

# Teaching Summer Bridge Scholars: Inclusive Practices



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Faculty Communities for Inclusive Teaching, 2016

## Project Overview

CSP recruits tenured faculty members to teach the student success course (CSP 100) during the Summer Bridge Scholars Program. Teaching this population requires significant skill-building for our faculty. This project developed trainings to introduce faculty to the following:

- Inclusive Pedagogies
- Understanding the Bridge Scholars population demographics
- Classroom engagement
- Development of Bridge Scholars Program

Themes

- Growth Mindset
- Academic Self-efficacy
- Motivation and Persistence
- Sense of Belonging

## Participants

- Kelly Allen – Lecturer II, CSP English
- Ralph Story – Associate Director, CSP
- Dwight Fontenot – Associate Director, CSP
- Stephen Garcia – Associate Professor, Organizational Studies and Psychology, LSA
- Stephen DeBacker – Professor of Mathematics, LSA
- John Whittier-Ferguson – Professor of English Language and Literature, LSA
- Robert Mickey – Associate Professor Political Science, LSA
- Donald Lopez – Professor of Asian Languages and Cultures, LSA
- Michael Naylor – Lecturer, CSP
- Robbie Ransom – Lecturer, CSP
- Amy Stillman – Professor American Culture, LSA
- Harold Waters – Director, CSP
- Mariah Zeisburg – Associate Professor Political Science, LSA



## Key Insights / New Questions

A good start is best

- Setting ground rules early and reminding students often
- Learn students' names
- Tell them how you want to be addressed
- Establish the classroom as a place where we are all learning
- Communicate high expectations to all
- Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency

Understanding demographics helps to faculty to teach more effectively

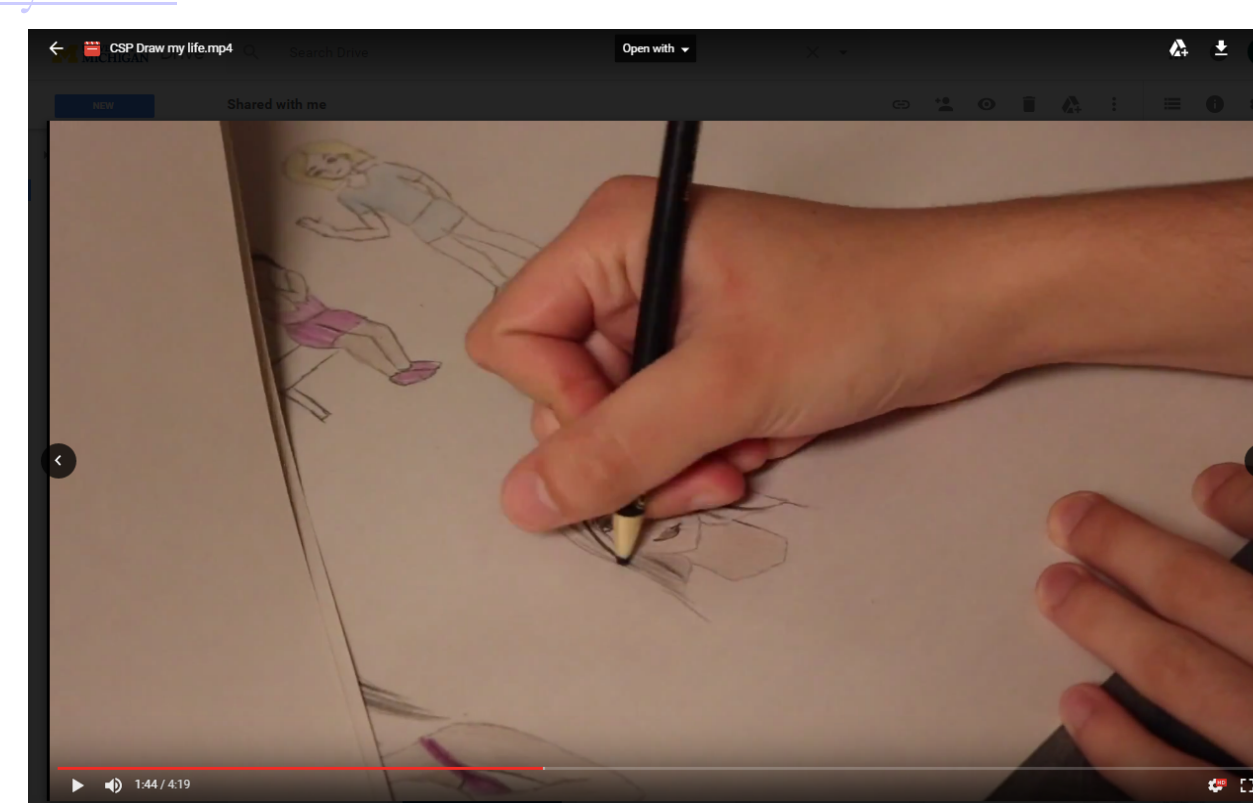
- “I never had more than 2 or 3 students of color in my classroom. My class now is mostly students of color.”
- “I must learn to teach who I am not.”
- Summer Bridge Scholars
  - 62.4% Female; 37.6% Male
  - 46% African American; 22 % Latino; 19% White; 8% Two or more; 4.1% Asian
  - 48% first in their families to attend college
  - 62% report family incomes less than \$75,000 per year
  - 35% report family incomes less than \$50,000 per year

Questions to consider for future terms

- Can we get to know the students sooner? Can faculty and students participate in yield events?
- Can we connect what is covered in CSP 100 to the other courses students are taking?
- Faculty need more encouragement to take the risk of teaching first year students. Can the rewards be increased?
- Should faculty members be rotated out every two to three years? More experienced faculty can be used as mentors for new faculty.
- Do faculty members stay connected to students after the program? If so, in what ways? What are the best practices for these interactions?

## Artifacts

- [Draw My Life](#)



## Resources

- Downing, Skip. (2014). *On Course: Strategies for Creating Success in College and in Life*. Boston, MA: Cengage Publishing
- hooks, bell (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York, NY: Routledge Press
- Singleton, Glenn (2015). *Courageous Conversations about Race, 2nd Edition*. Thousand Oaks, CA. Corwin Press
- Walton, Greg & Cohen, G. (2007). A question of belonging; race, social fit and achievement. *Journal of Personality and Social Psychology*, 92(1), 82 – 96
- Yeager, David % Walton, Greg (2011). Social-psychological interventions in education; They're not magic. *Review of Educational Research*, 81 (2), 267-301
- McGuire, Sandra (2015). *Teaching Students How to Learn*. Sterling, VA: Stylus Press

## Next Steps

- Survey faculty to identify best practices
- Make teaching a two-year commitment, with one year for observation and training
- Lengthier training sessions
- More work with academic advisors and other Bridge Staff
- Conduct Bridge alumni interviews
- Redesign syllabus to be more interactive throughout
  - Faculty thought it was a lot to cover in 6 weeks
- The student experience is more than 7 weeks. Seek ways to encourage faculty to remain connected to these students throughout their academic careers.