WELCOME & GOOD MORNING!

BELONG CIC ACUE

AN INCLUSIVE LEARNING COMMUNITY

We are here today because…

…we care about campus culture
…we need to make more progress
…we want students to belong

Why did you join us today?

Today's conversation & agenda…

- Belong community details
- Institutional impact
- Sharing and shaping

Belong Overview…

- The Why
- The Who
- The What

Belong Overview…

- The Why
- The Who
- The What

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- *Engagement Library*
- *Live Skills Webinars*
- *Comm. of Practice*
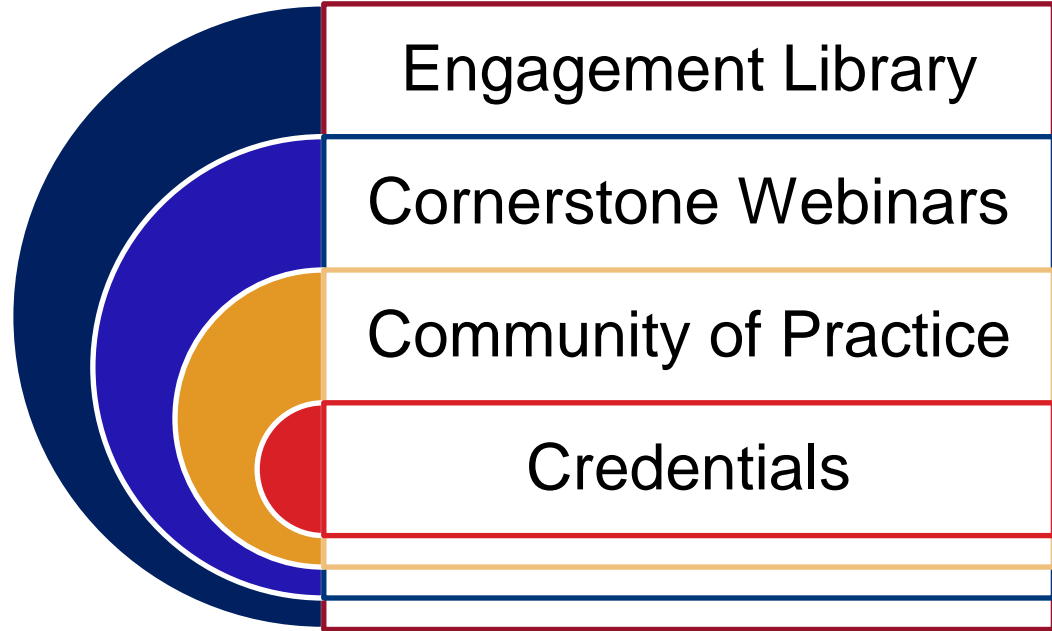- *ACUE Credentials*

Belong Overview…

Research-backed & Collective action

- The Why
- The Who
- The What

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Belong Overview…

- The Why
- The Who
- The What
- The How

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Broad & Deep…

..in concert with your unique mission and values

Engagement Library

Cornerstone Webinars

Community of Practice

Credentials

Belong Investment

Belong Investment = $7500

Belong Investment = ~~$7500~~

Inaugural Membership (-CIC discount)

< 1,000	-$2,000	for **$5,500**
1,000–3,000	-$1,500	for **$6,000**
> 3,000	-$1,000	for **$6,500**

**PLUS: ASU+GSV invitation

ACUE Credentialing

An intro from those who have taken it…

HOW DID ACUE'S INCLUSIVE TEACHING MICROCREDENTIAL IMPACT YOUR TEACHING PRACTICE?

ACUE Credentialing

Four Module Course

1. Managing the Impact of Bias
2. Reducing Microaggressions
3. Addressing Imposter Phenomenon and Stereotype Threat
4. Creating an Inclusive Environment

ACUE Credentialing

Time Commitment

8 Weeks (2 weeks per module)

2-4 hours of engagement per week

Designed for faculty, staff, and campus leadership

ACUE Credentialing

Course Activities

1. Engage in authentic demonstrations
2. Learn from nationally recognized experts
3. Collaborate with colleagues in facilitated discussions
4. Implement new practices and observe student impact

ACUE Credentialing

- *Research-backed* impact
- Start with six, go campus wide
- 75 students in year one…
  …to 2250 student in 5 years

Cornerstone Webinars

- Open to all of campus
- Live (& recorded)
- Real practices that can be implemented immediately
- Two in the fall; two in the spring

What approach is most intriguing?
1. National speakers
2. Panel of topical experts
3. Real skills workshops

Digital Engagement Resource Library

- Shareable with all faculty and staff
- Curated and proven
- Designed and built by fellow faculty and ACUE practitioners

Digital Engagement Resource Library

Including videos, articles, surveys, implementation guides, handouts, etc. on

- Managing the Impact of Bias
- Reducing Microaggressions
- Addressing Imposter Phenomenon and Stereotype Threat
- Creating an Inclusive Environment

Digital Engagement Resource Library

"I use anonymous grading, particularly at the beginning of the course, because I know the students a little bit, but I don't know their writing enough to recognize that's So-and-So. And I do the anonymous grading because it helps me to really focus on the actual writing or the assignment as opposed to the person."

-Professor Alexander

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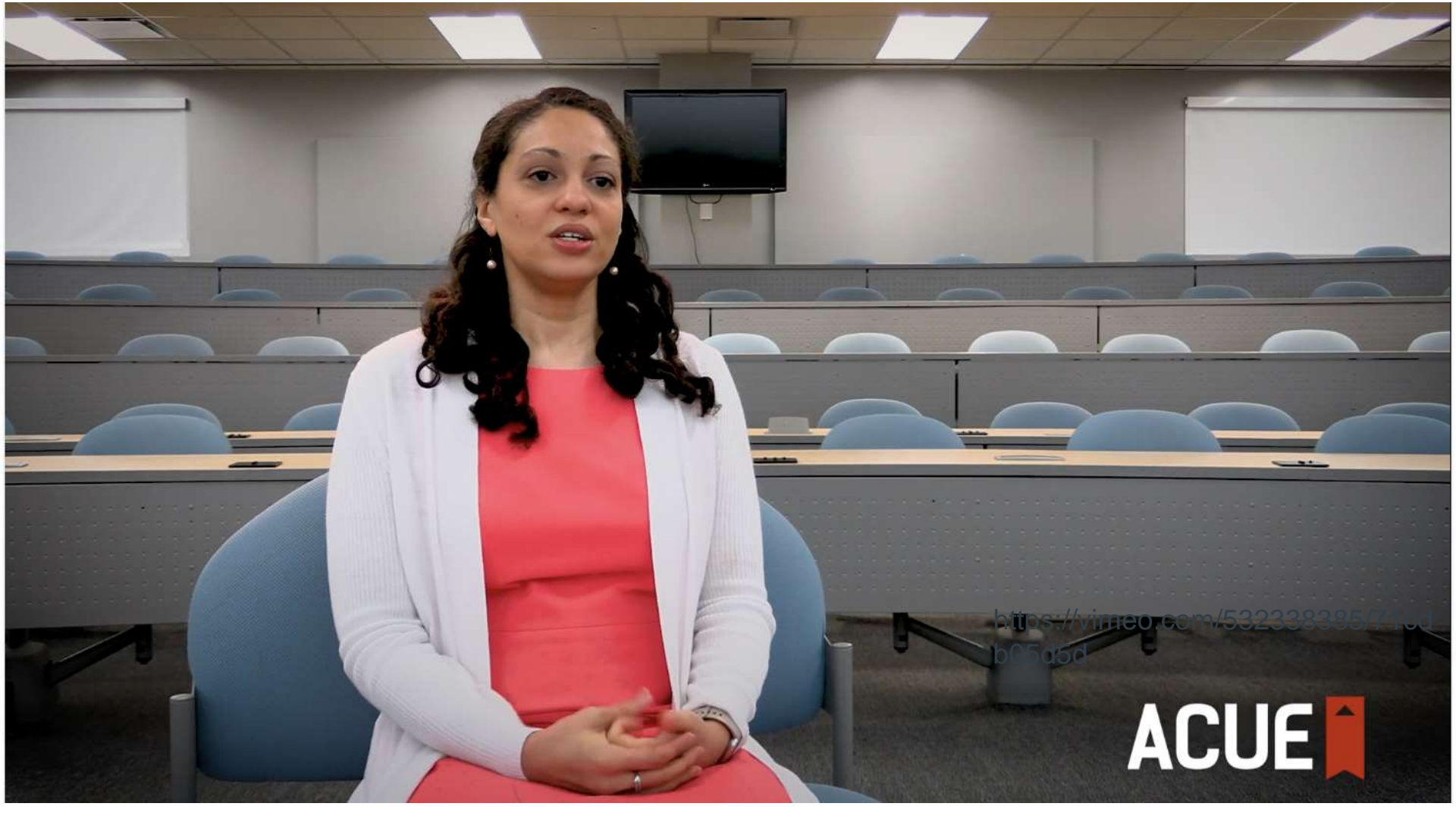
Using Inclusive Grading Practices to Mitigate Impact of Bias

Despite our best efforts to be objective, grading student work may involve personal biases. Implicit bias, stereotype threat, and even our previous experiences with a student can subconsciously impact our grading practices. The assessment and grading process can be impacted by instructor bias based on students' previous scores, work ethic, race, gender, or ethnicity (Malouff et al., 2013). For example, one study by Saul (2013) found that, when grading was not anonymous, men were more likely to be given higher grades than women for the same quality of work.

Bias in Assessment

The halo effect causes certain characteristics of students to be overemphasized and therefore have an unfair influence on the ultimate grade (Satyanarayana et al., 2019). For example, instructors may give the benefit of the doubt to a student who typically submits work on time and allow for an extension but hesitate to do so for a student who has previously submitted late work. Students' previous scores or work ethic may also be perceived subjectively and therefore influence the grading of an assignment. Anonymous grading can reduce the impact of that bias.

Using Anonymous Grading

Although biases cannot be eliminated completely, their impact on grading can be mitigated by the use of anonymous grading. In anonymous grading, student identifiers are removed from the work prior to instructor evaluation or grading. This practice can be shared with students prior to submission of the work or exam. The practice helps create inclusive learning environments in two ways. First, it reduces the possibility of instructor bias, and second, it can increase students' trust in the process and the accuracy of their grades. This is a significant factor to consider because research demonstrates that student performance is reduced when there is an expectation of bias or discrimination (Sue, 2010).

A downfall to the anonymous grading practice is not being able to acknowledge student progress throughout the course. One way to avoid this is to create assignments with multiple components in which some are graded anonymously. For example, students can be assigned an oral presentation or video assignment along with an essay. The video or presentation will not be graded anonymously, but the essay can be. Another option is to uncover student names after grades have been determined and then provide individual feedback on the assignment.

Anonymous Grading Examples

The table below includes suggestions for implementing anonymous grading.

Anonymous grading	How to
Remove student names	Ask students to submit work using their student identification numbers instead of their names. This will remove instructor bias based on past performance as well as race, gender, ethnicity, or sexual orientation.
Use LMS settings	For online courses or courses that have an online component the learning management system is likely to include anonymous grading capabilities.

Other Inclusive Grading Practices

Since anonymous grading is not always possible, here are two other suggestions designed to mitigate the impact of bias.

- **Grade one section or question at a time.** Grading one question on an exam or one section of an assignment for the entire class at the same time can reduce the impact of instructor bias in assessments and help the instructor focus on the same criteria for the assessment for the entire class.

- **Grade all submissions before posting grades.** Completing the grading of all submissions prior to posting grades will allow you to adjust grading if you find yourself changing your expectations as you grade. For example, on early submissions you may mark a question incorrect and find that the majority of your students are struggling with that same question. In this case, you may want to revisit the wording of the question or your expectations for a response.

References

Malouff, J. M., Emmerton, A. J., & Schutte, N. S. (2013). The risk of a halo bias as a reason to keep students anonymous during grading. *Teaching of Psychology, 40*(3), 233–237. https://doi.org/10.1177/0098628313487425

Satyanarayana, A., Lansiquot, R., & Rosalia, C. (2019, October). Using prescriptive data analytics to reduce grading bias and foster student success. In *2019 IEEE Frontiers in Education Conference (FIE)* (pp. 1–5). IEEE.

Community of Practice

A space for conversation within our community complementing other campus efforts
- staff supported & tech enabled

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How can the Belong community support your current DEI and retention efforts?

Sign up to Belong

- **QR code/CIC website**
- **Inaugural pricing for first 10%**
- **Offerings going live spring semester with first cohorts in February 2023**

Questions, answers, suggestions, and thoughts…

Transforming a campus culture to meet the needs of its diverse community is no simple feat—it takes a village. This microcredential equips leaders, faculty, and staff with actionable practices they can immediately implement to contribute to whole-campus reform and ensure all students and colleagues feel seen, heard, and valued and that they BELONG!

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