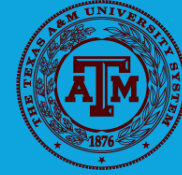
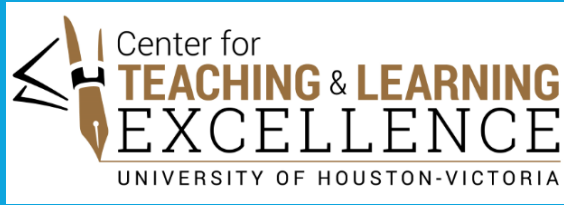


***4C for US:***  
***Calibrating a Collaborative***  
***Communication Climate for***  
***Underserved Students***

Woodrow Wilson Wagner, University of Houston - Victoria



THE TEXAS A&M  
UNIVERSITY SYSTEM



## **Woodrow Wilson Wagner II**

University of Houston- Victoria

Director of Institutional Strategies

Chief Retention Officer

Lecturer of Communication and Political Science

Director of Center for Teaching and Learning Excellence

Director of Quality Enhancement Plan

Manager of Title III Grant

Faculty Athletics Representative

361-570-4154

[wagnerw@uhv.edu](mailto:wagnerw@uhv.edu)

University West 275

# What are our students thinking?



*"Give me something that I  
**need**,  
satisfaction guaranteed,  
'cause I'm thinking  
about a brand new  
**hope**,  
the one I've never known,  
because now I know  
it's all that I  
**wanted.**"*

*- Billy Jo Armstrong*

# Defining the Terms

## Calibrate?

- Adjust, Fine-Tune, Tweak

## Collaborative?

- Shared, United, Common

## Communication Climate?

- Classroom Environment, Vibe, Rapport

## Underserved Students?

- First Generation, Low Income, Racial Minorities

***How would you  
describe the  
communication climate  
in your classroom?***



***What are the **ingredients**  
for calibration?***

# Ingredients for Calibration

## Learner-Centered Instruction

- Teaching for our student's inbox.
- Responding to the specific learning styles of our students.
- Using different presentation formats to ensure an individualized focus on the learner's needs.
- Promoting flexibility within a teaching environment.
- Fostering individual motivation by reaching each student on their level (one size does not fit all).

## Mutual Trust, Respect, and Affirmation

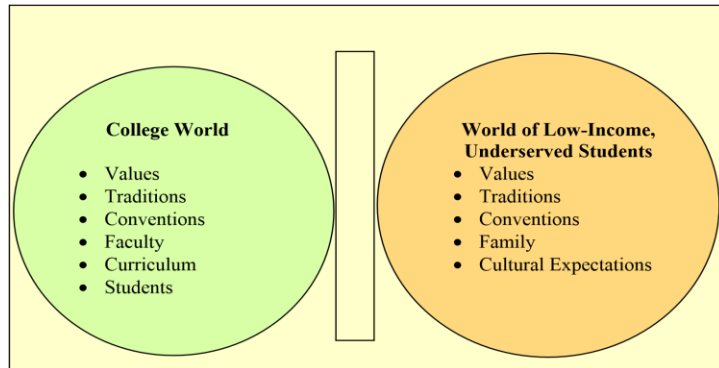
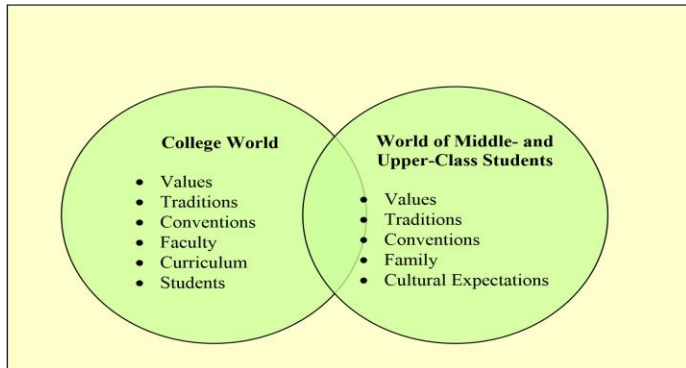
- Meet students where they are to get them where they want to be.
- Validate students for who they are and what they bring to the table.



# Impediments to Calibration

## Cultural Incongruity

- The values of underserved students are not aligned with traditional collegiate values.
- Students may experience alienation, marginalization, and stereotyping.
- Students seek culturally relevant curriculum and pedagogy.





# Impediments to Calibration

## Invalidation

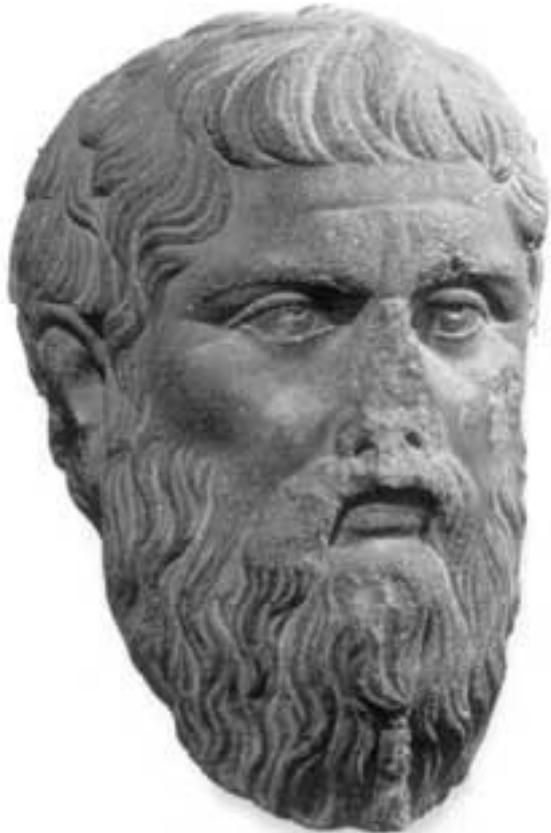
- Some students have been conditioned to believe that they are stupid, lazy, and will not succeed in life.
- Some students are hesitant to reveal personal problems and ask questions out of fear of being perceived as shameful and incompetent.
  - How do you ask for something you don't know exists?
  - How do you ask for help when you have been raised to think it's a sign a weakness?

The background of the slide is a solid blue color. Overlaid on this background is a faint, semi-transparent image of a graduation cap (mortarboard) and a rolled-up diploma tied with a ribbon. The text is centered on the slide.

***How do you  
communicate  
with your students?***

# Plato

## The Republic, 380 BC



### Communication is:

the power to rouse  
the best part of the  
soul and lead it  
upward to the  
brightest thing in  
the visible world.

# Soul Rousing. . .

To rouse:

- electrify, animate, awaken

How do you ***rouse*** your students?

What's the ***best part*** of your student's ***soul***?

What's the **brightest thing** in your student's world?

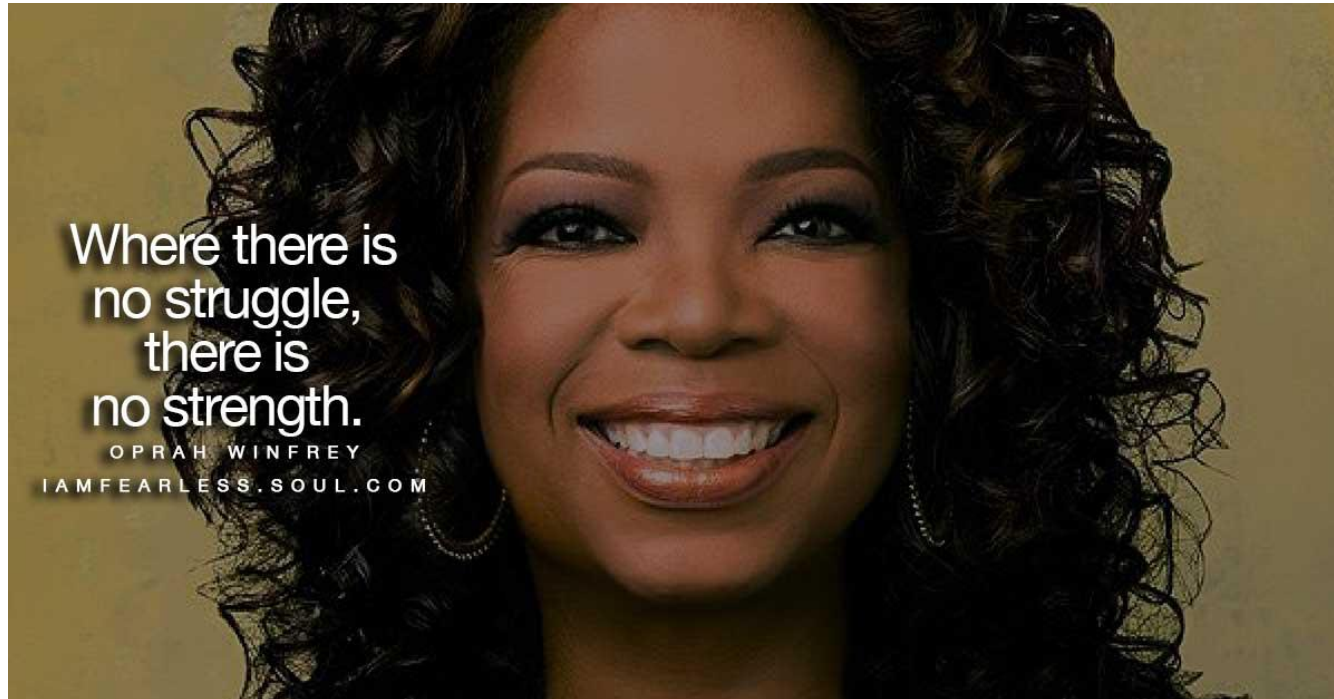
# Real World Soul Rouser

## Oprah Winfrey



# Real World Soul Rouser

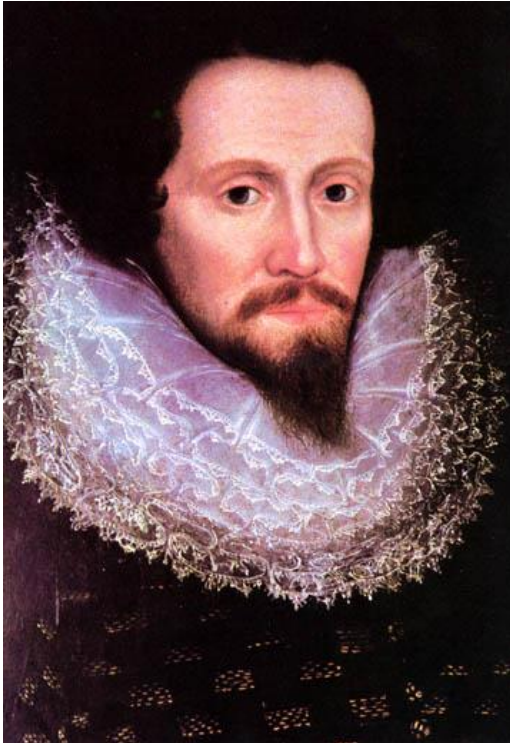
## Oprah Winfrey





# Francis Bacon

## The Advancement of Learning, 1873

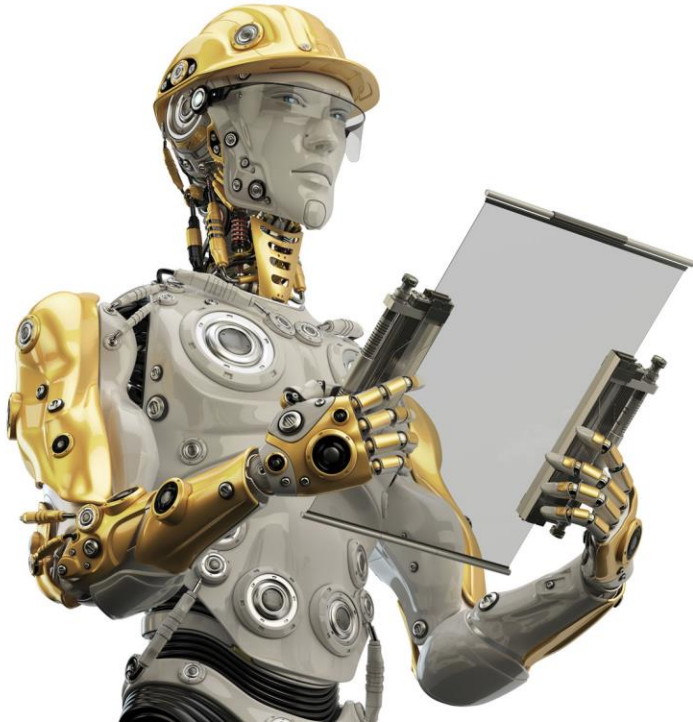


**Communication is:**

applying reason to  
imagination for the  
greater moving of  
the will.



# Reason Overload!!!



# Imagination Overload!!!



# Reason + Imagination = Persuasion

What are the specific **reasons** your course content is valuable?

- Quantify the reasons in terms of real-world applications, marketable skills, career readiness.

How does your **imagination** make your content relatable to your students?

- Differentiate your imaginative approach in terms of uniqueness, sustainability, and ingenuity.

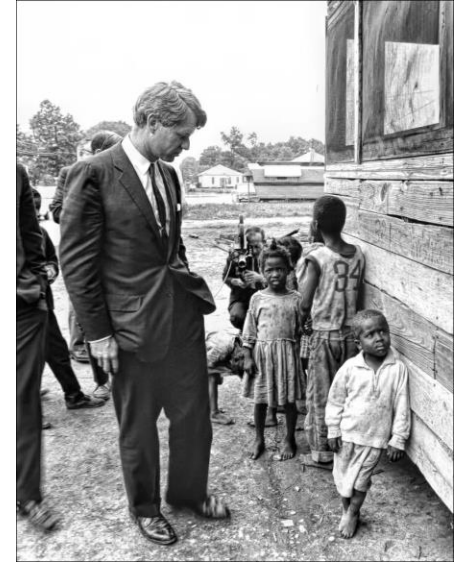
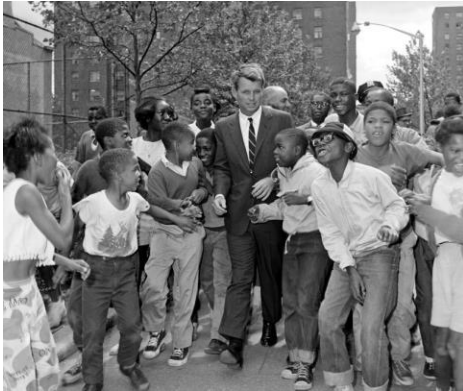
How are you balancing your **reason** with your **imagination**?

- Teaching students to be well rounded citizens of the world and teaching students marketable skills are not mutually exclusive.
- Can AI apply reason to imagination?



# Real World Will-Mover

## Robert Francis Kennedy Sr.



# Real World Will-Mover

## Robert Francis Kennedy Sr.



*“Some men see things the way they are and say why, I dream things that never were and say why not.”*

# Donald Bryant

## Rhetoric: It's Function and Its Scope, 1953



**Communication is:**

adjusting ideas to  
people and  
adjusting people  
to ideas.

# Adjusting Ideas

What does adjusting require of us?

- patience, listening, compromise

What ideas are important to your students?

- usability, real world application, utility

What ideas are difficult to adjust?

- theories, math, science, abstract

How do you adjust difficult ideas to students?

- find common ground, empathize with their challenges



# Real World Adjuster

## Steve Jobs



# Real World Adjuster

## Steve Jobs



# Judy Pearson

## Human Communication, 2000



### Communication is:

the process by which  
meaning is exchanged  
between individuals  
through a common  
system of symbols,  
signs, and behaviors.

# Finding Commonalities

What do your students care about most?

- their values, their priorities, their limitations

What is most important to your students?

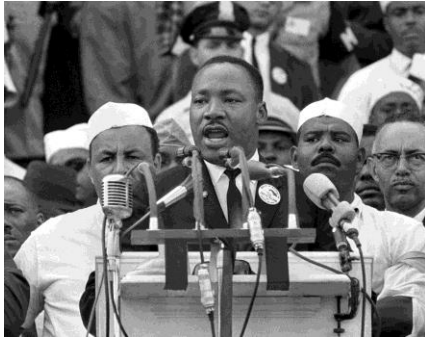
- their time, their needs, their satisfaction

How can your course content match/link to the needs of your students?

- pre-test, needs assessment, flipped classroom

# Real World Common Grounder

## Martin Luther King



# I Have a Dream . . .

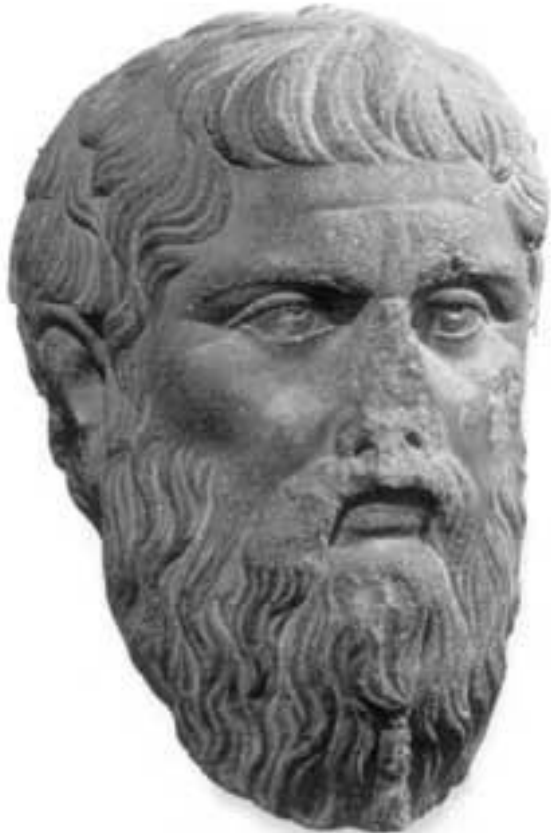


“Many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.”



# Plato

## The Republic, 380 BC



**Communication is:**

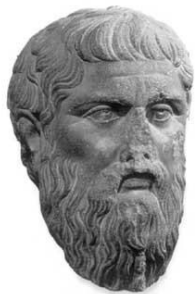
the power to rouse  
the best part of the  
soul and lead it  
upward to the  
brightest thing in  
the visible world.



# Go rouse some souls!

Persuade your students by:

- Applying reason to imagination for the greater moving of the will.
- Adjusting ideas to people and adjusting people to ideas.
- Finding a common system of symbols, signs, and behaviors.

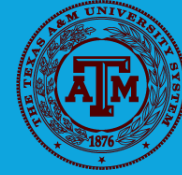


# Why are we here?



*“You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world.”*

- Woodrow Wilson



THE TEXAS A&M  
UNIVERSITY SYSTEM



## **Woodrow Wilson Wagner II**

University of Houston- Victoria

Director of Institutional Strategies

Chief Retention Officer

Lecturer of Communication and Political Science

Director of Center for Teaching and Learning Excellence

Director of Quality Enhancement Plan

Manager of Title III Grant

Faculty Athletics Representative

361-570-4154

[wagnerw@uhv.edu](mailto:wagnerw@uhv.edu)

University West 275



The 39th Annual National Higher Education Conference