Transforming Teaching: Moving Faculty From Neutral to Equity

AACU Diversity, Equity, and Student Success Conference
Dr. Tara Kishbaugh and Dr. Lori Leaman, March 30, 2019

Visible plus Unexamined (Sociocultural) Aspects of Learning

- **Awareness: Who am I? Who are you?**
  - Growth Mindset & Discarding the Deficit lens
  - Social-Cultural Awareness about self & students
- **Reflection: Who are we together?**
  - Deep cultural iceberg
  - Invitation
  - Communication patterns
  - Power
  - Risk/Safety
- **Responsiveness in the classroom**
  - Teaching
  - Assessment
  - Inviting feedback from our students

Professional Learning Community Model for culturally responsive teaching

- **Participants:** two cohorts of STEM and writing faculty who teach “gate-keeper” courses (voluntary participation)
- **Description of Intervention** (August thru May):
  - Unconscious **Bias Training** (pre-intervention, August)
  - Bookend half-day **workshops** (bookends: August/May)
    - on awareness/beliefs and best practices
- **Faculty course in PLC Model** (Sept-April)
  (a) face-face “class” 1x/month
  (b) **Read-Try-Reflect**
    - Online reading
    - Assignment to apply to teaching, and
    - Online written/peer reflection activity 1x/month

**SAMPLE Read-Try-Reflect activity: Hearing Student Voices through Early Student Feedback**

**Read It:** Read this very short article about gathering student feedback before the midterm. Research indicates that offering an early feedback mechanism gives you opportunity to make specific changes in response to student needs and that students feel empowered in their learning. An added bonus: faculty who solicit early feedback about the teaching-learning process, and act upon suggestions of students, receive higher levels of student satisfaction on the end-of-course-evaluations. Linked article: https://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/benefits-of-early-course-evaluations

**Try-It:** Select one of the three recommended early feedback mechanisms (sample below). Implement it in your target course next week and then record the results in the analysis chart (link provided in PLC course).

**Reflect-On-It:** meet with your faculty colleague to share the results from each of your student surveys and your initial interpretation. Using what we’ve learned about checking our own biases and cultural ways of being, reflect together on reasonable adjustments you’d like to try in the next three weeks. Finally, post a response to the structured reflection questions in our professional learning community forum.

**Example early feedback mechanism to give students:**

STOP, START, CONTINUE (STOPlight)

Please take a few minutes to write down your thoughts for each category.

STOP = What you wish would stop in class. This can be something the teacher is doing, or something other students are doing.

START = Something you would like the teacher to start doing in class or something you would like to do yourself in class.

CONTINUE = Things that are already happening in class that you wish to continue.

http://www.humber.ca/centreforteachingandlearning/
SELF/INSTITUTIONAL ASSESSMENT

Incorporating a Socio-Cultural Lens in Faculty Development

The following questions are intended for reflective self-examination of faculty development initiatives. The instrument is not intended for use as a formal evaluative tool.

Which elements of the model might be transferable to your institution?

- Early institutional buy-in, for “border-crossing” safety for the faculty participants.
- Small, voluntary pilot: cohort model within a discipline
- Institutional support for culturally responsive teaching initiatives for promotion and tenure
- Faculty leader/facilitator
- Professional Learning Community
  - online learning platform
  - sociocultural elements beyond “teaching strategies”

Consider your current faculty development initiatives. Where on the continuum might your institution currently fall?

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<th>Format/Length</th>
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<td>Drive-by: 1x/year, start/end of semester. New topic each time. Dissemination, training, workshop.</td>
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<th>Approach/Model</th>
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<td>Generic/Didactic: introduces a possible program to try across all disciplines. Didactic “transfer” model of PD. Learn &quot;about teaching&quot; model. Measure singular data points (e.g. student test scores or attendance), often at end of course to determine success.</td>
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<td>Plus Sociocultural Apprenticeship: Attends to teaching as sociocultural practice---reflective inquiry that empowers faculty. Attends to human identity and interactions. Read-Try-Reflect (examine self/other and impact) model. Attends to the process of learning at multiple points throughout course to continually shape the learning process.</td>
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<td>Pedagogical Tactic: if we implement program X, it should fix the problem in teaching/ in learning (deficit lens).</td>
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<td>Tactics Plus: pedagogical tactics plus the sociocultural factors inherent in the learning to teach and learning to learn processes. Builds learner and teacher capacity (capacity lens).</td>
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