Develop an Inclusive Community

Goal: Consistently communicate to all students that they are welcome and can succeed in the geosciences.

Advantages:

- Gives students a sense of belonging
- Promotes student engagement and success
- Allows multiple voices to be heard

Strategies

Make implicit rules visible: Be explicit about your expectations for classroom participation, preparation for class, help-seeking, office hours, group work, and interactions with you and between students.

Recognize implicit biases: Develop your own and students' awareness of implicit biases and how they can impact interpersonal interactions. Make a habit of considering the possibility of bias in your own decision-making.

Affirm multi-cultural perspectives: Explicitly ask students to consider the perspectives of different cultures in relation to the human dimensions of the geosciences.

Community values statement: Post a statement in your classroom and/or department about valuing the perspectives and contributions of all students and stating the expectation that all members of your community will treat each other with respect.

Develop an "asset model" mindset: Look for evidence of students' capabilities. Assume that all students have the capacity to succeed in your course, given appropriate opportunities and support.

Offer micro-validations: When students persist in the face of difficulty or act like scientists in training (e.g., generate hypotheses or ask what data they could use to test a hypothesis), point out that these are the behaviors that will make them successful as students and as scientists.

Implementation

- Post your community values statement in your department and refer to it in your syllabus.
- Describe your expectations and explain terms and policies that may have different meanings in other cultures (e.g., what constitutes plagiarism).
- Take an interest in your students' perspectives.

References

1. Alber, R. 2013. Tools for Teaching: Ditching the Deficit Model. Online at https://www.edutopia.org/blog/teaching-tool-ditching-deficit-model-rebecca-alber.
2. Bartlett, T. 2017. Can We Really Measure Implicit Bias? Maybe Not. Chronicle of Higher Education, available at http://www.chronicle.com/article/Can-We-Really-Measure-Implicit/238807?cid=trend_right_a.
3. Greenwald, Anthony G.; McGhee, Debbie E.; Schwartz, Jordan L. K. 1998. Measuring individual differences in implicit cognition: The implicit association test. Journal of Personality and Social Psychology, Vol 74(6), pp. 1464-1480.
4. Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy, *American Educational Research Journal,* v. 32, n. 3, pp. 465-491.
5. Nelson-Barber, S. and Trumbull Estrin, E. 1995. Bringing Native American Perspectives to Mathematics and Science Teaching, *Theory Into Practice*, v. 34, n. 3, pp. 174-185.

This poster was developed by Carol Ormand, SERC at Carleton College, for SAGE 2YC: Supporting and Advancing Geoscience Education at Two-Year Colleges.