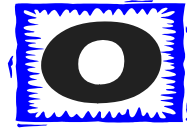


# Listening Is Not Enough: Sustaining a Culture of Belonging



# Counting Vowels in 45 seconds



**How accurate are you?**

*Count all the vowels  
in the words on the next slide.*

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour

**How many words or phrases  
do you remember?**



Let's look at the words again...

What are they arranged  
according to?

Dollar Bill

Dice

Tricycle

Four-leaf Clover

Hand

Six-Pack

Seven-Up

Octopus

Cat Lives

Bowling Pins

Football Team

Dozen Eggs

Unlucky Friday

Valentine's Day

Quarter Hour

1 Dollar Bill

2 Dice

3 Tricycle

4 Four-leaf Clover

5 Hand

6 Six-Pack

7 Seven-Up

8 Octopus

9 Cat Lives

10 Bowling Pins

11 Football Team

12 Dozen Eggs

13 Unlucky Friday

14 Valentine's Day

15 Quarter Hour

**NOW, how many words or phrases do you remember?**



How do our students know they are welcome?



WELCOME



WELCOME



WELCOME WEEK  
SPRING  
2020

BROOKLYN PARK CAMPUS  
11:30 am - 4:00 pm  
Student Life Center  
HTC Community and Career Center

Mon - Thurs  
D2L Boot Camp  
Learning Commons  
10 am - 12 pm

Presented by Centers for Student Achievement



WELCOME WEEK  
2020





How do our students know they belong here?





# “Belonging Uncertainty”

[\(Walton and Cohen, 2007\)](#)

Students frame the hypothesis: “*People like me do not belong here.*” Then they look for evidence to support that hypothesis.



**They usually find it.**



“In fact, Walton and Cohen found that even a single instance of isolation or rejection can undermine sense of belonging.”

The Hidden Curriculum: “those unstated norms, values, and beliefs transmitted to students through the underlying structure...those norms and values usually not talked about in teachers' statements of objectives or goals, even though such norms and values are implicitly and effectively taught in their classrooms.” (Giroux, 1978)







College-Ready  
Student



Student-Ready  
College

“What does it mean to be a **student-ready college**? Being a student-ready college requires more than a mission or diversity statement that touts philosophical ideals of inclusiveness...[it] means more than expressed commitments to inclusion and student-centeredness. A student-ready college is one that strategically and holistically advances student success, and works tirelessly to educate *all* students...”

[\(McNair, et al., 2016\)](#)

“What does it mean to be a student-ready college? Being a student-ready college requires **more** than a mission or diversity statement that touts philosophical ideals of inclusiveness...[it] means **more** than expressed commitments to inclusion and student-centeredness. A student-ready college is one that **strategically and holistically advances student success**, and works tirelessly to educate *all* students...”

[\(McNair, et al., 2016\)](#)



“At student-ready colleges, all services and activities—from admissions, to the business office, to the classroom, and even campus security—are intentionally designed to facilitate students’ progressive advancement toward college completion and positive post-college outcomes. Student-ready colleges are committed not only to student achievement, but also to organizational learning and institutional improvement.”

[\(McNair, et al., 2016\)](#)

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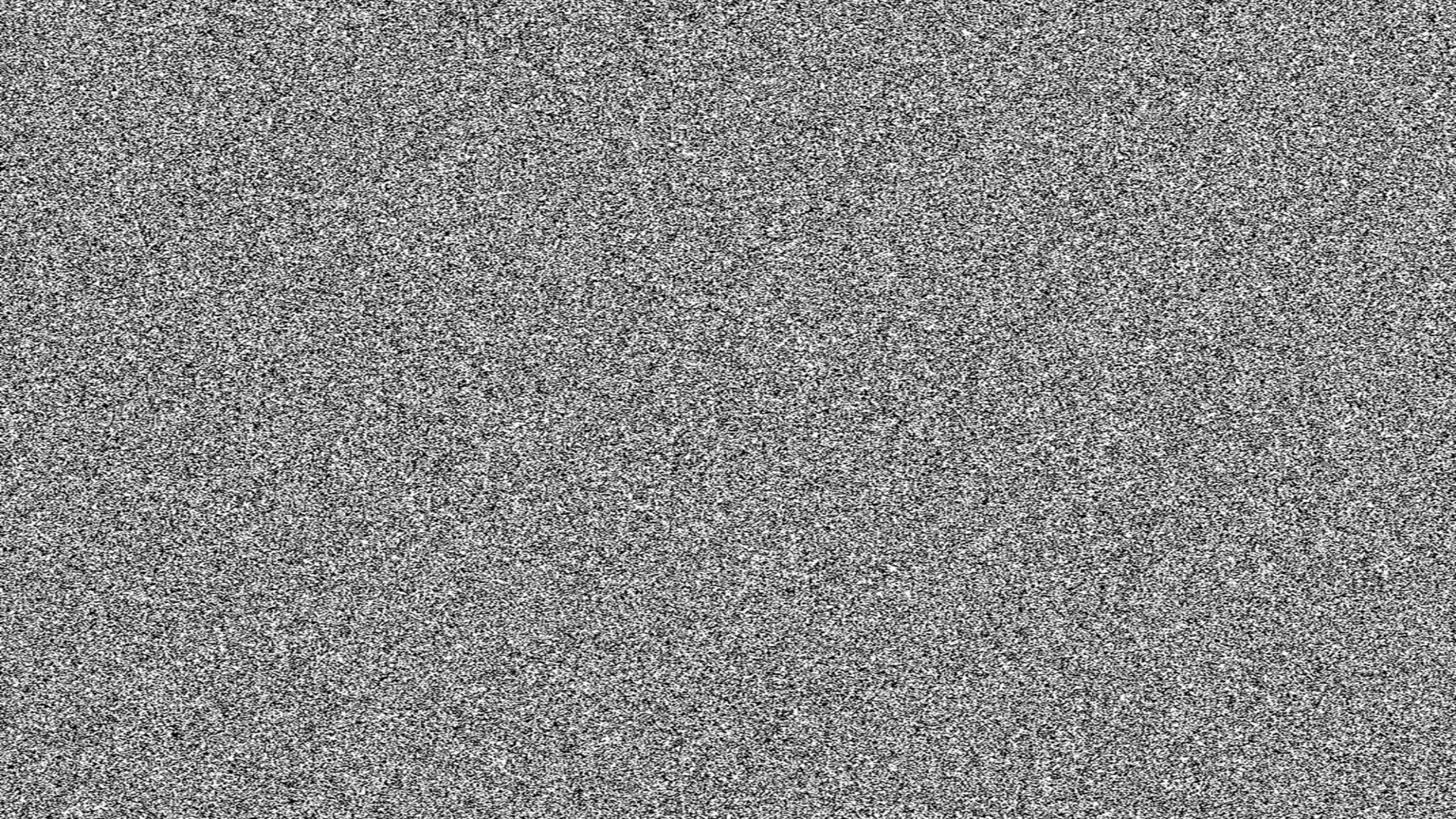
(McNair, et al., 2016)

We listen, but do we hear?



“You told us you were always available to us when we needed help, but every time I tried to schedule a time to meet, you would come up with an excuse.”

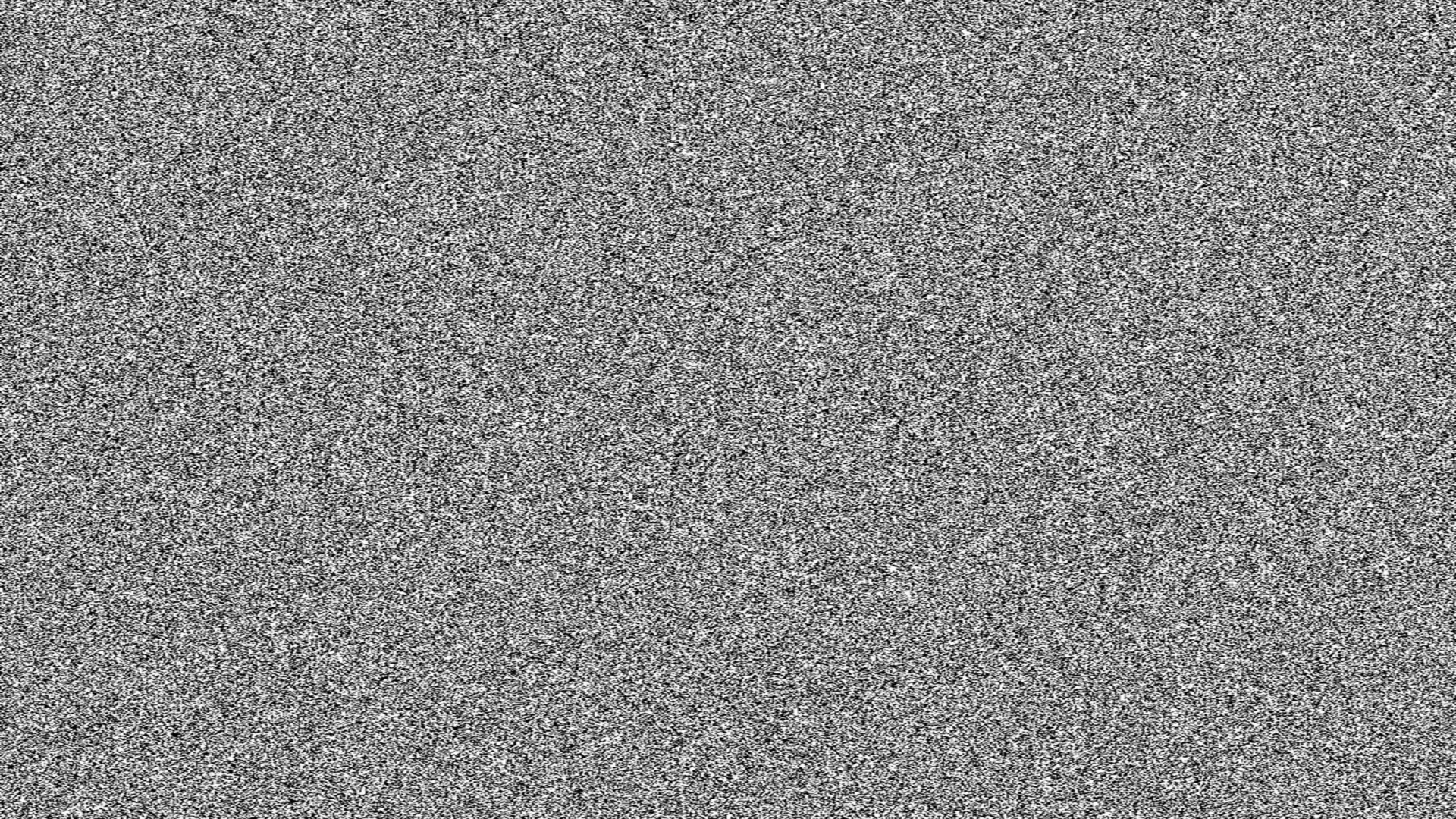








“Man, my professor didn’t grade my first paper that I turned in three months ago.”

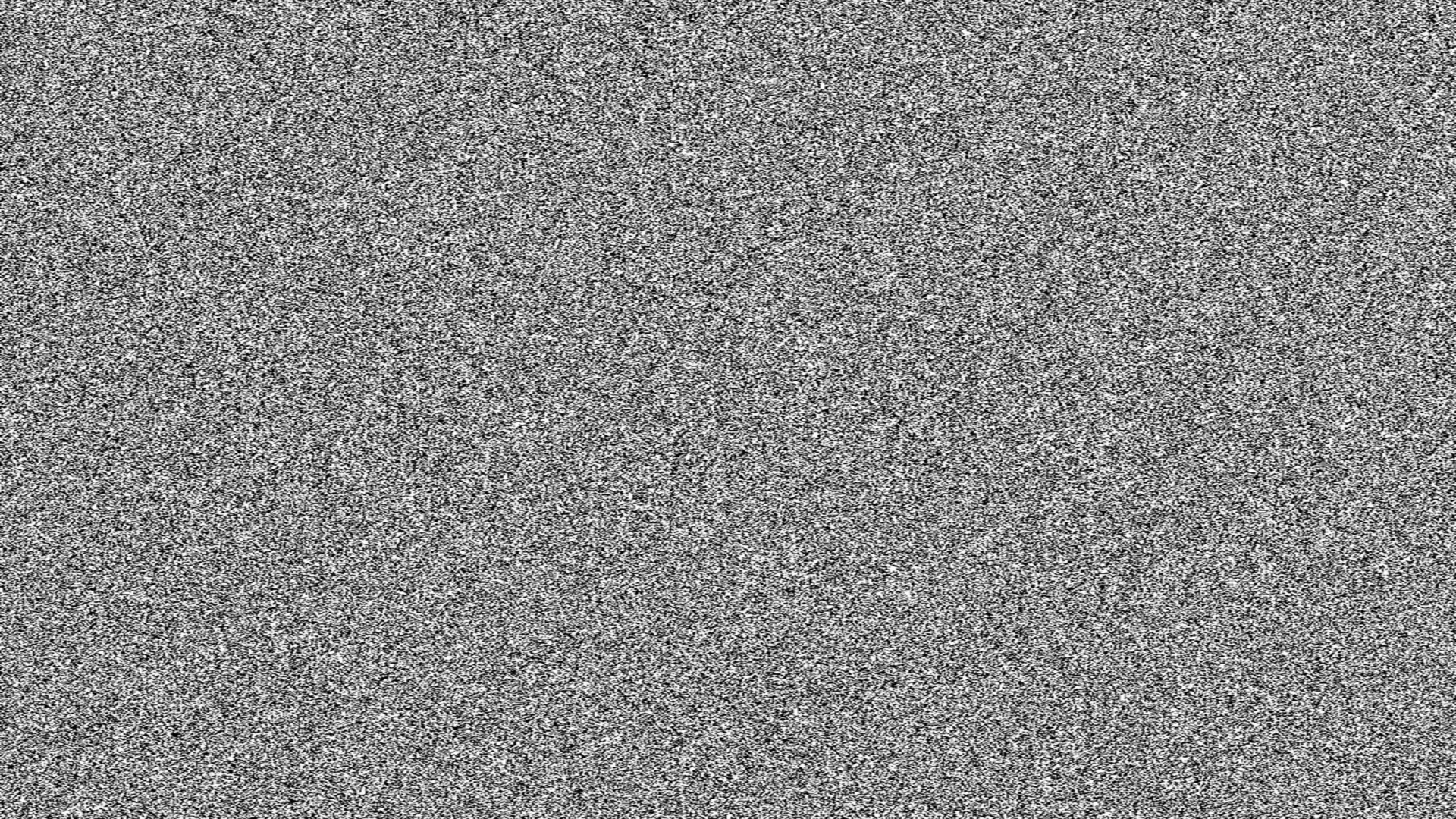




“My stats prof can’t pronounce my name, so she never calls on me.”

A horizontal sign is mounted on a dark brick wall. The sign consists of a white rectangular border surrounding a central yellow rectangular area. Inside the yellow area, the words "QUIET PLEASE" are written in a bold, blue, sans-serif font. The letters are evenly spaced and clearly legible. The brick wall behind the sign is made of dark, weathered bricks with visible mortar lines.

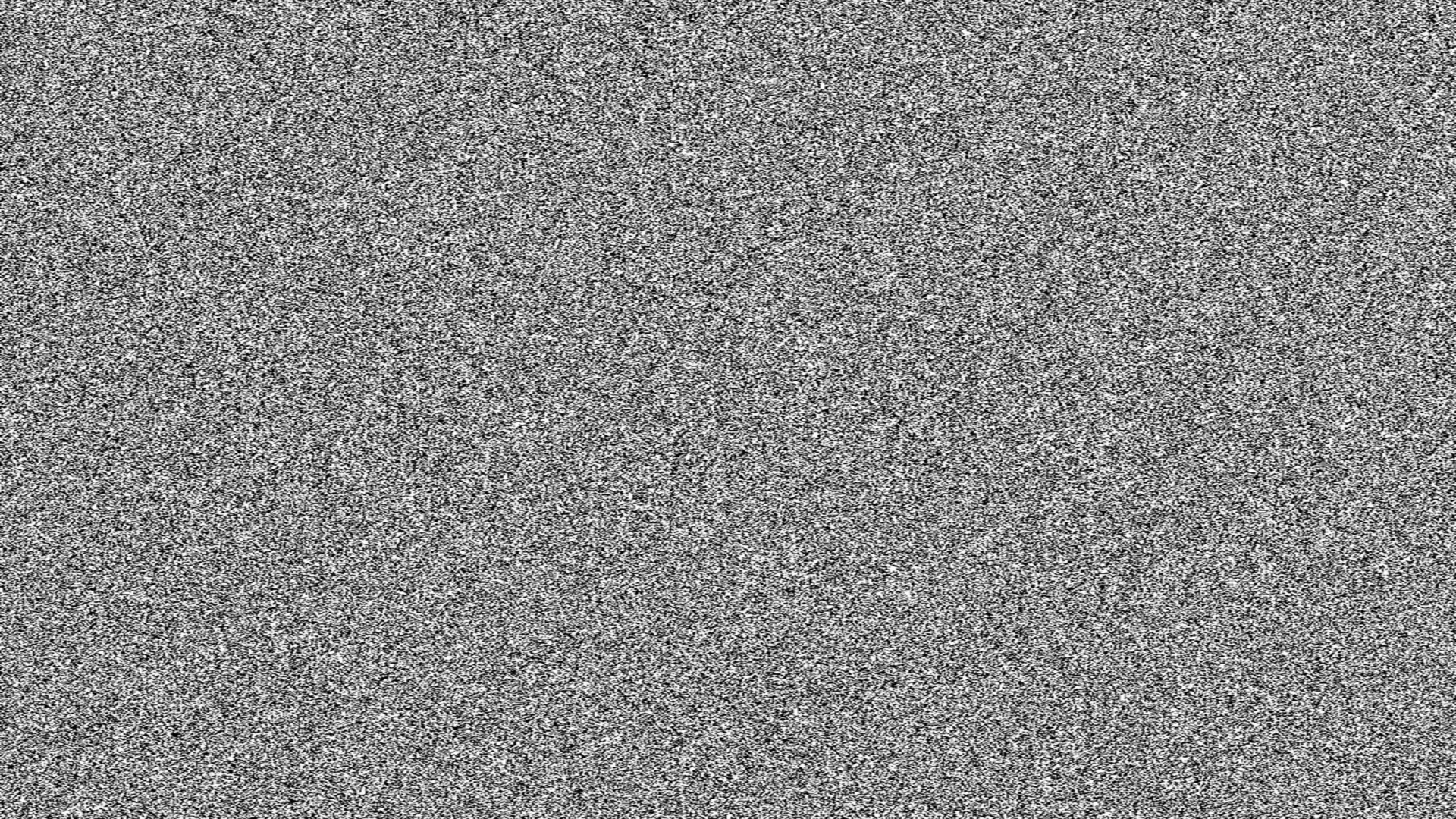
**QUIET PLEASE**







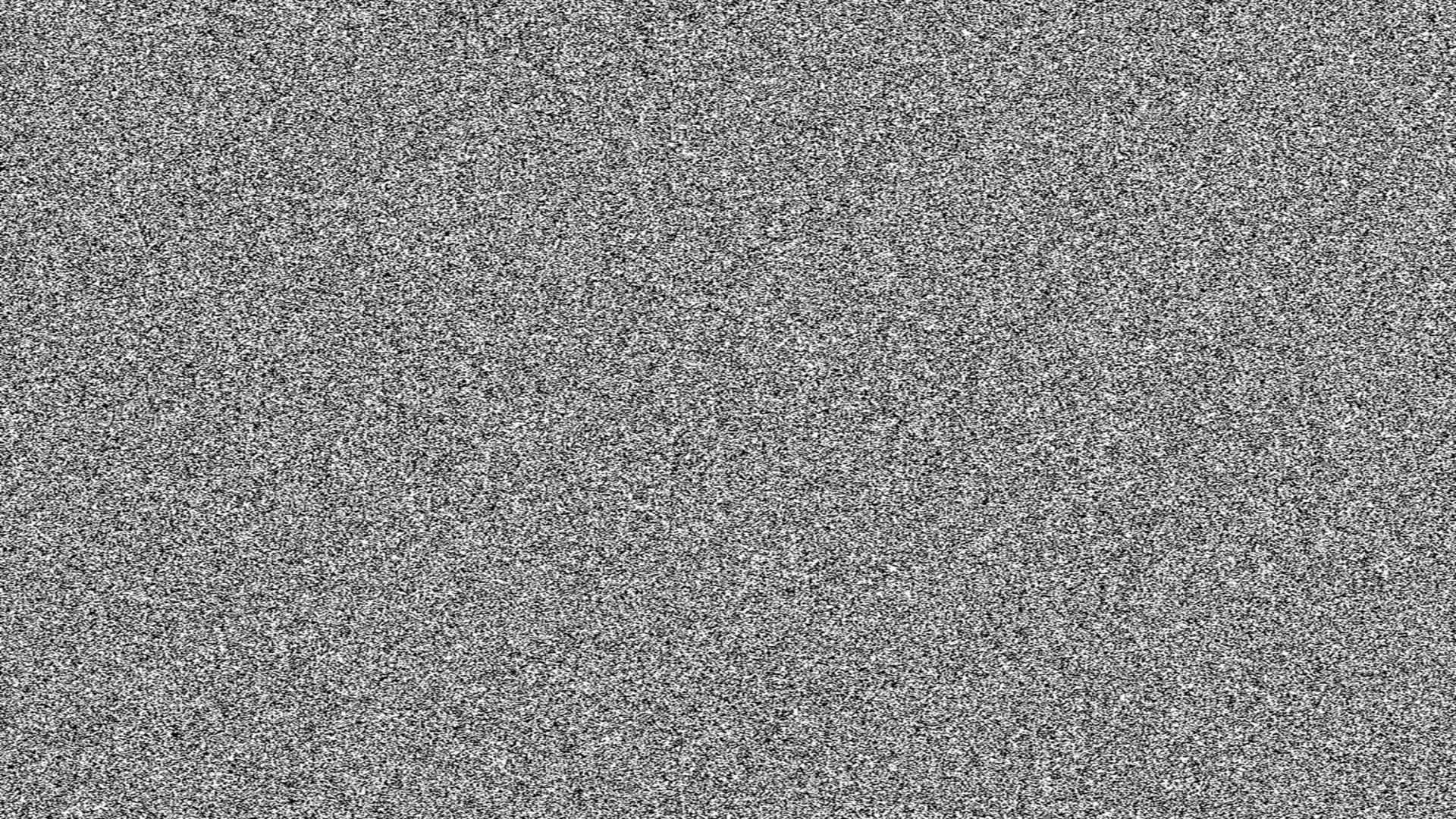
“I may have laughed at your sexual jokes relating to the curriculum, but it’s only because it made me uncomfortable and I didn’t know how else to respond.”

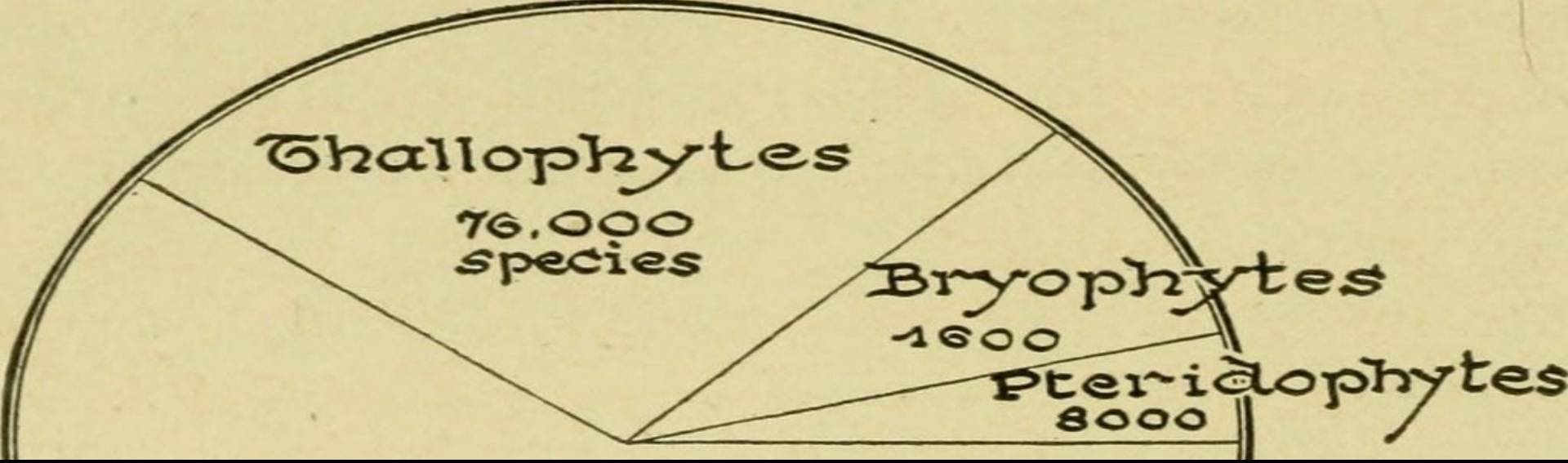




“I am like the rock star of my family, so I feel a lot of pressure to do well in school.”



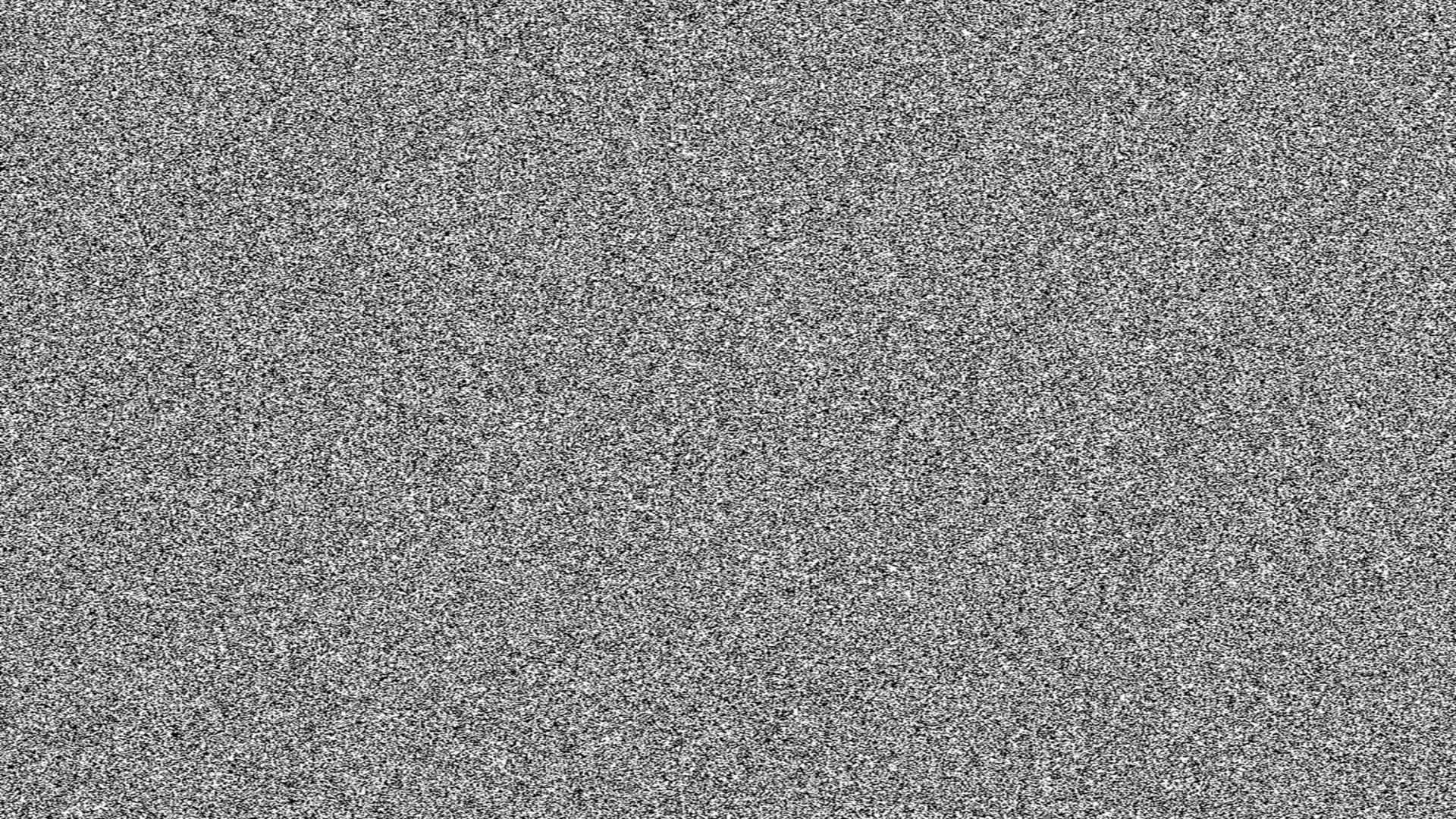




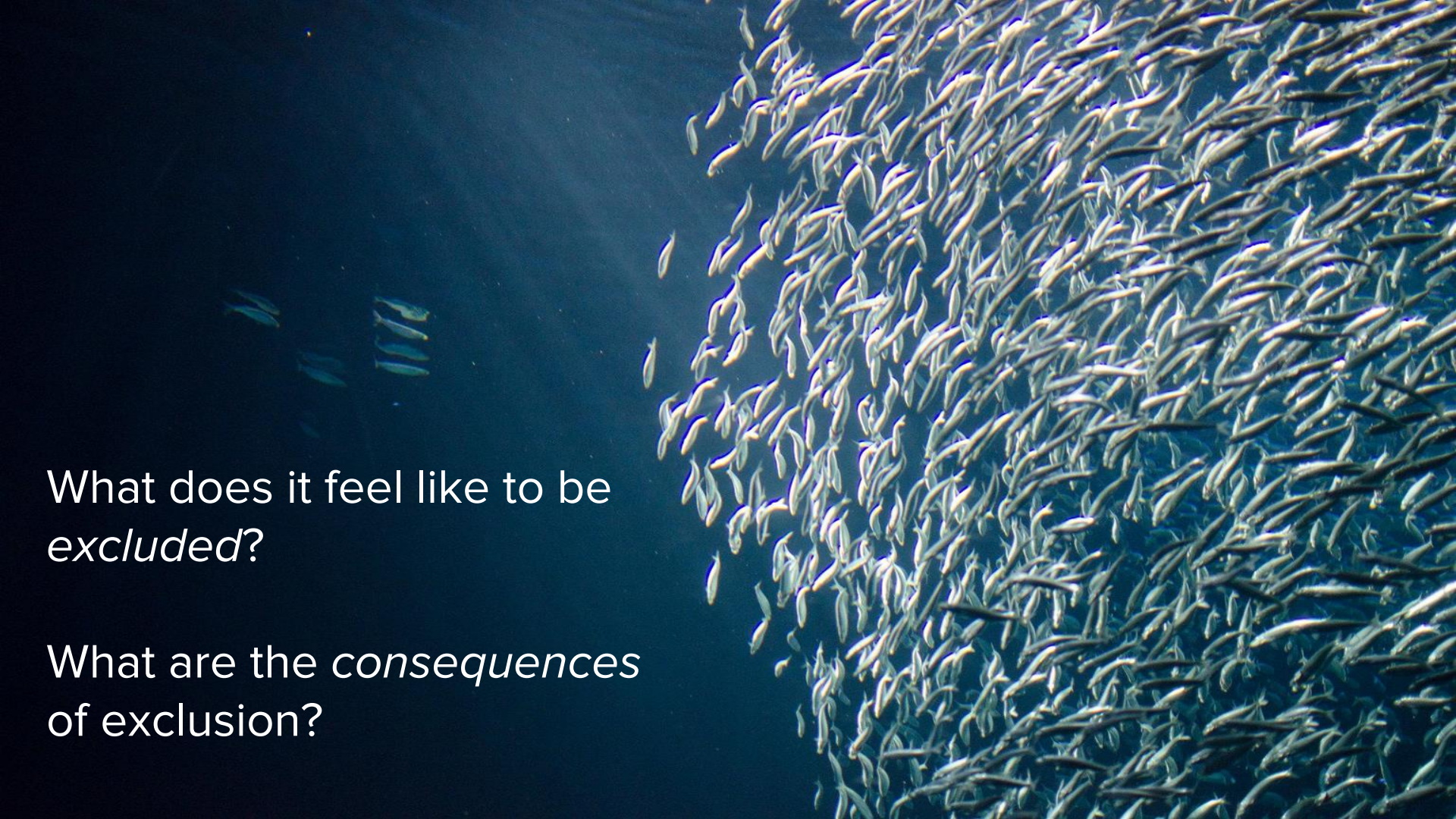
“When profs do not learn a Black student’s name because it’s ‘too hard’ but they can learn scientific names for plants and animals.”

into four large  
phyla. The f  
of spermatophy  
recent plants.









What does it feel like to be  
*excluded?*

What are the *consequences*  
of exclusion?

“Bandwidth refers to our cognitive capacity and our ability to pay attention, make good decisions, stick with our plans and resist temptations.”

[Mullainathan and Shafir, 2014](#)



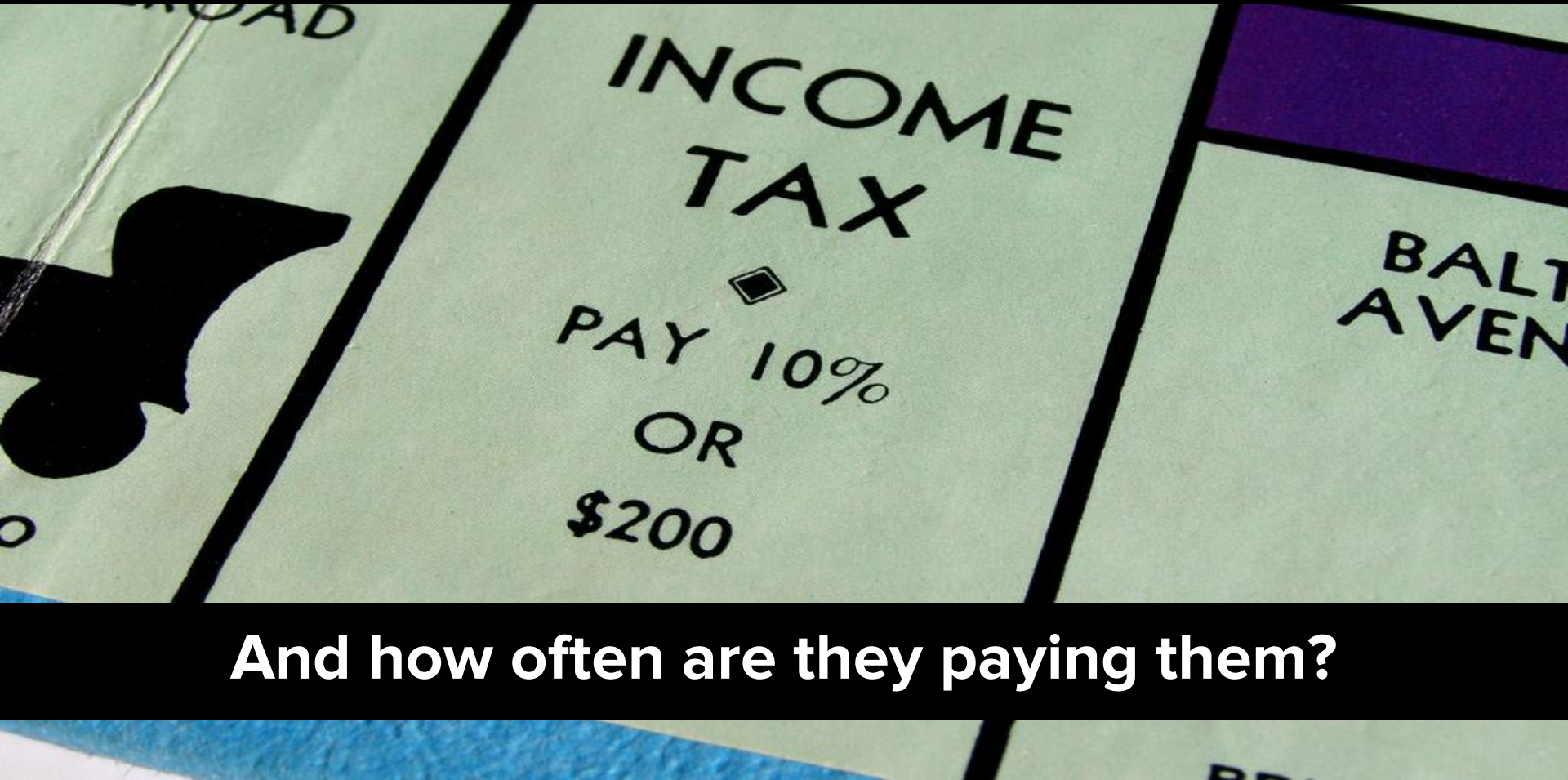


# “BANDWIDTH”

“When students have been raised in conditions of economic insecurity and/or are members of a nonmajority group, and have lived with discrimination and exclusion for their entire life, they are most likely functioning with limited cognitive resources for learning and success in college.”

([Verschelden, 2017](#), p. 2)

**How many of our students are paying “bandwidth taxes?”**



**And how often are they paying them?**

# What steals our students' bandwidth?

- Physical and Mental Health: racial and socioeconomic disparities
  - “John Henryism” and “Skin-Deep resiliency”
- Scarcity and Persistent Anxiety
  - *“Imagine sitting in a college classroom with one ear and one eye closed and music playing so loudly that it is hard to hear the professor. No matter how hard you try, you miss out on too much and your concentration is shot.” [Verschelden, 29]*
- “Underminers”
  - *“relentless wearying drone of negativity from which there is no escape.” [Thompson, 2008]*
- A Scarcity of Respect and Belonging: a hostile racial climate
  - Microaggressions and “[subtle racism](#)”
  - *people “waste a great deal of energy trying to understand what is happening...energy on all levels, emotional, physical, and spiritual, is wasted in such unclear situations. And people in such circumstances become unable to use their full potential.” [Luczaj, 2008]*



# Bandwidth depletion affects two key cognitive areas:

## *Cognitive Capacity*

(think clearly, take in and process new ideas and information)

## *Executive Function*

(focus, prioritization, impulse control)





“When we apply interventions to help students, we’re not adding anything to their intelligence or giving them some kind of advantage; rather, we are trying to draw out what is already inside them that has been inhibited by exposure to psychosocial underminers.”

[Verschelden \(2017\)](#), 60.



Come in  
we're open

Welcome. And re-welcome. And re-welcome. And re-welcome.  
And re-welcome. And re-welcome. And re-welcome. And re-  
welcome. And re-welcome. And re-welcome. And re-welcome. And  
re-welcome. And re-welcome. And re-welcome. And re-welcome.





“People who have a trusting relationship with a teacher or mentor are better able to take advantage of critical feedback and other opportunities to learn.”



“There’s only one rule that I know of, babies—God damn it, you’ve got to be kind.”