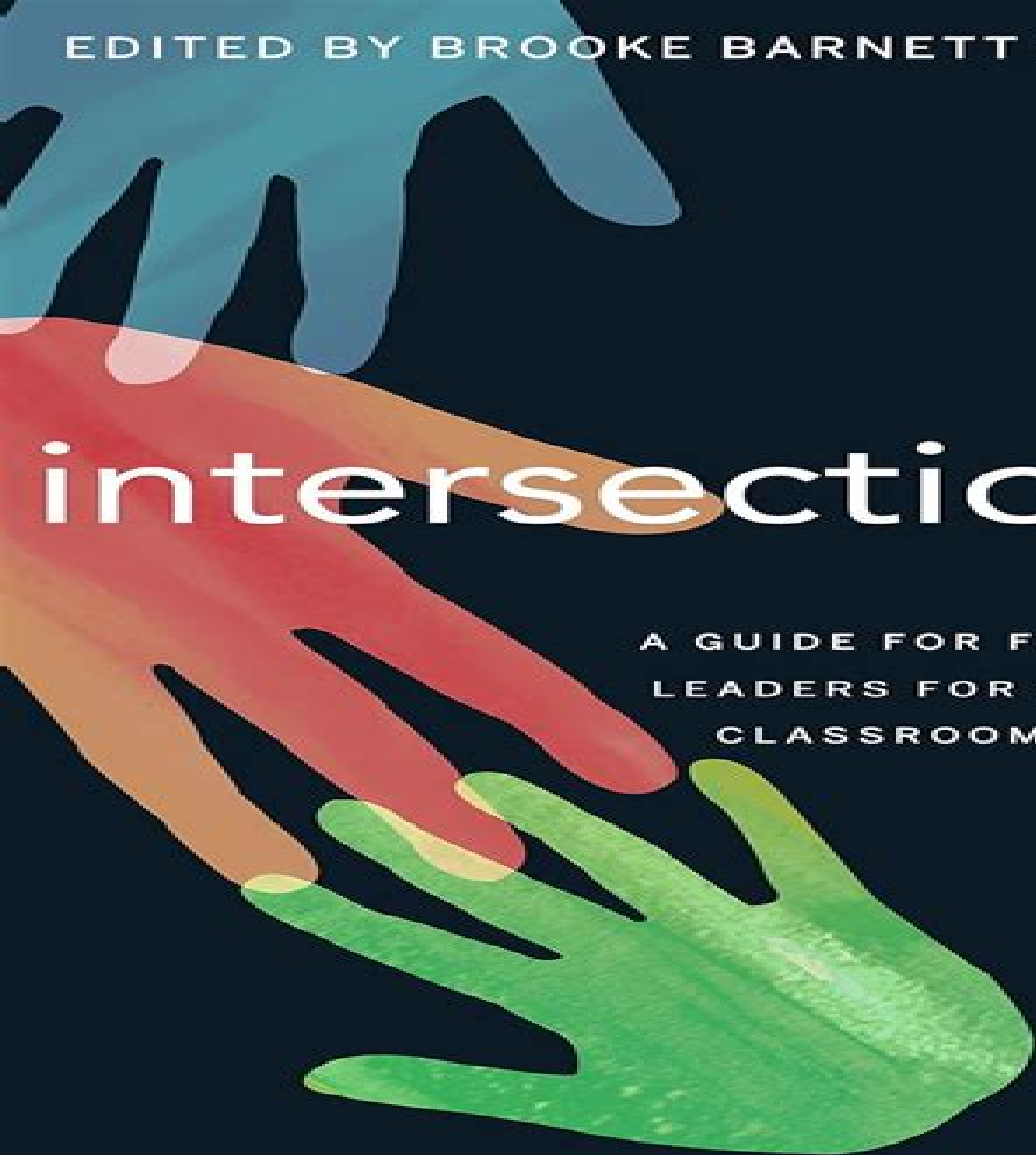


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The cover features three stylized, overlapping hands. A blue hand is at the top left, a red hand is in the middle left, and a green hand is at the bottom right. They are set against a dark navy blue background. The word 'intersectionality' is written in white lowercase letters across the middle, with 'in action' in smaller white lowercase letters below it.

intersectionality in action

A GUIDE FOR FACULTY AND CAMPUS
LEADERS FOR CREATING INCLUSIVE
CLASSROOMS AND INSTITUTIONS

FOREWORD BY
EBOO PATEL

And Intersectionality Action Inclusive Classrooms Institutions

Ian Pickup



And Intersectionality Action Inclusive Classrooms Institutions:

Intersectionality in Action Peter Felten, Brooke Barnett, 2023-07-03 Colleges and universities silo diversity and inclusion by creating specific courses to address them or programs to welcome and support people with a range of identities whereas in reality students faculty and staff do not encounter diversity in the fractured ways that match the organizational structures of our institutions We all simultaneously embody a variety of identities with different saliency in different circumstances and times This book offers models for institutions to move intentionally toward intersections of study abroad and multiculturalism of race and gender and religion and of other essential aspects of our educational programs and our students identities to open doors to new possibilities that better prepare our students for life in a diverse world and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres but to do better things by working together across difference Each chapter offers action oriented analysis focusing on particular campus intersections rather than attending to specific demographic groups Chapter authors also build on their own local expertise of doing this work on campuses that often do not have deep pockets or rich histories of such efforts The book is organized into three sections People focuses on diversity broadly defined considering questions about how we recruit and engage the students faculty and staff in the campus community and how we work with governing boards and others to promote inclusive excellence Environment focuses on inclusion including residence life the local community the working and learning environment and external factors and events such as national and international news or town gown relationships Learning focuses on perspective taking and learning about difference in the core curriculum the disciplines and the co curriculum as well as professional development for faculty and staff This ground reaking book helps readers no matter what position they occupy on campus to develop the knowledge and capacities necessary to create inclusive classrooms and is premised on the understanding that identity oppression power and marginalization cannot be addressed by looking solely at single identities

Intersectional Perspectives on Equality and Social Justice in Norwegian Higher Education Vander

Tavares, 2025-07-07 Highlighting how systemic inequities in Norwegian higher education are perpetuated through colonial legacies monocultures of knowledge and a lack of critical engagement this book offers an intersectional analysis that identifies issues and complexities in the domains of pedagogy epistemology research curriculum and support services Foregrounding the voices of researchers teacher educators and student teachers through a variety of methodological approaches the volume examines and critiques interconnected barriers rooted in experiences and ideologies of class gender sexual orientation race ethnicity body language literacy and religion that marginalize students and scholars particularly those with multiple minority identities Chapters identify persistent gaps in policy and practice in the experiences of students and scholars including those from the Global South despite growing equity diversity and inclusion mandates and discourses promoted by Norwegian higher education To address such challenges this volume advocates for decolonization pluriversality

and systemic changes in higher education and academic practices through intersectionality to create a more inclusive and equitable higher education landscape Advocating for the need to ethically humanize diversify and decolonize Norwegian higher education this book will be of interest to researchers scholars and postgraduate students in the fields of higher education multicultural education and sociology of education Policymakers and administrators may also benefit from the volume

Teaching with a Global Perspective Dawn Bikowski, Talinn Phillips, 2018-11-02 This important book answers the growing call for US institutions to internationalize create global citizens and better serve diverse populations Faculty are increasingly tasked with simultaneously encouraging a more inclusive worldview facilitating classroom environments that harness the potential of students and advising students who may need an array of university services or speak English as an additional language Teaching with a Global Perspective is an accessible hands on tool for faculty and instructors seeking to facilitate global classroom environments and to offer diverse students the academic language and interpersonal support needed for success Rich with practical features including Classroom Strategies Assessments Case studies Discussion Questions and suggestions for further reading in bibliographies chapters address developing a working understanding of global learning and inclusivity identifying opportunities and barriers to helping students grow as global citizens building confidence in teaching with a global perspective facilitating courses and in class participation that promote global and inclusive learning and communication between diverse populations designing curricula courses assignments and assessments that foster global and inclusive learning and support students with varied needs and providing facilitative responses to students academic work Teaching with a Global Perspective bridges an important divide in discussions about globalizing curricula by developing readers content knowledge while also helping them to develop more effective global communication strategies

The Experiences of Queer Students of Color at Historically White Institutions Antonio Duran, 2020-10-27 This significant text employs an intersectional analysis and considers the role of queer frameworks to understand the experiences of Queer People of Color at historically white institutions of higher education in the U S By presenting data from student interviews and reflection journals the book explores what it means to hold multiple minoritized identities and asks how such intersections are navigated contested and experienced on college campuses Exploring both micro and macro level mappings of marginalization and power the text reveals issues including institutional erasure pervasive whiteness in college and LGBTQ communities and institutionalized racism and heterosexism and offers in depth insights into the material psychological emotional and social impacts on queer students of color Ultimately the analysis highlights the necessity of employing intersectional frameworks for addressing interlocking systems of oppression and offers recommendations for the integration and support of queer students of color at historically white institutions HWIs This monograph will offer invaluable insights for scholars researchers and graduate students working in the fields of gender and sexuality higher education and issues of educational equity who wish to realize the potential of intersectionality as an analytic framework for the study of

identity and development of affirming educational environments *Building Inclusive Leadership Beyond the Gender Binary* Luce, Ann Marie, Lane, Debra, Terrell, Jenna Konyak, 2024-11-29 The gender binary presents an interesting paradox for leaders and raises the question for organizations on how to forge new paths and confront gender based stereotypes in leadership Many leaders outside of the gender binary remain absent from critical research and leadership studies Challenging beliefs about leadership may allow organizations to break through the gender binary and embrace gender fluid leadership styles Societal expectations and stereotypes influence the journeys of all gender identities across professions A broader understanding of the complexities surrounding gender and leadership is necessary to foster dialogue and insights for organizations seeking a more inclusive and equitable leadership landscape *Building Inclusive Leadership Beyond the Gender Binary* explores how the gender binary impacts leadership and provides insight into first person narratives and experiences of leaders that identify as gender fluid non binary queer or trans These perspectives contribute to a broader understanding of the complexities surrounding gender and leadership fostering dialogue and insights for readers seeking a more inclusive and equitable leadership landscape This book covers topics such as gender equity sexual identity and organizational culture and is a useful resource for administrators education professionals academicians researchers business owners sociologists and psychologists *The Palgrave Handbook of Crisis Leadership in Higher Education* Jürgen Rudolph, Joseph Crawford, Choon-Yin Sam, Shannon Tan, 2024-06-04 This handbook provides a frame of reference for the global challenges facing higher education leadership today Focusing on recommendations and directions for the future rather than simply a recap of measures taken during the COVID 19 pandemic the contributors also delve into contexts such as the climate crisis issues of diversity equity and inclusion digitalisation funding and marketisation the war in Ukraine and China Taiwan and Hong Kong tensions They collate a systematic global view of higher education systems during the pandemic and beyond and explore possibilities for the future providing recommendations for the new normal With contributions from across six continents the book will be of interest to students and scholars of higher education and governance university leaders government and accreditation bodies and anyone else interested in reflecting on the past few years in higher education and the road ahead *Encyclopedia of Queer Studies in Education* , 2022-02-07 Choice Award 2022 Outstanding Academic Title Queer studies is an extensive field that spans a range of disciplines This volume focuses on education and educational research and examines and expounds upon queer studies particular to education fields It works to examine concepts theories and methods related to queer studies across PK 12 higher education adult education and informal learning The volume takes an intentionally intersectional approach with particular attention to the intersections of white supremacist cis heteropatriarchy It includes well established concepts with accessible and entry level explanations as well as emerging and cutting edge concepts in the field It is designed to be used by those new to queer studies as well as those with established expertise in the field **Intersectionality and Higher Education** W. Carson Byrd, Rachele J. Brunn-Bevel, Sarah M. Ovink, 2019-05-03

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before to what extent do their efforts result in more socially just campuses Intersectionality and Higher Education examines how race ethnicity class gender sexuality sexual orientation age disability nationality and other identities connect to produce intersected campus experiences Contributors look at both the individual and institutional perspectives on issues like campus climate race class and gender disparities LGBTQ student experiences undergraduate versus graduate students faculty and staff from varying socioeconomic backgrounds students with disabilities undocumented students and the intersections of two or more of these topics Taken together this volume presents an evidence backed vision of how the twenty first century higher education landscape should evolve in order to meaningfully support all participants reduce marginalization and reach for equity and equality

Building Transfer Student Pathways for College and Career Success Sonya Joseph, Mark Allen Poisel, 2018-10-04 Published in partnership with the National Institute for the Study of Transfer Students Analysis of bachelor's degree completion suggests that only about a third of college graduates attend a single institution from start to finish More than one quarter earn college credits from three or more schools before completing a degree For most these student defined pathways lead to increased time to degree and higher costs Many will simply drop out long before crossing the finish line Ensuring college completion and success requires an understanding of the evolving nature of transfer transitions and a system wide approach that reaches beyond two year and four year institutions to include high schools participating in dual enrollment programs and military college initiatives A new edited collection offers insight into institutional and statewide partnerships that create clearly defined pathways to college graduation and career success for all students

Sound Pedagogy Colleen Renihan, John Spilker, Trudi Wright, 2024-02-06 Music education today requires an approach rooted in care and kindness that coexists alongside the dismantling of systems that fail to serve our communities in higher education But as the essayists in Sound Pedagogy show the structural aspects of music study in higher education present obstacles to caring and kindness like the entrenched master student model a neoliberal individualist and competitive mindset and classical music's white patriarchal roots The editors of this volume curate essays that use a broad definition of care pedagogy one informed by interdisciplinary scholarship and aimed at providing practical strategies for bringing transformative learning and engaged pedagogies to music classrooms The contributors draw from personal experience to address issues including radical kindness through universal design listening to non human musicality public musicology as a forum for social justice discourse and radical approaches to teaching about race through music Contributors Molly M Breckling William A Everett Kate Galloway Sara Haefeli Eric Hung Stephanie Jensen Moulton Mark Katz Nathan A Langfitt Matteo Magarotto Mary Natvig Frederick A Peterbark Laura Moore Pruett Colleen Renihan Amanda Christina Soto John Spilker Reba A Wissner and Trudi Wright

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