

The Following Materials and Activities originated in a presentation, Creating Inclusion in STEM for Students, by Lea Webb and Jah Davis from the Office of Diversity, Equity and Inclusion at Binghamton University.

Using cultural competence to create inclusive, culturally aware and sensitive classrooms.

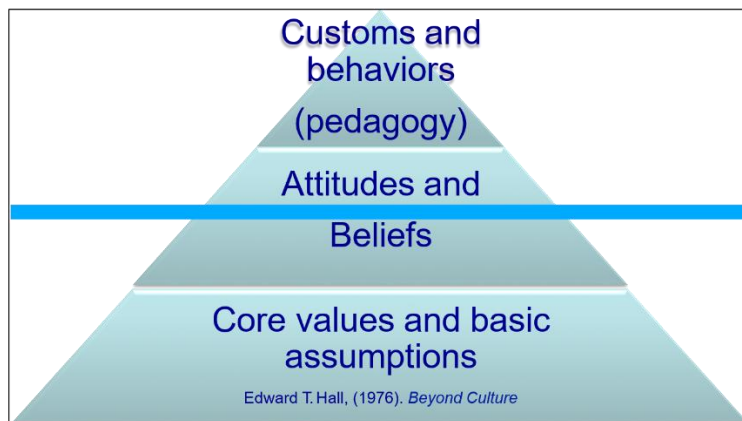
Hall's Iceberg Model

Who we are as people i.e. our core values and assumptions influence our belief systems and shapes our attitudes (which are underneath the surface).

All of these things work into our practices and approaches in the classroom.

Our beliefs and attitudes become visible (or appear at the surface) and are demonstrated in the classroom and interactions with others within our institutions.

Our attitudes and beliefs become more evident through our customs and behaviors (pedagogy) can be shown in various arenas i.e. syllabi.



Example of Group Activity to foster self-reflection, identifying our own culture to be more aware of the importance of other's culture:

- Share your name
- How do you define your culture? What's your culture's values, beliefs, learned patterns of behavior, why do you believe this?
- Identify a culture you work or interact with that's different than your own; share what's that culture's values, beliefs, learned patterns of behavior, why do you believe this?

Getting to know our students

How millennials differ from Gen X

Generation X	Millennials
Born 1965-1976 51 Million	Born 1977-1998 75 Million
Accepts Diversity Pragmatic/Practical Self-reliant/individualistic Rejects rules Mistrust institutions Use Technology Multitask Latch-key kids Friend-not family	Celebrates Diversity Optimistic/Realistic Self-inventive/individualistic Rewrite the rules Irrelevance of institutions Assume technology Multitask fast Nurtured Friends = Family
	<i>Diane Thieljodt, Devon Scheef</i>

The Five Rs of engaging millennials (Mary Bart):

1. **Research-based methods:** Millennials want active learning methods– less lecture, use of multimedia, collaborating with peers;
2. **Relevance:** Millennials Google anything they want to know, they do not typically value information for information's sake. The professor's role is shifting from disseminating information to helping students apply the information. One of the greatest challenges for teachers is to connect course content to the current culture and make learning outcomes and activities relevant;
3. **Rationale:** Millennials were raised in a non-authoritarian manner and are more likely to comply with course policies when teachers provide them with a rationale for specific policies and assignments;
4. **Relaxed:** Millennials prefer a less formal learning environment in which they can informally interact with the professor and one another;
5. **Rapport:** Millennials are extremely relational. They are more central to their parents' lives than previous generations and are used to having the adults in their lives show great interest in them. They appreciate it when professors show that same interest, and they seem to be more willing to pursue learning outcomes when instructors connect with them on a personal level.

Factors that impact a sense of belonging.

Maslow's Hierarchy of Needs



A threat to any of these needs being met leads to isolation, detachment

A key reflection question to consider: *If you were to disappear for a day or so, who in your world would inquire about your whereabouts and wellbeing?*

If you aren't able to identify those folks who would inquire about you (at work, home, etc), it's an indication that you don't feel a sense of belonging. This is also a question for you to think about when engaging with your colleagues and students.

73% of Faculty and Staff feel stronger sense of belonging at institutions where they are formally welcomed, introduced to others and their work, and recognized for their contributions and growth
The Ohio State University, Center for Higher Education Enterprise

Motivation is affected by environment (Ambrose et al., 2010)

Expectancy-Value Theory posits that motivation is determined our belief that we can achieve the thing in question (expectancy) and how important it is to us to achieve that thing (value).

Students' motivation generates, directs, and sustains what they do.

This is how environment affects student motivation.

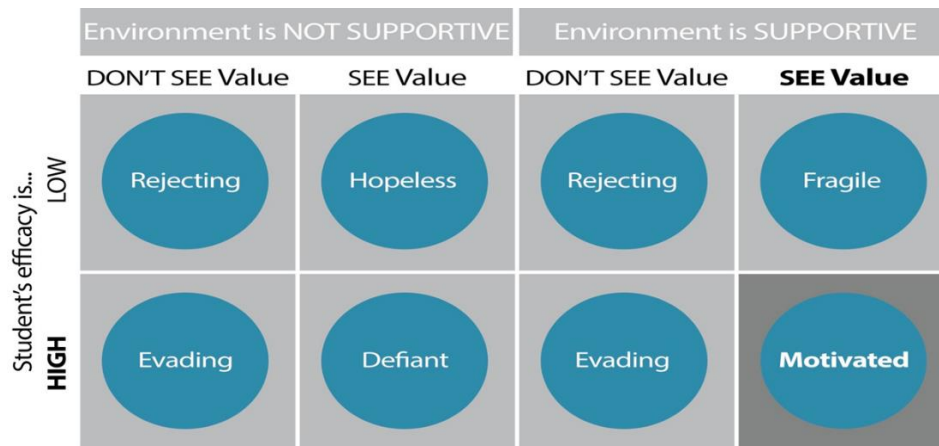


Figure 3.2. Interactive Effects of Environment, Efficacy, and Value on Motivation (Ambrose et al, 2010)

Creating a culture of belonging:

- Mentorship Opportunities (Do we have it? What does it look like?)
- Program and Campus Resource Access (Are there barriers that are creating disparities? How can they be changed?)
- Service Opportunities (community and campus)
- Foster a sense of belonging between faculty, staff and students (What does our orientation and welcome recognition look like?)

Creating inclusive spaces:

- Imagine you are coming into contact with your office for the first time. What impression do you have about the area's commitment to creating a welcoming inclusive environment for all?
- Think about your area's physical environment, including office decorations, pamphlets, marketing, web site, office set-up

What allyship looks like:

- Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others and your organization.
- Recognize and change in the moment when you are operating out of stereotypes, privilege and/or dominant cultural beliefs.
- Recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences.
- Support others when they question or challenge non inclusive or disrespectful behaviors so that they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
- If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent; make amends and change your behavior as needed.
- Connect with resources (i.e. campus programs) and provide advocacy

The LEARN Model for inclusive responses to conflict/disagreement:

- Listen with empathy and understanding to the other person's perception of the problem.

- Explain your perception of the problem.
- Acknowledge and discuss the differences and similarities.
- Recommend a course of action or treatment.
- Negotiate an agreement.