



Inclusion Early On: Engaging All Students from Day One

Equity Committee Monthly Event

Presenters:

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Monthly Equity Events:

- February:
Follow-up on Inclusion Early On: Engaging All Students from Day One
- March:
Introduction to Equity: Why Is Equity Important?
- April
Equity Workbook: Guided Activity

Agenda:

- Introduction
 - Monthly Equity Events
- Creating an Inclusive Syllabus
 - What to do before the classroom
- First Day of Class
 - Unpacking Expectations
- Increase Students Engagement
 - What to do to increase retention
- Question and Answer

Reference

- The Utah Pathway to Science, Technology, Engineering, and Mathematics
- UPSTEM Faculty Fellows



Syllabus

- First Exposure
- A Reflection of the Instructor
- What the Instructor Values

Developing an Inclusive Syllabus: Use Inclusive Language

- Prioritize learning over rules
- Reveal genuine enthusiasm
- Express high expectations for all students
- Show your humanness!

Developing an Inclusive Syllabus: Use Inclusive Language

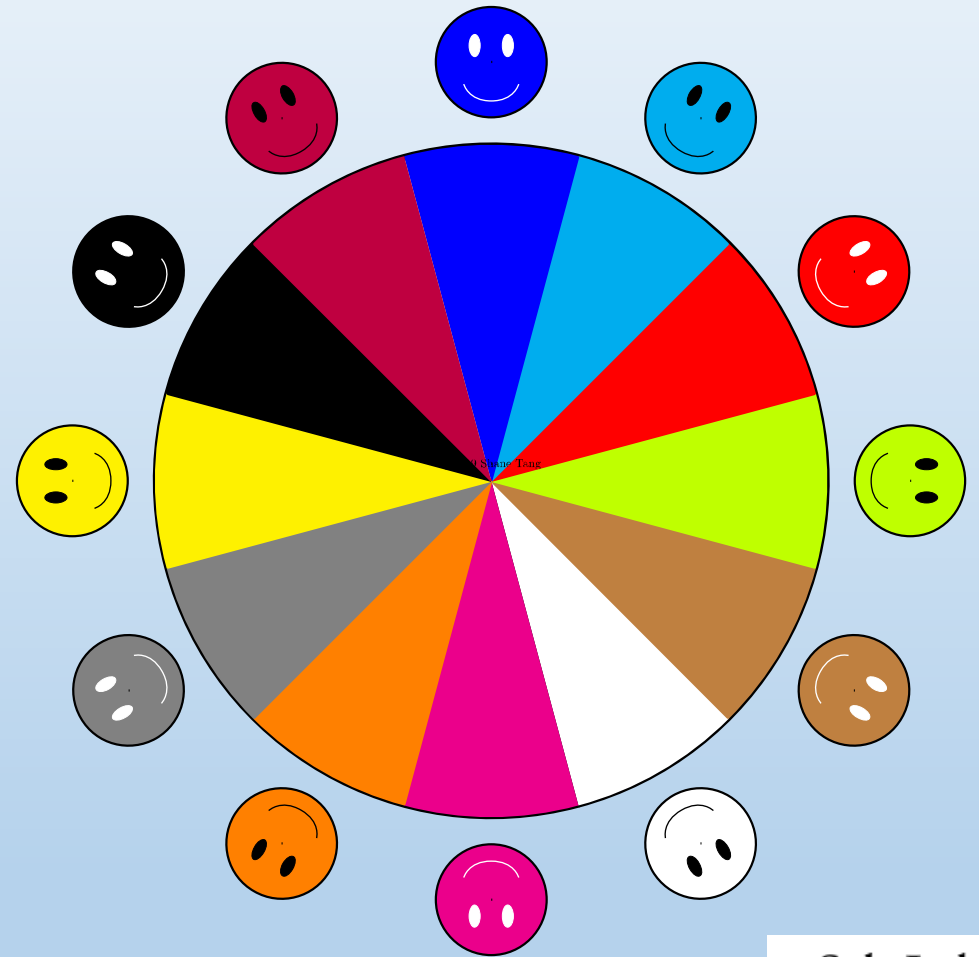
- Pronouns: he, she, they
- “You Guys”, “You Gals”, “You”, “You all”
- Christmas break, winter break
- Office hours, students’ hours

Shane's Inclusion Statement

I intend to serve and treat all students with dignity and respect, irrespective of your age, gender, religion, ethnicity, and socioeconomic status. I will strive to provide an inclusive learning environment and expect you to be respectful of diversity as well. I welcome any suggestions for improvement.

My Symbol for Inclusion

- Ideal
- Meaningful to me
- Reminder



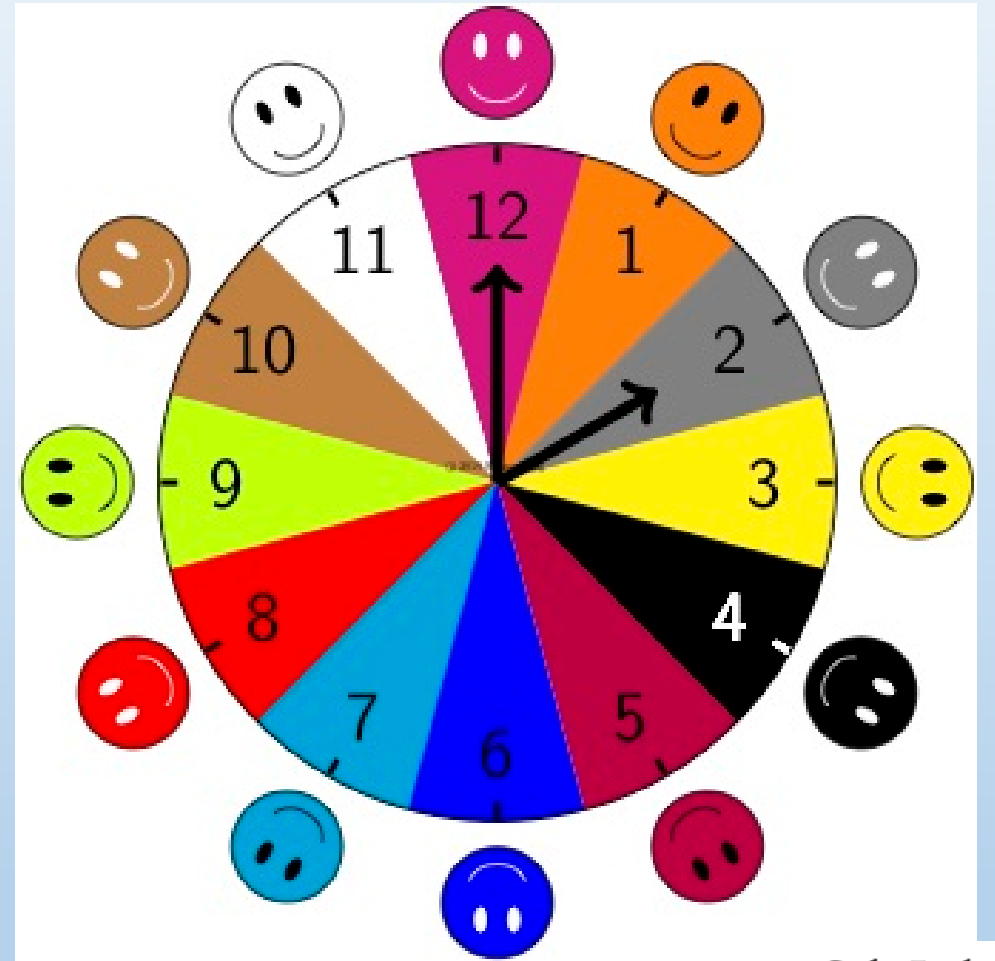
Equity

- Personalize
- Center/Focus
- Group



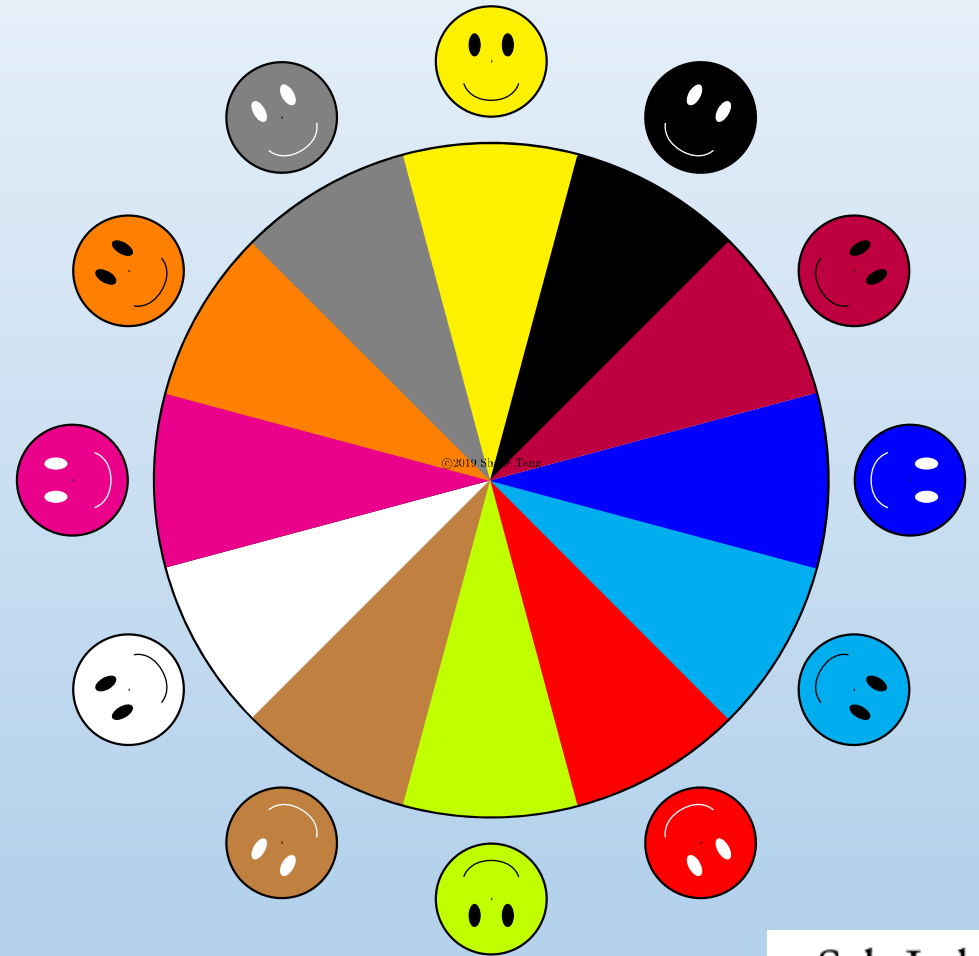
Time

- Discussion
- Presentation
- Consultation

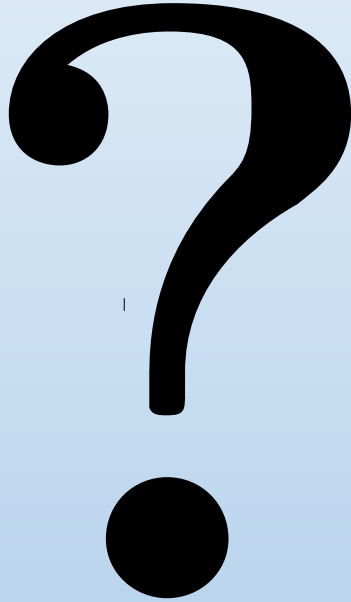


Pie Chart (Area)

- Name
- Encouragement
- Smile



Create Your Own Statement and/or Symbol



First Day of Class:

- Key Ideas
 - Preparation for Class
 - Time Management
 - Growth Mindset
 - What Learning Feels Like

What's in the Picture?!



What's in the Picture?!

- Write down as many of the items you remember from the ones I just showed you
- How many items did you get correct?
- What made this exercise difficult for you?
- Let's try again!



What's in the Picture?!

- Write down as many of the items you remember from the ones I just showed you
- How many items did you get correct this time?
- Now you can have them compare their notes with other students – would they get more?
- Benefits:
 - Be prepared the moment you walk in
 - Pay close attention to what happens in class
 - Ask questions if you do not know something
 - Work in groups to improve learning



<https://www.facultyfocus.com/articles/teaching-and-learning/a-classroom-icebreaker-with-a-lesson-that-lasts/>

Time Management:

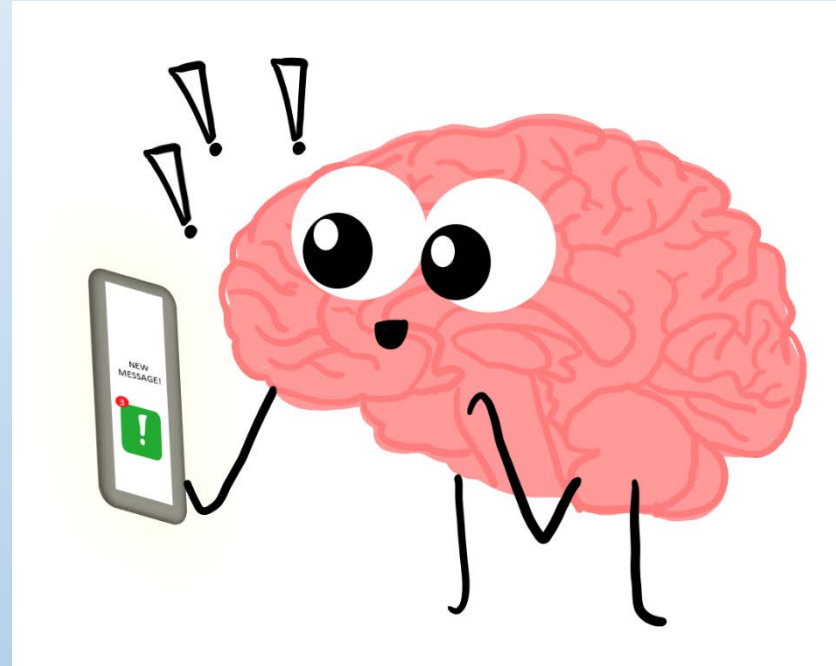
- In the grid, block out all of the times you are not free

Name:

- Classes
 - Parenting
 - Work
 - Travel
- Now include study time for each class you are taking
 - Is this schedule realistic?

Growth Mindset Simplified: <https://www.mindsetworks.com/science/>

- Weight Lifting Analogy
 - What happens if you are asked to lift a 1 pound weight (about ½ a kilogram)?



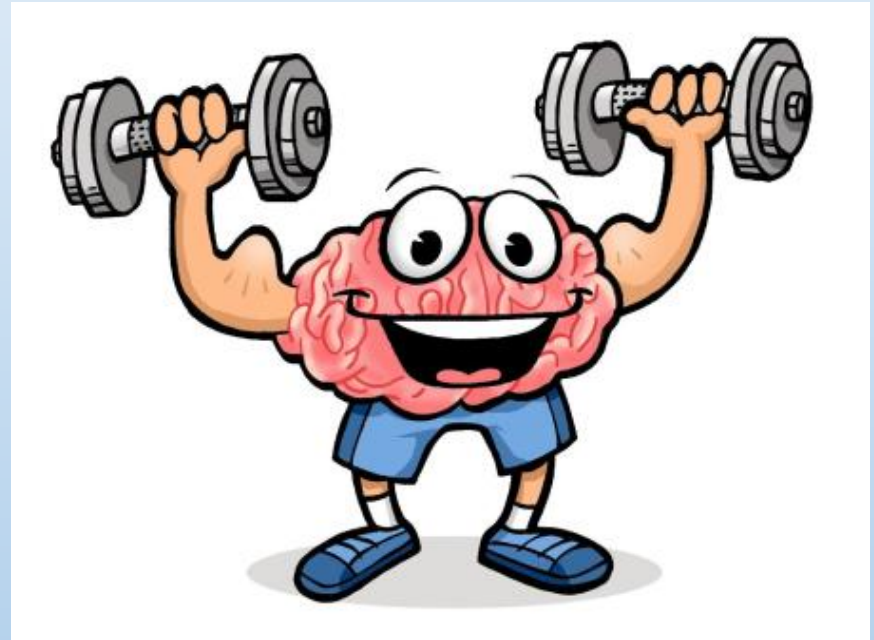
Growth Mindset Simplified:

- Weight Lifting Analogy
 - What happens if you are asked to lift 500 pound weight (around 225 kilograms)?

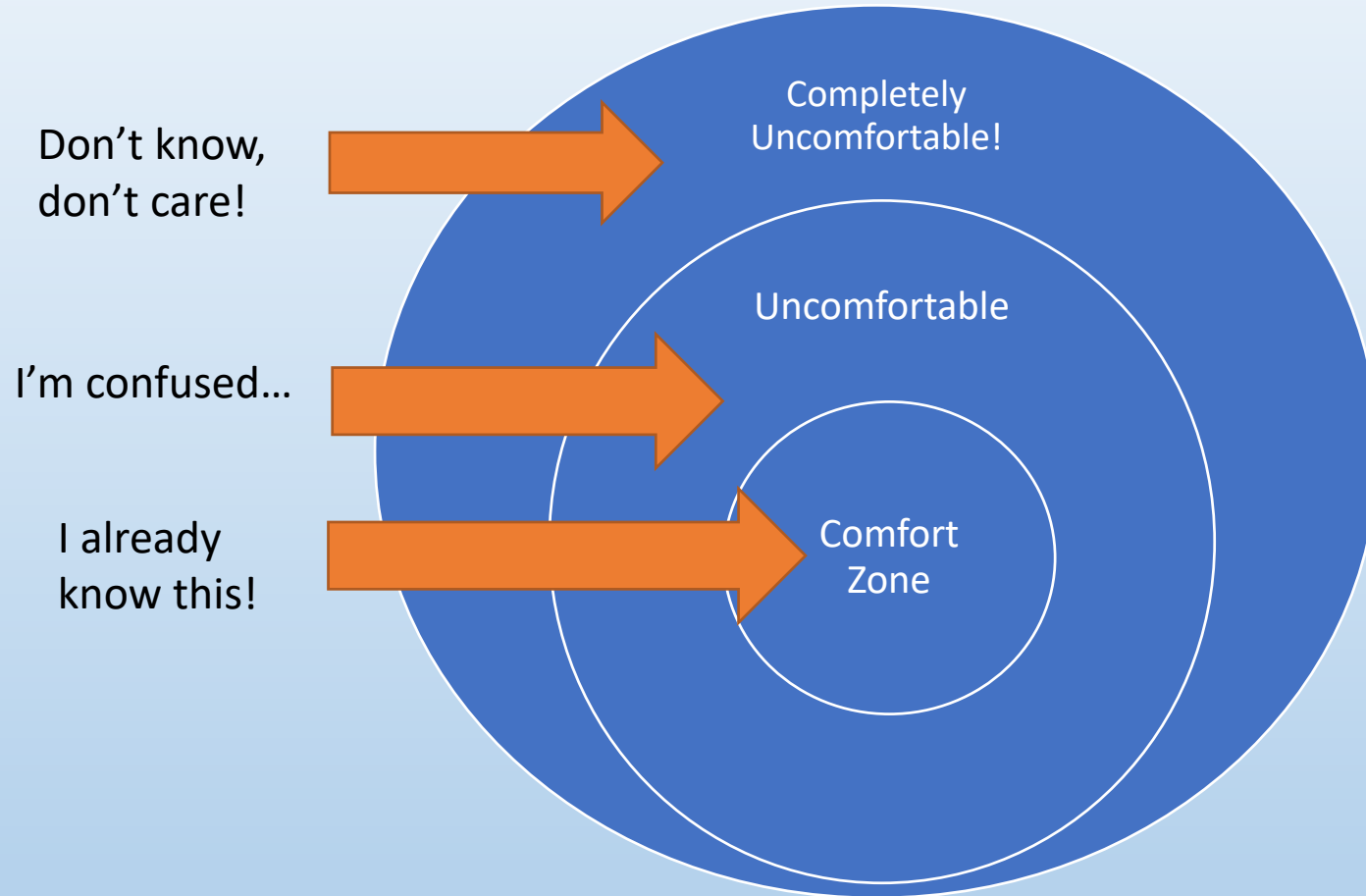


Growth Mindset Simplified:

- Weight Lifting Analogy
 - What if I provide the right weight for each student (***which is different for each student***)?



Learning Is Uncomfortable: <https://www.parelli.com/>



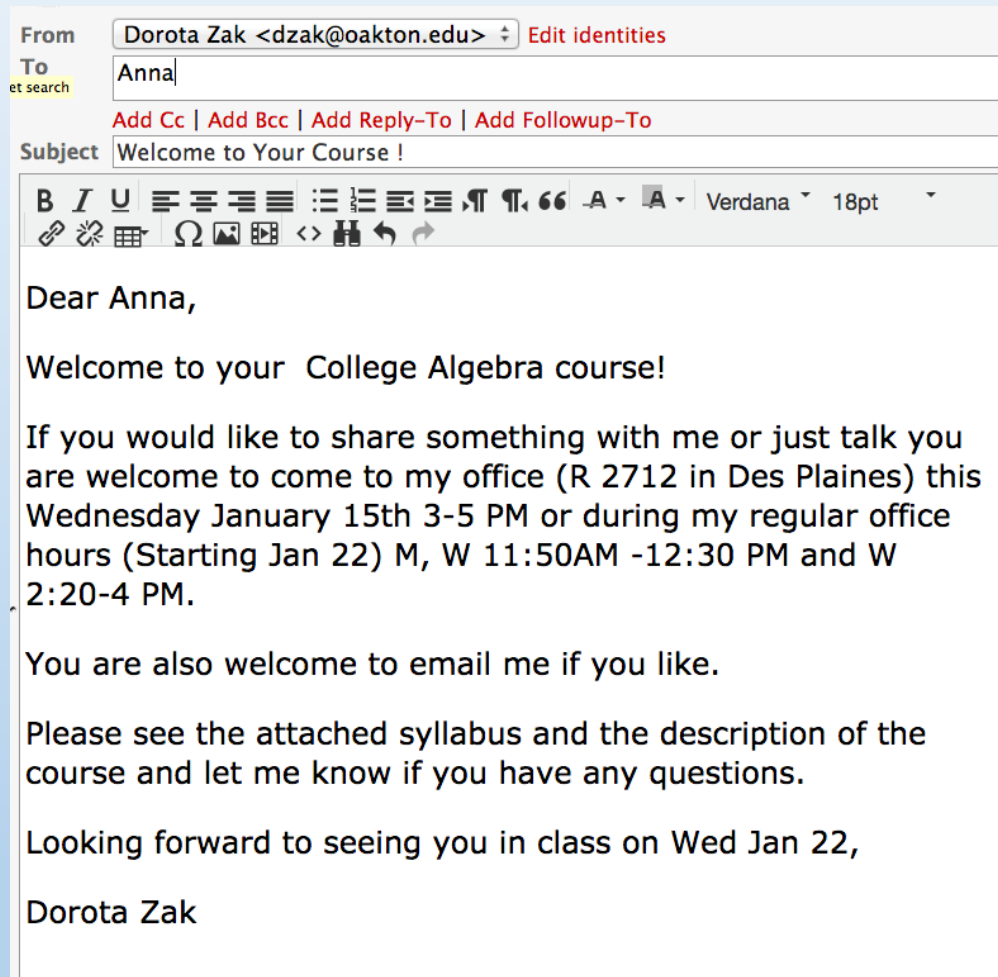
Learning Is Uncomfortable:

The collage consists of 12 individual images, each representing a different take on the 'Comfort Zone' concept:

- Image 1:** A circular diagram with three concentric rings: a central grey ring labeled 'COMFORT ZONE', an outer green ring labeled 'GROWTH ZONE', and a red outer ring labeled 'SHUTDOWN ZONE'. Source: fitmomsfullplates.com
- Image 2:** An infographic titled 'How To Get Out of Comfort Zone' with a cartoon character and text: 'Steadily face your fears', 'Make a goal out of comfort', and 'Take things positively'. Source: [Visual.ly](http://visual.ly)
- Image 3:** A circular diagram with three concentric rings: a central yellow ring labeled 'Comfort Zone', a green ring labeled 'Learning Zone', and a red ring labeled 'Panic Zone'. Source: leadingessentially.com
- Image 4:** A circular diagram with three concentric rings: a central green ring labeled 'COMFORT ZONE', a dark green ring labeled 'CHALLENGE ZONE', and a dark red ring labeled 'PANIC ZONE'. Source: Pinterest
- Image 5:** A circular diagram with three concentric rings: a central blue ring labeled 'Comfort Zone', a green ring labeled 'Learning Zone', and a dark green ring labeled 'Challenge Zone'. Source: Pinterest
- Image 6:** A circular diagram with three concentric rings: a central green ring labeled 'Comfort Zone', a red ring labeled 'Learning Zone', and a dark red ring labeled 'Panic Zone'. Source: speakingaboutpresentin...
- Image 7:** An infographic titled 'STEPPING OUT OF YOUR COMFORT ZONE' with a purple header and text: 'The key is creating a positive mind set', 'WWW.THINKCONFIDENCE.COM', '4 STEPS FOR POSITIVE THINKING', '2 CHANGE', '1. BELIEVE', and '3. BELIEVE'. Source: think-confidence.com
- Image 8:** A circular diagram with three concentric rings: a central green ring labeled 'Comfort Zone', a red ring labeled 'Learning Zone', and a dark red ring labeled 'Panic Zone'. Source: speakingaboutpresenting.com
- Image 9:** A circular diagram with three concentric rings: a central green ring labeled 'comfort zone', a yellow ring labeled 'interest zone', and a purple ring labeled 'disinterest zone'. Source: blogsspot.com
- Image 10:** A circular diagram with multiple concentric rings. The innermost is 'COMFORT ZONE' (blue), followed by 'STRETCH ZONE' (yellow), and 'PANIC ZONE' (red). Various emotional states are listed around the rings: 'Lifeline', 'Secure', 'Unchallenged', 'Easy', 'Expectant', 'Anxious', 'Fed up', 'Frustrated', 'Tired', 'Stressed', 'Frustrated', 'Willing to risk', 'Bored', 'Stable', 'Safe', 'Challenged', 'Disinclined', 'Anxious', 'Fed up', 'Frustrated', 'Tired', 'Stressed', 'Frustrated', 'Willing to risk', 'Bored', 'Stable', 'Safe', 'Challenged', 'Disinclined', 'Anxious', 'Fed up'. Source: blogsspot.com
- Image 11:** A black background with two white circles. The left circle is labeled 'YOUR COMFORT ZONE' and the right circle is labeled 'WHERE THE MAGIC HAPPENS'. Source: visualstatements.net
- Image 12:** A circular diagram with four concentric rings: a central red ring labeled 'Comfort Zone', an orange ring labeled 'Fear Zone', a green ring labeled 'Learning Zone', and a dark green ring labeled 'Growth Zone'. Source: Twitter

Feedback

Increasing Students' Engagement and Sense of Belonging



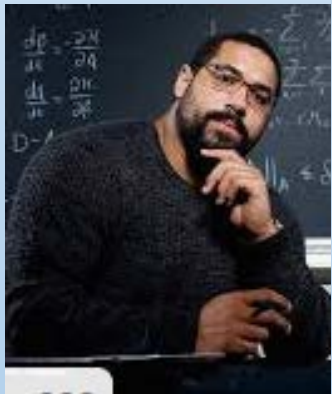
Before the class starts send everyone an email with a warm welcome, description of the course and the syllabus. Make sure you address each student by their name and invite them to your office.

Increasing Students' Engagement and Sense of Belonging

Create welcoming environment in the classroom



- Be there a few minutes before
- Welcome students as they come in
- Put your name on the board, etc...
- Have some posters of scientists or mathematicians from many different ethnic groups and genders.
- Have posters/advertisements for different ethnic, LGBTQ+ etc. clubs in the classroom.
- Post announcements about current happenings at the college on the board .



Increasing Students' Engagement and Sense of Belonging

The coursework is important, but spend most of the first class on increasing student's sense of belonging and engagement.

- Introductions: have all the students introduce themselves
- Mindsets
 - Talk about yourself: why college was difficult for you and how you were able to succeed
 - Explain mindsets or play a short video on mindsets
- Split the class into groups of about 4 to talk about:
 - Their fears or obstacles that they face
 - Plans for the future
 - Each group shares with the whole class



Increasing Students' Engagement and Sense of Belonging

Spend the first class on increasing student's sense of belonging and engagement.

- Scavenger hunt
 - Have students search for information in the Syllabus
 - Ask students to find information on the Students Support Services online

- Invite clubs' representatives



- Invite people from Student Support Services

Increasing Students' Engagement and Sense of Belonging. Beyond the first class: **“Not Optional”**

- Set up one on one meetings with students to talk during the first 3 weeks of class: not optional.
- To prepare for the meetings ask students to fill out a questionnaire:
 - Tell me something about yourself that will understand your main interests, concerns, or philosophy of life
 - Why are you taking this course?
 - Is there anything I should know about you that will help me to be a better teacher for you?
 - Is there anything you would like to share with me?
- Require students to visit Learning Center during the second week of class: not optional.

Increasing Students' Engagement and Sense of Belonging

List of Resources

- [CCEAL](#) (Community College Equity Assessment Lab)
- [What the Past 20 Years of Research on Men of Color Tells Us](#) (video)
- [Mindset Kit](#) (website)
- [Belonging for Educators](#) (website)
- [Growing Your Mind](#) by Khan Academy (video 3 min)
- [Countering Stereotypes and Enhancing Women's Sense of Belonging to Reduce Gender Gaps in STEM](#) by Allison Master (article)
- [Create a Sense of Belonging](#) by [Karyn Hall Ph.D.](#) (article)

Questions?

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