From Access to Inclusion: Approaches to Building Institutional Capacities for Inclusive Pedagogy

- Abu Rizvi
  Provost and Professor of Economics
  Lafayette College

- Chad Berry
  Academic VP, Dean of the Faculty, and Professor of History
  Berea College

- Jonathan Chenette
  Dean of the Faculty and Professor of Music
  Vassar College
Abu Rizvi, Lafayette College

- Introduction to the session
- Moving from numerical diversity to inclusion
Common situations

- Numerical diversity without inclusion and productive engagement
- Either:
  - Meaningful contact doesn’t occur: homophily, tendency of like to be with like
  - Contact occurs, but there is discomfort, aversion, hostility – conscious or not
- Result: groups feel excluded and benefits of diversity are unrealized
Intergroup Contact Theory

- Contact Hypothesis, Allport (1954) – often called Intergroup Contact Theory
- Conditions under which contact among members of different groups can reduce conflict, prejudice
- Strong evidence, all conditions important (Pettigrew and Tropp, 2006)
- Challenge: How do we design and support situations where these conditions are satisfied?
Five conditions

1. **Equal status**: enjoy equal, non-hierarchical relations
2. **Cooperation**: work together non-competitively
3. **Common goals**: rely on one another to achieve a shared aim
4. **Social sanction**: have the support of authorities, customs, laws
5. **Informal contact**: engage in low-stakes social contact
How it works

• Learning about the ‘outgroup’ and affective ties both matter
• Successful low-stakes social interaction leads to lowering of threat allowing for rewarding interactions
• Rewarding interactions and generation of affective ties lead to changes of belief and behavior
Chad Berry, Berea College

- Berea’s Truth Talks (True Racial Understanding through Honest Talks) series
- The Poll Everywhere app as a tool for inclusive pedagogy and to facilitate difficult discussions
Questions do you have?

Postpaid at PollEv.com/daraevans105

Text DARAEVANS105 to 22333 once to join, then test your message.

I’ll have a culture (grossly?) of celebrating and inventing individuals who led people into war? What about humanity?

Of the people who are trying to separate hate from the flag?

An example from another side where infra-terrorists were treated as well. Most elsewhere were.

More than Southvoters see the flag as a symbol of Southern pride?

Download policy

To present from the web

Download to Powerpoint

Please follow the presenter's instructions.
Berea’s Truth Talks series

The Poll Everywhere Example

https://www.polleverywhere.com/free_text_polls/jsVFFnH8uOxQgbb
To begin:

- https://www.polleverywhere.com/login and
- https://www.polleverywhere.com/my/polls
Audience Submission

- Respond at [PolleV.com/bcinstructio653](https://polleverywhere.com/free_text_polls/b0159nWAAuU9P8) or Text **BCINSTRUCTIO653** to (*message to) 22333 once to join, then text your message.

Presenter/Polling View
Single Anonymous Audience Submission

- Respond at PollEv.com/bcinstructio653 or Text BCINSTRUCTIO653 to (*message to) 22333 once to join, then text your message.

What is the biggest fear you have as an academic leader?

“That I'll actually do harm instead of good.”

“Imposter syndrome”
Multiple Anonymous Audience Submissions

Presenter/Polling “Text Wall” View

What questions do you have?

- “So, is this a question thing, yeah? Well, I go by another name than what is in the books, I'm curious how I could get my teachers to use that name”
  - posted about 1 minute ago
- “Also, I was wondering when we can change roommates. Can we change between actual buildings, or do they have to be in the same building as me?”
  - posted about 1 minute ago
- “Would you all recommend joining clubs? And if so how many?”
  - posted about 1 minute ago
- “Is there any deadline for paying off charges on your student account?”
  - posted about 2 minutes ago
- “My student balance is negative. What does that mean?”
  - posted about 2 minutes ago
- “Is the pay for our labor positions bi-weekly or once a month or every week?”
  - posted about 2 minutes ago
- “If we perform in a convocation do we get credit for it?”
  - posted about 2 minutes ago
- “What exactly is a convocation?”
  - posted about 2 minutes ago

What questions do you have?

- “On a scale of 1 to 10, how hard is it to double major? (I'm considering double majoring in political science and theatre)”
  - posted 4 minutes ago
- “Also, I was wondering when we can change roommates. Can we change between actual buildings, or do they have to be in the same building as me?”
  - posted 2 minutes ago
- “Do all instructors have to use moodle regularly?”
  - posted 8 minutes ago
- “How is the weather here? I'm terrified of storms, and I'll just die if there's a tornado drill.”
  - posted 6 minutes ago
- “How much time do you normally spend in your dorm room?”
  - posted 13 minutes ago
- “Where can I print out my papers?”
  - posted 5 minutes ago
- “So, this is a question thing, yeah? Well, I go by another name than what is in the books. I'm curious how I could get my teachers to use that name”
  - posted about a minute ago
- “What exactly is a convocation?”
  - posted 3 minutes ago
- “My student balance is negative. What does that mean?”
  - posted 5 minutes ago
- “Where do we find out whether or not currently enrolled classed and/or transfer credits apply toward required perspectives? Somewhere on my Bere…”
  - posted 11 minutes ago
- “If we perform in a convocation do we get credit for it?”
  - posted 3 minutes ago
- “Is there a limit on printing?”
  - posted 5 minutes ago
BEYOND ACCESS: Building A Toolkit for Inclusive Pedagogy

- Institutional context, student narratives, and Faculty retreat 2015
- Faculty development workshops Fall, 2015
  - Expanding our work on inclusive pedagogies
  - Inclusion and diversity in the STEM fields
  - Intersections between mental disabilities and pedagogical practices
  - Supporting and empowering LGBTQ students of color
- Faculty retreat 2016: Inclusive teaching master class leading to small-group work to expand and refine the inclusive pedagogy toolkit
Who are our students?

Student Narratives of First-Generation College Students at Vassar
(gathered by Eréndira Rueda, Assoc Prof of Sociology)

“I had to come out here because I couldn’t pay for school any other way. But being out here doesn’t supply me with the income to help my family, especially right now, if my dad goes into surgery.... I can pay the bills with work study money as long as my mom covers rent. But that means that I’m sacrificing eating cup-o-noodles for a whole month. So it’s just like that. It’s so frustrating because this isn’t a place where students like me are, where these are the kinds of stresses that Vassar thinks about or these are the kinds of things that Vassar prioritizes. Because even if I went to... the financial aid office and told them this, it would be an “oh well, stop being so poor.” It goes back to sitting in a classroom and feeling like these classes are made for white people or wealthy people. These classes are made for a certain kind of person. This institution is made for a certain type of person.”
Workshop

Divide up roles: facilitator, time-keeper, report-out person

I. Brief opening conversation (5 minutes)

II. Review scenarios, choose one, and discuss possible strategies: (10 minutes)

III. As a group, choose a promising strategy to address your scenario, name it, and develop it for inclusion in the toolkit. (15 minutes)

IV. Report out (15 minutes)
Inclusive Pedagogy

Inclusive pedagogy assumes and welcomes the diversity of experience and background of our students and ourselves. In addition, it draws on that diversity of experience and background as a strength in helping to achieve the learning objectives of a given course, rather than as an obstacle to be overcome.
Contribution to the Toolkit

• Scenario Chosen:

• What we call our contribution:

• How it works:

• Why we use it:
EXAMPLE Toolkit Contribution

**Scenario:** 3A Strategies for addressing varying preparation for and expectations about college

**What we call our contribution:** Writing Resiliency Narratives

**How it works:** This is a Freshman Writing Seminar assignment in which we ask students to write a brief 1-2 page narrative about their intellectual life that describes a challenge they encountered -- a time they stumbled or failed -- and how they overcame it. We use this assignment about four weeks into the semester, after students have begun to get a sense of one another, and as anxieties mount. We don’t require students to share this narrative with the class if they do not want to.

**Why we use it:** This assignment helps “change the script” about failure and difficulty – it helps students deal with anxieties about the new demands of college. It validates the idea that learning involves learning to face (rather than shut down around) failure and difficulty.