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

1. Think-pair-share

2. Inclusive teaching
   Definitions
   Examples
   Impact

3. Strategies for Effective Faculty Development
   Within HIPS
   Improving follow-through, persistence

4. Cultivating Leadership and Sustainability
   Going beyond the initial group
   What is your change model?
   Institutional priority alignment
   Broader infrastructure

5. Revisit think-pair-share

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<th>Concern/Barrier</th>
<th>Strategies to Overcome</th>
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**Phase 1: Structural**
- Set priorities
- Develop vision and direction
- Communicate vision
- Explore meaning of the change
- Create support systems
- Energize people

**Phase 2: Behavioral**
- Build momentum
- Provide rewards and incentives
- Create opportunities for involvement
- Act as inspirational leader and persuader
- Create more systemic support systems

**Phase 3: Cultural**
- 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

Additional Resources


Learn more about this initiative as transparency is a key principle for inclusive teaching.


Excellent resource that explains more about learning, including ways to leverage prior knowledge and experience. Strategizes about how to draw upon a learner’s assets and invite the voices of students more fully into the classroom.


Documents eight different change strategies that can be used to increase the use of evidence-based teaching in STEM, including faculty learning communities involving cohorts of instructors, policy-based models focused on quality assurance and the need for data on effectiveness in teaching, and diffusion featuring a multi-stage adoption process of many individual instructors. Using a combination of strategies will be more effective than any one strategy alone.


Suggests that faculty at research-intensive universities may grapple with being professionalized as researchers and see teaching as lower status. By shifting the conversation to a barrier the discipline is facing, by dedicating journal space (e.g., Science) to education article, and examining the training provided to postdocs, we may be able to make the investment in teaching a core part of the disciplinary identity.


This model describes an investment in student consultants who are prepared to join the classroom environment and provide candid feedback about student experience.


Suggests a model of co-teaching with an experienced project-based learning teacher and a new PBL teacher because workshops can only go so far to help with questions of daily implementation. Try enlisting seasoned faculty as coaches to help scale implementation.


Argues that simply making best-practice materials available to other faculty, including through one-time workshops, does not, in itself, promote change as compared to faculty seminars lasting at least one semester. Having access to sustained support was also necessary institutionally. Research was lacking that analyzed new approaches to reward teaching through new policies.


Researchers surveyed 722 physics instructors drawn from a sample across the United States and found approximately one-third discontinued their use of all research-based instructional strategies after one semester. Institutional type and age did not predict continued use. Large class size was not predictive of quitting but was predictive of less use of strategies.

Foundational piece that highlights key components of culturally relevant pedagogy, including a focus on the teacher’s critical consciousness. The article looks closely at a teacher’s cultural competence, social relationships, and investment in community as well as their viewing of students’ knowledge and assets.


Describes a cost-effective method of having a trained observer in the class giving feedback, at about $500 to $900 per faculty. The research documented that faculty changed their teaching practices to involve more active learning, resulting in a 9 percent increase in retention and improved student grades.


Reflecting on how we identify with or come to understand the experience of our students. Emphasizing feasibility and recognition can help us to take a pro-active stance in our teaching and advising.


Explains inclusive pedagogy training of peer mentors and initial data on outcomes. Curriculum at: [https://sites.google.com/mtholyoke.edu/mage-training-curriculum](https://sites.google.com/mtholyoke.edu/mage-training-curriculum)


Documents what researchers call “comfort feedback” or the false reassurance that certain students (such as women in math) do not need to worry about poor skill development or performance. Well-intentioned mentors and instructors may undermine student persistence with this type of feedback.


Documents an initiative at the University of British Columbia that studied the lack of quitting among 70 faculty (only 1 in the first semester, and four out of 50 in the second semester). In this model, a subject specialist partners with a faculty member not only in the first semester but into the second semester. This helps with initial implementation and supports a departmental environment where others are implementing research based instructional strategies.