

FACULTY TEACHING DEVELOPMENT: PROVIDING INCLUSIVE TEACHING STRATEGIES TO EDUCATE AND RETAIN UNDERREPRESENTED STUDENT POPULATIONS

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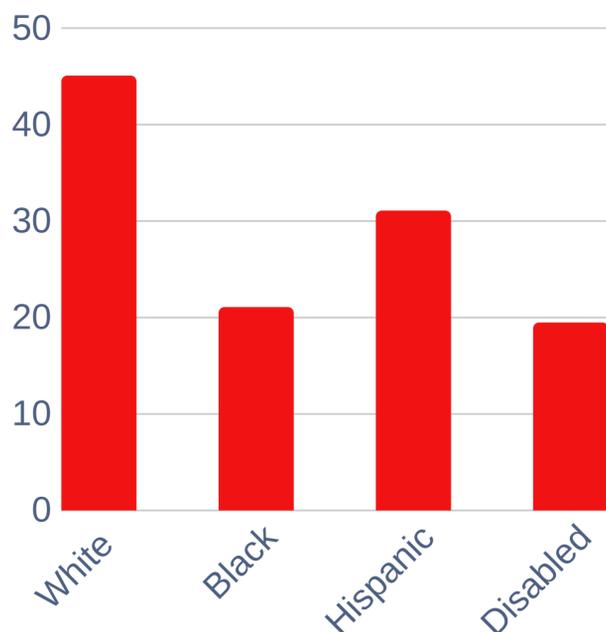
PURPOSE

The purpose of this research study is to explore what, if any, inclusive teaching strategies undergraduate faculty use to develop and improve the learning skills and retention of underrepresented students.

FRAMEWORK

This study is guided by Disability Critical Race Studies (DisCrit) which is a theoretical framework that combines Critical Race Theory (CRT), and Disability Studies. DisCrit was developed to examine connections between the interdependent constructions of race being perceived as a disability in education and society in the United States and reasons why there is disproportionate number of underrepresented college students not completing four-year degrees. DisCrit has developed seven tenets but for the purpose of this research, the focus is on tenets one, two, and four.

- Tenet One. Focuses on ways that the forces of racism and ableism circulate interdependently, often in neutralized and invisible ways, to uphold notions of normalcy.
- Tenet Two. Values multidimensional identities and troubles singular notions of identity such as race or disability or class or gender or sexuality, and so on.
- Tenet Four. Privileges voices of marginalized populations, traditionally not acknowledged within research.



Undergraduate Completion Rates
National Center for Education Statistics
2010 Cohort

RESEARCH QUESTIONS

1. How do undergraduate faculty effectively contribute to the enhancement of student learning to increase the retention of underrepresented students in higher education?
 - A. What instructional practices do undergraduate faculty use to improve student learning and retention of underrepresented students?
 - B. How do undergraduate faculty enhance their training and professional development in the area of best teaching practices for underrepresented students?

UNIVERSAL DESIGN FOR LEARNING

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

AFFECTIVE NETWORKS:
THE WHY OF LEARNING



RECOGNITION NETWORKS:
THE WHAT OF LEARNING



STRATEGIC NETWORKS:
THE HOW OF LEARNING



METHODS (PROPOSED)

Mixed Methods: Surveys and Interviews

Population:

- Dean of Faculty
- Faculty Development Staff
- Undergraduate Faculty