Teaching for Equity, with Empathy
“Indiana University wishes to acknowledge and honor the indigenous communities native to this region, and recognize that Indiana University – Bloomington was built on indigenous homelands and resources. We recognize the Miami, Delaware, Potawatomi, and Shawnee people as past, present, and future caretakers of this land.”
Holding Space for Pain

please join me in a moment of silence
SECTION 1

The Challenges Students Face
Facing Inconsistency

- Changing policies/procedures
- Mix of online/offline classes
- Varied modes/platforms/expectations
what if someone gets sick?
what if campuses closes?
what if conditions get worse?
SECTION 2

The Inequity of Uncertainty
many students lack access especially low-income students impacts grades and stress levels
Resource-Related Inequities

- Homelessness and food insecurity
- Struggling to pay bills
- Impacts focus and success in school
students in caregiver roles
students who work for pay
harder to stay on track

Responsibility-Related Inequities
students with specific health risks
students in highly impacted groups
fear makes focus a challenge

Health-Related Inequities
Inequities in Student Belonging

It's a privilege to educate yourself about racism instead of experiencing it!!!
Student Mental Health

25% considered suicide

25% increased substance use

https://www.cdc.gov/mmwr/volumes/69/wr/pdfs/mm6932a1-H.pdf
The Risks of Not Acting

exacerbating inequalities

we can’t expect students to ask
SECTION 3

Teaching for Equity, with Empathy
Teaching for Equity

ensuring that all students get the support they need to learn and be successful in class
equity does not mean treat all students the same

https://interactioninstitute.org/equality-equality-cartoon-gallery/
Design for Universal Accessibility

- set clear expectations
- present info multiple ways
- make key info clear
- leave time for processing
Avoid/Remove Barriers

standard class policies and procedures may create barriers to equity attendance
proctored/timed exams
inflexible assignments
Grading Privileges

standard grading practices unfairly advantage students from privileged groups
contract grading
set criteria to earn a particular grade; option to revise and resubmit

ungrading
instructors provide feedback; students then self-assess their work

https://go.iu.edu/32pS
Teaching for Equity: Why It Matters

avoiding the harm that can come from teaching the way we’ve often been taught
Teaching with Empathy

acknowledging students as people; recognizing their challenges; treating them with respect
survey about needs/concerns
encourage individual check-ins
make engagement meaningful

https://go.iu.edu/32pT
Help Students Trust Us

acknowledge challenges

offer unsolicited support

check in regularly

give meaningful feedback
Give Meaningful Feedback

identify areas for improvement

justify those improvements

explain how to improve
Set Reasonable Expectations
for our students
for ourselves
for our colleagues
Thank You!  

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https://go.iu.edu/33wH
Reflection Survey

https://go.iu.edu/33wH