CITL CENTER FOR INNOVATIONS IN TEACHING AND LEARNING

SENATE FORUM on Inclusive Teaching

Featuring faculty-led lightning talks & practical tips

Speakers:

Christy Byrd, Psychology
Rebecca Covarrubias, Psychology
Robin Dunkin, Ecology & Evolutionary Biology
Sylvanna Falcón, Latin American & Latino Studies

Jody Greene, Literature
Jaye Padgett, Linguistics
Kyle Parry, History of Art & Visual Culture
Tonya Ritola, Writing Program

Wednesday, April 18
2:30-4:30 PM
Stevenson Event Center
WHY INCLUSIVE TEACHING?

Jaye Padgett
Vice Provost for Student Success

Senate Forum on Inclusive Teaching
(Center for Innovations in Teaching and Learning)
April 2018
Educational equity

• Our vision is to create an environment where students…
  • Feel they belong, and are welcome and supported at a campus with a positive climate
  • Experience the same student success outcomes, including graduation rates and GPAs, whatever their identity, family income, or life background
Gaps have persisted for years

4- and 6-Year Graduation Rates of Frosh by Race/Ethnicity

<table>
<thead>
<tr>
<th>Cohort Entry Year</th>
<th>Overall 4-year graduation rate</th>
<th>Overall 6-year graduation rate</th>
<th>Latinx 4-year graduation rate</th>
<th>Latinx 6-year graduation rate</th>
<th>ABC 4-year graduation rate</th>
<th>ABC 6-year graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>50.0%</td>
<td>73.0%</td>
<td>43.1%</td>
<td>71.2%</td>
<td>39.7%</td>
<td>64.7%</td>
</tr>
<tr>
<td>2006</td>
<td>50.9%</td>
<td>73.7%</td>
<td>39.8%</td>
<td>69.2%</td>
<td>34.5%</td>
<td>67.9%</td>
</tr>
<tr>
<td>2007</td>
<td>49.5%</td>
<td>72.1%</td>
<td>41.3%</td>
<td>67.0%</td>
<td>41.3%</td>
<td>64.2%</td>
</tr>
<tr>
<td>2008</td>
<td>54.5%</td>
<td>76.9%</td>
<td>42.5%</td>
<td>70.8%</td>
<td>46.8%</td>
<td>71.2%</td>
</tr>
<tr>
<td>2009</td>
<td>55.2%</td>
<td>78.1%</td>
<td>45.8%</td>
<td>75.0%</td>
<td>43.4%</td>
<td>63.9%</td>
</tr>
<tr>
<td>2010</td>
<td>51.5%</td>
<td>77.2%</td>
<td>39.4%</td>
<td>74.2%</td>
<td>48.9%</td>
<td>70.7%</td>
</tr>
<tr>
<td>2011</td>
<td>52.6%</td>
<td>77.4%</td>
<td>42.2%</td>
<td>73.5%</td>
<td>48.4%</td>
<td>73.4%</td>
</tr>
<tr>
<td>2012</td>
<td>49.0%</td>
<td></td>
<td></td>
<td></td>
<td>37.9%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>51.9%</td>
<td></td>
<td></td>
<td></td>
<td>39.5%</td>
<td></td>
</tr>
</tbody>
</table>
The whole student

- Academic success and student life are connected
It’s not all about academic preparedness

• Proportion of our students who are low-income, first-generation, and/or from historically underrepresented and currently minoritized groups:
  • 60%
• Meaning…
  • Less ‘cultural capital’
  • Working 1 or more jobs
  • Housing / food insecurity
  • Family crises
  • Imposter syndrome / sense of belonging
  • Experience challenging climate
It’s not all academic preparedness

• Number of undocumented students:
  • ~460

• Meaning…
  • Experiencing national context
  • Friends and family being deported
  • Loss of financial aid
  • …
It’s not all academic preparedness

- Students with disabilities
  - Proportion of students seeking accommodations
    - In 2007: ~3%
    - In 2017: 9%
It’s not all academic preparedness

• Mental health concerns
  • Large increases in students with anxiety and depression
  • UC Santa Cruz has the highest rates in the UC system (by a small margin)
Institutional responsibility

• Increasingly the expectation is that we help students succeed
• This can feel daunting
Institutional responsibility

- But many of the things faculty can do are within easy reach
SUPPORTING FIRST-GENERATION STUDENTS: REFLECTING THE STRENGTHS OF DIVERSE STUDENTS IN OUR TEACHING

Rebecca Covarrubias, Assistant Professor of Psychology, CITL Fellow
THE CULTURE CYCLE: MUTUAL INFLUENCE OF SCHOOLS AND STUDENTS

Adapted from Markus & Kitayama, 2010
Think about the most important skills that your academic institution expects students to develop while in college.

71% characterized their university as INDEPENDENT

(N=248; 70% Deans, 9% Program Directors, 13% Provost Office)

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012, Study 1)
SELF DEVELOPMENT

- Become Independent Thinker
- Explore Potential in Many Domains
- Learn More about Interests
- Explore New Interests
- Expand Understanding of World
- Expand Knowledge

HELP OTHERS

- Bring Honor to my Family
- Role Model for Community
- Show Others Can Do Well
- Give Back to Community
- Provide Better Life for Children
- Help Family after College

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012, Study 2)
# Interdependent Commitments

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Frequency (n=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>Providing emotional support to parent or family members</td>
<td>58.8%</td>
</tr>
<tr>
<td>Language &amp; Financial</td>
<td>Translating financial and language materials for the family</td>
<td>38.2%</td>
</tr>
<tr>
<td>Translator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Support</td>
<td>Providing physical support (e.g., taking parents to doctor visits, providing meals, etc.)</td>
<td>35.3%</td>
</tr>
<tr>
<td>Sibling Caretaker</td>
<td>Providing heavy sibling caretaking (e.g., more than just babysitting) or aid that directly benefits the sibling</td>
<td>32.4%</td>
</tr>
<tr>
<td>Financial Support</td>
<td>Providing financial support (e.g., paying rent, medical bills)</td>
<td>26.5%</td>
</tr>
<tr>
<td>Advice Giver</td>
<td>Providing advice on big life decisions or conflicts (e.g., buying a home, where to live, marital conflict)</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

(Covarrubias, Valle, Laiduc, & Azmitia, revise/resubmit)
CULTURAL MISMATCH THEORY

Students’ wellbeing and performance are undermined when their model of self (e.g., interdependent) mismatches the university norm of independence (e.g., working-class, first-gen, Latinx, Native)

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Privilege</td>
<td>Guilt and distress due to having greater social and educational opportunities than one’s family, who is likely struggling back home</td>
</tr>
<tr>
<td>Financial Burden</td>
<td>Guilt and distress due to financial burden or indebtedness to family.</td>
</tr>
<tr>
<td>Becoming Different</td>
<td>Guilt and distress due to feeling misunderstood by family and a sense of progressive disconnection or isolation</td>
</tr>
<tr>
<td>Family Role Absence</td>
<td>Guilt and distress due to not being able to help family or attend family events</td>
</tr>
<tr>
<td>Family Pressures</td>
<td>Guilt and distress due to the pressure to do well academically</td>
</tr>
</tbody>
</table>

(Covarrubias, Landa, & Gallimore, in prep)
I have such a connection with my family that I have felt much guilt coming to the university. I feel that I have such a luxury with independence and they are suffering everyday. These thoughts have made me consider dropping out of college and start working full-time to aid my family.

Latino Male, First-Gen Student, 19

(Covarrubias & Fryberg, 2015)
ADDRESSING THE CULTURAL MISMATCH

INDIVIDUALS
Belonging, Performance

INTERACTIONS
What interactions do we need to foster with students?

INSTITUTIONS
What policies, programs, & practices need to be implemented?

IDEAS
What ideals & expectations do our institutions have to embrace?
1. To not make assumptions about who they are and what they know;
2. To share and bring campus resources to students; and
3. To show compassion and to "be human" so that they are more approachable.

(Covarrubias, Valle, & Laiduc, 2017)
[W]e don't all come from a place of having lots of resources. [T]hings that we should have learned in high school, well, I didn't learn them. And [the] use of statements like "you should know this" and "this should be a review"... makes it hard for students to approach them with questions and concerns.
## SUPPORTING FIRST-GENERATION STUDENTS IN OUR TEACHING

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>TEACHING SUGGESTIONS</th>
</tr>
</thead>
</table>
| Students might lack familiarity with university culture              | • Reduce the use of jargon or clarify terminology  
|                                                                      | • Make course and assignment expectations clear |
| Students might have extensive demands outside of school              | • Keep high expectations while being flexible  
|                                                                      | • Make resources known to students (e.g., CAPS, EOP, writing) |
| Students might be working multiple jobs because of financial hardship| • Avoid requiring resources with limited windows of availability  
|                                                                      | • Request additional textbooks (e.g., EOP’s Textbook Lending Library)  
|                                                                      | • Consider using free course materials, when possible |
| I might be privileging one model (e.g., independence) in my classroom | • Integrate messages and practices of independence and interdependence in classroom structure, activities and syllabi  
|                                                                      | • Construct ways of inviting students to showcase their wealth of skills and knowledge in the classroom |

*Supporting First-Generation University Students Series*, UC Davis Center for Educational Effectiveness
THANK YOU!

Researchers of the Culture & Achievement Collaborative

rebeccac@ucsc.edu
Inclusive Course Design

Tonya Ritola, Associate Chair, Writing Program
### Who Are My Students, and Why Does it Matter?

<table>
<thead>
<tr>
<th>Characteristic*</th>
<th>% in W2*</th>
<th>Influence on My Teaching*</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>24%</td>
<td>- Making course expectations, procedures, and criteria for evaluation explicit in classroom discussion and in course materials.</td>
</tr>
<tr>
<td>Student of Color</td>
<td>76%</td>
<td>- Selecting readings and assignments that provide students an entry point to connect their lived experiences with the content of the course.</td>
</tr>
<tr>
<td>Multilingual</td>
<td>74%</td>
<td>- Focusing on language use as a dynamic, culturally-specific practice and highlighting those differences.</td>
</tr>
<tr>
<td>International</td>
<td>28%</td>
<td>- Using multiple formats to present information to students, in both writing and in speaking. Emphasizing oral communication and peer-to-peer learning as an integral part of the course.</td>
</tr>
</tbody>
</table>

* Not mutually exclusive
1.Creating Shared Language about Grades

In my classes, I use rubrics as a teaching tool to help students...

- Understand expectations for successful writing,
- Evaluate how they can improve their writing, and
- Develop a common vocabulary for analyzing writing.

Through analysis, application, modeling, and peer learning, the criteria I develop to guide students becomes shared language that we use to analyze our own writing, as well as the writing of others.
2. Using Multiple Formats for Presenting Information

To help my students understand and comprehend key concepts for writing, I use different formats strategically throughout the quarter:

- Lectures that introduce key concepts
- Application activities (in class and out of class)
- Homework assignments that reinforce class content
- Reflective writing (in class and out of class)
- Models of successful writing
- Small-group and large-group discussions

This range provides different learners **multiple ways to access course content.**
3. Integrating Reflection in the Classroom

Reflection helps students direct their own processes for learning. These activities can take several forms, and they don’t have to be graded:

- **Assignment “Wrappers.”** Ask students to reflect on three questions: How did you prepare? What problems did you have with the assignment? What will you do differently next time?

- **Reflection on Prior Learning.** Ask students to reflect on what prior learning might be helpful for an assignment and to anticipate what new learning will be required for them to be successful.

- **Self-Assessment of Process.** Ask students to evaluate their approaches to completing assignments/exams (step-by-step) and then to reflect on what was successful and what they need to improve in the future.
Focusing on Disciplinary Practices to Improve Persistence

Robin Dunkin, Ph.D.
Assistant Teaching Professor
Department of Ecology and Evolutionary Biology

Senate Meeting on Inclusive Teaching
April 18, 2018

**Skills = Practices = Process Skills = Competencies**
Increasing Persistence of College Students in STEM

Mark J. Graham, Jennifer Frederick, Angela Byars-Winston, Anne-Barrie Hunter, Jo Handelsman

Teaching skills enhances all aspects of the Persistence Framework

- Bridges gaps
- Improved self efficacy
- Disciplinary identity
- Peer or instructor recognition
- Enhanced future performance

Dirks et al., 2006, Jensen et al., 2015, Graham et al., 2013. Starr et al., in prep
The reason...

Teaching disciplinary skills is too time consuming.

% Faculty that felt the amount of time spent teaching skills was not sufficient.

Reasons why faculty didn’t teach skills more frequently.

Teaching skills is too time consuming
Students need to have adequate content before they can learn skills
I would have to rework all of my lectures and course material
I don’t know how to teach skills in a classroom format
Content Practices and Skills

Teach skills through content
Congenital leptin deficiency is associated with severe early-onset obesity in humans

With your neighbor – read
Underline important points
Look up words you don’t know.
Try to summarize the main point.

The extreme obesity of the *obese (ob/ob)* mouse is attributable to mutations in the gene encoding leptin\(^1\), an adipocyte-specific secreted protein which has profound effects on appetite and energy expenditure. We know of no equivalent evidence regarding leptin’s role in the control of fat mass in humans. We have examined two severely obese children who are members of the same highly consanguineous pedigree. Their serum leptin levels were very low despite their markedly elevated fat mass and, in both, a homozygous frame-shift mutation involving the deletion of a single guanine nucleotide in codon 133 of the gene for leptin was found. The severe obesity found in these congenitally leptin-deficient subjects provides the first genetic evidence that leptin is an important regulator of energy balance in humans.
Draw a hypothesis for what this graph would look like based on the abstract that you read.
Leptin receptor deficiency is caused by mutations in the LEPR gene. This gene provides instructions for making a protein called the leptin receptor in the hypothalamus.

Individuals without a leptin receptor will

A. Be very thin and have trouble gaining weight because adipocytes are making too much leptin and metabolic rate is depressed.

B. Be very obese because adipocytes cannot bind leptin and metabolic rate is depressed.

C. Be very obese because the brain is unable to bind leptin and therefore continues to stimulate appetite.
Teaching Tips for Teaching Disciplinary Practices

Even in a large lecture....

1. Choose 1 or a few practices to focus on
2. Explicitly communicate that this skill is a part of the curriculum of the course
3. Try to make activities authentic
4. Use a variety of activities to give students practice with skill
5. Make sure students have a chance to fail in low stakes activity
6. Give students a chance to see their improvement in skill
7. Communicate your confidence in student’s abilities to learn the skill
8. Give students opportunities to struggle – and tell them it is normal!
9. Active learning techniques work great to integrate practices!
INCLUSIVE TEACHING IN SEMINAR COURSES

Christy M. Byrd
MY DEFINITION OF INCLUSIVE TEACHING

- All students feel they have an important contribution to make to the class and feel comfortable making that contribution.
THREE TIPS

- Set guidelines for discussion
- Make the discussion personal
- Vary the discussion style
EXAMPLE GUIDELINES

- What is said here, stays here (or is only shared in general terms)
- Challenge the idea and not the person
- We assume that everyone is doing the best they can
- Step up, step back
MAKE THE DISCUSSION PERSONAL

- Example questions
  - What questions do you have?
  - What experiences do you have with this topic?
  - What does this make you think of?
  - What surprised you?

- Ending reflections
  - What happened today?
VARY THE DISCUSSION STYLE

- Fishbowl discussion
  - 6-8 students discuss while everyone else observes and takes notes

- Silent discussion
  - Written discussion on newsprint

- Speed discussion
  - Discuss in pairs for 2-3 minutes, then rotate partners
SILENT DISCUSSION PROMPTS

- I already knew that...
- I don’t believe...
- I’m surprised that...
- I’m wondering...
- I’m afraid to ask/say...
- As psychology majors...
THREE TIPS

- Set guidelines for discussion
- Make the discussion personal
- Vary the discussion style
Holding Inclusive Office Hours

Dr. Sylvanna Falcón, Associate Professor
Latin American and Latino Studies Dept.

Academic Senate Forum
April 18, 2018
Why Change Our Approach to OH?

• We update our syllabus semi-frequently, which includes modifying selected course readings and assignments.

• We modify our particular pedagogical approaches based on type of course (LD, UD, grad seminar), yet our approach to office hours has remained unchanged.
Why Change Our Approach to OH?

*Many of our students are...

• Intimidated to walk into a professor’s office.
• Working jobs in addition to their studies, making it difficult to return to campus for an appointment.
Three Possible Changes to OH

(1) Spend time explaining the purpose of office hours, especially with 1st and 2nd year students on throughout the term. Give students concrete ideas about how to approach office hours.

Explain the common mistakes students make about office hours. These include:

- Students often think talking quickly to a professor after class is better than or the same as office hours.
- Students avoid office hours because they think it is only for students having trouble.
Three Possible Changes to OH

(2) Have combo appointment and drop-in office hours.

- My preference has always been for appointments because then I know which students are coming...
- But realizing this approach may make students feel as if they should not come if they haven’t made an appointment.

- My new strategy will be to have semi-structured OH.
- For example, in a 2-hour window, I plan to break down each hour to be 30-40 minutes appointment based, with 20-30 minutes drop-in.
Three Possible Changes to OH

(3) Open the CANVAS Chat feature to accommodate students.

• This is a new strategy I have tried this quarter during office hours.
• It is a helpful option for students who are commuters and are at work during your office hours.
• It provides a less intimidating option for students who are uncertain how to personally engage a professor.
• It is comfortable for this text-happy generation.
Other Ideas

- Hold ‘small group’ office hours.
- Hold office hours on different days and times.
- If class small, require/schedule students to attend office hours.
- Hold the occasional office hours in courtyard or at McHenry entrance, or outside or at a place like Café Iveta in the Quarry.
Thank you!
How to Talk to Teaching Assistants About Inclusivity

Jody Greene
Director, Center for Innovations in Teaching and Learning
Professor of Literature, Feminist Studies, and the History of Consciousness
1. The TA role is essential to student success
2. Cultivate a cohesive teaching team invested in student learning
How we talk about our students with our TAs

How we talk about our TAs with our students
3. Communicate with TAs about teaching practices that promote inclusivity
Talk with your teaching team about the significance of recognizing student effort and improvement.

Provide TAs with example language for written and verbal feedback that communicates learning as an ongoing process and disciplinary skills as practiceable.
Encourage TAs to consider the social dynamics of their classrooms when designing group work for students.

Discuss strategies for designing more inclusive group dynamics, such as instructor-chosen group members or assigning each group member a specific role.
Actively discuss with your teaching team the expectations for each assessment and the skills students need to do well on those assessments.

Communicate the importance of providing students ample opportunities to practice and improve those key skills.

Encourage TAs to talk with students about effective study habits.
Using Technology to Promote Inclusivity

Senate Forum on Inclusive Teaching
April 18, 2018 / Kyle Parry, HAVC
communal inquiry
“communities of inquiry”  
(Peirce, Dewey)

communal inquiry

“communal luxury”  
(Paris Commune, Kristin Ross)
Example of communal inquiry:
A (hypothetical) course on the history of visual media.
THE DAGUERREOTYPE PROCESS

I. POLISH — A piece of silver-plated copper is polished with a soft cloth until the surface is mirror-like.

II. SENSITIZE — In a dark room, the plate is exposed to iodine, bromine or chlorine fumes to make the plate light-sensitive.

III. LOAD AND EXPOSE — The plate is inserted into the camera. The protective slide is removed, and the plate is exposed.

IV. DEVELOP — The plate is developed by the vapors of heated mercury.

V. FIX — The plate is bathed in hyposulphite of soda, which removes the developing compound.

VI. GILDING — The plate is coated with gold chloride, to protect the image.

VII. MOUNT — The finished daguerreotype is protected by a sheet of glass with a border, usually brass, and placed into a frame.
Théodore Maurisset, “La Daguerreotypomanie” (Lithograph, 1839)
Detail, Théodore Maurisset, “La Daguerreotypomanie” (Lithograph, 1839)
Prompt:
“Working in pairs, develop and pitch a juxtaposition of a daguerreotype and a contemporary digital image that will help us think about continuity and change in the history of visual media.”
Welcome to Daguerreobase

Daguerreobase is an online application designed to contain detailed information about daguerreotypes. Members can view, edit and store records of individual daguerreotypes and establish relations to other records based on a wide range of characteristics. This includes collections, owners, creators, hallmarks, housing models, sizes, materials and descriptions.

Read more...

Exhibition: The Triumph of the Image - The Daguerreotype in Spain

This project is partially funded by the Competitiveness and Innovation Framework Programme (CIP).

students search databases
“SuiteC” (plugin for Canvas)—one option for uploading and sharing discoveries
SuiteC: sharing class “assets” on a “whiteboard”
1850

109,851 likes

cats_of_instagram From @marleythetabbycat: “Come on Mum, let me have the camera!”
#catsofinstagram
William Edward Kilburn, “The Chartist Meeting on Kennington Common, 10 April 1848
inclusivity of perspectives and backgrounds
reducing barriers to participation

communal inquiry + inclusivity
trading ideas + encountering peers’ experiences, intelligences, and struggles
ability/occasion to amplify and incorporate student contributions

communal inquiry + inclusivity
Also: shortcomings, exclusions, failures.
“technology” and inclusivity
On your index card, please write down your responses to the following:

1. What is one inclusive practice you currently implement in your teaching?

2. What is one thing you’d like to do or try after hearing the lightning talks?

3. What is one concern or question you have on the topic of inclusive teaching?
**Group break-out plan:**

1. **Group Share:** Each person briefly shares their response to the first question, “What is one inclusive practice you currently implement in your teaching?” If there’s time, feel free to ask each other questions. (20 minutes)

2. **Pair-Share:** Turn to someone next to you and discuss your response to the third question, “What is one concern or question you have on the topic of inclusive teaching?” Allot 5 minutes per person and think through the question/concern together. (10 minutes)

3. **Group Share:** Each pair shares with the group one insight from their conversation. (10 minutes)

4. **Address Remaining Questions:** With the remaining time, address any questions that remain open/unanswered.