




# Designing for Inclusive Teaching and Learning

Lindsay Bernhagen, Ph.D.  
Director, Center for Inclusive Teaching & Learning  
University of Wisconsin-Stevens Point (yes, the one you keep reading about)

# Session Outcomes

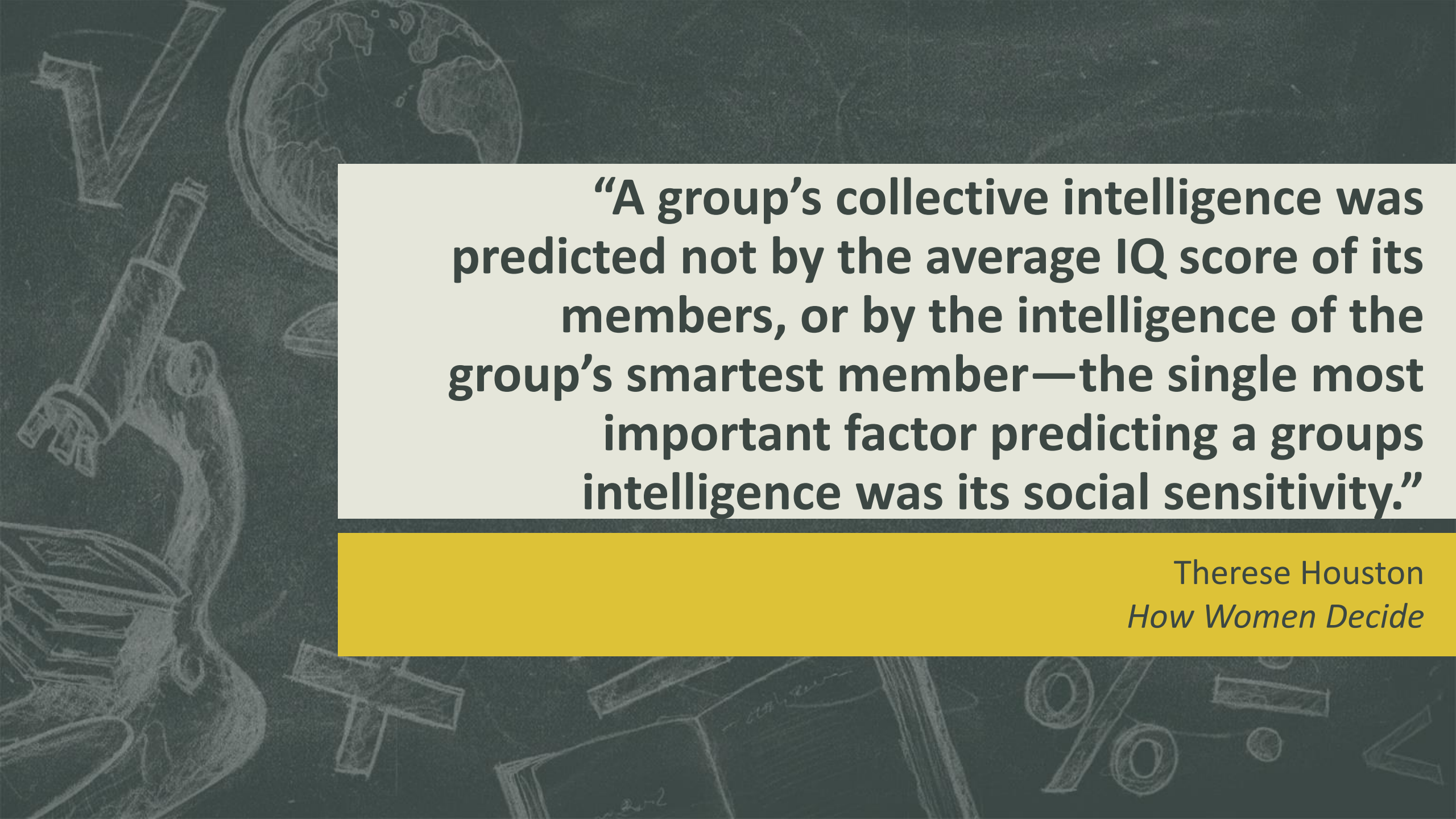
- Be able to articulate why diversity and inclusivity are important
  - (aside from the fact that it's in your institution's "Vision and Values")

*"This community recognizes its future successes are achievable only when all voices and perspectives are included and valued. We particularly welcome viewpoints and contributions of newcomers to our community. We believe that an institution is only as strong as its ability to invite and include diverse perspectives as we all contribute to the University of Idaho's mission."*
- Identify barriers to equity and inclusion
- Recognize and implement principles of Universal Design
- Feel capable of making positive change.
  - *U of I Fast Facts: 12:1 student to faculty ratio; <2:1 student to employee ratio*

A dark green chalkboard background with various white chalk sketches. On the left, there is a large drawing of a microscope. Above it, a globe of the Earth is sketched. Below the microscope, there are several rectangular shapes, possibly representing test tubes or lab equipment. In the bottom right corner, there are sketches of a percentage sign, a plus sign, and other geometric shapes.

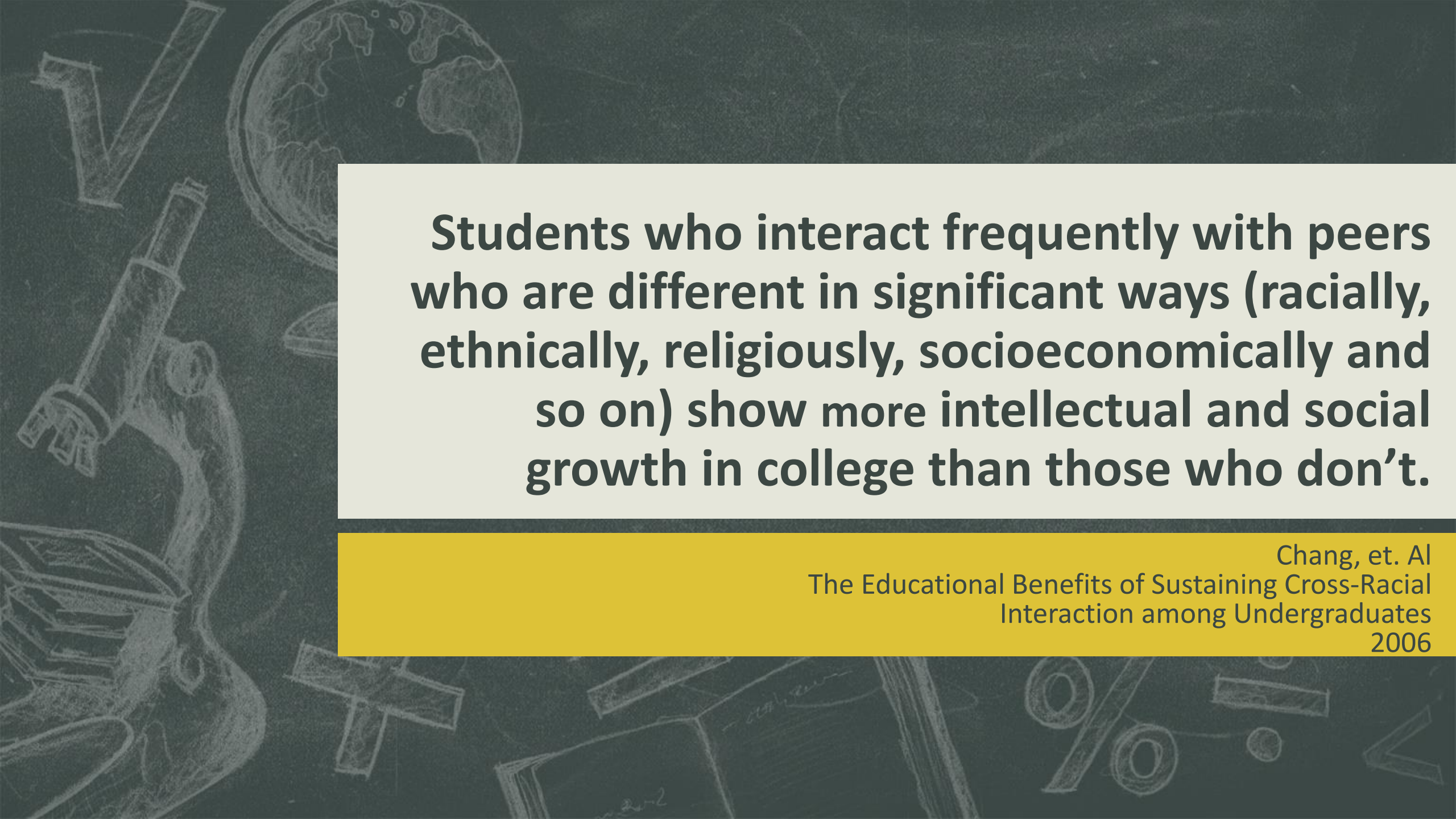
**“Diversity jolts us into cognitive action in ways that homogeneity simply does not.”**

Katherine W. Phillips  
“How Diversity Makes Us Smarter,”  
*Scientific American*

The background of the slide is a dark grey-green color with faint, light-colored sketches of various scientific and educational items. These include a globe in the upper left, a microscope on the left side, a stack of books at the bottom left, a cross-section of a cell or biological structure at the bottom left, a percentage sign at the bottom right, and various geometric shapes and lines scattered throughout. The text is centered in a white box.

**“A group’s collective intelligence was predicted not by the average IQ score of its members, or by the intelligence of the group’s smartest member—the single most important factor predicting a groups intelligence was its social sensitivity.”**

Therese Houston  
*How Women Decide*



**Students who interact frequently with peers who are different in significant ways (racially, ethnically, religiously, socioeconomically and so on) show more intellectual and social growth in college than those who don't.**

Chang, et. Al  
The Educational Benefits of Sustaining Cross-Racial  
Interaction among Undergraduates  
2006

# Diversity + Inclusion = Better Outcomes

- Including multiple, diverse perspectives:
  - enhances innovation by 20%
  - enables to groups to spot (and reduce) risks by 30%
  - smooths implementation of decisions by creating buy-in and trust
- Organizations with inclusive cultures are:
  - Twice as likely to meet or exceed financial targets
  - Three times as likely to be high performing
  - Eight times more likely to achieve better business outcomes

J. Bourke, *Which Two Heads Are Better Than One? How Diverse Teams Create Breakthrough Ideas and Make Smarter Decisions* (Australian Institute of Company Directors, 2016)

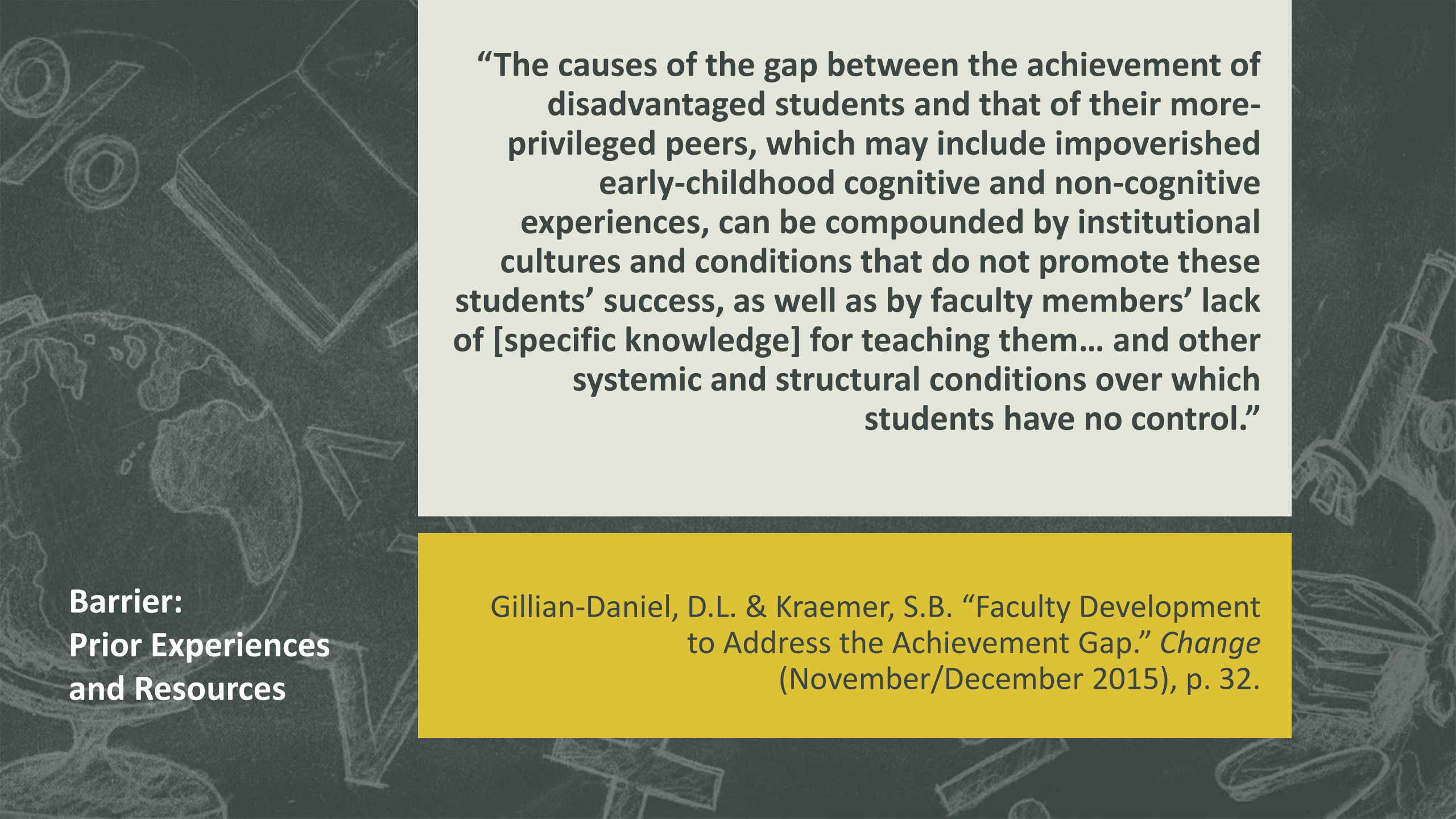
# “The Value of Diversity” (Plank & Rohdieck 2007)

## Why is it important?

- Recognizing student diversity helps instructors tailor content and teaching methods in order to maximize student learning.
- Recognizing diversity also allows for the college faculty and staff to communicate to students their awareness of and appreciation for their value as individuals.
- There is no such thing as a “neutral” learning environment.
- As college faculty and staff, our own diverse identities impact the language we use, the particular topics or points we emphasize in class, the ideas we value, and our interactions with our students.

## What are the stakes?

- Student retention
- Student learning (moves students beyond the “there is only one right answer, so give it to me!” stage of learning development)
- [Empathic citizenship](#)
- Higher quality ideas and innovation



“The causes of the gap between the achievement of disadvantaged students and that of their more-privileged peers, which may include impoverished early-childhood cognitive and non-cognitive experiences, can be compounded by institutional cultures and conditions that do not promote these students’ success, as well as by faculty members’ lack of [specific knowledge] for teaching them... and other systemic and structural conditions over which students have no control.”

**Barrier:  
Prior Experiences  
and Resources**

Gillian-Daniel, D.L. & Kraemer, S.B. “Faculty Development to Address the Achievement Gap.” *Change* (November/December 2015), p. 32.

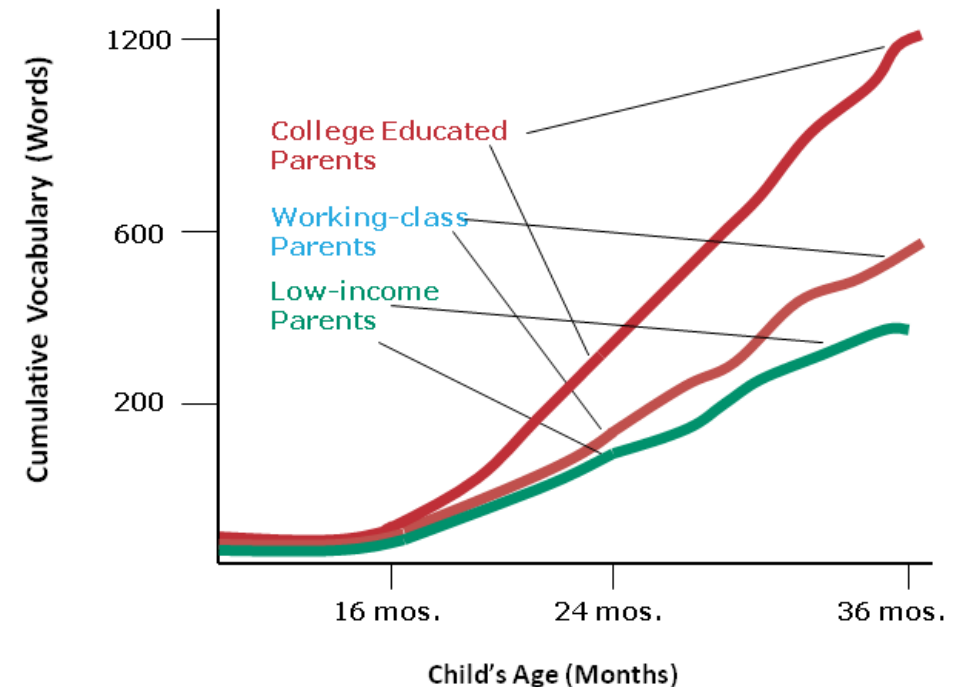


# Class and The Language Gap

- A class-based vocabulary and language processing gap is evident when children are 18 months old.
- Three-year-olds growing up in poor neighborhoods or lower income families may hear as many as 30 million fewer words than their more privileged peers.
- Five-year-olds of lower socioeconomic status score on average two years behind their more privileged peers on standardized language tests.

Source: Fernald, A., Marcham, V.A., & Weisleder, A. (2013). "SES Differences in Language Processing Skill and Vocabulary are Evident at 18 months." *Developmental Science* 16: 2, pp. 234-248.

## Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995)



## IMPLICIT BIAS

**“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control... implicit biases are not accessible through introspection.”**

**“The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance.”**

Picture credit: CNN

**Barrier:  
Implicit Bias**

Kirwan Institute  
The Ohio State University

# Characteristics of Implicit Biases

The Kirwan Institute for the Study of Race and Ethnicity

- Implicit biases are **pervasive**. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- The implicit biases we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup**, though research has shown that we can still hold implicit biases against our ingroup. (ex. [The Doll Test](#))
- Implicit biases are more easily activated when we are **stressed, overworked, distracted, or fatigued**.
- Implicit biases are stubborn, but **malleable**. Our brains are incredibly complex, and the implicit biases that we have formed over years can be **gradually** unlearned through a variety of de-biasing techniques. This can take years.

# Strategies for Mitigating Implicit Bias

## 1. Cultivate awareness

- Take the Implicit Association Test
- Acknowledge that you are not a “bad” person because you have implicit biases—you are just a person.

## 2. Find your motivation

- Recognize that you can make a difference
- Know that there is evidence that awareness can make an actual, material difference!
- Know that mistakes will still happen, but you can acknowledge them, learn from them, and move on.

## 3. Engage in strategic behaviors

- Take 5 seconds and breathe if you are feeling stressed. This increases the likelihood that you can intervene in any implicit bias-based reactions you might otherwise make.
- Observe your own stereotypes and replace them. Look for situational reasons for a person’s behavior, rather than stereotypes about that person’s group.
- Seek out people who belong to groups unlike your own.
- Seek out media, books, music that explore in depth experiences that are different from your own.

# Education Examples: K-12

Picture credit: [topeducationdegrees.org](http://topeducationdegrees.org)

- If you are an **obese child**, your teacher is more likely to assume you're less intelligent than if you were slim (Lynagh, et al. 2015).
- A teacher may say—and explicitly believe—that he or she has equal expectations for all students, while in fact, implicit racial bias lowers expectations for students of color and stimulates subtle differences in the way the teacher behaves toward these students—less praise and recognition and more discipline, or less encouragement to go to college, for example.
  - When the author of a memo was listed as **Black**, evaluators found more of the embedded errors and rated the memo as lower quality than those who believed the author was **White** (Staats 2015). Teachers also judge students differently based on their perception of students' **dialect** and its relationship to **ethnicity** (Cross et al. 2001).
  - Black students, and especially **African American boys**, are disciplined more often and receive more out-of-school suspensions and expulsions than White students who commit the same offenses (Okonofua & Eberhardt 2015).
  - Black children represent only 17 percent of the school population but constitute more than 30 percent of the children in special education (Kunjufu, 2009).
  - When teachers of different races evaluated the same black student, **white teachers were nine percentage points less likely than their black colleagues to expect that student to earn a college degree**. This gap was more pronounced for black male students than for black female students (Jaschik 2017)

# Education Examples: College

Picture credit: [topeducationdegrees.org](http://topeducationdegrees.org)

- **Male** students are more likely than **females** to be named by peers as being knowledgeable about the course content in undergraduate biology courses (Grunspen, et al. 2016)
- Professors call on **students who are men** more than **students who are women** and give them more attention and time to speak. (Sadker & Sadker 1986)
- Even in the absence of any visual identifiers, avatars, or face-to-face interactions, instructors almost twice as likely to respond to questions from online students if the name suggested the student was a **white man**, compared with any of the other race-gender combinations (Baker, et al. 2018)
- Based on empirical evidence of online SETs “bias does not seem to be based solely (or even primarily) on teaching style or even grading patterns. Students appear to evaluate **women** poorly simply because they are women.” (Mitchell and Martin 2018)
- College students request more favors and personal, friendly behaviors from their **women professors** than their male professors. “Academically entitled” students are more likely to show expectation that women will grant their favors than men, and react more strongly when their requests are denied by women (El-Alayli, Hansen-Brown, and Ceynar 2018)
- **Academics who are men** speak twice as often as women at colloquiums, a difference that can't be explained away by rank, speaker pool composition or women's interest in giving talks at top universities (Nittrouer, et al. 2017).
- In STEM fields, **male Ph.D. candidates** submit and publish papers at much higher rates than women, even at the same institution—in part because women teach more during their graduate programs, whereas men are more likely to serve as research assistants (Lubienski, et al. 2017)
- When hiring for faculty positions, committees show bias: **women** who have male partners are believed to be less committed, less willing to move, and thus less viable candidates than those without—even when they've made it to the finalist stage of the search process (Rivera 2017).

# Some Differences That Can Have an Impact

- Age
- Athleticism
- Criminal background
- Disability status
- Economic class
- Educational level
- English (standard) literacy
- Ethnicity/culture
- Family status
- Gender identity/expression
- Geographic region
- Immigration status
- Job function
- Marital/relationship status
- National origin
- Parental status
- Race
- Religion/spirituality
- Sexuality
- Size/appearance
- Skin color
- Veteran status

Which of these are most pronounced among your students?

What is missing from this list?

# What does it take to be an inclusive educator?

## *Not perfection!*

- Content knowledge (current, inclusive vocabulary about identity, difference, and social issues)
- Self-reflexivity (the ability to ask who you are and how your social identities might affect your work with students)
- Mindfulness of group dynamics (awareness of who has voice in the classroom)
- Humility (a capacity and willingness to learn from mistakes)

*And commitment to designing more inclusive learning experiences.*



# Principles for Good *and Inclusive* Practice in College Education

Adapted from Chickering & Gamson (1987)

1. Create a welcoming, respectful learning environment
2. Determine essential course components (use backward design)
3. Communicate clear *and high* expectations; provide constructive feedback to encourage a growth mindset
4. Provide natural supports for learning to enhance opportunities for all learners
5. Use teaching methods that consider diverse learning preferences, abilities, ways of knowing, and prior experience and knowledge.
6. Offer multiple ways for students to demonstrate their knowledge
7. Promote belongingness

# Application: Handout

## FIRST


- Identify **areas** where you are already doing things to make your classroom inclusive.
- Use the blank lines to add additional items.

## SECOND

- Identify one principle where you have room to make change.
- Brainstorm 2-3 specific things you can do (at least one that you can try right away) in your class.



Photo Credit: [disabilityinfo.org](http://disabilityinfo.org)

The background is a dark grey chalkboard with various white chalk sketches. On the left, there's a globe on a stand. Above it are some circular diagrams and a book. On the right, there's a microscope. In the center, there are some arrows and rectangular shapes.

**Debrief**  
~  
**Questions**  
~  
**Thank you!**

Lindsay Bernhagen  
[lindsay.Bernhagen@uwsp.edu](mailto:lindsay.Bernhagen@uwsp.edu)  
715-346-3177  
[uwsp.edu/citl](http://uwsp.edu/citl)

# References

- Baker, R., Dee, T., Evans, B., John, J. (2018). [Bias in Online Classes: Evidence from a Field Experiment](#). Stanford Center for Education Policy Analysis.
- Chickering, A. & Gamson, Z. (1987) "Seven principles for good practice in undergraduate education" *American Association of Higher Education Bulletin* vol.39 no.7 pp.3-7 <http://files.eric.ed.gov/fulltext/ED282491.pdf>
- Cornell Center for Teaching Excellence, "Building Inclusive Classrooms." <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/>
- Cross, J. B., DeVaney, T., & Jones, G. (2001). Pre-Service Teacher Attitudes Toward Differing Dialects. *Linguistics and Education*, 12(2), 211-227
- El-Alayli, A, Hansen-Brown, A.A., & Ceynar, M. (2018) [Dancing Backwards in Heels: Female Professors Experience More Work Demands and Special Favor Requests, Particularly from Academically Entitled Students](#). *Sex Roles*.
- Grunspan DZ, Eddy SL, Brownell SE, Wiggins BL, Crowe AJ, et al. (2016) Males Under-estimate Academic Performance of Their Female Peers in Undergraduate Biology Classrooms. *PLOS ONE* 11(2): e0148405.
- Huston, T. (2016). *How Women Decide*. New York: Houghton Mifflin.
- Jaschik, S. (2017). [Expectations, Race, and College Success](#). *Inside Higher Ed*.
- Lubienski, S.T., Miller, E.K., Saclarides, E.S. (2017). [Sex Differences in Doctoral Student Publication Rates](#). *Educational Researcher* 47(1), 76-81.
- Marchesani, L. & Adams, M., "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action." *New Directions for Teaching and Learning*, 1992, Volume 52.
- Mitchell, K.M.W. and Martin, J. (2018). [Gender Bias in Student Evaluations](#). *PS: Political Science and Politics*
- Moss-Racusin, C. A., Dovidio, J. F., Brescoll, V. L., Graham, M. J., & Handelsman, J. (2012). Science faculty's subtle gender biases favor male students. *Proceedings of the National Academy of Sciences*, 109(41), 16474-16479.
- National Center on Universal Design for Learning. <http://www.udlcenter.org/>
- Nittrouer, C.L., Hebl, M.R., Ashburn-Nardo, L., Trump-Steele, R.C.E., Lane, D.M., & Valian, V. (2017) [Gender Disparities in Colloquium Speakers](#). *Proceedings of the National Academy of Sciences*.
- Okonufa, J. A. & Eberhardt, J. L. (2015). Race and the Disciplining of Young Students. *Psychological Science*, 26(5), 617-624.
- Phillips, Katherine W. "How Diversity Makes Us Smarter." *Scientific American*. 1 October 2014. <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- Plank, K. M., & Rohdieck, S. V. (2007). The value of diversity. *NEA Higher Education Advocate* 24.6. <http://www.nea.org/home/34691.htm>
- Rivera, L.A. [When Two Bodies Are \(Not\) a Problem: Gender and Relationship Status Discrimination in Academic Hiring](#). *American Sociological Review* 82 (6).
- Rudd, T. Implicit Racial Bias: Implications for Education and Other Critical Opportunity Domains. Presented at the National Association for the Education of African American Children with Learning Disabilities. 11 August 2012.
- Sadker, M., & Sadker, D. (1986). Sexism in the Classroom: From Grade School to Graduate School. *The Phi Delta Kappan*, 67(7), 512-515. Retrieved from <http://www.jstor.org/stable/20403143>
- Staats, C. (2015). ["Understanding Implicit Bias What Educators Should Know."](#) *American Educator*, 29-43.
- Steele, Claude M. (2011). *Whistling Vivaldi: How Stereotypes Affect Us and What We can Do*. W.W. Norton.
- Zirkel, S. (2008). [The influence of multicultural educational practices on student outcomes and intergroup relations](#). *Teachers College Record*, 110, 1147-1181.