

SVC Student Achievement Strategy: Inclusive Pedagogy

Inclusive Pedagogy is the method and practice of teaching that promotes equity in the classroom and beyond. It includes the use of diverse teaching strategies, multicultural content, and varied means of student assessment.

Inclusive Pedagogy is one of several validating practices being adopted by the College to promote academic success for all students and to ensure that our campuses reflect the students and communities that we serve.

Inclusive Pedagogy is intended to:

- Promote student success through inclusion;
- Increase awareness of challenging realities students face within our classrooms;
- Identify practices, attitudes, and curricula that are exclusionary to students from diverse social identities including race, gender, gender identity, sexual orientation, class, ability status, socio-economic status;
- Increase understanding of personal and institutional values which might unintentionally obstruct student opportunities;
- Encourage course curriculum and delivery to promote inclusion;
- Create equitable student assessments; and
- Recognize, validate, and include student experience and knowledge.

Timeline for Implementation:

- Fall 2016: Inclusive Pedagogy integrated into First Quarter Experience (CSS 103) curriculum.
- Fall 2016: Inclusive Pedagogy breakout session conducted at faculty in-service to share lessons learned in action research projects.
- Winter 2017: Begin Inclusive Pedagogy faculty learning community for new cohort of instructors.
- 2017-18: Integrate inclusive pedagogy into new faculty orientation and professional development.
- Ongoing: Action research projects and faculty learning communities continue

Persons Responsible: Kenneth Lawson, Laura Cailloux, Executive Director of Equity and Inclusion (Vacant)

For more information, contact: Kenneth Lawson at 416-7732 or Kenneth.Lawson@skagit.edu, Laura Cailloux at 679-5333 or Laura.Cailloux@skagit.edu, Gretchen Robertson at 416-4925 or Gretchen.Robertson@skagit.edu,

FAQ's:

Question: If I already have a welcoming classroom, how can inclusive pedagogy be helpful to me?

Answer: While most instructors strive to create welcoming classrooms, there are often structural, procedural, cultural, and/or curricular elements of our practice that overlook diverse students' needs. These elements are influenced by our own implicit biases. Providing equitable opportunities for all students requires instructors to continuously examine their own beliefs and behaviors. In the Inclusive Pedagogy Faculty Learning Community, instructors gain the tools they need to identify and eliminate exclusionary aspects of their practice.

Question: My discipline content is technical and scientific. How can inclusive pedagogy be integrated with this type of curriculum?

Answer: The goal of inclusive pedagogy is to ensure that our classrooms and campuses reflect the students and communities that we serve. This goal is relevant to all disciplines. In the Inclusive Pedagogy Faculty Learning Community, instructors learn strategies for inclusion and also engage in inquiry, collaboration, and critical self-reflection in order to remove barriers to student success.

Question: How can I become more inclusive?

Answer: Becoming a more inclusive educator is an ongoing, collaborative process that involves understanding theoretical views of learning, advocating for students, assessing for equity, building community, validating diverse knowledge, and sharing power in the classroom. If you would like support in this process, consider joining the Inclusive Pedagogy Faculty Learning Community.

Question: How can I join the Inclusive Pedagogy Faculty Learning Community?

Answer: Please send an e-mail to Gretchen Robertson and indicate that you would like to participate in the Winter 2017 faculty learning community.