

Summaries of DEI Journal Club Texts

Schreyer Institute of Teaching Excellence

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- Sun, K. L. (2019). The mindset disconnect in mathematics teaching: A qualitative analysis of classroom instruction. *The Journal of Mathematical Behavior*, 56, 100706. ([jump to](#))

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- **June 2:** Schinske, J., & Tanner, K. (2014). Teaching More by Grading Less (or Differently). *CBE—Life Sciences Education*, 13(2), 159–166. [Link to: Teaching More by Grading Less](#)
- **June 16:** Fernandez, O. E. (2021). Second chance grading: An equitable, meaningful, and easy-to-implement grading system that synergizes the research on testing for learning, mastery grading, and growth mindsets. *Primus*, 31(8), 855-868. [Link to: Second chance grading](#)
- **June 30:** Gillis, A. (2019). Reconceptualizing participation grading as skill building. *Teaching Sociology*, 47(1), 10-21. [Link to: Reconceptualizing participation grading](#)
- **July 14:** Chamberlin, K., Yasué, M., & Chiang, I-C. A. (2018). The impact of grades on student motivation. *Active Learning in Higher Education*, 1- 16. [Link to: The Impact of grades on student motivation](#)
- **July 28:** Streifer, A. & Palmer, M. (2020) University of Virginia CTE Guide on Alternative Grading and Equity: [Link to: Guide Alternative Grading](#)
- **August 11:** Winkelmes, M.-A., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Harris Weavil, K. (2016). A Teaching Intervention that Increases Underserved College Students’ Success. *Peer Review*, 18(1–2). [Link to: A teaching intervention that increases underserved college students](#)

Summer 2022

- What inclusive instructors do: Principles and practices for excellence in college teaching
 - Citation: Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. (2021). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Stylus Publishing, LLC.
 - [Link to: What Inclusive Instructors Do](#)
 - Summary: Using interview data with university instructors, Addy et al., describe how inclusive instructors create learning and teaching environments, in which all students feel a sense of belonging and all students understand how they can reach their full potential. Inclusive teaching matters because exclusionary practices exist in higher education, which are connected to achievement gaps and participation gaps (especially for underrepresented and minority student populations). This guidebook names a variety of practices (e.g., in syllabus design, course design, assessment design, classroom rapport) that can nurture inclusive learning spaces. To help instructors understand who their students are, Addy et al. also introduce the *Who's in Class* tool, a student background survey that can be adapted by instructors, distributed to students, analyzed for class-based patterns of what students need and want in their learning.
 - Notes: There is a Quotes and Notes document associated with this text.
 - [Link to: Quotes and Notes – What Inclusive Instructors Do](#)

- What really matters for instructors implementing equitable and inclusive teaching approaches
 - Citation: Addy, T. M., Reeves, P. M., Dube, D., & Mitchell, K. A. (2021). What really matters for instructors implementing equitable and inclusive teaching approaches. *To Improve the Academy: A Journal of Educational Development*, 40(1).
 - [Link to: What really matters for instructors](#)
 - Summary: Exclusion is a problem in higher education, as it leads to less access, less persistence, and less social and financial capital for our large population of underrepresented students. Thus, inclusive teaching, which nurtures equitable and welcoming teaching and learning environments for diverse learners, can combat exclusion and inequity and be responsive to individuals' differences, as well as create space for all to participate and succeed (p. 2). In this piece, Addy et al. explore the factors concerning whether an instructor uses inclusive teaching practices. Over 300 faculty members across 30 institutions completed Likert scale and open-ended questions concerning their knowledge and use of inclusive teaching, as well as departmental and institutional support for inclusive teaching and opinions about the progress being made towards inclusive pedagogy. These

participants came from 44 disciplines, with more than 60% identifying as White, female, full-time, or STEM and around 50% were tenured or at doctoral granting institutions. Most participants had had professional development on inclusive teaching. Using thematic analysis, the researchers combed through data to identify predictors of and barriers to inclusive teaching. They found that discipline (here: STEM vs. Non-STEM) and knowledge of inclusive teaching significantly predicted scores concerning use of inclusive teaching, whereby Non-STEM faculty and faculty with higher knowledge of inclusive teaching were more likely to use inclusive practices. Knowing both factors that support and those that hinder the progress of inclusive teaching in higher education (e.g., personal barriers, like fear or lack of awareness, and institutional barriers, like lack of administrative support and resources), faculty, administrators, and education developers can work together to become levers of institutional change (p. 17). Addy et al. offer several initiatives to advance inclusive teaching efforts, namely institutional commitment and support, departmental initiatives and better recruitment of minoritized faculty, data-driven approaches to conduct impact assessments, and increased effort towards student support, both inside and outside the classroom.

- How relevant is grit? The importance of social capital in first-generation college students' academic success.
 - Citation: Almeida, D. J., Byrne, A. M., Smith, R. M., & Ruiz, S. (2021). How relevant is grit? The importance of social capital in first-generation college students' academic success. *Journal of College Student Retention: Research, Theory & Practice*, 23(3), 539-559.
 - [Link to: How relevant is grit?](#)
 - Summary: Grit, sustained effort, and interest, relevant to success in challenging environments, is often conceptualized as connected to collegiate academic success. Yet research on grit has mostly focused on student data from predominately White institutions, and for first-generation students, a demographic correlated with other underrepresentation in higher education (e.g., racial, low-income household), the link between grit and success might not be as strong. Grit, a “more recent iteration of the individualistic notion of bootstrap meritocracy” (p. 519), is often dissociated from social capital, which is rooted in networks of relationships and how easy it is to obtain resources and information and from whom. As social capital has also been linked to academic success (across demographics), this study used self-reported student data to explore the relationship between grit and social capital in first generation college students' academic success. Faculty and staff identified over 400 first generation students, a third of whom elected to complete an online survey about informational support

networks, cumulative GPA, and grit (a self-assessment of consistency of interest and perseverance of effort). Neither grit nor either of its two components predicted GPA, while access to social capital did (e.g., students' GPA rose .03 points for each faculty mentor a student named; for commuter students, this increase was three times as high). Through intentionally creating and maintaining structures, networks, and relationships that bring (first generation) students together with peers, faculty, and staff, we can help students overcome obstacles (employing grit) and assemble resources (developing social capital).

- STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes
 - Citation: Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science advances*, 5(2), eaau4734.
 - [Link to: STEM faculty who believe ability is fixed...](#)
 - Summary: A professor's mindset concerning intelligence/ability fixity might create situational cues about who can and who cannot succeed in a course. Lower motivation and underperformance become participation and achievement gaps, when certain groups of students feel like they do not belong in that course (i.e., stereotype threat). Using STEM faculty survey data (faculty were asked whether students have a certain amount of intelligence) and student evaluations (students reported motivation and likelihood to recommend the course), the major finding of this article is that professors' mindsets predict student performance, especially underrepresented racial minority students. The presence of a fixed mindset was balanced across faculty demographics (e.g., race, gender, tenure, age, discipline) and student (under)performance was not correlated with sharing a gender or race with a professor. Although all students underperformed when they had a professor with a fixed-mindset, underperformance was exacerbated when a student was a member of an underrepresented racial minority community. The achievement gap was reduced 50% when underrepresented racial minority students had professors with a growth-mindset (operationalized as the opposite of a fixed mindset). In evaluating their courses, students reported that fixed mindset courses were neither more nor less demanding or less motivating, though they were less likely to be recommended, demonstrating how professor beliefs shape course structure and student potential for success.

- Is active learning accessible? Exploring the process of providing accommodations to students with disabilities

- Citation: Gin, L. E., Guerrero, F. A., Cooper, K. M., & Brownell, S. E. (2020). Is active learning accessible? Exploring the process of providing accommodations to students with disabilities. *CBE—Life Sciences Education*, 19(4), es12.
 - [Link to: Is active learning accessible?](#)
- Summary: Active learning practices, whereby students engage in constructing their knowledge rather than passively listening, produce positive results when compared to lecture, but may disadvantage certain students (e.g., those with learning disabilities, mental health and psychological disabilities, physical disabilities, chronic health conditions, vision loss, and hearing loss). To underscore the importance of learning how students with disabilities may be struggling in active learning courses and to highlight how those in higher education are currently addressing these inequities, the authors draw from interview data from 37 directors of university disabilities resource centers across the United States. These directors describe their anecdotal experiences working with students with disabilities and their faculty members, contributing examples concerning how students with disabilities are challenged by small group work, clicker questions, cold calling, required participation, and online activities, like homework or watching videos. They also identified accommodations for students with disabilities in each of these active-learning categories. In their last section, the authors present steps that instructors can adopt to enhance learning experiences for students with disabilities, including transparency about use of active-learning practices, proactively designing courses to be inclusive of students with disabilities (using the accommodations named earlier). Centers and instructors can also work together to help institutions standardize active-learning accommodations.
- Culturally Relevant Assessment: Examining equity gaps in assignment types.
 - Citation: Hobbs, H. & Robinson, C. (2022) Culturally Relevant Assessment: Examining equity gaps in assignment types. In G.W. Henning, N. A. Jankowski, E. Montenegro, G.R. Baker, & A. E. Lundquist (Eds.), *Reframing Assessment to Center Equity: Theories, Models, and Practices*. Stylus Publishing, LLC.
 - [Link to: Culturally Relevant Assessment](#)
 - Summary: Success with certain assessment types can rely upon dominant group norms (e.g., language, test strategies, prior learning, context)—leaving students from underrepresented populations at a disadvantage. Yet thoughtfully and intentionally designing and administering culturally relevant assessments, which combine culturally responsive pedagogy (focused on relevancy and utility value) and inclusive/equitable teaching (focused on clarity, scaffolding, and familiarity), can mitigate equity gaps across student demographics (e.g., first generation students, students of color, students with accommodations etc.). Working with assessment scores from a variety of course types, across several institutions,

Hobbs and Robinson demonstrated how culturally responsive assessments (those that have high utility value and high inclusive content, e.g., reflective writing) do not result in achievement gaps. They also explored possible achievement gaps with low utility value/high inclusive content assessments (e.g., inclusive projects), high utility value/low inclusive content assessments (e.g., writing in the discipline), and low utility value/low inclusive content assessments (e.g., multiple choice tests), finding that (within their sample) the first did not result in a gap, the second could, and the third did—then offering nuanced explanation for these findings (e.g., most courses do not have differentiated assignments, faculty see culturally responsive assessments as impractical use of time). To create culturally responsive assessments, instructors should learn the cultural contexts of their students, provide opportunities for student voice and student choice, engage with professional development opportunities that focus on relevant topics, and begin conversations about assessment design within our departments and institutions.

- 2: Living Engagement

- Citation: hooks, b. and Robertson, D.R. (2007), 2: Living Engagement. *To Improve the Academy*, 25: 18-38.
 - [Link to: Living Engagement](#)
- Summary: During a conversation taking place in her dining room, bell hooks discusses engaged pedagogy and the impetus on faculty development to encourage teachers towards caring about and thinking critically in their learning and teaching spaces. For how can we ask such from students if we do not model this? Drawing from Freire and the belief that learning can transform your life, hooks states, hook's engaged pedagogy is a progressive (e.g., nourishing minds) and holistic (e.g., nurturing well-being) approach to reflection (e.g., critical self-examination), self-actualization (e.g., empowering oneself and others), and community building (e.g., mutual growth)—ultimately bringing love and care, as well as knowledge, responsibility, respect, and trust, into the classroom. This work takes time and energy; there is no prepacked, monological way to build community within diverse and pluralistic classrooms. Thus, teachers must learn to work with and through tension and discomfort, conflict and dialectical exchange. Modeling and teaching self-monitoring and evaluation has benefits for teachers (professional development is always happening) and students (these skills are transferable) beyond the classroom.

Fall 2022

- Inclusive Teaching
 - Citation: Dewsbury, B., & Brame, C. J. (2019). Inclusive teaching. *CBE—Life Sciences Education*, 18(2).
 - [Link to: Inclusive Teaching](#)
 - Summary: Teaching and learning is a combination of teaching space/environment (the who, where, and when), the resources/materials (the what), and the pedagogy (the how and why). This complex interrelationship can leave students from underrepresented groups in disenfranchised positions in STEM courses because they might have nonstandard background knowledge or feel stereotype threat as minorities. Inclusive teaching, the practice of including students across differences through intentional practice that recognizes and mitigates biases that lead to marginalization or exclusion of individuals or groups, can help both those privileged and those disenfranchised by traditional STEM teaching. Yet many higher education instructors feel uncertain about inclusive teaching practices and their undergirding principles. Thus, this evidence-backed resource guides instructors towards developing self-awareness (e.g., merging social and professional selves) and empathy (e.g., learning about students through meaningful, critical, student-centered practices), intentionally creating positive classroom climates (e.g., using a positive tone and establishing class norms) and pedagogical practices (e.g., including choices on assignments), and leveraging support networks (e.g., making connections with inclusive faculty members). STEM faculty can succeed in being inclusive and welcoming to their diverse classrooms.

- Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom
 - Kishimoto, K. (2018). Anti-racist pedagogy: From faculty's self-reflection to organizing within and beyond the classroom. *Race Ethnicity and Education*, 21(4), 540-554.
 - [Link to: Anti-racist pedagogy: From faculty's self-reflection](#)
 - Summary: Kishimoto, a woman of color who often teaches about racism, attended anti-racist pedagogy (ARP) workshops for years. In this piece, she grapples with, reflects on, and ultimately recognizes the extent of her own development in terms of her understanding and use of ARP. She feels that content changes, such as adding more scholars of color to the course reading list, are just the beginning of ARP, and ARP is best realized as sharing, helping, and collaborating in brave spaces of open, transparent, and democratic decision-making—all only possible once those involved become aware of their and others' social positioning in racist



systems & institutions, as well as personal belief & value systems. Kishimoto explains how ARP is neither multicultural education, which is apolitical and historical, nor acceptance of diversity, which is enacting colorblindness-mindsets, because these manage race rather than challenge the status quo of systemic, institutional, and individual racism. Kishimoto sees education as a site for resisting dominant narratives and fore fronting counter narratives, through engaging in self-reflection (to become aware of the larger contexts and one's accepted, contested, and dynamic roles and identities within those larger contexts) and problematizing accepted forms of power, privilege, and oppression (to recognize one's own complicity and potential for change). When this is done through the lens of race and racism, that is ARP. In this way, ARP is neither additive nor tokenizing, it is integrative with thought, action, and content across the curriculum. It is not an outcome; it is a process towards becoming allies and agents of change. As Kishimoto ends this piece, she offers several suggestions for aspiring anti-racist pedagogues: decenter authority in the classroom, work to understand your students' identities and positionalities, create brave spaces for discussion, and examine course content and the local community to see whose voices and which knowledges are represented. Although we cannot assume that everyone in these spaces has the same conceptualization of an anti-racist society, we can work to build a classroom community in which sharing and problematizing, as well as growth and repair, are possible.

- Culturally relevant pedagogy 2.0: aka the remix
 - Citation: Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard educational review*, 84(1), 74-84.
 - [Link to: Culturally Relevant Pedagogy 2.0](#)
 - Summary: Returning to her work on culturally relevant pedagogy, Ladson-Billings makes the time to reflect on what culturally relevant pedagogy (CRP) meant, frame what it means, and propose what it might mean in the future. As originally conceptualized, CRP encouraged instructors to focus on what students might bring to our classrooms (rather than what they lack) and to draw from these stores of cultural knowledge to help students achieve academic success, cultural competence, and sociopolitical consciousness that extends beyond the classroom. It pushed instructors to be thoughtful and inspiring, as well as demanding and critical, as they personally connected to and conceptually connected material to students, their communities, and their daily lives. Yet it is time for a remix, a necessary action because “if we stop growing, we die” (77). CRP must change and evolve to meet the needs of each generation (80), so Ladson-Billings pushes us to adopt a more dynamic view of culture and move away from cultural

monoliths. We must hone the critical edge that has become dull and come at the deficit models that still exist. CRP 2.0 is imagined as culturally sustaining pedagogy (CSP), whereby instructors must both continually learn about and incorporate our students' cultures into classroom learning and teaching. This helps marginalized students be repositioned as subjects, not objects, in the instructional process. Key here: There is a balance between vigilance & commitment to these practices and recognition that CSP will impel us to reevaluate & push further to explore the hybridity and complexity of cultures.

- Equity Pedagogy: An essential component of multicultural education
 - Citation: McGee Banks, C. A., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory into practice*, 34(3), 152-158.
 - [Link to: Equity Pedagogy: An essential component](#)
 - Summary: Although written almost 30 years ago, Banks and Banks' call for equity pedagogy (which they conceived as teaching strategies and environments that help diverse students attain knowledge, skills, and attitudes to function effectively within and help create and continue a just society) still rings true today. This theoretical paper impels instructors to guide students toward productive reflection and thoughtful action (in and outside classrooms) as they interrogate and reconstruct knowledges while creating, discovering, relating, evaluating, and interrelating through cooperation and collaboration. Equity pedagogy is culturally responsive, helping to reveal the hidden curriculum, and culturally relevant, incorporating issues real and meaningful to students, and requires an instructor have discipline, pedagogical, and multicultural and social knowledges. As these are constantly developing, equitable instructors must practice ongoing reflective self-analysis. In this way, equity pedagogy is not “embodied in specific strategies,” it is “a process” (p. 157).

- Decolonizing curriculum: Student resistances to anti-oppressive pedagogy
 - Zinga, D., & Styres, S. (2019). Decolonizing curriculum: Student resistances to anti-oppressive pedagogy. *Power and Education*, 11(1), 30-50.
 - [Link to: Decolonizing curriculum: Student resistances](#)
 - Summary: How does one decolonize the curriculum? First, you adopt and model a decolonizing mindset—anti-oppressive educators engage in reflection on both content and positionality and encourage their students to do the same. With the primary focus of identifying and deconstructing imperialistic and colonizing knowledge and practice, these educators resist traditional ways of teaching and

learning, of knowing and being. Authors Zinga and Styres outline how purposefully triggering counter resistance in our classrooms, through examining and disrupting traditional structures of power and privilege, we can challenge students to explore where they are now and encourage them to “move forward together in healthy and respectful relationships” (p. 34). When the classroom is not just a safe space, but a brave place (our words, not theirs) to question and position oneself, students come to recognize the dominance and pressure of Western-based standards, assumptions, and norms. In this place, there will be both resistance and transformation, identities triggered and identities developed, as students and their instructors work through “the plurality of unexpected truths” (p. 39). To illustrate their pedagogical approach, Zinga and Styres then describe several decolonizing assignments and practices, such as “challenge assignments” (p. 42-43) and “reading reflections” (p. 43-44). They end this article by positing a goal for such critically grounded pedagogy: Create possibility (for resistance and for understanding what resistance means) and challenge each other to recognize and utilize that possibility.

Spring 2023

- Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance
 - Citation: Dewsbury, B. M., Swanson, H. J., Moseman-Valtierra, S., & Caulkins, J. (2022). Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance. *Plos one*, 17(6), e0268620
 - [Link to: Inclusive and active pedagogies reduce academic outcome gaps](#)
 - Summary: Dewsbury et al. compared a five-year period (2014-2018) with the previous five years of the same two-course introductory biology sequence at a large, public research university in the USA. For several sections of the first course, the instructor used inclusive pedagogical practices, such as using the deep teaching framework and dialogic practices. For several sections of the second course, the instructor used active learning practices, such as encouraging in-class problem solving and making space for small group work. The academic performance of students who completed the two-course sequence was tracked. A comparison was made between the performance of those who were not enrolled in these specific sections, were enrolled in one or the other of these specific sections, or were enrolled in both the inclusive and active learning courses. They found that enrollment in the inclusive section increased the odds of all students earning higher grades, enrollment in the active learning section narrowed the “academic outcome gap” between different ethnic groups of students, and enrollment in both led to higher performance in the following course (i.e., Biology-200) as compared to peers. Although the authors argued that these results point to the promise of inclusive and active pedagogies to reduce academic outcome gaps and improve long-term performance, there are other aspects to consider. First and foremost, when discussing “fixing” achievement gaps (outcome gaps, performance gaps), we might be working off the assumption that achievement looks the same for all students, namely high grades—as established here. Such discussion also forefronts the assumption that we should address the gaps in achievement, rather than the gaps in opportunity to reach that achievement. Dewsbury et al. end their article with the following sentiment: There is still much unknown about engendering success for students.

- From steep steps to retrofit to universal design, from collapse to austerity: Neo-liberal spaces of disability
 - Dolmage, J. (2017). From steep steps to retrofit to universal design, from collapse to austerity: Neo-liberal spaces of disability. In *J. Boys Disability, Space, Architecture* (pp. 102-113). Routledge.
 - [Link to: From steep steps to retrofit to universal design m](#)

- Summary (abstract): This chapter examines three central spatial metaphors from the field of disability studies: the steep steps, the retrofit, and universal design. The steep steps reflect social structures wherein hierarchies of privilege are reflected in conventional architecture. The retrofit refers to the mandate to redesign spaces for access, albeit often under temporary, backdoor and overly legalistic parameters. Universal design refers to the movement to design spaces for the broadest possible access, anticipating diversity. All three metaphors have physical as well as symbolic entailments. The goal in this chapter is to give readers some metaphorical tools for analyzing built spaces from a disability rights perspective, acknowledging the stories and the histories and the attitudes and prejudices built into these spaces and also built against bodily diversity and mobility. Disability is also produced, sometimes most powerfully by the uses of space (p. 102).

- Getting under the hood: How and for whom does increasing course structure work?
 - Citation: Eddy, S. L., & Hogan, K. A. (2014). Getting under the hood: How and for whom does increasing course structure work?. *CBE—Life Sciences Education*, 13(3), 453-468.
[Link to: Getting under the hood](#)
 - Summary: What does it actually mean to close the achievement gap? Are we hoping our instructors' pedagogical changes reverse systemic problems? This is one question to reckon with while reading Eddy and Hogan's 2014 article, in which they discuss their efforts to implement active-learning interventions that increase course structure (here: increase number of preparatory assignments, number of review assignments, and time of in-class student engagement) and explore the outcomes of particular populations of students (here: various racial/ethnic groups & first-generation students). These authors hoped such efforts in biology courses would increase time spent on coursework, especially preparatory work; foster classroom community, specifically for risk taking and problem solving; and nurture feelings of course value, particularly real-world connections. Comparing students in active-learning courses and students not in active-learning courses across two measures: student achievement during the course and student self-reports concerning the course, the authors found that the intervention increased course performance for all students (though especially well for Black and first generation students). Students also did more work for the course and felt a stronger sense of community. The authors note that course value did not seem to be impacted and that their findings must be viewed through the following lens: Students are diverse across and within populations. Not only will student populations differ in how they respond to various classroom interventions,

students within those populations will also differ. So, what does it mean to close the achievement gap?

- Dismantling the trifecta of diversity, equity, and inclusion: The illusion of heterogeneity
 - Citation: Harris, T. M. (2020). Dismantling the trifecta of diversity, equity, and inclusion: the illusion of heterogeneity. In *Confronting Equity and Inclusion Incidents on Campus* (pp. 34-55). Routledge
 - [Link to: Dismantling the trifecta](#)
 - Summary: Author Tina Harris joined us this week to discuss her chapter, which homes in on authentic DEI efforts. Initiatives to increase diversity, Harris emphasized, are not automatically initiatives of inclusion—and Harris sees more of the former than the latter. DEI, in Harris’ eyes, is in need of repair to reach a true, integrated DEI trifecta and move away from hollow performative efforts that neither reduce barriers nor extend inclusion. To achieve *true* DEI, Harris asks us to engage in critical self-reflexivity and then do the hard and dirty work necessary for change and necessary for achieving the highest standard for equity. Working to nurture both diversity and inclusion is not emphasizing assimilation, rather there must be an asset-based approach to coordinated work of dialoguing and changing the world to be even more diverse, equitable, and inclusive. To achieve this, DEI work must be a priority for individuals and organizations. Our discussion with Dr. Harris sparked several questions we are still thinking about: When can we disagree and when can we criticize? What we do when we are silenced? What do we do when others are silenced? What do we do when the others who are silenced have (some) majority identities? When does the discourse become so inclusive, so respectful, and so polite, that there is no more criticality?

- What are their thoughts about inclusion? Beliefs of faculty members about inclusive education
 - Citation: Márquez, C., & Melero-Aguilar, N. (2022). What are their thoughts about inclusion? Beliefs of faculty members about inclusive education. *Higher Education*, 83(4), 829-844
 - [Link to: What are their thoughts about inclusion?](#)
 - Summary: Is inclusive education just good teaching? Márquez and Melero-Aguilar push against this notion as they explore the level of knowledge and the beliefs declared by faculty members across disciplines, across (Spanish) institutions, and across faculty demographics, such as gender, age, teaching experience, and professional category (e.g., associate professor). These faculty members, selected by their students with disabilities as having an inclusive approach in their pedagogy, were interviewed by members of the research team.

After rigorous qualitative coding, findings demonstrate that a third had no (declarable) knowledge of inclusive teaching and a third had little knowledge. Level of knowledge correlated with disciplinary field: Faculty members in Education had higher levels of knowledge and faculty members in Health Sciences and STEM had lower levels of knowledge. Of the 119 participants, 64% of them fell into one of three distinct groups concerning beliefs about what inclusive education was. The Equal Access group (5%) focused on the removal of barriers and the implementation of support for traditionally non-represented students. The Attention to Students with Disabilities (31%) group focused on improving the accessibility of university spaces and availability of services and resources for students with disabilities. The Inclusive Teaching Practices (28%) group focused on recognizing all students' cultures, needs, and ideas in curricula and pedagogy. The authors describe how all three groups are just partial views of inclusive education. Although these faculty were selected as participants based on students' perceptions of their inclusive teaching, the authors point towards these individuals' good will, sensitivity, and professional commitment, rather than knowledge of inclusive teaching, as leading to their selection. Ultimately, the authors make the case that good teaching is "not enough to address the diversity present in university classrooms if not accompanied by the necessary knowledge and skills to develop more inclusive curricula" (p. 840). Inclusive education must be cultivated deliberately and there are still strides to make concerning representation, collaboration, and flexibility of standards, not to mention developing professional development programming that helps faculty develop their inclusive teaching skills and knowledge.

- Experiential effects of "achievement gap" news reporting on viewers' racial stereotypes, inequality explanations, and inequality prioritization
 - Citation: Quinn, D. M. (2020). Experimental effects of "achievement gap" news reporting on viewers' racial stereotypes, inequality explanations, and inequality prioritization. *Educational Researcher*, 49(7), 482-492.
 - [Link to: Experiential effects of "achievement gap" news](#)
 - Summary: What comes to mind when someone brings up the issue of achievement gaps? Race, education, opportunity? Achievement gap discourse is often believed to forefront efforts towards educational justice, highlighting who is and who is not being equitably served by our institutions. Yet some scholars, including Quinn, warn that talking about achievement gaps might actually be detrimental to the very individuals the discourse is supposed to help because this discourse can perpetuate stereotypes and promote deficit-based explanations for student ability (failing to factor in the role of structural inequalities). Quinn's

first-of-its-kind research explores the causal effects of achievement gap discourse on people's implicit and explicit stereotypes concerning race and educational success. After viewing video clips on (a) news coverage that included achievement gap discourse, (b) news coverage that countered achievement gap discourse, or (c) control content about the application of the Pythagorean theorem, research participants completed surveys to get at their bias in perceived representativeness, implicit stereotypes, and achievement inequality prioritizations and explanations. Results indicate that news coverage about racial achievement gaps led viewers to express more exaggerated stereotypes of Black Americans as lacking education and increased their implicit stereotyping of Black students as less competent—though, these effects disappeared after two weeks. This video did not affect, however, explicit competence-related racial stereotyping, the explanations they provided for achievement inequalities, or their prioritization of ending achievement inequalities (p. 482). Quinn's work asks us to consider how discourse, even if intended to be just, can reinforce certain marginalizing narratives. Quinn's work asks us to consider how we might highlight the inequalities that exist in education without hurting those we want to help.

- The mindset disconnect in mathematics teaching: A qualitative analysis of classroom instruction
 - Sun, K. L. (2019). The mindset disconnect in mathematics teaching: A qualitative analysis of classroom instruction. *The Journal of Mathematical Behavior*, 56, 100706.
 - [Link to: The mindset disconnect in mathematics teaching](#)
 - Summary: In her 2019 article, Sun seems to grapple with the idiom: *Actions speak louder than words*. Through following the teaching practices of four middle school math teachers, who all self-reported growth mindset beliefs (i.e., they felt that intelligence was malleable, not fixed), Sun examines the relationship between those instructors' self-reports, their instructional practices, and the messages that their practices communicated to students. Through classroom observations, instructor and student interviews, and artifact (e.g., course handouts) analysis, Sun concludes that even instructors who want to encourage growth mindsets in their students and even state this in class, *sometimes* act in ways that stifle this. For example, three of Sun's teacher participants separated their students into high and low ability groups, which can send messages to students in those low ability groups that they have limited ability and will continue to have limited ability. After looking at the teachers' actions across 12 categories of practice, Sun find that all four teachers *sometimes* acted in line with fixed mindsets and sometimes in line with growth mindsets. Sun described how mindset is context dependent

and often constrained by institutional structures, like tracking policies and standardized assessments. Ultimately, Sun sees a disconnect between what teachers hope their students leave their class with (i.e., a growth mindset), what they might actually do, and what students learn from that. To quote one student interviews: “The teacher says, ‘Oh, no, this is not how you do it.’ Sun sees a future of supporting teachers to move beyond growth mindset rhetoric and create learning environments that consistently communicate such messages (p.15).