

Establishing Practices for an Inclusive Educational Environment

web.uri.edu/provost/summit

Annemarie Vaccaro, Ph.D.

Human Development & Family Studies

January 19, 2017

THINK BIG  WE DO™



My Background

- Initially trained to be a H.S. teacher
 - Multicultural Education (Sleeter & Grant, 1993)
- Ph.D. Higher Education Administration
 - Cognate on Teaching Diversity & Social Justice
 - M.A. Sociology
- Scholarly Foci
 - Experiences of minoritized college students, faculty and staff
 - Inclusive/Critical Pedagogy in Higher Ed

THINK BIG  WE DO™



Inclusive Education

- What does the word inclusive mean to you?
 - Varga (2015)



THINK BIG  WE DO™

Inclusion/Exclusion

- Who has unequal chances to access higher education (input) and/or experiences exclusion when they arrive (process)?
 - Students from minoritized social identity groups

THINK BIG  WE DO™

Minoritized?

- “The social construction of underrepresentation and subordination in US social institutions, including colleges and universities. Persons are not born into a minority status nor are they minoritized in every social milieu (e.g., their families, racially homogeneous friendship groups, or places of religious worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of whiteness” (Harper, 2013, p. 207)

THINK BIG  WE DO™



Overrepresentation/Underrepresentation

- “In my experience at URI I’ve felt excluded/left out when rushing for Greek life (social fraternities/sororities). They are overwhelmingly white and I hardly see representation of students that look like me.” (Student 4)
- “Many of my courses have been predominantly White students as well as all of my professors. In my entire college career, I have only had one African American teacher and it took taking an Africana Studies class for that to happen.” (Student 11)
- “I have particularly felt/been excluded in the classroom setting when it came to selecting groups. It always seems no one wants to work with the ‘Black student.’ Often times, I am the only non-white student and students gather with students who look like them.” (Student 6)

THINK BIG  WE DO™



Minoritized (Input & Process)

- **First Generation Students** (Davis, 2010; Harper & Quaye, 2010)
- **Students of Color/Multiracial Students** (Ching & Agbayani, 2012; Museus, Yee, & Lambee, 2011; Shotton, Lowe, & Waterman, 2014).
- **Women** (Parnitzke Smith & Freyd, 2014; Pasque & Errington Nicholson, 2011; Vaccaro, 2010; Vaccaro & Camba-Kelsay, 2016)
- **Transgender/Gender Non-Conforming Students** (Beemyn & Rankin, 2011; Nicolazzo, 2016; Nicolazzo & Marine, 2015)
- **Queer, Lesbian, Gay, Pansexual Students** (Garvey & Rankin, 2015; Rankin et al., 2010; Vaccaro & Mena, 2011; Vaccaro & Newman, 2016).
- **Students with Disabilities** (Vance, Lipsitz, & Parks, 2014).
- **Veterans** (Rumann & Hamrick, 2010; Vaccaro, 2015; Vacchi, 2011, 2012)
- **Students from low SES** (Hornak, Farrell, & Jackson, 2010; Hurst, 2012; Stevens, 2009)
- **Students from non-dominant religious groups** (Adams & Joshi, 2010; Seifert, 2007; Shammass, 2015)
- **International & Undocumented Students** (Lee & Rice, 2007; Price, 2010; Ramos et al, 2016)

THINK BIG  WE DO™



Limitations

- Single Identity Conversations
 - Masque within group differences
 - Ignore the complexity of intersectionality
 - Compartmentalize people
 - “I am more than my disability” (URI Student)
- Nonetheless, we have to start somewhere.
 - For those who want a deeper conversation about intersectionality, consider attending:

THINK BIG  WE DO™



Book Talk
March/April, 2017 TBA

Annemarie Vaccaro

Human Development and Family Studies
University of Rhode Island

Melissa J. Camba-Kelsay

Center for Student Leadership Development
University of Rhode Island

**CENTERING WOMEN OF
COLOR IN ACADEMIC
COUNTERSPACES**

*A Critical Race Analysis of Teaching, Learning,
and Classroom Dynamics*



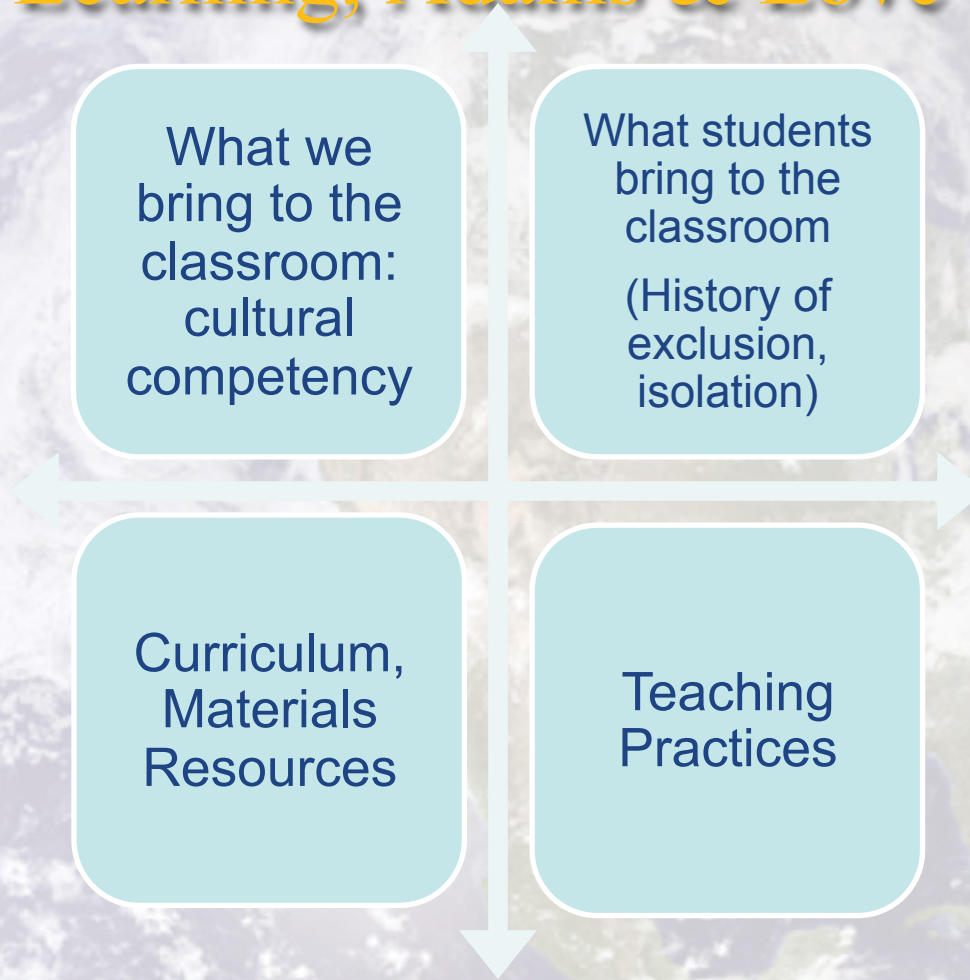
**ANNEMARIE VACCARO
AND MELISSA J. CAMBA-KELSAY**

Inclusion means everyone

- Everyone means EVERYONE
- Educators must be aware of, and know how to support, minoritized students who experience exclusion at the point of access (input) and during the collegiate experience (process).
 - The college (process) = curricular and co-curricular experiences.

THINK BIG  WE DO™

Dynamics of Multicultural Teaching & Learning, Adams & Love (2009)



THINK BIG  WE DO™



Cultural Competency: Quadrant 1

- Cultural Competency is the awareness, knowledge, and skills needed to work with others who are culturally (similar and) different from self in meaningful, relevant and productive ways (Pope, Reynolds, & Mueller, 2004, p. 13)

THINK BIG  WE DO™



Cultural Competency: Quadrant 1

Camphina-Bacote (2002)

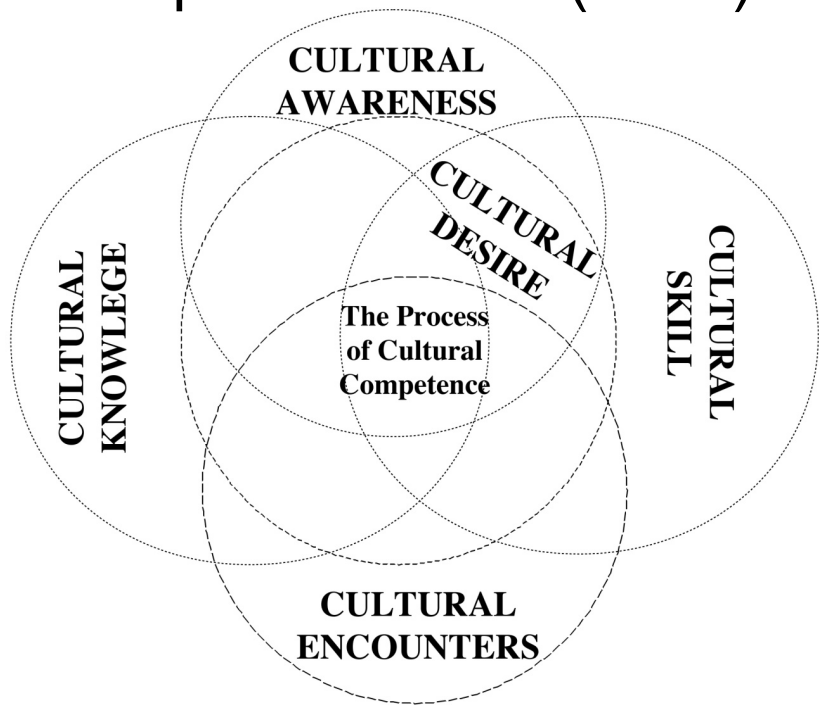


FIGURE 1. The Process of Cultural Competence in the Delivery of Health Care Services.
SOURCE: Transcultural C.A.R.E. Associates. Reprinted with permission.

Sue (2001)

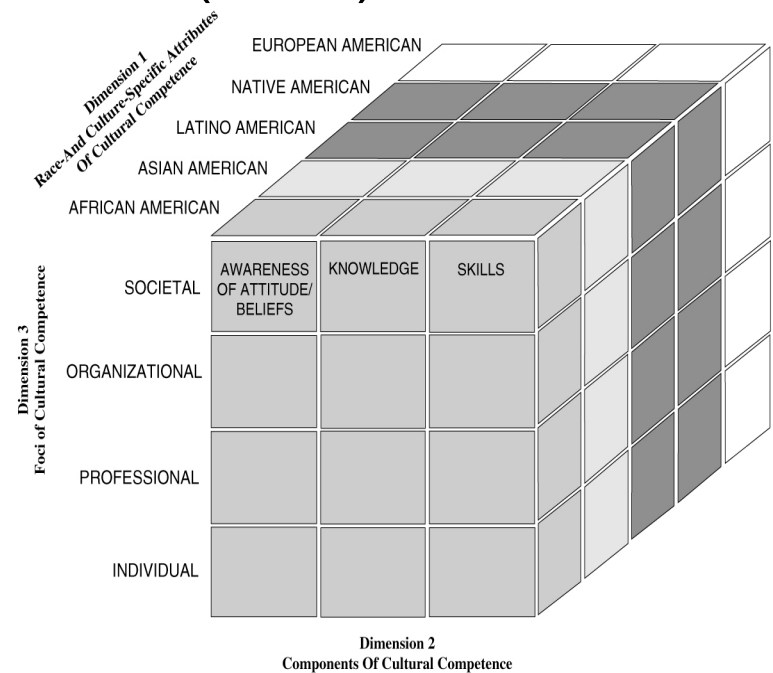


Figure 1. A multidimensional model for developing cultural competence.

THINK BIG  WE DO™

Cultural Competency: Quadrant 1

Awareness

- That students (and colleagues) from minoritized backgrounds may feel isolated and excluded
- Of overt or hidden bias (deficit assumptions) in research, textbooks, videos, or other course materials

Knowledge

- Collegiate experiences of students from diverse backgrounds
 - National: Decades of literature summarizing experiences (chilly climate, hostile climate)
 - Local: Campus Climate; NSSE data; Wabash data about URI
- Inclusive teaching methods/best practices in your discipline

Skills

- To teach/advise inclusively so that all students feel respected, validated, and empowered to thrive
- To advise/mentor students who are struggling with exclusion
- To address exclusionary behaviors from students and/or colleagues

THINK BIG  WE DO™

Reflection Point

- Reflect upon your awareness, knowledge and skills working with diverse students.
 - What are your strengths?
 - In what areas do you need to grow?

THINK BIG  WE DO™



Increase your cultural competency

- Attend sessions at disciplinary meetings
- Read best practices (your field, teaching literature)
- Attend/Host a Safe Zone Workshop (URI Gender & Sexuality Center)
- Host/Attend a URI CED “Inclusion Workshop”
- Attend Events sponsored by: Academic Affairs Diversity Task Force, College Diversity Committee, Office for the Advancement of Teaching and Learning (ATL)
- Engage in faculty dialogue

THINK BIG  WE DO™



Students: Quadrant 2

- What do students bring to our educational spaces?
- History of:
 - Exclusion and/or inclusion in educational systems
 - Interactions with educators – supportive and unsupportive
 - Struggles and resilience
 - Inclusive and biased perspectives

THINK BIG  WE DO™



Students: Quadrant 2

- Decades of education & social science research about the student experience
- Vignettes at your table
 - Combination of overt discrimination and more covert microaggressions (Sue, 2010)
 - Invisibility/hypervisibility (tokenization)
 - Exclusion from curricular/campus groups
 - Policies, programs, services with inequitable impacts
 - Jokes, comments from peers and educators

THINK BIG  WE DO™



Students: Quadrant 2

- What diverse experiences, perspectives, and skills have students brought to your classroom, program or office?
- How effectively does your work honor diverse perspectives?

THINK BIG  WE DO™



Curriculum: Quadrant 3

- Invisibility in curriculum (and learning spaces)
 - Textbooks, videos, activities, office space, website
- Stereotypical portrayals of minoritized people
 - Women as mothers and men as working professionals;
 - Muslims as extremists;
 - People of color and students with disabilities lacking academic abilities to succeed;
 - Latinos as undocumented;
 - Veterans as only PTSD;
 - People from lower socioeconomic statuses using or abusing social services;
 - LGBTQ issues equated with gay men with HIV/AIDS

THINK BIG  WE DO™



Curriculum: Quadrant 3

“The only time I see people who look like me [in my textbooks] is when we are talking about poverty or disease.”

–URI Woman of Color

THINK BIG  WE DO™

Curriculum: Quadrant 3

- Inaccessibility
 - Videos not closed captioned; Handouts not enlarged; PowerPoint Slides not available
- Affordability
 - “The cost in fees, books . . . are mountains of a burden . . . Even paying the the . . . application fee was a struggle, as well as purchasing the parking pass. A couple of my middle-class good white friends made remarks along the lines of ‘How can’t people afford this, it’s so cheap.’—not knowing I, myself, could barely afford it.” (Student 17)

THINK BIG  WE DO™



Curriculum: Quadrant 3

- Select texts, exams, videos, and other classroom resources that are inclusive and accessible to diverse populations
 - Supplement non-inclusive resources - Augment, create, borrow
- Use examples, case studies, activities that reflect diverse peoples
 - Peter Ji (%); Engineering (Airplanes); Health Sciences (Diverse clients, family structures)
- Invite guest speakers who represent a spectrum of social identities (women, people of color, people with disabilities)
- Focus on the ethical and social relevance of course content
 - Discipline shaped by a diverse community of scholars.
 - Even if you are teaching formulas and theories, explain how those foundational concepts might impact diverse communities

THINK BIG  WE DO™



Curriculum: Quadrant 3

- List 2-3 specific strategies you can implement to make your curriculum more inclusive, accessible, and affordable for diverse students.
- Consider if and how minoritized people and issues are portrayed in your curriculum (and/or learning space).
 - What changes can you make to combat invisibility, deficit images, and stereotypical portrayals?

THINK BIG  WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

- Think about educators who were most influential to you as an undergraduate (or graduate) student.
 - What characteristics and/or behaviors of those educators did you find most meaningful and influential to your success?

THINK BIG  WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

- **Positive formal and informal interactions with educators matter**
- Validating and supportive interactions can influence:
 - persistence,
 - positive academic self-concept,
 - motivation,
 - achievement.

(Kuh, Kinzie, Schuh & Whitt, 2011; Komarraju, Musulkin, & Bhattacharya, 2010; Schreiner, Noel, & Cantwell, 2011).

THINK BIG WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

Be Approachable

- Even in large classes, let students know you care about their learning
 - “My professor, she knows me by name and she has over 200 students...and that’s really important.” (URI Student)

Engage in Reflectivity & Self-Responsibility

- If 50% of your students fail, what can you do differently in your teaching?
- If students from minoritized groups drop your class at high rates, what might that mean?

THINK BIG  WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

- **Prevent and address peer-peer exclusion**
 - Confront offensive language and stereotypical comments on campus
 - Set clear guidelines for group formation and inclusion (so that minoritized students are not left out or given less than desirable roles)
 - “When we partner up for group activities I often feel left out. I am one of the few people of color in the program, so I often feel as though my voice is not heard.” (Student 17)

THINK BIG  WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

Refer Students to Affirming, Supportive Campus Spaces

- Student Groups
 - Academic groups (NSBE; Women in Business)
 - Identity based organizations (e.g., PINK Women, BOND, Muslim Students Association, Hillel, GSA)
- Identity Specific Offices/Services
 - Gender and Sexuality Center, Multicultural Student Services Center, Disability Services for Students, Women's Center, Hillel
- Other Offices
 - Financial Aid, Residence Life, Counseling Center,

THINK BIG WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

- Stretch your pedagogical perspectives
 - Attend an ATL workshop and/or check out the ATL faculty development page
 - Learn about inclusive and/or critical pedagogy (Darder, Baltodano & Torres, 2003; Chávez & Longerbeam, 2016; Howell & Tuitt, 2006; Tuitt, Haynes, & Stewart, 2016), **Transgressive education** (Freire, 1970; hooks, 1994), **transformative learning** (Brookfield, 2000, 2015; Dirkx, 1998; Mezirow, 1991).
 - Common themes in these pedagogical schools of thought include....

THINK BIG  WE DO™

Teaching [Advising & Coaching] Methods: Quadrant 4

- Acknowledging the influence of inequitable socio-political structures on education;
- Valuing students as active agents of the learning process;
- Sharing power by inviting students to make decisions about curriculum, pedagogy and classroom expectations;
- Infusing active learning into the classroom;
- Inspiring inclusive and socially just action;
- Role modeling risk-taking and compassionate questioning;
- Seeking paradigm shifting learning outcomes as opposed to mere comprehension of course materials.

THINK BIG  WE DO™



Teaching [Advising & Coaching] Methods: Quadrant 4

- Brainstorm 2-3 specific ways you can make your teaching more inclusive.
- What strategies can you use to be inclusive and in your interpersonal interactions (e.g., advising, coaching, mentoring) with students?

THINK BIG  WE DO™



Your Action Plan

- Share your ideas with peers.
- Continue to develop your plan

What we
bring to the
classroom:
cultural
competency

What students
bring to the
classroom
(History of
exclusion,
isolation)

Curriculum,
Materials
Resources

Teaching
Practices

THINK BIG  WE DO™



References

- Adams, M., & Joshi, K. Y. (2010). Religious oppression. In M. Adams, W. J. Blumenfeld, R. Castañada, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (2nd ed. pp. 227-233). New York, NY: Routledge.
- Adams, M. & Love, B. J. (2009). A social justice education faculty development framework for a post Grutter era. In K. Skubikowski, C. Wright & R., Graf (Eds.), *Social justice education: Inviting faculty to transform their institutions* (pp. 2-25). Sterling, VA: Stylus.
- Beemyn, B. G., & Rankin, S. (2011). *The lives of transgender people*. NY: Columbia University Press.
- Brookfield, S. D. (2000). The concept of critically reflective practice. In A.L. Wilson & E. R. Hayes (Eds.). *Handbook of adult and continuing education* (pp. 33-49). Hoboken, NJ: Wiley.
- Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. Hoboken, NJ: Wiley.
- Camphina-Bacote, J. (2002). The Process of Cultural Competence in the Delivery of Healthcare Services: A Model of Care. *Journal of Transcultural Nursing*, 13, 181-184.
- Chávez, A. F. & Longerbeam, S.D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and individualized cultural frameworks in teaching*. Sterling, VA: Stylus.
- Ching, D. & Agbayani, A. (Eds.). (2012). *Asian Americans and Pacific Islanders in higher education: Research and perspectives on identity, leadership, and success*. Washington, D.C.: NASPA.
- Darder, A., Baltodano, M. & Torres, R. D. (2003). *The critical pedagogy reader*. NY: Routledge.
- Davis, J. (2010). *The first-generation student experience: Implications for campus practice and strategies for improving persistence and success*. Sterling, VA: Stylus.
- Freeman, T.M., Anderman, L.H., & Jensen, J.M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *The Journal of Experimental Education*, 75(3), 203-220.
- Freire, P. (1970/2006). *Pedagogy of the oppressed*. New York, NY: Continuum Press.
- Garvey, J. C., & Rankin, S. R. (2015). The influence of campus experiences on the level of outness among trans-spectrum and queer-spectrum students. *Journal of Homosexuality*, 62, 374-393.
- Harper, S. J. & Quaye, S. J. (Eds.). (2010). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. NY: Routledge.
- Hausmann, L.R.M, Schofield, J.W., & Woods, R.L. (2007). Sense of belonging as a predictor of intentions to persist among African American and white first-year college students. *Research in Higher Education*, 48(7), 803-839.

THINK BIG  WE DO™



References

- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002/2003). Investigating “sense of belonging” in first-year college students. *Journal of College Student Retention*, 4(3), 227-256.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York, NY: Routledge.
- Hornak, A. M., Farrell, P. L., & Jackson, N. J. (2010). Making it (or not) on a dime in college: Implications for practice. *Journal of College Student Development*, 51(5), 481-495.
- Howell, A. & F. Tuitt, F (Eds.). (2006). *Race and higher education: Rethinking pedagogy in diverse college classrooms*. Cambridge, MA: Harvard.
- Hurst, A. L. (2012). *College and the working class: What it takes to make it*. Rotterdam, Netherlands: Sense Publishing.
- Komarraju, M., Musulkin, S., & Bhattacharya, G. (2010). Role of student–faculty interactions in developing college students' academic self-concept, motivation, and achievement. *Journal of College Student Development*, 51(3), 332-342.
- Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2011). *Student success in college: Creating conditions that matter*. Hoboken, NJ: John Wiley & Sons.
- Lee, J. J., & Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409.
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Museus, S. D., Yee, A.L. & Lambee, S. A. (2011, September/October). Multiracial in a monoracial world: Student stories of racial dissolution on the colorblind campus. *About Campus*, 20-25.
- Nicolazzo, Z. (2016). *Trans* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Sterling VA: Stylus.
- Nicolazzo, Z., & Marine, S. B. (2015). It will change if people keep talking”: Trans* students in college and university housing. *Journal of College and University Student Housing*, 42(1), 160-177.
- Parnitzke Smith, C. & Freyd, J. J. (2014, September). Institutional Betrayal. *American Psychologist*, 69(6), 575-587.
- Price, J. (Ed.). (2010). Understanding and supporting undocumented students. *New Directions for Student Services*, (131). San Francisco, CA: Jossey-Bass.
- Rankin, S., Weber, G., Blumenfeld, W., & Frazer, S. (2010). *The state of higher education for lesbian, gay, bisexual and transgender people*. Charlotte, NC: Campus Pride.

THINK BIG  WE DO™



References

- Ramos, M. R., Cassidy, C., Reicher, S., & Haslam, S. A. (2016). A longitudinal study of the effects of discrimination on the acculturation strategies of international students. *Journal of Cross-Cultural Psychology*. doi:0022022116628672.
- Rumann, C., & Hamrick, F. (2010). Student veterans in transition: Re-enrolling after war zone deployments. *The Journal of Higher Education*, 81(4), 431–458. doi:10.1353/jhe.0.0103
- Schreiner, L. A., Noel, P., & Cantwell, L. (2011). The impact of faculty and staff on high-risk college student persistence. *Journal of College Student Development*, 52(3), 321-338.
- Seifert, T. (2007). Understanding Christian privilege: Managing the tensions of spiritual plurality. *About Campus*, 12(2), 10-17.
- Shammass, D. (2015). Underreporting Discrimination among Arab American and Muslim American community college students using focus groups to unravel the ambiguities within the survey data. *Journal of Mixed Methods Research*, 1558689815599467.
- Shotton, H. J., Lowe, S.C. & Waterman, S.J. (Eds.). (2014). *Beyond the asterisk: Understanding native students in higher education*. Sterling, VA: Stylus.
- Stevens, M. L. (2009). *Creating a class: College admissions and the education of elites*. Cambridge MA: Harvard University Press.
- Sue, D. W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist*, 29(6), 790-821.
- Tuitt, F., Haynes, C. & Stewart, S (2016). *The global relevance of critical and inclusive pedagogies in higher education*. Sterling, VA: Stylus.
- Umbach, P.D. & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46(2), 153-184.
- Vaccaro, A. (2010). Still chilly in 2010: The climate experiences of women from diverse backgrounds. *On Campus with Women*. Washington, D.C.: American Association of Colleges and Universities.
- Vaccaro, A., & Mena, J. (2011). It's not burnout, *it's more*: Queer college activists of color and mental health. *Journal of Gay and Lesbian Mental Health*, 15(4), 1-29.
- Vaccaro, A. (2015). "It's Not One Size Fits All": Diversity among Student Veterans. *Journal of Student Affairs Research & Practice*, 52(4), 1-12.
- Vaccaro, A. & Newman, B. M. (2016). Belonging through the eyes of first-year LGBP students: A multi-layered analysis. *Journal of Student Affairs Research and Practice*. 1-13. doi: 10.1080/19496591.2016.1211533

THINK BIG  WE DO™



References

- Vacchi, D. T. (2011, November). Who are student veterans and what do they need? Demystifying this special population and framing an approach to understanding the needs of student veterans. Paper presented at the ASHE conference, Charlotte, North Carolina.
- Vacchi, D. T. (2012). Considering student veterans on the twenty-first-century college campus. *About Campus*, 17(2), 15–21. doi:10.1002/abc.21075
- Vance, M. L., Lipsitz, N.E. & Parks, K. A. (Eds.). (2014). *Beyond the Americans with disabilities act: Inclusive policy and practice for higher education*. Washington D.C.: NASPA.
- Varga, A. (2015). The theory and praxis of inclusion. Retrieved from: <https://www.researchgate.net/publication/281257934>

THINK BIG  WE DO™

