

Math Professional Day - Resources and References

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Welcome to the Math Department Professional Day!

We are all entitled to our own political beliefs. We are all entitled to our own religious beliefs. We are all entitled to choose who we invite into our personal lives. We are all entitled to make our own personal choices in how we live our lives and prioritize things in our lives. We are all entitled to love who we love. The presentations and discussions for the day are not meant to diminish or infringe on who you are or how you live your life. The most basic underlying principle for the material covered during the day is simple: stories matter.

Each and every one of us has lived a different length of time, in different places, with different family structures and friend groups, have different work histories, different hobbies, different health issues, different familial responsibilities, and on and on and on. Each of us overlaps with different people in different categories but none of us have a perfect duplicate. Even with these intersections in the multidimensional Venn diagram of all of our lives, we would still have different weights for different categories with different people in the intersections of sets. We are each unique in our histories, our choices, our priorities. Our stories matter. Our students' stories matter. But how do we get those stories? So many students, so little time, so much content to cover. Why do we even need to try?

Disruptions and consequences related to the COVID-19 pandemic, including school closures, social isolation, family economic hardship, family loss or illness, and reduced access to health care, raise concerns about their effects on the mental health and well-being of youths. This [report](#) uses data from the 2021 Adolescent Behaviors and Experiences Survey, an online survey of a probability-based, nationally representative sample of U.S. public- and private-school students in grades 9–12 (N = 7,705), to assess U.S. high school students' mental health and suicidality during the COVID-19 pandemic. The study also examines whether mental health and suicidality are associated with feeling close to persons at school and being virtually connected to others during the pandemic. Overall, 37.1% of students experienced poor mental health during the pandemic, and 31.1% experienced poor mental health during the preceding 30 days. In addition, during the 12 months before the survey, 44.2% experienced persistent feelings of sadness or hopelessness, 19.9% had seriously considered attempting suicide, and 9.0% had attempted suicide. Comprehensive strategies that improve feelings of connectedness with others in the family, in the community, and at school might foster improved mental health among youths during and after the COVID-19 pandemic.

Twelve days into the month, only one day in June has not been marked by a mass shooting in the U.S., according to data from the Gun Violence Archive. A spate of recent mass shootings including in Buffalo, New York, and Uvalde, Texas, have rocked the nation, pushing guns and gun control to the forefront of the national conversation. Not all mass shootings capture the nation's attention the way those in Buffalo or Uvalde did. At least seven mass shootings happened across the country the weekend of June 3, 2022. According to the Gun Violence Archive, there have been 28 mass shootings in the first half of June alone. These mass shootings took place across 15 states — Louisiana, Michigan, Illinois, Tennessee, Kentucky, Georgia, Maryland, Arizona, Virginia, South Carolina, Texas, Pennsylvania, New York, Nebraska and Oklahoma. June 6 was the only day without a reported incident. The two mass shootings in Buffalo, New York and Uvalde, Texas, both perpetrated by 18-year-olds, have highlighted a disturbing reality: The

shooters are getting younger. Most of the deadliest shootings in the U.S. since 2018 were committed by men who were 21 or younger. Only two of the deadliest mass shootings from 1949 to 2017 were committed by gunmen under 21. The two were the Columbine High School shooting in 1999 and the Sandy Hook Elementary School shooting in 2012. "We see two clusters when it comes to mass shooters, people in their 40s who commit workplace type shootings, and a very big cluster of young people — 18, 19, 20, 21 — who seem to get caught up in the social contagion of killing," Jillian Peterson, a criminal justice professor who helped found the Violence Project, told the New York Times. Mass shootings have been on the rise in recent years. In 2021, almost 700 such incidents occurred, a jump from 611 in 2020 and 417 in 2019. Before that, incidents had not topped 400 annually since the Gun Violence Archive started tracking in 2014. Mass shootings have killed 256 people and injured 1,010 more through the end of May of this year.

Preliminary data from more than three dozen U.S. police departments indicate a double-digit spike in hate crimes last year and a continued rise into 2022, with incidents targeting Asian and Jewish Americans accounting for the bulk of the increase. On average, bias-motivated incidents in 37 major U.S. cities increased by nearly 39%, with the 10 largest metropolitan areas reporting a record increase of 54.5%, according to an analysis of national police data compiled by the Center for the Study of Hate and Extremism at California State University, San Bernardino. Last October, the FBI reported that hate crimes jumped to 8,263 incidents in 2020, the highest level in more than two decades. The overall increase in hate crimes in 2021 came as anti-Asian incidents jumped 224% to a record 369 incidents in 20 of the largest U.S. cities, while anti-Jewish and anti-gay incidents posted increases of more than 50% to 373 incidents, according to the data. The Stop AAPI Hate coalition, created during the pandemic to track bias incidents, received nearly 11,000 anti-Asian hate reports from March 2020 to December 2021. More than 60% of the incidents were reported by women, including women using public transit, according to Cynthia Choi, co-executive director of Chinese for Affirmative Action, one of the founding partners of the anti-hate coalition.

We have all had major stressors in our lives over the last couple of years. It is highly unlikely that each and every one of us has felt the same things to the same depth and with the same frequency as each other. It is highly unlikely that we could even develop a list that is comprehensive of the issues each of us has faced or is concerned with. It is highly unlikely that we know the depth to which any of our students has been impacted by all of this (or any of our colleagues for that matter). It is, however, indisputable that all of this (global pandemic, racial unrest, financial insecurity, attacks on individuals for who they are and how they look, and so many loud angry people) will have a significant impact on the ability of our students to succeed. Their stories matter. Equity and inclusion, at its heart, is us striving to learn those stories. It is us committing to respecting those stories, even if they are significantly different from our own, and using them to inform what goes on in our classrooms.

Sources:

<https://www.axios.com/2022/06/12/mass-shooting-us-june-guns>

<https://www.axios.com/2022/06/02/mass-shooting-killers-young-teens>

<https://www.voanews.com/a/us-big-city-hate-crimes-spiked-by-39-in-2021-report-finds-/6571116.html>

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

<https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm#:~:text=More%20than%20one%20in%20three,12%20months%20before%20the%20survey.>

Growth Mindset

This first part is lifted directly from an article in Inside Higher Ed.¹

When students believe that their intelligence can be developed, they understand that investing effort, employing effective strategies and seeking help from other people makes them smarter -- a belief Dweck has called a “growth mind-set.” In contrast, when students view intelligence as an unchangeable trait, or a “fixed mind-set,” they interpret their difficulty or setbacks as evidence that they aren’t smart and therefore shouldn’t bother trying.

Over the past few decades, the research on mind-set has shown converging support for this notion. For instance, in a series of independent large studies and meta-analyses, students with more of a growth mind-set tended to demonstrate moderately higher academic achievement. What’s exciting about this work is that early research has shown that growth mind-sets can also be taught and that the kind of praise and feedback that students receive can impact their mind-set and motivation.

These results, however, should be treated with caution. Mind-set research usually includes some word of caution about the widespread scalability of these interventions. And most of the empirical studies are careful to not oversell the impact of their results, noting the importance of subgroup characteristics or contextual affordances necessary for the seeds of a growth mind-set to take root and flourish.

Despite these red flags, the mind-set concept, perhaps because of its intuitive appeal and apparent simplicity, now enjoys widespread acceptance among educators -- in some places, almost bordering on gospel. Alas, this nearly ubiquitous faith in the concept conflicts with the absence of data showing that heightened awareness of mind-set principles has contributed to an increase in a growth mind-set among students over the past 20 years.

In part, that may reflect variations in instructor practices. These variations may occur because some important nuances in the mind-set theory at times get overlooked or aren’t conveyed effectively when training teachers -- either due to limited training opportunities or training that focuses on superficial aspects of the mind-set theory.

The result is an overly simplistic understanding and application of the mind-set principles. And gaining superficial awareness of the mind-set concept and related terminology may actually prevent teachers from revising and deepening their view during subsequent learning opportunities. When faced with new information, educators with a shallow understanding of the mind-set principles may now dismiss important training opportunities with convenient rationalizations, such as, “It’s OK, I already know about growth mind-set.”

1

<https://www.insidehighered.com/views/2020/10/21/misperceptions-among-professors-about-growth-mind-set-concept-may-be-harming-some>

Recent research has shown that instructors' own mind-sets are closely related to student success. For instance, in a recent paper, Elizabeth Canning and her colleagues examined the longitudinal association between faculty mind-set and performance among college students from underrepresented minority groups. Looking at data from more than 150 STEM professors and over 15,000 students, the researchers found that courses taught by faculty with a fixed mind-set had achievement gaps that were twice as large as courses taught by faculty with a growth mind-set.

Misperceptions among both K-12 and college teachers may actually be harming some of those students in their moments of greatest need. In fact, so common is this false understanding of the mind-set principles that Dweck refers to it as a "false growth mind-set." This false understanding of the mind-set principles tends to reveal itself as a handful of common, but clearly observable, practices. They include:

- Overemphasis on effort. When educators suggest that students can do anything as long as they apply more effort, such guidance can lead students astray, because the truth is that achievement calls for more. Students who are encouraged to "just try harder" may end up doubling down on their studying, but if they are using ineffective learning strategies, they may not earn better outcomes. Instead, their disappointment may further crystallize into a fixed mind-set, because now the student concludes, "Even when I try harder, I'm still not able to do better, so I must not be one of the smart ones. Why bother!" Instead, students might benefit from knowing that, while effort is necessary, it's also important to use effective strategies (e.g., note taking, frequent practice, deep processing) and to take advantage of the collective knowledge of peers, teachers, tutors and others.
- Offering praise as a consolation for poor performance. The second common practice can be observed when educators praise students without providing insight as to whether the student has increased their effort, employed effective strategies or demonstrated improved performance. When praise feels insincere, unfounded or too general -- even if well intended or positive -- students learn not to trust the feedback they receive. Similarly, educators sometimes praise their students' efforts as a way to comfort them for a poor grade or a failed goal. As Dweck points out, "'Great effort' became the consolation prize for those who weren't learning." Instead, educators who praise effort while still being honest with students about their performance and offer strategies to help them achieve their goals may foster increased trust and mitigate the harmful effects of a false growth mind-set.
- Blaming the student's mind-set for poor performance. Before widespread awareness of mind-set research, some educators may have believed that a student who was not performing well was simply not smart enough, and they would therefore focus their attention on students they perceived had greater potential for success. Now, rather than identifying innate intelligence as the sole determinant of students' performance, educators might instead associate a student's performance with their mind-set. In this case, an instructor may attribute poor performance with the belief that a student is willfully not following the mind-set principles they were taught. Regardless of the rationalization, the effect is the same: those students in greatest need of support may be left feeling abandoned and disparaged. Teaching a growth mind-set is not just about describing it to students; it is mostly about supporting their struggles and fostering and appreciating their progress.

Ultimately, effective teaching requires an embrace of the never-ending and bidirectional process of learning between students and teachers. And with that comes the recognition that our own beliefs as teachers can be strengthened and developed.

The deep work that is necessary to foster a meaningful growth mind-set has implications not only for how we support our students' academic achievements, but also how we support our students' holistic health. In the midst of social tensions around the topics of race, class, and politics, many students may feel alienated or uncertain about their belonging in the classroom. During such sensitive times, students look to their teachers and administrators to create the space needed for healing. Naturally, these are contentious topics, and instructors may be tempted to avoid such conversations at the risk of saying something wrong or unintentionally causing more harm. It turns out that mind-set is also at the root of this temptation to avoid engaging in difficult conversations.

In a 2012 paper,² Priyanka B. Carr, Dweck and Kristin Pauker found that our beliefs about the nature of prejudice impact our willingness to engage or disengage in such situations. Specifically, if we think that people are either prejudiced or not and don't usually change (i.e., fixed mind-set), then we will be more worried about saying something that makes us seem prejudiced, regardless of how many prejudiced beliefs we may actually hold. If, however, if we recognize that prejudice is a quality that is malleable (i.e., growth mind-set), then we also see that there may be a need for difficult, and at times uncomfortable, conversations in order to create a safe learning environment where students can trust that teachers have their best intentions in mind.

This next bit is lifted from an article in Faculty Focus.³

If a growth mindset is so advantageous for students, how can you promote a growth mindset in your undergraduate students?

- Teach your students about growth mindset. Research has shown that we can successfully teach students to develop a growth mindset, which can increase student engagement and performance.⁴ Share the empirical articles on mindset with your students and incorporate this concept into your class discussions as much as possible and at key times, such as after a challenging exam.
- Pay attention to the types of feedback you provide students. Some feedback encourages a fixed mindset.⁵ For example: "You aced that exam! You are really a natural at math." However, feedback can be framed to promote a growth mindset, such as: "You did an excellent job on that paper. I can tell how much time you put into researching a wide variety of sources."

² Carr, P. B., Dweck, C. S., & Pauker, K. (2012, June 18). "Prejudiced" Behavior Without Prejudice? Beliefs About the Malleability of Prejudice Affect Interracial Interactions. *Journal of Personality and Social Psychology*. Advance online publication.

³

<https://www.facultyfocus.com/articles/philosophy-of-teaching/a-growth-mindset-essential-for-student-and-faculty-success/>

⁴ Dweck, C.S. (2008). Can personality be changed? The role of beliefs in personality and change. *Current Directions in Psychological Science*, 17, 391-394.

⁵ Hadley, J. (2017). Learning mindsets in the secondary classroom: Implications for instruction and professional development (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global database.

- Encourage reflection and the adoption of alternate strategies, when needed. Some students will face difficulty even when they have put in the effort. In these instances, encourage your students to reflect on their preparation and performance and consider new strategies. [Exam wrappers](#) may be one way to promote this type of reflection.

When a student's home culture is dissimilar from the teacher's or school's culture ...⁶

Asset Perspective	Deficit Perspective
... the student is perceived as entering the classroom with rich cultural knowledge due to their home environment	... the student is perceived as entering the classroom with a lack of knowledge due to their home environment
... the student's cultural knowledge is perceived as a resource that can be used to help the student learn and find meaning in new knowledge	... the student's cultural knowledge is seen as a hindrance and is not used to help the student learn and apply new knowledge.
... the teacher is strategic and systematic about how they connect cultural backgrounds to current learning, and encourage students to connect the two realms	... the teacher has lower expectations of the student and does not feel as responsible for the student's learning, as compared to students who align with the dominant culture

Educators with asset perspectives are more likely to innovate instruction, while those with deficit perspectives are more likely to have lower expectations for marginalized students.⁷ The path to student centered teaching has no end. Educators must focus on the journey toward cultural responsiveness rather than considering it a destination. This journey entails reflection of one's culture and how it affects one's perspective, knowledge of students' cultures, and student learning, and then implementation of student centered strategies.⁸

Looking inward is an important step toward cultural responsiveness. Samuels⁹ provides eight transformative steps to building cultural inclusiveness, many of which require changing one's perspective:

1. Discover our own biases
2. Challenge our assumptions
3. Contemplate our emotions
4. Consider our purpose
5. Reflect on our (systemic) socialization

⁶ From Eliminating Barriers through Culturally Responsive Teaching by the National Alliance for Partnerships in Equity (NAPE)

⁷ Diamond, JB, Randolph, A, & Spillane, JP (2004). Teachers' Expectations and Sense of Responsibility for Student Learning: The Importance of Race, Class, and Organizational Habitus. *Anthropology & Education Quarterly*, 35(1), 75-98.

⁸ Spanierman, LB, Oh, E, Heppner, PP, Neville, HA, Mobley, M, Wright, CV, ... Navarro, R (2011). The Multicultural Teaching Competency Scale: Development and Initial Validation. *Urban Education*, 46(3), 440-464.

⁹ Samuels, DR (2014). *The culturally inclusive educator: preparing for a multicultural world*. New York, NY: Teachers College Press.

6. Reflect on our own identities
7. Reflect on our own behavior
8. Commit to this work

Believing every student can succeed is not as easy as one may think. You cannot will yourself to believe in a student. Your beliefs are controlled by hidden prejudices, which in turn have formed from cultural stereotypes. A first step is to become aware of how stereotypes create bias and affect educator-student interactions. Educators with strong growth mindsets believe that all students can learn and develop their skills with adequate support and effort. Educators with strong fixed mindsets believe that students who struggle academically are unable to change. A student centered educator believes every student can succeed with enough support and effort and resists believing stereotypes that counter this notion.

We are just beginning to examine the positive effects of a growth mindset for educators. Some educators believe teaching is a natural ability that you either have or don't have (i.e., a fixed teaching mindset) whereas others believe teaching ability is something that can be developed (i.e., a growth teaching mindset). Just as with students, there are benefits of a growth mindset for faculty.

Here's why you should have a growth mindset:

- Greater focus on learning and professional development. Faculty who believe they can improve are more likely to seek out opportunities to learn, including taking on directed readings, observing experienced instructors, and attending workshops and other trainings.¹⁰
- Improve from feedback. As faculty, we are continuously assessed through student evaluations and/or observations. Those with a growth mindset are more likely to apply appropriate **constructive criticism** to improve their teaching while those with a fixed mindset take critiques as a sign of limited teaching ability.
- Take more risks and persevere. Faculty with a growth mindset are not afraid to try new things in their classrooms. As we all know, sometimes our new strategies do not work! Those with a growth mindset continue to search out new pedagogical techniques and don't give up.
- Encouraging success in our own students. Faculty with a growth mindset model this type of thinking for their students. In addition, if we believe our ability is fixed, we likely think the same of our students, which is limiting.¹¹

Dan Kernler's and Greg Wheaton's 2020 Assessment Diaries presentation on Growth Mindset is included here as another resource <https://drive.google.com/file/d/1MFxx6ruRS8qxq5akEt247ot0we6PZAwr/view>

¹⁰ Gero, G. P. (2013). What drives teachers to improve? The role of teacher mindset in professional learning (Doctoral Dissertation). Available from ProQuest Dissertations & Theses Global database.

¹¹ Auten, M. A. (2013). Helping educators foster a growth mindset in community college classrooms. (Doctoral dissertation). Available from ProQuest Dissertations & Theses Global database.

Affinity Groups

Affinity groups are intended to bring people together over a commonality. We all benefit from interactions with people who share common identities or experiences. When you are in the numerical minority of a community, these bonding interactions may only occur during an affinity group. These kinds of groups offer a time and space for empowerment of the individual and of the group within the greater community. Research in schools has shown that affinity groups increase a student's sense of belonging which has a positive impact on academic achievement¹². A really successful affinity group considers how their work can benefit everyone in the organization, make their organization a better place for future students and employees, and boost the organization's direction and success. Examples of affinity groups include women in the workplace, LGBTQ+ matters, and any other group based on a common set of interests. Schools, workplaces, and social groups around the country have implemented “educational affinity groups” where members of a shared identity (race, gender, sexual orientation, age, veteran status, ability status, etc.) engage in activities and discussion centered around their identity. They allow students who share an identity—usually a marginalized identity—to gather, talk in a safe space about issues related to that identity, and transfer that discussion into action that makes for a more equitable experience at school. Familiarity with issues raised in affinity groups can help us, as educators, to meet our students where they are at in our efforts to help students succeed.

For example, if you require students to meet with you one-on-one in your office - have you ever considered the fact that at least one out every 6 American women has been the victim of an attempted or completed rape in her lifetime? Even during the massive lockdowns of 2020, there were still approximately 300,000 women raped or sexually assaulted during the year in this country. A survey completed in January of 2018 found that 81% of the women and 43% of men had experienced some form of sexual harassment during their lifetime¹³. There might be some very good reasons why some of your students resist meeting with you in your office and understanding the affinity group of women can lead you to a better approach to meet the goals you are trying to achieve without doing harm to any of the people involved.

Another example would be the use of contextualized problems on math assessments¹⁴. How much thought have you put into the impact of word problems on ELL students? Have you considered the impact of the multilayered translations these students have to go through to answer these questions when deciding the appropriate length of time for the assignment, the quiz, the exam? Or on the amount and type of scaffolding you supply for the assignment, the quiz, the exam? By engaging with the affinity group of Latinx students (our biggest population on campus) or different immigrant groups, we can use the information to adjust and refine our assessments to ensure that they are measuring the learning objectives for our courses rather than reading comprehension or facility with the English language.

¹² Tatum, B. D. (1997). "Why are all the Black kids sitting together in the cafeteria?" And other conversations about the development of racial identity. New York: BasicBooks.

¹³

<http://www.stopstreetharassment.org/wp-content/uploads/2018/01/Survey-Questions-2018-National-Study-on-Sexual-Harassment-and-Assault.pdf>

¹⁴ <https://www.colorincolorado.org/article/math-instruction-english-language-learners?theme=print>

About a quarter of Latino adults say they have personally experienced discrimination or unfair treatment from other Latinos. Having darker skin and being born outside the United States are associated with an increased chance of experiencing this type of discrimination, according to a Pew Research Center survey conducted in March 2021. At the same time, Latinos say they are as likely to experience discrimination or unfair treatment from non-Latinos as from fellow Latinos, regardless of skin color or their country of birth. Latinos experience discrimination in different ways. In 2021, 23% of Latino Spanish speakers said they had been criticized for speaking Spanish in public, and 20% of all Latinos said they were called offensive names in the last 12 months. Younger Latinos, ages 18 to 29, are more likely than Latinos 50 and older to say they hear racially insensitive comments or jokes about other Latinos. And Latinos with college experience are more likely than those with lower levels of educational attainment to say the same.¹⁵

People who deny the existence of structural racism are more likely to exhibit anti-Black prejudice and less likely to show racial empathy or openness to diversity, according to research published by the American Psychological Association. Researchers analyzed 83 previous studies on racism that included more than 25,000 participants. Denying structural racism and ignoring race are often considered to be two different types of colorblind racial ideology, but researchers and educators need to delineate between them because they appear to have very different outcomes, said lead researcher Jacqueline Yi, MS, a clinical-community psychology doctoral student at the University of Illinois at Urbana-Champaign (UIUC). The research was published online in the *Journal of Counseling Psychology*. Denial of structural racism was more closely linked to anti-Black prejudice than prejudice against other people of color. People who denied structural racism were also more likely to endorse stronger beliefs that societal inequality is acceptable and reported fewer intentions to engage in social justice behaviors. There were no similar findings for people who said they ignore race. Even though there were no negative findings related to ignoring race, Yi said it is still an “insidious form of racism.” “On its surface, ignoring racial group differences and emphasizing sameness as humans seems beneficial,” said Helen Neville, PhD, co-author and professor of educational psychology and African American studies at UIUC. “However, this approach can be a way for white people to avoid discomfort associated with appearing prejudiced and become less willing to engage in anti-racist actions.”¹⁶

Lesbian, gay, bisexual, transgender and queer people in America continue to face discrimination in their daily lives. While more states every year work to pass laws to protect LGBTQ people, we continue to see state legislatures advancing bills that target transgender people, limit local protections, and allow the use of religion to discriminate. State lawmakers have proposed a record 238 bills that would limit the rights of LGBTQ Americans this year (as of March 2022) — or more than three per day — with about half of them targeting transgender people specifically. Nearly 670 anti-LGBTQ bills have been filed since 2018, according to an NBC News analysis of data from the American Civil Liberties Union and LGBTQ

¹⁵

<https://www.pewresearch.org/fact-tank/2022/05/02/latinos-experience-discrimination-from-other-latinos-about-as-much-as-from-non-latinos/>

¹⁶ “Ignoring Race and Denying Racism: A Meta-Analysis of the Associations Between Colorblind Racial Ideology, Anti-Blackness, and Other Variables Antithetical to Racial Justice,” Jacqueline Yi, MS, Helen A. Neville, PhD, and Nathan R. Todd, PhD, University of Illinois at Urbana-Champaign, and Yara Mekawi, PhD, University of Louisville, *Journal of Counseling Psychology*, published online May 23, 2022.

advocacy group Freedom for All Americans, with nearly all of the country's 50 state legislatures having weighed at least one bill. Throughout that time, the annual number of anti-LGBTQ bills filed has skyrocketed from 41 bills in 2018 to 238 bills in less than three months of 2022. And this year's historic tally quickly follows what some advocates had labeled the "worst year in recent history for LGBTQ state legislative attacks," when 191 bills were proposed last year.¹⁷

Danger of the Single Story¹⁸

Stereotypes are beliefs we hold within our culture that lead to assumptions about characteristics, behaviors, and social norms. Stereotypes often come from stories, and over time with repetition they become singular stories or narratives we collectively carry. A Single Story results when the same stereotype or story about a person, a place, or even a career is told over and over again - when one story becomes the only story most often told.

Novelist Chimamanda Adichie describes the danger of a single story in her famous [TedTalk](#): "The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story." Stereotypes limit students and can become barriers to achievement and success. An interesting exercise for you is:

Following the prompts in the first row of the table, identify three stereotypes in math, who the stereotypes affect and how, and what you will do to mitigate the influence of these stereotypes.

	What are the stereotypes or single stories that are related to math?	Who does the stereotype affect? (Consider dimensions of gender, race, socio-economic status, personality, etc.)	In what ways or how does the stereotype affect the identified students? (Identify micromessages that reinforce the stereotype and student behavior)	What will you do to challenge this stereotype and limit the impact on students?
1				
2				
3				

¹⁷ <https://www.aclu.org/legislation-affecting-lgbtq-rights-across-country>

¹⁸ From Micromessaging to Reach and Teach Every Student by the National Alliance for Partnerships in Equity (NAPE)

Student Veterans

Student Veteran-Focused Services

- Designated veteran coordinator on staff - Anitra King, veteran and student success specialist. Located in the [Career Development Services](#) Office, [Building F](#), Room F207. Call 847-214-7531 or email aking@elgin.edu.
- Assists with:
 - Academic guidance and support are needed to make the most of your educational experience.
 - Helps with requesting your military transcripts for evaluation.
- In-processing veterans orientation.
- Career planning (for decided and undecided student veterans)
- Job-search assistance:
 - Resume and cover letter writing.
 - Interviewing skills.
- Transition and life skills.
- Resources and referrals (within ECC and outside sources).
- Veteran retention.

Financial Benefits for Veterans

- Answers questions, explain, and certifies benefits (federal and state).
- Directs veterans/students to grants, loans, and scholarships.
- Awards veteran/student financial aid and answer financial aid questions.

Policy on Transfer Credits - For all veterans and eligible persons, an evaluation of previous education and training can be conducted. Appropriate credit is granted and can reduce some classes you may need to take. Request your military transcript at [JST - Job Services Transcript](#).

Military Career, Job Sources, and Other Resources

- Undecided veterans looking at their options: [My Next Move for Veterans](#)
- Military Transferable Skills: Invisible assets and military to civilian transitions sample resumes are available in the Career Development Office with Anitra King.
- Career Exploration: Find civilian careers and related education based on your military occupation code at ECC's Career Coach Military Careers site. Start by adding your branch and status for available options for local jobs combined with salary information.
- The best place to find federal jobs for veterans:
 - [Vet Jobs](#)
 - [National Labor Exchange](#)
 - [ECC College Central Network](#)

Military Ally Training

We're trained and ready to help. ECC provides Military Ally Training to employees to provide greater visibility and appreciation for military-connected students' unique needs, experiences, and perspectives. For questions about the workshop and/or how to become an ally, contact Anitra King by email at aking@elgin.edu.

Social Outlets

- Campus and social networking events are planned specifically for veterans.
- [Military Branches United](#) (MBU) - ECC club on campus.
- Charter Member since March 2013 of [SALUTE Veterans National Honor Society](#).

Veteran Resource Center Building F, Room 201 847-214-7531 veteranservices@elgin.edu	Veteran Services Coordinator Building F, Room F207 847-214-7531 aking@elgin.edu	Veteran Services Specialists Building B, Room B156 847-214-7520 sdalessandro@elgin.edu
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TRiO

What Is TRiO?

The TRiO programs are federally funded outreach and designed to identify and provide support for individual backgrounds in their pursuit of a college degree.

What Can TRiO Do For Me?

- Provides opportunities for academic development.
- Assist students with basic college requirements.
- Our goal is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

Services Provided

- Career and academic planning
- Cultural and social activities
- Workshop/Leadership Development

Eligibility

- From a limited income household
- First generation college student
- Have a documented physical or learning disability

I'm interested! Now What?

Stop by or call our offices for more information or schedule an intake appointment

Building B Office: 155

Victoria Ford

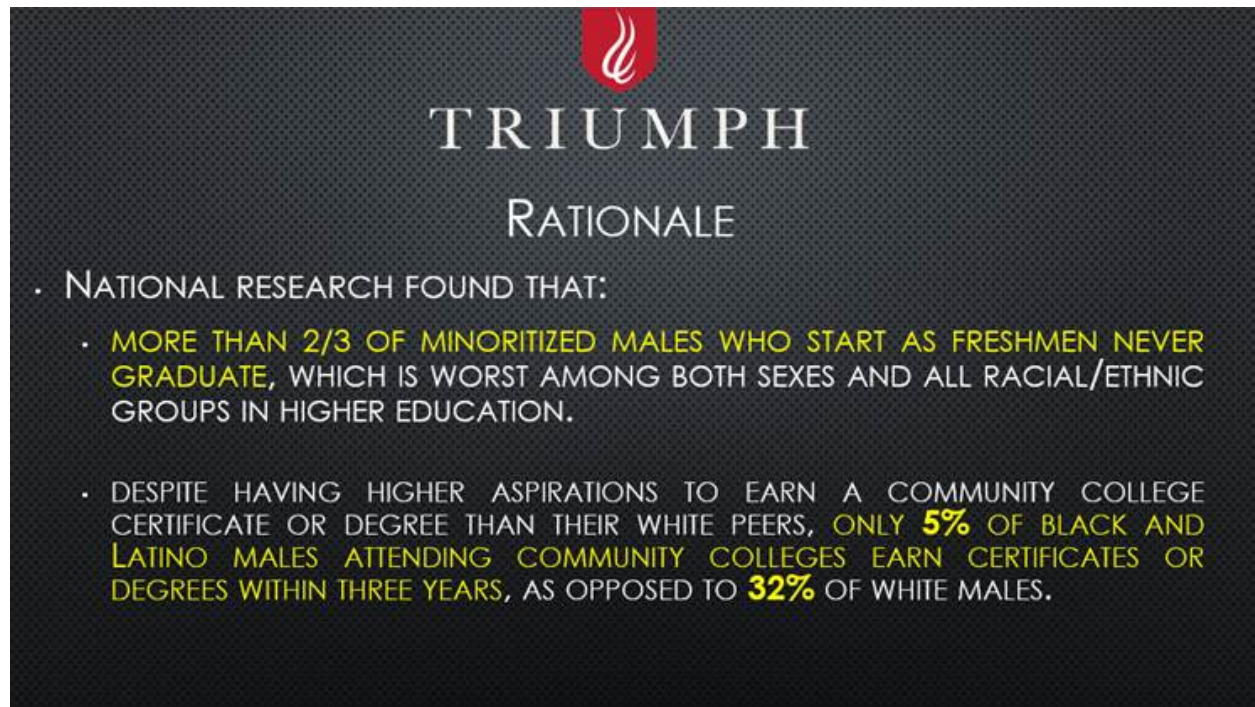
847-214-6922

Building B Office: 155

Janice Hare

847-214-6959

Triumph



The slide features a dark background with a subtle grid pattern. At the top center is a red shield logo with a white flame. Below the logo, the word "TRIUMPH" is written in large, white, serif capital letters, followed by "RATIONALE" in a smaller, white, serif capital font. A bulleted list follows, with the first bullet in white and the subsequent two in yellow.

- NATIONAL RESEARCH FOUND THAT:
 - MORE THAN 2/3 OF MINORITIZED MALES WHO START AS FRESHMEN NEVER GRADUATE, WHICH IS WORST AMONG BOTH SEXES AND ALL RACIAL/ETHNIC GROUPS IN HIGHER EDUCATION.
 - DESPITE HAVING HIGHER ASPIRATIONS TO EARN A COMMUNITY COLLEGE CERTIFICATE OR DEGREE THAN THEIR WHITE PEERS, ONLY 5% OF BLACK AND LATINO MALES ATTENDING COMMUNITY COLLEGES EARN CERTIFICATES OR DEGREES WITHIN THREE YEARS, AS OPPOSED TO 32% OF WHITE MALES.



The slide has a dark background with a grid pattern. The title "MISSION AND VISION OF TRIUMPH" is centered at the top in white, serif capital letters. Below the title is a photograph of eight men, four standing and four sitting, in front of a banner that reads "MEN OF COLOR CONFERENCE Elgin Community College". To the right of the photo, the text "THE TRANSFORMING AND IMPACTING UNDERGRADUATE MEN PURSUING HIGHER EDUCATION (TRIUMPH)" is written in white, bold, serif capital letters. Below this, a paragraph describes the program as a minoritized male retention program founded in the spring of 2014 at Triton College. Another paragraph states that TRIUMPH is designed to increase the number of minoritized males graduating from Elgin Community College by providing specific services, which are listed in a bulleted format.

MISSION AND VISION OF TRIUMPH

THE TRANSFORMING AND IMPACTING UNDERGRADUATE MEN PURSUING HIGHER EDUCATION (TRIUMPH) PROGRAM IS A MINORITIZED MALE RETENTION PROGRAM, FOUNDED IN THE SPRING OF 2014 AT TRITON COLLEGE.

TRIUMPH IS DESIGNED TO INCREASE THE NUMBER OF MINORITIZED MALES GRADUATING FROM ELGIN COMMUNITY COLLEGE, BY PROVIDING:

- INCREASED STUDENT SERVICES & ACADEMIC SUPPORT
- COMMUNITY SERVICE PROJECTS AND MENTORING.

Triumph depends on faculty and staff referrals and works best when those referrals come early in the semester. If you have any questions or would like more information, contact

Erik Enders

Student Life Coordinator for Student Equity

Triumph Program Coordinator

Phone: 847 214 7079

Office: B173.03

Student Organizations

Sometimes helping a student to connect and engage with campus life is as simple as getting them the information they need about clubs on campus. Sometimes it helps to have the advisor of a given club or organization reach out to the student in question so here is some basic information on the various student organizations on campus taken from the [college website](#) and a handout in Student Life listing advisors.

The ADAPT Club strives to build community between students with and without disabilities, create a culture of inclusion, and advocate for accessibility. Make great friends and promote disability awareness!

Advisor: Pietrina Probst

pprobst@elgin.edu

Anime Club explores Japanese and Asian art and culture through animation, drawings, and discussions. Students interested in these art forms are encouraged to join.

Advisor: Laura Schaefer

lschaefer@elgin.edu

The Art & Design Club encourages friendships and collaborations among artists at ECC to explore and engage with different styles of new and traditional art. The club also provides space for artists to explore various aspects of art and design by, but not limited to, attending workshops, hosting guest speakers, networking and sharing experiences.

Advisor: Fawn Clarke-Peterson

fclarke-peterso@elgin.edu

Asian Filipino Club strives to enhance the campus atmosphere for students with a common interest in the Asian and Filipino cultures by creating a social outlet for the Asian Filipino community and regain the lost traditions of Asian life.

Advisors: Ramon Albino

ralbino@elgin.edu

Pierre Thavong

pthavong@elgin.edu

ASPIRE 1G club members help their community by volunteering for United Way of Elgin's Reading Buddies Program. Want to make a difference?

Advisor: Maggie Im

mim@elgin.edu

Thomas Drennan
tdrennan@elgin.edu

Associated Nursing Students - Nursing majors participate in career-related activities and events that provide student support and networking opportunities.

Advisors: Aja Ferguson
aj Ferguson@elgin.edu
Barbara Tarin
btarin@elgin.edu

Black Student Achievers - Students with an interest in African-American and African cultures are welcome to join this club. BSA promotes education, diversity, and community through discussions, outings, workshops, and social events.

Advisor: Erik Enders
eenders@elgin.edu

ECC Observer - A forum for the free expression of student views and opinions is the student newspaper's focus, the Elgin Community College Observer. Students gain experience in newspaper production and may earn college credit as they keep readers abreast of current events and news on campus.

Advisor: Nick Obradovich
nobradovich@elgin.edu

Educators Rising - This group is a professional organization that supports students who are interested in education-related careers. Members have access to scholarship opportunities and resources that help them gain a realistic understanding of the teacher's role. Get to know other future teachers at ECC, participate in field trips, education forums, and get involved with community education projects and activities.

Advisors: Dawn Munson
dmunson@elgin.edu
Deyana Matt
dmatt@elgin.edu

Engineering Tech club - This club provides opportunities for ECC engineering students to gain teamwork, communication, and leadership skills while engaging in exciting mentor-based programs that build STEM skills. Connect with other students who share the same interests, participate in weekly meetings, take field trips, discover robotics, and interact with professional engineering sectors of the community by joining this club.

Advisor: Ted Eltzroth
teltzroth@elgin.edu

Gamers United - Calling all students who like video, card, and board games! Join Gamers United as they meet to play various games and make new friends on campus.

Advisor: Tim Moore
tmoore@elgin.edu

Human Services Club raises public awareness of human services through community service projects. Build your network of human service professionals while working with ECC students from counseling, medical, legal, and early childhood careers to better serve our community.

Advisor: Liddy Hope
lhope@elgin.edu

Military Branches United aims to provide support in an atmosphere of camaraderie for veterans and persons concerned for and connected to the armed forces. It also provides guidance and educational leadership to veterans and interested students regardless of their service status. Join the Military Branches United (MBU), Student Veterans of America (SVA), and Veterans National Honor Society (S.A.L.U.T.E.) clubs.

Advisor: Anitra King
aking@elgin.edu

Organization of Latin American Students - OLAS promotes a mature sensitivity and awareness of Latin American culture through various activities, events, and community-sponsored programs. Students interested in Latin American culture are welcome to join.

Advisor: Gaea Atta Moy
gattamoy@elgin.edu

Performing Arts Club students may act, direct, or produce when this group puts on its productions. The club also assists with college-sponsored theatrical and musical productions—field trips to professional theater productions, workshops, and guest lectures highlight membership in this club.

Advisor: Susan Robinson
srobinson@elgin.edu

Phi Theta Kappa is an award-winning, internationally recognized honor society for community college students. PTK eligibility requires 12 completed credit hours with a minimum GPA of 3.25.

Advisors: Amybeth Mauer
amaurer@elgin.edu
Ali Kashani
akashani@elgin.edu
Jason Kane
jkane@elgin.edu

Recovery of All Kinds - The purpose of this organization is to provide recovery-focused, educational, and informational events and activities to students at ECC.

Advisor: Joseph Rosenfeld
jrosenfeld@elgin.edu

Spartan Christian Fellowship - Students study the biblical world and life view. Spartan Christian Fellowship activities include group study, socials, and leadership training.

Advisor: Catherine Moushon
cmoushon@elgin.edu

Spartan Project - Inspires students to become entrepreneurs by establishing businesses as a team and assisting in creating an environment for real-life experiences and opportunities through the Spartan Project.

Advisor: Susan Timm
stimm@elgin.edu

Student Government is the governing body of ECC students and has jurisdiction over student welfare and financing of student clubs and organizations. Participating in Student Government helps students learn valuable leadership skills through campus advocacy and civic engagement. Your Voice. Your Campus.

Advisor: Gaea Atta Moy
garramoy@elgin.edu

Students Who are Not Silent (SWANS) is the LGBTQIA+ Advocacy Group here at Elgin Community College. We strive to make a comfortable environment for individuals in the community and allies to meet together and express themselves mentally, emotionally, and physically without fear. The SWANS team and members are always bringing important issues to the forefront and looking for ways we can help educate others in and out of our community and have fun at the same time. Some of the issues we discuss include hate crimes, political matters, acceptance/tolerance, HIV/AIDS, and stereotypes. SWANS hold regular Connect Meetings and events that bring awareness to the issues affecting our community, cultivate love and acceptance, and promote appreciation of LGBTQIA+ culture.

Advisor: Tracy Vittone
tvittone@elgin.edu

United Students of All Cultures - USAC assists students of all ethnic origins, especially foreign-born students, to contribute their ideas and culture to the college. Its fellowship and service activities, including an international week celebration, provide social enrichment and promote cultural diversity.

Advisor: Lily Khoxayo
mkhoxayo@elgin.edu

Assessments and Course Materials

Alternative Course Assessment

If you are having difficulty navigating the switch between online platforms, [here](#) is the link for course assessment at ECC.

While equity and inclusion is often discussed with regards to our students, it is important to remember that it applies to our colleagues as well. A full time faculty member in lane one step one of the salary schedule (our lowest compensated full time position) is paid \$1659.20 per contact hour plus benefits whereas our highest paid adjuncts are compensated at \$1385.00 per contact hour with no benefits and our UAs are paid at most \$1110.00 per contact hour with no benefits. It requires a minimum of a double load for our adjuncts spread over multiple institutions to come close to the compensation full time faculty receive. As such, every opportunity should be taken to (1) ensure adjunct access to any opportunities for collaboration within the department and (2) ensure adjunct access to as much supplementary materials as possible. It is easier to modify existing course materials than it is to reinvent the wheel, from scratch, every time.

In addition to the above concerns, there are the usual concerns of horizontal consistency across sections as well as ensuring that we are best serving our students with the content we deliver. Just as our students do better when actively engaged with the material, so do we. Just as students get a deeper understanding of the material by working collaboratively, so do we. Just as our students do better with a growth mindset, we too need to avoid a fixed mindset when it comes to our teaching. Just as students loathe busy work in the classroom, we too get jaded and tune out when we are so busy writing embedded exam questions for the bajillion courses up for assessment in a given semester that we have no time to actually develop and implement extensive changes based on the data analysis from those embedded questions.

So what are the alternatives?

Some ideas:

- For courses that are mostly service courses (finite math, stats, business calculus, differential equations), a detailed analysis of the learning outcomes might be a good idea. We could survey the departments that have these classes as a prerequisite (in the case of business majors and the like) to ensure that our focus in our classes is most closely aligned with why our students are required to take these courses. For differential equations, we could do a survey of the transfer institutions our students are most likely to head to in order to make sure we are as closely aligned as possible. This information can be leveraged to help us best serve our students with informed decisions.
- For our chain of classes for STEM (112, 114, calculus sequence), we could revisit the learning objectives for the entire chain and add in exposition on how the topics connect across the chain. Do we really need to spend a lot of time on trig substitution when 99% of the time it is best handled by a change of coordinate systems? Should we be skipping over trigonometric integrals

when they are the foundation for Fourier series in differential equations and a primary example of inner product spaces in linear algebra? Most of us have not taught every course in the sequence or, if we have, not regularly and recently. Something like this would be an excellent tool for faculty to use to help prioritize topics in class as well as allow us to provide context and motivation to our students for why they are learning something like long division of polynomials or the rational root theorem.

- We could use course assessment as an opportunity to collaborate with each other by developing some assessments for the department to use - especially group work or larger projects - since multiple perspectives make for better assessments. Alternatively, we could use it as an opportunity to develop some lesson plans for all to use. These would be an excellent way to communicate the breadth and depth a learning outcome should be covered and be especially useful when we are in a situation where a faculty member is assigned a course to teach that they have never taught before with less than a week's notice.

Accessibility Concerns and Assessment

Neurodiverse Students

Neurodiversity is an emerging term to describe neurological diagnoses including Autism Spectrum Disorder, ADHD, and learning disabilities. Neurodivergent students are enrolling in post-secondary education at increasing rates. This [paper](#) examines the strengths of neurodivergent students in a post-secondary school setting. It examines the barriers faced by neurodivergent students in post-secondary education including: transition, mental health concerns, social and communication struggles, accommodation barriers, and academic concerns. Current literature related to strategies for supporting neurodivergent students is reviewed, including transition programs, mentor programs, accommodations, and skills training. Finally, recommendations are given for supporting neurodivergent students in the post-secondary educational environment.¹⁹ The following information has been lifted directly from the paper - it is a fascinating read.

As the number of neurodivergent students who pursue post-secondary education continues to increase, how can university faculty and staff help neurodivergent students address the challenges these students face and provide supports to improve academic success to a level on par with their neurotypical peers? What changes will faculty, academic staff, and other professionals who work with neurodivergent students need to make to meet the diverse needs of neurodivergent students?

Research for this paper was conducted between September 2020 and March 2021 with the University of Wisconsin – Platteville's Karmann Library search engine. Resources were limited to scholarly, peer-reviewed articles published primarily within the last seven years. A few older references were cited to provide context.

¹⁹ Beyond Accommodations: Considerations for Supporting and Improving Academic Outcomes for Neurodivergent Students in Post-Secondary Education By: Natasha K. Geyer A Seminar Paper Presented to The Graduate Faculty University of Wisconsin-Platteville

While students with learning disabilities enrolled in post-secondary institutions at the same rate (67%) as their neurotypical peers, only 41% completed a degree compared to 52% of neurotypical students.²⁰ Students with disabilities were less likely to persist than non-disabled students. This was evidenced by only 24.7% of students with disabilities continuing after their first year in college, while 50.6% drop out by their third year.²¹ When compared with neurotypical peers, students with ADHD tended to have lower GPAs, took longer to complete their degrees, and had lower graduation rates.²² As neurodivergent students have entered higher-education at increasing rates, what barriers are preventing them from achieving the same success rates as their neurotypical peers?

In order to be successful in higher education, students need to transition from secondary education to post-secondary education. However, neurodivergent students often struggled with the transition from a structured high school environment to a less structured, more socially complex post-secondary environment. Factors that contributed to poor outcomes for adults with ASD included the fact that services readily available to K-12 students are often no longer available post-graduation. As a result, many capable adults with ASD spend time in solitary unstructured activities while in college.²³ College has frequently been the first-time students on the Autism Spectrum have been accountable for knowing their rights, requesting accommodations, educating others about their disability, and communicating their needs to others.²⁴ Fifty-six percent of students on the Autism Spectrum said they thought about withdrawing or taking a break from school. These struggles could be related to the lack of confidence students felt in dealing with future challenges and motivational struggles. Additionally, 35% of students with ASD reported they did not feel confident coping with future challenges, where only 7% of neurotypical students indicated a lack of confidence in their ability to cope with future challenges.²⁵

As neurodiverse students often do not actively participate in transition planning, they are more likely to struggle with self-determination. Self-determination components included independence, self-advocacy, self-efficacy, and self-management. Research has shown self-determination as a key predictor for successfully transitioning to adulthood in both neurotypical and neurodivergent students (Hotez et al, 2018). Understanding one's disability, including strengths and weaknesses, has been found to be critical to self determination.²⁶ Students who did not exhibit self-determination behaviors, also frequently

²⁰ Showers, A. H., & Kinsman, J.W. (2017). Factors that contribute to college success for students with learning disabilities. *Learning Disability Quarterly*, 40(2), 81-90.

²¹ Showers, A. H., & Kinsman, J.W. (2017). Factors that contribute to college success for students with learning disabilities. *Learning Disability Quarterly*, 40(2), 81-90.

²² Elias, R., & White, S.W. (2018). Autism goes to college: understanding the needs of a student population on the rise. *Journal of Autism and Developmental Disorders* 48(3), 732-746.

²³ Gillespie-Lynch, K., Bubltz, D., Donachie, A., Wong, V., Brooks, P.J., & D'Onofrio, J. (2017). "For a long time our voices have been hushed": using student perspectives to develop supports for neurodiverse college students. *Frontiers in Psychology*, 8(544).

²⁴ Hotez, E., Shane-Simpson, C., Obeid, R. DeNigris, D. Siller, M. Costikas, C. Pickens, J., Massa, A. Giannola, M., D'Onofrio, J., & Gillespie-Lynch, K. (2018). Designing a summer transition program for incoming and current college students on the autism spectrum: a participatory approach. *Frontiers in Psychology*, 9.

²⁵ Gurbuz, E., Hanley, M., & Riby, D.M. (2019). University students with autism: the social and academic experiences of university in the UK. *Journal of Autism and Developmental Disorders*, 49(2).

²⁶ White, S.W., Elias, R., Capriola-Hall, N.N., Smith, I.C., Conner, C.M., & Asselin, S.B. (2017). Development of a college transition and support programs for students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(10).

overestimated their abilities due to poor self-realization. These students, therefore, had not requested accommodations or used their self-advocacy skills until they experienced failure in college.²⁷

Researchers have found many neurodivergent college students delay self-disclosing and requesting services and accommodations. Thirty-seven percent of college students who were identified on the Autism Spectrum in high school did not disclose their disability to their college. Neurodivergent students have not reached out for help unless a major problem happened.²⁸ In a study interviewing 118 adults with ASD who were attending, had attended, or were eligible for post-secondary education, participants typically disclosed their ASD diagnosis in an academic setting only as necessary to receive formal accommodations from their school.²⁹ Most participants waited to disclose their ASD diagnosis until circumstances brought the issue to the surface. The participants tended to be guarded with their professors, typically revealing only as much information as necessary to receive specific accommodations. Several of the participants indicated the only person who knew their diagnosis was the disability student services (DSS) staff who coordinated their accommodations (Cox et al., 2017).

Disability identity development has paralleled theories of sexual identity development, as both are aspects of identity that can remain hidden from the outside world. Individuals have found they can choose to conceal this part of their identity and pass as members of the dominant group (Cox et al., 2017). Comments from participants in this study showed an internal tension related to how ASD impacted their sense of identity. Decisions about whether to disclose their neurodivergence or seek accommodations were manifestations of internal identity development. Students who received an ASD diagnosis early in life and who incorporated autism in their identity, showed greater comfort with themselves and a more positive sense of identity. Students who had not yet incorporated autism into their identity, were much more negative and routinely used negative language such as “cross-wired”, “something wrong with me”, or “abnormal” when describing themselves. Negative language has been reflective of the deficit-based model of autism, where individuals on the Autism Spectrum are viewed as flawed or deficient. It also reflects the assumption that disability has been binary in which an individual is either disabled or normal. Cox et al., (2017) saw that participants in the study showed a noticeable tension between their efforts to publicly pass as neurotypical and privately embrace neurodivergence as part of their identities.

Many students with ASD reported that their professors and peers did not understand or accept student’s ASD and this led to social isolation for them. Adults with ASD who reported that others did not accept their ASD, also reported high rates of depression and increased likelihood to display camouflaging behavior. The struggle to appear “normal” can lead to increased anxiety and social isolation for neurodivergent individuals. A small number of neurodivergent students mentioned that due to high academic grades their difficulties and social challenges were underestimated or overlooked.

²⁷ Farmer, J.L., Allsopp, D.H., & Ferron, J.M. (2014). Impact of the personal strengths program on self-determination levels of college students with LD and/or ADHD. *Learning Disability Quarterly*, 38(3), 145–159.

²⁸ Gillespie-Lynch, K., Bublitz, D., Donachie, A., Wong, V., Brooks, P.J., & D’Onofrio, J. (2017). “For a long time our voices have been hushed”: using student perspectives to develop supports for neurodiverse college students. *Frontiers in Psychology*, 8(544).

²⁹ Cox, B.E., Thompson, K., Anderson, A., Mintz, A., Locks, T., Morgan, L., Edelstein, J., & Wolz, A. (2017). College experiences for students with autism spectrum disorder: personal identity, public disclosure, and institutional support. *Journal of College Student Development*, 58(1) 71-87.

Essential life skills for college students include time management, strategic organization, stress management, and emotional health. These skills can pose significant challenges for neurodivergent students.³⁰ Academic challenges reported by neurodivergent students included: complete absorption in one class at the expense of the others (31%), inability to self-pace (8%), and frustration with faculty lack of clear instructions and expectations (27%). Twelve percent of students on the Autism spectrum reported struggling with perfectionism. Therefore, students often vacillated from feelings of success to failure and reported struggling to know whether their work was good enough. Additional challenges reported by neurodivergent students included struggling with group work, time management, organization processing speed, inattention, and motivation.³¹

Some students with ASD struggle with executive functioning skills such as goal setting, sequencing, organizing, prioritizing, and self-monitoring.³² Students, and parents of students with ASD, both indicated student's poor organizational skills negatively impacted academics.³³ Parents of students with ADHD noted the main difficulty for their children was instrumental independence including organization, problem-solving, and time management.³⁴ Additionally, neurodivergent individuals experienced self-regulation deficits which can contribute to inflexibility, poor impulse control, poor time management, lack of motivation, or impaired goal directed behavior.³⁵

Reinschmeidt and colleagues³⁶ surveyed 116 students receiving disability-related services at a midwestern university in the United States. Students rated the following accommodations the highest including: assistive technology, testing accommodations, text conversion services, reader/scribe/interpreter, and assistive listening technology with the highest satisfaction scores. The following accommodations received the lowest satisfaction scores: academic advising and counseling, assignment extensions or modifications, taped lectures, academic accommodation planning, tutorial support/one-on-one assistance, and classroom accommodations. Many of these accommodations actually occurred outside the DSS office and were referrals to a third party who administered the services to the students with disabilities.

³⁰ Kreider, C.M., Medina, S., Lan, M.-F., Wu, C.-Y., Percival, S.S., Byrd, C.E., Delislie, A., Schoenfelder, D., & Mann, W.C. (2018). Beyond academics: a model for simultaneously advancing campus-based supports for learning disabilities, STEM students' skills for self-regulation, and mentors' knowledge for co-regulating and guiding. *Frontiers in Psychology*, 9.

³¹ Gurbuz, E., Hanley, M., & Riby, D.M. (2019). University students with autism: the social and academic experiences of university in the UK. *Journal of Autism and Developmental Disorders*, 49(2).

³² Jackson, L.G., Duffy, M.L., Brady, M.P., & McCormick, J. (2018). Effects of learning strategy training on the writing performance of college students with Asperger's syndrome. *Journal of Autism and Developmental Disorders*, 48, 708-721.

³³ Cai, R.Y., & Richdale, A.L., (2015). Educational experiences and needs of higher education students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 46(1), 31-41.

³⁴ Elias, R., & White, S.W. (2018). Autism goes to college: understanding the needs of a student population on the rise. *Journal of Autism and Developmental Disorders* 48(3), 732-746.

³⁵ White, S.W., Elias, R., Capriola-Hall, N.N., Smith, I.C., Conner, C.M., & Asselin, S.B. (2017). Development of a college transition and support programs for students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(10).

³⁶ Reinschmiedt, H.J., Sprong, M.E., Dallas, B., Buono, F. D., & Upton, T.D. (2013). Postsecondary students with disabilities receiving accommodations: a survey of satisfaction & subjective well-being. *Journal of Rehabilitation*, 79(3), 3-10.

Evidence has suggested that deficits in study skills and strategies among neurodivergent students negatively impact performance in post-secondary education due to struggles with executive function skills, social communication, and understanding abstract concepts. Research indicated that neurodivergent students needed explicit, not implied instruction. Students also benefited from instruction that offered cues and supported memory skills. Specifically-taught writing strategies provided a format for neurodivergent students to plan and organize written work while learning strategies provided structure for writing, task cues, and generalizability.³⁷

Students with ASD reported that structure, concrete instructions, and smaller sequenced assignments were beneficial to their academic success.³⁸ Many students with ASD reported that they attempted to get rid of structure in their personal life, to train themselves to handle unexpected events³⁹ however this was not particularly effective for them.

Neurodivergent students often relied on the informal support of their peer group and friends to ask questions and receive explanations while others utilized informal study groups. Students reported that informal support networks were the most effective means of support.⁴⁰ Neurodivergent students indicated a need for friendship and relationships. They stated that it was important to have a social network to feel as though they belonged. They reported they often developed scripts from observations of social interactions and employed them to react appropriately in various situations. Students used distractions, leisure activities, and exploring interests as strategies for managing anxiety and stress.

So what are some things we can do to improve equity and inclusion for our neurodiverse students? The following is lifted from <https://core.ac.uk/download/pdf/288376764.pdf>. The boldface emphasis is mine.

Neurodiverse students often experience visual stress when reading. Wilkins⁴¹ defined visual stress as the inability to see comfortably without distortion and discomfort. It affects approximately 12% of the general population but around 65% of people with dyslexia⁴². The result is that the text may appear to move around or appear to fall off the end of the page, making it difficult to access the material. However, there are a number of ways in which material can be presented in order to minimize visual stress. Such ways include **changing the color of the background or the font, altering the font size or font to a sans-serif font that is easier to read, increasing the line spacing and not justifying text which causes irregularity in the gaps between words**. The exact specification of these factors will vary from student to student and be an individual preference. For example, one student may have a blue color preference,

³⁷ Jackson, S.L.J., Hart, L. Thierfeld Brown, J., & Voklmar, F.R. (2017). Brief report: self-reported academic, social, and mental health experiences, of post-secondary students with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 48(3), 643-650.

³⁸ Gurbuz, E., Hanley, M., & Riby, D.M. (2019). University students with autism: the social and academic experiences of university in the UK. *Journal of Autism and Developmental Disorders*, 49(2).

³⁹ Van Hees, V., Moyson, T. & Roeyers, H. (2014). Higher education experiences of students with autism spectrum disorder: challenges, benefits and support needs. *Journal of Autism and Developmental Disorders*, 45(6), 1673-1688.

⁴⁰ Couzens, D., Poed, S., Kataoka, M., Brandon, A., Hartley, J., & Keen, D. (2015). Support for students with hidden disabilities in universities: a case study. *International Journal of Disability, Development and Education*, 62(1), 24-41.

⁴¹ Wilkins, A.J. (1995) *Visual Stress*. Oxford, UK: Oxford University Press.

⁴² Evans, B. (2002) *Dyslexia & Vision*. London, UK: Whurr.

experiencing less visual stress when using a blue overlay or blue background. A second student may find that green gives the same effect for them.

It is therefore important that electronic versions of **all notes and handouts are made available to students and not as pdf documents**. Pdfs create a barrier to making documents more accessible, particularly in terms of the ability to manipulate those features that help to reduce visual stress.

The organization of the content of notes can also provide greater accessibility. Neurodiverse students need a well-defined structure with a logical flow through the material. **It is important that diagrams, tables, and charts are placed in the correct position in relation to the words in the text that link to the diagram and should be clearly labeled.** Furthermore, if the notes are organized into manageable parts, they become more accessible to students with reading and processing issues. **The use of a bullet point format is useful.** Appropriate headings create greater clarity too. Such features enable the dyslexic or dyspraxic student to access the material more easily and also aid an AD(H)D student to focus their attention and aid concentration. The headings could be, for example, Definition, Theorem, Proof, Explanation, Limitations, Key Points and Worked Example.

The **notes should always give clear definitions of all notation and terms used.** Providing a separate list is particularly useful as a reference point for the neurodiverse student who may experience issues with working memory and need to more frequently check the meaning of each variable used. **The provision of full notes that can be transformed into an accessible format ahead of lectures for the neurodiverse student is therefore an essential requirement.**

Another essential aspect to consider is the degree to which lectures are accessible to neurodiverse students. In the same way that notes allow the student to prepare, **it is important for the neurodiverse student to know what the prerequisite mathematics is so that they can recap these aspects.** Retrieval of information from previous modules or from earlier in the current course may be an issue for some dyslexic and dyspraxic students who are likely to have issues with memory. By providing the opportunity to revise the required topics, the student will be more fully prepared. It is further recommended that **in-built and frequent recaps will enable the student to fully assimilate material.**

Clear and unambiguous lectures are supportive for neurodiverse students, particularly for ASD students, who prefer “clarity, predictability, logical explanations and tangible expectations.”⁴³ This is because they “contribute to security and underpin conditions for success.” Indeed such factors may be considered intrinsic to the subject of mathematics itself, although in practice, the teaching may not always concur.

A statement or slide at the beginning outlining the order of what is to follow is helpful as is a summary of the main points at the end. Further, the use of color can greatly enhance the lecture, enabling the neurodiverse student to bring together those aspects that are similar. For example, **coding the same variable in the same color whenever it is met or using a color for a frequently repeating**

⁴³ Martin, N., Beardon, L., Hodge, N., Goodley, D. & Madriaga, M. (2008) ‘Towards an inclusive environment for university students who have Asperger syndrome (AS)’, *The Journal of Inclusive Practice in Further and Higher Education*, 1(1), pp3-14.

equation or step can be helpful. The use of color needs to be consistent throughout the module. Again, this will ease the load on the working memory for neurodiverse students.

In addition, the **provision of a module or course glossary containing all new technical words together with their definitions, the notation used and its definition (particularly Greek characters) is good practice:** for example the frequency, amplitude and period of a wave with its associated variable. Reducing the burden and the anxiety of having to recall this information will free-up working memory since anxieties deplete working memory resources⁴⁴. This will then contribute to the student achieving their potential.

Alongside the lectures, the module is likely to have a recommended course textbook. Given the issues some neurodiverse students experience with reading, **it is important that the chosen text not only fulfills the mathematical requirements but also presents a clear layout.** It is often the case that mathematical textbooks intersperse text with non-text, both algebraic notation and calculations. Diagrams are frequently positioned out of sequence, perhaps on another page and have their own individual subtext in italic, smaller or different font. It is this irregularity that makes it difficult for the dyslexic student to access the material⁴⁵.

All too often, coursework for mathematics modules is a class test akin to a mini examination or a **computer assistive assessment.** The latter, and sometimes the former, are marked solely on the accuracy of the answer submitted. These forms of assessment **are likely to disadvantage neurodiverse students.** In transferring from one medium to another, such as from the calculator to the test paper or screen, a dyslexic or dyspraxic student may struggle to copy correctly or may reverse digits⁴⁶. For AD(H)D students, Colley⁴⁷ commented “because focusing on a selected task will be hard, they will tend to make so-called ‘careless’ mistakes”.

The main assessment tool remains the examination⁴⁸. It is pertinent to consider how far currently set papers reflect the intended learning outcomes of the module and how far they enable neurodiverse students to display their true mathematical ability. **Learning by rote and recall from memory are precisely those areas in which neurodiverse students are known to struggle.** In addition, many dyslexic students find it **difficult to answer questions due to the wordiness of the context in which the mathematics is embedded.** Such questions are more frequent in statistics and probability modules. Often the context contains irrelevant or spurious information that simply increases the load on the dyslexic reader. For an AD(H)D student, such irrelevancies can act as internal stimuli that are a distraction resulting in loss of focus (Colley, 2009).

⁴⁴ Beilock S.L. (2008) ‘Math performance in stressful situations’, *Current Directions in Psychological Science*, 17, pp 339 – 343.

⁴⁵ Henderson, A. (2012) *Dyslexia, Dyscalculia and Mathematics: A practical guide*. London, UK: Routledge.

⁴⁶ Trott, C. (2003) ‘Mathematics Support for Dyslexic Students’, in Lawson, D.A., Croft, A.C., & Halpin, M. *Good Practice in the Provision of Mathematics Support Centres* (2nd edition). Birmingham, UK: Maths, Stats & OR Network, pp22-28.

⁴⁷ Colley, M. (2009) ‘Attention Deficit (Hyperactivity) Disorder – AD(H)D’, in Pollak, D. (Ed.) *Neurodiversity in Higher Education: Positive Responses to Specific Learning Differences*. Chichester, UK: Wiley and Sons, pp 169-194.

⁴⁸ Iannone, P. & Simpson, A. (2012) *Mapping University Mathematics Assessment Practices*. Birmingham, UK: National HE STEM Programme and Maths, Stats & OR Network.

Clear instructions regarding coursework are essential. Setting and hand-in dates should be clearly stated and adhered to. Martin⁴⁹, referring to ASD, comments “specificity regarding assignments may need to **include detailed instruction about the process, as well as the desired outcome. Lack of clarity can cause anxiety**”. However, in contrast, Colley⁵⁰ noted that **some AD(H)D students may prefer examinations to coursework**, which they may struggle to prioritize and organize in order to hit deadlines.

Good feedback is also essential. The neurodiverse student may well become frustrated by a single grade or mark, without explanation. Good feedback should enable students to understand why a mark has been given and how to improve on this in future work. For a large class, it could be made clear to all students that such feedback can be given if requested. Furthermore, **for some students, reading the information provided can be difficult and it is suggested that an audio recording supplement the written feedback.**

From the points raised, a checklist has been formed. These can be addressed at both the individual and the departmental level. When using the checklist, try to focus on each point and consider how far this aspect of good practice is currently achieved and what measures could be put in place to make the environment more inclusive for the neurodiverse student.

Notes: Do you ...	Yes	No
Provide full notes?		
Offer alternative routes/solutions where possible?		
Provide electronically available notes/handouts?		
Provide accessible format, for example not pdf?		
Give well-structured and logical notes?		
Have clearly labeled diagrams in the correct position?		
Use bullet points where possible?		
Use clear headings throughout?		
Provide definitions of all notation and terms used?		

⁴⁹ Martin, N. (2009) ‘Asperger’s syndrome: empathy is a two-way street’, in Pollak, D. (Ed.) Neurodiversity in Higher Education: Positive Responses to Specific Learning Differences. Chichester, UK: Wiley and Sons, pp149-168.

⁵⁰ Colley, M. (2009) ‘Attention Deficit (Hyperactivity) Disorder – AD(H)D’, in Pollak, D. (Ed.) Neurodiversity in Higher Education: Positive Responses to Specific Learning Differences. Chichester, UK: Wiley and Sons, pp169-194.

Lectures: Do you ...	Yes	No
Provide a list of prerequisite mathematics?		
Build in frequent recaps?		
Use real and practical scenarios where possible?		
Employ non-linear mind-maps or similar?		
Have video recordings of lectures?		
State the aims and summarize key points?		
Use consistent color where possible?		
Provide a glossary of all notation and terms used?		
Recommend a textbook with a clear layout?		

Assessments: Do you ...	Yes	No
Give due weighting to coursework other than tests/examinations?		
Not use answer only coursework?		
Write exam papers so that rote recall is not required?		
Consider the 'wordiness' of questions?		
Give clear instructions for coursework, including hand-in?		
Provide feedback as an audio recording when requested?		
Offer a range of assessments to demonstrate ability?		
Try to remove barriers to group work for neurodiverse students?		

Departmental Provision: Do you ...	Yes	No
Prioritize reading lists?		
Have a departmental guide to your section of the library?		
Have departmental exemplars to guide essay-style work?		
Have a departmental calculator policy with advice for dyslexic learners?		

Have a departmental policy to ensure notation consistency?		
Provide departmental initiatives to aid the transition to higher education?		
Have a designated departmental disability coordinator?		

Representation Matters

While we are all familiar with the dispute between Leibniz and Newton on who is the founder of calculus, we will never know how many enslaved people had their intellectual property co opted by their enslaver⁵¹⁵². Or how many women have been sidelined or had their contributions minimized or ignored⁵³⁵⁴. According to a blog post by the American Mathematical Society from March of 2017,⁵⁵ it is important to expose our students to a variety of people in STEM fields.

Who are the mathematicians and people in STEM that you tell your students about? Are they white, male, and introverted? These common stereotypes make students who do not identify with such qualities feel they do not belong in STEM. Diversify your students' image of STEM professionals by highlighting people who do not fit the typical stereotype. Describe STEM professionals as multidimensional individuals with struggles, hobbies, and families. Communicating short biographies to students and showing students pictures of STEM professionals from underrepresented groups are great ways to do this.

If students are able to see the people in STEM as genuine individuals, they are more able to identify with them and see themselves in a STEM career. For resources to increase your own exposure to individuals in the mathematics community and related fields, consider looking through books and websites that highlight important contributions from women or individuals from underrepresented groups in STEM. For example, check out the [Mathematically Gifted and Black website](#), articles such as [Lathisms: Latin@s and Hispanics in Mathematical Sciences](#) and [The Black Female Mathematicians Who Sent Astronauts to Space](#), or books such as [Change is Possible: Stories of Women and Minorities in Mathematics](#) by Patricia Kenschaft or [Women Becoming Mathematicians: Creating a Professional Identity in Post-World War II America](#) by Margaret A. M. Murray.

Communicate stories of STEM professionals to students while engaging in contributions the individuals have made. For example, in a calculus course, consider discussing with students the mathematics related to the curve known as the “Witch of Agnesi” (a mistranslation from averisera meaning “turned sine curve”). This curve was studied in the calculus textbook *Analytical Institutions* written by the Italian

⁵¹

<https://www.smithsonianmag.com/innovation/with-patents-or-without-black-inventors-resaped-american-industry-180962201/#:~:text=Slaves%20inventions%20exploited%20by%20owners&text=Slave%20owners%20often%20to ok%20credit,attempted%20to%20patent%20the%20invention.>

⁵² <https://www.blackenterprise.com/black-history-month-inventions-black-slaves-denied-patents/>

⁵³ <https://www.theguardian.com/science/2018/oct/07/five-women-the-nobel-prize-missed>

⁵⁴ <https://www.nationalgeographic.com/culture/article/130519-women-scientists-overlooked-dna-history-science>

⁵⁵

<https://blogs.ams.org/matheducation/2017/03/06/six-ways-mathematics-instructors-can-support-diversity-and-inclusion/>

mathematician Maria Gaetana Agnesi (1718-1799). Agnesi published this text at the age of thirty; she began writing the book at age twenty, originally writing the text as a resource for her brothers.

Assessing Your Content For Equity and Inclusion

I couldn't find something related specifically to math or even generally to STEM but Elizabeth Holmer was kind enough to share a tool that she uses over in the HP side of our division.

The following checklist is a modified version of the one presented for health professions courses from Northwestern Medicine⁵⁶ which, in turn, is a modification of the work done by Amy E. Caruso Brown in a webinar.⁵⁷ The following questions can encourage reflection on how race, gender, and other socioeconomic factors are represented in your content. Please consider whether one or more indicators (race, gender, age, etc.) is discussed in your educational content (this should include photos).

This checklist can be used to evaluate a variety of teaching content including (but not limited to) lecture slides, learning guides, clinical vignettes, multiple-choice questions, case-based learning materials and standardized patient encounter scripts.

Remember that learners can recognize patterns of bias that a single lecturer or facilitator may not appreciate. When reviewing the details of a case study or vignette, we recommend thinking about how it would affect learners if every patient with that condition was presented as being a particular race, ethnicity, sexual orientation, etc.

The factors addressed below are often associated with marginalization and inequality in healthcare, access to care and health outcomes. Additionally, in our efforts to create an inclusive environment, we strive to avoid burdening or marginalizing our students and educators who may personally face the lasting impact of these indicators.

Race or Ethnicity

Does the content include any mention of race or ethnicity?

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Teaching the practice of race “correction” for highly variable physiological measures such as spirometry values and glomerular filtration rate, based on outdated studies, neglecting intrinsic variation within racial groups
- Presenting associations between race and disease incidence without context
- Showing two photos side-by-side during an obesity lecture: one depicting a family comprised of thin white individuals sitting down to a healthy dinner and one depicting a family of overweight black individuals sitting in front of fast food

⁵⁶ <https://www.feinberg.northwestern.edu/md-education/learning-environment/checklist.html>

⁵⁷ <https://sdoeducation.org/community-hub/de-biasing-medical-education-a-checklist-methodology/>

- Consistently showing images of black individuals when addressing diabetes or obesity
 - Assuming Latinx patients are undocumented immigrants / migrant workers
 - Stating or implying that all patients from a particular culture participate in certain practices or reject certain medical interventions (e.g., “Muslim women are not permitted to be examined by male physicians”)
 - Any comment about race or ethnicity that is meant to elicit laughter
-

Are explicit biological differences between racial or ethnic groups stated?

Here are some suggestions to consider regarding the stated biological differences

- Consider whether this is essential information
 - Verify that this is scientifically accurate, based on the most current research and that you are presenting the science behind the differences
 - If social/structural determinants of health also contribute to the difference, say so
 - Assure that students understand racial groups are not biological constructs
 - If the rationale for inclusion is that it is a cue for the correct answer on multiple-choice tests, make that clear (Note: evidence suggests that excessive reliance on quick associations between patient characteristics and diseases leads to misdiagnosis)
-

Are biological differences between racial or ethnic groups implied?

Here are some suggestions to consider regarding the implied biological differences:

- Consider whether this is essential information; if so, state it explicitly
- Provide context so that students understand the role of social/structural determinants of health in contributing to differences

Visual Images**Was consent obtained for use of these images?**

If consent was not given to use the image, we recommend changing the content.

Does the image add something important to the lecture?

If the image does not add something important, we recommend removing the image to minimize the possibility of bias.

Could the image suggest stereotypes or promote bias?

If the image could suggest stereotypes or promote bias, we recommend removing the image to reduce the impact of those stereotypes and bias on the students.

Be particularly cautious with cartoons and other images that are meant to be comical, as well as with images that are de-identified in some way (headless, eyes covered with black bars-these may imply that the person photographed should be ashamed of being identified and the latter are ineffective).

Were the people depicted in the images racially and ethnically diverse?

If not and your training includes such content, the task force advises that you consider changing or removing that content.

If using images of physical findings, do they represent the full spectrum of skin tones or other physical features?

If multiple images or images of physical findings will be used, it is important that the images be more representative of the full spectrum of racial and ethnic groups be used.

Clinical Vignettes**Does the content include one or more clinical vignettes or other anecdotes about patients or healthcare providers?**

If the patients and healthcare providers are identified by race or ethnicity, sex or gender sexual orientation, educational background or socioeconomic status, identifiable disability or age, consider if these indicators are relevant to the vignette.

Sex and Gender

Are all sexes, genders, and/or sexual orientations appropriately represented in the content?**If biological sex is presented in a binary fashion, is this appropriate?****Is gender presented as part of a spectrum, rather than a binary concept?****If healthcare professionals are mentioned (e.g., in the context of a vignette), is the physician always a “he”? Is the nurse, social worker, etc. always a “she”?****Could the content be perceived as promoting stereotypes, bias, shame or stigma?**

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Pediatric vignettes in which patients are invariably accompanied by a mother (never a father, two fathers, two mothers, grandparents, etc.) or only involve nuclear families with heterosexual, married parents and biological offspring
- Including maternal age as a risk factor for diseases/conditions while failing to list other risk factors that are epidemiologically more important
- Disproportionate course content/contact hours devoted to conditions that impact men more than women (e.g., time spent in pharmacology on drugs for erectile dysfunction vs. time spent on contraceptives)

- Teaching students that intersex patients are really male or female, once diagnosed properly
 - Failure to use preferred pronouns for gender-nonconforming patients in clinical vignettes
 - Conflating gender identity with sexual orientation
 - Using language in clinical vignettes or discussions of history-taking such as “The patient admitted to having sex.”
 - Teaching students to take a sexual history that does not account for the full spectrum of sexual identities and encourages categorization
 - Teaching students to label sexual identities and behaviors as “high-risk”
 - Any comment about biological sex, gender, or sexual orientation that is meant to elicit laughter
-

Sexuality, Sexual Behavior and Sexual Orientation

Does the content include any mention of sexual behavior, sexuality or sexual orientation?

Examples of content that promotes shame, bias, stereotype or stigma include:

- Using language in clinical vignettes or discussions of history-taking such as "The patient ADMITTED to having sex."
 - Teaching students to take a sexual history that does not account for the full spectrum of sexual identities and encourages categorization
 - Teaching students to label sexual identities and behaviors as "high-risk"
 - Using value-laden terms like "prostitute" instead of the more neutral "sex worker"
 - Any comment about this subject that is meant to elicit laughter
-

Is the spectrum of sexual orientation represented in the content?

It is important to represent the full spectrum of spectrum of sexual orientation.

Disability

Does the content include any mention of disability?

Examples of content that promotes shame, bias, stereotype or stigma include:

- Failing to recognize that most people with disabilities regard their quality of life as comparable to those without disabilities
- Assuming that people with disabilities' quality of life is not comparable to those without disabilities
- Assuming that preventive health is not as important to patients with disabilities
- Any comment about this subject that is meant to elicit laughter

Although we recognize that there are differences of opinion within different communities and the field of disability rights, we recommend that educators without personal experience and/or expertise use person-first language.

Mental Illness and Substance Use

Does the content include any mention of mental illness or substance use?

Examples of content that promotes shame, bias, stereotype or stigma include:

- Implying that mentally ill patients are violent/dangerous
 - Undermining the dignity of people with mental health issues by not recognizing how some might value "neurodiversity" as well as wishing treatment for symptoms that cause suffering
 - Using language of personal responsibility / self-control to discuss addiction, rather than treating it as a disease
 - Referring to patients as "addicts"
 - Any comment about this subject that is meant to elicit laughter
-

Weight**Could the content be perceived as promoting stereotypes, bias, shame or stigma?**

Avoid including content that assumes or implies a linear or straightforward relationship between weight and health.

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Vignettes that describe overweight and obese patients as “noncompliant”
 - Emphasizing personal responsibility in discussions of obesity at the expense of important genetic/epigenetic, social and structural risk factors
 - Assuming that all overweight and obese are unhealthy, when it is much more complicated biologically
 - Any comment about this subject that is meant to elicit laughter
-

Immigration Status**Could the content be perceived as promoting stereotypes, bias, shame or stigma?**

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Focusing only on language barriers in clinical encounters between physicians and patients who are immigrants (assumes immigrants never speak English and neglects other important features)
 - Assuming or implying that certain populations are undocumented immigrants/migrant workers
 - Any comment about any of the above that is meant to elicit laughter
-

Poverty**Could the content be perceived as promoting stereotypes, bias, shame or stigma?**

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Presenting race as a risk factor for disease occurrence or outcome without explaining the role of poverty, access to healthcare, etc.

- Presenting poor people as lazy or lacking in character
 - Any comment about poverty that is meant to elicit laughter
-

Age

Could the content be perceived as promoting stereotypes, bias, shame or stigma?

Here are some examples of statements that may promote stereotypes, bias, shame and stigma:

- Focusing only on declining health/quality of life and need for advance directives/limitations of care; ignoring positive portrayals of aging and geriatric care
- Neglecting consideration of sexual health at all ages
- Any comment about weight that is meant to elicit laughter

Religion

Could the content be perceived as promoting stereotypes, bias, shame or stigma?

Examples of content that promotes shame, bias, stereotype or stigma include:

- Mocking particular religious beliefs, especially those that are considered "outside" of the mainstream
 - Presenting all deeply religious patients as rejecting mainstream medicine
 - Treating religious objections to certain types of medical intervention as more worthy of consideration than other personal beliefs
 - Any other comment about this subject that is meant to elicit laughter
-

Does that content assume that religious groups are monolithic and present their beliefs as such?

Example include suggesting that:

- All Muslim women refuse to see male providers
- All Amish families want to consult their community elders prior to making a major medical decision
- Catholic patients never use contraception

Please use caution in this area and avoid treating religious groups as monolithic; most patients interpret their religious faith or lack thereof in ways unique to them and their families.

Prisoners

Does the content include any discussion of incarceration or of the special healthcare needs of prisoners?

Examples of content that promotes shame, bias, stereotype or stigma include:

- Implying that prisoners are less deserving of healthcare than others
- Assuming the guilt of all those charged with crimes or incarcerated

Building Your Syllabus and Day One of Class

The following is taken from <http://cue-equitytools.usc.edu/section-2/1#section-2-intro>

Why focus on syllabi? The syllabus is a key feature of every academic course. It serves multiple purposes. Often, syllabi are seen as contracts between students and the instructor and as a record of what courses cover and how student outcomes and performance are evaluated for accountability purposes. However, syllabi are also learning tools that can help students develop effective learning practices and strategies, as well as communication devices that share how teaching will be approached. While syllabi do not document what actually happens in the classroom, they serve varied purposes, making them rich sources of information about teaching as a practice.

Equity-mindedness is a way of thinking that enables equity. Three components of equity-mindedness include

- Race-consciousness
 - Notice, name, and question patterns of inequitable outcomes among students from minoritized groups.
 - Contextualize inequitable outcomes in light of historical exclusion, discrimination, and educational apartheid.
- Assuming responsibility for the elimination of inequality
 - View inequities in student achievement, not as unfortunate and expected, but as the product of taken-for-granted practices and policies, inadequate knowledge, a lack of cultural know-how, and the absence of institutional support.
 - Challenge and reorient conversations that solely blame students from minoritized groups for their lack of success (a deficit-minded approach). This includes addressing explanations that rely on racial stereotypes or biases to justify or disregard
- Being data-oriented
 - Regularly collect and review data disaggregated by race/ethnicity to identify day-to-day policies and practices that are producing racialized outcomes.
 - Conduct race-conscious classroom inquiry (like observations and syllabi reviews) to identify opportunities to better support equity.

Equity-minded practitioners are willing to take responsibility for the success of students from minoritized groups and critically assess their own beliefs and practices. Claiming not to ‘see race’, denying students’ racialized experiences, and saying that classrooms have no racial salience are actions that demonstrate a lack of equity-minded competence and undermine goals towards equity.

Who Does Your Syllabi Serve?⁵⁸

Let’s explore one of your own syllabi with a proportional assessment of who - among higher education audiences like faculty, students, accreditation agencies, and the administration - your syllabus is currently designed to serve. This section is designed to help you think about who your syllabus is written for and who it’s designed to serve. We’ll reflect on your syllabus, identify how it serves students from minoritized groups and how it could be better leveraged to do so in equity-minded ways.

We start by getting reacquainted with our syllabi.

⁵⁸ <http://cue-equitytools.usc.edu/section-4/1#section-4-intro>

- What are three words or phrases that come to mind when you hear the word syllabus?
- Is the syllabus important to you as an instructor? Why or why not?
- List the courses you are teaching this semester. Which course syllabus will you focus on?
- When did you first create this syllabus, or if you did not create it, where did it originate? When did you first start using it?
- What types of changes have you made to your course syllabus (e.g. layout, content)?
- Think about one or two changes you have made to your syllabus. Why did you make those changes?

Let's consider the question of who your syllabus is written for and who it serves. Syllabi often contain information for a range of higher education audiences.

- The institution can require faculty to include content in their syllabi that meets accreditation standards, makes students aware of institutional policies, and promotes its values and beliefs.
- Academic divisions and departments can require demonstration of departmental values and beliefs and may have their own expectations of what constitutes legitimate instruction, knowledge, and demonstrations of learning, and assert this through hiring and tenure decisions.
- Faculty create (or use existing) syllabi to communicate the structure of their classrooms, including their rules/policies, the relationship they expect to have with students, what they/their academic field deems legitimate knowledge, legitimate students, and legitimate forms of instruction, and what it takes to be a successful student. Students, on the other hand, receive these messages through the syllabi.

Let's deconstruct your syllabus in terms of the different audiences it serves. Read through your syllabus and

1. Write INSTITUTION next to the sections required / expected by your institution.
2. Write DIV/DEP next to the sections required / expected by your department.
3. Write ACADEMIC FIELD next to the sections that demonstrate what's legitimate or valued by your academic field.
4. Write FACULTY next to the sections that share your classroom's rules / policies, the relationship you expect to have with students, and what it takes to be a legitimate student.
5. Write down ideas, ah-ha's, or observations that come as you deconstruct your syllabus.
6. Count the number of sections for each audience type and note the totals.

Were you surprised by the result? Why or why not? What does the number of sections for each audience type suggest about who your syllabus is written for? What did you learn from this part of the syllabus review?

Syllabi Aspiring to Equity-Mindedness⁵⁹

This section is designed to help you identify whether equity-minded practices are present in your syllabus and how they are manifested. The desired outcome is a greater understanding of the intentional (or unintentional) messages your syllabus communicates, particularly from minoritized groups, and (potentially) new equity-minded practices you can experiment with and incorporate into your syllabi.

An equity-minded syllabus intentionally seeks to support students from minoritized groups, welcoming students and creating a classroom culture in which they feel cared for by incorporating the following 5 practices:

1. Creating a partnership in which faculty and students work together to ensure success.
2. Representing a range of racial/ethnic experiences and backgrounds in assignments, readings, and other materials.
3. Deconstructing the presentation of White students as the ‘norm’.
4. Demystifying institutional policies and processes.
5. Validating student’s ability to be successful.

Inquiry into syllabi from an equity lens draws on three equity perspectives that are discussed in detail in Alicia Dowd’s and Estela Bensimon’s *Engaging the ‘race question’: Accountability and equity in US higher education*.⁶⁰ These perspectives are equity as fairness, equity as care, and equity as transformation. Each speaks to an aspect of equity that faculty and other practitioners must adopt if they are to serve students from racially and ethnically minoritized groups in equity-minded ways. Below is a brief description of the equity perspectives and the equity-minded practice(s) described above with which they are associated.

Equity Practice	Definition	Equity-minded Practice
Fairness	Every student has equal right to opportunity and resources that will advance their learning and achievement.	Demystifying
Care	Every student has the right to self-respect in educational settings, to feel cared for by college practitioners, to have their experiences (personal, cultural, and otherwise) affirmed, and to be acknowledged as producers of knowledge.	Welcoming Creating a partnership Validating
Transformation	Minoritized students have the right to learn in educational spaces where their voices are heard and valued, where	Representing Deconstructing

⁵⁹ <http://cue-equitytools.usc.edu/section-5/1#section-5-intro>

⁶⁰ Dowd, A. C., & Bensimon, E. M. (2015). “Enacting justice as care.” In *Engaging the ‘race question’: Accountability and equity in US higher education* (pp. 61-92). New York, NY: Teachers College Press.

	inequities they experience are being actively eliminated, and where their agency to change the conditions that contribute to the inequalities that affect them and their communities is cultivated.	
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Ask the following inquiry questions to see which forms of equity (fairness, care, transformation) are present (conversely, which are absent) and how equity-minded practices (welcoming, creating a partnership, representing, deconstructing, demystifying, validating) are expressed in your syllabus, if at all. The questions are organized by equity perspective and equity-minded practice. They ask whether a particular piece of information or message is already incorporated (to determine presence or absence) and whether it is important to you as a course instructor (to determine its value to your practice). As you work through the questions, feel free to jot down observations, ideas, and ah-ha's as they occur to you.

If you click on the link in the footnote, you will find a sample syllabus from a calc 2 class that is analyzed. I will try to include relevant screenshots to capture what is going on but it would be worth your time to actually visit the CUE syllabus page.



**COMMUNITY
COLLEGE
of AURORA**

Mat 202 310 – Calculus II

James Gray – 303-360-4743 – james.gray@ccaaurora.edu

Mon/Wed – 10:15 am to 12:30 pm – CCLA 309

Welcome to Calculus II – What it Means to Be Successful

Everyone who enrolls in this course has the goal of learning calculus. But there are many other ways that success happens. Success happens when we are the first in our families to go to college because we represent not just ourselves, but also our families. Success happens when we create new identities for ourselves – identities that lie in contrast to the words and actions of others who tell us that we do not belong in college, that we are at-risk, or that we are not capable of learning mathematics. Success happens every time we notice a classmate who needs and advocate or a friend, and we act on their behalf through support, encouragement, and kindness.



“Let us pick up our books and pencils. They are our most powerful weapon.”

—MALALA YOUSAFZAI

The opening paragraph makes a statement: there are many ways of measuring success in a math classroom. With this statement, the instructor is utilizing their syllabus to tell students that, for many, just being in the class on the first day is accomplishing something important. They're representing a range of students - many from minoritized groups - and acknowledging that they may be first-generation college students, may have been previously told they were not capable of learning math, or told they were “at risk” of failing and shouldn't go to college. The instructor is reframing the terms of success to tell students that, just by being in the classroom, they've already overcome, succeeded, and demonstrated that they are capable of success. This introductory paragraph, as a whole, is also deconstructing racialized beliefs that students from minoritized groups are ‘underprepared’ or ‘at risk’. Instead, the instructor is telling their students that they are strong, successful, and capable by overcoming any past biased, discouraging messages, enrolling in college, and taking a math class.

The quote from Malala Yousafzai - and other quotes found later in the syllabus from Cesar Chavez, James Baldwin, John F. Kennedy, and Michelle Obama - represent a range of voices and experiences across minoritized groups and signal that a diverse range of voices and lived experiences are sought and valued in this classroom.

Class Culture and the Learning Process

This class is based on the belief that everyone has the capability to learn calculus. How we act as individuals and as a class will be the key to accomplishing our goals successfully. With this in mind, the class has the following rules.

- » **Treat our time with respect.** We have a short amount of time together, so be ready to learn when class starts. This means come to class early to settle your mind for learning, put your cell phone away, and stay engaged until the class is finished.
- » **Approach your classmates with kindness and encouragement.** Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you are in need of help.
- » **Struggle productively.** My goal is to give you what you need to make an attempt at each homework problem, but I also don't expect that you will always be able to do all of your homework successfully. I want you to work hard, but I also want you to work productively. If you find yourself spending a lot of time without making any progress, contact me. A small bit of direction can make a world of difference.
- » **Learning is a process.** This class is set up so that you do smaller amounts of work over a greater number of days. An hour's worth of learning done over four days will provide more benefit than four hours of work done on a single day. It is my job to provide just the right amount of work and it is your job to do that work in a good faith way.



The instructor adds that success is also achieved when students create a partnership with them (the instructor) and their student peers and collectively show care, encouragement, and support for each other. This expectation of peer-to-peer encouragement and support is important for equity because it acknowledges that the way students treat each other matters, and this is especially true for students from minoritized groups who can face microaggressions, bias, and assumptions of inability from their fellow students. Back to your syllabus.

Equity as Fairness	Already incorporated?	Important?
DEMYSTIFYING: Does your syllabus provide students with information they need to successfully complete the course?		
- What is the course about? (course description)	☐	☐
- What is the aim of the course? (goals and objectives)	☐	☐
- How students can get in touch with you? (contact information, office hours)	☐	☐
- How will the course be taught? (e.g., lecture, group work, student-led discussion)	☐	☐
- When will students be learning specific course topics? (e.g., calendar, timeline)	☐	☐
- What will students be doing? (e.g., assignments, exams)	☐	☐

Equity as Fairness	Already incorporated?	Important?
- How will students' learning be assessed? (grading)	☐	☐
- How can students obtain additional support? (e.g., tutoring, office hours)	☐	☐
- What policies are students are obliged to adhere to? (e.g., policies on grading, accommodations)	☐	☐
- Does it include information on how students can seek help from you, in and out of class?	☐	☐
- Does it include information on how students can seek help from their peers, in and out of class?	☐	☐
- Does it include information on what academic support services are available on campus, and how students can access them?	☐	☐
DEMYSTIFYING: Is the information presented in such a way that a first-time college student can easily make sense of the syllabus?		
- Is the syllabus written clearly, in plain language, with academic jargon kept to a minimum and used only when absolutely necessary?	☐	☐
- Is the information presented in an order and formatted in a way that emphasizes what students need to know in order to maximize their learning and increase the likelihood that they will succeed in the course?	☐	☐
- Are policies of high consequence (e.g., grading, how to make up missed work) written in a transparent and clear manner?	☐	☐

Equity as Care	Already incorporated?	Important?
WELCOMING: Does your syllabus communicate a willingness to create a classroom where students are cared for and valued as learners?		
- Does it convey sensitivity to students' entering skill level, note that aspects of the course can be challenging, and suggest that it is acceptable and beneficial for students to seek help whether or not they are struggling?	☐	☐
- Does it convey your willingness to work individually with students who need extra help?	☐	☐
- Does it limit the use of language that "scolds" students for potential behavioral infractions? (e.g., "Do not use mobile phones in class. Failure to comply will result in loss of class participation points.")	☐	☐
- Does it set ground rules for discussion to ensure respect in the classroom?	☐	☐
- Does it include an anti-discrimination policy?	☐	☐
- Does it suggest that if racist and discriminatory comments and behavior emerge during class or on campus, that you	☐	☐

Equity as Care	Already incorporated?	Important?
will facilitate a discussion where students can talk through the issue?		
CREATING A PARTNERSHIP: Does your syllabus communicate a desire for all students to succeed at a high level and outline how you will work with students for their success?		
- Does it include a statement on what you expect of students as learners and what students can expect of you as an instructor?	☐	☐
- Does it include a statement outlining what you will do to ensure that all students are equal members in the learning community and your commitments to creating an inclusive classroom environment?	☐	☐
- Does it communicate that while your intent as an instructor is to help foster students' success, you need students to help identify the blind spots of your teaching practices?	☐	☐
- Does it convey your willingness to receive feedback from students during the course (e.g., by asking students to complete an anonymous survey mid-way through the term) and to either implement the suggested changes, or provide a compelling reason to students why such a change is not feasible at the moment?	☐	☐
- Does it convey a willingness to use a wide variety of instructional strategies to promote active learning? (e.g., collaborative work, student-led discussion, learning-by-doing activities)	☐	☐
- Does it convey a willingness to use teaching approaches to accommodate diverse learning preferences and language proficiencies?	☐	☐
- Does it convey a willingness to elicit participation in a variety of ways, diminishing the prospect that a small number of student voices will dominate the class?	☐	☐
- Does it communicate respect for students as autonomous, critical, and reflective thinkers?	☐	☐
- Does it state how the instructor and course will help students further develop their capacities as autonomous, critical, and reflective thinkers?	☐	☐
- Does it suggest that students will have the opportunity to decide what they wish to read, study, and/or research?	☐	☐
- Does it communicate the expectation that students play an active role in their success (e.g., they are expected to actively participate and lead in-class discussions and activities), and that they will be supported by a community of peers and faculty?	☐	☐
- Does it suggest that students bear responsibility for the success for the class and the creation of a learning community through active and respectful engagement with their peers and the instructor?	☐	☐
- Does it state how class and course objectives will help students succeed in future courses?	☐	☐

Equity as Care	Already incorporated?	Important?
- Does it suggest that instructors are willing to help students connect class and course objectives with their career goals?	☐	☐
- Does it suggest that instructors are willing to help students connect class and course objectives with their life goals?	☐	☐
VALIDATING: Does your syllabus communicate your belief that all students are expected to succeed?		
- Does it communicate the belief that all students—regardless of their stated intentions—are capable of obtaining their educational goals?	☐	☐
- Does it describe different types of assignments and forms of assessment that give students multiple ways to demonstrate their learning and their strengths?	☐	☐

Equity as Transformation	Already incorporated?	Important?
REPRESENTING: Does your syllabus communicate the value of students' racial/ethnic backgrounds as sources of learning and knowledge?		
- Does it acknowledge that students' learning benefits from deep and rich engagement of the students' racial/ethnic backgrounds and experiences?	☐	☐
- Does it include a statement that recognizes the value of the racial/ethnic backgrounds and experiences that all students bring into the learning environment?	☐	☐
- Does it include readings, activities, and assignments that are culturally relevant and inclusive (e.g., those that incorporate issues of race/ethnicity, as well as gender, language, sexuality, and disability to show diversity of perspectives and lived experiences)?	☐	☐
- Does it include multiple assignments or discussion topics that allow students to share and draw on their experiential knowledge and/or the knowledge of their communities?	☐	☐
- Does it include multiple topics and assignments on the real-world problems and issues facing the communities or cultural groups from which students come?	☐	☐
DECONSTRUCTING: Does your syllabus actively promote awareness and critical examination of students' assumptions, beliefs, and privilege?		
- Does it include readings and assignments that compel students and the instructor to critically examine their assumptions about different racial/ethnic groups?	☐	☐
- Does it include readings and assignments that compel students and the instructor to critically examine the privileges they accrue by virtue of their race/ethnicity (and gender, socioeconomic status, ability status, etc.)?	☐	☐
DECONSTRUCTING: Does your syllabus actively promote awareness and critical examination of dominant norms and broader social inequalities?		
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class	☐	☐

Equity as Transformation	Already incorporated?	Important?
discussions, on persistent issues of racial inequality in education, law, health, and other areas?		
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, on the racialized (and gendered and classed) nature of social institutions?	☐	☐
- Does it suggest that instructors are willing to help students see how class and course objectives will prepare them to contribute to their communities?	☐	☐
- Does it convey the expectation (e.g., through a course goal or objective) that students learn in order to make change in, or for, their communities?	☐	☐

Reflection:

1. Review your responses to the questions. Which of the equity perspectives are generally present? Which are generally absent?
2. Which of the practices for equity-minded syllabi are generally present? Which are generally absent?
3. Imagine you are a student reading your syllabus on the first day of class.
 - a. Do you feel that the instructor is willing to provide opportunities and resources for you to do well in the course, and to gain the knowledge and skills you need to succeed in subsequent courses? Why or why not?
 - b. Do you feel that the instructor assumes that you want to learn and cares for your development as scholars and human beings? Why or why not?
4. Imagine you are a student from a racially/ethnically minoritized group reading your syllabus on the first day of class. Do you feel the instructor and the course speak to your experiences? Why or why not?
5. What did you learn from this part of the syllabus review?
6. General reflections

Action Plan

1. Based on the inquiry you did in Part 2 and Part 3, what changes, if any, do you intend to make to your syllabus? Consider how those changes will advance racial/ethnic equity in particular.
2. Is this an activity you would bring back to your department and/or campus? How would you go about doing so? For example, what steps will you need to take to hold a professional development workshop on syllabus review?
3. Syllabi are just one document (artifact) used in higher education. There are other documents as well, such as assignments, transcripts, and applications (e.g., admissions, financial aid, scholarship applications) that also speak to what the institution believes and values. What other documents might you look at to assess for equity-minded practice?

Inclusive Syllabus and Class

If you don't like the CUE presentation, the following information was taken from <https://cte.ku.edu/creating-inclusive-syllabus> and provides a different approach.

An inclusive classroom begins with an inclusive syllabus.

- *Diversity* is understood to be intellectual, practical, and personal engagement with issues related to social justice and equity, particularly in relation to minority and marginalized groups such as African Americans, Latinx, Native Americans, international peoples, women, people with disabilities, and members of the LGBTQIA+ community.
- Equity is understood to consist of a safe, healthy, and fair learning environment for all students.
- Inclusion is understood to consist of fully involving and engaging all students in the community of learners in a classroom.

When considering issues of diversity, equity, and inclusion in terms of how they manifest in higher-education settings, some groups, including students of color, non-traditional students, first generation students, working students, parents, and older students, are often especially marginalized. Moreover, individuals can experience social categories such as race, class, and gender as overlapping and interdependent factors of discrimination or disadvantage, a phenomenon understood as intersectionality. All instructors can take steps to recognize the diverse experiences their students live and to make their classrooms more inclusive and equitable.

Below is a checklist of actions instructors can take to address diversity, inclusion, and equity in their courses, particularly in their syllabi. They are organized within categories of course climate, course pedagogy, and course content. These items are drawn from the work of Kim Case, Shari Suanders, Diana Kardia, and others.

Student-Instructor Relationships

- Express to your students that you are interested in getting to know them. Who are they? Where do they come from? Why are they in your class? What background experiences do they have?
- Clearly indicate your availability for consultation outside of class to students by including contact information, office hours, and a welcoming statement in syllabi; many students from marginalized groups assume they should not bother instructors.
- Make the syllabi visually appealing to engage students, but also check to ensure that any images or graphics that are used are visible to all students (e.g., tag images with verbal descriptions for visually impaired students and avoid color schemes that are difficult for colorblind students to discern).
- Add a personal touch to the syllabus to let students know that you are human and approachable; for students who feel less welcome at a university, such statements can make instructors seem more accessible and approachable.
- Consider your own potentially problematic assumptions about students. For example, question the assumptions that:
 - students will seek help when they are struggling in class;
 - students from certain groups are less (or more) intellectual or motivated than students from other groups;
 - students from certain backgrounds are poor writers;
 - poor writing suggests limited intellectual ability;
 - older students or students with disabilities are slower learners;

- students whose cultural affiliation is not European-related are not native English speakers;
 - a student affiliated with a particular group is an expert on issues related to that group;
 - a student affiliated with a particular group feels comfortable speaking about their own experiences or the experiences of other people in that group;
 - all students in a particular group share the same views on any issue;
 - students only relate to characters or historical figures that resemble them;
 - students from certain groups are more likely to have any particular personality characteristic, approach to conflict, political views, or otherwise stereotypical characteristic.
- Create a class climate in which students feel comfortable critiquing the instruction, including the selection of topics, materials, and pedagogy. Part of creating an open climate begins with the instructor's attitude and statements early in the semester. An open climate can be reinforced through structured activities used at strategic points in the semester, such as around the midterm, to solicit feedback on things the instructor and students alike can do to improve learning. Such activities can increase trust in the classroom, as well as improve student learning and student perceptions of instructional quality.
 - When drawing on cultural references and analogies, be aware of your own limited awareness as an instructor. Whether because of generational, cultural, or other differences, students may have very different cultural reference points that you should be sensitive to. Avoid using exclusive examples, such as football or hockey analogies, sports that tend to be heavily dominated by men, or referring to a situation or joke from a show like *Seinfeld*, *Friends*, *Leave it to Beaver* or other show with a white-dominated cast and audience.

Acknowledging and Respecting Difference

- Check use of syllabi terminology; avoid general use of male pronouns and avoid cultural phrasing that does not translate from English easily (e.g. avoid idioms like 'assignment will not be *a piece of cake*').
- Develop guidelines/ground rules for course discussions with student participation. If this cannot be done, at least provide guidelines in the syllabus. Points to emphasize can include: engaging in respectful disagreement without attacking individuals; sharing discussion time with peers so that a few students do not dominate; making clear that no student speaks for all other people who share a characteristic with them; and having the courage to learn even when we are uncomfortable.
- Include a statement about preferred names/pronouns. Transgender, gender diverse, and students in general will know that their identities will be respected in the classroom. If, as instructor, you are unclear or nervous about how to address issues of sexuality and gender diversity, consider taking the Safe Zone Training offered through SILC.

Practical Matters

- Consider the costs of textbooks when creating reading lists; textbooks can cost a month or more worth of rent each semester for some students. If possible, assign texts that have used or online copies available. Aim to have required textbooks be the book(s) that students will benefit from having on their personal or professional shelves in future scholastic years and/or after graduation.
- Make course due dates, especially for graded work, clear and avoid major changes at all costs. Marginalized students, especially those who also have substantial work or family responsibilities,

are especially inconvenienced or hurt by unexpected changes in schedules. Consult with students about the best days of the week and times of day for deadlines. Make late policies clear.

- Avoid religious holidays for due dates or especially important class periods.
- Be cognizant of technology expectations to succeed in class. Not all students can afford laptops, printers, smartphones, specialized software, or even color printing. If learning requires one or more of these more expensive tools, make sure students can feel comfortable approaching you to find accommodations.
- Make attendance policies and expectations clear. In courses that take advantage of in-class, active learning pedagogies, make clear that attendance is truly mandatory because groups/teams cannot function when members are absent.
- Pay attention to grouping students for learning. There is no one right strategy for group formation because course settings and student characteristics vary so widely. For each class and for each group assignment consider which combination of individual characteristics will create the best learning environments and then transparently create groups to ensure balance across teams. Also, where possible, avoid groups that end up with only one student from a marginalized population (e.g. five teams with each team having five men and one woman; instead have a couple of teams with multiple women and a couple with none).
- For group assignments, consider having designated roles for group members (e.g. reporter, moderator, etc.) and rotate roles over time. Students from marginalized groups may be reluctant to take more active roles because of stereotype threat or may even be actively excluded by students from dominant groups.
- Minimize out-of-class group collaboration that requires in person meetings between students. Students from marginalized backgrounds, especially those with major financial or family responsibilities, may have more constraints on their schedules.
- Be open to departing from a planned activity or topic if an important discussion unfolds unexpectedly. These unstructured and unanticipated discussions can build trust and provide surprisingly relevant ways to understand course material in a new light.
- Invite all students to participate in discussion, but do so tactfully without putting students on the spot. Sometimes simply catching a student's eye, holding contact for an extra second, and raising an eyebrow can gently entice a student to jump in who may be reluctant to put up a hand or might feel under pressure if called on by name.
- Be ready to handle conflict. Students will disagree, sometimes heatedly. If you are uncomfortable in the role of facilitator, seek out training from CTE, OMA, or other entities on or beyond campus. You can learn how to better recognize students' fears and concerns, how to be firm but respectful in disagreeing or pointing out how a comment is hurtful, how to model "I" statements, and other techniques from the wide literature on conflict resolution. Do so very carefully and thoughtfully, however, because not all students will receive feedback in the same manner; for example, some students may have been subjected previously to unfair or harsh criticism and be especially vulnerable to micro-aggressions. If instructors cannot be brave in entering into difficult conversations, however, our students will likely not be either.

Transparency in Learning

- Include a clear statement of your teaching philosophy in your syllabi, particularly how it addresses issues of diversity, inclusion, and overall engagement.

- Make the course description in the syllabus clear and free of academic jargon, particularly for non-technical courses open to all majors; also clarify any prerequisite courses needed.
- Clearly articulate overall learning goals and specific learning objectives, which students and faculty can measure progress towards achieving. Instructors should reflect on whether the learning goals are relevant to students of all backgrounds and if not, why.

Active Learning and High-Impact Practices

- Use active learning methods, whether problem-centered learning, team-based learning, or one of the many other theoretically informed and empirically tested engagement methods. CTE provides numerous opportunities for learning about active learning in a wide array of university settings.
- Take advantage of high-impact practices, such as using collaborative assignments and projects, teaching a writing-intensive course or course module, engaging students in original research, building in opportunities for service learning and/or community-based learning, and provide opportunities to link learning between courses (e.g. developing an e-portfolio) and between the classroom and work or internship experiences.

Strategic Use of Assignments and In-Class Exercises

- Scaffold assignments such that assignments are broken up into pieces that build cumulatively over the course of the semester. Scaffolding assignments also provide students with opportunities to receive feedback, revise their work based on the feedback, and synthesize multiple assignments into a final product worthy of showing to a potential employer.
- For all tasks students are asked to complete – in-class exercises and out-of-class assignments – be able to clearly articulate how the task(s) are relevant to the learning goals and objectives of the class. If the relevance cannot be clearly explained, consider why it is being asked of students.
- For assignments and exams, are instructions clearly worded and accessible to students from all backgrounds, including students with English as a non-native language? Are students provided rubrics that make expectations and grading criteria clear? Are examples of previous students' work available to serve as models?
- Do assignments engage students with real-world applications that will be broadly relevant and interesting? Do the assignments provide students opportunities to apply their own cultures, identities, and backgrounds?

Consider Who Is Included in Course Materials

- Consider who is represented in the readings in terms of topics covered. Is there a reason why one group or another is not represented or represented frequently? Whenever possible, include multiple perspectives on each topic. Additionally, include materials written and created by people from different perspectives, rather than allowing one author or creator of materials to summarize all perspectives.
- Consider who is represented in the readings in terms of authors. Is there a reason why one group or another is not represented or represented frequently?
- When covering a theory or research by a member of a marginalized group, explicitly state this information and perhaps even show an image of the person; students in the same group benefit from seeing examples they can clearly identify with, just as in traditionally dominant groups do in their own lives.

Framing Difference

- Do texts support deficit models that blame marginalized groups for the inequality they experience? Can asset-based reading and readings that address institutional and systemic discrimination replace or complement deficit model readings?
- Can course topics and content be adjusted to speak to diversity and inclusion? Can examples used to illustrate concepts, theories, or techniques also present a variety of identities, cultures, and worldviews?

Establishing Your Course Netiquette

Network etiquette, or "netiquette" refers to a set of guidelines for student's online communication. The rules of etiquette are just as important in cyberspace as they are in the real world—and the evidence of poor netiquette can stick around to haunt you for much longer. Follow these basic rules of netiquette to avoid damaging your online and offline relationships. It is important to establish some netiquette guidelines so students are aware of your expectations. Your netiquette guidelines may include:

- **Make Real People a Priority:** Nothing is more irritating than trying to have a conversation with someone who is engrossed in their phone or computer. If someone is in the room with you, stop what you are doing and look at them. Don't answer your cell phone unless it is to tell the person on the other end that you will call them right back.
- **Use Respectful Language:** Name-calling, cursing, expressing deliberately offensive opinions—if you wouldn't do it to the face of anyone who might conceivably see what you write, don't write it. This goes for any social media site, forum, chat room, or email message, even if you think it can't be traced back to you. It can. And it's not just what you say, but how you say it. Either take the trouble to use the shift key for capital letters, or write in all lower case, but don't use caps lock. Text in all caps is generally perceived as yelling. Please don't forget to say please and thank you as appropriate.
- **Share With Discretion:** Avoid sending naked sext pictures, drunk pictures, drug use pictures or unedited home video. If you would have a problem with your boss, your parents, or your kids seeing it now, or at any point in the future, don't post it online. The same goes for phone conversations in public places. Just because you can't see the person you are talking to doesn't mean everyone around you can't see and hear you.
- **Don't Exclude Others:** If you have an in-joke to share with one other person, or a small number of people in a larger online group, send them a private message. Don't make everyone else feel left out by posting an obscure comment to the Discussion Board. The same goes for laughing at texted or emailed jokes when you are in the presence of others. If you don't want to share the joke, save it for later.
- **Don't Email Large Files:** You might think that sequence of nature pictures with inspirational statements is wonderfully moving. It might even give you a sense of serenity. But that is the last thing it will give the person you email it to if it crashes their server, or depletes their inbox quota. Post large files to your own space and send people a link. Don't attach it to an email. And if you reply to a message, delete all but the most recent correspondence from the sender, otherwise, the message gets really, really long. One of you will be upset if you have to print it out one day, and the whole conversation uses up 20 pages.
- **Respect People's Privacy:** Don't forward information sent to you without checking with the original sender first. Use BCC (blind carbon copy) rather than CC (carbon copy) if you are

sending something out to more than one person. You might think that we are all friends online, but your friends may not want their names and or email addresses publicized to people they do not even know. The same goes for uploading photos or videos that include other people to public space or sending them out to your own contacts. And remember, if you tag people on Facebook, others can access pictures of those people, unless they have adjusted their privacy settings.

- **Fact Check Before Reposting:** That cure for cancer might sound pretty impressive, but it will just cause upset if it is a hoax. And urban myths add to the noise of the internet and waste people's time. If you aren't sure of the facts, email it to someone who does know or can find out. Don't forget that many viruses are circulated via chain letters and invitations to send some seemingly pertinent piece of information to ten of your friends, or everyone in your address book. So don't be naive. Forwarding that message will not bring you good luck, just bad karma.
- **Respond to Emails Promptly:** By all means, ignore and delete spam, unsolicited messages, and crazy stuff. But if you have given someone your email address or if you are in a position where people could reasonably be expected to contact you by email and your email address is public, have the courtesy to reply to their message within a few days. If it is going to take longer to reply, email them and tell them that. Don't simply ignore a question because you don't want to give the answer. Write back saying that it is a difficult question and they might be better off seeking the information elsewhere.
- **Update Online Information:** Don't leave inaccurate information online just because you can't be bothered to update the website. If you are going to be unavailable, for example, don't leave your hours of operation online indicating you will be available.

Sample Text (from <https://hilo.hawaii.edu/academics/dl/netetiquette.php>): Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

[Further sample statements](#)

[And another](#)

[And one more](#)

Face-to-Face Courses Can Still Use D2L

In these trying times when so many of our students have had to deal with learning interruptions and shifting teaching modalities, it is important to remember to organize the information we present in our syllabus and on our first day of class from a student's point of view. It is also important to take all the good things we learned during lockdowns and whatnot and continue to use them. We should not abandon D2L as a go-to source for our students just because we have returned to a primarily face-to-face classroom situation. However, remember that students can become confused, frustrated, or disengaged if they find it challenging to simply navigate our course. When students use a lot of their cognitive resources just figuring out how to access course materials, they have few left for the content itself. We need to try to make our course organization as clear and intuitive as possible, ensuring that students have more time and cognitive resources to engage with course content and activities.⁶¹ To do this, you might want to activate the "student preview" function of D2L and navigate your course as if you are a student in order to identify unclear navigation paths and to check links. You may also consider asking a colleague to conduct this check to uncover any areas of confusion. Pay close attention to how many clicks it takes to get to a file or resource and if the path is clear. Remember that students are often on their own when they get stuck outside of regular class time. Provide quick pointers whenever you can, and make sure support services numbers (such as Tech Help Desk) are easy to find.

Checklist (from ACUE):

- Are the following spaces clearly identified?
 - Announcements: Brief instructor messages to students, such as reminders, links to additional resources, and class schedule changes.
 - Question-and-answer space: A discussion forum where students can ask for clarification or assistance.
 - Syllabus: Include a link for students to view the course syllabus.
- Is the home page brief and inviting?
- Does the home page include the course name as well as your name and contact info?
- Is it clear where you want students to begin?
- Does the module home page include an overview that lists all of the module readings and activities with due dates?
- Is everything listed in the order in which you want students to interact with the content?
- Is the organization for each module similar?
- Have you included contact information for tech help? (Consider also putting this information in your first email to students and suggesting that they add it to their contacts, so they have it available outside D2L.)

⁶¹ Darby, F. (2019, April 17). How to be a better online teacher: Advice guide. The Chronicle of Higher Education. <https://www.chronicle.com/interactives/advice-online-teaching>

Getting Your Students to Read the Syllabus

Syllabus Reconnaissance

From ACUE training.

1. Hand out the syllabus and tell students they will be doing a reconnaissance of it. Ask students if and where they've heard the term reconnaissance before and share the definition.
2. Tell students that they will have 10 minutes. They should spend the first 2–3 minutes quickly scanning the syllabus, highlighting or underlining key points. Then they should read through the entire syllabus and place a star next to five important facts.
3. Have students form small groups to share their selections and compare them to their fellow group members' selections.
4. Finally, generate a whole class list of the important facts. Discuss them and identify any important information that wasn't mentioned.

Syllabus Scavenger Hunt

From ACUE training.

1. Divide the class into small groups or pairs.
2. Provide each group with a handout that lists questions they will need to answer by reviewing the syllabus. The questions should reflect what you believe to be the most important information for them to know at this point. Questions might include the following:
 - a. What is the attendance policy for the course?
 - b. How can you get in touch with your instructor?
 - c. When is the first assignment due?
 - d. You might also ask questions that require students to consider their goals, such as "Of the listed objectives for this course, which one interests your group the most and why?"
3. Review the correct answers with the whole class. Ask students to share any questions they have about the syllabus that may not have been answered during the activity.

Optional: You can have the groups race to finish the scavenger hunt and award a prize to the team who answers the most questions correctly.

Reciprocal Interview

From ACUE training.

Overview

The point of the reciprocal interview is to give the instructor and students a chance to ask questions aimed at better understanding each other's expectations while creating a positive classroom environment.

Activity

1. Create a handout of questions you will ask students.
2. Put students into small groups. Give them time to review the questions and determine their answers (see sample questions below).
3. Interview the class by asking the questions and clarifying answers.
4. With students in the same groups, ask them to prepare questions to interview you. They should choose one member of the team to be the interviewer. You can also provide students with some possible questions (see sample questions below).
5. Let the students interview you about your expectations for them and the course.

Instructor-to-Student Sample Questions

1. What are your goals for this course? To learn new skills? To become better educated? To learn the subject matter? To fulfill a requirement? To get a good grade? To apply your learning to other aspects of your life? Something else?
2. How can I best help you achieve your goals? Lectures, exams, discussions, practice work, group activities, office hours? (Think back to excellent professors/courses you have experienced.)
3. What reservations, if any, do you have about this course?
4. What is the best thing that could happen in this course? The worst thing?
5. What norms of behavior, or ground rules, should we set up to ensure that the course is successful (mutual respect, question asking, punctuality, etc.)?

Student-to-Instructor Sample Questions

1. What is your main objective for this course? What are your goals?
2. What is your theory of learning? How will you help students learn?
3. What is your approach to evaluating student learning?
4. What are your expectations of students?
5. How would you define your role in the course?
6. What is important to you in teaching this course?

Question Parking Lot

From ACUE training. Use a “parking lot” for questions on the first day to enable students to write down their questions as they arise. A question parking lot is also a great method to encourage more reserved students who don’t want to ask questions in front of the class.

Collect students’ questions from the parking lot at the end of class and address them immediately or during the next class period.

You can use the parking lot during the entire term to identify areas where students may need more explanation.

Directions:

- Pass out small sticky notes to students on the first day.
- Have students write questions on them as they think of them.

- Later, they can either ask you the question or post them in a designated spot. A board or wall on the side or in the back of the classroom works well as the parking lot.
- Let students know that they can post their questions anonymously on the first day of class and throughout the course.
- Then answer the questions before class ends, creating an environment in which questions are shared and welcomed.
- If you run out of time at the end of class, be sure to address students' questions at the start of the next class period.

Visual Class-Time Chart

From ACUE training. Give students an overview of what a typical class session will contain (lecture, discussion,

group work, etc.) by using a visual representation. Here are some possibilities:

- Draw a pie chart with percentages and different colors for each activity.
- Select a picture that represents each activity and add the percentage and/or make the size of the picture comparable to the percentage of class time it represents.
- Write each activity name on a sticky note and pass the notes out to students. Then ask a percentage of students for each activity to place their sticky notes in an area on the board. So you might have 10 students place a "discussion" sticky note but only invite five to place a "lecture" sticky note if you allocated twice as much time for discussion as for lecture.
- Provide a printed copy of the breakdown for students to take with them. This could be as simple as a bar chart.

The Quiz Show

From ACUE training.

Activity Steps:

- Design a high-interest or fun quiz about the subject.
- Ask students to complete the quiz individually.
- Divide students into small groups to compare responses and decide which is correct for each question.
- Review the students' responses as a class, identifying the correct answers and explaining how they relate to course topics.
- Reflect on the activity as a class.

Quiz Design: Questions to consider.

- What key current events or trends relate to your subject matter?
- What are commonly held assumptions about your subject that students may believe?
- What interesting facts can help contextualize the subject for students?
- What personal examples or case studies can you connect to key terms or concepts?
- Which course topics are the most intriguing or may be most surprising to students?

Post-Quiz Reflection Questions

- Which answers were most surprising to you and why?
- What were the benefits of working in a group?
- What were the challenges of working in a group?
- What types of activities in this class would you like to do in groups? What types of activities in this class might be better accomplished individually?

Some Activities to Help Build Community

Guidelines for the Faculty Project on Student Persistence Through Classroom Engagement

Courtesy of Dr. Anthony Ramos from his time at Oakton Community College.

In the first three weeks of the class they have selected, participating instructors will do the following:

1. Instructors will commit to learning the names of students as quickly as possible and to creating community in the classroom by having students learn all the names.
2. Instructors will schedule a 15-minute conference with each student during the first three weeks of the semester. The purpose of these conferences is to get to know the student, not to offer academic advice or suggestions about study skills. (We strongly suggest that you offer students some kind of credit for attending these conferences.)
3. Instructors will present requirements clearly and set high academic standards. However, instructors will have no policies that can doom students to failure for a few missteps. For example, instructors will allow students facing difficulties to make up work.
4. Instructors will make an appropriate assignment as early as possible in order to give students early feedback within the first three weeks.

Instructors participating in this project will also engage in the following Oakton activities later in the semester:

1. Instructors will make a point of welcoming new students and acquainting them with resources and opportunities at Oakton throughout the semester. The instructors will also discuss the benefits of obtaining an associate's degree and will invite one of the advisors or other appropriate student affairs professional to give a brief presentation to their class.
2. If possible, instructors will attend at least one co-curricular event with their students. Examples of such events include STEM presentations, International Education Week public forums, art exhibitions at the Koehnline Museum, and plays in the PAC.
3. Instructors will contact students who are struggling in the class and offer help. If a student is unresponsive to the instructor's offers of help, the instructor will seek further help for the student through Students First, Oakton's early alert program.
4. At the end of the semester, instructors will agree to participate in several qualitative and quantitative assessments of this project. The surveys involved will take only a few minutes of class time. Also, instructors will try to stay in touch with some of their students after the semester ends.

Please note that departments may choose to customize this project in ways appropriate to their discipline and in ways appropriate for online classes.

General Schedule for Persistence Project Activities

First Day of Class

1. Present syllabus discussing high academic standards but pledging to offer or find help for every student who requires it.
2. Have students fill out a questionnaire that will help you get acquainted with them. (Samples are available.)
3. Bring a sign-up sheet for the one-on-one conferences, so you can begin these conferences as soon as possible. Consider offering students a small amount of credit for attending a conference.

First Three Weeks of Class

1. Learn the names of all your students. (Suggestions and resources are available.)
2. Give an early assignment or quiz, and return it with feedback.
3. Make every effort to complete the one-on-one conferences. (Suggestions on what to talk about at these conferences are available.)

Middle of the Semester

You will receive a student survey. It should only take a few minutes for your students to fill out. It is important to use the same method of administration as we use for student evaluations. However, this is not a student evaluation and no individual records will be given to the College.

Before Students Register for the Next Semester

1. Take some class time to discuss the importance of earning an associate's degree.
2. Invite someone from Student Affairs such as an academic advisor to visit your class.

At the End of the Semester

1. You will be provided with a brief exit survey for faculty.
2. As you say farewell to your students, encourage them to stay in touch and to visit you the following semester.

Strategies for Learning Students' Names

1. Have students introduce themselves at the beginning of 3 or 4 classes. Have them answer a different question about themselves each time.
2. Use table tents. (Cardstock is available.)
3. Memorize their first names as students introduce themselves to the class and as they turn in their "get to know you" handouts.
4. Review names on the class roster several times before the first day of class.

5. Review pictures posted by students on D2L class list (some students will post their picture). You may want to ask them to post pictures prior to the start of class.
6. Give lots of short assignments and quizzes during the first two weeks of class, that you return personally, so that you reinforce names you learned on the first day.
7. Challenge students to name all their classmates.
8. Use the question ball (available for loan in the division office) to make the learning of names a more lively experience.

The one-on-one Conferences

The purpose of the one-on-one conferences is to get to know your students and to make genuine connections with them. In most cases students want to tell you about themselves, and it is not difficult to get them to talk; they seem to have been waiting for someone to ask. Here are some sample questions:

Is this your first semester at Oakton? What is your first reaction to Oakton?

Do you have career plans? How did you get interested in this particular career?

What are your major interests outside of school? (Many follow-up questions about specific interests can be appropriate.)

Are you working right now? How many hours a week? Do you enjoy your job?

The content of conferences will be really different. For example, if your student has a passionate desire to be a wildlife biologist, most of the conference might be spent discussing that. Another student may be primarily concerned about returning to school many years after the end of high school and may want to discuss how to balance school and care for their children. It is good to let students determine the direction.

Although the main purpose isn't talking about the class, some questions in this area are appropriate. Here are some examples:

Have you been able to purchase the books? (With follow up about what options may be available for them.)

Are you concerned about any of the course requirements? What could I do to help you?

When you consider the classes in which you have learned the most, what did these classes have in common?

Needless to say, students often reveal gaps in their knowledge about what services are available to them at Oakton, and it is good to tell them things that will be helpful. It is just important to remember that the student, not you, should do most of the talking.

Since you are asking your student a lot of questions, it is only fair to let them ask you questions. Questions frequently asked by students include what the instructor thinks of Oakton and how the instructor ended up teaching their subject.

The best conferences will change the way you view your students. You know more about the discipline that you are teaching than they do, but perhaps your student is an accomplished musician or knows four languages. Your students can definitely tell if you truly respect them and see them as unique individuals who have a lot to contribute to your class.

These 10-15 minute conversations are foundational to the Persistence Project's success and you will learn about your students as human beings outside of classroom teaching and learning. Some questions to be thinking about as you meet with your students:

- What are the student's goals? Why are they pursuing an education?
- Are there opportunities you are aware of that could support the student, such as our healthcare advisors, travel abroad opportunities, a research experience, internship, etc?
- What are their academic challenges or concerns (test taking anxiety, additional help on certain topics, ADRC accommodations?)
- What challenges do they face in their work/school/life balance such as family concerns, health challenges, financial pressures, or other matters?
- Are they planning on completing their Associate's degree (if they aren't completing a certificate)?
- Do they meet with their academic advisor before each term to ensure that they are on track?
- What else do you need to know about them to best support them this semester?
- Do they have questions for you?

Questions such as these help us to meet students where they know we are invested in their success in our classes. The interviews provide instructor/student rapport, and lower anxiety for students when they know we are invested and interested in their success and accessible to them for further support throughout the semester.

A simple way to open your conversation with each student follows:

“Thank you for meeting with me today. I meet with each student to better understand your goals, any challenges you may be encountering, and to connect you with support and resources that you may need throughout the semester. Tell me how long you've been at Oakton and how it's been going so far?”

This one-on-one time offers an opportunity to create a classroom culture that feels safe and welcoming which contributes to the overall health of the group. It is a great way to start off the semester! At the end of the interview you should emphasize that you want the student to see you not only if they experience difficulties in your class, but also if they would like to talk more in depth about the topics discussed in the first conference.

Note: Many project participants have found that having students fill out a questionnaire on the first day of class helps the one-on-one conference since they can ask the student specific follow-up questions about their responses. Different types of questionnaires are appropriate in different disciplines. The questionnaire that follows has been used by a number of instructors in the Humanities and Philosophy Department.

Student Questionnaire

Filling out this questionnaire will help me be a better teacher for you. If there are questions that you do not want to answer, just skip them.

- Name:
- Telephone:
- Email:
- Age:
- Native Language:
- Educational Background:
- Work Experience:
- Current Work Situation:
- Career Plans:
- Knowledge relevant to this course:
- Previous classes:
- Books you have read:
- Why are you taking this course?
- Is there anything I should know about you that will make me a better teacher for you?
- Tell me something about yourself that will help me remember your name and understand your main interests, concerns, values, or philosophy of life.

Community-Building Icebreakers

From ACUE training. Icebreakers (sometimes called discussion starters, impact activities, or warmups) are an excellent way to build a classroom community. Among other benefits, they demonstrate that the instructor is interested in hearing ideas from students, and they begin to create student-to-student and faculty-to-student relationships. Use the three Rs when selecting an icebreaker:

- Relevance (it should be tied to your goals)
- Relaxation (students should feel comfortable participating)
- Review (students should articulate the learning, and you should tie it to the goals)

Here are four possible icebreakers to try:

“What I Want to Learn”

Write the following sentences on the board (or create some of your own):

- I want to learn...
- Something that would help me learn is...
- Something I would like the instructor to do is...

- Something I plan to do to learn is...

Give students a few minutes to write responses to the questions. Then ask students to introduce themselves and share an answer to one of the statements. Ask other students to raise their hands if the statement also applies to their learning. Collect the responses and let students know you will use the information to inform future class sessions.

“Quiz Show”

Write a fun quiz (pop culture items, well-known facts, etc.) about your topic area. Ask students to work individually for a few minutes to answer the questions. Then put students into small groups to finish the quiz and agree on the correct answers. Go through the quiz with the students, hearing their answers, giving correct answers, and connecting their current knowledge to topics you will cover this term. Discuss the difference between completing the quiz individually and with a team. Ask questions such as “What was the benefit of working in a group?” and “How can we use groups in class?”

“Collaborative Classroom Norms”

Assign students to teams of three or four. Ask them to introduce themselves to one another and then identify three ground rules for the class. Explain that “ground rules” are about behaviors and how we treat one another in the classroom. Have each group share their items. Write the items on the board and put check marks by items for each group who repeats the same idea. Then have a classroom vote on which rules should be the official ground rules. Have a student write the agreed-upon rules on the board. Type them up and post them for students’ reference.

“Problem Posting”

On the first day of class, ask your students to think about what problems they would like to solve in the course or what burning course-related question they would like to have answered. Have them write responses for you to collect. Organize students into pairs and ask them to identify commonalities in their responses. Invite the pairs to share their commonalities with the class. Then, explain to students how the course will address the problems and questions they identified.

Some Activities to Help Build a Growth Mindset

Grit Extra Credit Opportunity

Courtesy of Chalyce Deterding.

Watch the short video *Grit: The Power of Passion and Perseverance* by Angela Lee Duckworth and write a short **reflection** paper.

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

Content of your reflection:

Please reflect on what you see in the video. Below are example questions to get you started. You do not have to answer every question (or even any if you have other things that stuck out to you). These are just suggestions.

What does this video reveal about you as a learner?

Do you have grit?

What did you learn about yourself as you watched this video?

Do you think grit can be taught? If so, how?

Did this video change your thinking in any way?

Who in your life has grit?

What questions did this experience bring up for me?

Summarize the most important things you will take with you from watching this video.

How do you feel about this Video? What parts of it do you particularly like? Dislike? Why?

One thing I would like to improve upon is ...

As you watch this video, what is one thing that you would like to try to improve upon?

I was surprised when...

I am still wondering about...

Hints for content: FOCUS YOUR WRITING ON RESPONDING TO THE VIDEO WITH IMPRESSIONS, REACTIONS, AND ANALYSIS. Rather than summarizing (restating) the main points of the video, devote the time and attention you have in your response to writing your reactions to the response questions.

Criteria:

The paper must be double-spaced, 12-point font, have your name and course in the upper right corner, 500 word minimum and 1000 word maximum. You will upload a pdf document into the Assignment folder in D2L. Extra credit assignments will not be accepted after the date and time listed in D2L.

Proofreading your writing to correct common mistakes (such as incorrectly using they're, their, and there) is an important part of the writing process to help make your writing as clear as possible. Be sure to read over your paper before submitting. You can also go to the Write Place for proofreading.

The assignment will be graded according to the following rubric:

Category	Exceptional	Proficient	Needs Work	Not There at All
Content	The paper is thoughtful, contains some particularly insightful comments, clearly addresses all aspects of the assignment, and reads very well. This may include, but is not limited to, making clear connections between ideas in the video and your own experiences to draw conclusions. Or adding to the ideas in the video with your own considerations and questions (6pts)	The paper is well-written, but one or two of the criteria for Exceptional are not fully met. (4pts)	The paper connects some aspects from the assignment, but the comments are not thoughtful and don't contain any insights for the reader. Few of the criteria for Exceptional are met. (2pts)	The paper is very poorly written and reflects none of the Exceptional criteria. (0pts)
Length	Paper is at least 500 words long, but no more than 1000 words. (3pts)	Paper is 400-500 words long. (2pts)	Paper is 200-400 words long. (1pt)	Paper is less than 200 words long. (0pts)
Format	All words are spelled correctly. Grammar, punctuation, spacing and word usage are appropriate. (3pts)	Most words are spelled correctly. Grammar, punctuation, spacing and word usage are mostly appropriate. (2pts)	Most words are spelled correctly. Grammar, punctuation, spacing and word usage have some errors. (1pt)	The submission contains numerous formatting errors. (0pts)

This paper will be graded out of 12 total possible points, and will be recorded under the "Homework" category.

Growth Mindset Reflection

Courtesy of Greg Wheaton

(Miscellaneous Assignment: 10 points)

Listen to the following YouTube podcast entitled *Episode 64: Fixed vs. Growth Mindset with Trevor Ragan* in the time frame 12:11 to 56:28. Then, answer the following questions with sufficient detail and reflection.

<https://youtu.be/jYXGw5SfHGE?t=731>

1. In your own words, summarize the difference between a “fixed” mindset and a “growth” mindset. (2 points)
2. What does Trevor mean when he says “rob yourself of reps?” Describe a time in your life where you felt like you “robbed yourself of reps” because of a fixed mindset. (2 points)
3. Trevor and Kris talk about taking outcomes seriously and taking outcomes personally. Compare and contrast these two ideas. (2 points)
4. In the podcast, what is meant by approaching process and outcomes like a scientist? How does this relate to ego? (2 points)
5. Discuss specific challenges in your life do you need to see as opportunities rather than threats? (2 points)

Professional Development Opportunities Coming Up

ECC leadership invites you to any and all upcoming teaching and learning workshops offered by ECC's Center for the Enhancement of Teaching & Learning (CETL).

[Leading for Learning Workshop Series](#)

[Know Thyself Workshop Series, Presented by TIDE](#)

[Additional Workshops](#)

[Upcoming Opportunities Calendar](#)

Leading for Learning Series

The workshops in this series focus on evidence-based strategies for leading active and inclusive lessons. Whether you are new to teaching or have been teaching for years and are looking for an opportunity to reconsider approaches and learn from colleagues, all are invited to participate.

Register for individual sessions via [eTalent Learning](#), or click on the workshop title below, and click "Select a time slot" at the bottom of the page. All workshops are free to ECC employees.

- [Gimme Shelter: Fostering a Sense of Belonging in Class](#)
 - Facilitators: Lori Jones (Math), Tyler Roeger (CETL), and Chrystie Wojcik (Culinary Arts & Hospitality)
 - Wednesday, September 7 2:30- 4:30 (In-Person) or Thursday, September 8 2:30- 4:30pm (Zoom)
- [Grappling with Crickets: Strategies for Planning and Leading Class Discussions](#)
 - Facilitator: Tyler Roeger (CETL)
 - Wednesday, September 21st 2:00- 4:00pm (In-Person) or Thursday, September 22nd 9:00- 11:00am (on Zoom)
- [Okay, Who Did the Reading? Approaches for Supporting Student Reading](#)
 - Facilitators: Tina Ballard (English) and Alison Douglas (English)
 - Wednesday, October 5th 1:00- 3:00pm (In-Person) or Thursday, October 6th 2:30- 4:30pm (on Zoom)
- [Learning Together: Strategies to Foster Collaborative Learning](#)
 - Facilitator: Parul Raval (Education)
 - Wednesday, October 19th 2:00- 4:00pm (In-Person) or Thursday, October 20th 9:00- 11:00am (on Zoom)

Know Thyself Workshop Series, Presented by TIDE

The phrase "Know Thyself" is often thought to emphasize the need for someone to examine their own practices and ideas, even when it's uncomfortable to do so. In that spirit, ECC's Teaching/Learning for Inclusivity, Diversity, and Equity (TIDE) group is organizing a series of concise workshops dedicated to strategies and mindsets that can support faculty members' ability to consider their own teaching practices and the lens we bring to our students.

- [Checklist, Please? Strategies for Self-Assessing Equity in Teaching](#)
 - Facilitators: Anthony Ramos (Equity, Diversity, and Inclusion) and Tyler Roeger (CETL)
 - Friday, September 16 3:00- 4:00pm (Zoom)
- [Disaggregating Data: What, Why, How, and What Again](#)
 - Facilitator: Manuel Salgado (Psychology)
 - Friday, October 21 3:00- 4:00pm (Zoom)
- [How Do I Know What I Don't Know? Keeping Awareness and Cultural Humility as a Teacher](#)
 - Facilitator: Liddy Hope (Human Services)
 - Friday, November 18 3:00- 4:00pm (Zoom)

Additional Upcoming CETL Workshops

Register for individual sessions via [eTalent Learning](#), or click on the workshop title below, and click "Select a time slot" at the bottom of the page. All workshops are free to ECC employees.

- [Navigating the New Library Website for Faculty:](#)
Explore the library's redesigned website and determine how to integrate resources into your courses.
 - Facilitator: Stacey Shah (Library)
 - Friday, August 26 9:00- 10:00am (Zoom) or Thursday, September 1 2:30- 3:30pm (Zoom)
- [Faculty Feedback & Observation :](#)
For those observing others and those being observed, learn about the faculty evaluation process and strategies.
 - Facilitators: Yolonda Barnes (SBCT) and Shawn Maxwell (Music)
 - Friday, September 2 3:00- 4:30pm (Zoom)
- [Undocumented Student Support Training, Part 1: Information and Awareness:](#)
Learn about unique challenges faced by students who are undocumented and available resources.
 - Friday, September 23 9:00- 10:30am (on Zoom)

- [Undocumented Student Support Training, Part 2: Application of Strategies & Support:](#)

Engage with case studies to learn strategies for helping undocumented students navigate higher ed.

- Friday, September 30 9:00- 10:30am (on Zoom)

Upcoming CETL Opportunities Calendar

Topic	Date and Location
<u>ECC Teaching Pairs Application Due</u>	August 26 th 5:00pm
<u>Navigating the New Library Website</u>	August 26 th 9:00- 10:00am (Zoom) or September 1 st 2:30- 3:30pm (Zoom)
<u>Faculty Observation & Feedback</u>	September 2 nd 3:00- 4:30pm (Zoom)
<u>Teaching Squares: Introductory Meeting</u>	September 6 th 3:00- 4:30pm (In-person) or September 7 th 9:00- 10:30am (Zoom)
<u>Gimme Shelter: Fostering a Sense of Belonging</u>	September 7 th 2:30- 4:30pm (In-person) or September 8 th 2:30- 4:30pm (Zoom)
<u>Grappling with Crickets: Strategies for Planning and Leading Class Discussions</u>	September 21 st 2:00- 4:00pm (In-person) or September 22 nd 9:00- 11:00am (Zoom)
<u>Techniques for Managing the Enhanced Classroom</u>	September 12 th to October 2 nd (Online asynchronous)
<u>Checklist, Please? Strategies for Self-Assessing Equity in Teaching, Presented by TIDE</u>	September 16 th 3:00- 4:00pm (Zoom)

Undocumented Student Support Training, Part 1: Information & Awareness	September 23 rd 9:00- 10:30am (Zoom)
Undocumented Student Support Training, Part 2: Application of Strategies & Support	September 30 th 9:00- 10:30am (Zoom)

Find additional opportunities and resources at the [CETL Site](#).

Teaching Resources

Find teaching resources and CETL information at the [CETL Google Site \(cetl.student.elgin.edu\)](#)

Two Recent Resources I'd Recommend

- [“How Can I Use the First Day to Set the Tone for a Semester of Learning?” 20-Minute Mentor Video](#)
- [“How Can I Reach and Teach Struggling Students?” 20-Minute Mentor Video](#)

Visit the [Teaching Resources page](#) of the CETL site to learn how to access Magna Publishing's 20-Minute Mentor Videos and The Teaching Professor articles.

urther Readings

This list was compiled by our faculty who are librarians - they are an excellent resource that we can all take advantage of. <https://library.elgin.edu/home>

Promoting the Diversity, Equity, and Inclusion in Organic Chemistry Education through Undergraduate Research Experiences at WSSU

- Scholarly Article
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ1307374&site=ehost-live&custid=s8416754>

Who Are You Studying With? The Role of Diverse Friendships in STEM and Corresponding Inequality

- Scholarly Article
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ1316625&site=ehost-live&custid=s8416754>

Charting a Course for Success: America's Strategy for STEM Education. A Report by the Committee on STEM Education of the National Science & Technology Council

- Scholarly Article
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=ED590474&site=ehost-live&custid=s8416754>

Instructors' Perspectives and Practices of Equity and Inclusion in Post-Secondary Mathematics

- Dissertation
- https://ir.library.oregonstate.edu/concern/graduate_thesis_or_dissertations/kd17d1011

The Eighth Characteristic for Successful Calculus Programs: Diversity, Equity, & Inclusion Practices

- Scholarly Article
- <https://www.tandfonline.com/doi/full/10.1080/10511970.2019.1629555>

Rehumanizing Mathematics for Black, Indigenous, and Latinx Students

- Article
- https://smep.sites.arizona.edu/sites/smep.sites.arizona.edu/files/Gutierrez%20%282018%29%20The%20Need%20to%20Rehumanize%20Mathematics_NCTM%20Annual%20Perspectives%20Intro.pdf

Diversity and Inclusion in Science, Technology, Engineering, Mathematics (STEM)

- YouTube video
- <https://youtu.be/2UEHX00ievA>

Promoting Achievement for Community College STEM Students through Equity-Minded Practices

- Scholarly Article (get through ILL)
- <https://www.lifescied.org/doi/epdf/10.1187/cbe.21-09-0237>

Enhancing STEM equity programs with action research

- Scholarly Article (get through ILL)
- Interlibrary loan

BUILDing Equity in STEM: A Collaborative Undergraduate Research Program to Increase Achievement of Underserved Community College Students

- Article (get through ILL)
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8863109/pdf/nihms-1771968.pdf>

The Role of Math Misalignment in the Community College STEM Pathway

- Scholarly Article
- <https://go.openathens.net/redirector/elgin.edu?url=https://www.proquest.com/scholarly-journals/role-math-misalignment-community-college-stem/docview/2531850470/se-2?accountid=10715>

The Effect of Developmental Math on STEM Participation in Community College: Variation by Race, Gender, Achievement, and Aspiration

- Article (get through ILL)
- <https://journals.sagepub.com/doi/pdf/10.3102/0162373720973727>

Nevertheless, She Persisted: A Comparison of Male and Female Experiences in Community College STEM Programs

- Scholarly Article (get through ILL)
- No link so visit the library!

Crafting a racial equity practice in college math education.

- Scholarly Article
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=pdh&AN=2022-15774-001&site=ehost-live&custid=s8416754>

Building a Networked Improvement Community: Lessons in Organizing to Promote Diversity, Equity, and Inclusion in Science, Technology, Engineering, and Mathematics

- Scholarly Article (get through ILL)
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8636314/pdf/fpsyg-12-732347.pdf>

Equity-Mindedness in Developmental Math: An Analysis of Curricular Artifacts

- Scholarly Article (get through ILL)
- No link so visit the library!

The Voices of Diversity: What Students of Diverse Races/Ethnicities and Both Sexes Tell Us About Their College Experiences and Their Perceptions About their Institutions' Progress Toward Diversity

- Scholarly Article (Open Access)

- <https://uottawa.scholarsportal.info/ottawa/index.php/aporia/article/view/2828/3180>

USC Study Finds Teacher Bias Against Math Ability of Girls, Students of Color

- Article
- https://link.gale.com/apps/doc/A609338185/AONE?u=ecc_main&sid=bookmark-AONE&xid=cdaa731a

PSU math ed professor gets NSF grant to develop anti-bias training for teachers.

- Article
- https://link.gale.com/apps/doc/A665800356/AONE?u=ecc_main&sid=bookmark-AONE&xid=f9df13cb

Catalysts for Achieving Sustained Improvement in the Quality of Undergraduate STEM Education

- Scholarly Article
- <https://shibbolethsp.jstor.org/start?entityID=https%3A%2F%2Fidp.elgin.edu%2Fopenathens&dest=https://www.jstor.org/stable/48563391&site=jstor>

Turning Negatives Into Positives: The Role of an Instructional Math Course on Preservice Teachers' Math Beliefs

- Scholarly Article
- <https://shibbolethsp.jstor.org/start?entityID=https%3A%2F%2Fidp.elgin.edu%2Fopenathens&dest=https://www.jstor.org/stable/48563391&site=jstor>

Differential Model of Mathematics Anxiety Between Male and Female Students in a State University

- Scholarly Article
- https://link.gale.com/apps/doc/A697614439/AONE?u=ecc_main&sid=bookmark-AONE&xid=d2fb58fc

Black Thoughts Matter: Decolonized Math, Academic Censorship, and the "Pythagorean" Proposition

- Scholarly Article
- <https://shibbolethsp.jstor.org/start?entityID=https%3A%2F%2Fidp.elgin.edu%2Fopenathens&dest=https://www.jstor.org/stable/26174222&site=jstor>

The Agile College: How Institutions Successfully Navigate Demographic Challenges

- eBook
- <https://ebookcentral.proquest.com/lib/elgin/detail.action?docID=6420546>

Women in Supramolecular Chemistry: Collectively Crafting the Rhythms of Our Work and Lives in STEM

- eBook
- <https://www.jstor.org/stable/j.ctv2mvg2r5>

Shaping Higher Education with Students: Ways to Connect Research and Teaching

- eBook
- <https://www.jstor.org/stable/j.ctt21c4tcm>

Big Dream: Young Women Entering STEM Fields

- Documentary
- <https://www.kanopy.com/en/elgin/video/245173>

What's Race Got To Do With It?: Social Disparities and Student Success

- Documentary
- <https://www.kanopy.com/en/elgin/video/62789>

How the World Learns, Episode 12: Gender Pipeline Lifts Equality Dream

- Documentary
- <https://www.kanopy.com/en/elgin/video/168127/168151>

Women, Minorities, and Persons With Disabilities In Science and Engineering

- Report
- <https://nces.nsf.gov/pubs/nsf21321>

Best Practices for Diversity and Inclusion in STEM Education and Research: A Guide By and For Federal Agencies

- Report
- <https://www.whitehouse.gov/wp-content/uploads/2021/09/091621-Best-Practices-for-Diversity-Inclusion-in-STEM.pdf>

"It's Dude Culture": Students with Minoritized Identities of Sexuality and/or Gender Navigating STEM Majors

- Report
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ1307944&site=ehost-live&custid=s8416754>

Comfort over Change: A Case Study of Diversity and Inclusivity Efforts in U.S. Higher Education

- Report
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ1303149&site=ehost-live&custid=s8416754>

Improving Developmental and College-Level Mathematics: Prominent Reforms and the Need to Address Equity. CCRC Working Paper No. 124

- Report
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=ED609226&site=ehost-live&custid=s8416754>

The Equity Cost of Inter-Sector Math Misalignment: Racial and Gender Disparities in Community College Student Outcomes

- Report
- <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=eric&AN=EJ1294762&site=ehost-live&custid=s8416754>

Diversity statements' divide mathematicians

- short article
- <https://www.science.org/doi/10.1126/science.367.6475.239>

Achieving STEM diversity: Fix the classrooms

- Scholarly Article (get through ILL)
- <https://www.science.org/doi/10.1126/science.abn9515>

Addressing Equity and Diversity Issues around Expansion, Displacement, and Growth in Mathematics Education

- Scholarly Article (Open Access)
- <https://files.eric.ed.gov/fulltext/ED606906.pdf>

List of Religious Holidays for Fall 2022

One way to create respectful scheduling and inclusivity is by recognizing religious and holy days of various world religions. The following has been gleaned from the internet using interfaith-calendar.org and diversityresources.com/interfaith-calendar-2022. Any mistakes or omissions are not intentional and feedback is welcome to fix any issues.

AUGUST 2022

1	• Lammas - Christian first fruits celebration observed by placing bread baked from first harvest on the altar. From the Celtic Christian tradition. September 1 in the northern hemisphere; February 1 in the southern hemisphere. • Lughnasadh - Wicca/neo pagan observance of first harvest of the year involving agricultural festivals and prosperity magic. The Christian name of Lammas is sometimes used. • Fast in honor of the Holy Mother of Lord Jesus - Orthodox Christian 14 day fasting period in preparation for the celebration of the Great Feast of the Dormition of the Virgin Mary.
6	Transfiguration of the Lord - Orthodox Christian
7	Tishah B'av - A Jewish day of fasting in remembrance of the destruction of the Temple in 586 b.c.e. and 70 c.e.
11	Raksha Bandhan - Hindu festival honoring the loving ties between brothers and sisters in a family.
15	• Assumption of the Blessed Virgin Mary - Roman Catholic Christian observance commemorating the belief that the Blessed Virgin Mary was assumed body and soul into heaven at the end of her earthly life. • Dormition (falling asleep) of the Theotokos - Orthodox Christian commemoration of the death and burial of the Virgin Mary.
19	Krishna Jayanti (Sri Krishna Janmashtami) - Hindu commemoration of the birth of Krishna - the 8th incarnation of god Vishnu who took the form of Krishna to destroy the evil king Kansa.
29	• Beheading of John the Baptist - Christian remembrance of the death of John who is known for preparing the people so they would recognize Jesus as the Messiah. • Hijiri (Islamic New Year) - this is the start of the Islamic lunar calendar, which begins when the crescent moon is sighted - starts at sundown the night before.
31	Ganesha Chaturthi - A Hindu festival honoring the god of prosperity, prudence and success. Images of Ganesha are worshiped.

SEPTEMBER 2022

1	Religious year begins - Orthodox Christian
8	Nativity of Mary, the Mother of God - Christian celebration of birth of the Virgin Mary.
10	Pitru Paksha: A time when Hindus pay homage to their ancestors and lasts until 9/25
11	• Coptic New Year: Also known as Nayrouz, this is a feast day that commemorates both martyrs and confessors in the Coptic Orthodox Christian Church. • Ethiopian New Year - Rastafarian
14	Elevation of the Life Giving Cross (Holy Cross) - Christian
17	Arbaeen: A day of observance for Muslims that concludes the 40-day mourning period after the Day of Ashura. Begins at sundown the night before.
23	• Mabon (Fall Equinox) - Wicca observance of the change of seasons (begins at sundown the day before) • Paryushana: A Jain festival about forgiveness that is the faith's most important religious observance. Lasts until 9/31.
25	Rosh Hashanah: The Jewish New Year beginning at sundown that encourages reflection. Lasts until 9/27.
26	Navaratri Dusserha - Hindu Festival of the divine mother honoring Durga, wife of Shiva, and seeking her blessings. Also observed as a celebration recalling the days of Lord Krishna. Lasts until 10/4.
29	Michael and All Angels - Christian

OCTOBER 2022

4	• Saint Francis Day - Christian recognition of service to people and appreciation of the natural world, as practiced by St Francis and the Franciscan Monastic Order which he founded. • Blessing of the Animals - Christian observance of showing respect for the domestic animals that mean much to people. Observed on various dates - especially related to St. Francis.
5	Yom Kippur - Jewish Day of Atonement. This holiest day of the Jewish year is observed with strict fasting and ceremonial repentance.

6	Saint Thomas Day - Christian remembrance of the Apostle of Jesus who traveled east toward India and is now the Patron Saint of India and Pakistan.
8	Mawlid: An Islamic holiday celebrating the birthday of the Prophet Muhammad. Begins at sundown the night before.
10	Sukkot - Jewish Feast of Tabernacles which celebrates the harvest and the protection of the people of Israel as they wandered in the wilderness dwelling in tents. Temporary dwelling places have leaves for a roof so the sky can be seen. In temperate climates, night is spent in the Succoth. Begins at sundown the night before. Ends 10/16.
17	Shemini Azteret - Jewish completion of the annual cycle of reading of the Torah.
18	• Saint Luke's Day - Christian remembrance of Luke, disciple of Jesus. • Simchat Torah - Jewish day to celebrate the reading of the Law. Synagogue services involve readings, processions and blessing of the children.
20	Installation of Scriptures as Guru Granth - Sikh scriptures, the Adi Granth, are honored as perpetual Guru.
24	Diwali - Hindu Festival of Lights symbolizing the human urge to move toward the light. Gift exchanges, fireworks and festive meals. Jain celebration of Lord Mahavira's day of final liberation.
25	Vikram New Year - Hindu
26	• Birth of the Bab - Baha'i honoring of the founder of the Babi religion, forerunner to Baha'u'llah and the Baha'i faith. Starts at sundown the evening before. • Rosh Hashanah - Jewish New Year. A time of introspection, abstinence, prayer and penitence. The story of Abraham is read, the ram's horn is sounded, and special foods are prepared and shared. Ends on 10/27.
27	Birth of Baha'u'llah - Baha'i celebration of the birth of their founder and teacher. Refrain from work.
28	Milvian Bridge Day - Christian day of solemn reflection on the relationship of the spiritual community and the powers of civil government.
31	• All Hallow's Eve - Christian celebration of mystery combining prayers and merriment involving children and families. It is a prelude to All Saint's Day. • Reformation Day - Protestant Christian anniversary of their tradition and its emphasis on the place of the Bible and religious freedom. On October 31, 1517 c.e. Martin Luther posted a belief statement on Wittenberg Church door. The date of public observation is the Sunday before October 31. • Samhain - Wicca celebration of endings and beginnings and of remembering the dead.. Revering of elders is also observed. Begins at sundown the night before. • Deep Diwali - Jain commemoration of the liberation of Mahavira from the endless cycle of birth and rebirth.

NOVEMBER 2022

1	All Saints Day - Christian day for honoring saints, known and unknown. In general, saints are persons with a reputation for unusual lives of holiness and devotion to God or who were martyred for their faith. A Holy Day of Obligation in the Roman Catholic Church where saints have special formal status.
2	• All Souls Day - Christian day of prayers of remembrance and intercession for the dead. Prayers of the faithful are seen as helping to cleanse the souls for the beatific vision of God in heaven. • Crowning of Emperor Haile Selassie - Rastafarian
8	Birthday of Guru Nanak Ji: A day honoring the birth of the founder of Sikhism.
12	Birth of Baha'u'llah - Baha'i celebration of the birth of their founder and teacher. Refrain from work.
15	Nativity Fast begins - ends Dec. 24 - Orthodox Christian
24	• Martyrdom of Guru Tegh Bahdur - Sikh • Jain New Year: A holiday always following Diwali; Jains celebrate their new year on the first day after the month of Kartika.
26	Day of the Covenant - Baha'i celebration of the covenant given in the last will and testament of Baha'u'llah
28	Ascension of Abdu'l-Baha - Baha'i celebration of the rising of the spirit of Abdu'l-Baha to the heavenly dwelling.
30	Saint Andrew's Day - Christian observance of the coming of Christianity to the area now known as Scotland. The martyrdom of St Andrew is remembered as the season of Advent is about to begin.

DECEMBER 2022

6	Saint Nicolas Day - Christian celebration of the birth of Saint Nicolas, patron saint of children and role model for gift giving. Many churches are named for this saint who is also the Dutch version of Santa Claus.
8	• Bodhi Day - Buddhist celebration of the time when Prince Gautama took his place under the Bodhi tree, vowing to remain there until he attained supreme enlightenment. • Immaculate Conception - Catholic Christian day of celebrating the belief that Mary, mother of Jesus, was preserved from original sin all of her life. A day of obligation and required church attendance.

12	Feast of our Lady of Guadalupe - Catholic Christian honoring of a legendary appearance of the Virgin Mary near Mexico City in 1531 c.e.
16	Posadas Perpetual (Navideñas) - Hispanic Christian feast of The Lodgings commemorating the journey of Mary and Joseph to Bethlehem in preparation for the birth of Jesus.
18	Hanukkah begins - Jewish Festival of Lights. It commemorates the Maccabean recapture and rededication of the Jerusalem Temple in 165-164 b.c.e. Special readings and praise songs focus on liberty and freedom. The eight candle Menorah is lighted
21	Yule - A Christian celebration of the light dawning in Jesus. Also a Norse pagan celebration of the winter-born king, symbolized by the rebirth of the sun. A present day Wicca event.
24	Christmas Eve - Christian celebration of the arrival of Mary and Joseph in Bethlehem for the birth of Jesus. It is observed with worship, candle lighting, manger scenes and festive meals.
25	- Christmas Day - Christian celebration of the birth of Jesus Christ. Observed by prayers, exchanging of gifts, and family parties. - Feast of the Nativity - Orthodox Christian - date varies by regional customs
26	- Zarathosht Diso - Zoroastrian anniversary of the death of Prophet Zarathusht - Saint Stephen's Day (Boxing Day) - Christian remembrance of St Stephen, the first Christian martyr. - Hanukkah Ends - Judaism
31	Watch Night - Christian occasion to thank God for bringing people safely through another year. Controversial history. Protestant European Christian history dating from 1733 and in the US 1770. Some sources link the observance to Black Christian celebration of Emancipation in 1862.