



TEACHING + LEARNING  
**commons**



# Teaching for Equity and Inclusion

UC San Diego School of Medicine  
Faculty Teaching Development Day

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Engaged Teaching Hub  
Teaching + Learning Commons

# Session Goals

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- Highlight importance of teaching for equity and inclusion
- Discuss dimensions of teaching
- Discuss educator experiences and how they impact teaching practices
- Share teaching strategies that support student learning and foster inclusion

# URM Student Experiences in Medical School

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- Difficulty establishing support networks (with peers and faculty)
- Racial harassment and discrimination
- Dissatisfaction with learning environment (responsiveness to concerns, lack of timely and sufficient feedback, comfort)
- More likely to experience delays in progress toward graduation and withdrawal from programs
- Lower performance on standardized tests

Orom, Semalulu, & Underwood (2013)

Odom, Roberts, Johnson, & Cooper (2007)

# Contributors to Challenges

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- History of segregated and unequal medical education
- Barriers to professional advancement
- Institutional discrimination

Odom, Roberts, Johnson, & Cooper (2007); Bleakley, Brice & Bligh (2008); Orom, Semalulu, & Underwood (2013); Brosnan, et al. (2016)

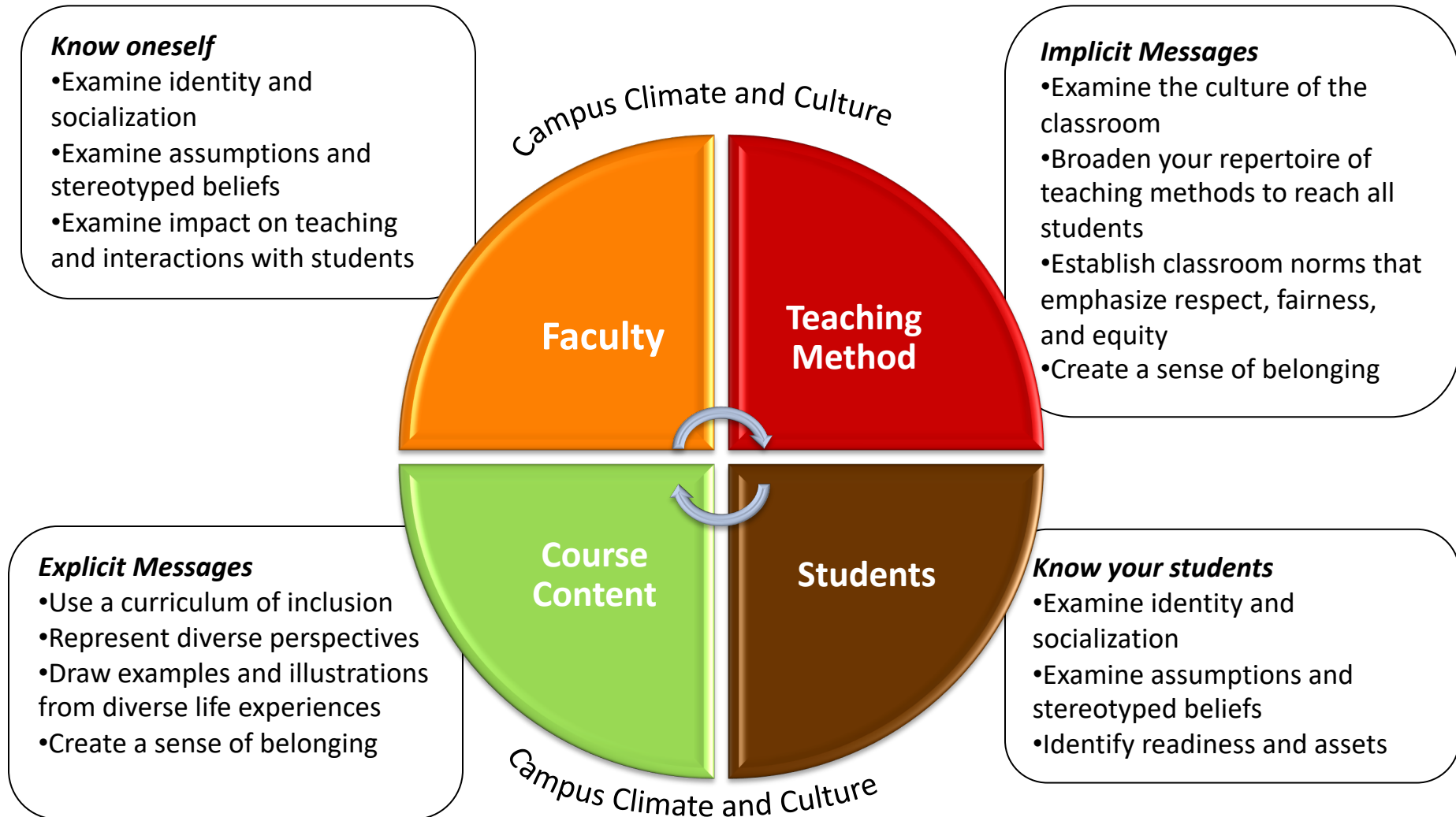
# Rationale

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Increasing minority representation in medicine:

- Has been identified as an opportunity to improve clinical care and reduce health disparities.
- Can improve medical training.
- Will improve capacity to provide culturally and linguistically appropriate care and patient satisfaction.
- Will increase the number of physicians who are willing to work in underserved areas and practice primary care.

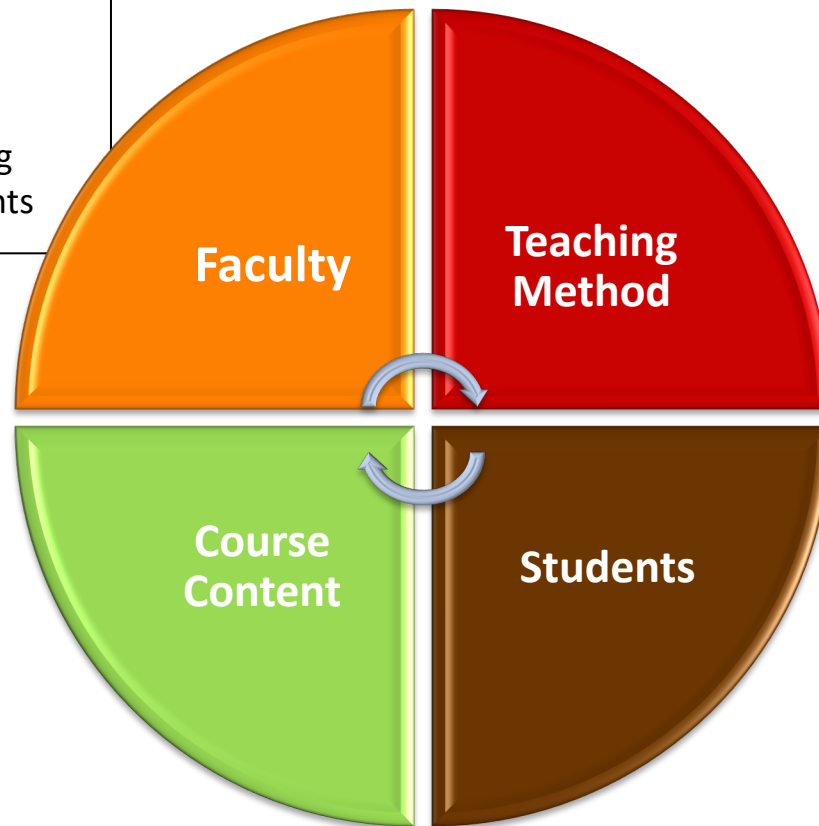
# Dimensions of Inclusive Teaching



# Knowing Oneself

## ***Know oneself***

- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Examine impact on teaching and interactions with students



# What Our Stories Teach Us

(Shadiow, 2013)

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*The student is  
infinitely more  
important than the  
subject matter.*

*Caring by Nel Noddings*

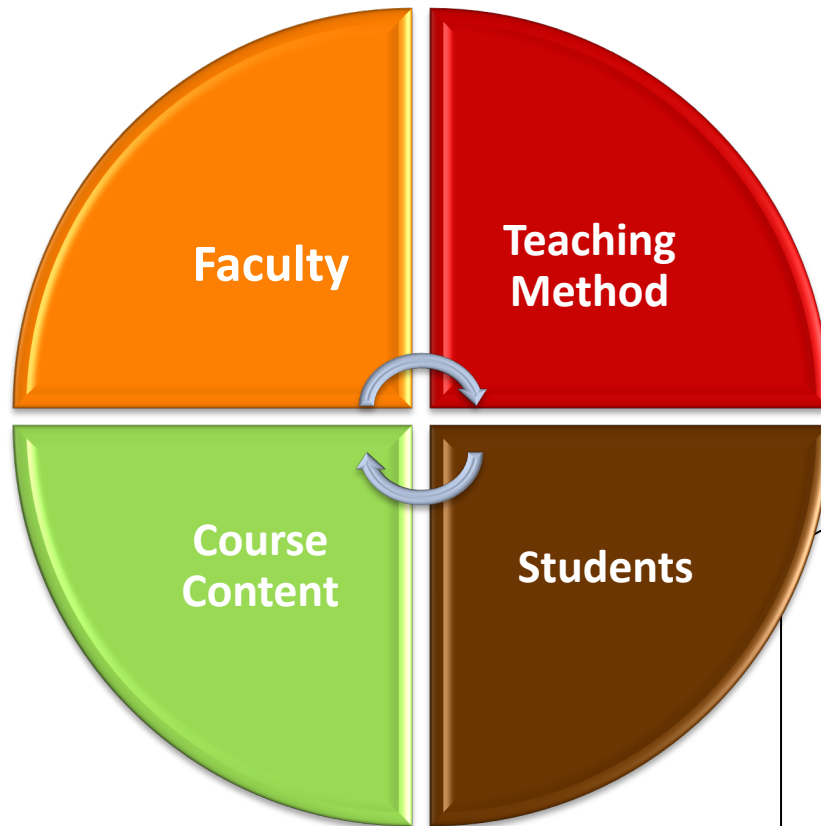
What is your story?  
How does it influence  
your philosophy and  
practice of teaching?





# Knowing Our Students

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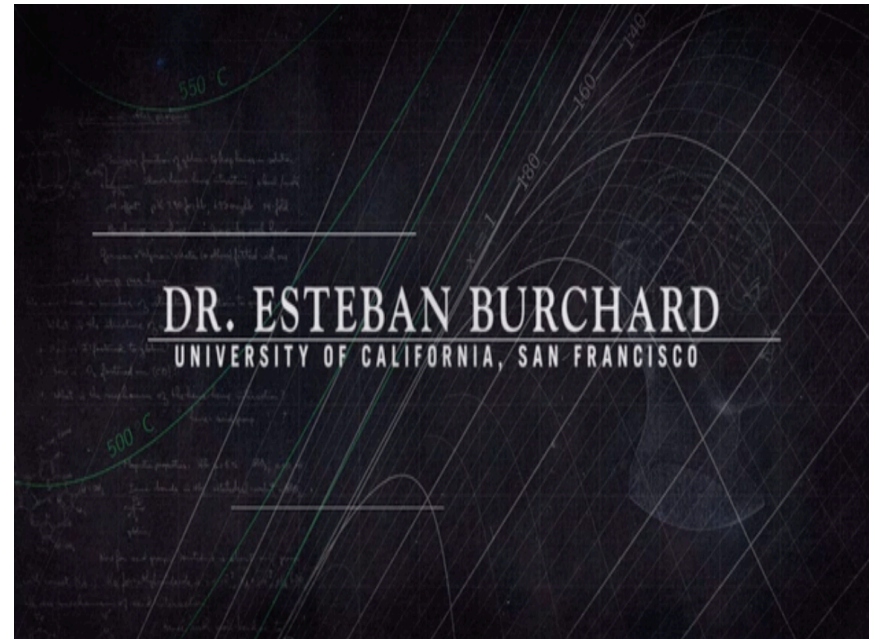
## ***Know your students***

- Examine identity and socialization
- Examine assumptions and stereotyped beliefs
- Identify readiness and assets

# Reframing the Underdog Narrative: Recognizing our Students' Assets

## Advance Organizer

1. What is the main point he makes?
2. Identify one new insight you gained.
3. Identify one question you have.



# Student-Centered Teaching: Supporting All Students

## **Deficit Mindset:**

What are the students lacking (based on my own assumptions)?

“They need to...”

## **Equity Mindset:**

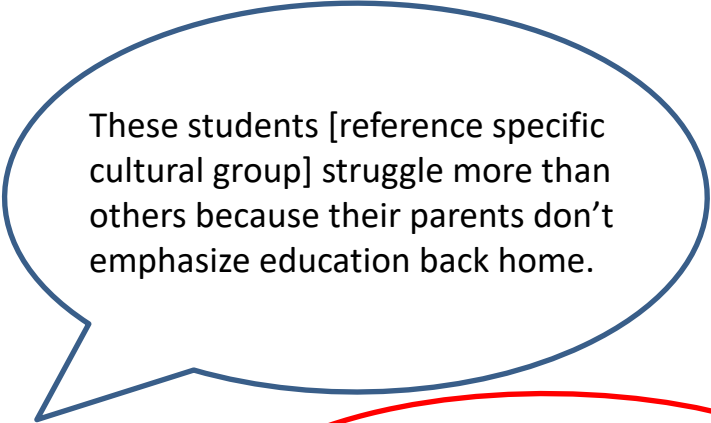
What actions can I take to improve student outcomes (for all students)?

“What can I/we...”

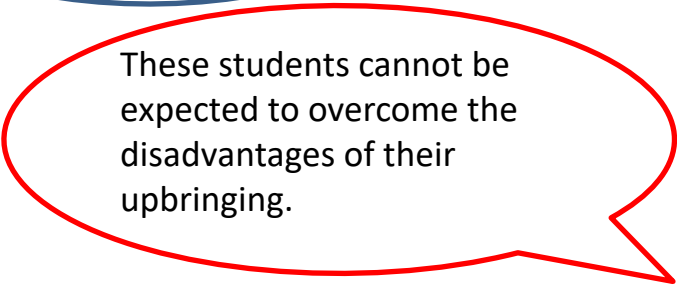
# Deficit Thinking: What is it?

When a student's academic struggles and differences in educational outcomes are attributed to:

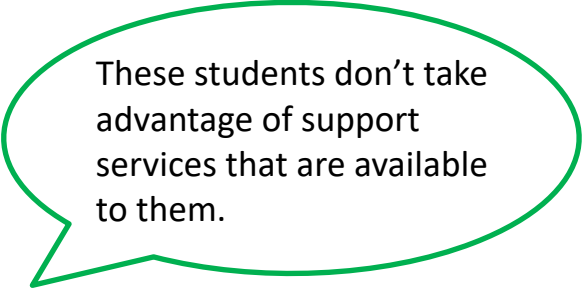
- Cultural stereotypes
- Inadequate socialization
- Lack of motivation and initiative on the part of the student



These students [reference specific cultural group] struggle more than others because their parents don't emphasize education back home.



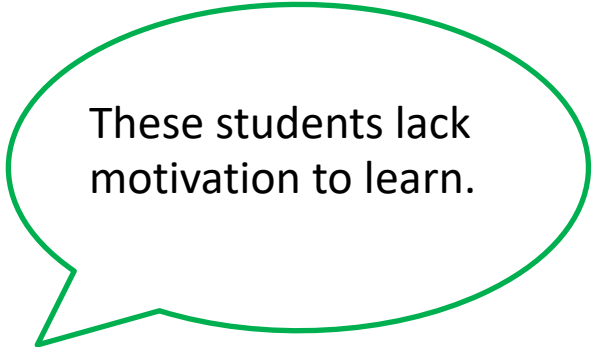
These students cannot be expected to overcome the disadvantages of their upbringing.



These students don't take advantage of support services that are available to them.

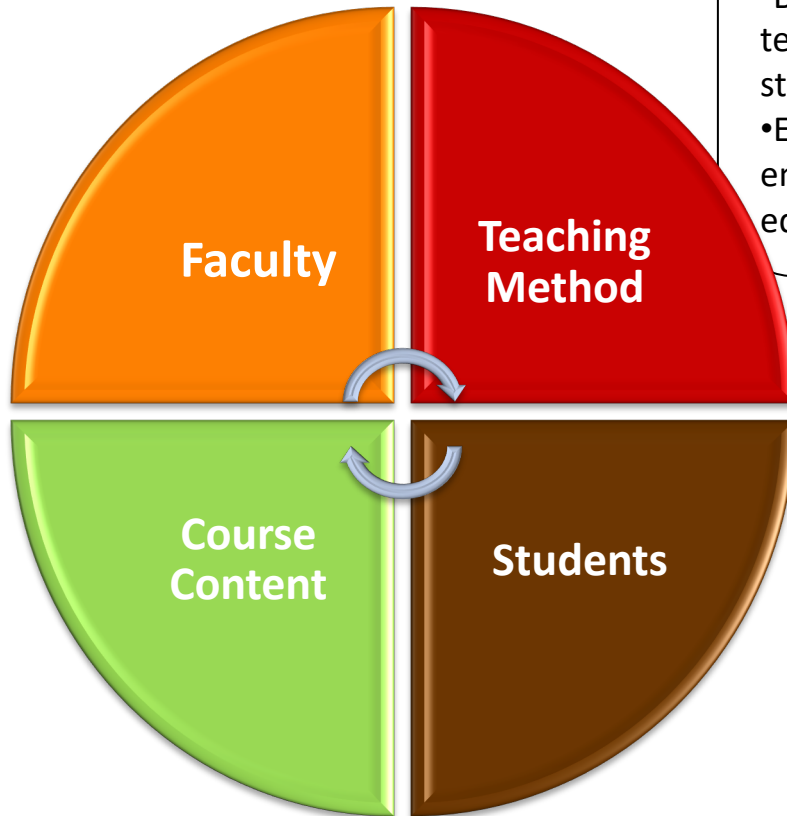
# Challenging Deficit Thinking

- What is the root cause of problem?
- What assumptions are you making based on your own attitudes, beliefs, and values?
- Do you assume students are inherently capable?
- What changes need to be made to create lasting results?



These students lack motivation to learn.

# Teaching Methods



## ***Implicit Messages***

- Examine the culture of the classroom
- Broaden your repertoire of teaching methods to reach all students
- Establish classroom norms that emphasize respect, fairness, and equity

# Effective Educational Practices

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Value student  
learning

Experiment  
with engaging  
pedagogies

Commitment  
to talent  
development

Make time for  
students

# Make time for students

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There is no substitute for spending time interacting with students, whether face to face or electronically.



# What can you do to promote equity and inclusion?

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## **Individual Level**

- Feedback (timely and frequent)
- Outside of office “office hours”
- One-on-one or small group meeting assignment
- Mentor students
- Reach out to students who seem to be struggling
- Learn students’ names (and learn how to pronounce them correctly)
- Get to know students (Question of the day/week card turned in at the beginning of class)

# What can you do to promote equity and inclusion?

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- Give students good feedback on their work and give opportunities to improve

## **Program Level**

- Assess climate routinely and address concerns
- Identify barriers and bottlenecks (courses, policies, services)
- Assess curriculum and address concerns (gaps, sequencing, content)
- Promote open dialogue and transparency
- Tend to faculty recruitment and retention of minoritized groups

# Jigsaw



What do you notice?  
What do you wonder?



# Engaging Students

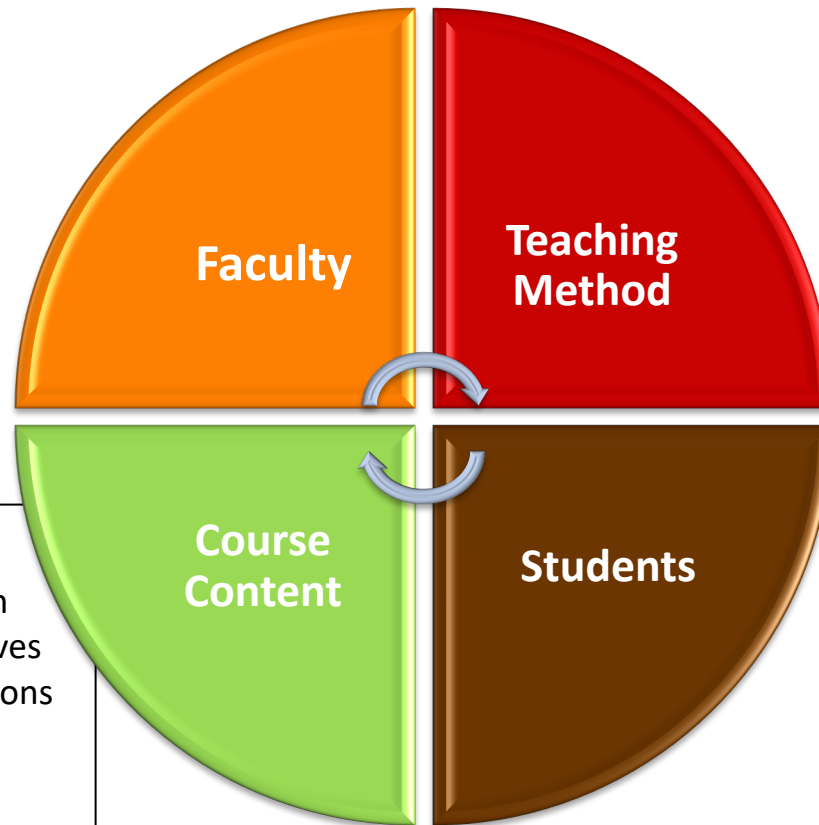
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- Pair up with someone.
- Share a teaching strategy that has worked for you.

# Curriculum

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## ***Explicit Messages***

- Use a curriculum of inclusion
- Represent diverse perspectives
- Draw examples and illustrations from diverse life experiences
- Create a sense of belonging



Questions?