

# How to Make Teaching More Inclusive

Hudson County Community College  
Service Day  
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# Welcome & Guidelines



- This is a brave space so we are NOT RECORDING.
- We will share the slides and resources afterwards.
- Please stay muted to minimize background noise.
- We welcome your questions. Feel free to use the chat or raise your hand in the participants window.

# Brave Space

- **Confidentiality**
- Assume good intent
- Usage of “I” Statements
- Attentiveness
- Maintain respect
- Don’t be afraid to be wrong
- Ask questions
- Right to change your mind
- Listen to understand, not to respond
- **Lean into discomfort**
- **Recognize different levels of experience**
- Think of personal experiences
- **W.A.I.T.**
  - Why Am I Talking
  - Why Aren’t I Talking
- Laugh and have fun

# What Does inclusive teaching Mean to You?

- Use the Chat box and write in your answers.

# Inclusive teaching is...

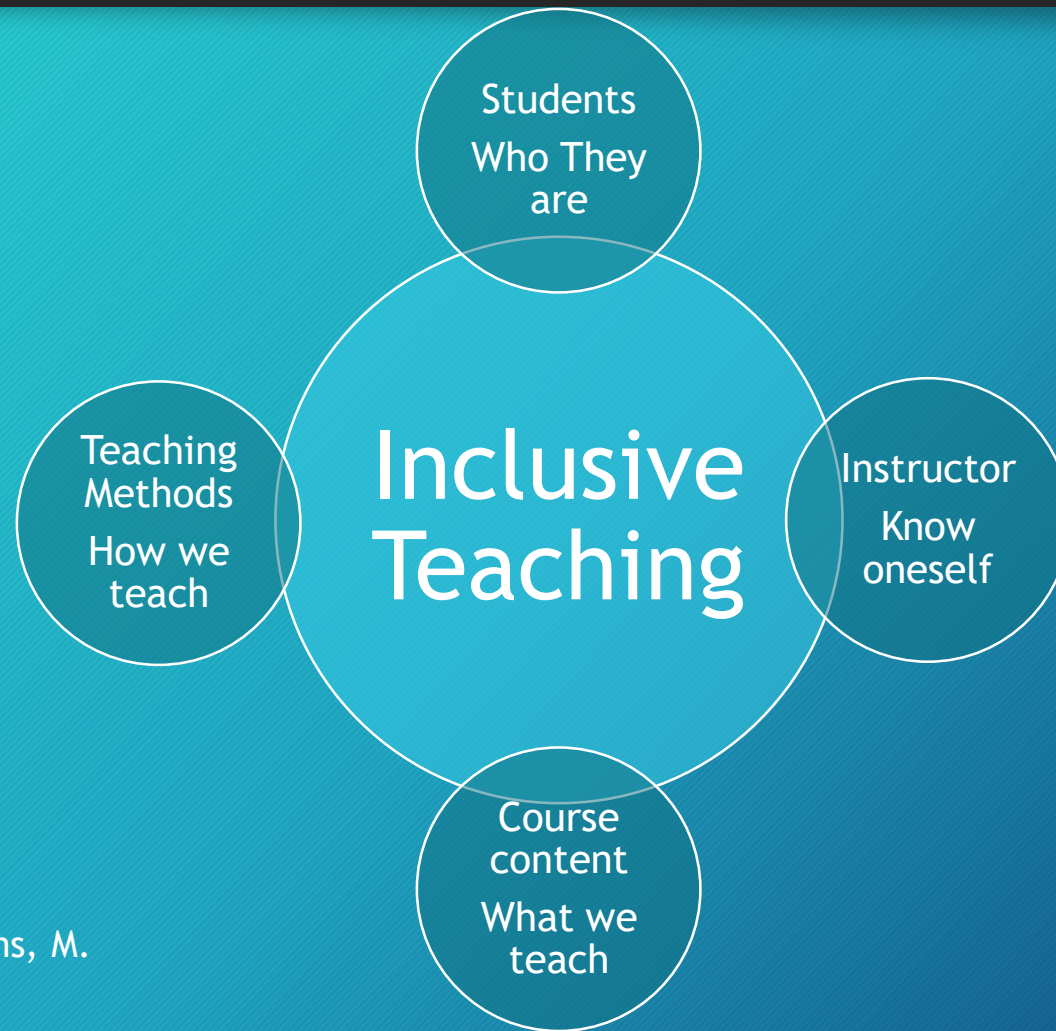
- Inclusive teaching is an explicit intellectual and effective inclusion of all students into our fields and disciplines, through course content, assessment, and /or pedagogy.

Sheridan Center for Teaching and Learning. (2017). Connecting With Your Students.

- A philosophy of teaching that provides equal opportunities for all students to have a successful learning experience.

Dewsbury, B. (2017). On faculty development of STEM inclusive teaching practices, FEMS Microbiology Letters, 364(18):2.

# Four Dimensions of Inclusive Teaching



# Students

- Knowing one's students and understanding the ways that students from various social and cultural backgrounds experience the college classroom is key to being an inclusive teacher.

BY THE NUMBERS

# TODAY'S STUDENT

Too many Americans are failing to graduate college. Why? In part, because our assumptions about them are wrong. Most of us envision college students as 18- to 21-year-olds fresh out of high school. That's no longer the reality.

## IDENTITY

**37%** of college students are 25 or older, and **46%** are first-generation college goers.



**9%**

of college students are first-generation immigrants.



**42%**

of college students are students of color.

## RESPONSIBILITY

**A majority of college students work — many full time — while supporting themselves through school.**



**49%**

of college students are financially independent from their parents.



**24%**

of college students have children or other dependents.



**64%**

of college students work, and 40% of them work full time.



**6%**

of college students serve or have served in the U.S. armed forces.



**57%**

of students live independently — away from their parents or campus housing.

## POVERTY

**Homelessness, food insecurity, and poverty affect college students.**



**36%**

of college students reported not knowing where their next meal was coming from.



**31%**

of college students come from families at or below the Federal Poverty Guideline. The majority of college students (53%) come from families at or below twice the poverty level.



**9%**

of college students reported being homeless within the past year.

## DEBT

**Most bachelor's degree holders leave college with loan debt.**



**68%**

of bachelor's earners graduate with student loan debt, owing an average of \$30,100.



**\$25k+**

Average student loan debt among bachelor's holders: \$34k (black), \$30.1k (white), \$25,450 (Latino and Asian-American).



**5x**

Tuition has increased 503% more than inflation over the past 35 years.

## SUCCESS

**Economic background dramatically affects success in school and work, especially when race is factored in.**



**1.6x**

Ninth-graders from high-income families are 1.6x more likely than students from low-income families to pursue an education beyond high school.



**11%**

of young adults from low-income families earn bachelor's degrees by age 24, compared with 58% from high-income families.



**5x**

Students from low-income households are 5x more likely to move out of poverty if they earn a college degree.



**32%-45%**

45% of black and American Indian students from low-income families delay starting college vs. 32% of similar white students.



**45%-85%**

Graduates with loan debt: 85% (black), 69% (white), 66% (Latino), 45% (Asian-American).



**\$26.9k+**

Average undergraduate student loan debt by institution type: \$26.9k (public), \$31,450 (nonprofit), \$39.9 (for-profit).



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FOUNDATION

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[www.luminafoundation.org/todays-student-citations](http://www.luminafoundation.org/todays-student-citations)





**GOING OUT OF BUSINESS**



**LAST DAY**

**CLOSING DOWN**

# What are the barriers to student success?

- Lack of financial resources
- Lack of college readiness
- Balancing college with work and family
- Fear, anxiety, lack of self confidence
- Stereotyping (The effects)
- Racial injustice and Discrimination
- A Global Pandemic
- Food insecurity
- Housing Insecurities

What does this mean for student learning and for our learning spaces?



# Classroom Climate

- Establish ground rules for class.
- Use the ground rules to establish a contract with the students for how discussions and conflict will be managed.
- Think ahead about the topic, what could possibly arise as conflict.

## Welcoming Students:

- Before -class email
- Send the syllabus and Canvas information
- Office hours



I AM FROM:



To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.

Bell Hooks

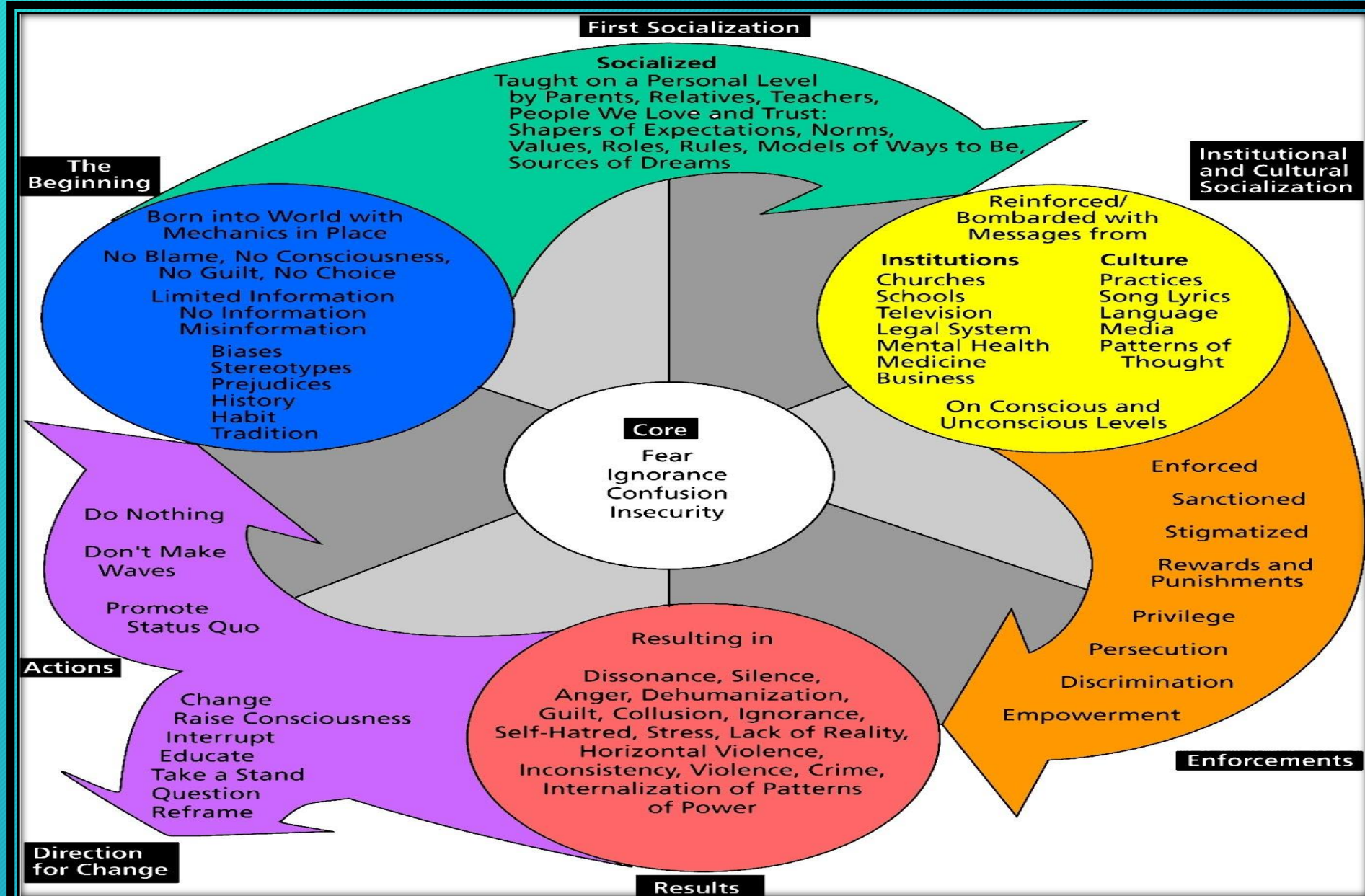
quote fancy

# Instructor

- **DEVELOPING SELF-AWARENESS**  
Knowing one's own professional and social identity is the key first step in developing a classroom built on inclusive relationships.
- The process of knowing oneself may force a reckoning with our previously unexamined relationships with power structures and can be emotionally uncomfortable.
- This is not an easy step and will require time and space to engage in the mindset shifts it may engender. For this reason, it is recommended that these steps occur outside of the teaching semester, so the instructor has an opportunity to reflect on the ways the ideas impact their classroom.



# Cycle of Socialization



# How do you show up in the classroom ?

- “Teachers who have an authentic style are more positively received by their students.” National Communication Association Journal, Communication Education (2017)
- “Revealing our own complexities to students is an important aspect of antiracist teaching...which facilitates the formation of authentic relationships.” (2008, H.M. Pleasants)

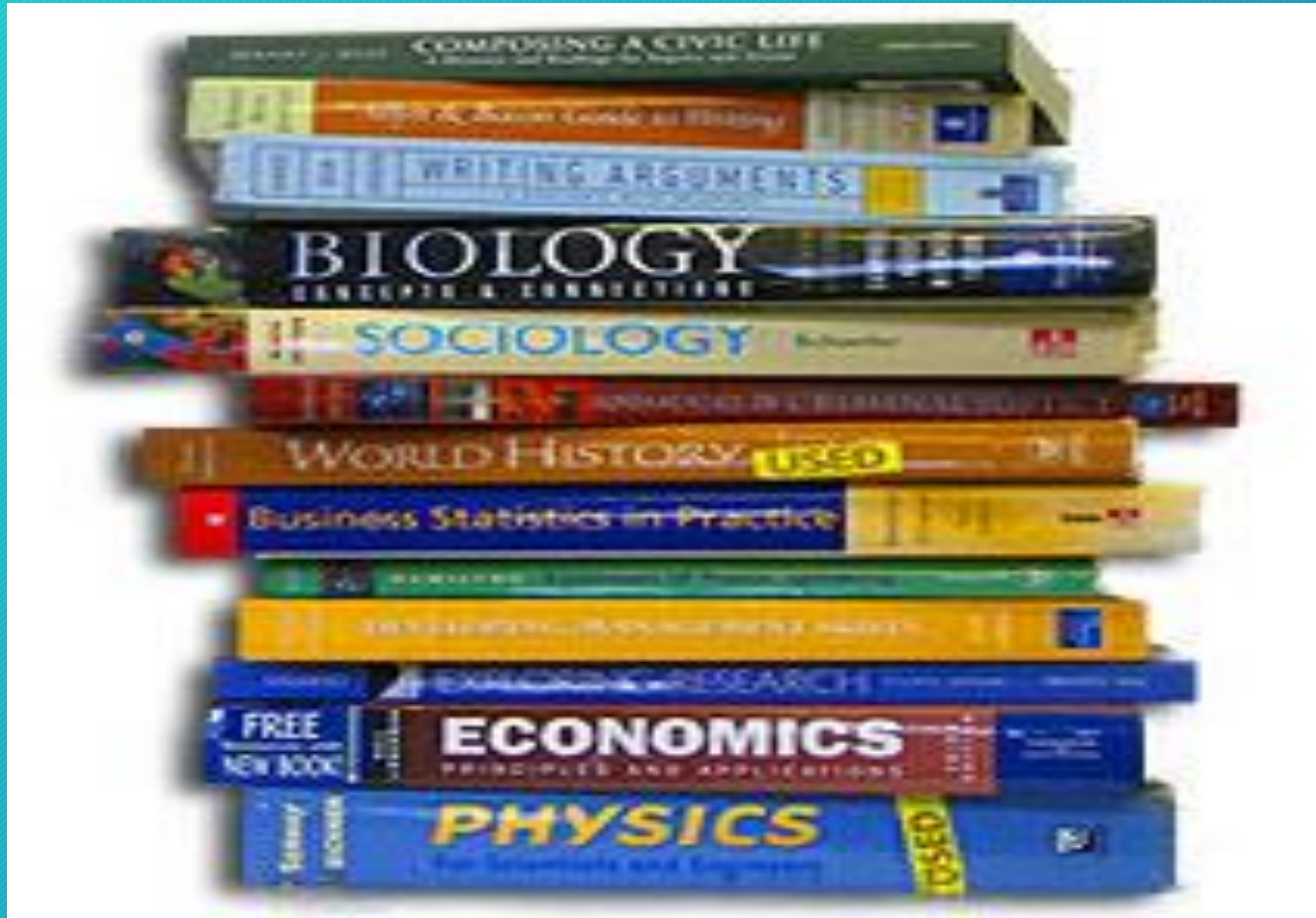
# What teaching methods do you use to be inclusive in your classroom?

- We are going to place you into groups to utilize the breakout room function.
- I would like you to share what you do in your classroom to promote inclusive teaching and learning.

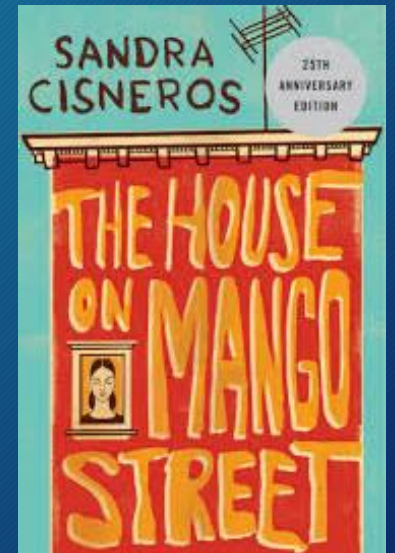
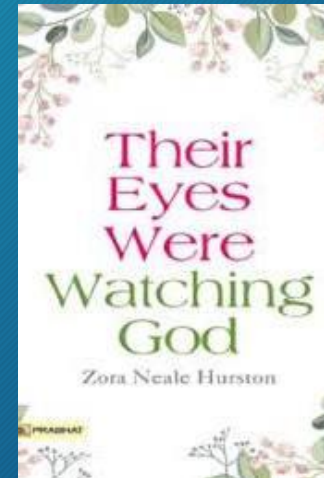
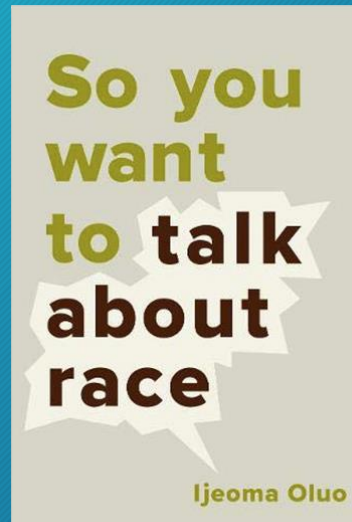
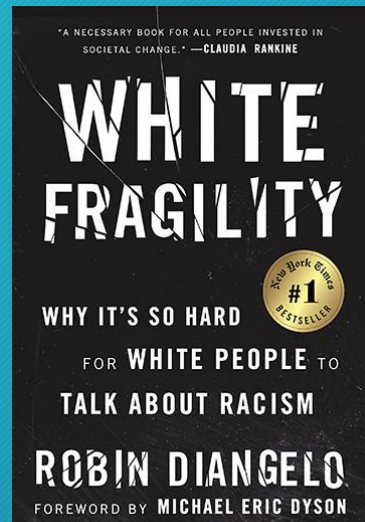
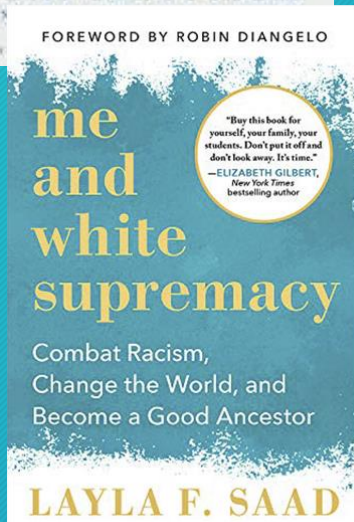
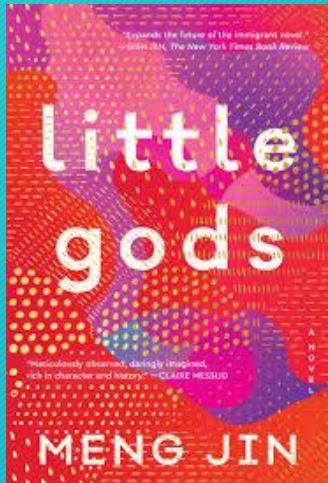
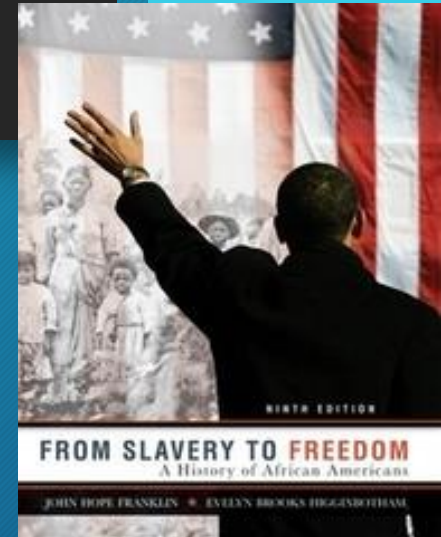
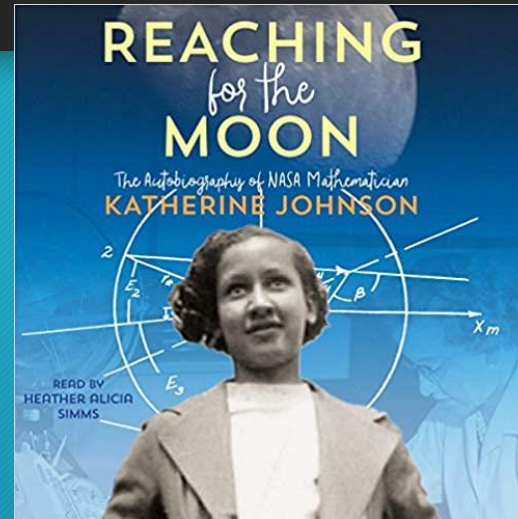
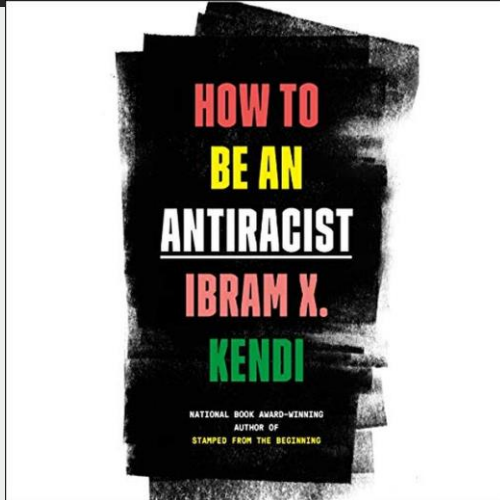
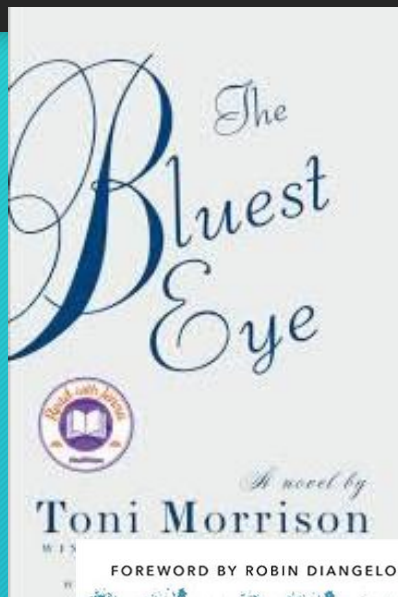
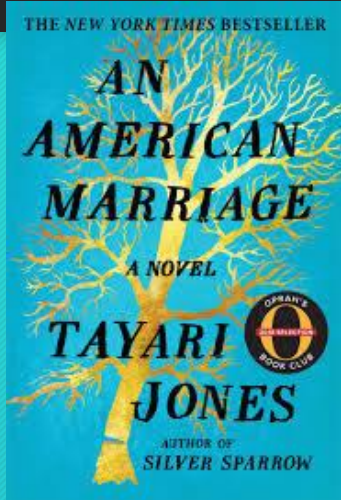
# Course Content

- Creating a curriculum that incorporates diverse social and cultural perspectives.
- Try to select texts and reading that are gender neutral and free of stereotypes.
- Don't assume that all students will recognize cultural, literary or historical references familiar to you.

“Covering content” is something teachers do,  
not students.



# The Transformed Curriculum



# Teaching Methods

- Develop a broad repertoire of teaching methods and strategies to engage students from various backgrounds to enhance learning.
- Include collaborative and cooperative learning activities to balance individualistic competition.
- Include visual and auditory methods.

Museums

Zoom

Digital Archives

Google Docs

Blogging

Podcasting

YouTube

Padlet

“CLASSROOM”

OERs

Social  
Bookmarking

Wikispaces

Skype

Discussion  
Forums/ Blogs

Learning  
Management  
System

Geocaching





# Thank You!

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