

Preparing Future Faculty for Ensuring Equitable Learning

Robert L. Hill & Nancy Ruggeri

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By the end of this workshop, participants will be able to:

- Describe ways future faculty engage in learning about equity and inclusion in classrooms.
- Recognize the value of critically reflective practice in advancing equity and inclusion.
- Plan for ways to implement strategies that amplify future faculty members' capacity to advance equity.

Introduction: In what context do you hope to use strategies from this session?

(Please submit your answer via Poll Everywhere at [PollEv.com/searlecenter192](https://poll.com/searlecenter192) or by texting SEARLECENTER192 to 37607)

Preparing Future Faculty at Northwestern University

- Course Design Project & Teaching Statement
- Program Objectives
- Selected activities on equitable learning
- Program Evaluation

Identifying Inclusive Practices for Your Context

- Referring to the intercultural pedagogy handout, identify a context in which you sense a need to amplify equity and inclusion (e.g., teaching certificate program, mentoring program, workshop) and **identify one strategy** you can adapt for this context. What challenges do you foresee?

Selected Assigned & Recommended Readings

- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). Why do student development and course climate matter for student learning? In *How learning works: Seven research-based principles for smart teaching* (pp. 153-187). San Francisco, CA: Jossey-Bass.
- Brookfield, S. D. (1995). What it means to be a critically reflective teacher. In *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.
- Chávez, A. F., & Longerbeam, S. D. (2016). Selections from *Teaching across cultural strengths: A guide to balancing integrated and individuated cultural frameworks in college teaching*. Sterling, VA: Stylus.
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- Johnson-Bailey, J., & Lee, M. (2005). Women of Color in the academy: Where's our authority in the classroom? *Feminist Teacher*, 15(2), 111–22.
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Session References

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- Haras, C., Ginsberg, M., Fernández, E., & Magruder, E. D. (2017). Future goals and actions of faculty development. In C. Haras, S. C. Taylor, M. D. Sorcinelli, & L. von Hoene (Eds.), *Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development* (pp. 55-67). Washington, DC: American Council on Education.
- Holloway, S. M., & Gouthro, P. A. (2011). Teaching resistant novice educators to be critically reflective. *Discourse: Studies in the Cultural Politics of Education*, 32(1), 29-41.
- Milem, J. F. (2001). Increasing diversity benefits: How campus climate and teaching methods affect student outcomes. In: G. Orfield (Ed.), *Diversity challenged: Evidence on the impact of affirmative action* (pp. 233-249). Cambridge, MA: Harvard Education Publishing Group.
- Macdonald, R. H., Beane, R. J., Baer, E.M.D., Eddy, P. L., Emerson, N. R., Hodder, J., Iverson, E. R., McDaris, J. R., O'Connell, K., & Ormand, C. J. (2019). Accelerating change: The power of faculty change agents to promote diversity and inclusive teaching practices. *Journal of Geoscience Education*. Advance online publication. DOI: 10.1080/10899995.2019.1624679