Exclusion and Erasure as Variables in Cultivating Critical Thinking and Innovative Learning for Formerly Incarcerated College Students
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The presence of diverse bodies on college campuses has gained more attention as professionals seek to provide space for individuals who reflect gender, racial, and sexual difference (Quaye & Harper, 2014; Butler, 2004). Amid this attention is a need to better understand the experiences of another diverse group—formerly incarcerated individuals (FII) enrolled in college. Despite the statistics about the acceptance and attrition rates for FII, more discussion is needed to better understand the influence their formerly incarcerated status may have on their college experience (Strayhorn, Johnson, & Barrett, 2013). Using findings from a preliminary study I conducted on formerly incarcerated students, I pose several questions to the conference: In what ways might our policies and faculty/student interactions with FIIs’ enrolled in college classes serve to silence and erase their perspectives and narratives from the discourse of education? In what ways are we creating societal changes by silencing and erasing FIIs perspectives and narratives as it exist on college campus? How can we cultivate critical thinking and innovative learning if we constantly silence FIIs’ perspectives and narratives on college campuses? In this presentation, I will provide implications for how the education profession might challenge current exclusionary behaviors of the educational stakeholders. Furthermore, I provide implications on how to creatively construct knowledge and ways of assessing teaching, learning, and research for FIIs’.

References: