

FACULTY COMMUNITY FOR EQUITY PRACTICES

Ioakim Boutakidis , Ph.D.

Professor of Child and Adolescent Studies

Michelle Ramos, Ph.D.

Assistant Professor of Child and Adolescent Studies

Q₁) WHAT BRINGS YOU HERE?

HISTORY

- Faculty Community for Equity Practices
 - Effort began in discussions with previous Provost to promote faculty involvement in GI2025 efforts, specifically closing of equity gaps.
 - Spent the summer framing out what that would look like and the criteria I wanted to utilize in determining actions, which included:
 - 1) Had to be behavioral, and therefore assessable
 - 2) Had to be realistic in the amount of effort, time, resource required
 - 3) Had to be empirically validated in the research literature
 - 4) Had to measure success in actual change in academic outcomes (not interested in indirect measures, attitudinal shifts, change in beliefs, etc...)

POLL

- Do you engage in a specific pedagogical or curricular technique or practice whose rationale is reducing equity gaps in the classroom?

RECRUITMENT

- Began recruitment of faculty through chairs and associate deans in HHD, NSM, and HSS Summer 2019
- First Fall 19 faculty cohort of 8 professors (all tenured/tenure-track), representing 6 departments

PROFESSIONAL DEVELOPMENT/ STIPULATIONS FOR PARTICIPATION

- 3 total meetings over Summer 2019, including...
- 1 half day workshop run in collaboration with FDC, led by Alison Dover (Education), focused on inclusive teaching, culturally relevant/responsive education
- All also received book *The Culturally Inclusive Educator: Preparing for a Multicultural World* (2014)
- Stipends (per semester) provided by Provost's office for faculty completing all PD and semester course actions.

FACULTY COMMITMENTS

- All participants agreed to the following changes in pedagogy and curriculum.
- **1) Increase in low-stakes assessment such that it represented at least 50% of the overall course grade**
- **2) Deployment of a Growth Mindset/Belonging intervention no later than the 4th week of classes**
- **3) Attendance recorded for each class meeting in a way visible to students and faculty emphasizing importance of attendance explicitly to students**
- These actions were determined to meet initial criteria of being evidence-based, assessable, and not requiring massive overhauls of existing course structure.
- **OVERALL GOAL: To reduce equity gaps--first and foremost--while also improving all students' academic outcomes.**

FALL 2019 RESULTS

- Participating courses included 262 students in 7 sections* of intervention (772 students, 19 sections for non-intervention historical comparisons).
 - One section could not be used in analysis as course ended up using a pass/fail format which the instructor was unable to modify.
- Office of Assessment and Institutional Effectiveness (special thanks Gina Park and AVP Su Swarat) provided analysis support, most importantly in supplying historical class level equity gap data for the same course taught by the same professor pre-intervention (when possible) or for the same course taught by other faculty (when current participant had not taught same course before).

- **OVERALL:** Results indicated a negligible overall impact of the intervention, with essentially the same average equity gap for courses with and without the equity practice interventions. However...
- Almost entirely due to one particular course that ended up with a much *higher* equity gap for the intervention class vs. the historical average for that course. Further examination of that course revealed problems with fidelity to the stipulations with 65% of the overall course grade dependent on high stakes assessment
 - Removing that one course = a 17% reduction in equity gaps

| Group | Equity Gap Avg | Reduction |
|------------------|----------------|-------------|
| Non-Intervention | .223 | |
| Intervention | .185 | =.038 / 17% |

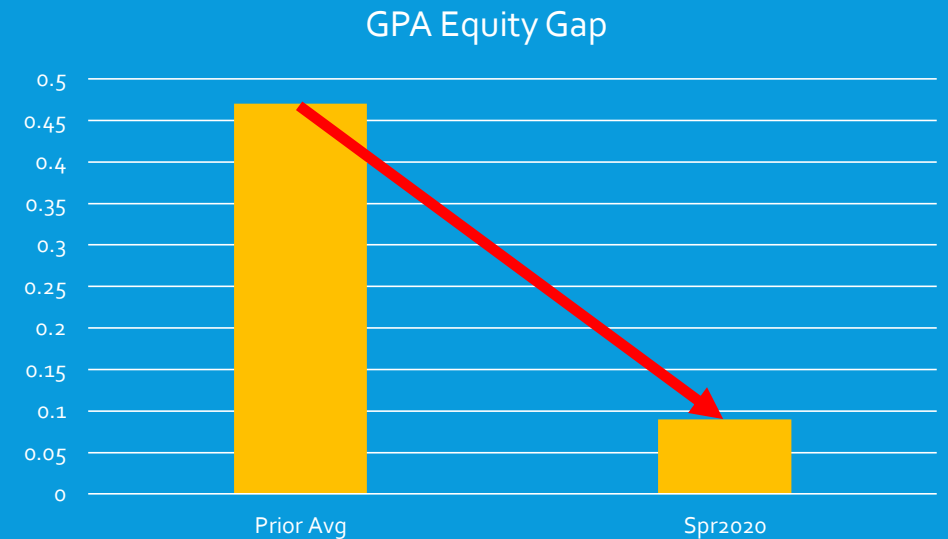
SPRING 2020 RESULTS

- Participating courses included 291 students in 8 sections of intervention (829 students, 22 sections of historical comparison).
- Spring 20 cohort lost 1 participant and gained a new one, same colleges represented, one new department.

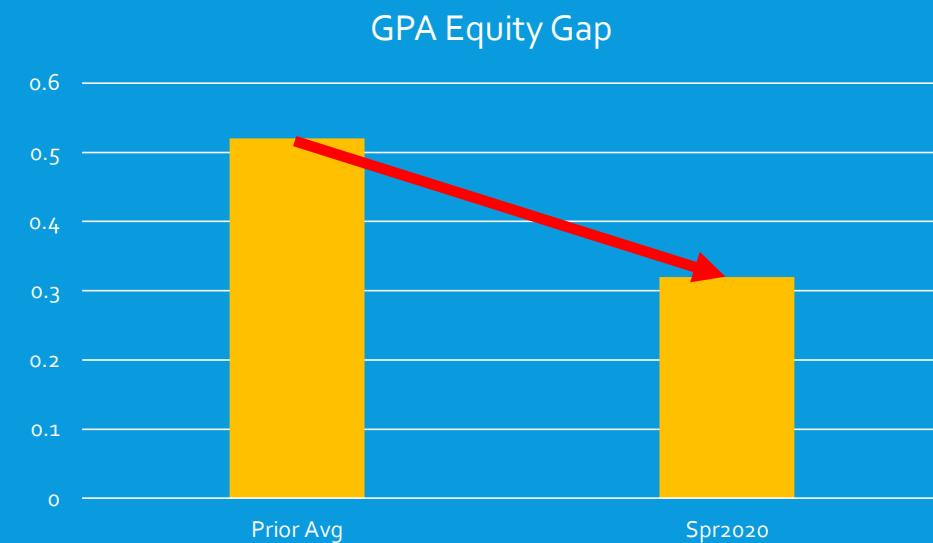
| Group | Equity Gap Avg | Reduction |
|------------------|----------------|------------|
| Non-Intervention | .314 | |
| Intervention | .204 | =.11 / 35% |

COURSE-LEVEL SAMPLE DATA

| CAS 300 | Fall 2016 | | Spring 2019 | | Spring 2020* | |
|---|---------------|------------|---------------|------------|---------------|------------|
| | # of students | Course GPA | # of students | Course GPA | # of students | Course GPA |
| Outcome by Underrepresented Minority (UR) Status | | | | | | |
| Non-UR | 8 | 3.25 | 7 | 3.14 | 9 | 3.56 |
| UR | 14 | 2.57 | 16 | 2.88 | 15 | 3.47 |
| Equity Gap** | 0.68 | | 0.26 | | 0.09 | |

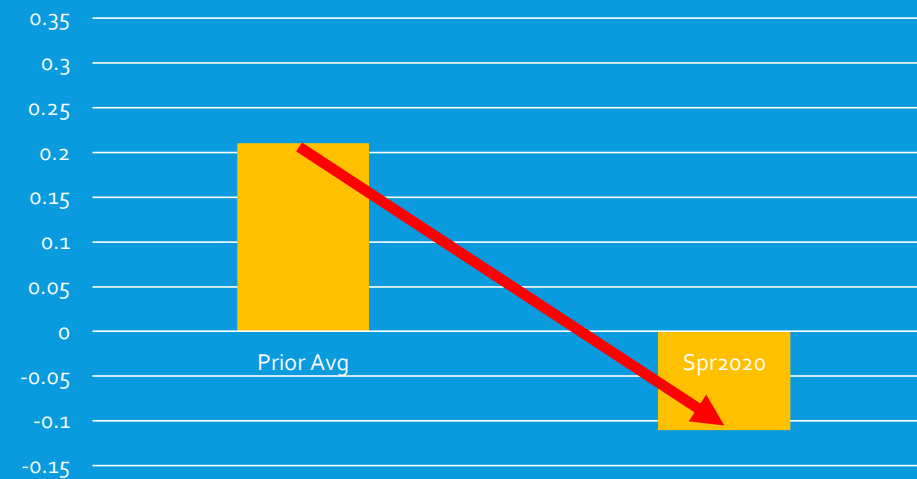


| Upper Div Philosophy Course | Spring 2018 | | Spring 2020* | |
|---|---------------|------------|---------------|------------|
| | # of students | Course GPA | # of students | Course GPA |
| Outcome by Underrepresented Minority (UR) Status | | | | |
| Non-UR | 16 | 2.59 | 30 | 2.74 |
| UR | 27 | 2.07 | 21 | 2.42 |
| Equity Gap** | 0.52 | | 0.32 | |

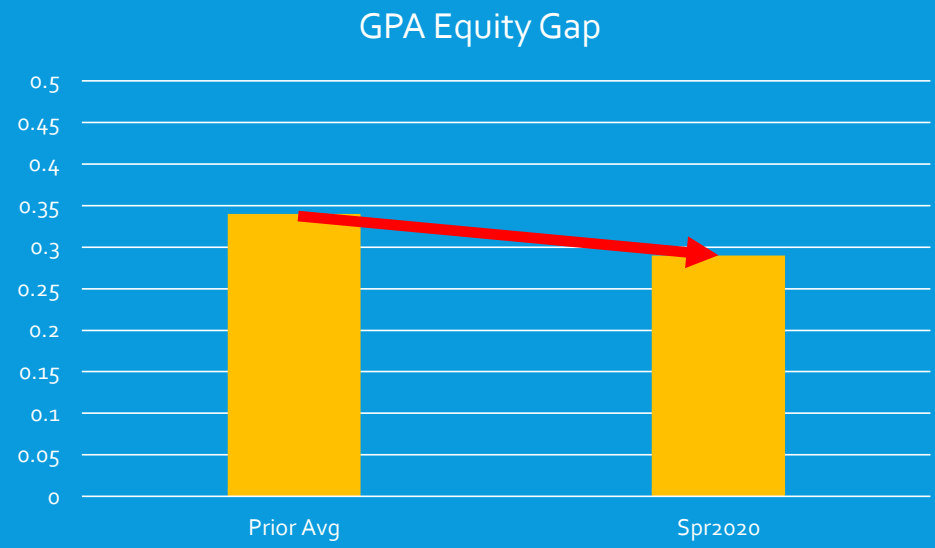


| Upper Div CAS Course | Spring 2018 | | Fall 2018 | | Spring 2019 | | Fall 2019 | | Spring 2020* | |
|---|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | # of students | Course GPA | # of students | Course GPA | # of students | Course GPA | # of students | Course GPA | # of students | Course GPA |
| Outcome by Underrepresented Minority (UR) Status | | | | | | | | | | |
| Non-UR | 17 | 3.16 | 19 | 3.37 | 17 | 3.48 | 12 | 3.26 | 18 | 3.44 |
| UR | 20 | 3.07 | 14 | 2.91 | 20 | 3.33 | 25 | 3.40 | 22 | 3.55 |
| Equity Gap** | 0.09 | | 0.46 | | 0.15 | | -0.14 | | -0.11 | |

GPA Equity Gap



| Upper Div Math Course | Spring 2018 (2 sections combined) | | Spring 2020* | |
|---|--------------------------------------|---------------|------------------|---------------|
| | # of students | Course GPA | # of students | Course GPA |
| Outcome by Underrepresented Minority (UR) Status | | | | |
| Non-UR | 37 | 3.68 | 18 | 3.52 |
| UR | 21 | 3.34 | 15 | 3.23 |
| Equity Gap** | 0.34 | | 0.29 | |



NOTE: All Spring 2020 scores based on assigned grades *prior to* student decisions to convert to credit/ no credit.

FACULTY EXPERIENCE

What felt like it worked?

- Taking attendance
- Sharing stories (within Growth Mindset framework)
- Small stakes assignments



FACULTY EXPERIENCE

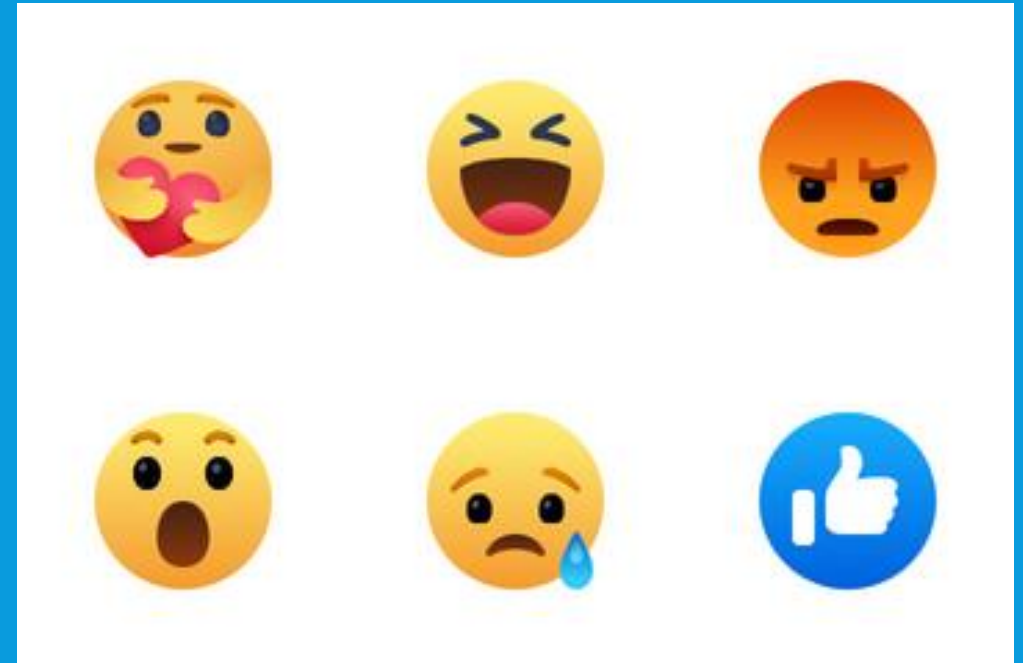
What was challenging?

- Sharing my own 'failure' story
- Tracking (grading/checking) small stakes assignments



FACULTY EXPERIENCE

- What was surprising?
- Student reactions?



BREAKOUT (5 MINUTES)

- PROMPT: Is there one equity minded pedagogical or curricular technique (discussed today or otherwise) that you can commit to next semester? If you already are engaged in some, is there an additional one you can commit to?

CONCLUSIONS- LESSONS LEARNED

- More variability in the degree that departments have standardized certain courses than anticipated, making more significant course changes not possible without wider, dept-level consensus/buy-in.
 - E.g. in some courses, the weight of midterms and/or final exams is fixed.
- Need to be more explicit about--and provide a better operational definition of-- the distinction between high stakes and low stakes assignments and exams. This issue likely led to a misunderstanding in one course that significantly affected our Fall 19 outcomes.
- This group--on average--already had lower equity gaps compared to their department-wide averages (something I did not know at the start). Perhaps not a surprise as there was clearly self-selection in which professors volunteered or were nominated by assoc dean/chairs. And this of course, made any dramatic new drops in equity gaps harder to come by.

- Some faculty participants had a difficult time explaining to their colleagues how practices do not fundamentally affect rigor (which is a widely held concern)
 - There IS a way to explain this and the research clearly shows you can manage both.
 - My mantra → “Access, Equity, and High Expectations can all co-exist” but must believe in the power of the institution, and one’s ability as an instructor.

FACULTY PARTICIPANTS AY 19/20

| Faculty | Program |
|-------------------|----------------------------|
| Michelle Ramos | Child & Adolescent Studies |
| Janna L Kim | Child & Adolescent Studies |
| Lidia Nuno | Criminal Justice |
| Maria Malagon | Sociology |
| Gabriela Nunez | Chicano Studies |
| Aitana Guia | History |
| Bridget Druken | Math |
| Armando Cruz | Math |
| Ioakim Boutakidis | Child & Adolescent Studies |
| Andrew Howat | Philosophy |

Q&A

- Michelle Ramos: mcramos@fullerton.edu
- Ioakim Boutakidis: iboutakidis@fullerton.edu
- *Reading list of empirical sources available upon request*