Reflect on your equity-awareness

How you think about your students matters—deeply

- ☐ Test yourself for bias: Take the Implicit Association Test (IAT)—or enroll in CETL's Inclusive Teaching Program
- ☐ Treat high percentages of student failure as an opportunity to examine or modify course delivery or structure
- ☐ Make sure your course materials (a reflection of you) are student centered and bias-free
- ☐ Do an item analysis for any high-stakes (midterm/final) assignment you give to determine validity
- ☐ Perform an equity gap analysis of your course(s): Who is most likely to pass? Is there a pattern?

Practice equity in assignments

Tell students what the ground rules are

- ☐ Share your criteria and standards for successful task completion (rubrics, sample papers/projects)
- ☐ Weigh your assignments evenly; avoid any assignment worth more than 30% of a grade
- ☐ Time due dates thoughtfully
- ☐ Grade inclusively: avoid curving; it limits numbers of who can excel and is a proven disincentive to study

Give students choices and time to demonstrate they are learning

- ☐ Use formative assessments early so students can discover their knowledge and skills-gaps with time to adjust/persist; examples include low-stakes quizzes, quick writes, homework, and discussion participation
- ☐ Allow students to earn their grade in a variety of ways—avoid high-stakes, summative assessments like midterm/final-only evaluations; repeated assessments are better than one-time testing

Help students participate and belong

Assume all students want to be part of a learning community

Practice Presence

- ☐ Make an attempt to learn students' names
- ☐ Use proximity with, and call on all students, equitably; treat all questions and concerns with interest

When online

- ☐ Let students know when and how to contact you with questions or concerns
- ☐ Send a message to students who are not participating based on your gradebook or logs
- ☐ Create short (1-5 minute) videos to introduce each week. Only-audio also works

Experience is powerful

Relate course material to the rich, lived experience of students

- ☐ Measure students' prior knowledge about course topics using a knowledge survey or questionnaire
- ☐ Use personal anecdotes to make material relevant
- ☐ Incorporate the heritage language of students (and culturally-relevant examples) in course materials
- ☐ Use metaphors to represent difficult content

Promote engagement inside and outside the course

- ☐ Require at least one office-hours visit, which can be in a group
- ☐ Require or encourage students to seek regular advising, internships, and networking with faculty
- ☐ Include university support services in your syllabus so students know where to go for help

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Communicate

Your instructional materials should avoid 'hidden curriculum'

Be crystal clear

- ☐ Make sure your [syllabus](#) is accessible
- ☐ Write student learning outcomes (objectives) for students, not experts
- ☐ Link course activities directly to course goals
- ☐ Use simple, friendly language in prompts and directions
- ☐ Make an [assignment transparent](#): Specify purpose, all related tasks, and criteria for evaluation

Show your subject matter organization

- ☐ Review the previous week, outline your lecture, and recap each session
- ☐ Use a diagram or concept map to show how your discipline organizes knowledge
- ☐ Tell students what the discipline values and how (E.g. creativity, ingenuity, problem-solving)
- ☐ Show students how to read writing genres from the discipline

Foster Self-Awareness

- ☐ Ask students to set a learning goal for a personal connection to the material
- ☐ Use reflection to help students think about how they approach assignments and tests
- ☐ Teach students to take notes; provide "[skeleton notes](#)," partial-lecture note handouts students can download
- ☐ Share study skills that worked for you when you were a student

Give and Solicit Feedback

Feedback is one of the most powerful influences on learning and achievement in the college classroom.

Structure feedback

- ☐ Check randomly for student understanding in class (muddiest point, minute-paper, pair and share, cold calling, clickers or other peer response systems). You want to know how ALL students are doing
- ☐ Post grades in Canvas using Speed Grader so students can track their progress and eliminate surprises
- ☐ Solicit feedback at the mid-term in case you need to make adjustments; don't wait until the end of semester
- ☐ Use peers to give feedback: Peer discussion improves student performance

Give the right kind of feedback

- ☐ Praise student work and effort, not intelligence; students who believe they can get better with hard work perform better
- ☐ Give feedback no later than ten days following a due date
- ☐ Provide feedback to correct, not just incorrect, responses
- ☐ Allow students to think about why they did/not do well on an assignment via reflection.

Useful Resources

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