many are afraid to ask because they don’t want to offend. “Constructive discomfort.”
- AKNS A201 Alaska Native Perspectives. Go back to 19th Century and recreated a native community. Includes key historical aspects of society, including wars and marriage. Similar approach for the ANCSA module.
- Examples shared in class of how older adults are treated in their culture. Gets **all** students to realize they have a culture and to think about what variation in treatment of elders means to their society.
- World music class: Can’t have a hierarchy to music.
- Military students, who have been all over, add a lot of depth.

Pedagogy and Personal Approaches

- Pedagogy: Choices have big impact on student success. We demonstrate, they see it is important.
- Identify the cultural contexts that I want to ensure have an opportunity to learn about/engage with: Alaska Native, disability, LGBTQI, military.
- Create class guidelines for difficult conversations to give students the skills they need.
- Prepare myself as an instructor to have the skills to address microaggressions/aggression in the classroom.
- Ensure that all course materials are accessible; teach students to create accessible materials.

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- First have to know yourself, identify yourself in a cultural context. What is your place? Your role? Your internal orientation?
- Finding commonalities, intercultural competencies.
- Make disciplinary culture explicit, e.g., discuss in major core courses; working with others in practica

Events/Community

- Diversity, Equity, and Inclusion Conference; Grand Rounds (Move to making it a 1^o focus)
- German conversation table every Friday, 4-6 pm. Meeting point of students with community members, leads to sharing stories in English or German.
- Focus groups.

General Education

- For majors, there is some reliance on GER to achieve this.
- Faculty-generated curriculum is structured to introduce and develop this skill. 3 of 9 GER outcomes explicitly, + D&I and AKNT GERs. Work toward affective and behavioral integration and assessment. How to build on Gen Ed across the curriculum for more interaction and reflection.

Institutional Policies

- Review student financial policies. How do they impact UAA's various student demographics?