Enacting Inclusive Excellence Through Leadership, Teaching and Learning

2022 CFLD CONFERENCE
August 10-12, 2022

Pre-Conference:
Building a Better Curriculum Through Inclusive and Equitable Teaching Practices
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Building a Better Curriculum Through Inclusive and Equitable Teaching Practices
LOOKS LIKE IT'LL BE ANOTHER F IN CLASS PARTICIPATION, REX!

THIS IS SO UNFAIR

CLASS PARTICIPATION
Workshop Objectives

1. Evaluate current evidence regarding the role and impact of DEI efforts in collegiate contexts

2. Describe how our own identities, beliefs, and biases may influence our instructional practices as well as our interactions with students

3. Identify strategies for addressing DEIJ in our classrooms, including mechanisms for assessing student learning with an equity-minded lens

4. Develop an action plan to enhance DEIJ in our classrooms
Unpacking the Complexities of DEIJ
Conceptual and Operational Definitions

• **Conceptual** definitions indicate what the concept or phenomenon in question means. In other words, it is the dictionary definition.

• **Operational** definitions tell one what the concept/phenomenon looks like “in action” + provides measurement insights.
Conceptual and Operational Definitions

https://tinyurl.com/cfld2022
1. **EQUALITY** imagines an equal world. “I care about all students equally”

2. But the world ISN’T EQUAL.

3. And it has BIAS AND SYSTEMIC RACISM.

4. Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.

5. In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.
Texas Student Pipeline by Race/Ethnicity, Transition Rates from 8th Grade to College Completion

- Enrolled in 9th Grade (FY 2010):
  - White: 95%
  - African-American: 94%
  - Hispanic: 94%

- High School Graduate (FY 2012-14):
  - White: 82%
  - African-American: 75%
  - Hispanic: 77%

- Enrolled in Higher Education:
  - White: 60%
  - African-American: 53%
  - Hispanic: 46%

- Higher Ed Degree or Certificate (FY 2019):
  - White: 31%
  - African-American: 15%
  - Hispanic: 18%
Six-year Attainment Status of 2011-12 First-year Students by Income Quartile

- **Bottom**
  - Bachelor's: 22%
  - Associate: 12%
  - Certificate: 11%
  - Still enrolled: 14%
  - Dropped out: 41%

- **Low-middle**
  - Bachelor's: 29%
  - Associate: 12%
  - Certificate: 11%
  - Still enrolled: 14%
  - Dropped out: 34%

- **Upper-middle**
  - Bachelor's: 40%
  - Associate: 11%
  - Certificate: 7%
  - Still enrolled: 11%
  - Dropped out: 31%

- **Top**
  - Bachelor's: 56%
  - Associate: 9%
  - Certificate: 5%
  - Still enrolled: 9%
  - Dropped out: 21%
Food for Thought...

As an institution, how can we *meaningfully* advance DEIJ efforts that seek to promote an accessible and inclusive campus environment?
Acknowledging Our Own Identities, Beliefs, and Biases
Debrief
“Chance at Birth” Exercise

1. Working independently, please take the next 5 min. to complete the worksheet that is being distributed

2. If you have questions as you are working, please do not hesitate to ask one of us, and we will do our best to provide guidance

3. When you are finished, please crumple up your piece of paper, and place it in the bag on the front table
Debrief
Shared Experiences: Introduction

• In a moment, you are going to work with the individuals at your table to complete a common task

• When you hear the word “mobile,” what comes to mind?
Shared Experiences: Introduction

• In a moment, you are going to work with the individuals at your table to complete a common task

• When you hear the word “mobile,” what comes to mind?

• Your Mission:
  • Construct a mobile that represents the members of your team
  • You will have 10 min. to complete this task
  • You may ask any questions that you have as you work to complete the task
  • The materials needed to complete the task are under your table
Shared Experiences: Awareness/Actions

• When did you become aware of what materials other teams had in their possession?

• Regardless of whether you were aware or not, how did it/does it feel to have different materials than the other teams?

• Did your team ask another team for materials? Offer another team materials? Why, or why not?

• How do the concepts of awareness and action relate back to our broader discussion of DEIJ?
Shared Experiences: Constraints

• What challenges or obstacles did your team encounter as you attempted to complete the task? How did you overcome those challenges/obstacles?

• Aside from resources, what factors would have made the task more manageable, in your opinion?

• How do the concepts of constraints/resources relate back to our broader discussion of DEIJ?
Infusing DEIJ Into Our Curricula
Starting Strong from Day 1: Offering a More Diverse, Equitable, and Inclusive Course from the Get-Go

Dr. Cigdem Sirin
Director of the Center for Faculty Leadership and Development
Professor of Political Science
An Empathic Approach to Instruction

• Using an empathetic approach as an instructor means that you put in the work to understand students’ individual situations, have an investment in their emotions, and behave in a way that communicates your understanding.
A More Empathic Design of Course Policies

• Some standard course policies may, at times, communicate a lack of empathy or understanding of student needs.
  • Any examples?

• Designing policies that uphold academic standards while allowing for flexibility communicates empathy and understanding.
Empathetic Policy Design Examples

The table below depicts examples of empathetic policies and what they communicate to students (Meyers et al., 2019).

<table>
<thead>
<tr>
<th>Sample policy</th>
<th>What it communicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow students to request one 48-hour extension</td>
<td>Your understanding of extenuating circumstances that students may find themselves in making it impossible to meet a deadline.</td>
</tr>
<tr>
<td>Allow students to retake a quiz or test, or to redo an assignment</td>
<td>An understanding of unexpected hardship or challenges that may interfere with students’ studies. Again, designing this into your class policy alleviates the chance of bias when students come to you requesting a retake.</td>
</tr>
<tr>
<td>Automatically drop the lowest test or quiz grade for every student in the class</td>
<td>Your understanding of the pressures of academic success and alleviates some of that pressure from students as they know that a single poor performance will not negatively impact their overall grade.</td>
</tr>
<tr>
<td>Allow students to make corrections on assignments to earn partial credit</td>
<td>This communicates that you understand that students are trying their best and that sometimes they need greater clarity on an assignment or the course material. Making corrections for partial credit will help them learn from their initial mistakes while communicating to them that you care about their success.</td>
</tr>
</tbody>
</table>
Create an Inclusive Syllabus

• Use Inclusive, Student-Friendly Language
  • Your course syllabus is often the first point of contact that a student has with you and your course. Using inclusive language in the syllabus can help students feel seen or heard even before the first day of class. You can model the use of pronouns and name pronunciation by sharing both in your contact information.

• Share Academic and Social Support Services
  • Including resources on your course syllabus and then reviewing them with your students communicates that you care about their overall well-being.
  • Another benefit of including resources on your syllabus is that it eliminates the need for them to ask for services, as some may feel uncomfortable doing so, and communicates that they are not the only one who may need them.
Create an Inclusive Syllabus - Continued

• Include Diversity and Accessibility Statements
  • **Diversity Statement** is a paragraph or section that welcomes the range of human representations including race, class, gender, religion, sexual orientation, and socioeconomic status. It helps set the tone for your course and encourages respectful discourse, student feedback, as well as the sharing of diverse opinions or perspectives.
  • **Accessibility Statement** helps signal to all students that you support equitable learning and welcome discussion about individual differences in learning, encountered barriers, and ways to maximize success.

• Ensure that Course Readings and Materials Include Diverse Perspectives
  • Check out, for example, [https://jlsumner.shinyapps.io/syllabustool/](https://jlsumner.shinyapps.io/syllabustool/)
  • “Scientist Spotlights”: [https://scientistspotlights.org/](https://scientistspotlights.org/)
Discussion

• Having seen these policy design examples and practices, what additions/revisions would you like to introduce to your syllabi?

• Do you have any reservations about some of these policies? If so, what do you suggest for improving them?
Get to Know Your Students

• Getting to know students throughout the course can help avoid problematic assumptions and allow for a more empathic approach to handle possible barriers to student success.

• Knowing your students can also help them feel more comfortable coming to you with concerns.
Use Introductory Discussions in Your Courses

• Creating intentional opportunities for students to get to know you and one another at the beginning of a course helps build trust and foster a sense of community (Conrad & Donaldson, 2011).

• Online discussion forums are great tools for generating conversation about the course material, but they can also be used to develop greater understanding and care for your students.
Welcome to BIOL 3320: Genetics! Despite the fact that we have returned to face-to-face instruction (and can thus interact directly), creating a common place to establish connections with your classmates and myself will serve to enhance your learning experience -- whether it be to form a study group or simply to chat with someone who has similar interests as you. With this in mind, I ask that you please take a moment to post a brief introduction of yourself that includes your name, academic major, career interests/goals, and hobbies. If you feel comfortable doing so, please also include a picture of yourself! This will help others to get to know you better and create a more welcoming online community. Please note that you should submit your post to the discussion forum no later than Sunday, 1/31/2022, at 11:59pm (MT).
Hi everyone,

This module's discussion task is simple: just introduce yourself. Let me start by introducing myself as your professor. I received my PhD from Texas A&M University. I have been teaching political science at UTEP since 2009. The origin of my name is Turkish—phonetically, it sounds like Cheedém Shirin (you would never guess, right?!). My spouse is also a political scientist at UTEP--Dr. José Villalobos. We have two sons—a 6-year old and a 2-year old. The older one is named Sean Dylan and the toddler's name is Dylan Leo—so yes, we named them both Dylan because we are die-hard Bob Dylan fans! :) My spouse and I co-authored a book (our third baby!) entitled *Seeing Us in Them: Social Divisions and the Politics of Group Empathy*, published by Cambridge University Press (March 2021). Our book examines how feeling empathy for outgroups affects people's political attitudes and behavior in various policy areas including foreign policy, national security, and immigration.

I look forward to interacting with you in-person and virtually throughout the semester. I know we have all been feeling exhausted amidst the ongoing pandemic and a highly polarized political world. But let's take this course as an opportunity to learn from one another and get inspired. Nice to meet you all!

PS: Simply click on "Reply" below my post to introduce yourself. Your post should be at least 250 words and a maximum of 500 words. Don't forget to also respond to at least one of your classmates' discussion post. (min. 100-max. 500 words—just click "Reply" under the post you decide to comment on). Please add a word count at the end of each post. Due on Sunday, January 23 @ 11:00pm.
Use Surveys

• Surveys can be used to help you get to know your students. It is important that the questions are not overly personal or invasive, but that they allow students to share about their personal circumstances.

• Sample survey questions:
  • What is your name and what do you prefer to be called?
  • How do you pronounce your name? (You can spell it phonetically or make a recording and put the link here.)
    • See https://cloud.name-coach.com/
    • https://www.name-coach.com/cigdem-sirin
  • What are your pronouns?
  • Academically and professionally, what are your plans for the next five years?
  • What is your main motivation to succeed academically?
  • What is something I would be surprised to know about you?
Encourage the Use of Office Hours

• The use of student hours can not only help students gain greater clarity on the course material or assignment expectations but also help you get to know your students.

• For more flexibility, consider offering both virtual and face-to-face office hours, and at times that could accommodate a wider range of student schedules.

• Consider offering extra credit for students who take advantage of office hours.
Establish Community Agreements

• Engaging students in a discussion about group norms and guidelines at the very beginning of a course is an essential step in fostering community and creating a productive learning environment (Boettcher & Conrad, 2016; Palloff & Pratt, 2007; Stavredes, 2011).

• Involving students in these discussions raises their awareness and helps them to more effectively adhere to guidelines regarding a productive community.
Creating Community Agreements: Sample Method

To create a community agreement for your course, consider the following process (Nilson, 2010):

• On the first day of class, facilitate a discussion designed to develop the class’s code of conduct by asking students to share behaviors that genuinely bother them and interfere with their ability to learn and to be a productive member of the learning community. While you should encourage students to create the list, you may also contribute one or two behaviors because you are a member of the learning community as well.

• Take notes during the discussion and use the notes to create a set of expectations for the agreement to share with your students during the next class session. Ask students if they want to make any final modifications or if the list is complete with all the norms they think should be followed. If you make any tweaks, share the final list with students during the next class.

• Once the list is finalized, post it to your course site. If any issues arise during the course term, use the agreement to remind students of the expectations they agreed to at the start of the semester.
Sample Community Agreement Rules

• We will criticize ideas, not people.
• We will back our opinions and arguments with facts and reasoning.
• We will practice active listening.
• We will speak with fairness and call out bias, exclusion, and prejudice.
• We will encourage others to join the conversation.
• We will give undivided attention to the person who has the floor.
• We can disagree with another person’s point of view without putting that person down.
• We will speak our opinions using the first person and avoid using “you.”
• We will remember that people in the group may differ in cultural background, sexual orientation, and/or gender identity or gender expression and will be careful about making insensitive or careless remarks.
Discussing Microaggressions as Part of Community Agreements

• Research demonstrates that microaggressions are extremely commonplace; therefore, it can be helpful to discuss them with your students when creating community norms or agreement (Sue, 2015).

• Explaining what they are, their impact, and your commitment to addressing them provides a solid foundation for addressing microaggressions should they arise later in the course.
Define and Discuss Microaggressions

• Share the definition of microaggressions and a few relevant examples with your students.

• Explain that your goal for creating an inclusive environment includes avoiding anyone committing microaggressions and addressing them should they arise.

• You may also share that if you commit a microaggression that you welcome students sharing their concerns with you.
Going Deeper

• If you would like to devote more time to a discussion of microaggressions, consider showing the videos linked below to demonstrate microaggressions or engaging your students in an activity that asks them to explore microaggressions in more depth.
  • **Look Different** videos created by MTV: People share their experiences with microaggressions in this series of short videos.
  • **Activity from Breaking the Prejudice Habit**: This activity teaches students to recognize how different audiences can interpret language and microaggressions and teaches students to understand the implications of their speech.
More Resources

• https://www.utep.edu/faculty-development/Teaching-and-Learning/grabngo.html
• https://teaching.cornell.edu/teaching-resources/designing-your-course/incorporating-diversity
• https://provost.tufts.edu/celt/the-syllabus-as-a-tool-for-setting-the-climate/
HOW CAMPUSES DISAGGREGATE DATA

Though campus stakeholders reported high levels of data disaggregation by race/ethnicity, sex, first-generation status, and transfer status for retention and graduation rates, fewer than half of respondents reported disaggregating by socioeconomic status.

Retention Data Disaggregated by...
- Race/ethnicity: 93%
- Sex: 81%
- First-generation status: 76%
- Transfer status: 71%
- Socioeconomic status: 46%
- Credit hours earned: 46%
- Age: 40%
- Gender identification: 27%

Graduation Data Disaggregated by...
- Race/ethnicity: 93%
- Sex: 81%
- First-generation status: 75%
- Transfer status: 72%
- Socioeconomic status: 44%
- Credit hours earned: 40%
- Age: 39%
- Gender identification: 28%
Setting Equity Goals for Student Success Metrics
Percentage of Stakeholders Indicating Their Institution Sets Equity Goals for...

**Graduation Rates**
- Yes: 37%
- No: 26%
- Unsure: 37%

**Participation in High-Impact Practices**
- Yes: 11%
- No: 39%
- Unsure: 50%

**Credit/Course Completion Milestones**
- Yes: 15%
- No: 37%
- Unsure: 48%

**Retention Rates**
- Yes: 35%
- No: 24%
- Unsure: 41%

**Achievement of Student Learning Outcomes**
- Yes: 12%
- No: 47%
- Unsure: 41%

**Developmental Education Courses (Enrollment or Completion)**
- Yes: 52%
- No: 6%
- Unsure: 42%
There is a striking contrast between the percentage of stakeholders who reported tracking and disaggregating student success metrics and the percentage who indicated that their institutions set equity goals for those same metrics. On average, fewer than 1 out of 5 stakeholders reported their campuses set equity goals for any of the 7 success metrics provided.

<table>
<thead>
<tr>
<th>Student Success Metric</th>
<th>Set Equity Goals to Close Gaps in This Area</th>
<th>Tracked by the Institution</th>
<th>Disaggregated by at Least One Student Demographic Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rates</td>
<td>37%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Retention rates</td>
<td>41%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Credit/course completion milestones</td>
<td>15%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Achievement of student learning outcomes</td>
<td>12%</td>
<td>83%</td>
<td>49%</td>
</tr>
<tr>
<td>Participation in high-impact practices</td>
<td>11%</td>
<td>65%</td>
<td>59%</td>
</tr>
<tr>
<td>Enrollment in developmental education courses</td>
<td>6%</td>
<td>61%</td>
<td>82%</td>
</tr>
<tr>
<td>Completion of developmental education courses</td>
<td>6%</td>
<td>59%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Workshop Wrap-Up
Enacting Inclusive Excellence Through Leadership, Teaching and Learning

2022 CFLD CONFERENCE
Wednesday, August 10 (pre-conference)
Thursday and Friday, August 11-12, 2022

Undergraduate Learning Center
Thank You!
Please complete the session evaluation.