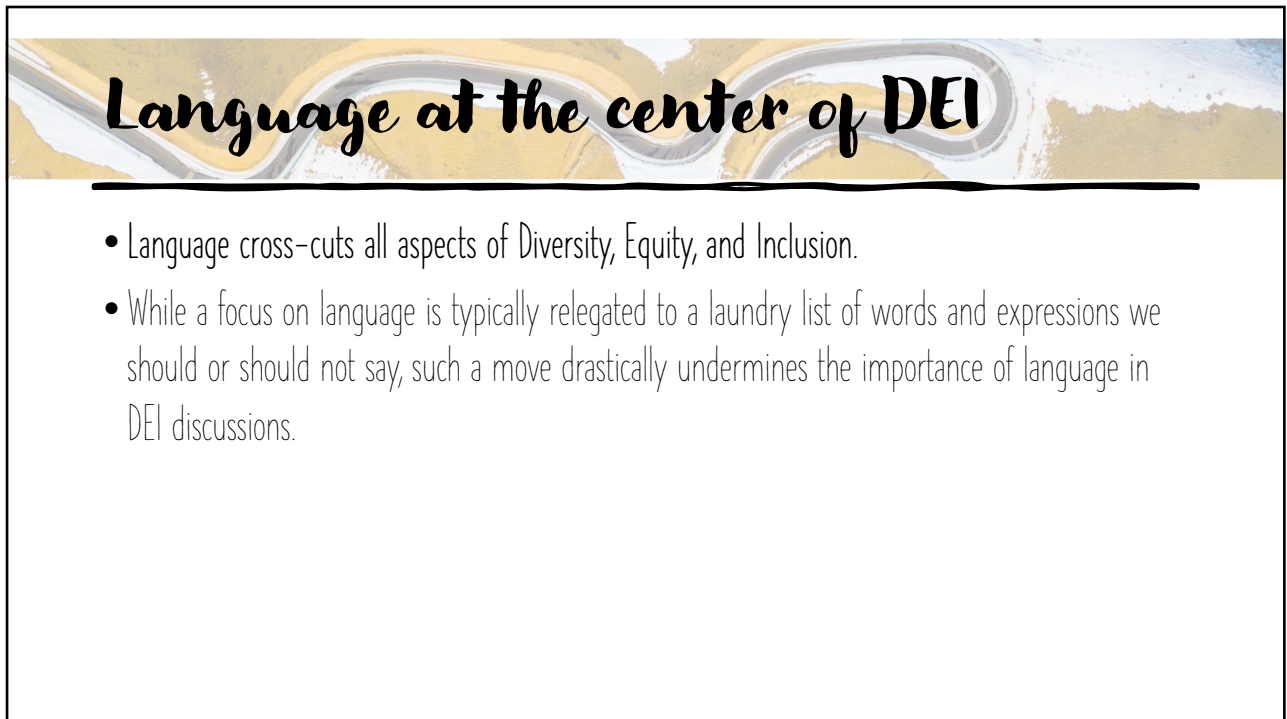


1



2

Diversity, Equity, Inclusion

• Diversity

- Is "expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, [language](#), culture, national origin, religious commitments, age, (dis)ability status and political perspective." (from the University of Michigan <https://diversity.umich.edu/about/defining-dei/>)
- Includes "all aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socio-economic status, [language](#), culture, national origin, religion/spirituality, age, (dis)ability, and military/veteran status, political perspective, and associational preferences" (from the University of Iowa <https://diversity.uiowa.edu/resources/dei-definitions>)

3

Diversity, Equity, Inclusion

• Equity

- Means actively working to "challenge and respond to bias, harassment, and discrimination" and "not discriminating on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status." (from the University of Michigan <https://diversity.umich.edu/about/defining-dei/>) (no mention of language here!)
- Means ensuring that "access, resources, and opportunities are provided for all to succeed and grow, especially for those who are underrepresented and have been historically disadvantaged" (from the University of Washington <https://www.washington.edu/research/or/office-of-research-diversity-equity-and-inclusion/dei-definitions/>)

4

Diversity, Equity, Inclusivity

• Inclusion

- Means creating a place where "differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion." (from the University of Michigan <https://diversity.umich.edu/about/defining-dei/>)
- Means ensuring that "all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and non-inclusive at the same time, thus a sustained practice of creating inclusive environments is necessary for success" (from the University of Iowa <https://diversity.uiowa.edu/resources/dei-definitions>)
- "Refers to the kind of active, intentional, and ongoing engagement with diversity that cultivates an environment where any individual or group can feel welcomed, respected, supported, and valued" (from Stony Brook University <https://www.stonybrook.edu/commcms/cdo/toolkit/1-why-work-on-dei/defining-dei>)

5

Why Language is fundamental to DEI

What we say	Pronoun usage Words and expressions we use
How we say it	Speech patterns The languages and dialects we speak and value
Who says it	The developmental 'default' Language and pedagogy Experts, citations, and references

6

What we say



7

What we say

- Pronoun usage
 - Even seemingly small functional elements of language, like the pronouns and titles we choose to refer to ourselves and others, send messages about how we establish our own identity and acknowledge that of others.
- Words and expressions we use
 - Phrases such as 'grandfather clause' 'manning/-man' still abound, with the consequence that vestiges of practices that have led to the discrimination and marginalization of members of our population seep into our language in a way conveys implicit bias against race and gender. Ableist language has the potential to ostracize those with mental or physical disabilities.

8

What we say: Pronouns

APA STYLE

Singular *they*

The singular “they” is a **generic third-person singular pronoun** in English. Use of the singular “they” is endorsed as part of APA Style because **it is inclusive of all people and helps writers avoid making assumptions about gender**. Although usage of the singular “they” was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including *Merriam-Webster’s Dictionary*.

- Always use a person’s self-identified pronoun, including when a person uses the singular “they” as their pronoun.
- Also use “they” as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage.
- Do not use “he” or “she” alone as generic third-person singular pronouns. Use combination forms such as “he or she” and “she or he” only if you know that these pronouns match the people being described.
- Do not use combination forms such as “(s)he” and “s/he.”
- If you do not know the pronouns of the person being described, reword the sentence to avoid a pronoun or use the pronoun “they.”

<https://apastyle.apa.org/style-grammar-guidelines/grammar/singular-they>

MLA Style Center

Specific Use

The MLA advises writers to always follow the personal pronouns of individuals they write about. Thus, if a person’s pronoun is *they*, the following sentences are correct:

Jules is writing their research paper on Jane Austen’s Persuasion.

Ari read the instructions to themselves (or themself) before beginning the test.

This use of singular *they* is widely accepted

Generic Use

They is also used “as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context,” as the seventh edition of the Publication Manual of the American Psychological Association attests (120). This use of singular *they*, until very recently discouraged in academic writing and other formal contexts, allows writers to omit gendered pronouns from a sentence like the following:

Each taxpayer must file his or her tax return before 15 April.

Instead, writers may substitute singular they:

Each taxpayer must file their tax return before 15 April.

MLA encourages writers to accept its use to avoid making or enabling assumptions about gender.

<https://style.mla.org/using-singular-they/>

9

What we say: Words matter

“Words in and of themselves are impotent. It is the socially structured practices and historically situated circumstances constituting our social lives that pour content into words, endow them with meaning and power.”

Sally McConnell-Ginet, *Words Matter: Meaning and Power* (2020)

10

What we say: Words matter

Patriot: A person who vigorously supports their country and is prepared to defend it against enemies or detractors.
Someone who loves their country and is loyal to it.

13

What we say: Words matter

Patriot: A person who vigorously supports their country and is prepared to defend it against enemies or detractors.
Someone who loves their country and is loyal to it.

"Kyle Rittenhouse will go down in American history alongside that brave unknown patriot ... who fired 'The Shot Heard Round the World'"

lead attorney John Pierce

Ivanka Trump @IvankaTrump

American Patriots - any security breach or disrespect to our law enforcement is unacceptable.

The violence must stop immediately. Please be peaceful.

Jake Sherman @JakeSherman

American patriots? I'm sitting here in lockdown. The capitol has been breached and people have guns drawn. What are you talking about? [twitter.com/IvankaTrump/st...](https://twitter.com/IvankaTrump/status/1318111111)

3:25 PM · Jan 6, 2021

6.6K likes · See the latest COVID-19 information on Twitter

14

What we say: Words matter

Implicit bias and exclusion in *everyday expressions*

grandfather clause

mankind

standard English

master suite

man the table

male nurse

Move the chain gangs onto the field

manmade

Asians are good at math

atypical

15

What we say: Words matter

Assumptions about *words* early in development



Guess which one is "really really smart."

Guess which one is "really really nice."

REPORT Bian *et al.*, *Science* **355**, 389–391 (2017) 27 January 2017

PSYCHOLOGY

Gender stereotypes about intellectual ability emerge early and influence children's interests

Lin Bian,^{1,2*} Sarah-Jane Leslie,³ Andrei Cimpian^{1,2*}

Common stereotypes associate high-level intellectual ability (brilliance, genius, etc.) with men more than women. These stereotypes discourage women's pursuit of many prestigious careers; that is, women are underrepresented in fields whose members cherish brilliance (such as physics and philosophy). Here we show that these stereotypes are endorsed by, and influence the interests of, children as young as 6. Specifically, 6-year-old girls are less likely than boys to believe that members of their gender are "really, really smart." Also at age 6, girls begin to avoid activities said to be for children who are "really, really smart." These findings suggest that gendered notions of brilliance are acquired early and have an immediate effect on children's interests.

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How we say it



17

How we say it

- Speech patterns
 - Statements that certain speech patterns, such as vocal fry or uptalk, which have been impressionistically (and empirically inaccurately) attributed to young women in particular, are undesirable and should be avoided, as they reify a prescriptivist notion of what counts as valid.
- Dialectal variation and grammar
 - Lack of knowledge of dialectal variation results in marginalization of those whose speech does not conform to a normative standard, and in some cases, has significant educational or legal repercussions.
- The language(s) we speak and learn
 - Policies and practices that suppress the use of indigenous or non-English languages, or prohibit adapting instruction to allow for bilingualism and non-standard dialects, reinforce the notion of a prescriptive, homogenous norm, shame, and further marginalize speakers, thereby widening the gap between students of different backgrounds.

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How we say it: uptalk and vocal fry

PLOS ONE PUBLISH ABOUT BROWSE

OPEN ACCESS PEER REVIEWED
RESEARCH ARTICLE

Vocal Fry May Undermine the Success of Young Women in the Labor Market

Rindy C. Anderson, Casey A. Klostad, William J. Mayew, Mohan Venkatachalam

Published: May 28, 2014 • <https://doi.org/10.1371/journal.pone.0097506>



THE PROFESSIONAL WOMAN'S MENTOR January 19, 2017

Vocal Frrrrryyy and uptalk?

VOCAL FRY IS SPEAKING WITH A GROWL AT THE BACK OF THE THROAT.

The result is a creaky, low, fluttery, sizzling sounding voice (imagine bacon frying on a pan). It's not professional. Women who don't speak with a vocal fry are seen as more educated, competent, and professional.

Here comes the scary part. The chances are very high that vocal fry has slipped into your speech patterns. Why? It's contagious!

NOW, LET'S MOVE ON TO UPTALK?

Uptalk happens when your voice goes up at the end of a sentence. This annoying habit makes everything sound like a question? Uptalk leaves the impression that the speaker doesn't know what she is talking about? Perhaps, she isn't even sure of her own name... "Hi, I'm Brittany?".

Uptalk kills credibility. This habit comes across as asking for validation, or leaves the impression that the speaker is completely unsure of the statement she just made.

Allison Shapira (President of Global Public Speaking LLC) does a great job demonstrating what uptalk sounds like and offers tips on eliminating it in her YouTube video, [Uptalk in Public Speaking](#).

Don't speak like a Kardashian. [Eliminate vocal fry and uptalk to increase professional power, influence, and promotability.](#)

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How we say it: uptalk and vocal fry


CULTURE

From Upspeak To Vocal Fry: Are We 'Policing' Young Women's Voices?

July 23, 2015 - 1:49 PM ET
Heard on Fresh Air


npr **wnyc** **FRESH AIR**

36-Minute Listen + PLAYLIST



On linguist Penny Eckert's reaction to the criticism of young women's voices


Penny Eckert: It makes me really angry. And it makes me angry, first of all, because the biggest users of vocal fry traditionally have been men, and it still is; men in the U.K, for instance. And it's considered kind of a sign of hyper-masculinity ... and by the same token, uptalk, it's clear that in some people's voices that has really become a style, but it has been around forever, and people use it stylistically in a variety of ways — both men and women.



Dr. Penny Eckert is a professor of linguistics at Stanford University and the co-author of the book *Language and Gender*.
Linda Cicero/Stanford University

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How we say it: AAVE



Rachel Jeantel during her testimony


Jurors couldn't understand Jeantel, didn't believe her

Asked by Anderson Cooper on CNN if she found it hard to understand Rachel Jeantel, juror B37 said, "A LOT of . . . times! Because she . . . was using phrases I had never heard before."



don't ask her question while she is trying to finish your answer complete

The judge admonishes the prosecutor for asking questions, and continuing to talk over Rachel Jeantel's answers



John Rickford, Ph.D.
Stanford University

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How we say it: AAVE

LANGUAGE AND LINGUISTICS ON TRIAL: HEARING RACHEL JEANTEL (AND OTHER VERNACULAR SPEAKERS) IN THE COURTROOM AND BEYOND

<p>JOHN R. RICKFORD Stanford University</p>	<p>SHARESE KING Stanford University</p>
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Rachel Jeantel was the leading prosecution witness when George Zimmerman was tried for killing Trayvon Martin, but she spoke in African American Vernacular English (AAVE) and her crucial testimony was dismissed as incomprehensible and not credible. The disregard for her speech in court and the media is familiar to vernacular speakers and puts Linguistics itself on trial: following Saussure, how do we dispel such 'prejudices' and 'fictions'? We show that Jeantel speaks a highly systematic AAVE, with possible Caribbean influence. We also discuss voice quality and other factors that bedeviled her testimony, including dialect unfamiliarity and institutionalized racism. Finally, we suggest strategies for linguists to help vernacular speakers be better heard in courtrooms and beyond.*


Keywords: AAVE, vernacular dialects, forensic linguistics, language attitudes, sociolinguistics, of what use is linguistics?

*Da's how I speak. He cannot hear me that well.'—Rachel Jeantel, in courtroom testimony, *State of Florida v. George Zimmerman* trial, June 27, 2013, pp. 229–30 of court reporter's transcript

Jeantel has many of the classic AAVE grammatical features*

- Multiple Negation: "I *ain't* hear *nothin'* "
- Remote past *BIN*: "I *BIN* knew I was the last person to talk to T." "I was *BIN* paying attention"
- Preterite *had*: "then I *had* call him back"; "the next day I *had* got a text from my brother"
- Aspectual *be*: "That's where his headset *be* at"; "sometimes he *be* calling them 'niggaz' "
- Existential *it*: "Monday *it* was a rumor going around his school"

* See, inter alia, Rickford 1975; Rickford and Theberge Rafal 1996; Green 2002

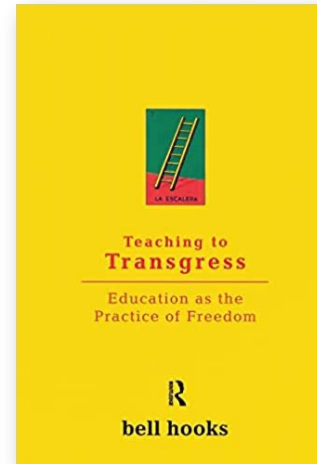


John Rickford, Ph.D.
Stanford University

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How we say it: AAVE

"To heal the splitting of mind and body, we marginalized and oppressed people attempt to recover ourselves and our experiences in language. We seek to make a place for intimacy. Unable to find such a place in standard English, we create the ruptured, broken, unruly speech of the vernacular. When I need to say words that do more than simply mirror or address the dominant reality, I speak black vernacular. There, in that location, we make English do what we want it to do."



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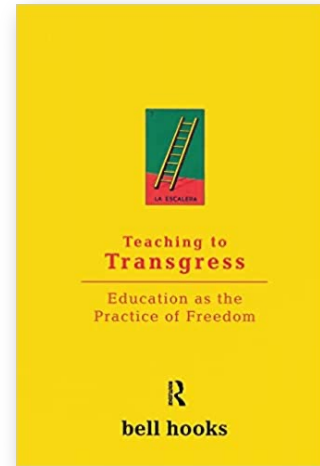
How we say it: Dialectal variation

- We all choose a way to speak in any given context, no matter how many languages we speak.
 - How we choose to present ourselves
 - Who our addressees are and who our audience is
- African American English: a dialect with rules like any other dialect
 - <https://www.hawaii.edu/satocenter/langnet/definitions/aave.html>
 - Even SLP students show differential perception of Mainstream English and AAE: https://pubs.asha.org/doi/10.1044/2021_AJSLP-20-00339
- Code Switching: 'toggling' between two languages, dialects, or even registers
 - <https://www.npr.org/sections/codeswitch/2013/04/13/177126294/five-reasons-why-people-code-switch>

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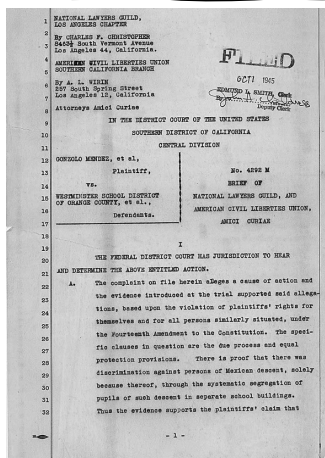
How we say it: language in schools

"As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another's voices, in recognizing one another's presence."



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How we say it : language in schools



Mendez v. Westminister School District 1944
Orange County, CA Segregating of children of Mexican descent

Arizona Proposition 203 "the English Language Education for Children in Public Schools Act" was approved by election ballot in 2000 63% to 27%. Proposition 203 would repeal the existing bilingual education laws and change the law to require that all classes be taught in English except that pupils who are classified as "English Learners" will be educated through sheltered English immersion programs during a temporary transition period.



Carlisle Indian Boarding School, PA
<https://carlisleindianschoolproject.com>

Opened in 1879 in Pennsylvania, the Carlisle Indian Industrial School was the first government-run boarding school for Native Americans. Students were forced to cut their hair, change their names, stop speaking their Native languages, convert to Christianity, and endure harsh discipline including corporal punishment and solitary confinement.

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How we say it : language in schools



Indigenous Languages


At present, 96 per cent of the world's approximately 6,700 languages are spoken by only 3 per cent of the world's population. Although indigenous peoples make up less than 6% of the global population, they speak more than 4,000 of the world's languages.

Language rights of indigenous peoples

Article 13 of the United Nations Declaration on the Rights of Indigenous Peoples states that indigenous peoples have the right to revitalize, use, develop and transmit to future generations their languages, oral traditions, writing systems and literatures. Further, it provides that States shall take effective measures to protect this right, including through interpretation in political, legal and administrative proceedings. Articles 14 and 16 state indigenous peoples' rights to establish their educational systems and media in their own languages and to have access to an education in their own language.

Indigenous peoples' language rights are also guaranteed under the Indigenous and Tribal Peoples Convention (No. 169) of the International Labour Organization. Other relevant international instruments are the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child, among others.

<https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/04/Indigenous-Languages.pdf>



TOP ISSUES

Preserving Native Languages in the Classroom

How Native educators are creating immersive learning experiences that connect students with their Indigenous language, culture, and lifeways.

October 14, 2019

Laura Zingg
Editorial Project Manager, One Day

<https://www.teachforamerica.org/one-day/top-issues/preserving-native-languages-in-the-classroom>

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Who says it



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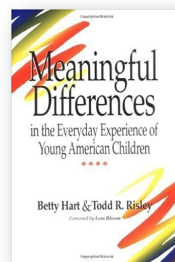
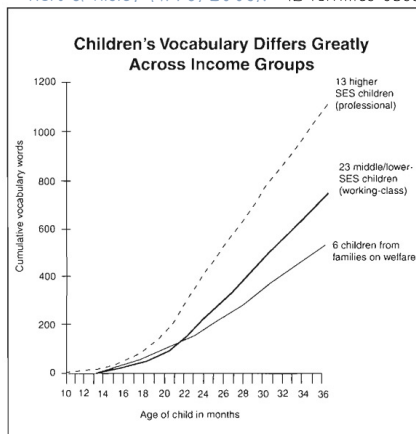
Who says it

- The developmental 'default'
 - Treating monolinguals from middle class families as the baseline against which language development and clinical diagnoses are assessed, carries consequences for diagnoses of developmental disorders, language delays, and interventions, and makes it inevitable that children from lower socioeconomic statuses and/or multilingual backgrounds will always be seen as facing a deficit that they can never overcome.
- Experts, citations, reference lists
 - Ostensibly uncontroversial elements of practices such as words cited in a reference lists or the books we consult indicates who 'counts' as an expert and conveys who can enter the pipeline to professional success.
- Inclusive pedagogy
 - Being an intentional educator who practices inclusive pedagogy sends a message that *all* students belong and are valued.

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Who says it: the word gap

Hart & Risley (1995, 2003): 42 families observed for 1-hour a week, findings linking vocabulary size to SES (deficit)



See also Fernald, Marchman, & Weisleder (2013), Hoff (2003, 2013), Huttenlocher, Waterfall, Vasilyeva, Vevea, & Hedges (2010), Pan, Rowe, Singer, & Snow (2005), Rowe (2012), Song, Spier, & Tamis-LeMonda (2014), Weisleder, Otero, Marchman, & Fernald, 2015]

But rich verbal engagement is a better predictor than SES, and that varies within groups and languages!

<https://www.karger.com/Article/Fulltext/375515>

And the QUANTITY of words is not all that matters!

<https://vocalfriespod.com/2019/10/31/dont-mind-the-gap-transcript/>

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Who says it: citation bias

- Reference lists, speaker panels, cited experts

ARTICLES
<https://doi.org/10.1038/s41593-020-0658-y>

nature neuroscience

The extent and drivers of gender imbalance in neuroscience reference lists

Jordan D. Dworkin¹, Kristin A. Linn¹, Erin G. Teich², Perry Zurn³, Russell T. Shinohara⁴ and Danielle S. Bassett^{1,2,4,5,6,7,8,10}

Using data from five top neuroscience journals, we find that reference lists tend to include more papers with men as first and last author than would be expected if gender were unrelated to referencing. Importantly, we show that this imbalance is driven largely by the citation practices of men and is increasing over time as the field diversifies. We assess and discuss possible mechanisms and consider how researchers might approach these issues in their own work.

Gendered Citation Patterns across Political Science and Social Science Methodology Fields

Michelle L. Dion¹, Jane Lawrence Sumner² and Sara McLaughlin Mitchell³

Analysing all articles published from 2007–2016 in several journals, we find that female scholars are significantly more likely than mixed gender or male author teams to cite research by their female peers, but that these citation rates vary depending on the overall distribution of women in their field. More gender diverse subfields and disciplines produce smaller gender citation gaps, consistent with a reduction in the “Matthew effect”. However, we also observe undercitation of work by women, even in journals that publish mostly female authors. While improvements in gender diversity in academia increase the visibility and impact of scholarly work by women, implicit biases in citation practices in the social sciences persist.



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Who says it: citation bias

Cite Black Women.

- <https://www.citeblackwomenscollective.org/>
- Started by Christen Smith in 2017
- 5 Guiding Principles in a praxis of citation
 - #1 – Read Black women’s work
 - #2 – Integrate Black women into the CORE of your syllabus (in life & in the classroom).
 - #3 – Acknowledge Black women’s intellectual production.
 - #4 – Make space for Black women to speak.
 - #5 – Give Black women the space and time to breathe.

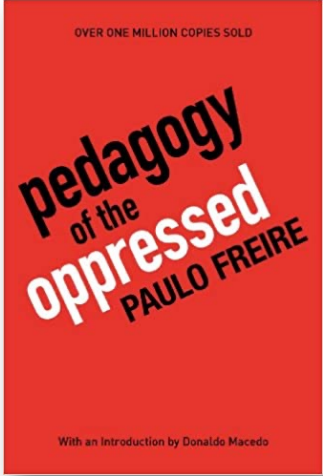


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Who says it: inclusive pedagogy

"There's no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom."

"The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What an educator does in teaching is to make it possible for the students to become themselves."



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Who says it: inclusive pedagogy



ascb LSE

HOME CURRENT ISSUE ARCHIVE ARTICLE AND FEATURE COLLECTIONS ASCB RESOURCE

CBE—Life Sciences Education, Vol. 18, No. 2 | Evidence-Based Teaching Guides | Free Access

Inclusive Teaching
Bryan Dewsbury and Cynthia J. Brame
Published Online: 26 Apr 2019 | <https://doi.org/10.1187/cbe.19-01-0021>

Academe Has a Lot to Learn About How Inclusive Teaching Affects Instructors
Advocates ask teachers to cede authority to students. But what if you are a faculty member of color or an adjunct without much acknowledged authority to share?
By Chavella Pittman and Thomas J. Tobin | FEBRUARY 7, 2022

THE CHRONICLE OF HIGHER EDUCATION

THE CHRONICLE OF HIGHER EDUCATION

ADVICE
By Viji Sathy and Kelly A. Hogan

How to Make Your Teaching More Inclusive
Advice Guide

Articles

Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students
Chavella T. Pittman¹

ASA
AMERICAN SOCIOLOGICAL ASSOCIATION
Teaching Sociology
38(1) 18–16
© American Sociological Association 2010
DOI: 10.1177/0092055X10370120
<http://ts.sagepub.com>
SAGE

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Conclusions



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Language at the center of DEI

- Language is a means of communication that is always situated in a context.
- It not only reflects who we are, it defines us as individuals and as a community.
- It gives us a voice.
- It allows us to participate, to advocate, to situate.
- It is not static. It is dynamic.
- It is the means by which we position ourselves, establish and erode relationships, break down and create barriers, and send messages about who is included and who is not.
- Language is and always must be at the heart of Diversity, Equity, and Inclusion.

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Thank You

Dr. Kristen Syrett

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