12th Annual Teaching and Learning Symposium

Keynote: “Doing Race & Equity Pedagogy”

• Wayne Au
  School of Educational Studies, UW Bothell

• Christine Stevens
  Nursing & Healthcare Leadership, UW Tacoma

• Joyce Yen
  ADVANCE Center for Institutional Change, UW Seattle
Opening Question:

• How do you think about race and equity in your teaching?

(Talk with someone sitting next to you for two minutes)
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Doing Race & Equity Pedagogy

Presuppositions & Practice

Wayne Au, UW Bothell
Presuppositions

• Pedagogy is curriculum & curriculum is pedagogy.
• Assessment is curriculum & pedagogy too.
• Identity matters.
• The world is in our classrooms.
Race & Equity Pedagogy

• Student understand that their lives & experiences matter.

• Pedagogical – How do we engage & invite into process of understanding & reflection.

• Curricular – Enter in from personal experiences & subject positions.
Don’t Be Liberal (Be Radical)

• Race & Equity pedagogy must embrace that social relations & power are in our classrooms at all times!
• Micro & Macro-aggressions abound
• False equivalencies (e.g., “reverse racism”) need to be challenged.
• In making sure students are heard, we also have to make sure they are hearing themselves critically.
UWB Academic Transition Program
ATP Objectives

• Skill Objectives: Campus resources, college literacy, reading comprehension, writing improvement, and quantitative literacy.

• Socio-Emotional Objectives: Community building, self-esteem building, positive relationships.

• Content Objectives: Critical understanding of barriers to college access; reflection on personal experiences; strategies used by successful 1st generation, low income, students of color.
ATP Structure

• Pedagogic Goal: Varied activity structures to create opportunities for variety of learners to enter into the curriculum and classroom community.

• Pedagogy: Combination of group work, independent work, student presentations, online discussion, seminar discussion, community building, micro-lecture, discreet literacy activities.

• Assessment: Ongoing, formative and summative, process-based writing (multiple drafts with support), mini-e-portfolio with meta-reflection on learning.
Thank You!

Wayne Au
wayneau@uw.edu
Race and Equity as a curriculum thread

Christine Stevens, MPH, PhD
Associate Professor
University of Washington Tacoma
Nursing and Healthcare Leadership Program
Healthcare Leadership (HCL) Program

• Bachelor of Arts degree with a major in Healthcare Leadership
• Graduates work as managers in hospitals and long-term care facilities, clinics, nonprofit, NGO, governmental positions that focus on public health and policy issues
Healthcare Leadership (HCL) Program

Curriculum focus:
• Leadership strategies and communication
• Informatics
• Research
• Social justice
  – Health and society: health disparities, racism and health
  – Working with communities to develop local solutions
  – Macroaggressions in communication
Student populations of HCL, UWT, UWS
Survey of students in HCL class

- USDA food security Module
- McKinley Vento definition of people experiencing homelessness
Survey of entire UWT campus

N=298 (10%) university students (UG78%; G22%).

32% of the participants went hungry even when they had part or full time employment and federal educational loans.
UWT Food Insecurity and Race/Ethnicity

Mean of USDA food insecurity score

- White
- Hispanic/Latino
- African American
- Native American
- Asian
- Pacific Islander
- Biracial
UWT compared to US population

- Worry about money for food
- Could not afford balanced meals
- Low cost food
- Skip meals due to lack of money
- Skip meals to feed children

Percentage

- US
- UWT
Outcomes

• Retention rate for HCL program in last 3 years: 94%
• Food pantry at UWT
• Student comments

... I certainly grew from the whole experience in so many ways. Thank you for helping students to realize their potential you are truly talented at making differences for students in getting them to feel comfortable with learning to navigate the overwhelming challenges that attending college and navigating my own life can bring.
Momentary Evaluation of learning and context

• Anonymous
• What is getting in the way of your learning?
• What supports your learning?
• STOP/START/ Continue
• Reflection in class with paper, clickers, or on canvas.
• Students discuss and vote in class
Anonymous momentary survey – what would you ask?
bell hooks (1994)

The academy is not paradise. But learning is a place where paradise can be created. The classroom with all its limitations remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress.

This is education as the practice of freedom.
Promoting Equity in Engineering Relationship: A program for students, by students (ENGR 401)

Co-Instructor Joyce Yen, Director, UW ADVANCE

Co-Instructor Sapna Cheryan, Associate Professor, Psychology
PEERs Course Goals

• Explore implicit and explicit barriers to creating a welcoming climate for all in engineering and identify strategies to reduce and remove barriers.

• Examine how diversity fits into and benefits engineering.

• Develop materials to educate others about lessons from this class.

• Explore how leaders make a difference and how to be a leader with respect to PEERs goals.

• Develop yourself as citizen engineers and critical thinkers.
Intersections and Silos

Historically and Socially Significant

Race

Ability

SES

Gender

LGBTQIA

Ethnicity
Artifacts

Current real-world representations of diversity in STEM (e.g., articles, advertisements, videos)

March 2016
April 2016
December 2016
Guiding Course Questions

• What are the reasons for underrepresentation of certain groups in engineering?
• What does the science and research say about who does and doesn’t participate and why?
• What can we do to improve diversity, inclusiveness, and equity in engineering?

Raise Awareness  Cultivate Change Agents  Promote Action
Outcomes: Differences in Understanding

Understanding of how institutions may unintentionally perpetuate bias in engineering:
- Before: 2.6
- After: 4.5

Understanding of the deeper consequences of bias in engineering education:
- Before: 2.9
- After: 4.6

Understanding of the concept of white privilege:
- Before: 3.4
- After: 4.6

Understanding of the importance of being an ally to those from underrepresented groups:
- Before: 2
- After: 2
Outcomes: Differences in Action

Challenge situations of bias when I observe them

Cite data related to diversity in conversations with others

I feel equipped to be a proactive agent in countering bias in the College of Engineering

Make positive contributions to the engineering community with respect to diversity
Outcomes: Student Quotes

“Material covered was quite different than other subjects I’ve studied. It was refreshing to get a new perspective on society and how I fit in it.”

“I learned a bucket load about bias and how to be an ally. Every week challenged … preconceived notions.”

“It was very interesting to learn about diversity and discuss with my classmates. Diversity is not something that everyone feels comfortable talking about, so it was nice.”
Q&A
Final Questions:

• What’s your biggest takeaway from today?
• What next steps are you inspired to do to integrate race & equity in your teaching?
• What would help support you in this work?