

# Training Faculty to Create Equitable Spaces (1:45-2:35)

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# The Plan!

Go over the background to the projects

Show data

Discuss what you are doing in your own learning space

Give Five Takeaways

Future Directions

# Unhelpful Statements on Syllabi

- “Once the classroom door is closed, any students not in the class are considered late.”
- “Students who are absent will receive no credit for the class, which will be reflected in your grade.”
- “Excused absences include: doctor's visit for injury or illness, jury duty, and/or XXX school service. Documentation is required and must be presented to the instructor **by the following class meeting time.**”

# More Unhelpful Statements on Syllabi

- “...you will lose 10% of the possible score with each day it is late. By the start of the 5th day that an assignment is late (i.e., after 4 days it is late), you will receive an automatic zero. Late penalties begin to apply the minute the assignment is late, so please do not wait to work on it until the evening it is due.”
- “Be on time. Lateness will not be tolerated and will also negatively affect your final grade. If you are tardy more than three times your final grade **will drop by a full letter grade for each additional tardy.**”
- “Lab work cannot be made up. Quizzes, scheduled or pop, cannot be made up for any reason.”

# How did I get involved in this?

- High DFW rates in our US History survey courses (but they were not as bad as the dashboard showed!)



Image source: Wikipedia, public domain



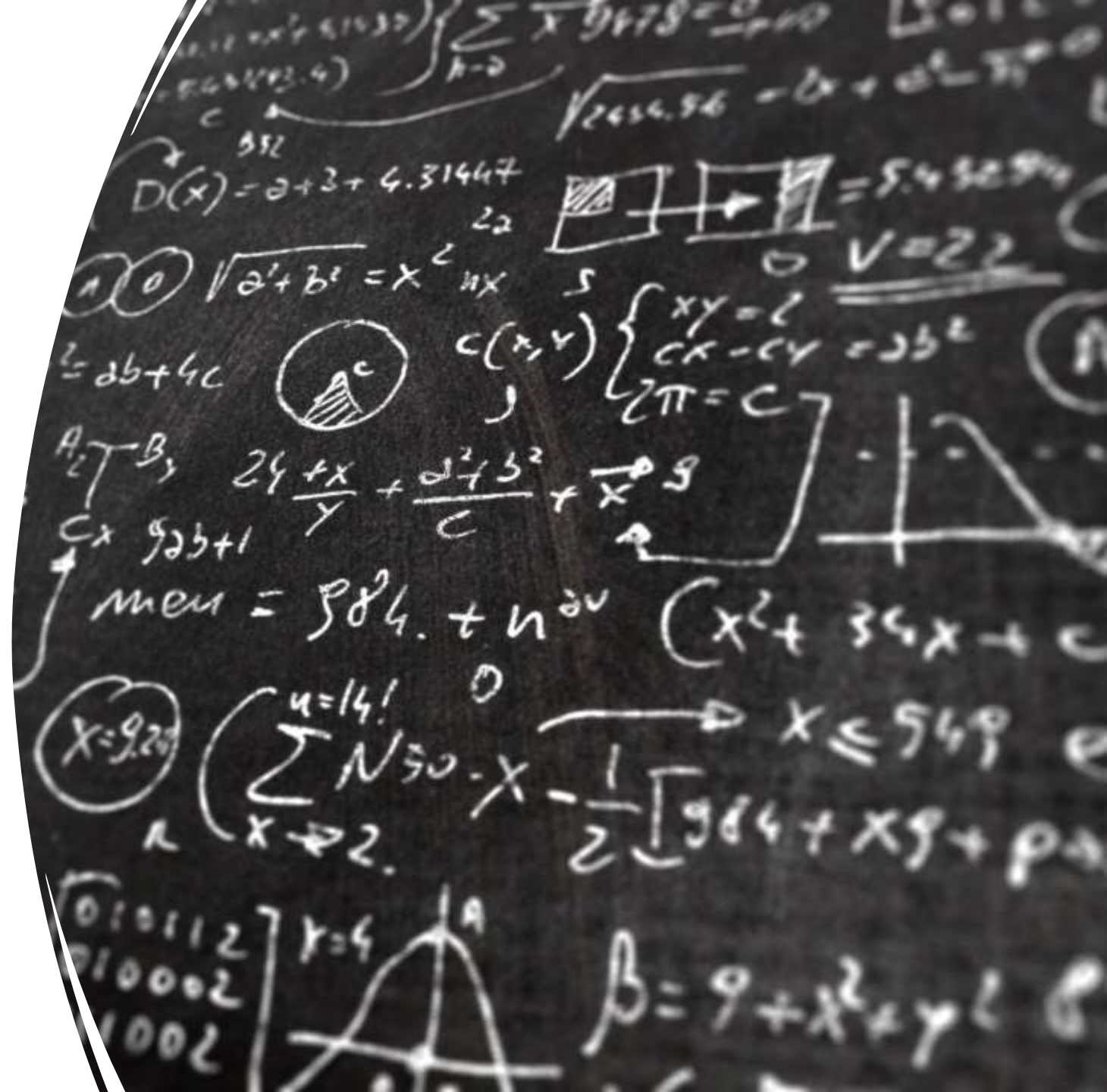
What are DFW Rates?

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Grades of “D”, “F”, and  
Unauthorized withdrawals,  
based on percentages

# Starting Off the Process

- The use (and misuse) of equity gap/dfw data
- Many faculty do not know about the data, or if they do, they don't know what to do with it



# The first grant

- Three lecturers in the History Department (HIST HIST 110 (just one faculty member)/HIST 111).
- Lasted for two semesters
- Focused only on DFW rates
- What did they do?

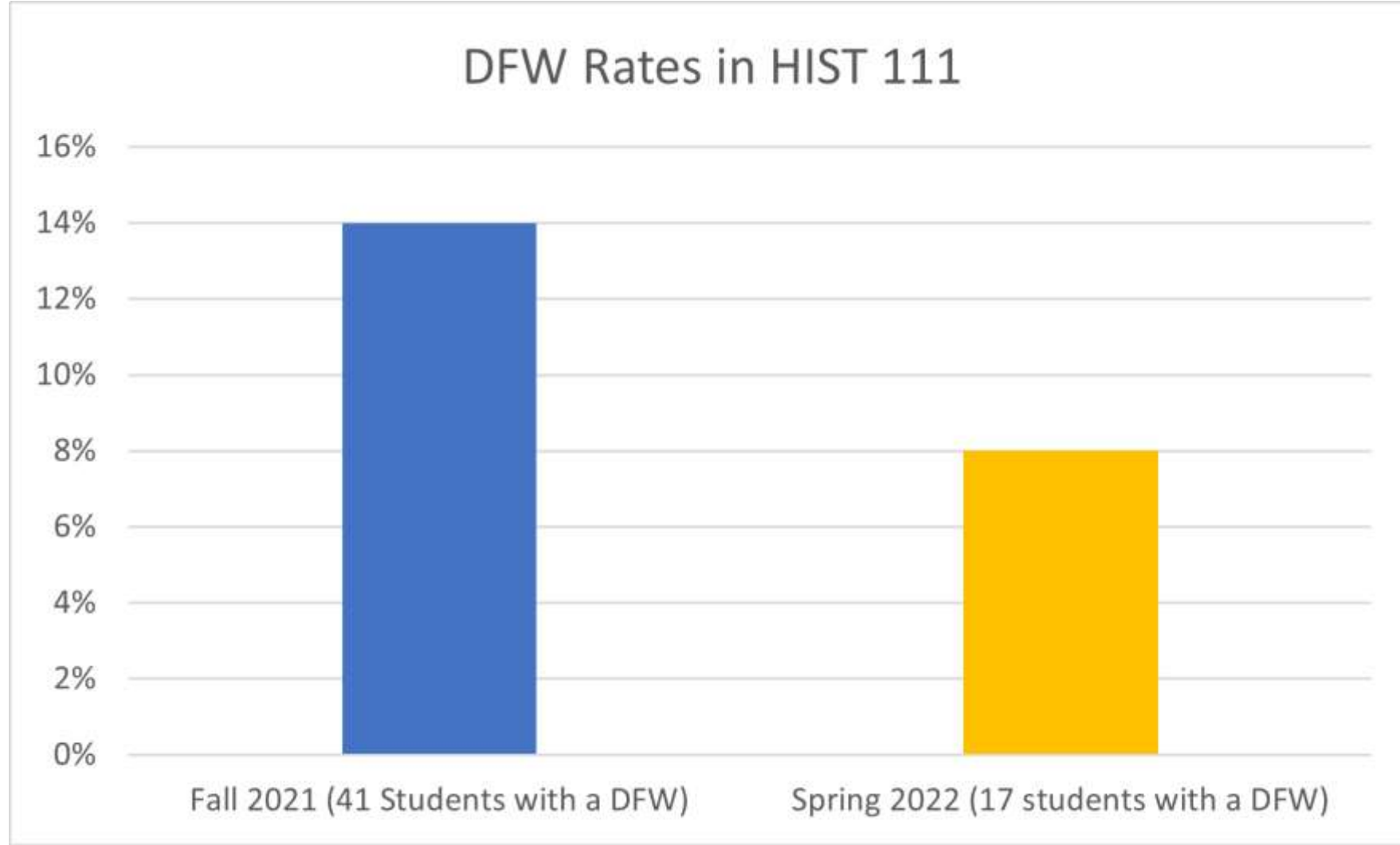


Possible Solutions document, spent hours thinking through the process, then the team decided to do some early intervention techniques to reduce the DFW rate. For Spring 2022 they decided to:

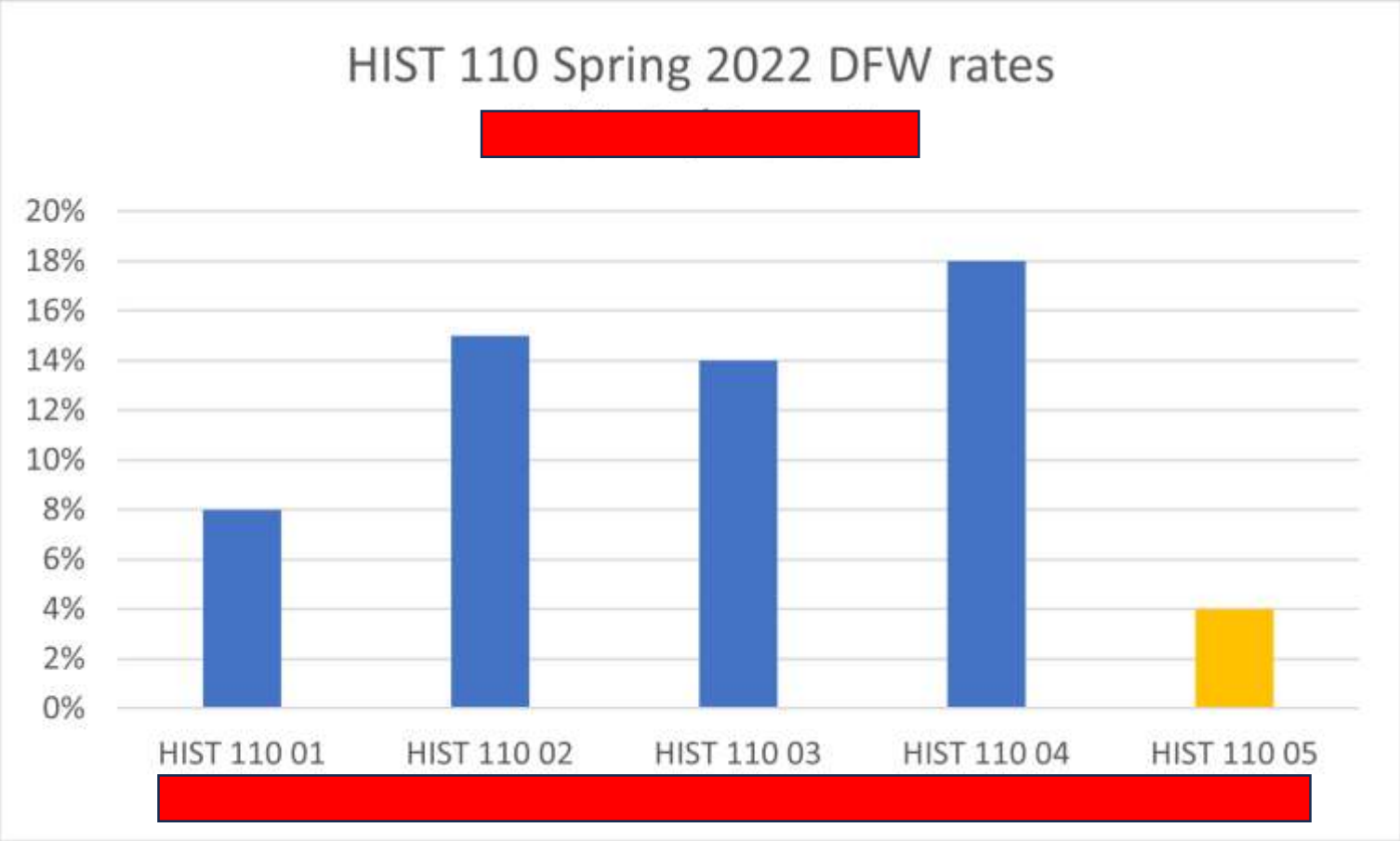
Use	Used “frequent skills-building and low-stakes assessments, collaborative and peer-based learning, and careful practice connecting history to the present”
Identify	Identified early warning signs (ie: missed assignments, poor performance) and pass along to counselors and advisors
Send out	Sent out student progress reports in Week 3 (before the drop deadline)
Send out	Sent out progress reports and kept in weekly contact with students who were underperforming throughout the semester

%students receiving a DFW in our HIST 111 sections fell

- Fall (before training) 295 total students, 41 students received a DFW or 14%
- Spring 2022 (after training) 209 students, 17 students received a DFW, or 8%



HIST 110 DFW  
Comparison Spring  
2022 (blue did not  
receive the  
training while  
yellow did)





What are Equity Gaps?

- The percentage difference between the underrepresented minorities (Black, Latino, and American Indian) and the rest of the student population, who have received a grade of D, F, or W (unauthorized withdrawal)

Example of a class with 19 students:

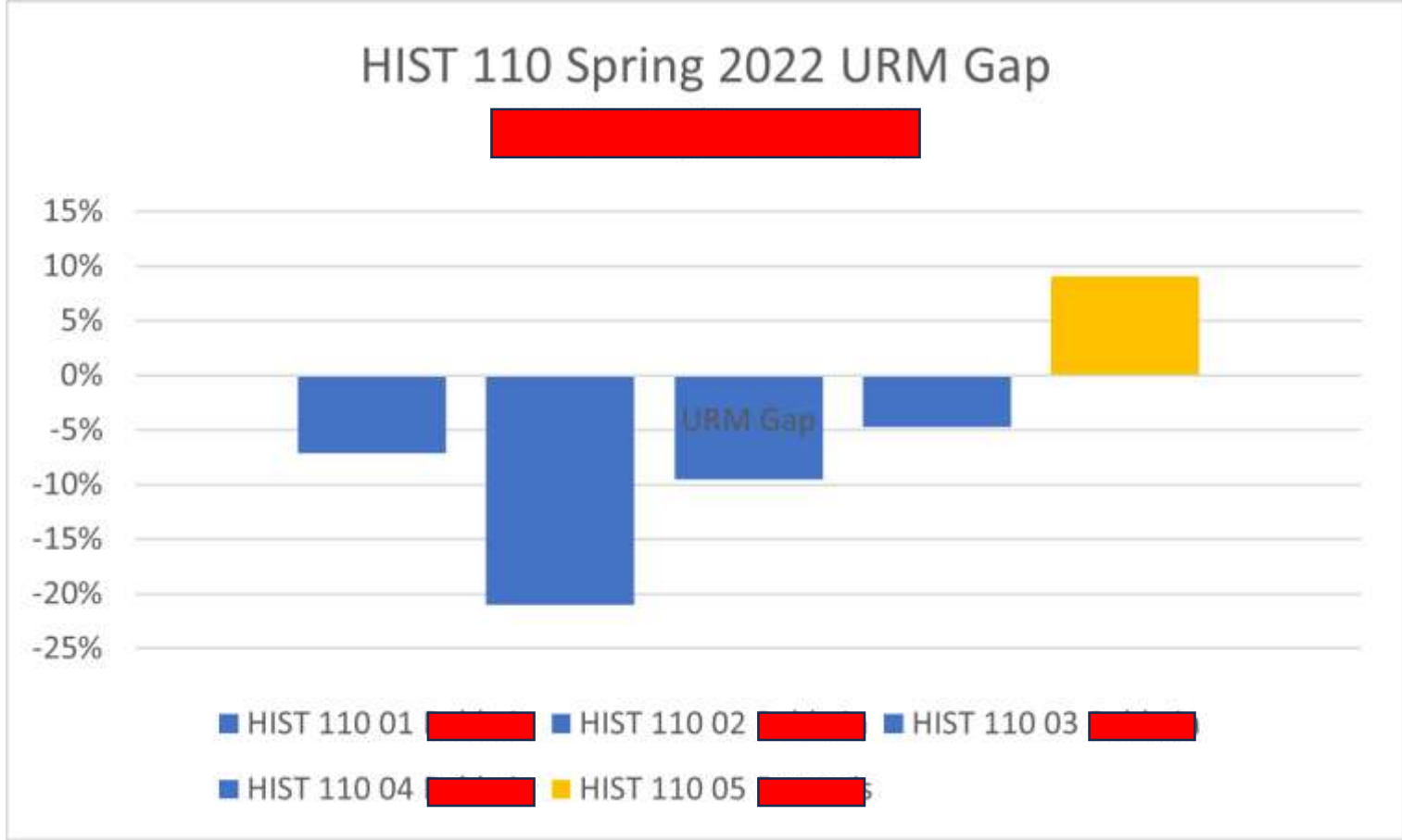
**URM :** 18% (2 out of 11)

**Non-URM** 0% (0 out of 8)

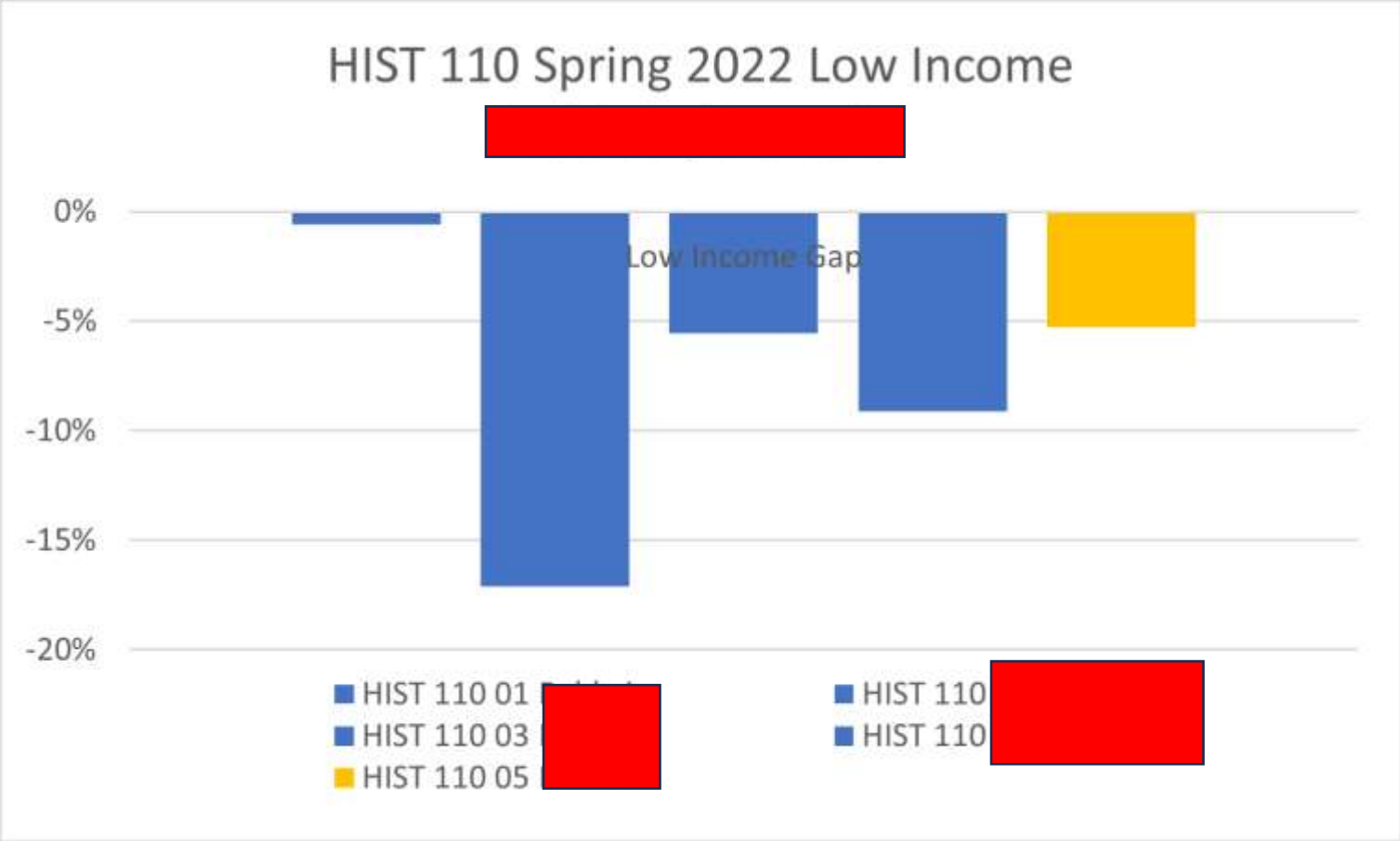
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**-18% Equity Gap**

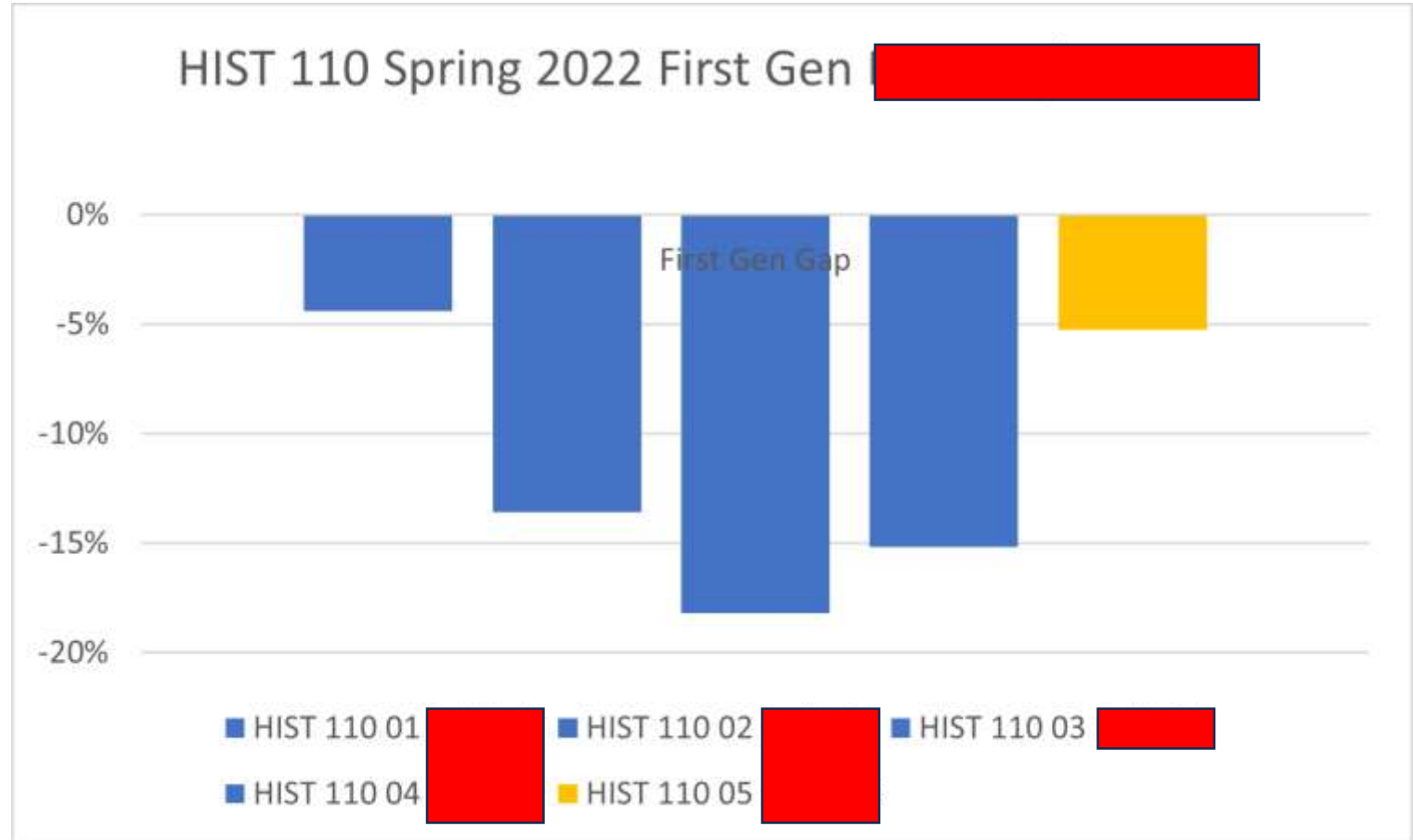
Underrepresented Minorities (URM) Comparison, Spring 2022 (blue did not receive the training while yellow did)



Low Income Comparison (2022 (blue did not receive the training while yellow did))



First Gen  
comparison  
2022 (blue did  
not receive the  
training while  
yellow did)



# Equity in Action grant

- The Cal State University has set a zero equity gap goal, by 2025 (the “2025 Graduation Initiative”)
- Grant was developed to help with this goal



## *EQUITY IN ACTION*

A grant program from the CSU Student Success Network



## \$15,000 Grant

- Fall 2022-Fall 2023 (3 semesters)
- Plan was to pay 15 faculty for three semesters
- Ended up getting 7 faculty (and then one retired!)
- I could not control the courses they taught...
  
- Lower division general education courses— English (3), Philosophy (3), and (1) History (HIST 110/HIST 111)
  
- We meet monthly for 2 hours/month throughout the semester, plus meetings before and after the semester

# What We Did in our Meetings

- Read through more research (*Delivering on the Promise of High-Impact Practices: Research and Models for Achieving Equity, Fidelity, Impact, and Scale* ed. by John Zilvinskis et al., and *Equity and Inclusion in Higher Education: Strategies for Teaching*, ed. By Rita Kumar and Brenda Rafeai);
- added to the Problems and Possible Solutions document (see QR Code)
- Discussed what the research said for each discipline (PHIL, ENGL, and HIST)
- Decide on three things to try out in Spring 2023



# What we did in the classroom

In general, many of the same things:

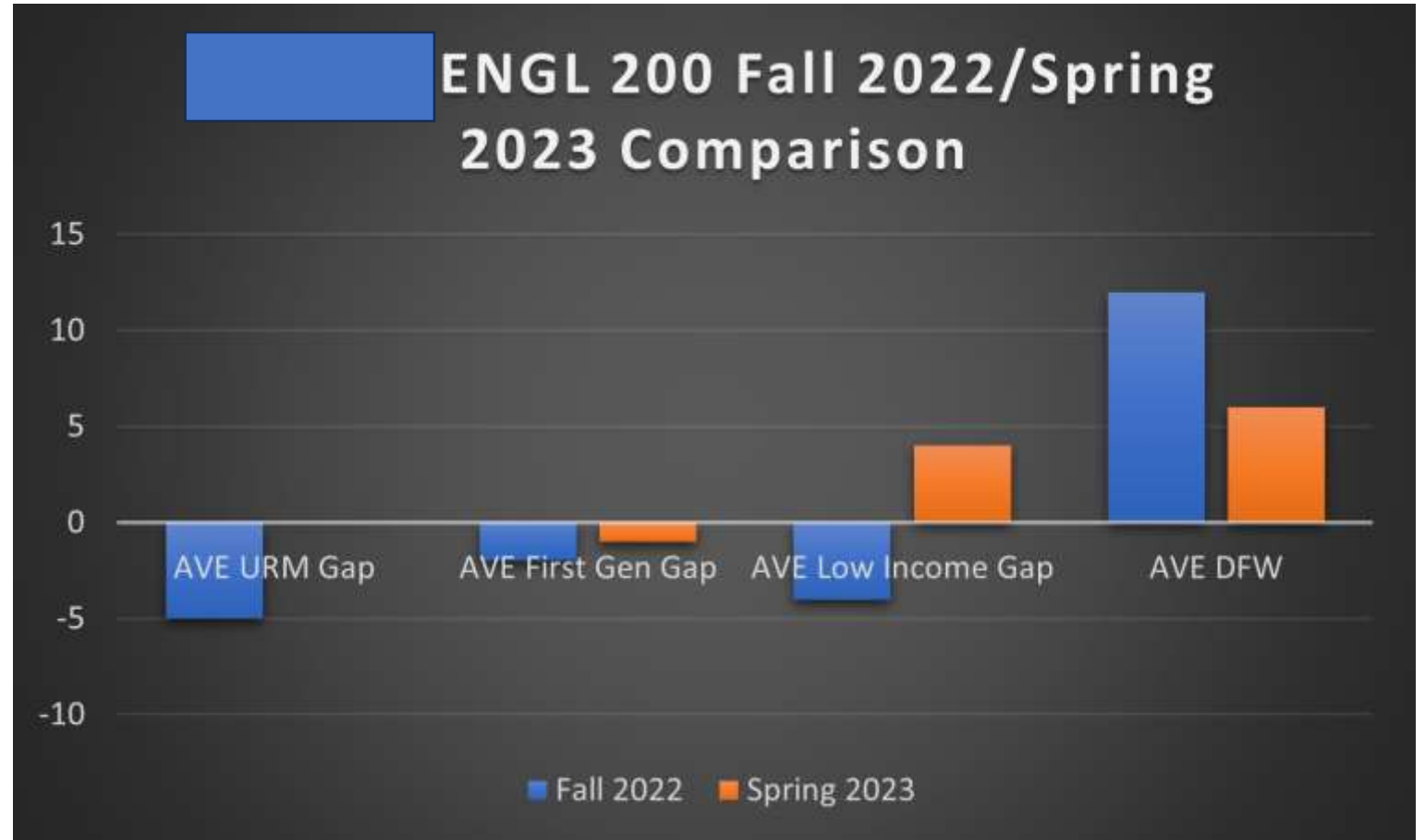
- Low stakes/no stakes assignments for the first three weeks
- Contacting students every time they did not turn in something
- Use our early warning system in Bay Advisor
- Extremely flexible on deadlines and missed exams and makeups and extra-credits.

Is it  
working???

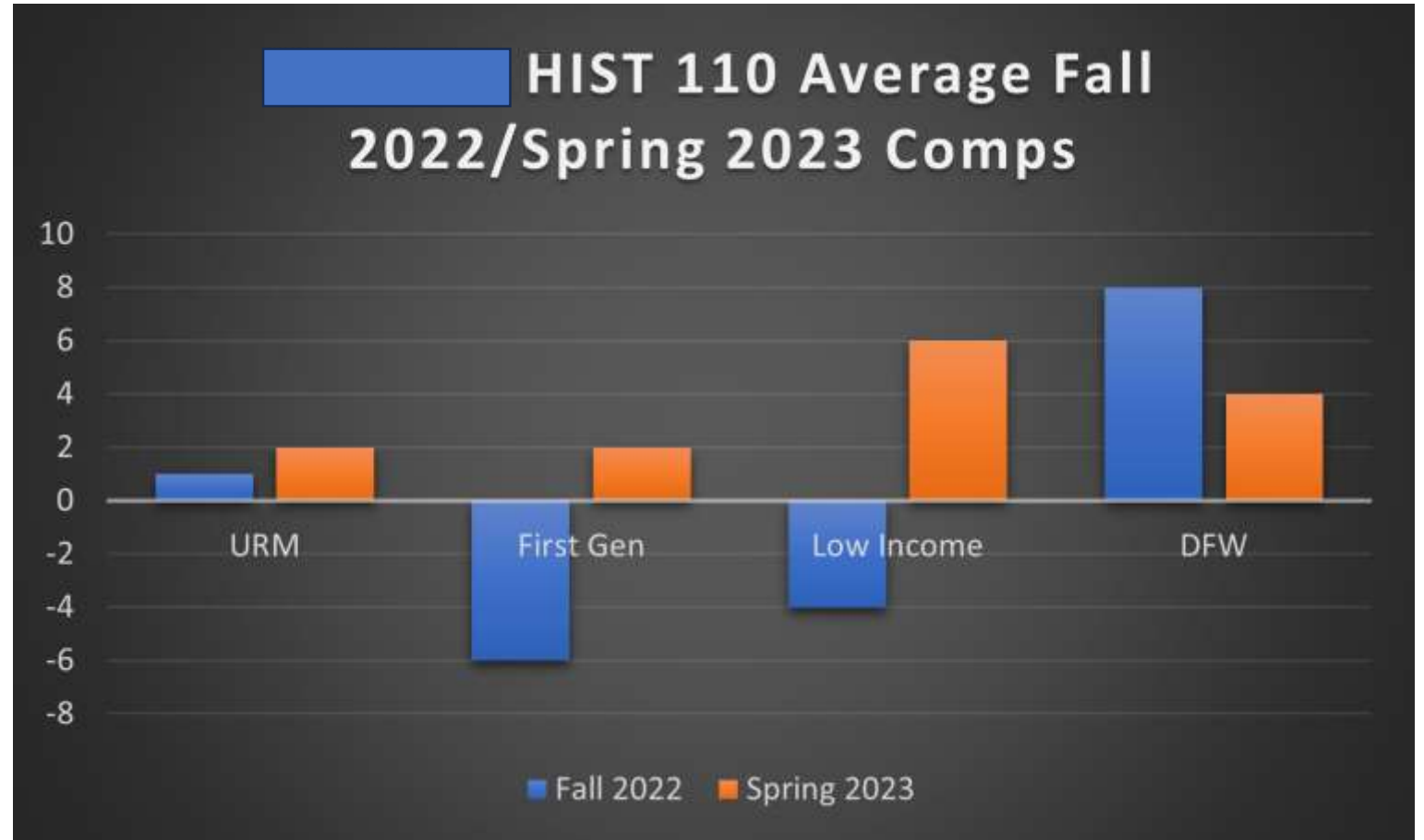
# PHIL 100 Average Comparison Fall 2023/Spring 2023



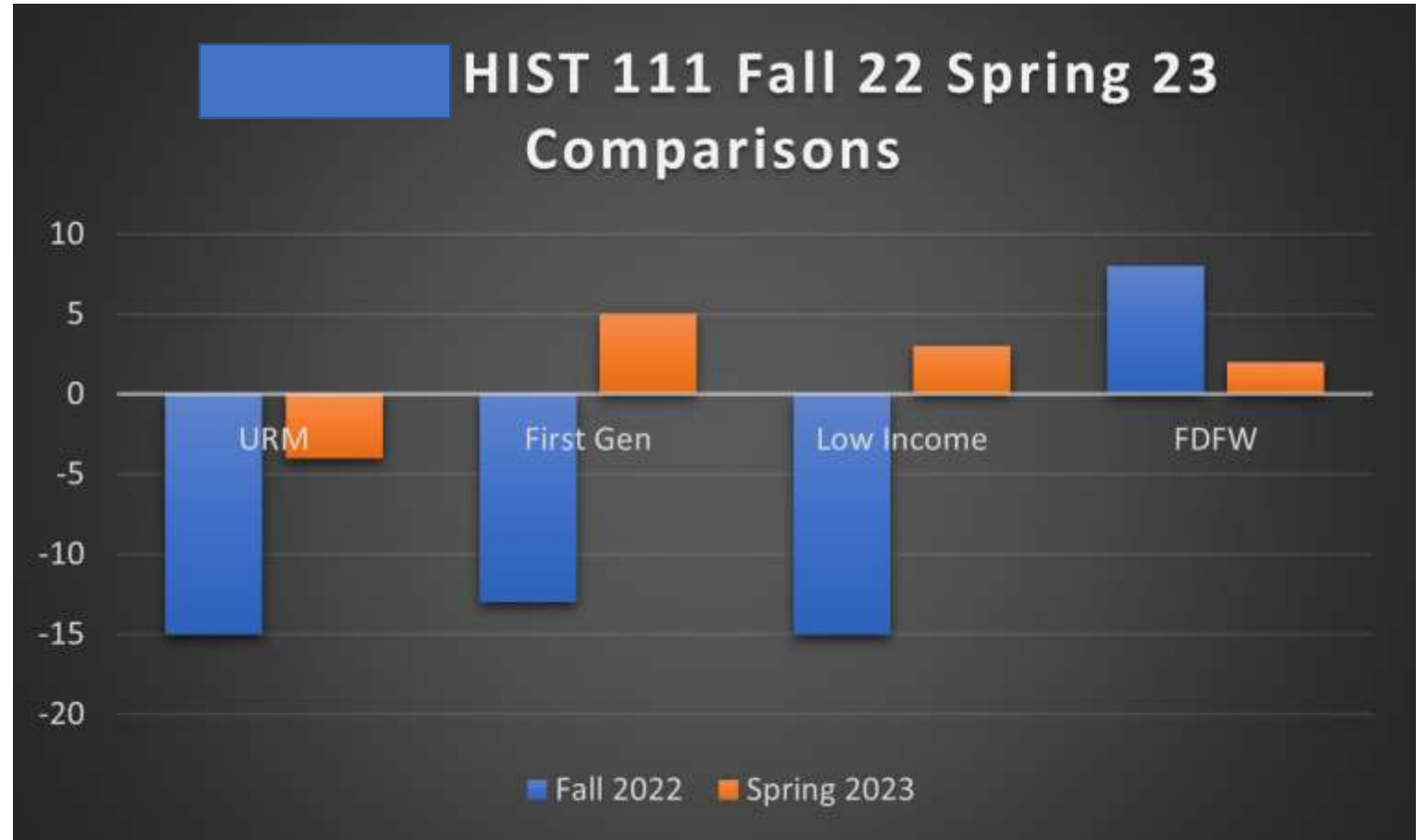
1 English lecturer  
(average comparison)



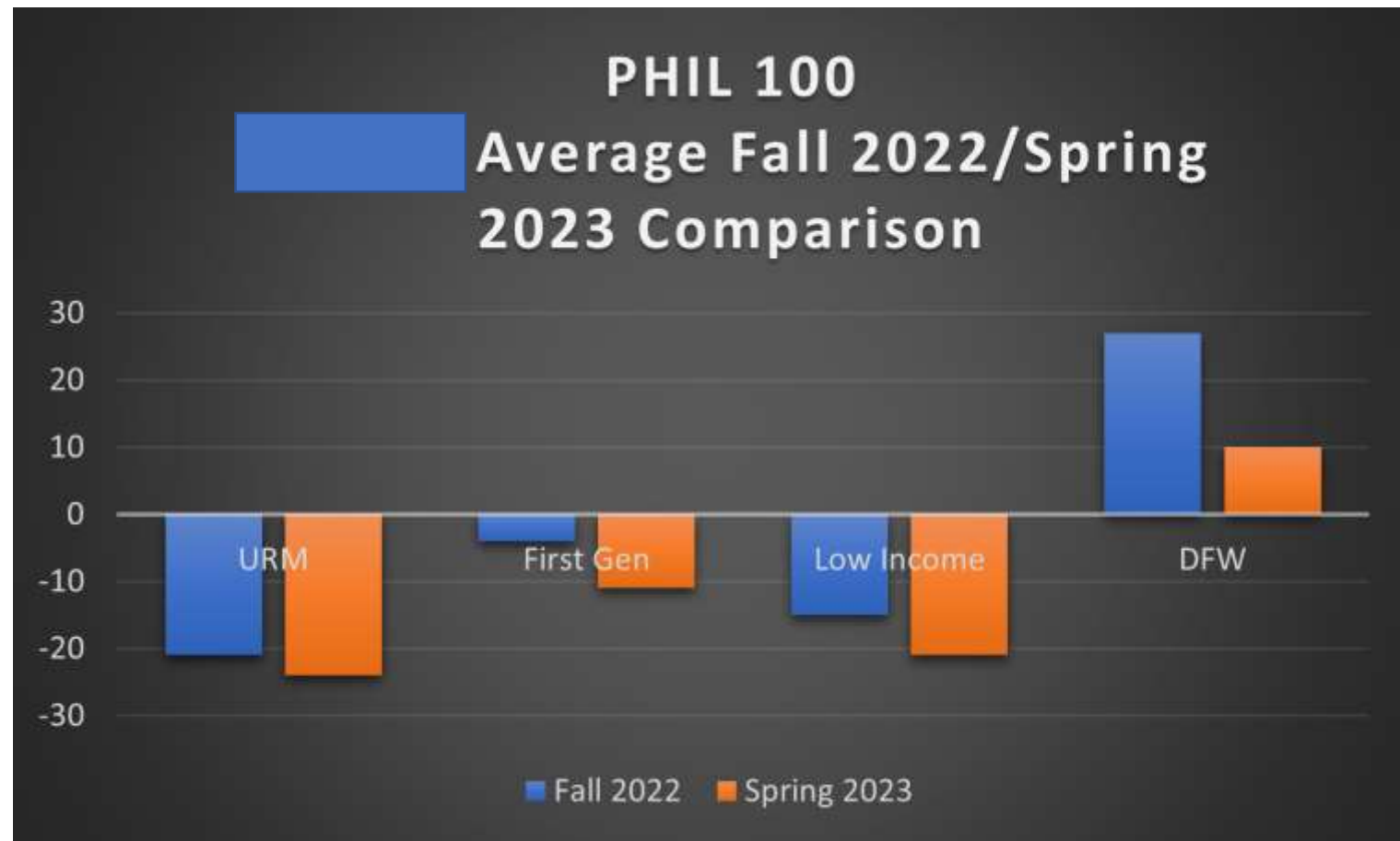
# History lecture, HIST 110 (average comparison)



# History lecture, HIST 111 (average comparison)



Not all  
showed  
good  
results...



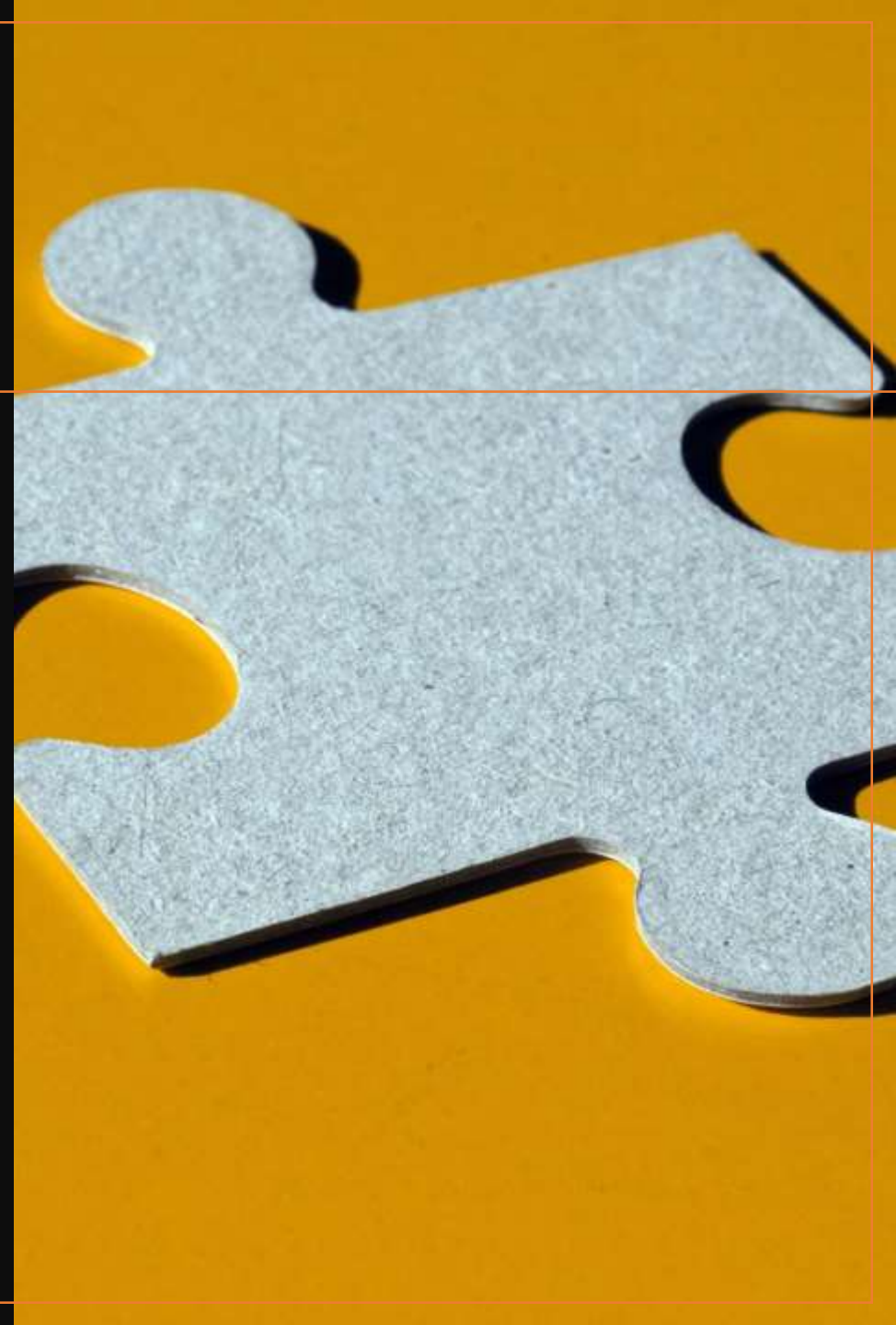


How are you dealing with equity issues in your classroom?

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- Let's spend 10 minutes discussing this in groups of 3 or 4

Image source: Powerpoint



# Takeaway #1 to make your classroom more equitable


Be flexible with your grading/attendance/makeup policies (and don't grade on a curve)

## Takeaway #2 to make your classroom more equitable

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- Frequent contact at the beginning of the term—let them know you care that they are there!





## Takeaway #3 to make your classroom more equitable

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- frequent no-stakes or low-stakes assignments at the beginning of the term



Takeaway #4 to make your classroom  
more equitable

Keep in contact with your students  
throughout the semester—let them  
know you care about them!

Image source: Powerpoint

# Takeaway #5 to make your classroom more equitable



Don't be afraid to make adjustments  
during the semester/quarter!

## Takeaway #6 to make your classroom more equitable

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- Talk to your colleagues about what they are doing!
- Start up an informal teaching collaborative on equity in the learning area

Image source: Powerpoint

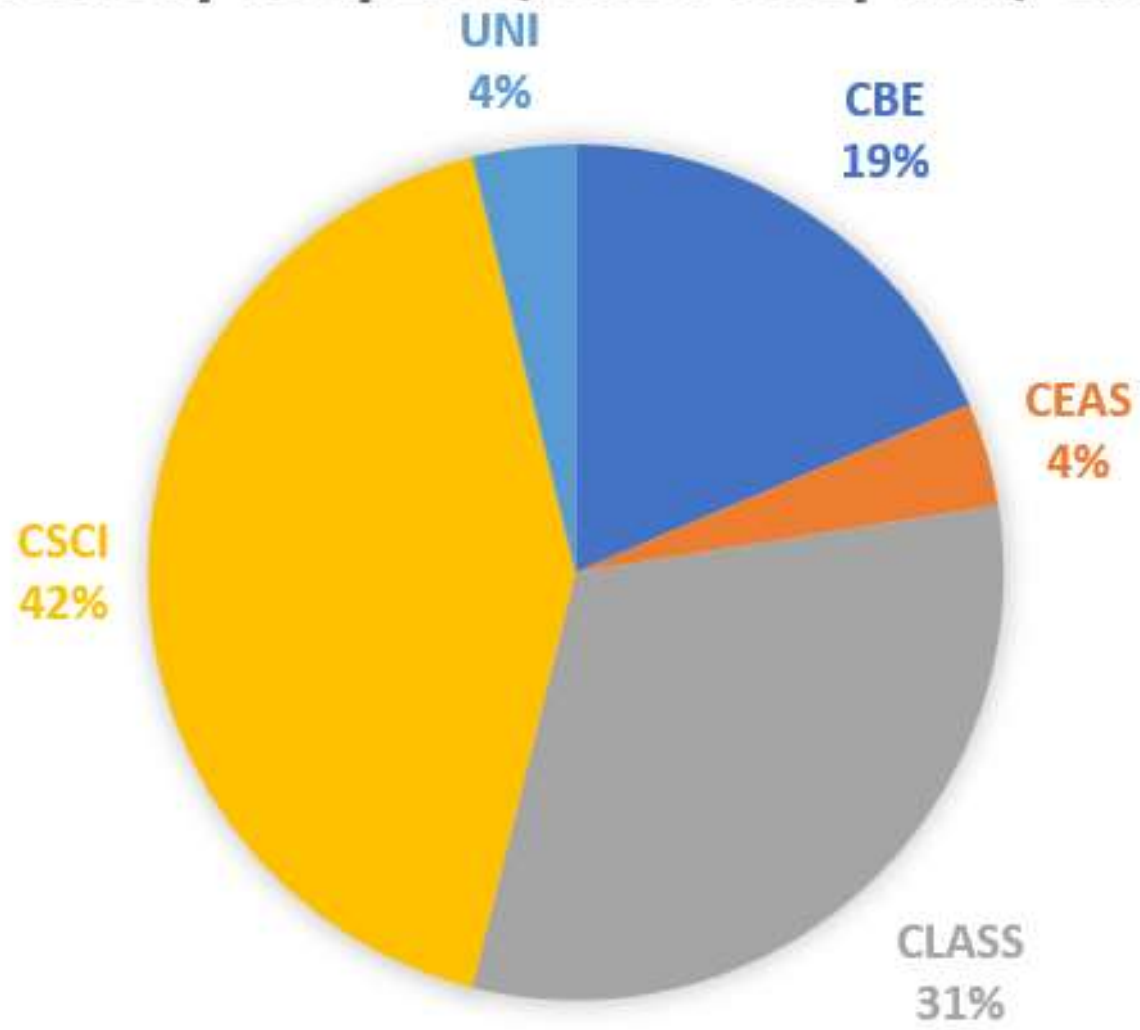


Future  
Directions #1

Look at the  
students who  
have a W—how  
can faculty help  
these students?

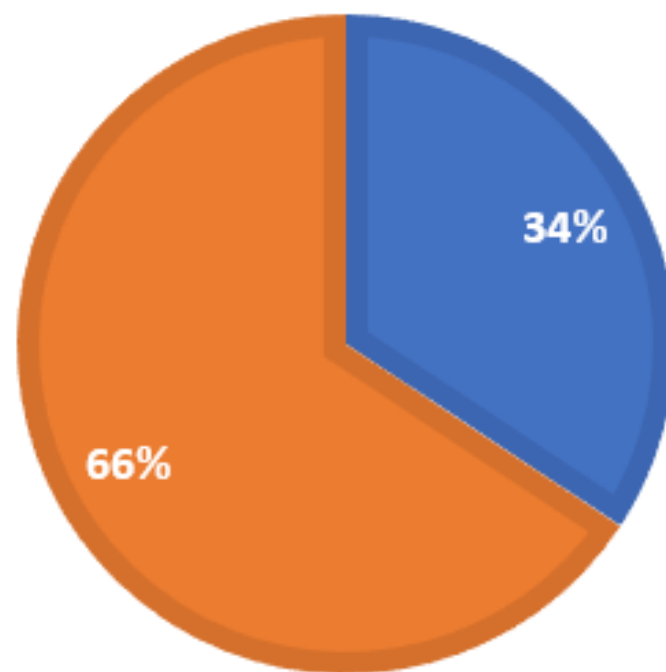


# COLLEGE PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100



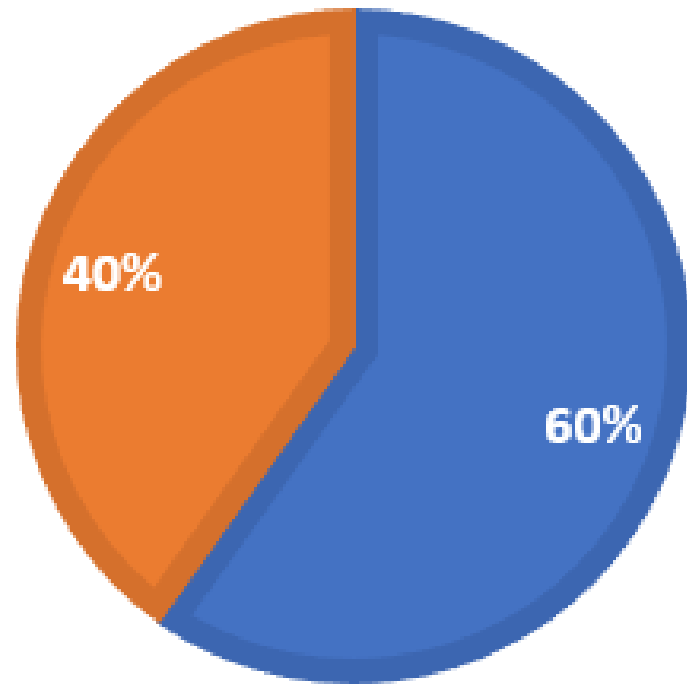
# URM PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

■ Non-URM ■ URM



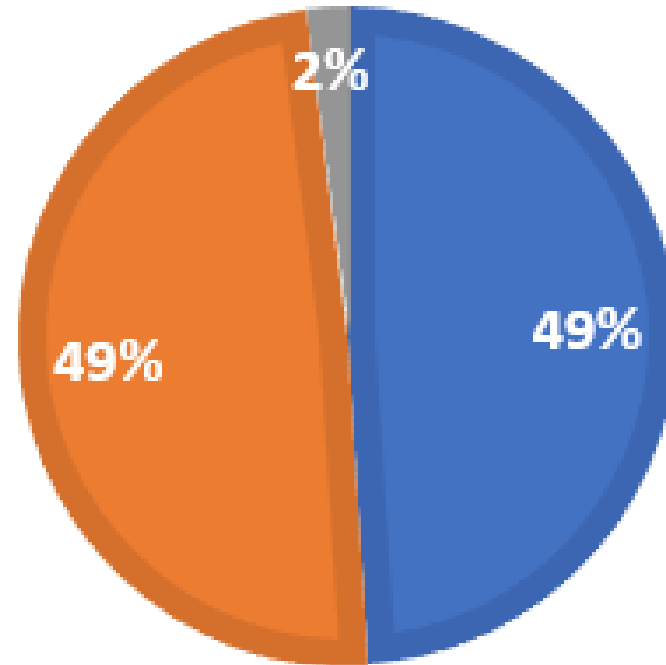
# PELL PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

■ Non-Pell ■ Pell Eligible

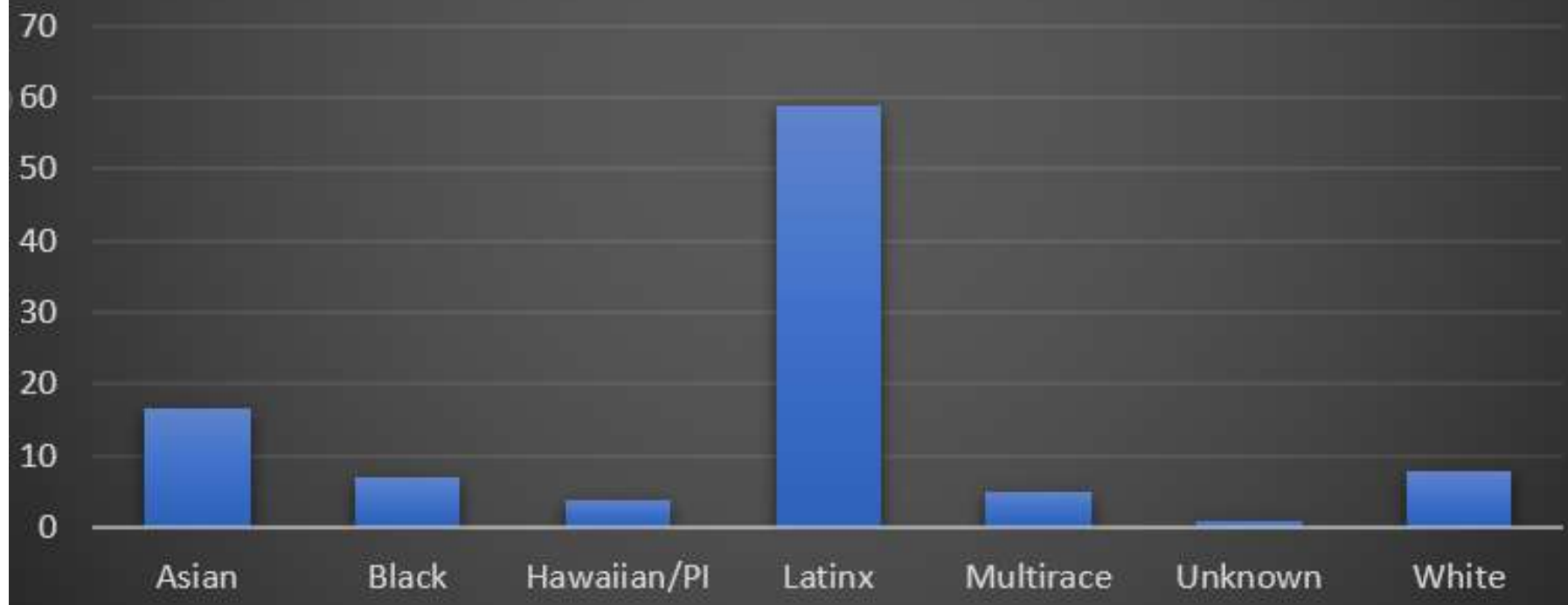


# GENDER PROFILE OF WU STUDENTS FROM SPRING 2023 ENG101/102/200, HIST 110/111, & PHIL100

■ F ■ M ■ Non-Binary



**RACE PROFILE OF WU STUDENTS  
FROM SPRING 2023  
ENG101/102/200, HIST 110/111, &  
PHIL100**





## Future Directions #2

- Look at the students who have accommodations from our Accessibility Services



Thank you!

My QR Code to my Zotero



QR Code to “Problems and Possible Solutions” document

