

# Portland Section Meeting Notice

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## Deficit and anti-deficit framing: A systematic review to improve equity and inclusion in science education

a talk by

**Prof. Nicole James, PhD.**

Reed College Chemistry Department

**Thursday March 9, 2023, 6-9 PM**

**Reed College Vollum Lounge**

3203 SE Woodstock Blvd, Portland, OR 97202

[map](#) (use East Parking Lot; Vollum College Center is number 37 on map)

### Dinner Reservations

Dinner reservation FIRM deadline: **Thurs. Feb 23, 2022 8 AM**

Schedule: 6:00 pm social • 6:45 pm buffet dinner • 7:45 talk

#### COVID PROTOCOLS

Reed College's COVID-19 Prevention & Response Plan below considers the state of Oregon's directives and the Centers for Disease Control and Prevention's (CDC) public health recommendations.

<https://www.reed.edu/coronavirus/>

Bio: Nicole James did her PhD in Physical Chemistry at The University of Chicago, and is an Assistant Professor at Reed College where she teaches general and physical chemistry and conducts chemistry education research.

Abstract: Deficit and anti-deficit framing: A systematic review to improve equity and inclusion in science education. When a student enters a college classroom and struggles to succeed, one might assume that the student is lacking (deficits lie in the individual), or that the broader institutional and societal systems serving the student are lacking (deficits lie in systems). These two approaches have far-reaching consequences. If perceived deficits lie in the individual (deficit frame), then targeted interventions to fix the individual are necessary. If perceived deficits lie in systems (anti-deficit frame), then system reforms are necessary. Education researchers have increasingly warned about how deficit thinking shapes educational systems and disadvantages marginalized students, but deficit framing remains common in STEM education and practice. In order to clarify a definition of deficit and anti-deficit frames, and clarify their mechanisms, we perform a systematic literature review of deficit and anti-deficit paradigms. The insights gained better empower STEM researchers and instructors to improve equity.

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