Approaching Intersections in the Classroom
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The teaching practice and the need it addresses:
Universities often discuss diversity in terms of demographics. However, students and faculty experience diversity as a mix of identity markers always intersecting to varying degrees based upon context. By approaching the classroom with an intersectional paradigm, faculty can view students as individuals, not demographic groups or NSHE numbers. This facilitates the use of Transparency in Learning to meet students in their current academic “place” while helping them reach their full potential.

Evidence this practice benefits UNLV students:
By implementing this approach, I have encouraged neither a student-centered nor faculty-centered classroom. Instead, the classroom becomes a community of junior academics and a guide who grow together through questioning and understanding each other.

Resources and where to find them:
There are many books and research papers that address how multiple identity markers influence students’ perceived experience in the classroom. Few address intersectional theory as a pedagogy in higher education. Examples include:

How other UNLV teachers might adopt this practice
Faculty can begin by identifying individual student needs as opposed to educational status by group (i.e., race or gender). Inclusion can also be applied via worksheets and class activities (see examples below, available at: www.unlv.edu/provost/idr/best-practices)