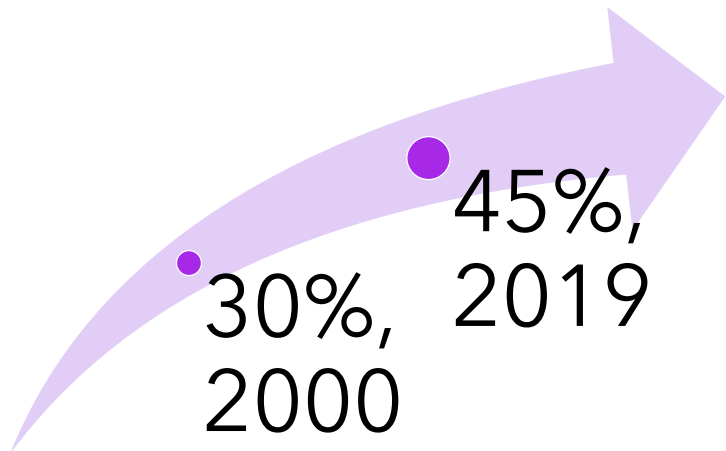


# Equity-Minded Teaching Practices and Policies

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Undergraduate Students of Color  
[Brown \(2019\)](#)



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## Prediction Time

What are the 6-year graduation rates of White, Asian, Hispanic, and Black undergraduate students?



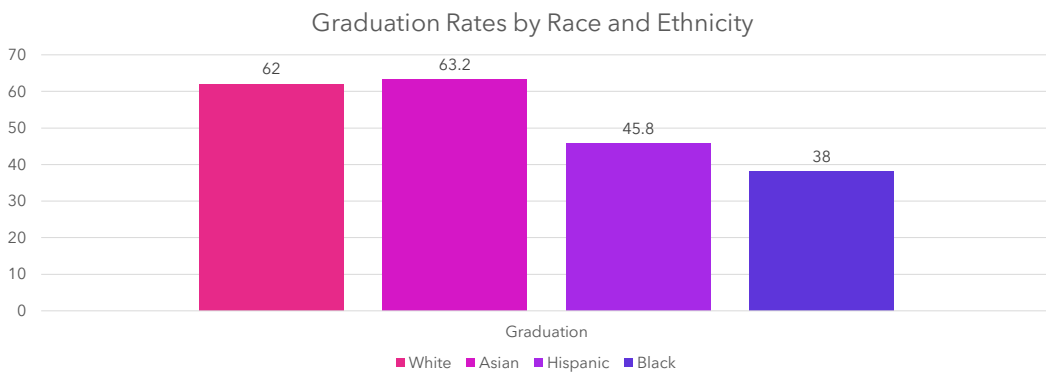
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## 6-year Graduation Rates

[Tate \(2017\)](#)

Black Males most likely to drop out after first-year  
[Brown \(2019\)](#)



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## Faculty Actions

Get to Know Students

Clear Expectations

Inclusive Language and Content

Choice

Feedback

Flexible Policies

Reflection

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## Get to Know Your Students



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How do you  
get to know  
your  
students?

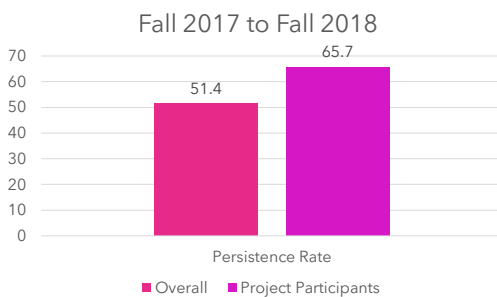


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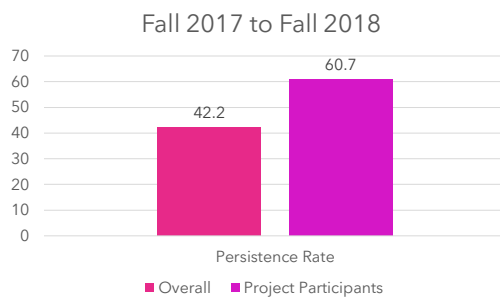
## Persistence Project: The 15-minute Meeting

Oakton Community College, Chicago  
Supiano (2020)

### Overall Program



### Black Students



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## Structure and Success

[Sathy and Hogan \(2019\)](#)

**“The more structure, the better for all students. ”**

**“Too little structure leaves too many students behind. ”**

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# Designing a Motivational Syllabus

Harrington and Thomas (2018)

Provide Purpose and Details of Assignments

Encouragement and Explicit Belief in Students

Overview of Support and How to Access Help

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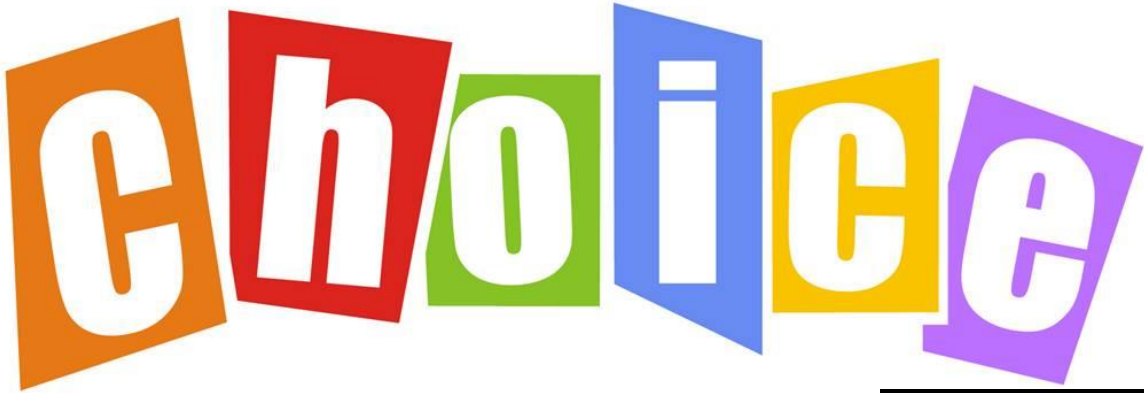
Inclusive Content,  
Language, and Examples



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# Choice



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# Feedback Taras (2006)

Undergraduates do not get to benefit from feedback



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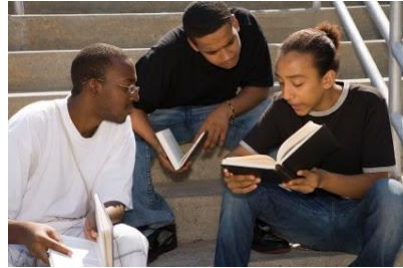
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## Feedback and Race

Harber et al. (2012)

- Black students more likely to get positive feedback from White teachers
- Lack of challenging feedback contributes to lower academic achievement



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## What Feedback Do Students Get?

Stern and Solomon (2006)

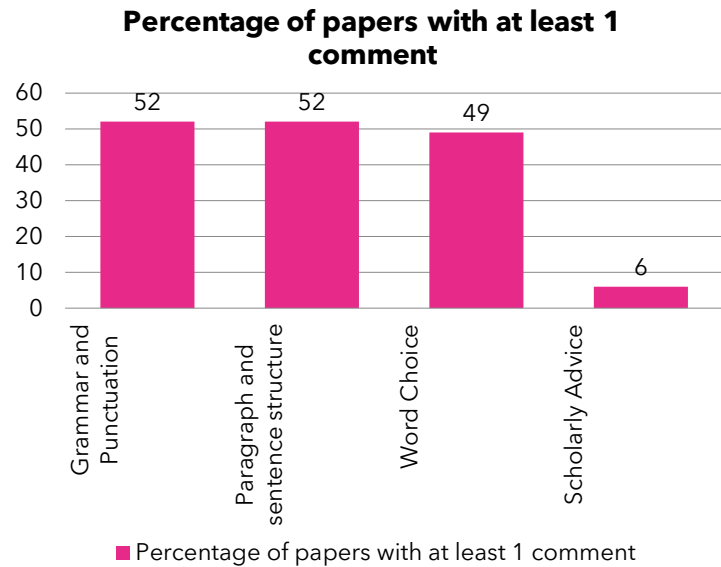
### Method:

- 30 student portfolios (all their work during college) were randomly selected
- A total of 598 papers were reviewed





## Feedback: Faculty Comments Stern and Solomon (2006)



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## Faculty Feedback

Stern & Solomon 2006

### What We Say is Important...

- Big Picture
- Organization
- Content

### What We Give Feedback On...

- Technical corrections
  - Spelling
  - Grammar
  - Word Choice

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## Feedback can be time-consuming



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## Zoom in on What is MOST Important

- Mid-performers benefitted the most from summary feedback
- Low-performers benefitted the most from interspersed feedback
- High-performers benefitted from both types of feedback

Phillips and Wolcott (2014)

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## Targeted Feedback



Feedback on  
one aspect  
of the  
assignment

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## Feedback during Class



Power of  
VERBAL  
Feedback

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## Audio Feedback

Rawle et al. (2018)



- Clear
- Constructive
- Detailed
- Personalized

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## Growth Mindset

- Revisions promote growth mindset (Feltman & Sharen, 2015)
- Language such as “Everyone can learn statistics if they try” facilitates growth mindset and improved performance (Smith et al. (2018))

### Developing a Growth Mindset



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## Example Grading Policies

---

NO MAKE UP EXAMS!!!

---

There will be 2 exams (each covering half of the semester) and a cumulative final exam. The lowest exam grade will be dropped.

---

If you miss an exam or assignment, you will have an opportunity during the last week of the semester to take a replacement exam.

---

Missed or late work will be accepted within one week of due date for up to half credit.

---

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Late Work Policies  
Pasadena City College, Bombardier (2019)

Improved Grades, especially for Latinx students



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## Late Work Options

### Low Stakes Only

- No late work on low stakes assignments

### Free Pass

- Give one or two opportunities for students to submit late work without penalty

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## Ask Yourself...

- How does this policy affect the learning process and achievement of learning outcomes?
- How does the policy affect different groups of students? Does it promote equity and fairness?
- What messages do your policies send?
- Where did this policy come from? What purpose does the policy serve? Is it necessary?

Harrington & Thomas (2018)

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## Revising Policies

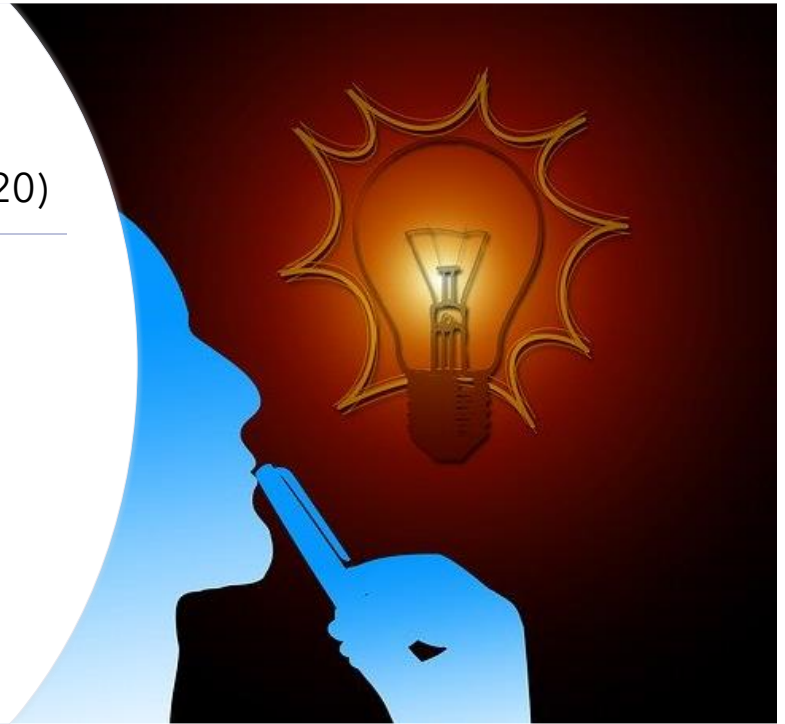
It is important to stay on track with your assignments and take exams on schedule; not only will this help you feel less stressed, but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, it is expected that you will complete all assignments and exams according to the schedule. If you have a personal situation that prevents you from doing so, please discuss this with me prior to the due date, if possible, so we can explore options. If it is not possible to discuss prior to the due date, please reach out as soon as possible. While effective time management is an essential skill, I understand that life circumstances can sometimes make this challenging or impossible.

Direct from Harrington & Thomas (2018)

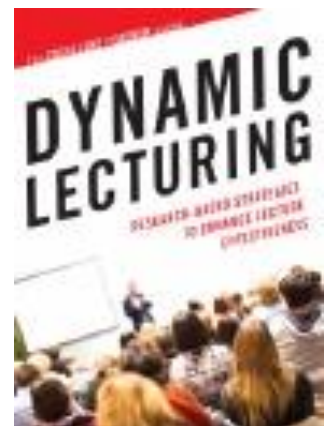
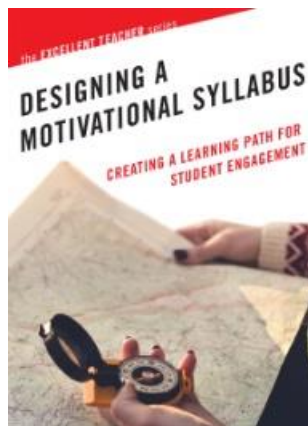
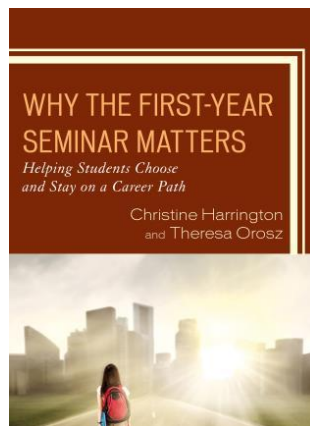
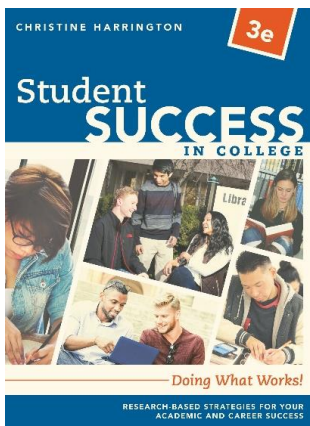
30

## Reflect Direct from Kachani (2020)

- What are my identities and how do my students perceive me?
- What are my implicit or explicit biases?
- How do I handle challenge in the classroom?
- How might the ways I set up classroom spaces and activities foster inclusion or disinclusion?



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Thank You!

Questions?

Email me at [drchristineharrington@gmail.com](mailto:drchristineharrington@gmail.com)

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