“To be clear, there's evidence that socially as well as racially integrated schools benefit all students.” - NPR
Using Inclusive Language to Support (sometimes invisible) Underrepresented Students

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Wisconsin Initiatives

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University of Wisconsin
Office of Admissions & Recruitment
THE PLAN

Identifying underrepresented students
Our role in supporting students

Inclusive language and approach
Scenarios

Strategies for advocacy
Who are the underrepresented students we work with?

- First generation
- Working class
- Foster Youth
- Students of Color
- Undocumented Students
- Mixed Race
- LGBTQ+
- Farming or Agricultural families
- Rural students
- English Language Learners
- Students with Different Learning Styles
Awareness: The lack of diversity among staff

How might this impact your students?
Awareness: The lack of diversity among staff

How might this impact your students?
How can we be more intentional?

Acknowledging Privilege

Catching Bias

Using Inclusive Language
What is inclusive language?

- Acknowledges diversity
- Conveys respect to all people
- Is sensitive to differences
- Promotes equal opportunities
- Based on kindness and curiosity

The Linguistic Society of America (LSA)

By using inclusive language and an inclusive approach to advising students, we can help break down barriers that require students to self-disclose their life situation.
Gender Inclusive Language

Many older titles and phrases are rooted in the binary (male/female) with the assumption that male = typical.

<table>
<thead>
<tr>
<th>Instead of Using</th>
<th>Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Hey guys!” as a greeting</td>
<td>“Hello everyone!” or “Hi all” or “Hello folks”</td>
</tr>
<tr>
<td>Him / Her / She / He</td>
<td>They</td>
</tr>
<tr>
<td>Man</td>
<td>Person / Individual / Student</td>
</tr>
<tr>
<td>Ladies / Office girls</td>
<td>Office staff</td>
</tr>
<tr>
<td>Freshman</td>
<td>First-year student in college, or 9th grader</td>
</tr>
<tr>
<td>Transgender(s) as a noun, transgndered</td>
<td>Transgender person</td>
</tr>
</tbody>
</table>
Socioeconomic Language

This language can influence the way a person or their community is viewed and how they view themselves. Using language that maintains the dignity of individuals and does not lay blame is pivotal.

<table>
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</thead>
<tbody>
<tr>
<td>Inner city or “at-risk”</td>
<td>Under-resourced</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>Neighborhoods with high poverty rates</td>
</tr>
<tr>
<td>Distressed or “urban” neighborhood</td>
<td>Neighborhoods with access to fewer opportunities</td>
</tr>
<tr>
<td>Poor, working poor</td>
<td>Working class, working hard to make ends meet, hardworking</td>
</tr>
<tr>
<td>Homeless people/students</td>
<td>People/students experiencing homelessness</td>
</tr>
</tbody>
</table>
## Demographic & Race Language

Ask how someone prefers to be identified. Do not specify race or age (for example) unless there is relevance.

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<th>Instead of Using</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alien, foreigner, “those people”</td>
<td>Immigrant, visitor</td>
</tr>
<tr>
<td>Ethnic, urban</td>
<td>People of color, multiracial person/people</td>
</tr>
<tr>
<td>Indian</td>
<td>Native American, American Indian, First Nation, Indigenous Person</td>
</tr>
<tr>
<td>Old person or young person</td>
<td>Person</td>
</tr>
</tbody>
</table>
Scenarios

Now you try it!
Strategies for Advocacy
Avoid Undermatching

“New study finds that ending SAT and ACT requirements results in more applications and more diversity -- **without any decline in graduation rates.**”

“...average test scores trail [those of white students] not just because of economic disadvantages, but because some parts of the test result in **differential scores by race for students of equal academic prowess.**”

-Inside Higher Ed
Empower Confidence

Holistic Review is real
- Less emphasis on test scores
- More on academic performance and rigor

Potential is nurtured
- Study & Enrichment Communities
  - CAE, CeO, SCE at UW-Madison
- UW Help - TRIO Programs at all campuses
- Cultural Centers
- Affinity-based student orgs
- Learning Communities
Be the Advocate

Reduce “opt out” based on cost
• Application Fee Waivers
• Bucky’s Tuition Promise
• Fast Track
• Scholarships

Write the story they may not share
• Continued engagement attempts
• Deploy your new confidence and skills
Small Group Discussion
Questions?

Thank you!

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