Equity-minded teaching

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Ian May

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University of California Santa Cruz
Santa Cruz, CA
Outline and objectives

Learning objectives
You will be able to...

- Define *equity-minded teaching* in your words
- Recognize equity gaps in STEM/BSoE courses
- Develop your equity mindset
- Respond to common inequitable views on teaching
- Understand UCSC’s status/role as an HSI (and what that means)
- Describe the relation between teaching environments and equity
Equity-minded teaching

Teaching all of your students

- Most educators want to teach all of their students
- Teaching all students the same way is **not** equally effective for all of them

Equal teaching vs. equitable teaching

- Strive for successful outcomes, not for identical experiences
- Recognize that different students will learn in different ways
- Embrace differences and provide many means for engagement

Engaged students are better learners, and students who belong are more likely to be engaged.
Equity-minded teaching

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Engaged students are better learners, and students who belong are more likely to be engaged.
Five fundamentals of antiracist teaching

1. Reflection
   - Assess personal (implicit) biases
   - Be aware of the history of exclusionary practices in higher-ed

2. Curriculum

3. Climate
   - Curate a learning environment that welcomes all students
   - Give students equal access to learning, not equal access to materials

4. Inclusion
   - Adopt practices and policies that serve all of your students, and strive to bring them together

5. Equity
   - Emphasize successful outcomes, and strive to help all succeed
Equity-minded teaching as antiracist teaching
As discussed by CITL

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Ultimately, equitable teaching tackles racial inequities from institutional and systemic levels, down through individual classroom experiences.
Developing your equity mindset

Consider a couple common statements
**Statement**

If students aren’t willing to dedicate the needed time to study, then they should switch out and find another class to take. Some just aren’t ready for the rigor of this class, and that’s okay.
Case study: Students are the problem
This statement comes from the CITL GPF course

Statement
If students aren’t willing to dedicate the needed time to study, then they should switch out and find another class to take. Some just aren’t ready for the rigor of this class, and that’s okay.

Response
- Where are you likely to hear this said?
- What inequities are present here?
- Is it okay that some aren’t ready for the class?
- How could you respond to this? Could you get this person to analyze why they think this is the case?
Case study: Race doesn’t matter
This statement comes from the CITL GPF course

Statement
I don’t think we should be talking about student success and outcomes in relation to race. I care about and teach all students, and I think it is just too divisive to focus on race.
Case study: Race doesn’t matter
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Statement
I don’t think we should be talking about student success and outcomes in relation to race. I care about and teach all students, and I think it is just too divisive to focus on race.

Response

- Is ignoring race a good idea?
- Does this seem like a common view in STEM?
- Does this statement actually promote inclusivity? Why or why not?
- How could you respond to this?
Department of energy classification

The DoE classifies any institution with more than 25% of its enrolled students identifying as latinx as a *Hispanic Serving Institution* (HSI). This opens up many finding opportunities.
Hispanic serving institutions

Department of energy classification
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UCSC status and programs

- UCSC is an HSI
- 5 grants awarded to us so far
  - MAPA program: Pre-college writing course
  - SEMILLA: Re-design of precalculus courses for improved equity
  - GANAS: Career and graduate advising
Equity-Minded University Cultures: Serving at an HSI

Hispanic Serving Institution (HSI) is a designation from the U.S. Department of Education (DOE) for non-profit degree-granting institutions that enroll at least 25% Latinx undergraduate students.

The designation, in its explicit recognition of race/ethnicity, and more importantly, in its choice to use the word serving, rather than enrolling, can be considered a form of equity-mindedness in action.

Applying for the official DOE designation involves an institutional commitment to serve Hispanic students, “to take responsibility for the success of historically underserved and minoritized student groups” (McNair, Bensimon, Malcom-Piqueux).
**BSoE Demographics: Applicants**

From IRAPS

### Ethnicity
- **African American/Black**
- **American Indian/Alaskan Native**
- **Asian**
- **Hispanic/Latino**
- **Native Hawaiian/Pacific Islander**
- **Unknown/Not Specified**
- **White/Caucasian**

### Gender
- **Female**
- **Male**
- **Non-Binary**
- **Unknown**

### High School Weighted GPA

- **First Generation**
  - 32.3%
  - 24,498
- **Continuing Gen / Unknown**
  - 67.7%
  - 51,339

### Local Control Funding Formula (LCFF) School
- 15.9%
- 12,062

### Non-Local Control Funding Formula (Non-LCFF) School
- 84.1%
- 63,775
BSoE Demographics: Enrollees
From IRAPS

Ethnicity
- African American/Black
- American Indian/Alaskan Native
- Native Hawaiian/Pacific Islander
- Unknown/Not Specified
- White/Caucasian
- Hispanic/Latino

Gender
- Female
- Male
- Non-Binary
- Unknown

High School Weighted GPA

First Generation
- 31.0%
- 2,679

Continuing Gen / Unknown
- 69.0%
- 5,964

Local Control Funding Formula (LCFF) School
- 13.1%
- 1,128

Non-Local Control Funding Formula (Non-LCFF) School
- 86.9%
- 7,515
## BSoE Retention vs Humanities
From IRAPS

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<tr>
<th>Admission Division</th>
<th>Admission Major/Department/Division</th>
<th>Admit Years</th>
<th>Demographic</th>
<th>In Proposed Division Student Count</th>
<th>In Another Division Student Count</th>
<th>Did not graduate Student Count</th>
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Ian May
Equitable teaching
UC Santa Cruz
## BSoE Retention vs PBS Sci

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Create a welcoming environment

- Students need to feel that they belong before anything else
- Be very explicit about course expectations and processes
- Set high, but achievable, expectations
- And! Express your belief that your students can achieve them
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Allow multiple forms of engagement

- Allow students to participate in the course in different ways
- Use a variety of teaching techniques
Equity in the classroom
What you can do

Create a welcoming environment
- Students need to feel that they belong before anything else
- Be very explicit about course expectations and processes
- Set high, but achievable, expectations
- And! Express your belief that your students can achieve them

Allow multiple forms of engagement
- Allow students to participate in the course in different ways
- Use a variety of teaching techniques

Give your students ownership of their learning
- Drive engagement by letting students have a say in how they learn
- Gather feedback from students semi-regularly, and act on it
Readings and discussion

Choose one of four texts to read

- First generation student reflections
- You never become fully independent
- Growth messages increase help-seeking and performance for women in STEM
- The college math academy as an intervention into math education
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- You never become fully independent
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- The college math academy as an intervention into math education

Jigsaw discussion

1. Grab a response sheet
2. Form groups of 3 or 4
3. Try to group with people who read something different
4. Provide an overview of what you read, and what is interesting about it
Revisiting our objectives

Learning objectives
You should be able to...

- Define *equity-minded teaching* in your words
- Recognize equity gaps in STEM/BSoE courses and
- Develop your equity mindset
- Respond to common inequitable views on teaching
- Understand UCSC’s status/role as an HSI (and what that means)
- Describe the relation between teaching environments and equity
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https://citl.ucsc.edu/resources/equity-minded-teaching/antiracist-teaching/
https://poorvucenter.yale.edu/InclusiveTeachingStrategies
https://citl.ucsc.edu/resources/equity-minded-teaching/udl/