Culturally Inclusive Faculty Development Work

Leading for Change: Diversity Practices in Higher Education
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Why Focus on Faculty Development?

Institutions of higher learning are not equally successful in educating all of their students (Milem, Chang & Antonio, 2005; Williams, 2013; Gurung & Prieto, 2009).
Too often classrooms are characterized by curriculum and pedagogies that enforce the perspectives and cultural norms of more privileged students, thereby further marginalizing students from under-represented groups (Danowitz & Tuit, 2011; Gurung, & Prieto, 2009; Harper & Quaye, 2009).
History of Faculty Development at BSU

- BSU faculty and librarians were already committed to excellence in teaching.
- Faculty/librarian development was a valued activity on campus.
The overarching objective of the faculty/librarian development strategy was to provide our colleagues with multiple opportunities that would support self-awareness, knowledge and skill necessary to effectively teach every student.

- Implementation year 1: “Culturally Inclusive Pedagogies”
- Implementation Year 2: “Effectively Teaching Every Student”
Appeal to and Support Faculty’s Core Identity

• Link development programs and outcomes to faculty members’ professional, disciplinary, and departmental values and goals
• Offer discipline-specific development, led by faculty and for faculty, whenever possible
• Respect and acknowledge time constraints, professional boundaries, and other challenges/limitations
Utilize a Data-driven Approach to Faculty Development

Persistent use of data (such as disaggregated student retention, graduation, DFWI rates, CIRP and NSSE data, Campus Climate survey) regarding “who” our students are and what they need to succeed.
First-time, Full-time Freshmen: Fall 2005-Fall 2012

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2012 First-Time, Full-Time Freshmen Cohort (N=1,425)

First Generation (49.1%) (N=700)

Low Income (26.4%) (n=376)

Students of Color (18.4%) (n=262)

First Generation/Students of Color (12.7%) (n=181)

Low Income/Students of Color (8.4%) (n=120)

First Generation/Low Income Students (18.6%) (n=266)

Low Income/Students of Color (9.9%) (n=141)

Prepared by the Office of Institutional Research
Incentivize Faculty to Engage in High-Impact Practices

Link participation in diversity-oriented activities to institutional reward structure:

• Reward diversity-oriented activities in the re-appointment, tenure, and promotion processes
• Celebrate excellence through high-prestige awards
• Provide financial support for pedagogical innovation and creativity through course-embedded and teaching circle grants
• Foster faculty leadership opportunities
• Enhance community and fellowship: hospitality and socializing at events
Offer Numerous Opportunities and Modes of Development

• Faculty Learning Community

• Joint scholarship opportunity

• Intersectionality Think Tank

• Private Consultations

• Visits to classrooms to observe teaching (outside of evaluation process) and student focus groups
Offer Numerous Opportunities and Modes of Development (cont.)

Outside speakers:

- Dr. Juanita Johnson Bailey – “Culturally Inclusive Teaching”
- Dr. Corrine Taylor – “Quantitative Reasoning Across the Curriculum”
- Dr. Mary Childers – “Class in the Classroom”
- Ms. Kirsten Behling – “Universal Instructional Design”
- Dr. Matthew Ouellett – “Effective Teaching in the Diverse Classroom”
Offer Numerous Opportunities and Modes of Development (cont.)

Day-long faculty development conferences that infuse high impact pedagogical practices throughout:

- Hearing Every Voice
- Strength in Numbers: Quantitative Reasoning Across the Curriculum
- Teaching Essentials for the 21st Century
- Student Success: Building on Strengths
Offer Numerous Opportunities and Modes of Development (cont.)

Annual One-Week Teacher-Scholar Institute (2010-present)

- Supported with internal and external funds
- Growing participation: 43 in 2010 to 62 in 2012
- Data show high level of participant satisfaction and success in meeting learning outcomes
Develop Opportunities For Part-time Faculty

Part-Time Faculty Development Program

- Annual, year-long program of development to meet specific needs of part-time faculty
- Includes day-long (compensated) workshops as well as intensive one-on-one support and community building
- Developed using data from campus-wide survey of part-time faculty
- Led by a faculty member (with release time) and housed in the Office of Teaching and Learning
Create Cross-Divisional Teams and Engage in Collaboration

- Office of the President
- Office of the Provost
- Office of Teaching and Learning (Director, Faculty Associates, Advisory Board)
- Office of Institutional Diversity (Director, Faculty Associates)
- Project Compass Community of Practice
- Diversity Inclusion Resource Institute
- Faculty Development Leadership Group
- Office of Institutional Research
- Office of Assessment
- External Funding: Nellie Mae Project Compass, STREAMS NSF grant, Davis Educational Foundation

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Changes to campus

- Pervasive belief in efficacy of inclusive teaching practices: “Teaching All Students” now part of campus vocabulary
- Widespread openness to inclusive practices
- Success of programs and sharing of student success data increase interest and openness of many previously resistant faculty to new teaching and support practices
- Data-driven practices have led to external grant funding (NSF, Davis Educational Foundation) for programs supporting student success through faculty development
Recommendations Based on BSU’s Experiences

1. Appeal to and support faculty’s core identity
2. Utilize a data-driven approach to faculty development; emphasize who your students are and what they need to succeed
3. Incentivize faculty to engage in high impact practices
4. Offer numerous opportunities and modes of development
5. Develop programming specific to needs of part-time faculty
6. Create cross-divisional teams and engage in collaboration

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