

Creating an Atmosphere of Diversity, Equity & Inclusion in the Classroom

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Presentation Objectives

- 1.Highlight the critical connection between affirming a classroom of diversity, equity, and inclusion to learning and student success for minoritized students in community colleges
 - 2.Share practices that affirm diversity, equity, and inclusion in the classroom, regardless of the discipline
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DIVERSITY

A DIVERSE CLASSROOM IS ONE THAT IS MADE UP OF THE MANY FACTORS THAT MAKE US DIFFERENT AND UNIQUE: RACE, ETHNICITY, GENDER, SEXUAL ORIENTATION, SOCIO-ECONOMIC STATUS, ABILITY, AGE, RELIGIOUS BELIEF, OR POLITICAL CONVICTION.



EQUITY

IF EQUALITY MEANS GIVING EVERYONE THE SAME RESOURCES, EQUITY MEANS GIVING EACH STUDENT ACCESS TO THE RESOURCES THEY NEED TO LEARN AND THRIVE.

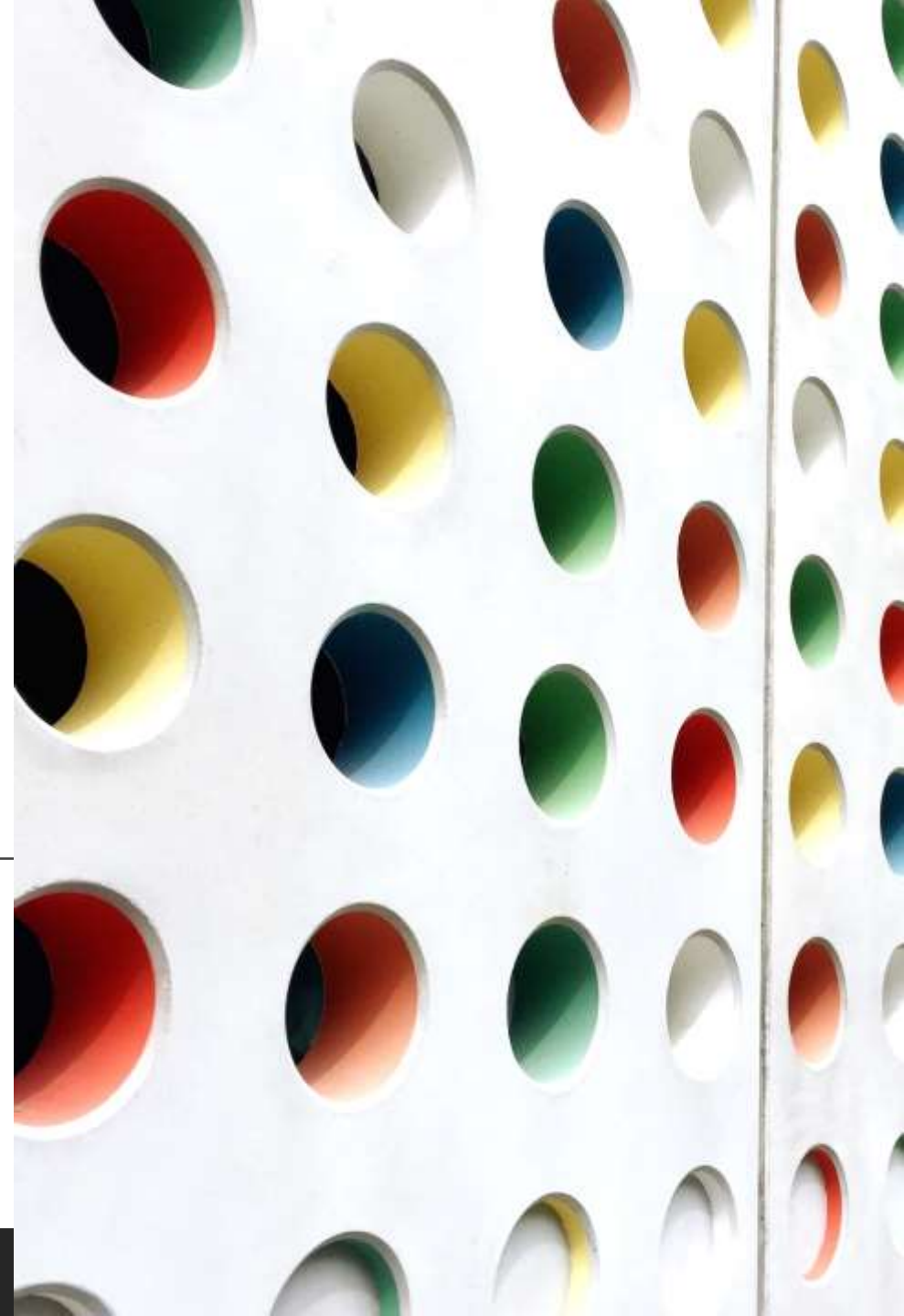


INCLUSION

INCLUSIVE CLASSROOMS ARE WELCOMING AND SUPPORT THE DIVERSE ACADEMIC, SOCIAL, EMOTIONAL, AND COMMUNICATION NEEDS OF ALL STUDENTS.

Best Practices

- The Power of a Name
 - Socio Economic Awareness
 - Cultural Awareness
 - Best Practices for Affirming Diversity, Equity, and Inclusion in the Classroom
 - The Power of Empathy
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THE POWER OF A NAME

“Educators constantly challenge students to learn information that they may struggle with. Teachers speak with an argot of academic lingo specific to their discipline, communicate new concepts and theories, and constantly require students to push themselves in their learning and development. Any educator who downplays the importance of saying a student’s name correctly does so from a standpoint of privilege that their students rarely have” (Harvell, 2016).

“Why is it so important to use student’s names?” A person’s name is the greatest connection to their own identity and individuality. Some might say it is the most important word in the world to that person” (Russell 2014).

Make it a commitment to learn and use first names - Set goals for how many students you will commit to memory each week to learn their names. When a student tells you their name, listen and repeat it back to them.

Practice - “Your name is Trevante, right?”

Use names when e-mailing - It shows that you have taken the time to make a personal connection to them.

For difficult names, ask for a pronunciation- Even if you have known someone for a long time, just ask “Have I been saying your name correctly?” This is important to show that their name matters to you. Then, make sure to keep pronouncing it correctly. Sometimes, they may have taken an “English” name to make it easier on others to refer to them (if they are from another country). I have still found that it is important to try to refer to them by their given name since this is the name that means the most to them, and they will appreciate your taking the time to learn how to say it.

Socio Economic & Cultural Awareness

Wealth's Influence on Enrollment and Completion

- The reality is that many of our Community College students come from much more of an economic deficit.
- Many students report they have to choose between textbooks and food (NASPA).
- A recent federal study shows that family wealth is linked to students' odds of enrolling and graduating from college (U.S. Department of Education's National Center for Education Statistics (NCES)).
 - ***“Students from the lowest quintile who attended college were more likely to first pursue an associate degree (42 percent) than a bachelor’s degree (32 percent). Their peers from the wealthiest quintile, however, were much more likely to first seek a four-year degree (78 percent) than a two-year degree (13 percent).”***

<http://www.cool4ed.org/> - A collaboration between the CCC's, CSU's, and the UC's. No cost Open Educational Resources

Intrusive Intervention

Intrusive relationships – proactively engage relationships with students. (Wood, Harris III & White, 2015)

Black boys and men feel either hyper-surveilled or ‘invisible’ • “students who often feel invisible and unimportant” – they need to be ‘seen’ and valued (Wood & Harris III, 2017, p. 41).

Validating Messages – “communicating high expectations about students’ abilities and aptitudes” (Wood & Harris III, 2017, p. 46) •

- Connect with students as individuals (with interest) (CCEAL) •
- Be fully present during conversations (CCEAL) •
- Arrive a few minutes early; leave a few minutes late (CCEAL)•
- Be willing to engage students outside of class (CCEAL).

“You can succeed” • “Excellent work” • “Proud of you”

Best Practices for Affirming Diversity Equity, & Inclusion in the Classroom

- Connect course content to student's lived experiences – This is huge for engagement
- Connect course content to issues that are salient to persons of color (Harris 2020)

CP5 Example

- Acknowledge intellectual contributions of people of color to the specific discipline or field of study (Harris 2020)
- Infuse positive images and examples of people of color into course content (Harris 2020)

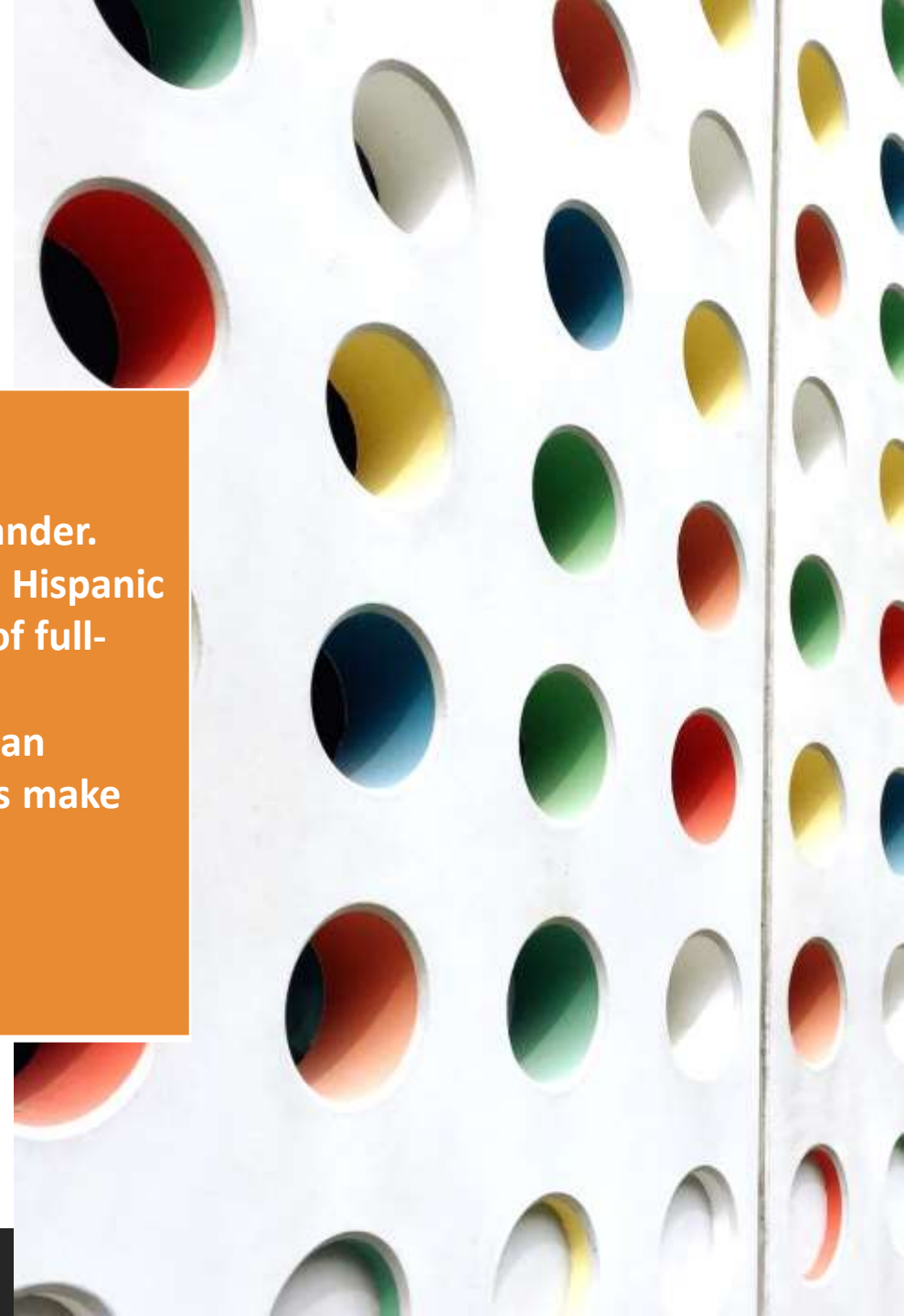
WHY IT MATTERS

Increasingly Diverse Student Population

Undergraduate College Students Population:
52.9 percent are white,
20.9 percent are Hispanic,
15.1 percent are black, and
7.6 percent are Asian

Full Time Faculty
81percent percent are White,
11 percent are Asian/Pacific Islander.
Black males, Black females, and Hispanic
males accounted for 2 percent of full-
time professors,
While Hispanic females, American
Indian/Alaska Native individuals make
up 1 percent or less.

*Source: National Center for Education
Statistics*



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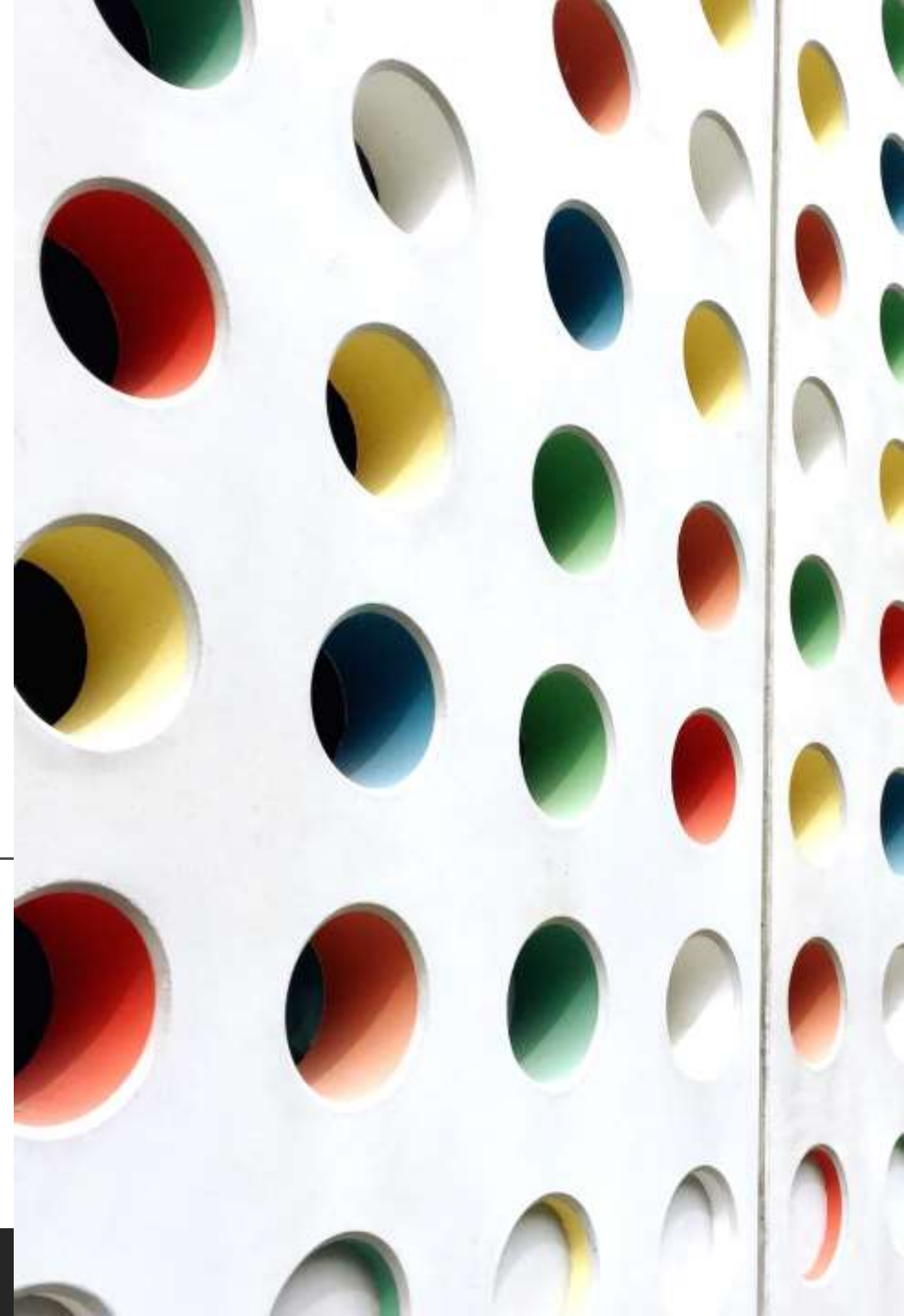
Only 24% of community college students will complete their goals by earning a certificate, degree, or transferring to a four-year college. For some student populations, particularly Black and Latino men, their success at these institutions is even lower, at 16 to 17% (BPS, 2014).

Teachers' Expectations Can Influence How Students Perform

-Robert Rosenthal

-Jane Elliott

Remember: How you show up in the classroom matters to student success!



Just a gentle reminder...

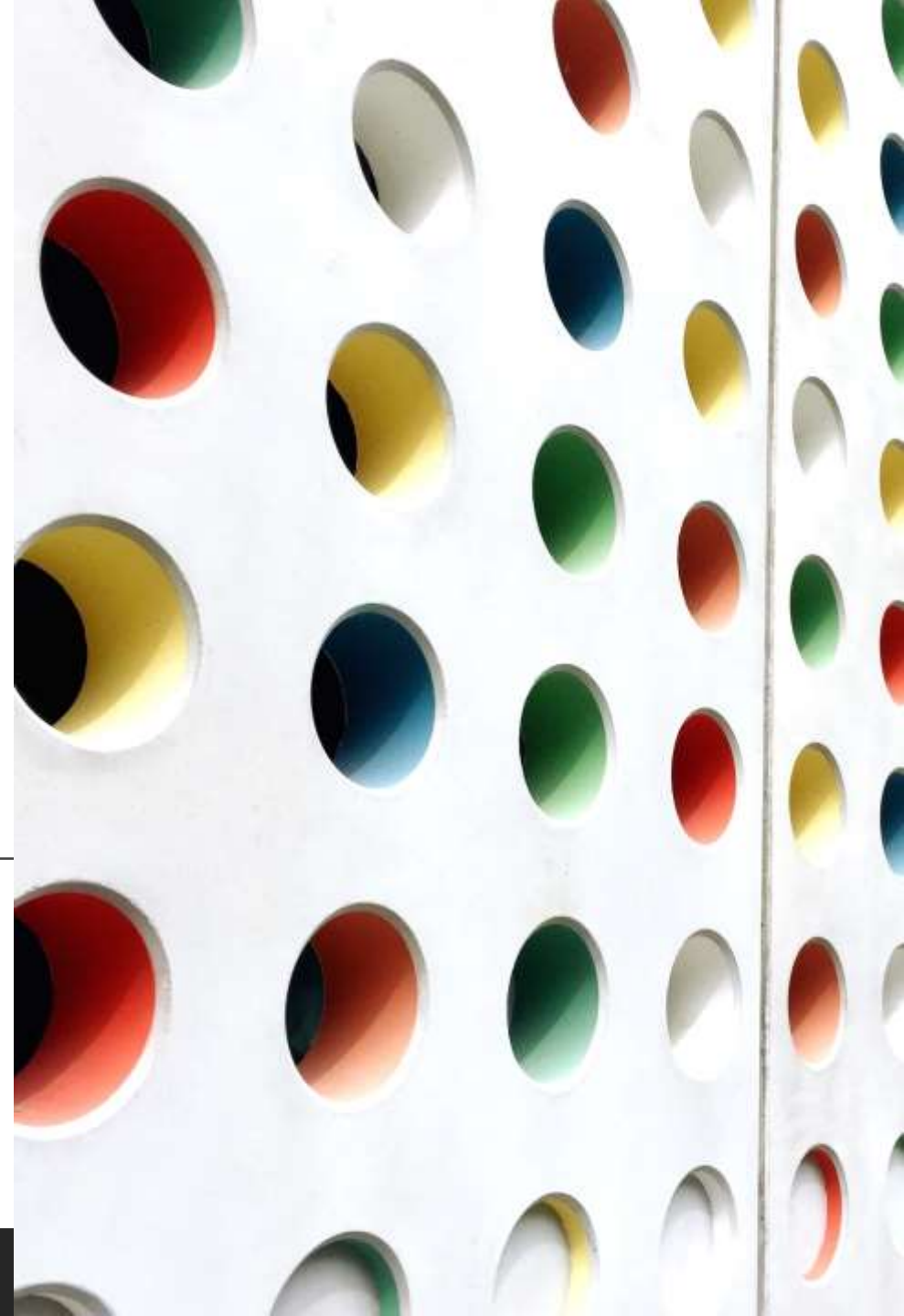
What you do say, What you don't say, and How you say it! 😊

Micro aggressions are harmful

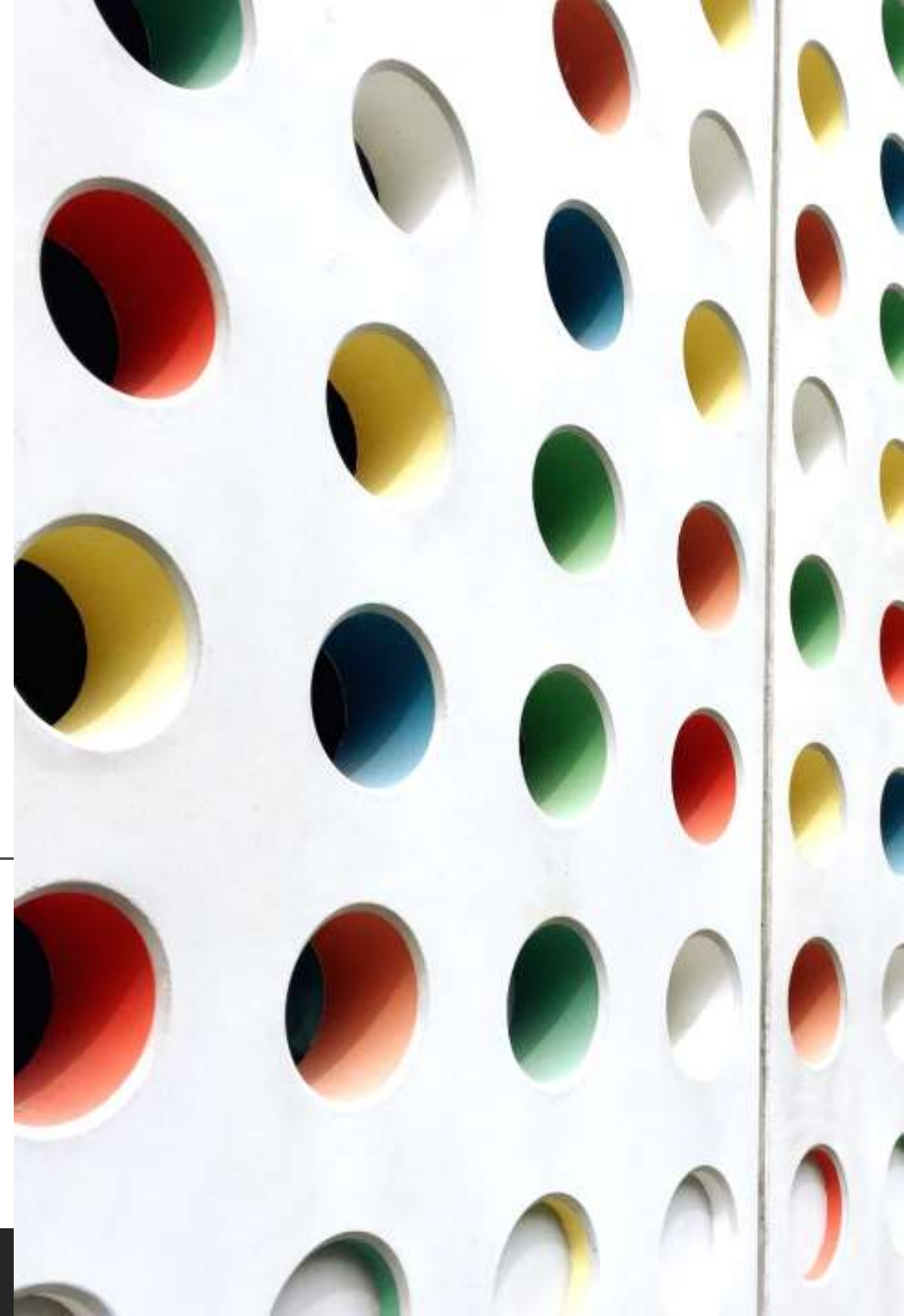
Claims of Equivalency are harmful

Final Takeaways

- Self Reflection – Take inventory and be diligent in simply acknowledging our biases and commit to learning from them
 - Leave the door open for dialogue
 - Don't forget to be an ally
 - Empathy
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<https://www.youtube.com/watch?v=jD8tjhVO1Tc>



Sources 😊

References

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