



Equity and Inclusion in Higher Education: Strategies for Teaching

Brenda Refaei and Rita Kumar

AN INVITATION TO BRAVE SPACE



Together we will create *brave space*
Because there is no such thing as a “safe space” —
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to
grow. We have the responsibility to examine what we
think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be
But
It will be *our brave space together,*
and
We will work on it side by side.

by Micky ScottBey Jones

www.thepeoplesupper.org

Principles that Guide Our Work



Intentionality—A specific attitude that the person wants to address DEI in their work and personal life.



Self—Awareness of values and beliefs and their influence on course construction and teaching behavior.



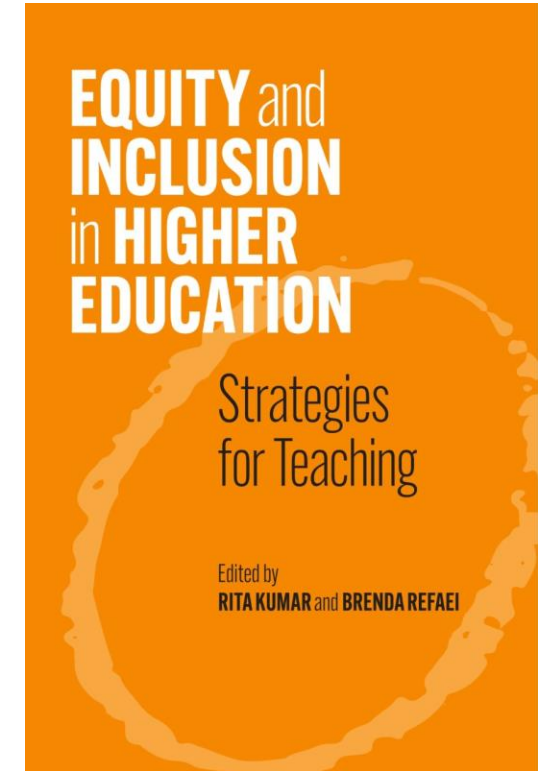
Ongoing commitment to continuing education about DEI concerns.



Deep desire to promote a more socially just and inclusive society by working with students and colleagues to create it.



Develop resiliency to engage in the ongoing work of DEI.



<https://press.uchicago.edu/ucp/books/book/distributed/E/bo135973059.html>

Pause to
Reflect:

What are the
principles that
guide your
desire to do DEI
work?

Please write your response in the
Jamboard

Please use the textbox to insert your
responses on the Jamboard.





Defining Terms

- **Pedagogy:** How we approach teaching, the way we construct and manage learning activities in and out of the classroom.
- **Curriculum:** What we teach, the outcomes and content of the course.
- **Assessment:** How we know students have learned or achieved the outcomes.
- **Diversity:** Respecting the things that make learners different: age, race, ethnicity, disability, sexual orientation, gender, socio-economic status, first-gen., life experiences and backgrounds.
- **Equity:** Providing ALL learners with the resources & support they need to reach their learning goals.
- **Inclusion:** Creating a welcoming environment where everyone feels safe, supported, and encouraged.

Inclusive Teaching


- Inclusive teaching is effective teaching, but effective teaching is not necessarily inclusive.
- "Inclusive teaching represents a set of principles, goals, and practices grounded in research, experience, and commitments to social justice" (Reddick et al., 2005, p. 448)



Inclusive Pedagogy

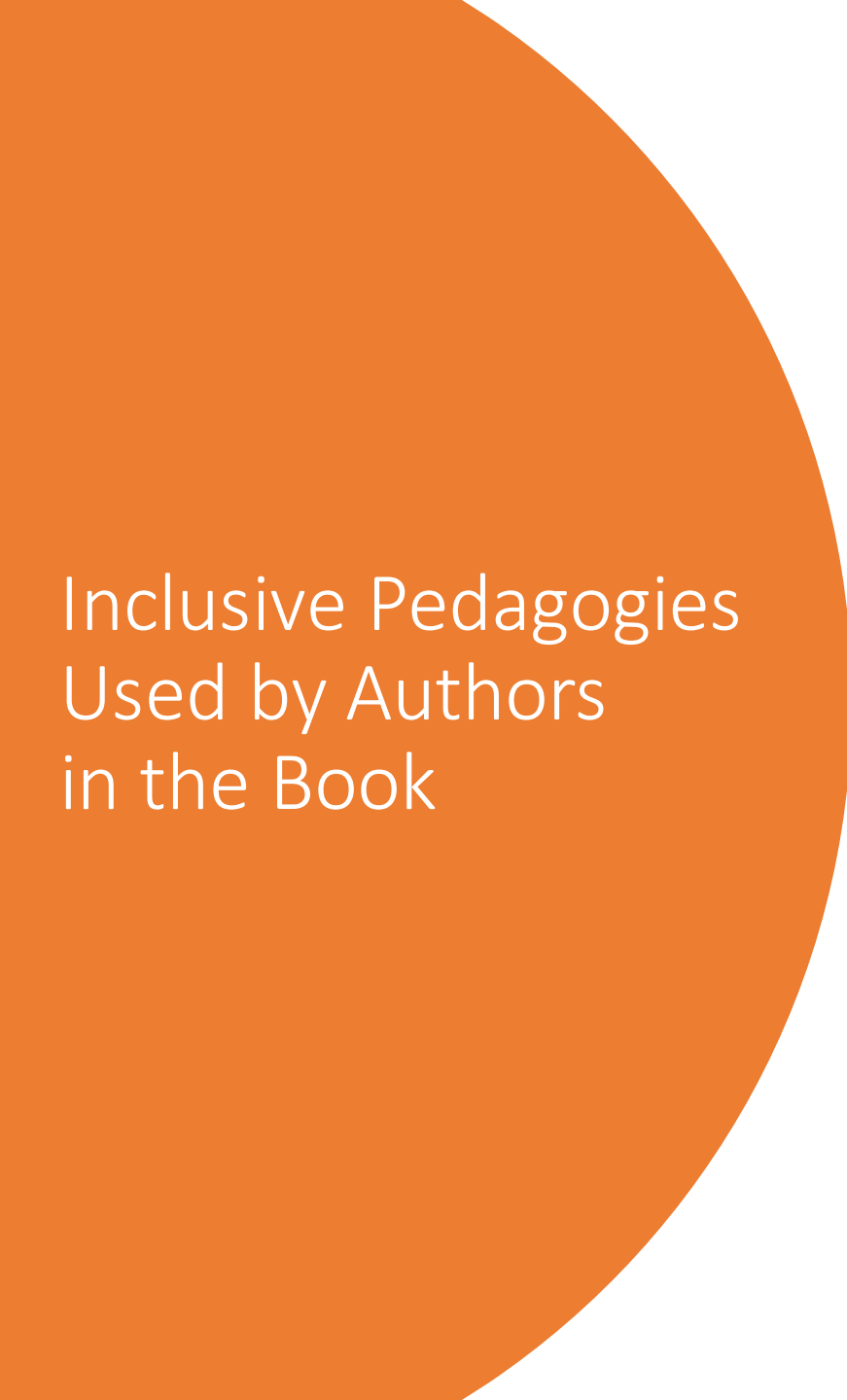
Intentional process of transforming the learning environment so that it respects the ways of knowing and being all students bring to the learning situation.

- Sustains all members of the classroom community
- Works against deficit thinking
- Offers opportunities to critique and challenge systems of oppression
- Mindset that learning and teaching are more than a discrete set of techniques.





Inclusive Pedagogies Used by Authors in the Book

- Supportive Course Policies
 - D & I Statements
 - Student Hours instead of Office Hours
- Design course activities to promote students helping each other
- Create opportunities to foster a sense of belonging



Inclusive Pedagogies Used by Authors in the Book

- Facilitate discussion of systemic inequality as it relates to their discipline
 - Interactive lessons to facilitate students' engagement in perspective-taking
 - Provide scaffolding instruction
- 



Inclusive Pedagogy: Spill the Tea

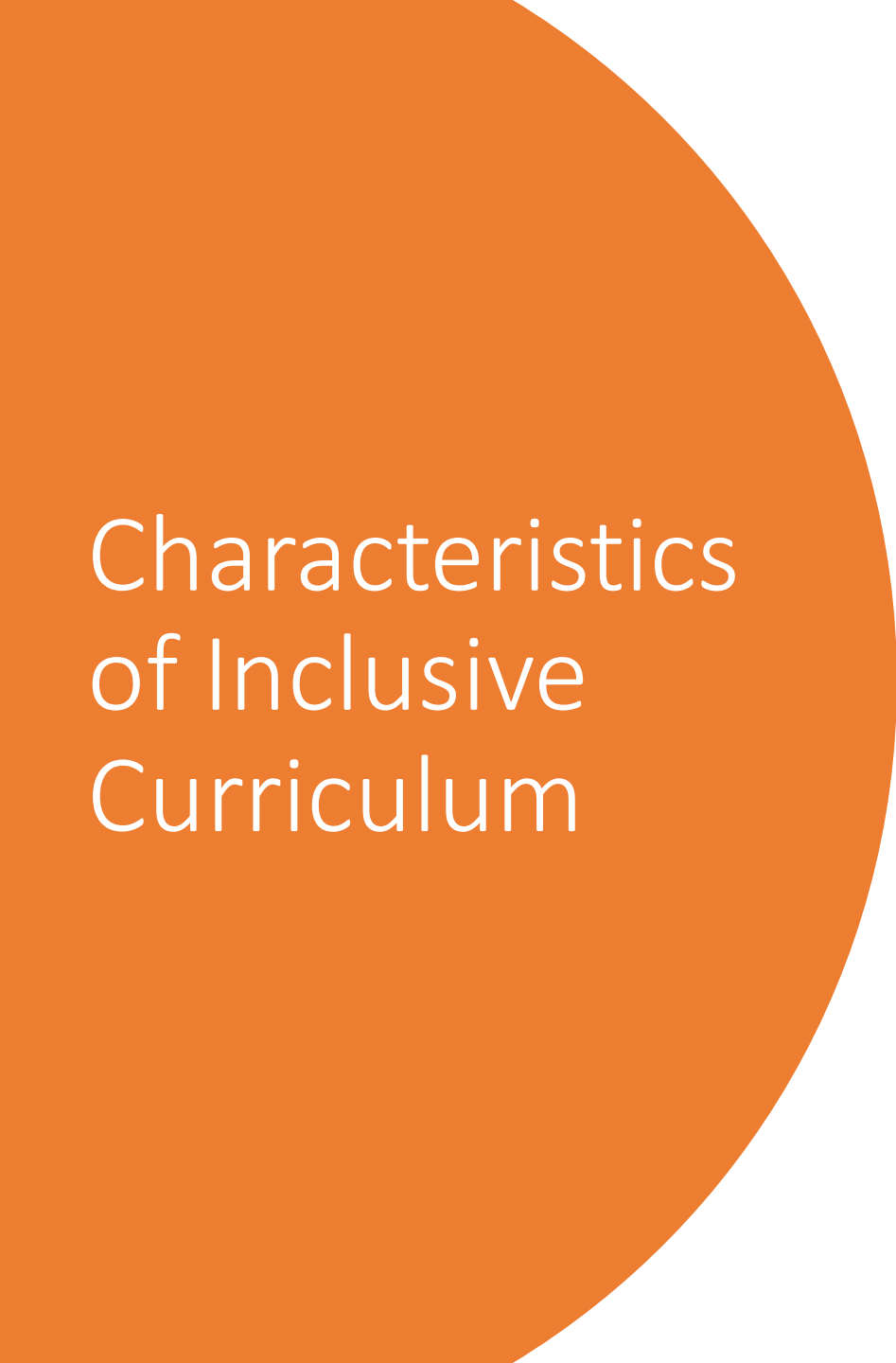
Please take a moment to pause and reflect on your courses.

- Can you identify an inclusive pedagogy that reflects your DEI values?
- Can you identify an inclusive strategy you might add to your course?

Write your answer to one of the questions in the chat box and wait for the facilitator to say enter.

Rationale for Inclusive Curriculum

- The curriculum is a crucial tool for facilitating inclusive education, its design should reflect its relevance to students and promote their participation.
- Inclusive course content increases motivation, which promotes more student engagement.
- Inclusive content draws on the cultural capital of ALL students in the course.



Characteristics of Inclusive Curriculum

Accessible

Relevant

Engaging to all students

Reflect student realities and experiences

Provides all students with opportunities to achieve the learning outcomes for their program of study

Inclusive Curriculum Design

- DEI focused courses
- DEI infused courses
- Faculty Responsibility for Inclusive Curriculum



Approaches for Creating Inclusive Curriculum

- Decolonizing the Curriculum
- Uncover the Hidden Curriculum
- Universal Design for Learning



Designing Inclusive Course Content



Intentionally creating course materials that embody the definitions of diversity, equity and inclusion we shared earlier.



Developing multiple ways of presenting content through varied course materials, appropriate technologies, and classroom activities



Involve students as partners in the creation of course curriculum. Such an approach has the potential to facilitate an innovative way of conceiving and organizing the curricular outcomes and structure ... with the ultimate objective of developing learners who will be autonomous, critical, and assertive citizens.

Selecting Inclusive Course Content

- Analyze their own positionality within their institution and discipline.
- Adopt a social-justice oriented approach that encourages students to analyze power, privilege, and multiple perspectives.
- Present course content in the context of historical and systemic oppression.
- Connect course content to societal issues and problems.
- Examine whose voices, perspectives, and scholarship are being represented.
- Select from a wide range of sources beyond the textbook for sources.

Intersections of Inclusive Pedagogy and Curriculum

Consider your own teaching situation.

- How much control do you have to make it more inclusive and equitable?
- How do you deliver your curriculum to allow **all** students to achieve the learning outcomes of your course?

Please record your responses on this [Jamboard](#). Use the Textbox to write your answers.

Inclusive Assessment

- **Assessment** is a collaborative, intentional, and iterative process of gathering and analyzing information to develop a deep understanding of what **all** students know, understand, and can do with their knowledge because of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.



Inclusive Assessment Rationale



Thoughtful assessment processes can improve student learning by making the content relevant to students' experiences. Incorporating a culturally responsive approach to assessment allows for multiple means of demonstrating learning. Educators can use assessment for inquiry into student learning (Henning & Lundquist 2020).



Assessment in the form of an inclusive assignment is one that empowers all students to learn and succeed equitably, regardless of abilities, cultural backgrounds, or social identities.



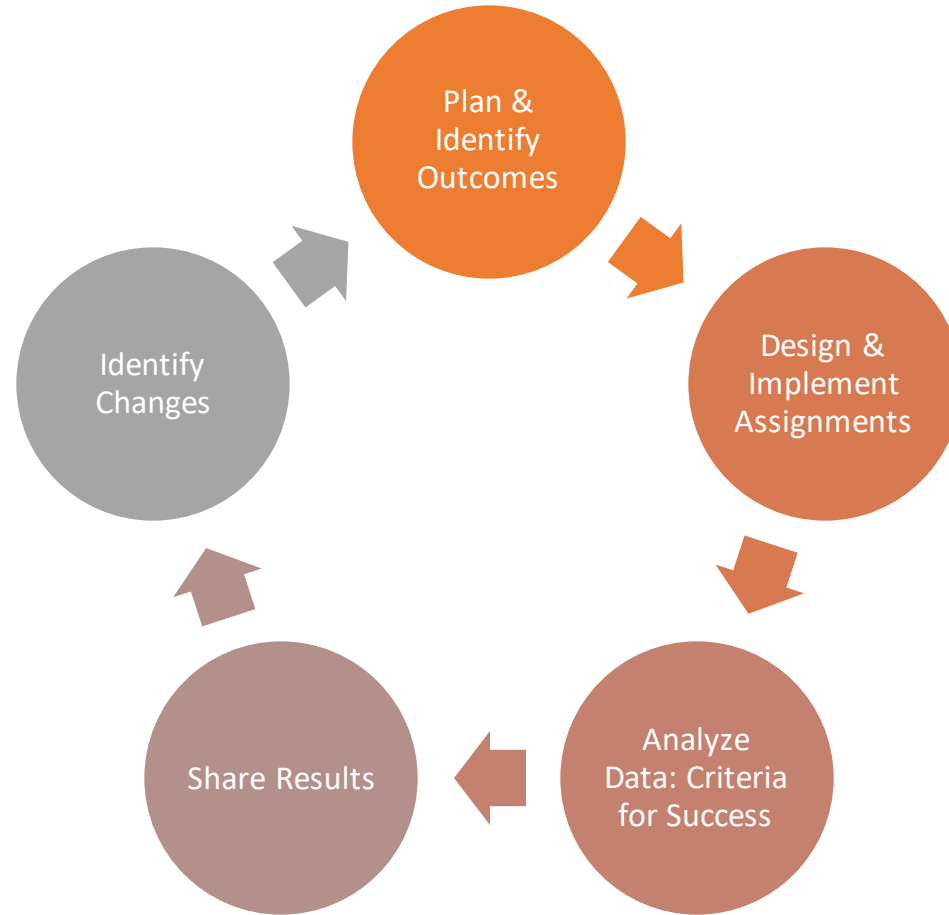
To develop inclusive assessments, involves instructors "critically reflecting on one's position, power, privilege, experiences and beliefs, challenging deficit-minded representations of students, and recognizing, acknowledging, and building from the cultural and community wealth students bring with them to our institutions" (Costina, 2018).

Framework for Equity Minded Assessment



Baker, Henning, & Lundquist
(2021)

Cycle of Inclusive Assessment





Inclusive Assessment: Spilling the Tea



Mapping Your DEI Journey

- Each of us needs opportunities to stop and mark our progress in our journey towards inclusiveness.
- Use this [rubric](#) prepared by Deyu Hu and Michele Deramo to [evaluate where you are](#).

Conclusions and Next Steps

| | Short term goals | Long-term goals | Strategies to try | Resources |
|---------------------|------------------|-----------------|-------------------|-----------|
| Self-awareness | | | | |
| pedagogy | | | | |
| curriculum | | | | |
| assessment | | | | |
| Building resilience | | | | |

EQUITY and INCLUSION in HIGHER EDUCATION

Strategies for Teaching

Edited by
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Thank You

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