Weaving Inclusiveness and Social Responsibility into Pedagogical Practices and Curricular Pathways

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“The 'traditional' college student - young, white, male, wealthy - is a thing of the past.”

US News & World Report, 22 September 2014
SESSION’S QUESTION:
How could institutions promote inclusiveness to guide all students toward academic excellence?

Our Examples:
• Virginia Wesleyan College (VWC):
  • Develop academic support services (HIPs)
  • Re-evaluate and change curricular structures (curriculum & advising)

• Shenandoah University (SU):
  • Reassess curricular content and pedagogical practices

Session’s Organization:
• Share our projects
• Workshop
C-4 Consortium – Teagle Project

Institutions:
1. Davis & Elkins College, Elkins, WV
2. Eckerd College, St. Petersburg, FL
3. Shenandoah University, Winchester, VA
4. Virginia Wesleyan College, Norfolk, VA

Objectives:
1. Design a coherent liberal arts curriculum, which includes clear pathways to degree
2. Design a curriculum that prepares students for high-impact practices
3. Engage faculty in substantial curricular change
WORKSHOP

1. Introduce yourself

2. Share information about your institution:
   • What is the composition of your student body?
   • Has the student body changed recently? Why/not?
College Enrollment by Race/Ethnicity, National Statistics, 1993 & 2012

Jens Manuel Krogstad and Richard Fry, “More Hispanics, blacks enrolling in college, but lag in bachelor’s degrees,” Pew Center Research, 24 April 2014
VWC Enrollment Statistics, 2005-06 & 2015-16

Total undergraduate FTEs = 1,360
Tuition = $36,000/year
SU Enrollment Statistics, 2005-06 & 2015-16

Total undergraduate FTEs = 1,964
Tuition = $29,570/year

- Minority Enrollment:
  - 2005/06: 8%
  - 2015: 41%

- First Generation:
  - 2005/06: 25.6%
  - 2015: 16.6%
WORKSHOP

1. What is your impression of the range of academic engagement as it relates to the student populations on your campus (e.g. gender, race/ethnicity, commuter/residential, first generation, etc.)?

1. What is one change your institution could make to guide the full range of students toward academic excellence?
VWC’s Teagle Project

How can the institution increase academic engagement among all student groups?
VWC: Graduates who completed HIPs, 2004/05-2015/16

Percentage of Graduates participating in HIPs, 2015-16

Source: President’s Office, Institutional Research, Virginia Wesleyan College, 2016

The bar chart illustrates the percentage of graduates participating in Internships, Study Abroad, and Research, categorized by gender, race, and Pell Eligibility. The data shows a higher participation rate in Internships and Study Abroad among female graduates compared to male graduates. Race also plays a significant role, with Black and Hispanic students showing lower participation rates in all categories. Pell Eligible students also exhibit lower participation rates, particularly in Research and Study Abroad.
Quality Enhancement Plan: *See Change – Sea Change?*

- Students should **see** how to make **changes** in their lives.
- They should **see** the path to personal, intellectual, professional, and civic fulfillment.
- They should **see** themselves doing and succeeding.
- They should **see** how a Virginia Wesleyan education helps them along their own pathway.
- They should be able to make a **sea change** in their own lives to realize their full potential, their dreams.
Students should **SEE** themselves doing and succeeding.
The Lighthouse: Center for Exploration & Discovery

Terrorism Discussion in The Lighthouse, 19 November 2015

Reception for VWC’s Chinese students interning at Bush Gardens, 29 September 2016
Pathway to See Change Program

Crew speaking at a Pathway to See Change workshop,
24 September 2015

Lighthouse Crew & Staff at the VWC Club Fair,
6 September 2016

Crew in the Lighthouse at first-year orientation
1 July 2016
1. How might institutions design curricula that encourage students to examine issues that impact diverse populations?

2. How might institutions infuse social responsibility into their curricula?
SU’s Teagle Project

How to align our general education curriculum more closely to our University mission statement?

“to education and inspire individual to be critical, reflective thinkers, lifelong learners, and ethical compassionate citizens who are committed to making responsible contributions within a community, a nation, and the world”
Go here for the video:
https://www.youtube.com/watch?v=ihih6UUvUL8
RACIAL INEQUALITY

FYS speaker:

GE Town Hall Classes

GEL Trip

Statistics, English literature, Hispanic Studies, Economics, Dance, Public Speaking, Gender & Women's Studies, Political Science

Daniel José Older

Church of Pilgrims, Washington, DC
CONSERVATORY PERFORMS
Shenandoah Conservatory

BOLD. AMBITIOUS. LIVE.

co-curricular events
community partnerships
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