

EQUITY-MINDED TEACHING

CONTINUOUS IMPROVEMENT CONFERENCE
FRIDAY, MARCH 17, 2023

MAURINA ARANDA (BIOLOGICAL SCIENCES),
NATASHA FLOWERS (SEHNB),
BRITT PETERSON (BIOLOGICAL SCIENCES)
MATT SCHUNKE (PHILOSOPHY)



SIUE Alumna Tatyana Curtis featured in the *Alton Telegraph*

Session Objectives

Acknowledging the impact of professor positionality & student identities on college experiences

(Re)establishing a definition and/or lens for equity-minded teaching

Preparing for the implementation of strategies for equity & inclusivity in college classrooms

RACE-
CONSCIOUS IN
AFFIRMATIVE
SENSE

EVIDENCE GUIDES PRACTICE

TAKE

ACTION

**Personal &
Institutional
Responsibility
to Address
Inequities**

AWARENESS AND
RESPONSIVENESS
TO SYSTEMIC
NATURE OF
RACIAL, ETHNIC &
CULTURAL
INEQUITIES

As faculty, what can we do and
what have we done to
affirm and support
all learners
using effective approaches for
their engagement and growth?

Co-Creating Norms

**Individual Choice in
Demonstrating Knowledge**

Alternative Grading

Think-Pair-Share

Critical Incident Questionnaire

Whip Around!

**Identity Wheel/
Where I'm From**

**Process-oriented guided
inquiry Learning (POGIL)**

Flipped Classroom

Diverse Ways of Knowing



CONTEMPLATE AND SHARE

You have a choice of small groups:

Station 1: Curriculum/Content

Station 2: Instructional Strategies

Station 3: Classroom Environment & Professor Positionality

Each station has more details and guidance.

We will debrief as a whole group.

References and Resources

National Center for Universal Design for Learning

<https://www.cast.org/impact/universal-design-for-learning-udl>

Vanderbilt University Center for Teaching

<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>

University of Michigan Equity-Focused Teaching Research and Strategies

<https://crlt.umich.edu/equity-focused-teaching/research-basis>

Harvard University

https://www.gse.harvard.edu/sites/default/files/Protocols_Handout.pdf

Fine, C. & Snipes, J. (2023, March 2). Asking Better Questions with Laila McCloud (4.12) In *Blacktivism in the Academy*. The Dream Collective and That Untitled Project.

Inclusive STEM Teaching Project

<https://www.inclusivestemteaching.org/>

References and Resources

Resources to include content from diverse perspectives:

- <https://scientistspotlights.org/>
- <https://projectbiodiversify.org/>
- https://www.nameorg.org/learn/i_teach_science_can_i_be_a_mu.php
- <https://www.asmscience.org/content/journal/jmbe/21/1>

Alternative Grading Resources:

- [The Grading Conference](#)
- [Grade less - Teaching More by Grading Less \(or Differently\) - PMC \(nih.gov\)](#)

Alternative ways of knowing

- [Learning and Teaching Together: Weaving Indigenous Ways of Knowing into ... - Michele TD Tanaka - Google Books](#)
- [Teaching science as a cultural way of knowing: merging authentic inquiry, nature of science, and multicultural strategies | SpringerLink](#)
- [Methods of Knowing – Research Methods in Psychology \(uregina.ca\)](#)

Published Literature

Fornauf, B.S., and Erickson, J.D. 2020. Toward an Inclusive Pedagogy Through Universal Design for Learning in Higher Education: A Review of the Literature. *J Postsecondary Ed & Disability* 32 (2): 183-199. <https://files.eric.ed.gov/fulltext/EJ1273677.pdf>

Gin, L.E., Scott, R.A., Pfeiffer, L.D., Zheng, Y., Cooper, K.M., and Brownell, S.E. 2021. It's in the syllabus ... or is it? How biology syllabi can serve as communication tools for creating inclusive classrooms at a large-enrollment research institution. *Adv Phys Ed* 45: 224-240. <https://journals.physiology.org/doi/pdf/10.1152/advan.00119.2020>

Penner, M.R. 2018. Building an Inclusive Classroom. *J Undergrad Neurosci Ed* 16(3): A268-A272. [ncbi.nlm.nih.gov/pmc/articles/PMC6153021/](https://pubmed.ncbi.nlm.nih.gov/pmc/articles/PMC6153021/)

Kieran, L., and Anderson, C. 2019. Connecting universal design for learning with culturally responsive teaching. *Ed Urban Soc* 51(9): 1202-1216. <https://journals.sagepub.com/doi/pdf/10.1177/0013124518785012>

Thank You!