



Diversity & Inclusion and Equity & Access in AP[®]

Ensuring an inclusive class experience
for all students



AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

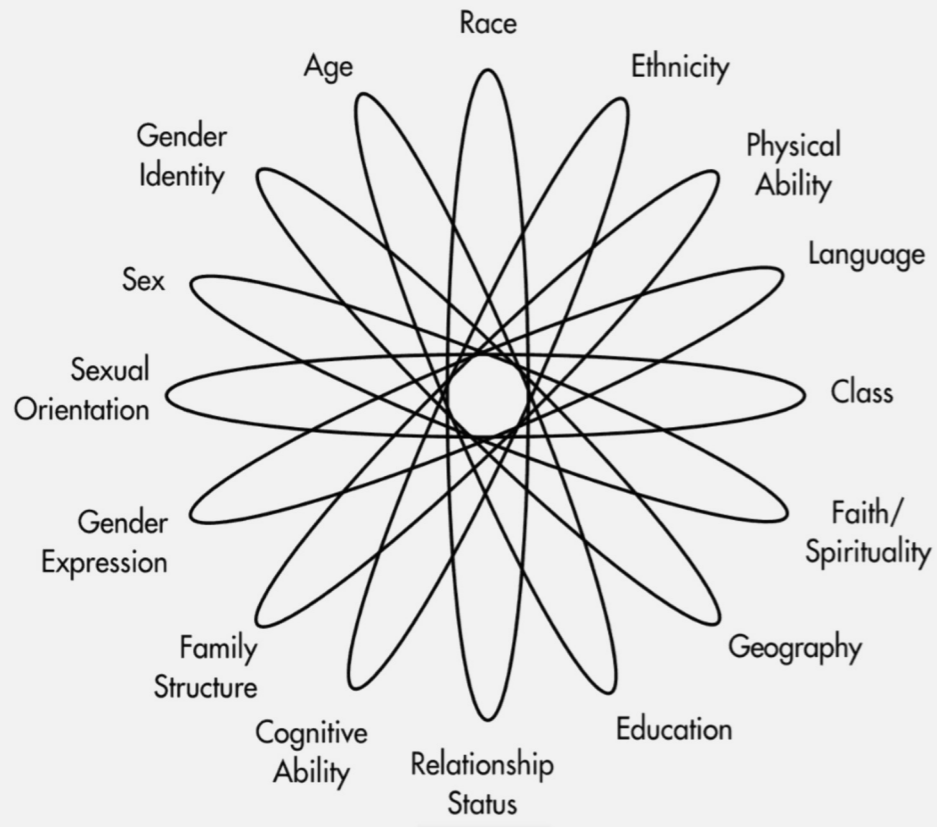
Session Outcomes

- 1** Establish the “why” behind conversations about bias in relationship to AP[®] courses.
- 2** Identify types of bias and how they can manifest in a classroom.
- 3** Discuss steps that can be taken to mitigate bias.

Agenda

- 1 Statistics on AP
- 2 Types of bias
- 3 How to mitigate bias in the AP classroom
- 4 Commitments to try one strategy

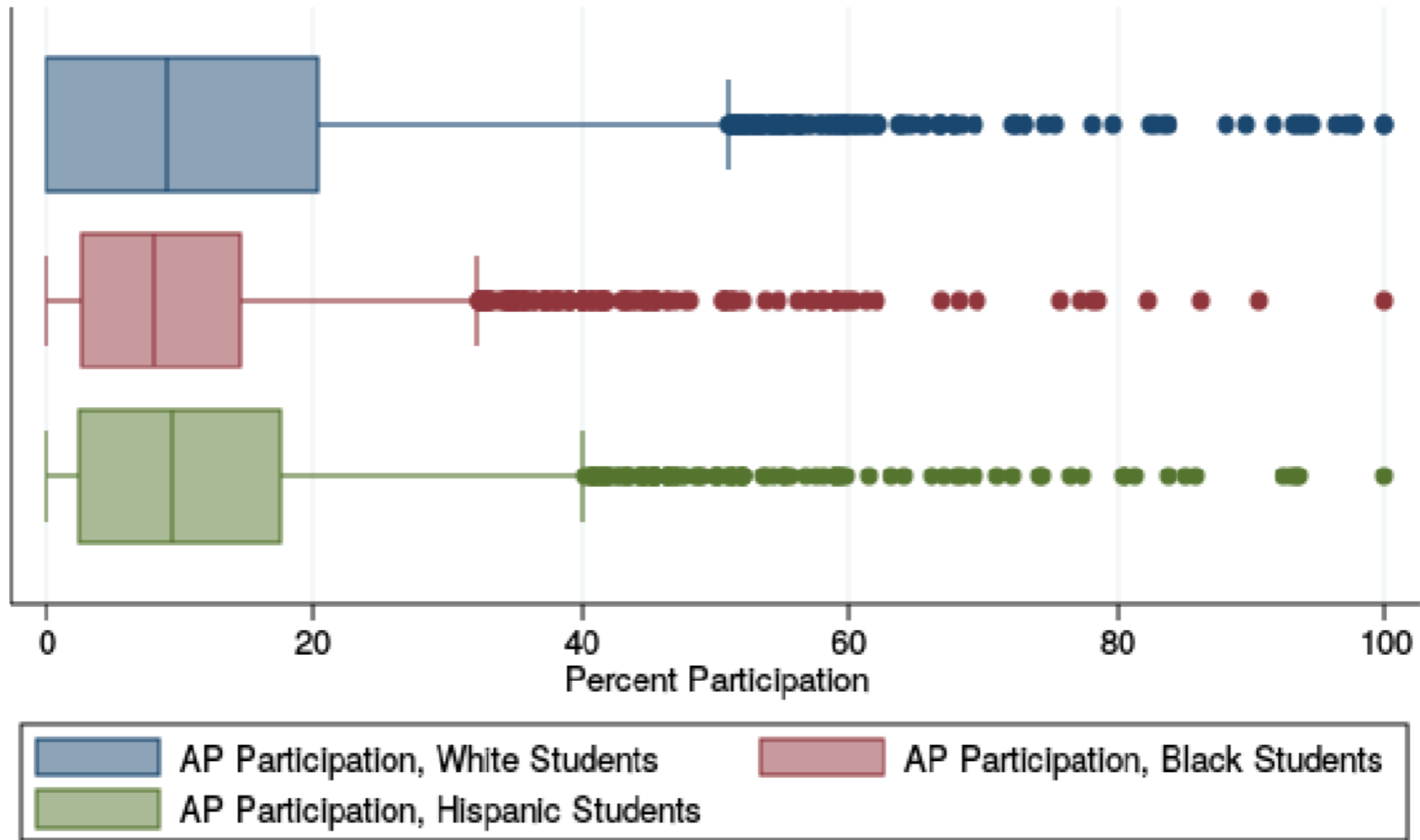
Identity Wheel



- What comes up for you as you think through all of these identity markers?

**AP Data: Making the Case
for Diversity & Inclusion
and Equity & Access Training**

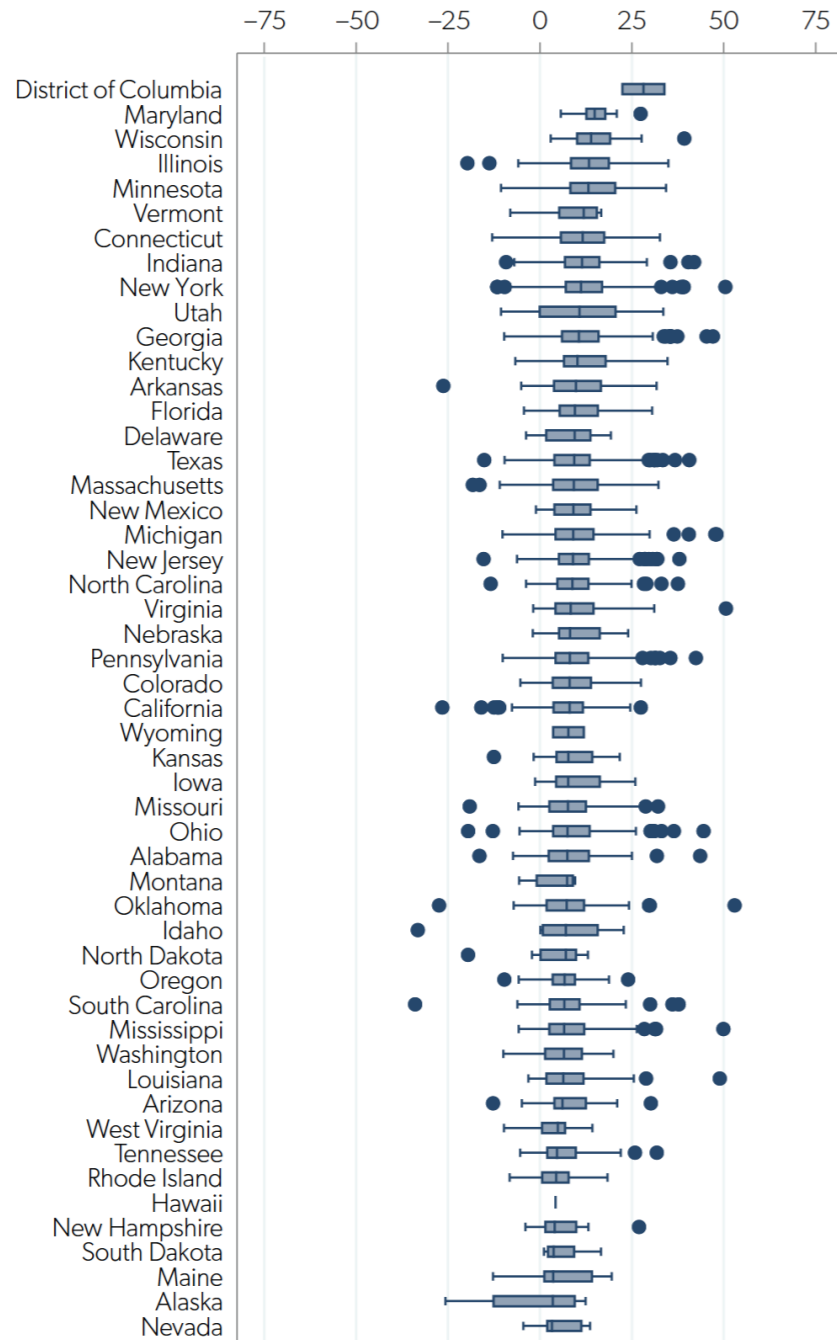
Figure 2
Distribution of District AP Participation Rates, by Student Race/Ethnicity



Source: "Biased Opportunities: The Role of Implicit and Explicit Bias in Advanced Placement and Dual Enrollment" by K. Anderson, 2022.

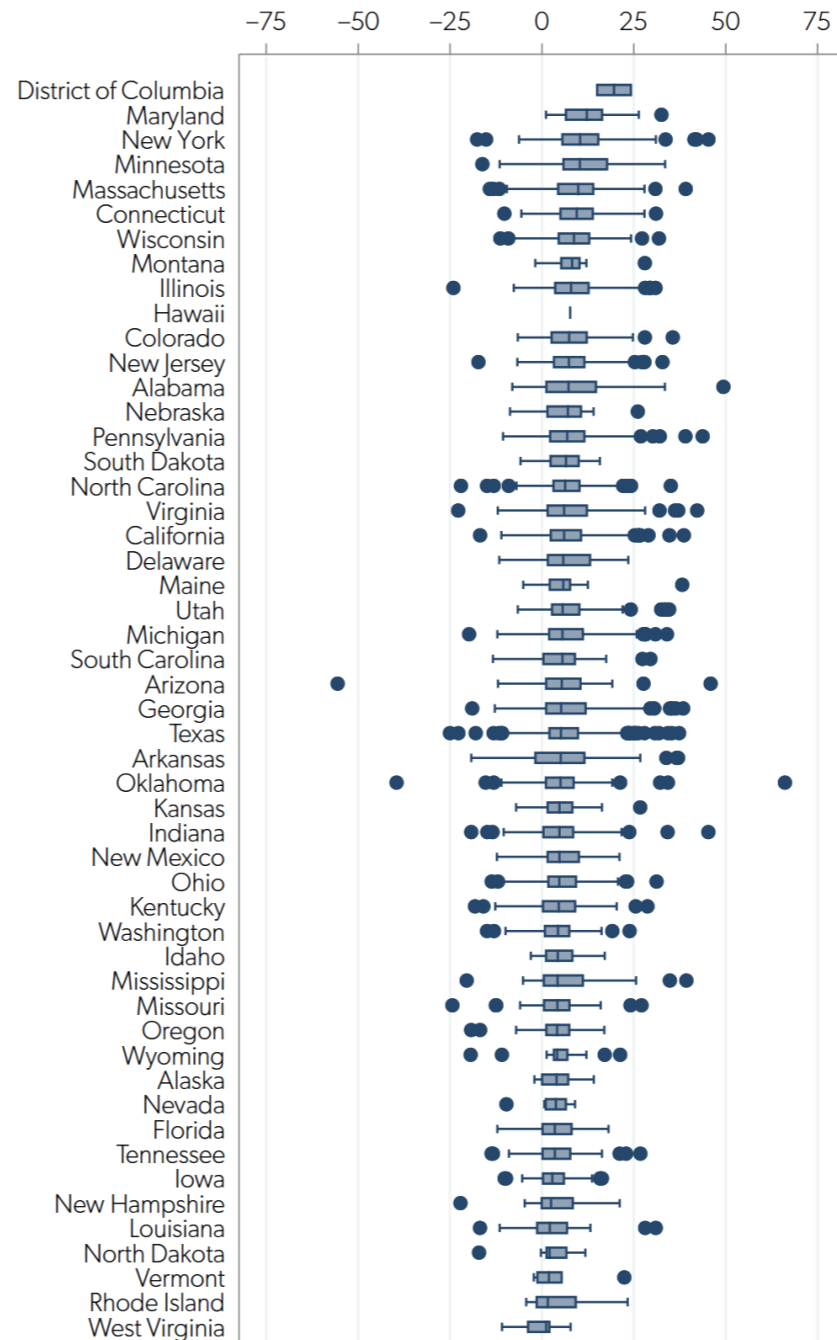
District Percentage-Point Gaps, by State

White-Black Gap: AP Participation



District Percentage-Point Gaps, by State

White-Hispanic Gap: AP Participation



Source: "Biased Opportunities: The Role of Implicit and Explicit Bias in Advanced Placement and Dual Enrollment" by K. Anderson, 2022.

Additional Data

- In 2015-16, Black/African American students represented approximately **15.4%** of U.S. public school enrollment, but only **9.4%** of those enrolled in **at least one AP course**, **7.5%** of those enrolled in **at least one AP science course**, and **6.4%** of those enrolled in **at least one AP math course**. (U.S. Department of Education, Office for Civil Rights, n.d.)
- In a large qualitative study of North Carolina high school students, Tyson (2011) finds that most Black students do not avoid taking Advanced Placement® classes for **fear of being labeled “acting white” but rather because they fear failure**.

SMALL GROUP CONVERSATION



- What do you think is the story being told about AP based on this data?
- What do you think are some of the causes reflected in this data?
- What other questions, reactions, and/or comments do you have after reviewing this data?

LARGE GROUP CONVERSATION



What are some of the themes in your small group conversations?

Types of Bias

Implicit Bias

Also known as unconscious or hidden bias, are negative associations that people unknowingly hold.

They are expressed automatically, without conscious awareness.

Biased-Based Beliefs: Colorblindness



Colorblindness is treating individuals as individuals, not considering their social and racial identities.

Traits of Colorblindness

- Insists on utilization of commonalities versus differences in language

Examples

- Sometimes I wonder why we can't see each other as individuals instead of race always being an issue.
- I try not to notice a child's race or skin color in the classroom setting.
- Latino students who speak English should refrain from speaking Spanish in school so they don't alienate other students or teachers.

Biased-Based Beliefs: Deficit Thinking



Deficit thinking is believing low-income students and students of color are unable to achieve at high levels given their circumstance.

Traits of Deficit Thinking

- Blames cultural groups for ability or behavior
- Does not acknowledge systemic problems
- Creates and/or supports a stereotype of a cultural group

Examples

- There is not much schools can do to close the achievement gap.
- It's important that students of color assimilate so they can succeed in mainstream American culture.
- Students of color from disadvantaged homes just seem to show a lack of initiative.

Biased-Based Beliefs: Poverty Disciplining



Poverty disciplining is criticizing and wanting to change behavior of low-income students and students of color to assume middle-class standards and beliefs around behavior.

Traits of Poverty Disciplining

- Insists on changing behavior and psychological dispositions
- Disciplining promotes “good citizenship” behaviors

Examples

- Behaviors like respect and self-regulation are traits that low-income students require learning more often than not.
- Discipline is an important tool when working with low-income students.
- Low-income students are not exposed to the type of grit necessary to be successful in school.

Seven Types of Curriculum Bias

1 Invisibility

2 Stereotyping

3 Imbalance and Selectivity

4 Unreality

5 Fragmentation and Isolation

6 Linguistic Bias

7 Cosmetic Bias

Seven Types of Curriculum Bias

1 Invisibility

The most fundamental and oldest form of bias in instructional materials is the complete or relative exclusion of a group.

Some typical invisibility include:

- Textbooks published prior to the 1960s largely omitted African Americans, Latinos, and Asian Americans from both the narrative and illustrations.
- Women, those with disabilities, and those representing the LGBTQIA+ community continue to be missing from many of today's texts.

2 Stereotyping

Perhaps the most familiar form of bias is the stereotype, which assigns a rigid set of characteristics to all members of a group, at the cost of individual attributes and differences. While stereotypes can be positive, they are more often negative.

Some typical stereotypes include:

- Men portrayed as assertive and successful in their jobs, but rarely discussed as husbands or fathers
- Women as caregivers

Seven Types of Curriculum Bias

3 Imbalance and Selectivity

Curriculum may perpetuate bias by presenting only one interpretation of an issue, situation, or group of people. Such accounts simplify and distort complex issues by omitting different perspectives.

Examples include:

- A text reports that women were "given" the vote, but does not discuss the work, sacrifices, and even physical abuse suffered by the leaders of the suffrage movement who "won" the vote.
- Math and science courses typically reference European discoveries and formulas.

4 Unreality

Many researchers have noted the tendency of instructional materials to gloss over unpleasant facts and events in our history. By ignoring prejudice, racism, discrimination, exploitation, oppression, sexism, and intergroup conflict, we deny students the information they need to recognize, understand, and perhaps someday conquer societal problems.

Examples include:

- Because of affirmative action programs, people of color and women now enjoy economic and political equality with (or superiority over) white males.
- The notion that technology will resolve persistent social problems.

Seven Types of Curriculum Bias

5 Fragmentation and Isolation

Fragmentation emerges when a group is physically or visually isolated in the text. Often, racial and ethnic group members are depicted as interacting only with persons like themselves, isolated from other cultural communities. While this form of bias may be less damaging than omission or stereotypes, fragmentation and isolation present nondominant groups as peripheral members of society.

Some typical fragmentations include:

- A "special" chapter or insert on "Bootleggers, Suffragettes, and Other Diversions" or a box describing "Ten Black Achievers in Science."

6 Linguistic Bias

Language can be a powerful conveyor of bias, in both blatant and subtle forms. Linguistic bias can impact race/ethnicity, gender, accents, age, (dis)ability, and sexual orientation.

Some typical examples of linguistic bias include:

- Native Americans described as "roaming," "wandering," or "roving" across the land. Such language implicitly justifies the seizure of Native lands by "more goal-directed" white Americans who "traveled" or "settled" their way westward.
- Such words as forefathers, mankind, and businessman serve to deny the contributions (even the existence) of females.
- The bias against non-English speakers.

Seven Types of Curriculum Bias

7 Cosmetic Bias

The relatively new cosmetic bias suggests that a text is bias free, but beyond the attractive covers, photos, or posters, bias persists. This "illusion of equity" is really a marketing strategy to give a favorable impression to potential purchasers who only flip the pages of books.

Examples of cosmetic bias:

- A science textbook that features a glossy pullout of female scientists but includes precious little narrative of the scientific contributions of women.

SMALL GROUP CONVERSATION



- Have you seen any of these biases show up in the classroom?
- If yes, what was the impact of it on students and outcomes you were trying to achieve?
- If no, what conditions were created in the classrooms you've been a part of to mitigate these forms of bias?

LARGE GROUP CONVERSATION



What are some of the themes in your small group conversations?

Strategies for Mitigating Bias



Strategies for Mitigating Bias

1. Use Self-Reflection Questions When Designing Lessons
2. Stereotype Replacement
3. Counter-Stereotypic Imaging
4. Individuation
5. Perspective-Taking
6. Increasing Opportunities for Contact
7. Question Your Objectivity
8. Increase Motivation to Be Fair
9. Think Slow: Improve Conditions for Decision Making
10. Count: Identify Disparities

Strategies From: P. G. Devine, P. S. Forscher, A. J. Austin, & W. T. Cox, 2012. "Long-term reduction in implicit race bias: A prejudice habit-breaking intervention," Journal of Experimental Social Psychology. Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race by Derald Wing Sue, 2016.



Action & Accountability: Individual Reflection

- Choose one strategy.
- Write down the action steps needed to implement this strategy.
- Identity the evidence you would use to know that you have made movement in this step.

LARGE GROUP CONVERSATION



Any volunteers willing to share your plan?

What final thoughts, comments,
and/or concerns do we have
as we close out this session?

Thank you

