Cornell Notes Exercise

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| On Diversity: Access Ain’t Inclusion | | Anthony Jack | December 9, 2020 |
| College culture doesn’t create an inclusive environment for underprivileged students  We take for granted that students will understand the simple concepts that we take as common knowledge  We need to explain the very basic concepts that impact students’ access to knowledge, faculty, and resources.  Understand students’ financial and social constraints and how those factors impact their experiences with the college. | Poverty separates  Colleges have invested millions on diversity but have thought significantly less about how to treat these students once they arrive on campus.  Colleges get their new diversity from old sources.   * Half of poor black students and one third of Latinos come from boarding and day schools (Privileged Poor) * The rest come from local, distressed public schools (the Doubly Disadvantaged)   Hidden curriculum – an unwritten set of rules like “Office Hours” … secret understandings that aren’t taught.  Fallacious understanding in college - If students want something that they’ll come and ask for it.  How can the Privileged Poor and the Doubly Disadvantaged be made to be more successful in college?   * Start simple – Define Office Hours * “We thought this was your time to work in your office undisturbed.”   Normalize interacting with people of authority. Make access normal.  The lack of integration into the college culture can extend into students’ professional lives and put them at a disadvantage throughout their entire career.  It’s not just who you know and what you know… but who knows you and how well they do  Move from “access” to “inclusion”. | | |
| Even though colleges are making a point of providing diverse admissions access to their services, they have spent less time considering the experiences of those students once they’re on campus. Many of these students lack experience with college culture and so are put at a disadvantage. We need to have a better understanding of the details impacting students that we take for granted, such as “office hours”, and be more explicit in describing them to new students so everyone can have equal access and opportunity for success. | | | |