

GI 2025 Working Group on Academic Experiences
Summary Report of Key Take-aways
April 25, 2022

Reminder: The purpose of the Academic Experiences working group is to propose ways to improve teaching and pedagogy to eliminate equity gaps in students' academic outcomes (e.g., differential DFW rates).

Key Recommendation #1: Data-based Decisions

- Focus efforts on courses with highest repeatable grades gap (equity gap rates) out of high overall repeatable grades rate courses (DFW rates)
- Look at longitudinal data and pre-pandemic data (recommendation constrained by GI 2025 charge from CO)
- Offer targeted professional development opportunities for classes with bigger equity gaps
- Provide specific trainings with specific materials for specific faculty, based on what data show is needed
- Look at relationship between equity-gap courses and level of library support
- Look at positive outliers, i.e., courses with successes in NOT having high repeatable grades & low equity gaps.

Key Recommendation #2: Rethink Approach to Students

- Shift faculty mentality: Are students not prepared for the courses? Or are faculty not prepared for the students?
- Shift from "cultural deficit model" of thinking about certain student groups to focusing on the strengths that students bring to their academic experience.
- Change faculty/department mindset: "gatekeeper" courses vs "scaffolding courses"
- Redefine faculty "rigor," especially in light of revisions to UPS 210 (i.e., GPAs and SOQs may not be the sole measure of "teaching effectiveness")
- Consider how COVID has impacted student perceptions and realities
- Explain to students the WHY behind each assignment and assessment, to help change thought process of students themselves and faculty colleagues

Key Recommendation #3: Faculty Morale

- Acknowledge faculty doing equity work by nominating them for campus and industry awards (also, more generally, celebrate and promote faculty's achievements and positive news)
- Avoid appearing to blame faculty or departments for existing equity gaps; find ways to turn off people's defensive reflex
- Assess learning outcomes at the department/program level, not level of individual faculty
- Guide faculty conversations about conceptualizing vs practicing equity
- Offer discretionary release time for faculty to work equity gaps, without requiring application process
- Show faculty examples of concrete impact of effective equitable pedagogy (e.g., student testimonials)
- Support activities that bring faculty joy in their work (e.g., conference presentations; new research projects; opportunities to work directly with students on research)

Key Recommendation #4: Inclusive Efforts

- Include part-time lecturers in educating about equity gaps
- Show all faculty how to find equity-gap data, to give them food for thought and start conversations
- Encourage faculty conversations about why equity gaps exist

- Create training opportunities that are more “bite-size” and manageable for faculty with limited time, resources, attention
- Centralize pedagogy resources, which now seem scattered online in various sites

Key Recommendation #5: More Accountability

- Build consideration of and/or reflections regarding equity gaps into Department Personnel Standards, including for lecturers
- Support chairs to consider re-assigning faculty from courses where equity gaps persist
- Ensure that faculty service burdens are borne equitably in a department by holding accountable those who don't pull their weight