



*“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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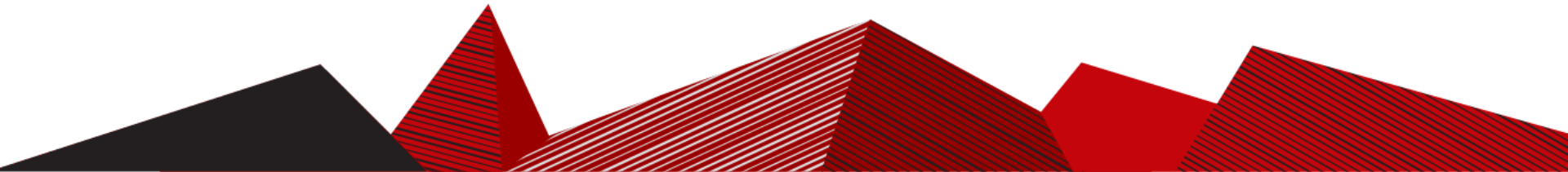


# THE PLAN

**Identifying underrepresented students  
Our role in supporting students**

**Inclusive language and approach  
Scenarios**

**Strategies for advocacy**





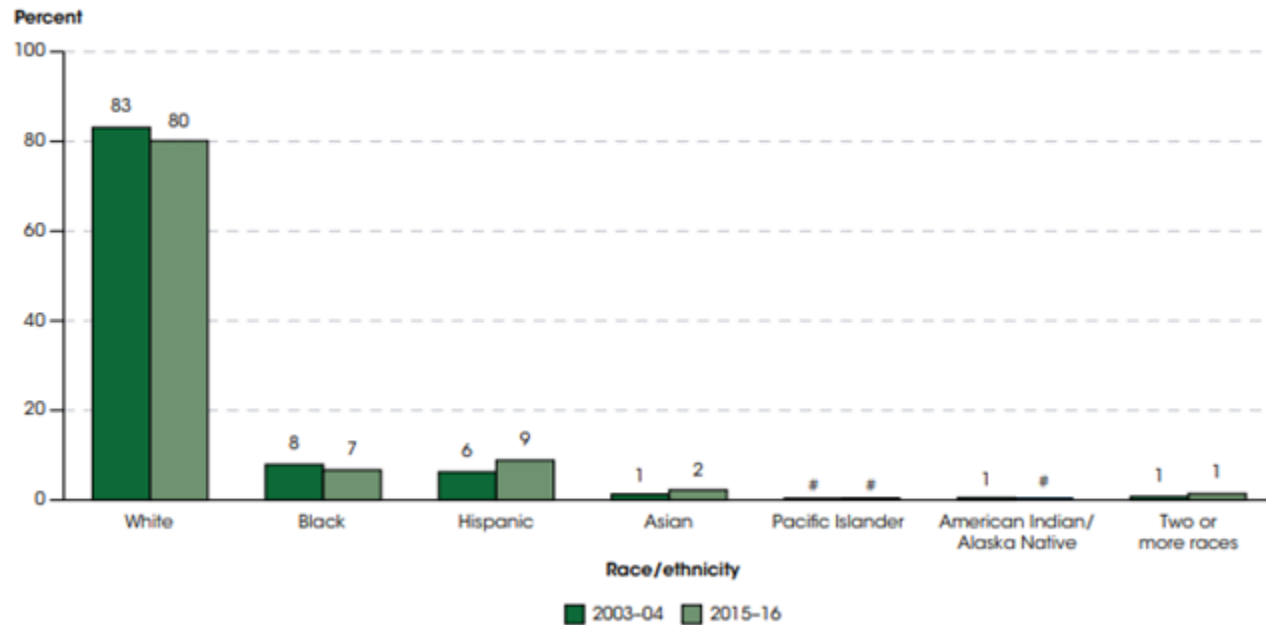
# Who are the underrepresented students we work with?

- 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



Figure A.1. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: School years 2003-04 and 2015-16

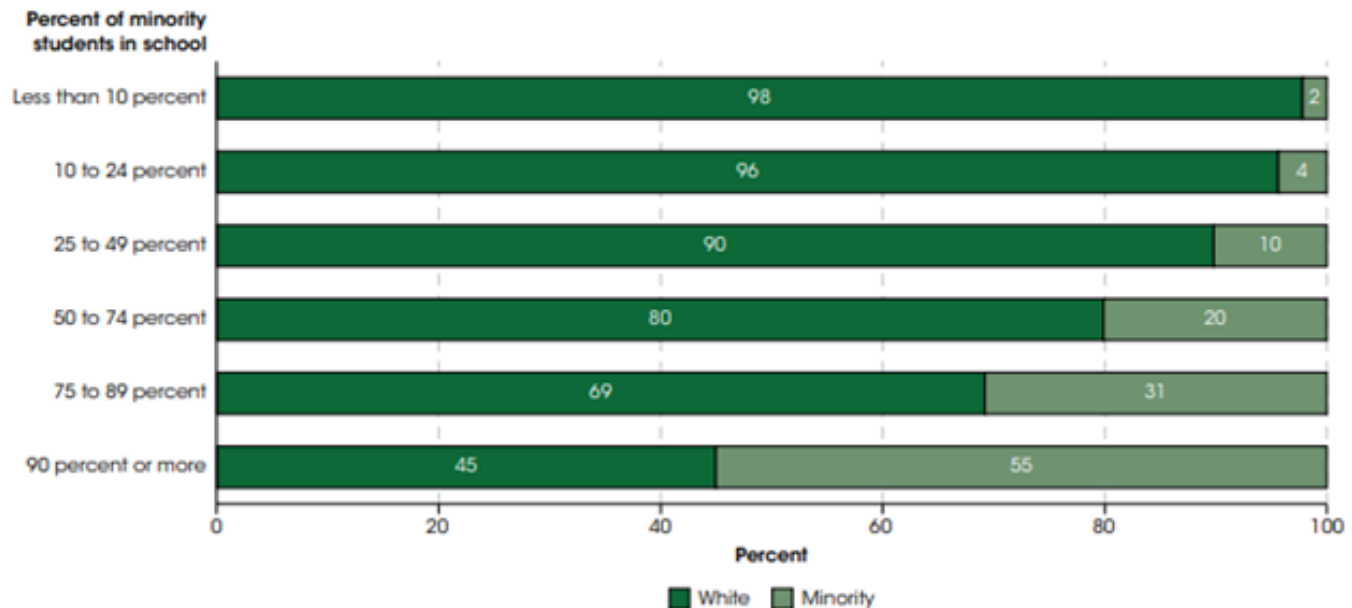


*How might this impact your students?*

# Awareness: The lack of diversity among staff



Figure A.2. Percentage distribution of teachers in public elementary and secondary schools, by percentage of minority students in school and teacher minority status: School year 2015-16



*How might this impact your students?*

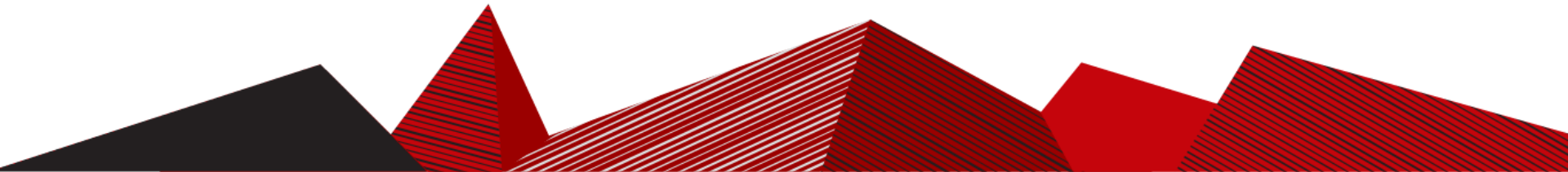
# How can we be more intentional?



**Acknowledging Privilege**

**Catching Bias**

**Using Inclusive Language**





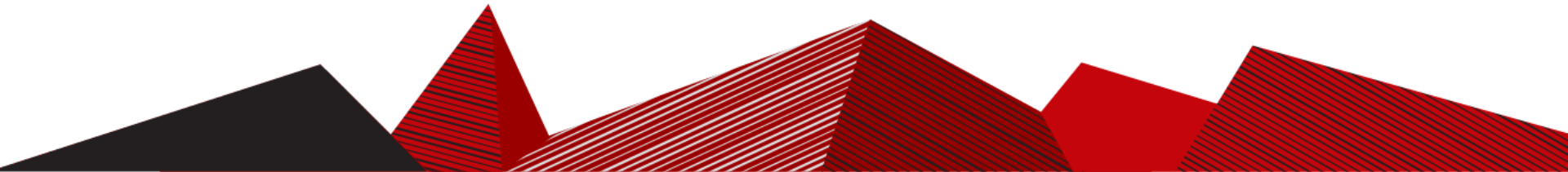
# What is inclusive language?



- 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.

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

# 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.

<b>Instead of Using</b>	<b>Try</b>
Inner city or “at-risk”	Under-resourced
Disadvantaged	Neighborhoods with high poverty rates
Distressed or “urban” neighborhood	Neighborhoods with access to fewer opportunities
Poor, working poor	Working class, working hard to make ends meet, hardworking
Homeless people/students	People/students experiencing homelessness

# Demographic & Race Language



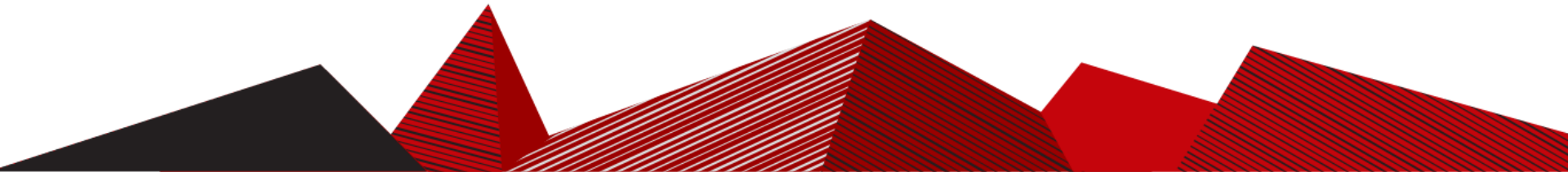
**Ask how someone prefers to be identified. Do not specify race or age (for example) unless there is relevance.**

<b>Instead of Using</b>	<b>Try</b>
Alien, foreigner, “those people”	Immigrant, visitor
Ethnic, urban	People of color, multiracial person/people
Indian	Native American, American Indian, First Nation, Indigenous Person
Old person or young person	Person



# Scenarios

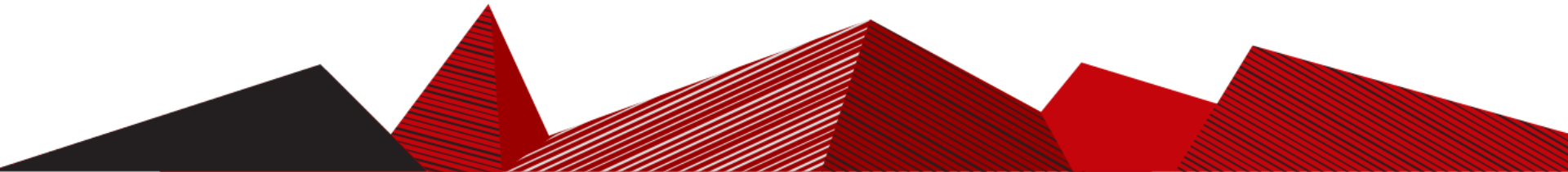
**Now you try it!**







# 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

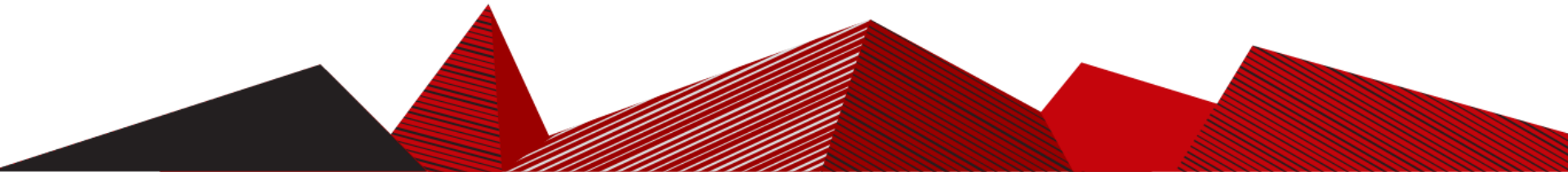
- Application Fee Waivers
- [Bucky’s Tuition Promise](#)
- [Fast Track](#)
- Scholarships

## 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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