



Taking Student Data & Turning it Into Inclusive Pedagogy



TIFFANY A. DRAPE
DONNA WESTFALL-RUDD
AGRICULTURAL, LEADERSHIP & COMMUNITY EDUCATION



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Where to today?

- The research
- What it told us
- So what, now what?
- 2019 data
- How do we become more inclusive?



The land that surrounds us, we honor

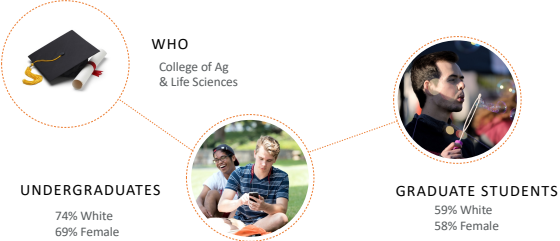
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Pre-Work

- What bias & misconceptions do I need to unlearn?
- What do we like about our community?
- Who might we want to include that's not at our table?
- What other topics besides racism?
- Within our system/institution, what do we have the power to enact?

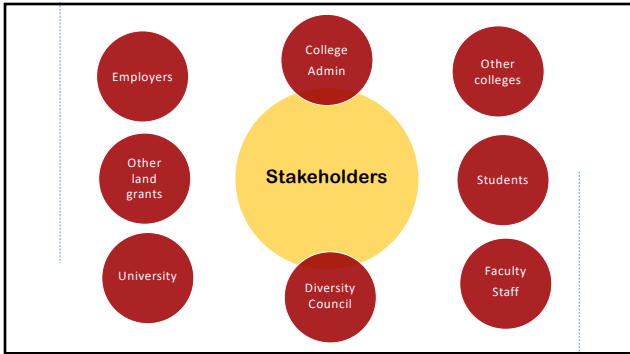
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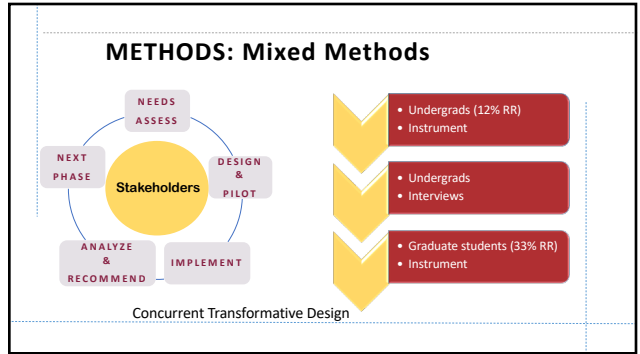
WHO
College of Ag & Life Sciences

Category	White	Female
UNDERGRADUATES	74%	69%
GRADUATE STUDENTS	59%	58%

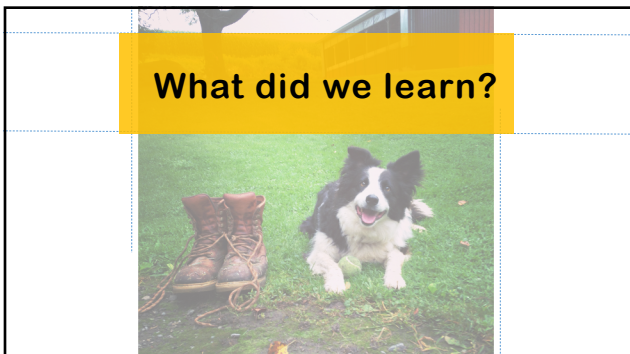
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Data from Colleges of Agriculture

Pockets of Success
 "Maybe my perception is skewed, seeing as I work in a lab where each grad student is from a **different country across the world**, representing both genders, but I see the department as **REALLY pushing diversity for minorities.**"

A photograph of a large field of yellow and white flowers under a cloudy sky.

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EXCERPTS

"I am a member of a federally recognized American Indian Nation. The times I have shared that people have either **dismissed** the cultural importance or told me I didn't **look like it in their opinion**"

"As leaders in the college or department, I think they (faculty) **should be trained** or equipped to better handle situations as such"

DISCRIMINATION

47 & 53: Percentages of undergrad & grad students who **agreed** there is **discrimination** present

FACULTY


"When I told him (my former **advisor**) I had a **learning disability**, he **laughed** & said "well that explains a lot."

COLLEGE

"A staff member at an **experiment station** would make jokes about the **Muslim Ban**"

SUGGESTIONS

"In the classes that students start to **talk to each other**, their opinions change & the **atmosphere becomes friendlier**. Of course, to do this, you need to **hire a faculty & staff** that are inclusive."



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EXCERPTS

"Don't make international students **feel bad** because they don't know a word that seems obvious in English. These students have different backgrounds & different languages. Instead of making fun of them, **teach them**"

"I know they were joking but..."

DISCRIMINATION

"I've been called a **terrorist** just walking across campus. I've been kicked out of a social event hosted by a fraternity for bringing a male as my date (I'm a male). I've been **called faggot** for holding hands with my boyfriend."

FACULTY

"The prof was on stage making a joke about driving & he was saying **women shouldn't be driving right?** All the dudes in class were cheering & I thought, "I can't believe I pay several thousand dollars a year to come into this class learn at this university & I just **had a professor tell me** that I can't drive & all the dudes cheered." That was just surreal."

COLLEGE


"At seminar, there has been an instance where a guest speaker made the comment, "Why wouldn't anyone not like milk? Milk is pure & white. **White is always right.**"



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NOW WHAT?

Four years: PD, workshops, conferences, dept heads, deans, peers, in house work



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Inclusive leadership is the practice of leadership that **carefully** includes the contributions of **all** stakeholders in the community or organization. Inclusion means being at the table at all levels of the organization, being a valued contributor & **being fully responsible for your contribution** to the ultimate result. Inclusive leadership creates an organizational culture that consistently produces results that benefit all of those stakeholders

~National Urban Fellows

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HUMAN

7E+09

Power & Privilege

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When we keep bias in place, someone is always uncomfortable

Socially diverse groups are more successful. They force us to prepare, anticipate alternative views, & consensus will take effort.

When we work w people who are familiar, we get a little lazy.

Policy doesn't change feelings of bias or discrimination.

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OUR BRAIN VS. OUR HEART

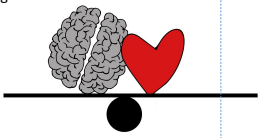
Implicit bias: we all have it & that's ok- **recognize it**

Refers to stereotypes that affect our understanding, actions, decisions, in an unconscious manner

It's pervasive: our brain is trying to make meaning

Doesn't align with our current feelings

It's not JUST race



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SOCIAL IDENTITY

Race, ethnicity, age, sexual orientation, gender identity or expression, disability, religious or spiritual, education, etc...


Our marginalized identities get the focus

If it's normal, what's the opposite? Abnormal?

We all have identities that impact how we move around in the world

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How do we:



- Get people to show up & not shutting down?
- Work on your own stuff?
- Challenge your own assumptions? When you think of an illegal immigrant, how often do you think of the Canadian grad student who overstayed their visa?
- Act as if every kind of person is in the room: mental illness, LGBTQ+, low SES, no healthcare?

There's a lot of education we can do with each other


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Inclusive Pedagogy

Co-creation:
 examples used
 names
 identity
 representation
 holidays
 readings
 Language

Inclusive modifications-CC, alt text

Time to build community into class




Let's get comfortable being uncomfortable

What are 1-2 concrete things you can address short term?

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Inclusive Pedagogy



Practice-behaviors & habits

Record yourself

Admit your own racism, misogyny, implicit bias*
 Where did it come from?

What if this person were "the opposite?"

It's not a joke to the person in front of you

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THE PATH FORWARD

Cultural competence-someone who's willing to pay attention to & take action around social, economic & political differences & inequities that are attached to people

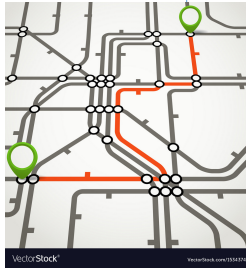
Understand how privilege has shaped your life & marginalized others: guilt to responsibility

There will always be pushback & mistakes

Relationships of reciprocity

This is YOUR work, no one else's

Reframe your thinking-you can be assertive without being aggressive



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2019 Data Collection



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Faculty

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HUMAN

7E+09

Inclusive in classroom (82%)
Inclusive in lab (87%)

Reasons - inclusive
Clear communication, make their lessons **inclusive**; explain things; engage w students; **LGBTQ+ stickers** posted; inclusive language

Reasons - un-inclusive
Inattentive; only urban examples, not rural examples; wheelchair inaccessible; subconscious **bigoted tendencies**; off color jokes; **political talks** skew portion of students


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Graduate Students

Inclusive in classroom (87%)
Inclusive in lab (91%)

Reasons - inclusive
knowing our **names**; talk to everyone; **they're more diverse** in general; hands on activities; very fair; **take time** to answer questions; closer in age

Reasons - un-inclusive
belittle for not knowing information; not friendly; forget there's people of **other ethnicities** in the class; **condescending** to students; no communication; no personality; won't admit when they're wrong




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EXCERPTS

“Off-color jokes that reinforce gender stereotypes, instantly transforming a safe space into an unsafe space. This especially **threatening to trans women of color.**”

“I have seen and experienced some condescension from professors towards students who are not from farming backgrounds. I wonder why they think anyone would go to college and pay to learn about things they already know. The equine riding classes are also inaccessible to most students due to their astronomical costs.”

“Professors are able to acknowledge that their students come from a multitude of backgrounds & not everyone has the same insider knowledge about topics.”




“Not using heavily gendered language or stereotyping.”

“Most treat every student like an individual. They're **respectful of diversity while not acting blind to it.**”

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Student feedback



Where CALS leadership should focus attention?

1. Mental Illness
2. Race/ethnicity
3. Socio-economic and ESL (tie)

Students have felt discriminated against:

1. Gender
2. Age
3. Socio-economic
4. Politics
5. Transfer student status (quotes: ignoring at orientation, being called “weirdo transfers”)

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The college does not address adequately

1. Socio-economic
2. Political affiliation
3. Age or ageism
4. Race/ethnicity



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The long-term goal

“We often see leaders at the very top saying all the right things relative to diversity, but the **FACULTY, who really run the organization** & create the experience of people who work there, **don't understand & don't feel accountable for diversity & inclusion.**”

Culture is the fundamental **building block of identity** & the development of a strong cultural identity is essential to a healthy sense of who someone is & where they **“belong.”**

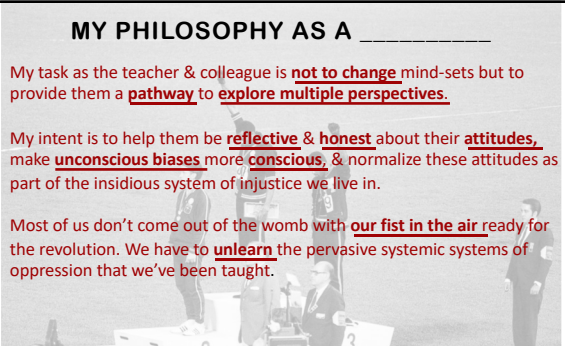
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MY PHILOSOPHY AS A _____

My task as the teacher & colleague is **not to change** mind-sets but to provide them a **pathway** to **explore multiple perspectives.**

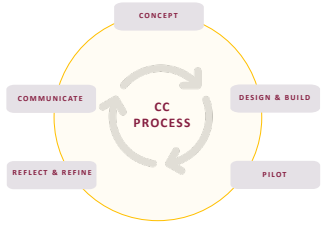
My intent is to help them be **reflective & honest** about their **attitudes**, make **unconscious biases** more **conscious**, & normalize these attitudes as part of the insidious system of injustice we live in.

Most of us don't come out of the womb with **our fist in the air** ready for the revolution. We have to **unlearn** the pervasive systemic systems of oppression that we've been taught.



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Cultural competence is a life-long process



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RESOURCES

<https://vtechworks.lib.vt.edu/handle/10919/99277>

"You can't solve a problem with the same consciousness that created it."

"Justice is what love looks like in public." Cornel West

"Justice is not about comfort, it's about moving people forward."

https://virginiatech.qualtrics.com/jfe/form/SV_3IDkP2IKo9HbCf

How would you like to proceed with the time we have?

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