Five key instructor dispositions for equitable student success

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T4 Equity-minded Mathematics Instruction
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Welcome!

I am not an expert! (I'm learning with you)

Ideas from *Teaching Men of Color in the Community College* online course live sessions

Two reminders...

1. *We* create our learning environments!
2. *Every* instructor of *every* gender and race *can* engage men of color and other marginalized students in learning!
1. Engage!
2. Counter!
3. Empower!
4. Recognize!
5. Care!
1. Engage students with relevant coursework!
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- Culturally relevant curriculum
  - Connects math/stats coursework to current issues of social concern
    - Housing insecurity
    - Food insecurity
    - Immigration
- Use tools of math/stats tools consider solutions to social issues
2. Counter misconceptions about identities (race, gender, etc.)!
Counter misconceptions around identities!

Students are well aware of stereotypes about the math/stats abilities of people of different

- races
- genders
- classes
- physical, emotional, and cognitive states

"Macro-affections" can help offset these stereotypes
Counter misconceptions around identities!

Asking for help can feel like admitting that stereotypes are true

- Encourage help-seeking!
  - Tutoring, office hours, counseling, etc. may
    - Not be perceived as "masculine"
    - Be perceived as fulfilling stereotypes about math/stats learners of color
Counter misconceptions around identities!

Asking for help can feel like living up to negative stereotypes

- *Encourage* help-seeking!
  - Tutoring
  - Office hours
  - Counseling
  - Resource centers
Mantra:
"If it's important for student success — make it mandatory!"
Counter misconceptions around identities!

- Show students that math/stats class can be an equitable domain for every learner, not just for
  - white people (like the USA seems to be, racially)
  - women (like the K-12 system seems to be)
3. **Empower** students to engage in learning!
Empower students to engage in learning!

- **Validate** both effort and ability
  - "You can do it," "You belong here," "I believe in you," etc.
  - "Great work," "That's an interesting approach," etc.
- Support helps
  - Our students overcome stereotypes
  - Ourselves overcome our own implicit biases
Empower students to engage in learning!

- Develop your *equity-mindedness*
  - Don't *only* blame students when they don't succeed
  - Consider how well our system *meets* their needs
  - Recognize *our* roles (as faculty and as institutions)
4. Recognize talents and assets!
Recognize talents and assets of men of color!

- Give *honest praise* for
  - Quality work
  - Engagement
    - Individually
    - In groups
  - Improvement

When you see something good, *name it!*
Recognize talents and assets of men of color!

- *Connect* coursework to current math/stats research by people of color
  - Lathisms
  - Mathematically Gifted and Black

(images of smiles and humanity on these slides are mathematicians and statisticians showcased on both sites)
5. Care—convey belonging and mattering!
Care—convey belonging and mattering!

- Explicitly reject stereotypes that portray men of color as unintelligent or unable to succeed in math/stats
  - Use macro-affections to build resistance to micro-aggressions
  - Pick a side: racial, gender, etc. justice!
Care—convey belonging and mattering!

• **Show authentic care** for students
  ○ Experiences of men of color and others marginalized in our system can convince people "The system doesn't care about me."
  ○ *Honor* their experiences, and *show* students that we can provide *love* and *care* in this system
Strong personal relationships are the foundation for successful teaching and learning with marginalized students!
Brainstorm some ideas? Come back at 10:20

S009 Teaching and learning practices for equitable math student success

- Culturally relevant teaching
- Critical reflection
- Collaborative learning
- Intrusive teaching practices
- Early alerts
References/resources


● **Wood, Harris, & White**, *Teaching Men of Color in the Community College: A Guidebook*

● **Gutstein & Peterson (eds.), Rethinking mathematics: Teaching social justice by the numbers**