

TEACHING FOR THE INCLUSIVE CLASSROOM

**HENDRIX COLLEGE
FALL FACULTY CONFERENCE 2016**

WHAT TO EXPECT TODAY

This morning

- Talk
- Q & A

**Small Group Workshop
Departmental Meetings**

1. WHY FOCUS ON DIVERSITY AND INCLUSION?

WE VALUE DIVERSITY

College structure

Faculty governance structure

Statement on Diversity and
Inclusion

WHAT IS DIVERSITY?

Hendrix College is a diverse learning environment enriched by the race, ethnicity, age, religion, sexual orientation, gender identity/expression, socioeconomic status, ability, culture, political philosophies, geographical backgrounds, and intellectual perspectives of its students, faculty, staff, and administrators.

HOW WE DESCRIBE OUR COMMITMENT TO DIVERSITY

We believe diversity makes the whole richer, and that participating in a dynamically inclusive community provides a framework for successful leadership and engaged citizenship in the 21st century.

Inclusion is our name for an active and constructive engagement with diversity...all with the aim of creating an atmosphere that is welcoming, hospitable, and true to the best of liberal arts education.

BENEFITS OF INCLUSION AND DIVERSITY

Better decision making (Galinsky et al., 2015)

- More information
- More careful processing
- Better memory

BENEFITS OF INCLUSION AND DIVERSITY

Enhances personal creativity (Maddux, Adam, & Galinsky, 2010)

Signals identity safety to future community members (Purdie-Vaughns et al., 2008)

BENEFITS OF INCLUSION AND DIVERSITY

Facilitates perspective taking, which reduces prejudice (Wang et al., 2014)

OUR CONTENT IS NOT NEUTRAL

Who we are affects what we teach

- Language
- Examples
- Emotional connection to material
- Expectations
- Perspectives we take

2. HOW STUDENTS' IDENTITIES AFFECT LEARNING?

STEREOTYPE THREAT

When the fear of being negatively stereotyped interferes with performance on a task, often resulting in worse performance

STEREOTYPE THREAT AND WOMEN IN MATH



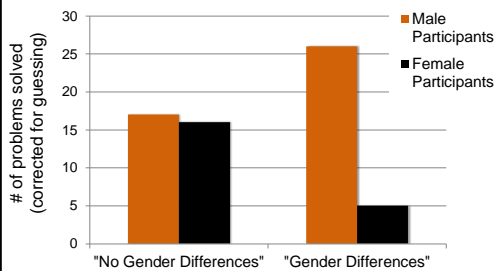
STEREOTYPE THREAT AND WOMEN IN MATH (SPENCER, STEELE, & QUINN, 1999)

Researchers recruited Male and Female students with similar SAT scores and math backgrounds

Participants took a difficult portion of the Math GRE

Participants were told this math test “has/has not been found to show gender differences”

STEREOTYPE THREAT AND WOMEN IN MATH (SPENCER, STEELE, & QUINN, 1999)



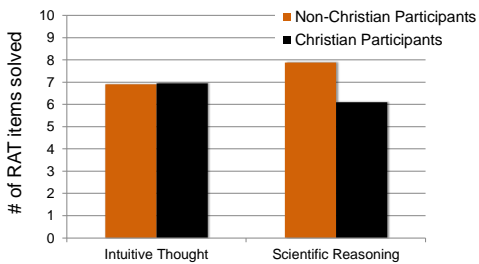
STEREOTYPE THREAT AND CHRISTIANS IN SCIENCE (RIOS ET AL., 2015)

Researchers recruited Christian and non-Christian adults

Task described as measuring “scientific reasoning” or “intuitive thought”

Participants completed 10 Remote Associations Test items

STEREOTYPE THREAT AND CHRISTIANS IN SCIENCE (RIOS ET AL., 2015)



STEREOTYPE THREAT AFFECTS WORKING MEMORY (BEILOCK ET AL., 2007)

Working memory is “a short-term memory system involved in the control...and active maintenance of a limited amount of information”

Stereotype threat interferes with working memory

STEREOTYPE THREAT AFFECTS SELF-CONTROL

After experiencing stereotype threat, groups demonstrate

- Less ability to regulate attention (Inzlicht et al., 2006)
- Less physical self-control (Inzlicht et al., 2006)
- More aggressive impulses and riskier decision making (Inzlicht & Kang, 2010)

3. BELONGING IS CRITICAL IN AN INCLUSIVE COMMUNITY

THE NEED TO BELONG

Our need to belong is a fundamental motivator (Baumeister & Leary, 1995)

- Groups are connected to our sense of self-esteem (Luhtanen & Crocker, 1992)
- Exclusion motivates us (Williams, 2007)

BELONGING IN COLLEGE

Which students feel like they belong? (Keating, 2016)

- Those with peer social support
- Those who find “students like me”
- Those whose expectations match their experience

BELONGING AFFECTS RETENTION

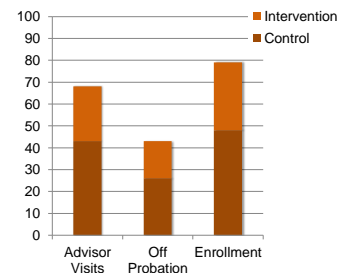
Keating (2016) – College retention is predicted by social belonging

- 44% retention of students with social belonging scores below the mean

PROBATION AS AN ISSUE OF BELONGING

Academic Probation threatens belonging (Brady, 2016)

Intervention with belonging approach to reduce stigma



4. DEVELOPING FEELINGS OF BELONGING

CUES THAT SIGNAL INCLUSION AND BELONGING

Presence of non-stereotypical role models (Cheryan et al., 2011)

Perspective taking (Goldstein, Vezich, & Shapiro, 2014)

CUES THAT SIGNAL INCLUSION AND BELONGING

Fixed vs. growth mindsets about learning

- Student mindset about their own ability (Aronson et al., 2002)
- Students' perception of instructor mindset (Boucher, 2016)

CUES THAT SIGNAL INCLUSION AND BELONGING

Acknowledge identity and differences in experiences (Purdie-Vaughns et al., 2008)

Increase numeric representation of underrepresented groups (Purdie-Vaughns et al., 2008)

CUES THAT SIGNAL INCLUSION AND BELONGING

The objects in our physical spaces send signals of belonging (Cheryan et al., 2009)



IMPORTANT CUES FOR 1ST GENERATION STUDENTS

Bureaucratic hassles (Reeves, 2016)

Interdependence focused messages about time in college (Stephens et al., 2012)

5. BEST PRACTICES FOR CREATING INCLUSIVE CLASSROOMS

MAKE THINGS EXPLICIT

Tell students we believe they can meet our high expectations (Cohen & Steele, 2002)

Make sure that we offer subjective and objective feedback together (Biernat & Danaher, 2012)

HELP STUDENTS MANAGE THREATS TO BELONGING

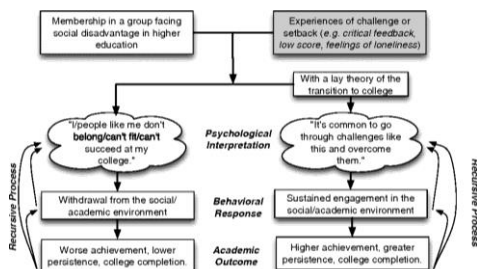
Communicate that anxiety about belonging is normal (Walton & Cohen, 2007)

Show students that their backgrounds are different and shape college experience (Stephens et al., 2014)

HELP STUDENTS MANAGE THREATS TO BELONGING

Teach students a lay theory that challenges in academic transitions are common and not indicative of ability (Yeager et al., 2016)

YEAGER ET AL. (2016)



HELP STUDENTS MANAGE THREATS TO BELONGING

Have students think about their goals and values and to connect their activities to these goals (Cohen et al., 2006)

Teach students about stereotype threat (Johns et al., 2005)

PREPARE OURSELVES TO SUCCEED

Identify ways to invite more voices into conversation (Trawalter & Brown-Iannuzzi, 2014)

Frame working towards inclusion as a learning process (Goff, Steele, & Davies, 2008)

PREPARE OURSELVES TO SUCCEED

Realize we are never finished – this has to be a process, not a destination

ASSESS OUR EFFORTS

Be open to student feedback

Actively seek perspectives other than our own

Solicit feedback about diversity and inclusion

GORSKI (2010)

I can sacrifice the safety of my comfort zone by building a process for continually assessing, reflecting upon, and challenging my biases, prejudices, and socializations and how they influence my expectations for, and relationships with, each student, family, and colleague.

THANK YOU!