

## New Faculty DEI Video Handout

### Equity Minded Educators

- Recognize and embrace the agency they have in eliminating equity gaps.
- Acknowledge that the social construction of race continues to impact all major aspects of life.
- Welcome all students with enthusiasm and genuine caring.
- Continually strive to be anti-racist and anti-sexist in both theory and practice.
- Ensure that all students feel a sense of belonging and are empowered to share their unique perspectives.
- Are informed by the data and use institutional and course-level data to work to remedy the equity gaps in their courses.
- Work diligently with colleagues and the institution to transform teaching.

Diversity	Equity	Inclusion
Intellectual, practical, and personal engagement with issues related to social justice and equity, particularly in relation to minority and marginalized groups such as African Americans, Latinx, Native Americans, international peoples, women, people with disabilities, and members of the LGBTQIA+ community.	A safe, healthy, and fair learning environment for all students.	Fully involving and engaging all students in the community of learners in a classroom.

### Culturally Relevant Pedagogy (Gloria Ladson-Billings, 1995)

**Student Learning:** Prioritize students' intellectual growth, learning, and abilities to problem-solve.

**Cultural Competence:** "The ability of students to draw on their own backgrounds, languages, histories, customs, and experiences as they gain fluency and facility in at least one other culture."

**Critical Consciousness:** Show students the ways in which what they are learning can have applications to solving problems they confront in their daily lives.

### The Changing University

#### The Traditional Model

Created for a particular student and has been replicated over and over for that same type of students. When faculty were students, the system typically served them well.

- There was not a concern for social inequities because the success of all students was not the mission.
- Students felt welcomed at the university because they believed it was created for them and they were supposed to be there.
- University was intended to weed out the underprepared, so there was little attempt to assist students who needed more support.
- Most students saw themselves in the curriculum and felt they were represented—they were the students that the university was designed to serve.
- Students relied on social networks with prior university experience to guide them, so they did not need to learn university culture or norms.

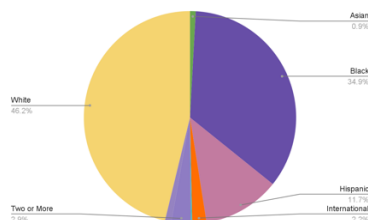
#### The University Today

- Demographics of students have changed. There are more female students, students from ethnic minorities, working class, and older students than ever before.
- More students are taking longer to complete their degrees. They are not traditional four-year students who are primarily focusing on college. Instead, they are more likely to be working and commuting to campus.
- Due to changes in the job market and employment opportunities, students are looking for new areas of study and expanded course offerings.
- The removal of ACT or SAT requirements for college admissions is changing acceptance rates to competitive schools.

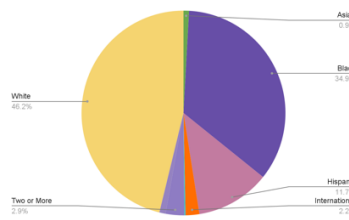
- Tuition costs are rising eight times faster than wages, making students' reasons for attending (and leaving) higher education different than even 30 years ago.
- In the past five years, campuses have seen a sizable increase in activism.
- Textbook costs rose four times faster than inflation since the 1980s. The average college student spends approximately \$1,168 each year on textbooks.

**WIU Students (Information from 2021-2022 Fact Book)**

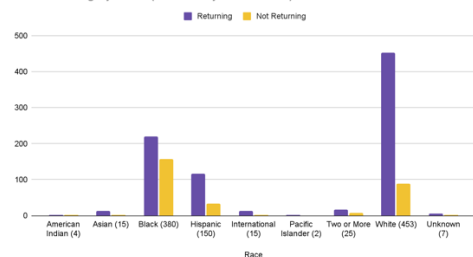
2021 New First-Year Students (n-920)



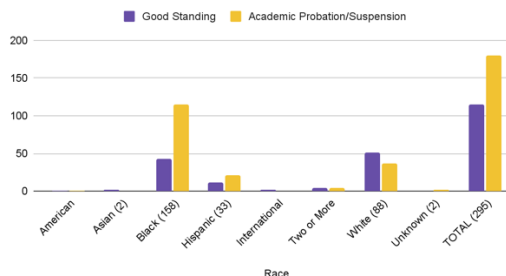
2020 New First-Year Students (n-1,052)



Not Returning by Race (2020 first year students)

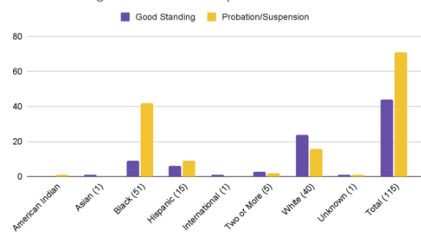


Good Standing and Academic Probation/Suspension



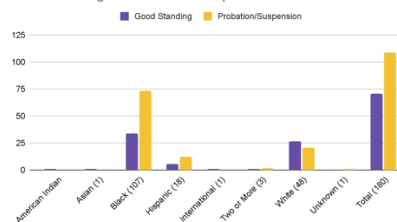
**Males**

Good Standing and Probation/Suspension



**Females**

Good Standing and Probation/Suspension



**Continuing the Conversation**

New Faculty Orientation—Tuesday, August 16: 3:10-4:00 p.m.

Some questions to think about:

- What can you do to make your classroom more inclusive?
- What ideas do you have for shaping your classroom culture?
- What struggles do you see in moving toward a more inclusive classroom and curriculum?

If you have questions or specific areas you would like us to cover during Orientation, reach us at rj-buchanan@wiu.edu and jg-laprad@wiu.edu.