

Faculty professional development for inclusive teaching in HIPS: Cultivating leadership and promoting sustainability

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think-pair-share

What is one major barrier you are facing in your work that pertain to faculty professional development and/or inclusive teaching on your campus?

Agenda

- Inclusive Teaching
- Connection to HIPS
- Effective models of faculty development
 - Cultivating leadership
 - Sustainability
- Small group work re: overcoming barriers, strategy development

What is inclusive teaching?

From the University of Michigan, inclusive teaching means you:

--deliberately cultivate a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning.

--attend to social identities and seek to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.

Key principles

- Belongingness matters (student identities are welcomed)
- Student voices are invited; students co-construct the learning environment
- Teaching is culturally-relevant and asset-oriented
- Transparency is emphasized
- Being equity-minded with regard to student outcomes is necessary
- Be prepared for hot moments and demonstrate anti-bias in practice

Belongingness matters and student identities welcomed

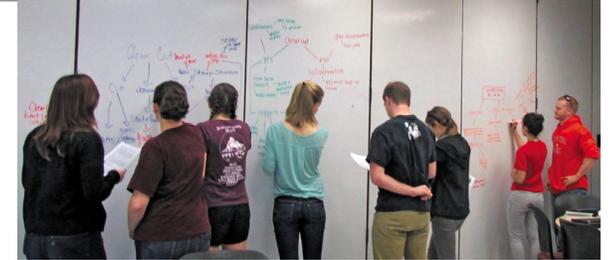
“Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door...

Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose et al., 2010, p. 169-170).



Student voices are invited; learning is active; students co-construct the learning environment

- We wait for *all* hands to go up
- Think –pair- share
- Turn to your neighbor
 - Find someone who has a different answer, convince them you are right
- Use class time for demos or working through homework; students work in collaborative groups
- Ask a question at the end of class; respond at start of next class (“just in time teaching”)
- Quick checks with clickers...or color coded index cards... self-checks...peer edits...rubrics
- Students co-construct classroom/community commitments (ground rules for engagement)



The more varied ways to ask, contribute, assess...the more inclusive.

See also: Haak et al. 2011 in *Science*

Teaching is culturally-relevant and asset-oriented

- Asset orientation: students bring cultural and linguistic assets/capital
- Culture is central to learning, communication, and thinking
- The materials/authors are intentionally chosen
- Pedagogy responds to students from all cultures
 - Examples: reciprocal teaching, storify, community-oriented



Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco: Jossey-Bass.

<https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0>

Transparency is emphasized

Example Assignment -More Transparent

The diagram shows a sample assignment layout with three main sections: Purpose, Tasks, and Criteria for Success. A vertical box on the right side contains the word 'Transparency' at the top, followed by 'Problem solving skills are well defined.' and 'Criteria for success are defined.' with arrows pointing to the corresponding sections in the assignment. The 'Purpose' section lists learning outcomes. The 'Tasks' section states that answers should be in LFGIRLF handwriting. The 'Criteria for Success' section provides examples of excellent, good, and unacceptable answers for a question about sickle cell disease.

Purpose:

1. Develop mastery of the following learning outcomes:
 - Predict the consequences of different mutations.
 - Differentiate between gene and allele.
 - Explain what is meant by dominant and recessive.
 - Perform monohybrid and dihybrid crosses to predict offspring genotype.
 - Identify whether a trait is dominant or recessive in a family pedigree.
 - Illustrate the steps of meiosis and describe how meiosis reduces chromosome number for a reproductive cell having a given diploid number.
 - Describe the chromosomal theory of inheritance in relation to the laws of segregation and independent assortment.
 - Describe the concept of linkage and how it contrasts to independent assortment.
2. You will then **apply** this knowledge to a different situation, **evaluate** a set of given data, and **make a decision** and **propose a solution** based on all the information provided.

Tasks:
You will write your answers (in LFGIRLF handwriting) to the questions on this assignment.

Criteria for Success:

1. Your answers should be clear and in complete sentences and should demonstrate mastery of the learning outcomes above and integrate these concepts to other learning outcomes from previous modules.
2. When asked to justify your answer, the following are examples of excellent, acceptable and unacceptable (no credit) answers:
Excellent: The single nucleotide change responsible for sickle cell disease is caused by a missense mutation that results in a single amino acid substitution that alters the structural conformation of both hemoglobin and the red blood cell itself. These structural changes greatly alter the ability of hemoglobin to transport oxygen and they cause red blood cells to lodge at the entrance of capillaries resulting in poor blood oxygenation.
Good: The mutation in sickle cell causes a change in the amino acid sequence resulting in altered shape of the hemoglobin protein and red blood cell. Since structure is related to function, these changes lead to low oxygen levels being available to the tissues.
Unacceptable (no credit): the mutation messes up protein function and this is why sickle cell disease is so bad.

See AAC&U's (2016) project in Peer Review

<https://www.aacu.org/peerrreview/2016/winter-spring>

Just modifying one or two assignments made a big difference especially for first-generation and low-income students

Being equity-minded with regard to student outcomes is necessary

1. Know who your students are— disaggregate data...at the dept level
2. Have frank, hard dialogues about the climate for underserved students
3. Invest in culturally competent practices that lead to success
4. Set and monitor equity-minded goals- and allocate resources to them

Example: campus data demonstrate that transfer and commuting students are not participating and decide to set goals/change practices to facilitate participation.



From AAC&U's "step up and lead for equity" See also Bensimon (2007)

Be prepared for hot moments and demonstrate anti-bias in practice



Faculty Workshop Scenario

It's the third week of classes. You see Sasha, a Latina first-year student, who appears upset as she is leaving the room. You stop to ask her if everything is okay. Sasha says that she finds the school to be less friendly than she expected based on her admission experience. This morning in another class, Sasha learned she would have to (unexpectedly) purchase materials for a course project. Then in your class today, one student referenced "low-income parents who don't care" in a way that made Sasha feel uncomfortable with both you as the professor and her classmates, as *no one* contradicted the statement.

You reflect back on the moment. You remember thinking, at the time, the speaker was making a valid point.

Strategies for Effective Faculty Development

Within HIPS

- First Year Seminar
- Intensive Writing Courses
- Community Engagement or Service Learning Faculty Group
- Course-based undergraduate research
- Capstones
- Somewhere else...?

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Maybe you notice...

- Equity concerns with regard to grades
- Who is participating
- Who is persisting
- Something else?

Faculty Development Strategies

- Entry points (lunch circles, pop-up workshops)
- Sustained work in learning communities; successive cohorts and years → transformation (Borrego)
- With a partner or a mentor; peer observation/coaching (less quitting!) – (Wieman, Henderson)
- As part of a broader institution DEI/strategic initiative (Kezar, Harper)



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Barriers

- Time; multiple semester, multiple year commitment
- Money/resources (staffing), enough release
- Gathering momentum, stopping before change happens
- Comfort with hot moments
- Diversity initiatives are viewed as an add-on or in another silo



Faculty Development Scenario

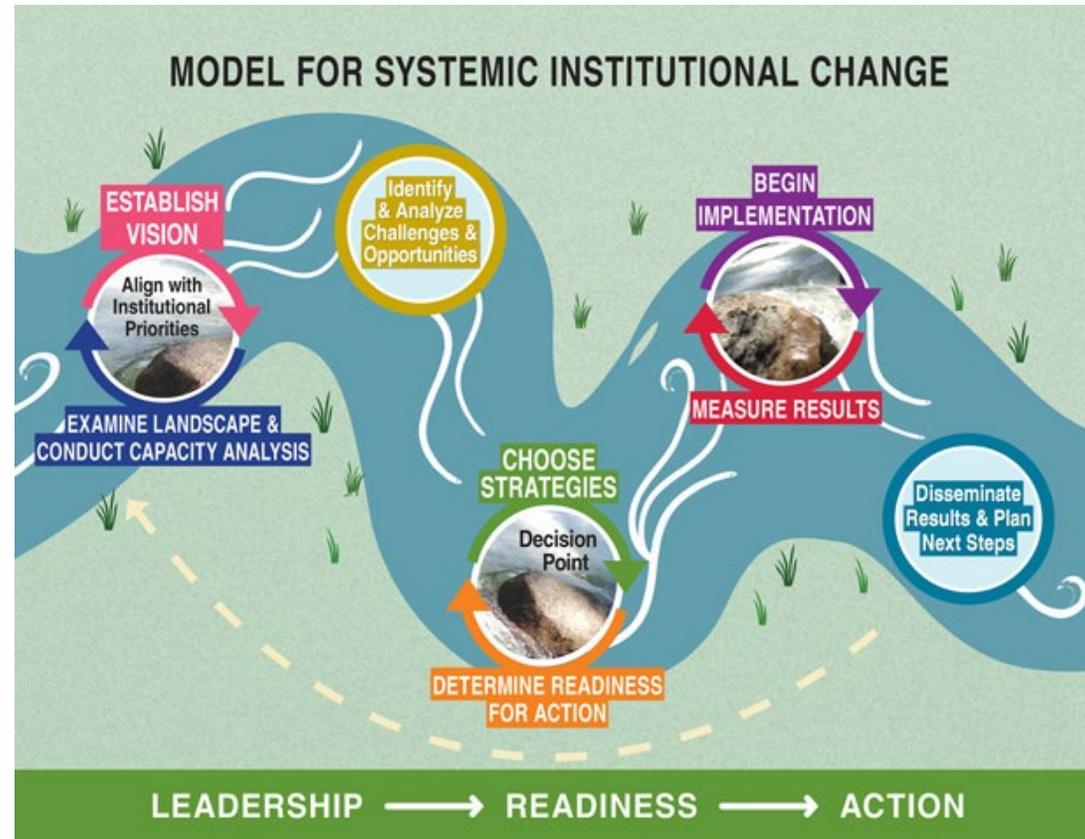
You scan your list of people who raised their hand for the new initiative.

You have at least some of the “go-to” people/usual suspects. However, at least a few of these folks do not necessarily have an excellent reputation with regard to inclusive practices and/or comfort with hot moments.

You are missing a lot of people from at least one division.

You notice at least a few excellent colleagues are missing; these are people who may be maxed out on other high-priority leadership activities.

Aligning with institutional priorities



Elrod, S., & Kezar, A. (2016). Increasing Student Success in STEM: A Guide to Systemic Institutional Change. AAC&U publications.

Where are you in the process?

What will energize people?

Where are the entry points?

Phase 1: Structural	Phase 2: Behavioral	Phase 3: Cultural
Set priorities Develop vision and direction Communicate vision Explore meaning of the change Create support systems Energize people	Build momentum Provide rewards and incentives Create opportunities for involvement Act as inspirational leader and persuader Create more systemic support systems	Focus on the meaning of the change Build consensus around values Help people sort values Resolve values conflicts Make part of on-going operations, e.g., budget and evaluation

Kezar, A. J. (2007). Tools for a time and place: Phased leadership strategies to institutionalize a diversity agenda. *The Review of Higher Education*, 30(4), 413-439.

Revisit think-pair-share

Concern/Barrier	Strategies to Overcome

Revisit the key concern or barrier you shared initially.

How might you better link to institutional priorities (e.g., DEI initiatives) or tap into the infrastructure that can better support sustainability and follow-through?

How might you go beyond the initial volunteers? What energy can you build?

Consider these models

- A dean says 10 departments each year, for four years, will have access to certain resources and form a learning community on this topic
- Instead of individual faculty development grants, clusters of faculty across departments/divisions are resourced to work together
- What else?

Closing

I hope you find the readings helpful!

Don't hesitate to reach out with questions.

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