

# Inclusive Teaching

## *Achieving and Sustaining MSU's Goals of Diversity and Inclusion*

Quick Start for Teaching to Promote Student Success at MSU

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## Introduction: Outline

- Benefits to ALL Students
- MSU Demographics
- Inclusive Strategies
  - Course Design
  - Inclusive Spaces
  - De-Escalating
  - Frontloading
  - Self-Work
- Closing Remarks
- Additional Resources




## Undergraduate Learning Goals

<http://learninggoals.undergrad.msu.edu/goals>

- MSU has outlined a set of learning goals in the following five categories:
    1. Analytical Thinking
    2. Cultural Understanding
    3. Effective Citizenship
    4. Effective Communication
    5. Integrated Reasoning
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## Benefits (to ALL students) of Inclusion:

- Critical thinking and academic performance
  - Leadership skills
  - Cultural awareness and understanding
  - Civic interest and engagement
  - Communication skills
  - Graduation rates
  - Academic and social self-concept
  - College satisfaction
- 

## MSU Demographics – October 2016

Number of Students Enrolled: 50,344

Total Students by Gender:

Women	26,039 (51.7%)
Men	24,305 (48.3%)

Total Minority Students: 9,439 (21.9%)

Total International Students: 7,269 (14.4%)



## MSU Demographics – October 2016

Number of UG Students Enrolled: 39,090

Total UG Students by Gender:

Women	19,778 (50.6%)
Men	19,312 (49.4%)

Total UG Minority Students: 7,578 (22.3%)

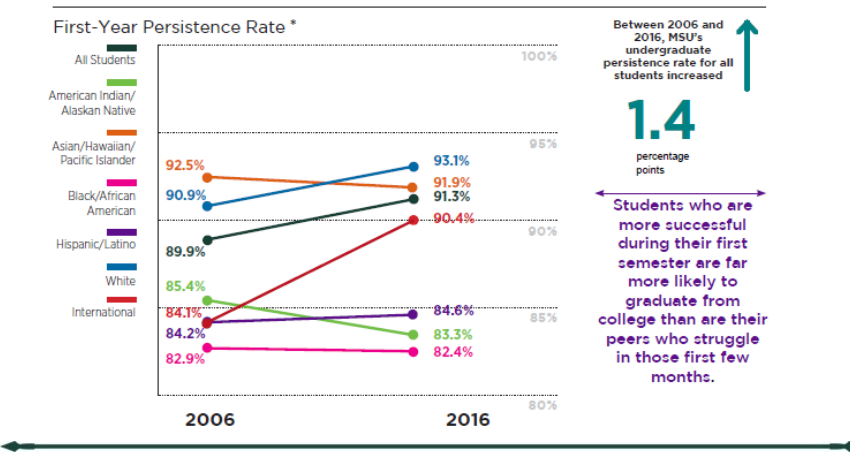
Total UG International Students: 5,013 (12.8%)



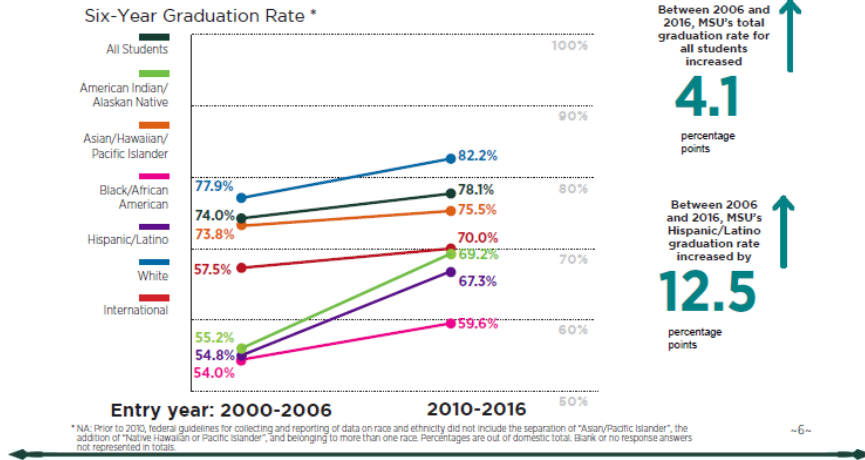
## MSU Demographics – October 2016

Number of UG Students Enrolled:	39,090
Total UG Minority Students:	7,578 (22.3%)
Black/African American	2,724 ( 8.0%)
Hispanic/Latinx	1,629 ( 4.8%)
Asian	1,946 ( 5.7%)
Native Hawaiian/Pacific Islander	36 ( 0.1%)
American Indian/Alaska Native	88 ( 0.3%)
Two or More Races	1,075 ( 3.2%)
Total UG International Students:	5,013 (12.8%)

## Persistence and Graduation Rates for Undergraduates

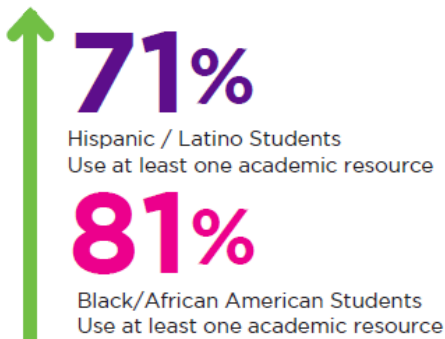


## Persistence and Graduation Rates for Undergraduates



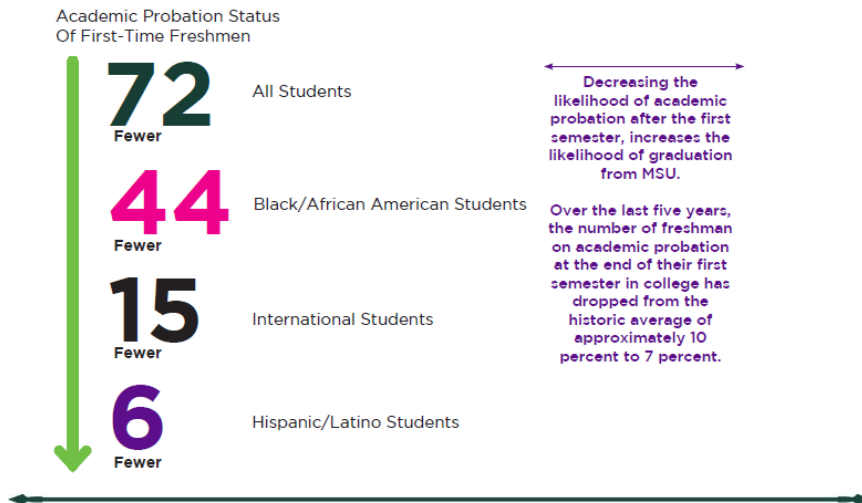
## Student Success

Increase Use of Academic Services



The Neighborhood Student Success Collaborative (NSSC) tracks the use of resources including participation in academic advising, tutoring, study skills workshops, fitness classes, University Activities Board events, and Multi-racial Unity Living Experience discussions in the residence halls.

## Student Success



## The Climate for Diversity

How do we define *climate*?

- Literature: We have come to know ***“climate as the current attitudes, behaviors, and standards and practices of employees and students at an institution.”***

S. Rankin & R. Reason (2008)

## The Climate for Diversity

### Climate Matters

- It matters for our students

### Climate Matters

- It matters for our faculty and staff
- 

## The Climate for Diversity

Findings over the years of research studies on campus climate include:

- Historically advantaged group members tend to express more positive views of campus climate
- Historically oppressed group members tend to view the climate in a negative way
- There are benefits associated with campus climates that promote cross-racial interactions among members of different groups

Worthington (2008)



## The Climate for Diversity

How student experience the campus environment influences

- Learning and developmental outcomes

Discriminatory environments can have

- A negative effect on student learning

A diverse student body and faculty

- Enhances learning outcomes

Sources: Sue Rankin NADOHE Presentation (2016) - Pascarella & Terenzini, 1991, 2005; Cabrera, Nora, Terenzini, Pascarella & Hagedron, 1999, Fegan, Vera & Imani, 1996; Pascarella & Terenzini, 2005; Hale, 2004; Harper & Quayle, 2004; Harper & Hurtado, 2003; Griffin, K.A. Muniz, M. & Smith, E. 2016



## The Climate for Diversity

***What happens when students do not have positive experiences or have positive perceptions of campus climate?***





## Psychological & Persistence Responses

- **Perceptions of a hostile climate can negatively influence student outcomes, particularly for students of color**

Hurtado, Carter, & Spuler, 1996; Hurtado & Ponjuan, 2005

- **Subtle perceptions of a hostile climate had more of an impact on all areas of adjustment to college than actual behaviors**



## Psychological & Persistence Responses


- **Research has revealed that students from all racial and ethnic backgrounds are negatively influenced by hostile climates, although sometimes affected differently**
- **Recent work confirms that all students on a diverse campus (White and students of color) who perceive a hostile climate are likely to feel a lower sense of belonging to the campus community**

Locks et al., 2008



## The Climate for Diversity

### MSU Student Campus Climate Assessment – Spring 2016


- **Purpose:**
    - **1) to collect baseline data about student experiences with bias and inclusion; and**
    - **2) identify areas of improvement**
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## The Climate for Diversity

### Mixed method approach

- **Survey tool administered online for graduate & undergraduate students**
- **Focus group data**
- **Campus maps data**

Survey sample – a representative sample, with oversampling racially minoritized groups



## MSU Campus Climate Assessment

### Some of Key Findings

- Overall students
  - comfortable with the overall campus climate
  - comfortable with the program/department/college/school
  - comfortable with the classroom climate
  - feel safe on campus
- Statistically significant differences in how students' of Color and white students perceive the overall campus climate



## MSU Campus Climate Assessment Concerns

**White students rate the campus climate more positively than the individuals from the various racial/ethnic groups (finding consistent with studies)**

**All racial and ethnic groups perceive the climate is worst for Black students**

**Statistically significant difference in students with disabilities rating of campus climate than students without disabilities**

**A substantial number of students experienced personal exclusion**



## MSU Campus Climate Assessment Concerns

Overall students satisfied with academic experiences

- **Women, transgender, genderqueer, & agender students rate their academic experiences more negatively than men**
- **Students of Color rate their academic experiences more negatively than white students**
- **Lesbian, gay, bisexual, queer, and pansexual students rate their academic experiences more negatively than heterosexual students**
- **Students with disabilities rate their academic experiences more negatively than those without**



## MSU Campus Climate Assessment: Intention to Depart – Open-ended comments on survey


*“Faculty members on campus need to be properly trained in diversity and inclusion”*

*“Many times the exclusion and intimidation of both physical and mental disabilities is nonverbal and built into the infrastructure of the campus. Many buildings are very difficult for disabled individuals to access quickly.... Many professors I have had do not have tools or the education to help struggling students effectively...International students and students with ESL are often seen as the butt of all jokes...”*

## MSU Campus Climate Assessment

*“As I work in a research lab of multicultural people, I feel my professor is biased towards other students. I thought of changing my research advisor but the problem is, if I stay in this department, he/she can influence other professors. Again, we have to take the mandatory courses under that professor. So, it is a problem of cultural difference.”*


*“A majority of the teachers in the XXX college were very rude and didn’t care about how I did in my courses and I even had a teacher that refused to help me in a class because it was ‘too much work and he didn’t want to do it’...”*



## MSU Campus Climate Assessment

*“In many of my classes I’ve found the professors to be profoundly behind on social issues, saying things about race being biological, gender and sex being binary, excluding trans and non-binary people, saying ableist things as if they’re okay—all of which are unacceptable...”*

*“I struggle with mental health issues, and the attitude towards non-white male students from both faculty, students, and security can be extremely frustrating and depressing.”*



## Self-Work

- Learn to recognize your own biases
  - How do your experiences and your identity shape your interactions with students?
  - <https://implicit.harvard.edu/implicit/takeatest.html>
- Learn about other cultures and communities
- Become an outsider
- Collect regular (confidential) feedback from students
- Encourage students to do the same work



## Selected Research

### Faculty More Likely to Respond to White Males

- Would-be graduate students sent letters to faculty members expressing interest in professor's work and asking about research opportunities (6,548 professors at 259 U.S. institution)
- Letter asked for a 10-minute discussion
- Names on letters: *Brad Anderson, Keisha Thomas, Raj Singh, Mei Chen or Juanita Martinez*
- Lower response rate to **women** and **minorities** than to **white men**
- **Health Services:** 57% v. 71%
- **Life Sciences:** 61% v, 72%
- **Natural and physical sciences and math:** 64% v. 73%

Milkman, K.L., et al (2014): What Happens Before? A Field Experiment Exploring How Pay and Representation Differentially Shape Bias on the Pathway into Organizations. *Journal of Applied Psychology* (Forthcoming)




## Selected Research

### Science Faculty's Subtle Gender Biases Favor Male Students. Reaction to male or female name.


- Applications for **lab manager position**
- Application material from students randomly assigned a **male** or **female** name
- Science faculty from research intensive universities in U.S. rated application material
- Male applicants rated as significantly **more competent** and **hireable** than the (identical) female applicant
- Offered **higher starting salary** to male applicant

Moss-Racusin, Corinne A, et al. (2012). *Proceedings of the National Academy of Sciences of the United States of America*, vol. 109 no. 41, 16474–16479.



## Microaggressions

**Microaggressions:** small **subtle**, often **unspoken** and **unconscious** behaviors that communicate dispositions, attitudes, biases, and sentiments.

- Body language, voice tone, and facial expressions can impact positively or negatively, putting some within the organization at a disadvantage and others at an advantage
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## Microaggressions

### Racial Microaggressions

- A Black male student is complimented by a faculty member as being articulate and extremely bright.
- A US born Asian American student is complimented by a White student for speaking such “good English.”

### Gender Microaggressions

- A female student is part of a issues team and is asked if she is providing support for the team and if she will take notes

← Adapted from Derald Wing Sue (March 2013) →

## Microaggressions

### Sexual Orientation Microaggressions

- Students in class refer to a fellow straight student as “gay” (“That’s so gay!”) who is socially ostracized.

### Other Group Microaggressions

- When encountering a Muslim student wearing a hijab, one student says to the her “you look like a terrorist!”
- A student in a wheelchair reports that the professor and fellow students raise their voices when speaking to him in class and insist on pushing his chair when he is navigating the classroom space. He responds by saying “Please don’t raise your voice; and I don’t need your help.”

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## Microaggressions

### Other Group Microaggressions


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Adapted from Derald Wing Sue (March 2013)



## Microaggressions


### Persons of color and women often

- experience the campus climate as isolating, alienating, extremely stressful, risky and invalidating
  - more likely experience being “the only one” that leads to feelings of isolation and loneliness
  - lack mentors who possess knowledge of the “minority experience
- 


## Microaggressions

- as faculty, have their research and scholarship devalued and considered illegitimate
- have their racial or gender identities assailed
- experience elevated levels of stress and distress
- be subjected to biased evaluations & decisions
- as faculty have many more students and colleagues question their qualifications or credentials to hold the status of “Professor

Derald Wing Sue (March 2013)



## Self-Work (con't)

- Learn to recognize your own biases
    - How do your experiences and your identity shape your interactions with students?
    - <https://implicit.harvard.edu/implicit/takeatest.html>
  - Learn about other cultures and communities
  - Become an outsider
  - Collect regular (confidential) feedback from students
  - Encourage students to do the same work
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## Creating Inclusive Learning Environments

### Course Design

- Develop syllabi that represent diverse identities and perspectives
  - Diversified curriculum
  - Diverse group projects (avoid isolating when possible)
  - Diverse paper topics
  - Trigger warnings where appropriate
  - Active pedagogy
  - Multiple modes of content delivery and assessment




### Course Design (con't)


- Classroom instruction and discussion designed for diverse backgrounds
  - Establish and enforce guidelines early on in the class



## Participation Guidelines

- Determine your own boundaries on what you are willing to share
  - Speak from experience and avoid generalizations
  - Personal information should not leave the room
  - Listen respectfully
  - Avoid inflammatory and disparaging remarks
  - Avoid blame and snap judgments
  - Allow each other room to make mistakes while learning
- 

## Inclusive Spaces

- Get to know your students
    - Eye contact (reminder of cultural differences)
    - Learn their names and how to pronounce them (Table tents)
    - Regular office hours and appointments
    - Friendly outside of class
    - Respect and empathy
- 

## Inclusive Spaces

- Create opportunities for students to interact
  - Think, Pair, Share (Lyman Jr. 1981; McTighe and Lyman Jr. 1988)
  - Small group work
  - Class discussions
    - Avoid putting students on the spot to “represent” their “group”
  - Enforce participation guidelines



## Think-Pair-Share

- Early ice breakers
- Complex issues
- Small or large classes
  - Think-pair-square-share alternative
- Exposure to diverse perspectives increase empathy, critical thinking, and role-taking (i.e. the sociological imagination)



## De-Escalate

- Use participation guidelines
- Interrupt overt discrimination
  - Silence creates a hostile environment
  - Keep the conversation issue-centered not personal
  - Try to keep calm
- Hit the “PAUSE” button and come back later
  - Next class period
  - Consider how to avoid this in future semesters
- Journal




## Frontloading


- Decreases resistance and minimizes emotionally-charged responses (Samuels, Ferber & O'Reilly Herrera 2003)
- Creates a safe(r) learning environment
- Activates prior knowledge and establishes a common base
- Increases engagement and critical thinking



## Some Diversity Initiatives on Campus

- AOP and eLearning for incoming students
  - Multi-Racial Unity Living Experience (MRULE)
  - Town Halls (RHS)
  - Learn at Lunch Series (I3)
  - Coffee Hour (OISS)
  - Reflect & Connect (WorkLife)
  - Inclusive Teaching Resources (Libraries)
  - Project 60/50 Calendar of Events  
<http://project6050.msu.edu/>
- 

## Summary

- Inclusive strategies benefit ALL students
    - Increased academic achievement
    - Higher self-esteem
    - Improved critical thinking
    - Increased empathy
    - Reduced prejudice across difference
    - Increased meaningful relationships across difference  
*outside* the classroom
  - These effects are long-term and consistent across age groups
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**Additional Support at MSU**

**The Hub for Innovation in Learning and  
Technology**

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