

Student Success: What Is an Equity-Minded Syllabus?

Virtual Conference on Diversity, Equity, and Student Success—the Power of Collective Action.



UNC

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Introductions

Dr. Susan M. Keenan

Director, STEM Inclusive
Excellence Collective and
Professor of Biological Sciences
Pronouns: She/Hers/Hers
Susan.Keenan@unco.edu

Dr. Talia K. Carroll

Director, Marcus Garvey
Cultural Center and
Adjunct Faculty, Higher
Education and Student Affairs
Leadership
Pronouns: She/Hers/Hers
Talia.Carroll@unco.edu

Dr. Lori Reinsvold

Associate Director, Math and
Science Teaching Institute
Pronouns: She/Hers/Hers
Lori.Reinsvold@unco.edu



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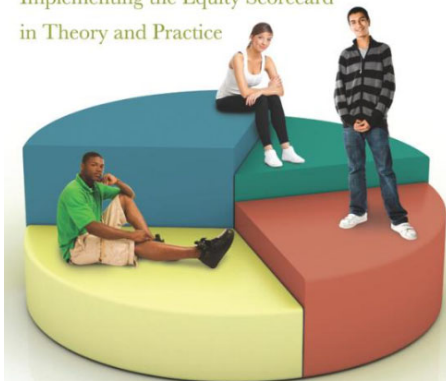
Acknowledgements:



SYLLABUS REVIEW GUIDE FOR EQUITY-MINDED PRACTICE

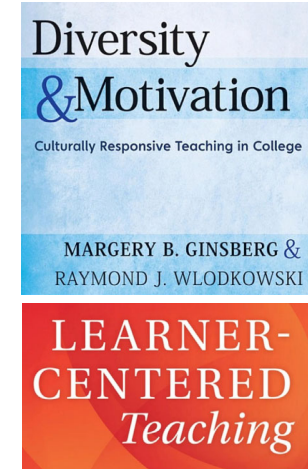
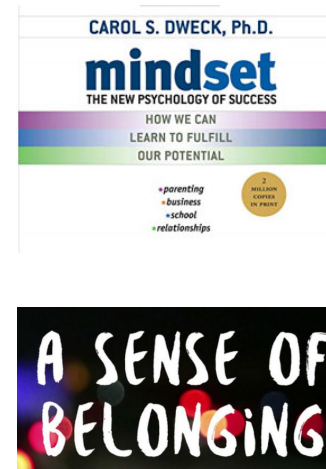
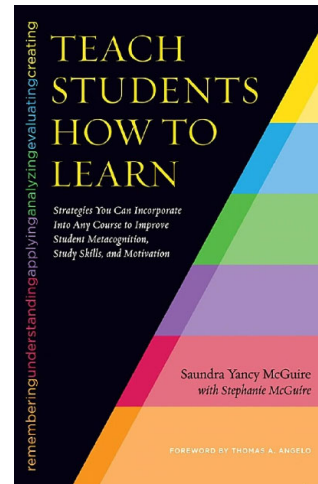
Confronting Equity Issues on Campus

Implementing the Equity Scorecard
in Theory and Practice



Edited by Estela Mara Bensimon and Lindsey Malcom

Foreword by David Longenecker



Ways in which your syllabus can demonstrate equity for students

Academic Success

- Jargon
- Structure

Academic Care

- Verbal Immediacy
- Supporting and Normalizing Struggle
- Policies

Connection

- Relevance
- Deconstructing

Academic Success: Jargon

CUE: All students, but especially minoritized students benefit from “full disclosure of the terms of success.”

R

Learning Objectives

Weighted Grade

Syllabus

Comprehensive
Exam

Office Hours

Giving students access to the language of the institution can improve their chances for success!

Academic Success: Structure

Provide students with the information they need to successfully complete the course and navigate college

- Include basic information about the course

Present information in such a way that a first-time college student can easily make sense of the syllabus

- Written clearly, in plain language, with limited academic jargon
- Formatted and ordered in a way that highlights what students need to know to maximize their learning and success

Office Hours

MWF 10-10:50 am ; TR: 9:30-10:30 am

2480 Ross Hall

Susan.Keenan@unco.edu; 970 351 2510

If your need to contact me outside of my office hours you may email me or call my office.

If you have questions stop by my office (2480 Ross Hall) during **office hours which is time set aside specifically for your questions and concerns**—Monday (M) Wednesday (W), and Friday (F): 10-10:50 am and Tuesday (T) and Thursday (R) 9:30-10:30 am. I am also available if you come to class a few minutes early or can stay a few minutes after class for questions. You are also welcome to contact me outside of class and office hours—email me at Susan.Keenan@unco.edu or call me at 970-351-2510

Academic Success: Structure

Wk	Day	Date	Lecture Topic	Chpt	HW due	Lab Topic
			THEME 1			
			INTRODUCTION AND MOLECULES			
1	M	20-Aug	Introduction - what is life?			Scientific Method
	W	22-Aug	Studying Life	1		
	F	24-Aug	Case Study Science Methods		chpt 1	
2	M	27-Aug	Chemistry of Life	2	chpt 2	Lit Review and Critique
	W	29-Aug	Small Molecules			
	F	31-Aug	Case Study - Too Much Aspirin			
3	M	3-Sep	LABOR DAY: NO CLASS			NO LABS THIS WEEK
	W	5-Sep	Carbohydrates and Lipids	3	chpt 3	
	F	7-Sep	Proteins and Nucleic Acids			
4	M	10-Sep	Case Study - Brains and Broncos			Using the Microscope
	W	12-Sep	Chemical Evolution	22	chpt 22	
	F	14-Sep	EXAM 1			
			THEME 2			
			CELLS AND ENERGY			
5	M	17-Sep	Cells - types and principles	4	chpt 4	Dilutions and Standard Curve
	W	19-Sep	Cells - organelles			
	F	21-Sep	Cell Structure and Disease			
6	M	24-Sep	Case Study- Infection Diagnosis			Algae
	W	26-Sep	Membranes Structure and Chemistry	5	chpt 5	
	F	28-Sep	Membrane Synthesis and Transport			
7	M	1-Oct	Case Study- Ecstasy			Graphing and Data Analysis
	W	3-Oct	Thermodynamics and Enzymes	6	chpt 6	
	F	5-Oct	Enzyme Control and Pathways			

COURSE MATERIALS

TEXTBOOK	CLICKER	LAB MANUAL	COMPOSITION NOTEBOOK
<p><i>Biology</i> by Brooker, 4th ed. (choose ONE option)</p> <p>Option 1 (recommended) Ebook: Purchase the electronic version of the book and the access code for the Connect homework directly through Canvas at the beginning of the semester. To do this, click on the first homework link in the Canvas site for the BIO 110 course and enter your credit card information there.</p> <p>Option 2: Purchase the loose leaf version from the UNC bookstore AND the access code for the Connect homework. You will then enter your code on Canvas once the semester begins.</p>	<p>(choose ONE option)</p> <p>Option 1: Purchase an iClicker with a 5 year mobile access card. This is recommended for Biology majors who will be using the clickers in multiple classes during your time at UNC. These are available at the UNC bookstore.</p> <p>Option 2: Purchase an iClicker with a 2 year mobile access card. Please check with your major department to see if you will be using clickers in the upper level courses. If not, then this is the recommended option. These are available at the UNC bookstore.</p>	<p>The laboratory manual for this course will be provided for you on Canvas. However, you MUST print out the <u>entire</u> lab manual and bring it to your first laboratory session. I recommend that you use a service such as Fed-Ex Kinko's or UPS and have it printed for you.</p>	<p>This is a blank notebook that you will use as your lab notebook when conducting your experiments. It can be purchased at the UNC bookstore or any office supply store.</p>

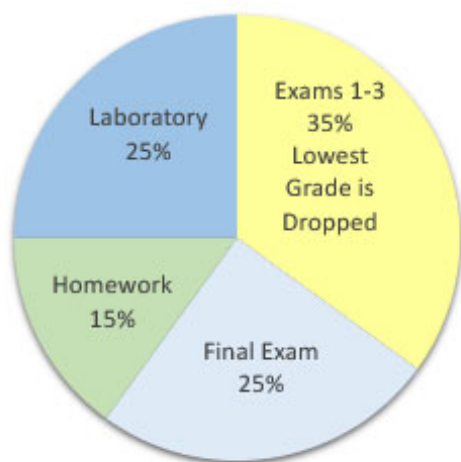


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BIO 110: Principles of Biology
Laboratory Manual



Academic Care: Verbal Immediacy

Attendance is Mandatory!

There is no such thing as an excused absence. Up to 90% of your grade will be based your participation in activities that take place in class

Behavior: Engaging in any behavior that negatively affects the teacher's ability to teach and the students' ability to learn, is direct a violation of the Student Code of Conduct. If you are being disruptive, you will be asked to leave the classroom.

Attendance: we will be spend much of our time in class working together on activities. Your participation in these activities weighs heavily on your grade (*its worth 90%*), so to be successful you need to come to class. I have listed other tips for success on page 3 of the syllabus

We learn better as part of a community where everyone has the opportunity to participate and engage. One the first day of class, we will work together to develop norms for participation and together we will hold each other accountable for our actions in class.

Academic Care: Verbal Immediacy

- Creating a Partnership:
 - Use “We” and “Our” rather than “I”, “you” or “students”
 - Share your pronouns with students and ask them to share their pronouns with you
 - Learn and use students’ names and ask about preferred names
 - Tell the students a little about yourself and why you excited about this course.
 - Clearly state what you expect from students as learners, and what they can expect for you as an instructor

When students believe language from a syllabus is **friendly** they view instructors as warm and approachable and believe that they are highly motivated to teach.

Harsh language can be intimidating and discouraging for some students and hinder their success

Academic Care: Supporting Students

As a student, there were concepts that I just didn't understand, so you might run across them too. I want you to feel comfortable coming to my office, or sending me an email for help. My office hours this semester are listed on the syllabus. I highly encourage you to work with other students outside of class, and you might also consider creating a study group. If you want someone outside of the class to assist you, please consider visiting Tutoring Services (its free!). You can drop in Michener Library - L149, call to make a specific appointment (970-351-1904), or find out more online <http://www.unco.edu/tutoring/> They even have some evening and weekend hours!

Students who are struggling should seek help



Academic Care: Normalizing Struggle



Student Support

What should I do to be successful in this course?

- Expect to put **time** into this course. In higher education, it is expected that students dedicate two hours of time out of class for every one hour in class. That means six hours of time outside of class per week for Genetics! (*consider scheduling yourself*)
- Don't let yourself get behind. Each time you come to class unprepared (without having watched the video in advance), you are forgoing a valuable opportunity in class to learn the material in a deeper way.
- **Join in** with your group! While group work can be incredibly helpful, it can also go badly when one or more group members have a bad attitude. At the very minimum, if you are having a bad day (we all do, occasionally!) don't *interfere* with your groupmates' ability to work together.
- Consider starting
- Log in to Canvas
- Use the Canvas
- Check your BEA



What should I do if I need help?

- Seek help early, as soon as you realize things are going badly. The longer you wait, the less likely it is that you can turn things around.
- If it is simply a matter of a time crunch, don't be shy about asking for an extension; generally I am pretty willing to give short extensions, as long as you talk to me about it *before* the deadline. Also, please let me know if you are encountering health or other difficulties that affect your classwork. Let's talk—hopefully we can work something out so that you can be successful in Genetics.
- Come to instructor office hours for students. They are listed on the first page of this syllabus. You may just show up, or you can sign up in advance by emailing me, or by signing up for a slot on my weekly schedule on my office door. I am also happy to make a different appointment time, if those times don't work for you. I like to meet each of you one-on-one, so stop by to simply introduce yourself as well! I have worked with a lot of students who struggle with genetics, so I may have some tips that help you.
- Go to the office hours of the in-class TA(s). These will be set within the first week or so of class, and will be posted on the "syllabus" page of Canvas.
- Go to the UNC tutoring center. Did you know it is **free**? The tutoring center is located in Michener L149. They offer appointments and also drop-in tutoring. Check their website for more details <http://www.unco.edu/tutoring/>.

BEFORE CLASS

- Read the chapter
- Do the homework
- Note difficult concepts
- Print out the lectures

DURING CLASS

- Stay engaged
- Take notes
- Ask questions
- Discuss Clicker questions

AFTER CLASS

- Recopy notes in your own words
- Find answers to questions
- Study as if there was a weekly quiz



Academic Care: Policies

Disabilities: Disabilities are not a reflection of your intelligence or who you are, they are a reflection of how your brain works. If you know or think that you have any learning or physical disabilities, please contact our Disability Support services. This will help you gain access to resources and also let me know how I can best accommodate your needs.

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

Classroom Policies to reconsider:

- Requiring a note from a doctor for an excused absence
- Having a no make up exam policy

- Being open and transparent

Connection: Relevance

- Connecting material you hope student learn with your course objectives can help students gain a better understanding the relevance of the material
- Help your students connect the course objectives, topics, and assessments to their own career and life goals and experiences. Consider:
 - Including topics/assessments related to the local community of the communities of the students in your course
 - Offering different forms of assessments that give students multiple ways to demonstrate their learning and strengths
 - Including readings, activities, and assignments that are culturally relevant and inclusive

Communicate the value of students' racial/ethnic backgrounds, for example, as sources of learning and knowledge



Connection: Deconstructing



Consider the Historic Perspective of Higher Education

- White, male, middle to upper class, heterosexual, Christian, able-bodied
 - Consider the stereotypes of people in your field
 - Consider the identities and intersectionalities of the students in your classroom



Connection: Deconstructing

Challenge students to become critically aware of their privileges and biases.

Include a classroom anti-discrimination policy

Commit to discussing racist or discriminating comments and behavior as they arise in class or on campus

Provide opportunities for students to critically examine the norms in higher education and broader social discrimination

For articles and other readings: Consider who did the work and where? And how the work funded.

Questions or Comments?

For additional Information and examples visit go.unco.edu/STEM-IEC

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Tips for Creating a More Inclusive Syllabus

Ginger R. Fisher, PhD, and Susan M. Keenan, PhD • February 3, 2020

Dr. Susan M. Keenan

Director, STEM Inclusive
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