

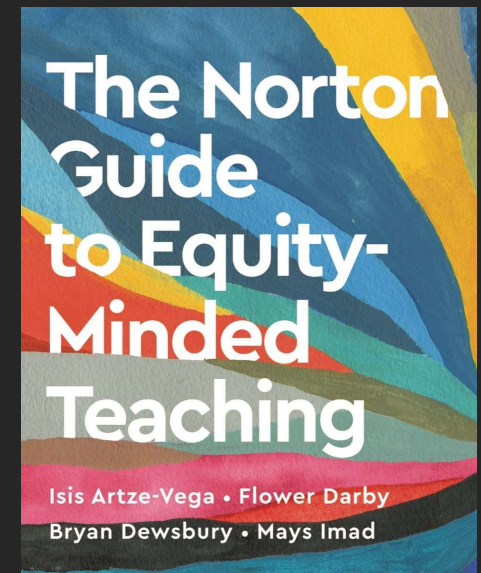
# JET Capstone Project

Clearly Communicating Equitable  
Course Policies to My Students:  
Flexible Assignment Deadlines and  
Attendance Policies for SOCY 2077

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# Impetus for project

- Belonging
    - *“Minoritized students are less likely to report feeling a sense of belonging, particularly when attending predominantly white institutions.”*
    - Artze-Vega, I., Darby, F., Dewsbury, B., & Imad, M. (2023). The Norton Guide to equity-minded teaching. W.W. Norton and Company.
  - Inclusive Syllabi
    - *“Fear-evoking policies contained in a syllabus serve as microaggressions that can exacerbate stereotype threat, belongingness uncertainty, and imposter syndrome.”*
    - Michelle Pacansky-Brock, “The Liquid Syllabus: An Anti-Racist Teaching Element,” C2C Digital Magazine 1, No. 15 (Spring/Summer 2021)
  - Transparency
    - *“Students deserve our candor and compassion.”*
    - Artze-Vega, I., Darby, F., Dewsbury, B., & Imad, M. (2023). The Norton Guide to equity-minded teaching. W.W. Norton and Company.
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My secret  
Message



# Problem I'm addressing



- Two-tiered policies in my course syllabi
  - *Late work*
  - *Attendance policies*
- Invisible Ink
  - *“Students disproportionately benefit from or are penalized by their varied levels of college knowledge.”*
  - Artze-Vega, I., Darby, F., Dewsbury, B., & Imad, M. (2023). *The Norton Guide to equity-minded teaching*. W.W. Norton and Company.
- *Asking for exceptions*
- *Office hours*

# Assignment Deadlines

## BALANCING

- Student motivation
- Cohort nature of the course
- Respect for TA's schedule
- Compassion for extenuating circumstances
- Transparency and equity in extensions

## DECISIONS

- Make students aware that extensions will be granted, preferably with advance notice
  - Intentionally discuss this balance
  - Inform students of desired methods of contact
  - Require a meeting with instructor or TA if two extensions are granted in a row
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# Attendance policies

## BALANCING

- Motivation to attend in-person
  - *Value of group discussion*
  - *Attention*
- Ability to keep up with material during extenuating circumstances

## DECISIONS

- Intentionally discuss this balance
  - Provide recordings for all synchronous class meetings
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## BEGINNING OF SEMESTER

- Qualtrics survey (anonymous)
  - *Demographics*
  - *Expectations about these policies*

## COMPLETION OF SEMESTER

- Qualtrics survey (anonymous)
    - *Demographics*
    - *Assessment of these policies*
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# Demographics

- Which of the following identities best match you?
  - *Gender identity (choose all that apply): Woman, Man, Transgender, Non-binary/non-conforming*
  - *Race/ethnicity (choose all that apply): Hispanic/Latinx, Black, White, American Indian/Alaska Native, Asian/Native Hawaiian/Pacific Islander*
  - *First-generation college student (yes/no)*
  - *Class standing: Freshman, sophomore, junior, senior*

# Evaluation of changes



- How do you feel about the flexible assignment deadlines this semester?
  - How do you feel about the flexible attendance policies this semester?
    - *I think I'll like them!*
    - *I don't think I'll like them!*
    - *I'm not sure.*
  - Now that the semester is nearing the end, how did the flexible assignment deadlines work for you?
  - Now that the semester is nearing the end, how did the flexible assignment deadlines work for you?
    - *They were helpful!*
    - *They were not helpful!*
    - *I'm not sure.*
  - Write-in responses for elaboration
    - *What did you like about the flexible assignment deadlines and attendance policies this semester?*
    - *What did you dislike about the flexible assignment deadlines and attendance policies this semester?*
    - *Any other thoughts you'd like to share?*
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Thank you!

FEEDBACK AND QUESTIONS?