

# Inclusive Excellence in Mathematics

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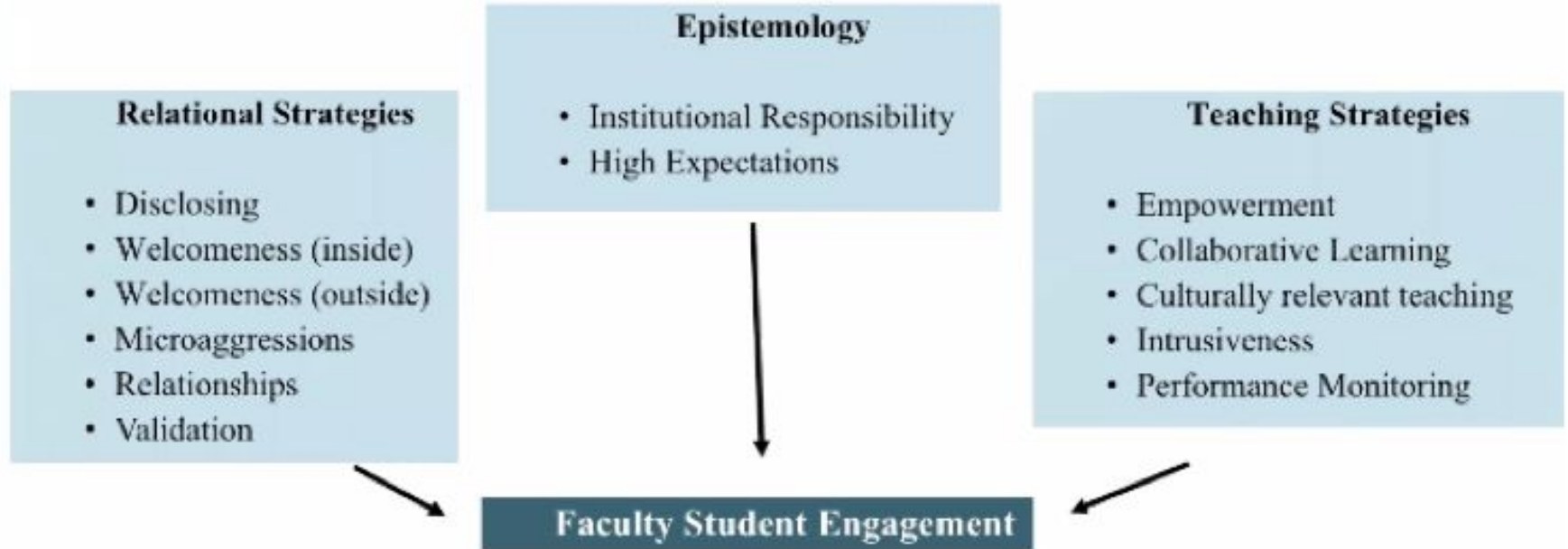
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*Lincoln City is located within the traditional homelands of the Siletz people.*

# Inclusion

“The active, intentional, and ongoing engagement with diversity—in the *curriculum*, in the co-curriculum, and in *communities* (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and *empathic understanding of the complex ways individuals interact within systems and institutions*” (Association of American Colleges & Universities, Making Excellence Inclusive).

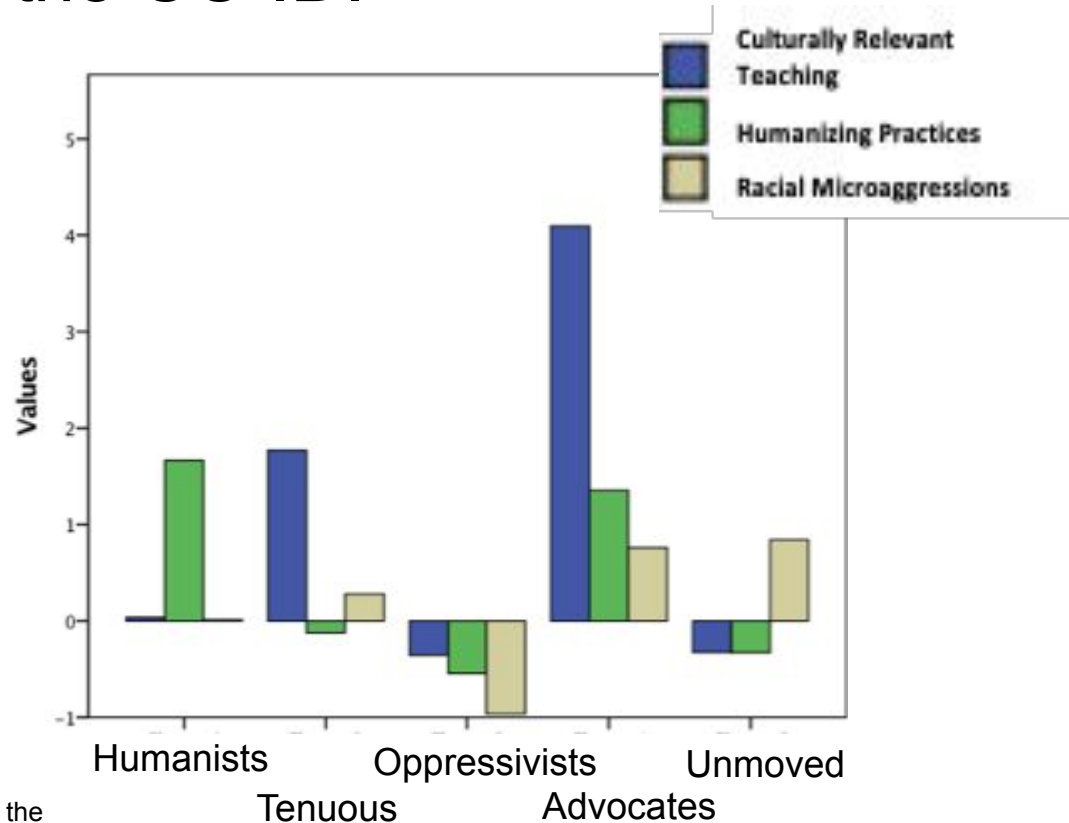
# Instruction: Data from the CC-IDI



Wood, L. (2019) *Mathematics as Whiteness*. Symposium presented at the Council for the Study of Community Colleges. San Diego, CA.

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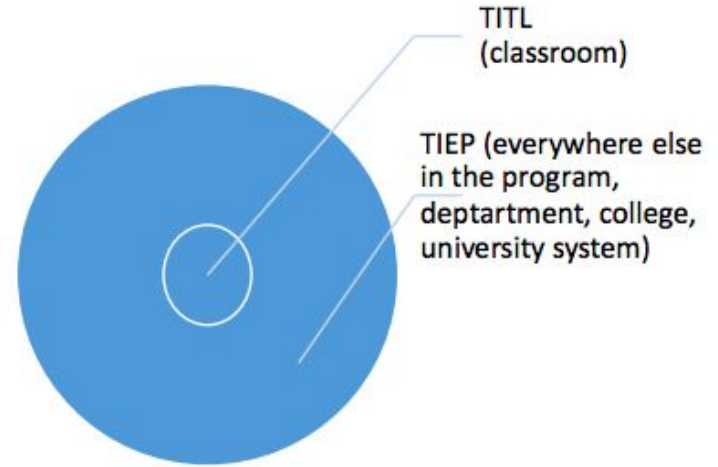
Group	%
Humanists	16%
Tenuous	7%
Oppressivists	40%
Advocates	3%
Unmoved	35%



# Trauma

“The major challenge to educators working with highly stressed or traumatized adults is to furnish the structure, predictability, and sense of safety that can help them begin to feel safe enough to learn” (Perry, 2006)

Trauma-Informed Educational Practice (TIEP), when operationalized for classroom practice, becomes Trauma-Informed Teaching and Learning (TITL) and has the following goals:



- to understand the ways in which violence, victimization, and other forms of trauma can impact all members of the campus community,
- to use that understanding to inform policy, practices, and curricula for two main purposes: 1) minimize the possibilities of (re)traumatization and/or (re)victimization, and 2) maximize the possibilities of educational success

# Principles of Trauma-Informed Teaching & Learning

1. Physical, Emotional, Social, and Academic Safety
2. Trustworthiness and Transparency
3. Support and Connection
4. Inclusiveness and Shared Purpose
5. Collaboration and Mutuality
6. Empowerment, Voice, and Choice
7. Cultural, Historical, and Gender Issues
8. Growth and Change

Adapted from Cole, Eisner, Gregory, & Ristuccia, 2013; SAMHSA, 2014; St. Andrews, 2013)

# Objectives of Trauma-Informed Teaching & Learning

1. Recognize the impact of violence and victimization on development, learning, and coping strategies
2. Minimize possibilities of retraumatization and maximize possibilities of successful educational outcomes
3. Identify successful educational outcomes as the primary goal
4. Employ an empowerment model
5. Strive to maximize choices and control



# Objectives of Trauma-Informed Teaching & Learning

6. Mitigate power imbalances through relational collaboration
7. Create an atmosphere that is respectful of the need for safety, respect, and acceptance
8. Emphasize strengths, highlighting competencies over deficiencies and resilience over pathology
9. Strive to be culturally competent and to understand people in the context of their life experiences and cultural background
10. Solicit input from all class members and involve them in evaluation processes

# White privilege

“Mathematics operationalizes white privilege.”

Eboni Zamani-Gallaher, Director of the Office of Community College Research and Principal Investigator on the NSF-funded project, *Transitioning Learners to Calculus at Community Colleges*.

# Resources

Videos 8- 11 from the *National Academies Workshop on Developmental Mathematics*:

[https://sites.nationalacademies.org/DBASSE/BOSE/Developmental\\_Math/index.htm](https://sites.nationalacademies.org/DBASSE/BOSE/Developmental_Math/index.htm)

MAA Instructional Practice Guide, pp. 122-128, *Equity in Practice* (available free to members at the MAA website.)

*Mathematics for Equity*, Nasir et al. (2014)