EQUITY HAPPENS IN THE CLASSROOM:

A Professional Development Program for Systemic Change

Presenters: Monica Brown, Sarah Klotz, Katherine MacKinnon, and Emelia Michels-Ratliff
“While we must be candid about the realities of inequities across social and economic structures, we must also be willing to disrupt the current systems.”

America’s Unmet Promise: The Imperative for Equity in Higher Education

Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela M. Bensimon
F.A.I.R. CLASSROOMS
Faculty Alliance for Inquiry and Research

Goal of Program?
- Empower faculty; create more equity-minded champions who can take the lead in equity-based inquiry in their own classrooms and encourage others to do the same

Structure of Program?
- College data, instructor level data, and inquiry research; Community of support

Whom to invite?
- All faculty
Leadership

Leading from the Middle

What is F.A.I.R. Classrooms?

Inquiry

Action Research

Equity

USC / CUE
By the conclusion of this program, participants will:

• **Create a community** dedicated to reducing equity gaps through evidence-based inquiry and practices

• **Become aware** of equity gaps in their own classrooms

• **Inquire** into their instructional practice to **identify and/or respond** to potential contributing factors to these gaps

• **Identify, create, and share tools** and materials that support these processes
Creating a Community:

• Community-building exercises
• Four Agreements and open communication
• Acknowledge and practice vulnerability
Becoming aware of gaps:
1. Understanding how gaps are calculated
2. Understanding college-wide data
3. Reflecting on personal values
4. Gaining access to and understanding one’s own equity data
### F.A.I.R. CLASSROOMS

**Faculty Alliance for Inquiry and Research**

<table>
<thead>
<tr>
<th>Population or Group</th>
<th>INSTRUCTOR NAME:</th>
<th>Includes</th>
<th>ALL COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of course</td>
<td>% of course</td>
<td>% of course</td>
</tr>
<tr>
<td></td>
<td>enrollments by</td>
<td>enrollments by</td>
<td>enrollments by</td>
</tr>
<tr>
<td></td>
<td>subgroup at</td>
<td>subgroup students</td>
<td>subgroup students</td>
</tr>
<tr>
<td></td>
<td>census</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>8</td>
<td>66.67%</td>
</tr>
<tr>
<td>Male</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>3</td>
<td>60.00%</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>47</td>
<td>81.03%</td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>31</td>
<td>91.18%</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>16</td>
<td>72.73%</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>15</td>
<td>50.00%</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
<td>9</td>
<td>45.00%</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>6</td>
<td>60.00%</td>
</tr>
</tbody>
</table>

- **Name and gender of subgroup**
- **Number of enrollments and successes**
- **Success rate by group**
- **Success rate for all students**
- **Size of gap**
- **Is it an equity gap?**
Participant questions on data and gaps:

“The gaps are identified by measuring the subgroups against all completions. If more students in the subgroups complete, doesn’t that increase the % of all completions?”

“Is the only way to become equitable if more white students fail?”
Katherine’s additional questions:

• Are there differences in equity outcomes for students in my courses by subject area (Reading vs. Writing)?
• Are there changes in equity outcomes for students in my courses over time?
### F.A.I.R. CLASSROOMS
Faculty Alliance for Inquiry and Research

<table>
<thead>
<tr>
<th>2014-2015 English-Klotz</th>
<th>Census</th>
<th># Successful</th>
<th># of W</th>
<th>% Successful</th>
<th>% Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaskan Nat</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>100.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.7%</td>
<td>-10.1%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>80.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>57</td>
<td>39</td>
<td>7</td>
<td>68.4%</td>
<td>-8.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>100.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Unknown / Non-Respondent</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>81.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>135</td>
<td>106</td>
<td>8</td>
<td>78.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>100.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>Veteran</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>100.0%</td>
<td>23.2%</td>
</tr>
<tr>
<td>DSPS</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>66.7%</td>
<td>-10.1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>107</td>
<td>79</td>
<td>9</td>
<td>73.8%</td>
<td>-3.0%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>224</td>
<td>172</td>
<td>26</td>
<td>76.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Equity Gaps appear to exist:**
- Hispanic / Latino
- Economically Disadvantaged

**Possible Gap (Small group exists):**
- Students with disabilities
Participant reactions after receiving their own data:

- Motivated to inquire deeper
- Motivated to achieve equity
- Comfortable with what it showed
- Surprised by what I saw
- Motivated to continue doing important work
- Unsurprised by what I saw
- Empowered or inspired
- Disheartened or saddened
- Somewhat defensive or resistant
- Confused by what I saw
- Largely defensive or angry

First feelings vs. Two weeks later.
Developing inquiry into practice:

1. Reflect on personal values and history
2. Reflect on areas of concern and success within data
3. Select an area to investigate further
4. Design inquiry; meet with facilitator to develop
One Equity Tool Introduced:

- USC CUE’s Syllabus Review Protocol was introduced to examine a syllabus through an equity-minded lens.

- To continue establishing trust and community, participants were asked to review a facilitator’s old syllabus.
Feedback from a participant, post-session:

“Really enlightening discussion at today’s gathering! I was especially blown away with the information and discourse regarding the syllabus. Over the years with all the ‘legalistic’ language faculty has been required/strongly encouraged to incorporate into our syllabus (often from administration or from past challenging student behavior), I feel the humanity has been scrubbed from my syllabus! *My syllabus is up for a radical re-design next semester!*”
Identify, Create, and Share Tools:

1. Identify what tools, support, data or resources will help support the inquiry process
2. Develop and implement inquiry project
3. Gather initial observations, results or reactions
4. Share tools and observations both within the community of practice and outward
Ongoing Professional Development
Resources

FAIR Classrooms Resources

Or

http://bit.ly/2dNEhrL
What parts of the FAIR Classrooms program have been most valuable for you?

“The conversations about specific student populations and specific aspects of our practices have been inspirational. My notes are filled with concrete new ideas for assignments and activities I may use that are oriented towards achieving equity-related goals. There is also a very valuable level of motivation within this group and during our sessions. Rejuvenating, exciting, purposeful.”
What parts of the FAIR Classrooms program have been most valuable for you?

“Raised awareness... receiving my data and being able to reflect on how my practice impacts students. Sometimes I feel so ‘alone’ when thinking about my concerns about education – it’s comforting to know that there is a community of teachers and researchers.”

“It is changing how I think! Not just with respect to teaching – but how I relate across campus being a faculty member on various academic committees!”
F.A.I.R. CLASSROOMS
Faculty Alliance for Inquiry and Research

What’s Next?

• F.A.I.R. Classrooms in spring
  • Waitlist from fall, polled additional faculty for interest
• Continued curriculum revisions & more equity tools
• Continued individualized support for “grads”
• Longitudinal equity data evaluation
Questions?

A special Thank You to USC CUE, RP Group and the Leading From the Middle Academy team members!