

Teaching Times

BALDWIN CENTER FOR LEARNING & TEACHING

<https://www.bowdoin.edu/baldwin-center>



FEBRUARY 27, 2020

In this issue...

1. **Upcoming Events (pp 1-2)**
2. **“Improved Grading Makes Classrooms More Equitable” by Joe Feldman (pp 3-5)**
3. **Mid-semester course evaluations (pp 6-7)**
4. **Baldwin Center Resources (p 8)**

Upcoming Events

Faculty/Staff Dialogue on The Privileged Poor

Friday, February 28, 1:30-3:00 p.m. in Main Lounge, Moulton

Register: <http://bit.ly/ThePrivilegedPoorDialogue>

In preparation for the discussion, you could read his book *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*, read a [New York Times Article](#), [listen to a podcast](#), attend his lecture on Wednesday, February 19th at 7:00 p.m. in Kresge-VAC, and/or the moderated discussion with him on February 20th.

HERSTORY MONTH 2020: Kickoff lunch for staff and faculty

Monday, March 2, from 11:45am-1pm in Daggett Lounge, Thorne Dining Hall

Email swag@bowdoin.edu to RSVP by Friday, Feb. 28

Join Rachel Reinke from SWAG and Katie Byrnes from the Baldwin Center for a lunch and discussion of women, gender, and politics in honor of the start of Herstory Month. The articles we will be discussing can be located here:

- [“Voters are back to worrying whether a woman can win”](#) by Ella Nilsen (Vox)
- [“White Women, Come Get Your People. \(But Who Are Your People?\)”](#) by Emma Gray (HuffPost)
- [“Kamala Harris’s Failed Presidential Campaign And The Burden Of Being A Female Pioneer”](#) by Naz Beheshti (Forbes)

Faculty consultations on First Year Writing Seminar Course Proposals

Mondays 11-12, 102E Kanbar Hall

If these hours are inconvenient, please contact Meredith McCarroll to set up additional times: mmccarro@bowdoin.edu and 721-5056.

Save the Dates

Faculty/Staff Book Group- *The Person You Mean to Be: How Good People Fight Bias* by Dr. Dolly Chugh

April 8, 9:30-11AM OR April 10 1:30-3PM, Cram Alumni Barn

<http://bit.ly/PersonYouMeantoBeBookGroup>

"Many of us believe in equality, diversity, and inclusion. But how do we stand up for those values in our turbulent world?" Dr. Chugh, an award-winning social psychologist at the New York University Stern School of Business, reveals the surprising causes of inequality, grounded in the "psychology of good people." Using her research findings in unconscious bias as well as work across psychology, sociology, economics, political science, and other disciplines, she offers practical tools to respectfully and effectively talk politics with family, to be a better colleague to people who don't look like you, and to avoid being a well-intentioned barrier to equality. Being the person we mean to be starts with a look at ourselves." How can we be the people we mean to be for our colleagues, students and their families?

2020-2021 Faculty Fellows Application Due

April 15, 2020

FMI: <https://www.bowdoin.edu/baldwin-center/for-faculty/faculty-fellows-program.html>

The Baldwin CLT Faculty Fellows program works with faculty to identify:

- key course goals
- challenges to student learning
- and areas of improvement within one course

By engaging in a learning community with colleagues, faculty fellows discuss, learn about, and design course goals, assignments, syllabi and instruction to more effectively meet the needs of the diverse learners in their classes through inclusive, equitable, learner-centered practices.

Faculty Seminar- 2019-20 Faculty Fellows

(Javier Cikota, Page Herrlinger, Adanna Jones, Jennifer Kosak, Willi Lempert, Dharni Vasudevan)

IDEAS for the Classroom: Inclusion, Diversity, Equity & Access for Students

Tuesday, April 21, 12pm-1pm, Main Lounge

May Institute- Inclusion & Equity in the Classroom

Wednesday & Thursday, May 27 & 28, 2020

May 27- College Student Mental Health and Wellness

May 28- Keynote with Drs. Viji Sathy & Kelly Hogan, University of North Carolina- [Inclusive Pedagogy](#)

"You may wonder: Is the role of a college instructor to help students feel included and ready to thrive? Is that something I should be doing? As [champions](#) of [inclusive teaching](#), we say — emphatically — yes. ... Teaching inclusively means [embracing student diversity](#) in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset. It means designing and teaching courses in ways that foster talent in all students, but especially those who come from groups traditionally underrepresented in higher education."

Improved Grading Makes Classrooms More Equitable

While faculty members believe that their practices are fair and objective, a closer look reveals that they are anything but, argues Joe Feldman.

By Joe Feldman

January 27, 2020

<https://www.insidehighered.com/views/2020/01/27/advice-how-make-grading-more-equitable-opinion>

Ask any faculty member about how they grade their students, and they will probably explain the precise weights they give quizzes, tests, papers, labs and other factors -- as well as how they average student results over the term to determine a final grade.

Even though the scholarship, technology and pedagogy of postsecondary courses have significantly evolved in the last century, the ways students are graded has remained unchanged. This should come as no surprise, considering that most college and university faculty members receive no training in how to grade, either in graduate school or professional development on the job, and so most typically grade as they were graded. Plus, because faculty members rarely receive support to examine and learn about grading, each professor's grading policies are filtered through their own individual beliefs about how students learn, how to motivate them and how best to describe student achievement.

As a result, grades often vary within a department and even within a course taught by different instructors. That is particularly true at community colleges, which depend heavily on part-time faculty who are rarely involved in any deep way with the department in which they teach, but it is also often the case in research institutions, where grading is often the responsibility of teaching assistants, who rarely discuss grading practice with faculty members or department chairs.

While faculty members believe that their grading practices are fair and objective, a closer look reveals that they are anything but. And while employers and other institutions rely on those grades as a reliable marker of student achievement, it might shock them to know how much grading practices reflect the idiosyncratic preferences of individual faculty members.

Two examples:

Frequently, faculty members incorporate into a student's grade many highly subjective criteria -- such as a student's "effort," "participation" and "engagement" -- behaviors which the professor subjectively witnesses, interprets and judges through a culturally specific and biased lens.

Many faculty members grade on a curve, which makes grades dependent on the particular students in that particular classroom in that particular term. It unhelpfully describes student achievement not based on what the student learned but rather on how well they did relative to

others in the class. Plus, this method translates learning into a competition, which adds stress that undermines collaboration and has been found to inhibit learning.

But beyond the fact that a grade can be more reflective of how a professor grades than what a student learned, many common grading practices have a more profound consequence. As colleges and universities become more committed to enrolling and retaining historically underserved students, they rarely recognize how traditional approaches to grading frequently result in perpetuating achievement disparities -- advantaging higher-income and privileged students with inflated grades, while lowering grades for underserved students and painting a misleading picture of performance. For example, professors typically calculate grades by averaging a student's performance over time, which actually punishes those who enter the class with less prior knowledge, even if they ultimately master the content, and hides their growth.

In advising faculty members at a variety of institutions -- including the College of Marin, Stanford University, the State University of New York at Cobleskill and the University of California, Berkeley -- I have found that educators at all levels of schooling, including college faculty, are motivated to try alternative, more equitable grading practices once they learn about the harms caused by our century-old approaches to grading.

These improved grading practices:

Are mathematically accurate to validly describe a student's level of mastery. They apply a more proportionately structured 0-4 scale instead of the 0-100 scale, which is mathematically oriented toward failure. They also use sound mathematical principles that reflect recent performance and growth instead of averaging performance over time.

Evaluate students based on their knowledge, not their environment, history or behavior. They exclude subjectively interpreted behaviors, such as a student's "effort" or "participation." They determine grades based on a student's demonstration of course content and not homework completion, and they don't use grades to reward compliance.

Support hope and a growth mind-set. They allow test/project retakes to emphasize and reward learning rather than penalize it, and they override previous scores with current scores that build learning persistence.

"Lift the veil" on how to succeed. They create explicit descriptions of what constitutes demonstration of content mastery through rubrics or proficiency scales. In addition, they simplify grade books and expand the methods of assessments to generate more accurate feedback and reporting about each student's learning relative to the expected outcomes.

Faculty members, rightly so, need to own their grading, so colleges that want to explore new approaches must support learning communities where professors can critically examine current practices and try more equitable approaches. One model of this type of learning incorporates a

research cycle in which faculty members try new practices in their own classes, examine changes in their students' performance and motivation, share results with colleagues, repeat the cycle to continue integrate new approaches over time, and ultimately build a body of evidence that supports common and coherent grading practices.

Professors who have gone through this kind of process become comfortable and confident with equitable grading, and they report that it provides them an opportunity to uncover and reimagine what effective learning could look like. They find that their students experience less stress in learning and shift their focus from earning scores and behaving in ways that appeal to the teacher's cultural expectations of a "good student" to learning and achieving demonstrations of course content mastery.

Independent researchers have also found that, in secondary schools, such practices result in fewer D's and F's, particularly for underserved students, and lower costs for remediation. They also improve engagement and student-teacher collaboration, reduce grade inflation, and more closely align grades with test scores. As increasing numbers of colleges and universities pursue this work, researchers are also conducting similar investigations at the postsecondary level. In their preliminary feedback, faculty report similar results in their own classrooms with their own students.

If we are serious about eliminating achievement disparities, we have to be willing to tackle grading, an important but largely unaddressed aspect of higher education teaching and student success. With college faculty leading this work, postsecondary institutions can grade in ways that more consistently and accurately reflect student learning and counteract long-standing inequities. We can foster a conversation about why grades are important, what we want to measure and not measure, and how to ensure that our grading practices reinforce -- rather than undermine -- our commitment to excellence and equity.

Bio

Joe Feldman is the author of Grading for Equity (2018) and CEO of Crescendo Education, which works with higher education institutions and faculty, teacher education programs, K-12 public and private schools, and postsecondary institutions to improve the accuracy and equity of grading.

Blackboard Survey

This learning survey is ungraded and will be collected anonymously through blackboard. The goal of the survey is for you to reflect on your learning in this course and for me to receive feedback on what best supports your learning.

Question	Have you found the pace of the class to be
Answer	1. Much too slow 2. Slow 3. About right 4. Fast 5. Much too fast

Question	Reading the textbook has supported my learning.
Answer	1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree 6. Not Applicable

Question	In class small-group activities or discussion have supported my learning.
Answer	1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree 6. Not Applicable

Question	Powerpoint presentations have supported my learning.
Answer	1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree 6. Not Applicable

Question	Studying with others outside of class time has supported my learning.
Answer	1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree 6. Not Applicable

Question	What suggestions do you have to better support your learning in this class?
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Question	What concepts have you found confusing or would like to learn more about? (The more specific you are the better I will be able to address your point before the end of the course.)
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Question	The questions and notes posted on Blackboard have supported my learning.
Answer	1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree 5. Strongly Disagree 6. Not Applicable

If you are willing to share your examples of mid-semester feedback questions, please email kbyrnes@bowdoin.edu.

The Baldwin Center for Learning and Teaching

The Baldwin Center promotes *intentional, equitable, and effective* learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights in Kanbar 102 between 6-10pm. Students may schedule appointments at: www.bowdoin.edu/baldwin-center or drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

Administrative Contacts

Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Tammis Donovan, Administrative Coordinator 102G Kanbar 207-725 3006 tdonovan@bowdoin.edu

ACADEMIC COACHING & ENGLISH FOR MULTI-LINGUAL SPEAKERS (EMS)

Lisa Flanagan, Advisor, 102B Kanbar 207-725-3056 lflanag2@bowdoin.edu

Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing. All students may meet individually with Lisa Flanagan and can also be matched with a trained academic peer mentor. Meetings offer assistance addressing course-specific or general learning challenges and cultivate an increased awareness of learning strengths and areas for improvement including, but not limited to: time management and study habits/strategies.

THE Q (QUANTITATIVE) REASONING PROGRAM

Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu

James Broda, Assistant Director, 222 Kanbar 207-725-7148 jbroda@bowdoin.edu

Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC

Meredith McCarroll, Director 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu

Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING

Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning.