




TEXAS PATHWAYS INSTITUTE 6

Teaching & Learning in a Texas Pathways Framework | November 2022

Empowering the Instructor:
Improving Faculty instructional practices to enhance
classroom engagement and
academic success of diverse student learners
November 16, 2022

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A close-up photograph of a dark brown leather cowboy boot. The boot features intricate gold-colored stitching, including a large, stylized 'D' on the upper shaft and a series of smaller, repeating patterns along the lacing. The boot is positioned vertically on a light-colored wooden plank surface. The background is a blurred wooden wall.

Thank you for
inviting back to
another Texas
Pathways Institute

HOW WILL WE ENGAGE TODAY?



Please be open to new ideas and conversations.



Please think about how this talk applies to you?



Please have a pen & paper ready.



Please get your cell phone and send this text message: luisponjuan439 to this number: 22333

GETTING TO KNOW ME



CUBAN
IMMIGRANT



TENURED TAMU
FACULTY MEMBER



WHITE HOUSE MEETING
OCTOBER 2022

This is WHO I AM: Afro-Cuban, Cisgender male, First-born son to Luis & Martha Ponjuán, Immigrant, Naturalized U.S. Citizen, Bilingual learner and speaker, First-generation Undergraduate graduate and a University of Michigan Doctoral recipient, Brother, Uncle, Father, & Friend.

This is WHAT I DO: Researcher, Collaborator, Advocate, Ally, Mentor, Teacher, Servant Leader, Scholar, & Lifelong learner.

This is WHAT I STUDY: Latinx/a/o students & males, Community Colleges, JEDI, & College Teaching.

THE PURPOSE



Recently, the Texas Higher Coordinating Board reaffirms their commitment to creating a higher education strategic plan to "Build a Talent Strong Texas" that prepares the next generation workforce. There is ample evidence that faculty instructors should develop better instructional practices to improve the educational experiences of diverse learners.

It is important that we focus our efforts to educate, empower, and encourage our community college faculty members **to actively contribute to the academic success of diverse learners to achieve a "Talent Strong Texas"**.

What have we learned at the institute?

Student Success Through Faculty Empowerment: The Liberal Arts Gateway Program (Composition 1) at Austin Community College



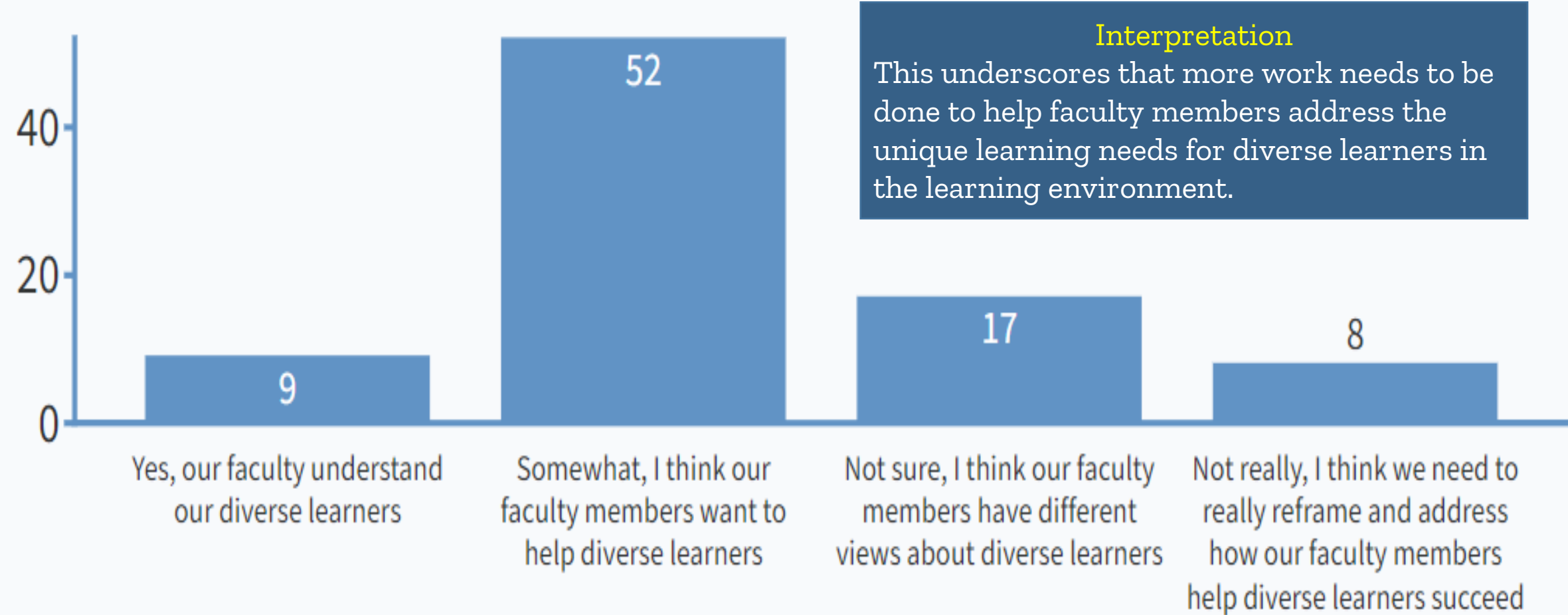
Equipping Faculty to Engage Students



8-Week Courses Work for Underprepared Students: 100% Corequisite Developmental Education in an 8-Week Model



Our faculty members understand the importance of classroom instruction to improve academic success of diverse learners



A National conversation about Faculty Instructional practices



LUMINA ISSUE PAPER

SCALING HIGH-IMPACT PRACTICES TO IMPROVE COMMUNITY COLLEGE STUDENT OUTCOMES: Evidence from the Tennessee Board of Regents

By Jessa Valentine, Ph.D., and
Derek Price, Ph.D., DVP-PRAXIS LTD

February 2021



We need to understand how
teaching-related
High Impact Practices
shape the educational
experiences for diverse learners.

Community College Faculty members are part of the puzzle to improve the academic success of diverse learners.



thrive

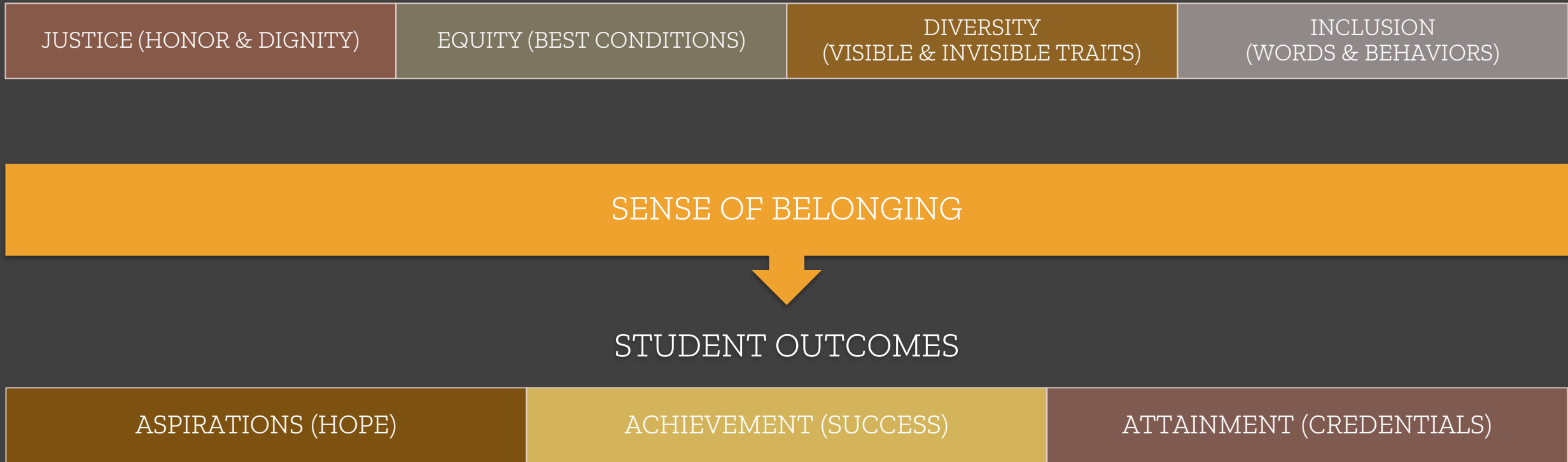
[/'θʊgə/] [verb]

to grow, develop, succeed. it is to prosper, to flourish. to be your best self.

We all need to **invest and commit** to helping our diverse learners in Texas community colleges to **THRIVE** (to prosper, to flourish).

The framework to guide how we help diverse student learners to THRIVE

JEDI ELEMENTS

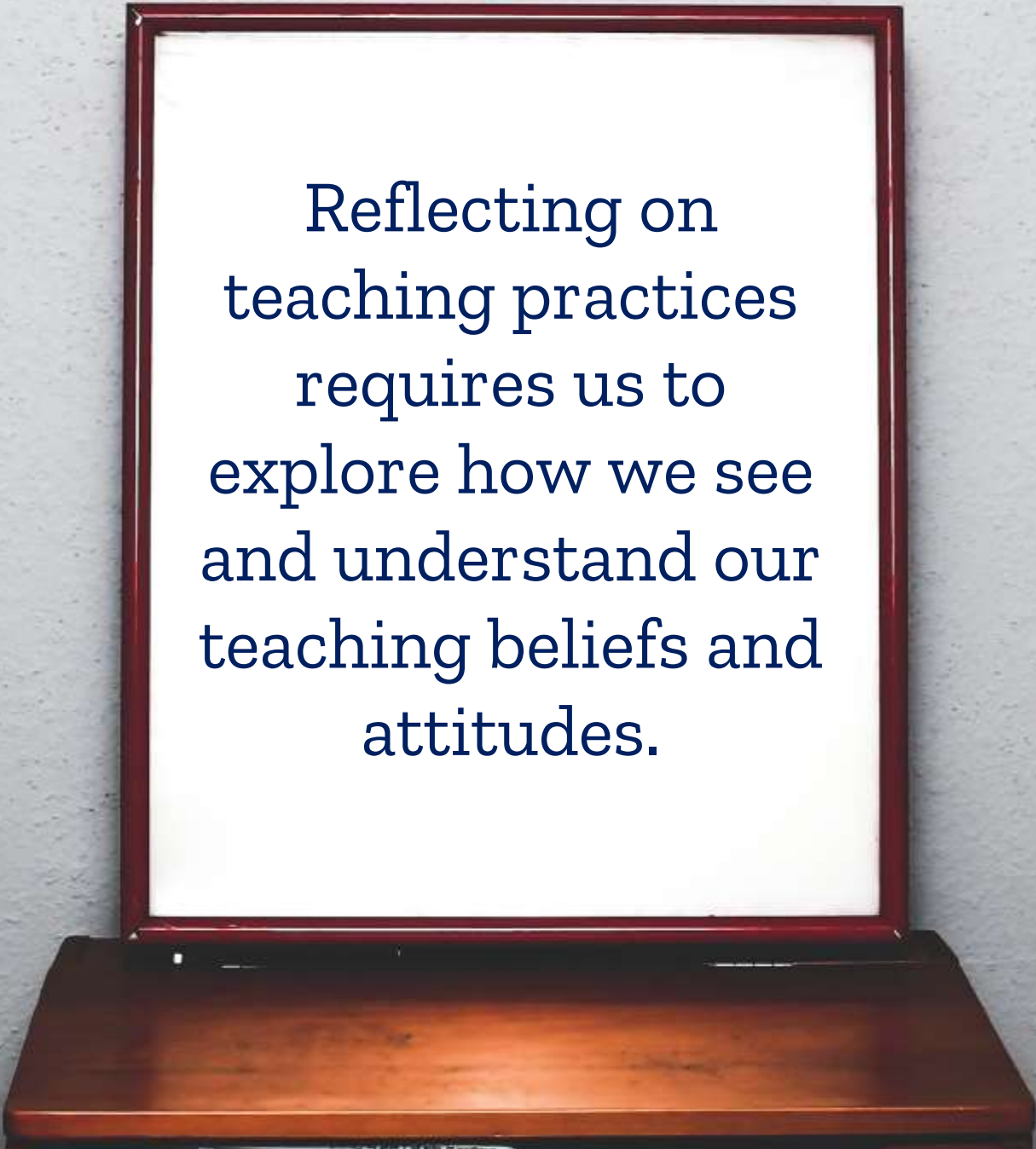


While many of faculty members may understand and appreciate this graphic, we must reflect on how our teaching contributes to student outcomes.

Why do faculty members matter?



Faculty members are critical links between institutional goals and student academic success

A wooden sign with a dark red frame and a white background, mounted on a dark brown wooden stand. The sign contains a quote in a dark blue serif font. The background is a light gray textured wall.

Reflecting on
teaching practices
requires us to
explore how we see
and understand our
teaching beliefs and
attitudes.



Teaching and Learning in a Texas Pathways Framework

The fourth pillar of the Texas Pathways strategy outlines the essential practices necessary for ensuring students are learning.

Pillar 4: Essential Practices

4(a). Program learning outcomes are aligned with the requirement for success in further education and employment outcomes targeted by each program.

4(b). Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.

4(c). Faculty programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

4(d). Results of learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

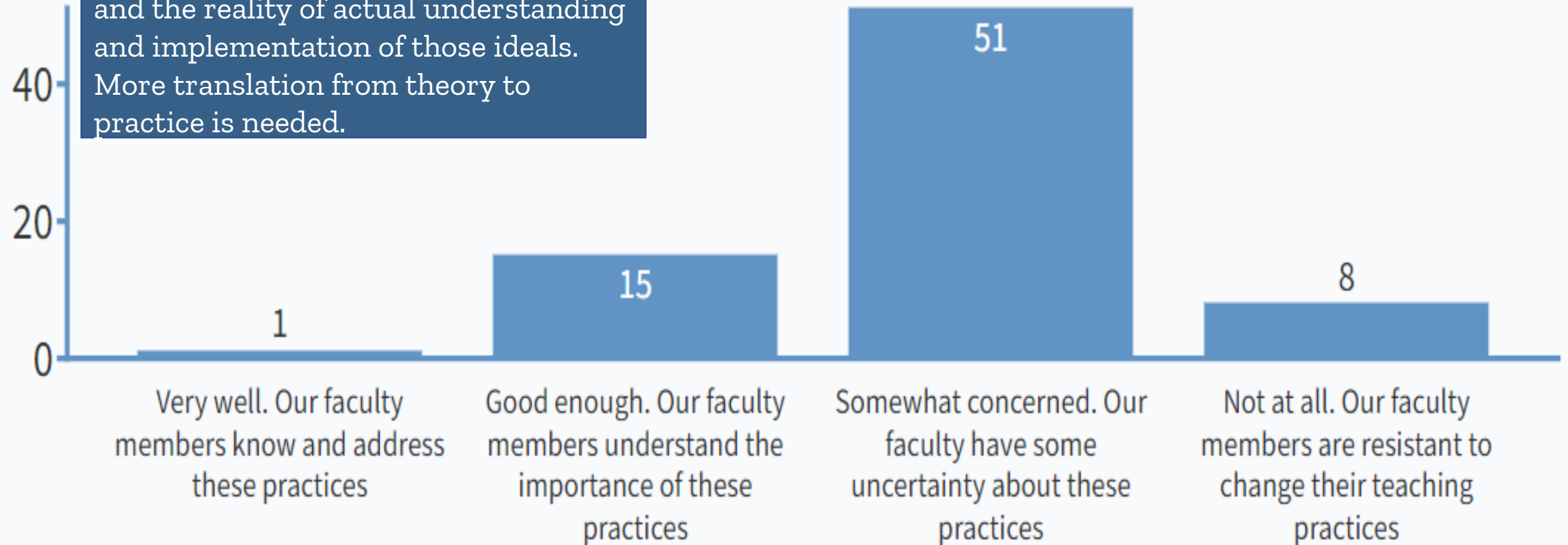
4(e). The college helps students document their learning for employers and universities through portfolio and other means beyond transcript.

4(f). The college assesses effectiveness of educational practice (e.g., using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

How well do your faculty members understand Pillar 4 Essential practices?

Interpretation

This is an important result because it highlights the gap in proposed ideals and the reality of actual understanding and implementation of those ideals. More translation from theory to practice is needed.

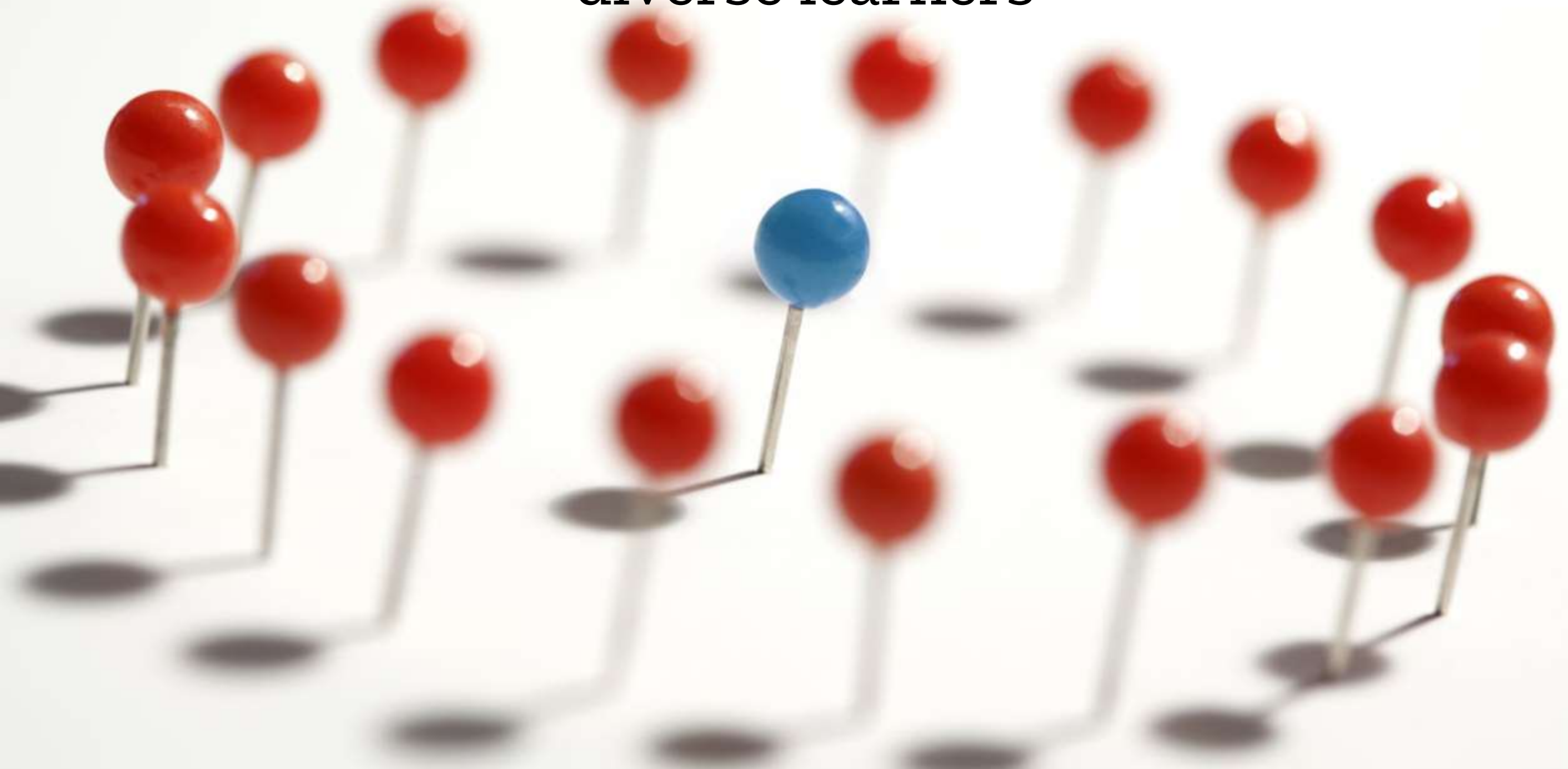



In order to help diverse student learners, **THRIVE** through our teaching practices we need to address three primary areas:

- I. Our **implicit bias and blind spots**
- II. Our **interpersonal relationships** with diverse learners
- III. Our **teaching practices** in diverse learning spaces



I. We all have implicit bias and blind spots with our diverse learners



A white metal frame, possibly a hurdle or a signpost, stands on a red running track. The frame has a horizontal bar and two vertical legs. The background is a red track with white lane markings. The text is overlaid on the lower part of the frame.

Community college faculty members
must learn about **perspective taking,**
self-reflection, and cultural humility to
improve as equity-minded instructors
for our diverse learners

II. We need to
understand our
interpersonal
relationships with
diverse student learners



Students are less concerned about how much a faculty member knows about their subject matter.

They want to know how much the faculty member cares about them.



A photograph of a theater stage. The stage is covered with a large, vibrant red curtain that has a gold fringe at the bottom. The stage floor is made of polished wood. In the foreground, the rows of dark red theater seats are visible, arranged in a semi-circle. The background above the stage is dark, suggesting a night sky or a dark theater interior. The text "You don't have to be a Sage on the stage, you simply need to be a caring instructor" is overlaid in white, serif font across the center of the image.

You don't have to be a Sage on the stage,
you simply need to be a caring instructor



KNOW
YOUR STUDENT'S
NAME

Things you should **NEVER** say

- 1**

"I'm never going to remember that"

Sometimes the name can be hard to say but you're being dismissive and showing that you don't value the person
- 2**

"Do you have something shorter for that?"

Let them offer their nickname to you first. If they don't, then don't probe for a shorter version of their name.
- 3**

"Can I just call you ____ instead?"

This is disrespectful because you are disregarding an entire person's history and identity by giving them a different name. There's also an uncomfortable power dynamic.



@AnpuLondon

SPELL MY NAME CORRECTLY

Muhammad, Mohamed, Muhamad, Mohammed, Mahomet, Muhamed

Anpu, Anbu

Nicholas, Nickolas, Nicolas, Nikolas

Tristan, Tristen, Tristian, Tristin, Triston, Trystan

Dingxiang

Tingzhe

Charlie, Charli, Charlee, Charly, Charleigh

Makayla, Mckayla, Michaela, Mikaela, Mikayla

Bolade

Olawumi

@AnpuLondon

How to help

@AnpuLondon

- 1**

Repeat their name after they introduce themselves

When you don't repeat their name, it can be quite frustrating because we would like reassurance that you've heard and can say it correctly.
- 2**

Reassure them


"I really want to make sure I say your name correctly, can you teach me?"
- 3**

Emails + Business

Incorrect names on a legal document is time consuming to correct for the person. This distracts from more important tasks. Double check the name when writing an email.



Know and use their correct name

Three white paper airplanes are shown flying upwards. Each airplane is attached to a vertical dashed white line. The lines extend from the bottom of the frame to the base of each airplane. The background is a solid blue color.

III. We need to reflect and reframe our teaching practices in changing classroom environments.



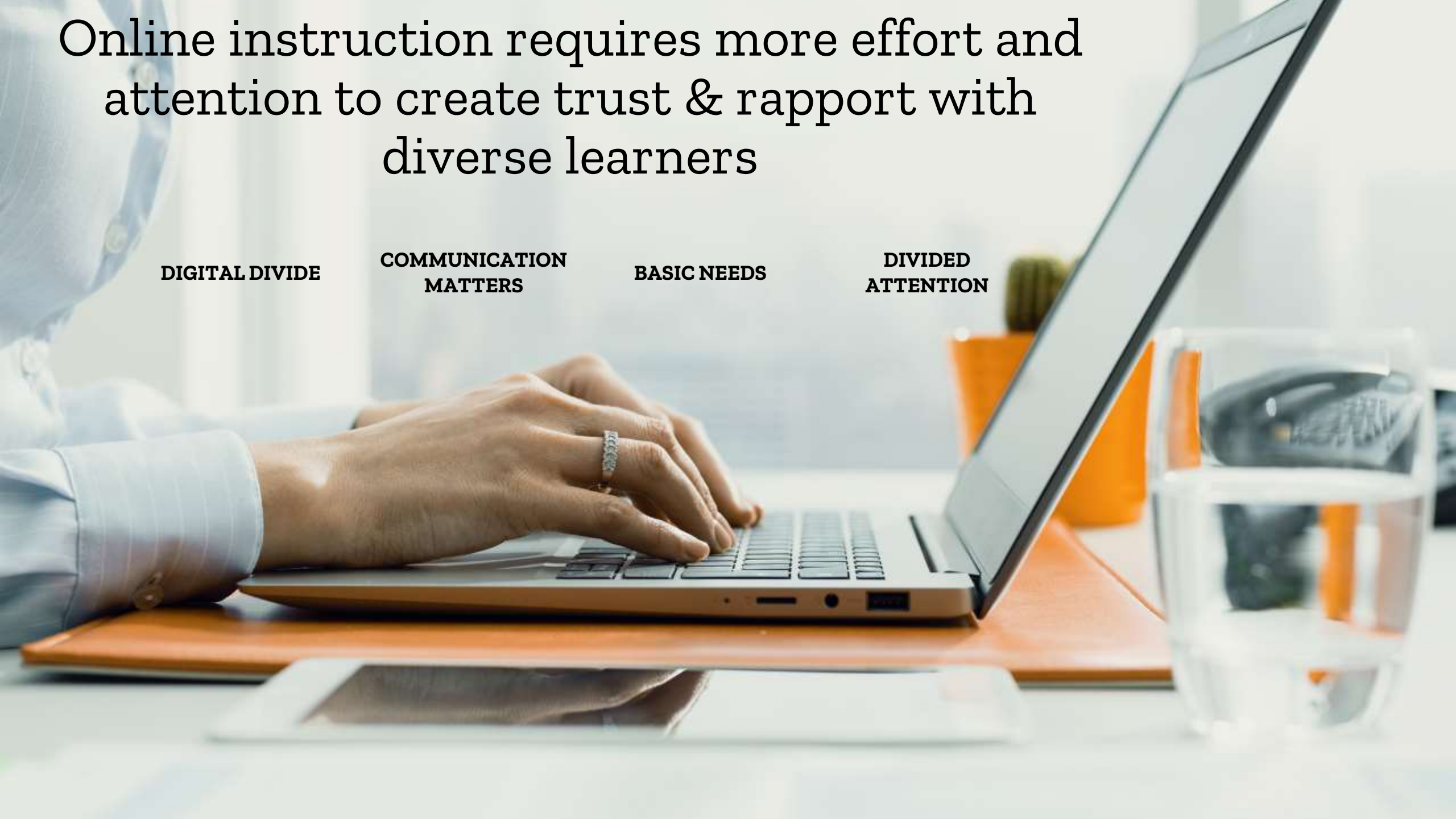
Online instruction requires more effort and attention to create trust & rapport with diverse learners

DIGITAL DIVIDE

**COMMUNICATION
MATTERS**

BASIC NEEDS

**DIVIDED
ATTENTION**





How should community college faculty members communicate to marginalized students to improve their sense of belonging in the classroom?

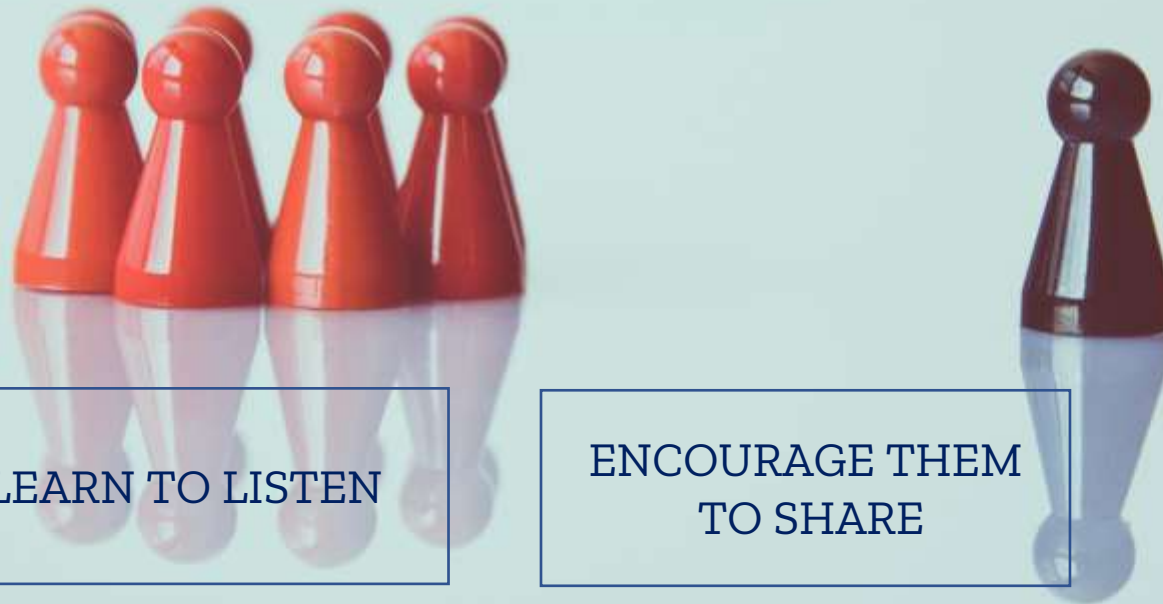


MICROAFFIRMATIONS IN THE CLASSROOM

We should **communicate positive, subtle and overt micromessages through verbal and non-verbal language** that recognizes and validates a marginalized person or group in supportive and affirming ways, **because it allows them to feel seen, valued, included, motivated, respected, heard, and encouraged.**

(National Partnership in Equity, NAPE).

Microaffirmations allow diverse student learners to hear and see that faculty care, listen, and respect them.



SAY THEIR NAME

LEARN TO LISTEN

ENCOURAGE THEM
TO SHARE

CREATE SAFE SPACES

KNOW THEIR STORY

CONFRONT
MICROAGGRESSIONS

APPRECIATE FUNDS
OF KNOWLEDGE

HUMILITY &
COMPASSION



We need to
better prepare
our faculty
members to be
effective
instructors for
diverse learners.

We can't achieve the Pillar 4 Essential practices, if faculty members don't reflect on their teaching beliefs and attitudes towards diverse & marginalized students.



Open responses: What is your greatest concern moving forward to helping your faculty members advance Pillar 4 (n=30)

Resistance to change concerns

- Faculty who are unwilling (non-empathetic) to change.
- I'm afraid the faculty members who have been there for a long time will refuse to change with the current needs of students.
- Faculty have validity to change
- Faculty not responding
- Buy In
- Not being able to make them change/adapt to high impact practices that impact diverse students in a positive way
- Continued resistance
- Implicit bias
- Resistant to change and self-reflection
- Resistance to change
- Faculty resistance
- Faculty will be closed minded
- The ones who are doing it well will be the main ones who want to learn more
- Cultural resistance to change.

Pedagogy concerns

- Faculty who are hyper-focused on 'holding students accountable.'
- Connection is greater than content!
- We're teaching our students how to teach not only by WHAT we teach but HOW we teach them.
- Finding the time and space to help them advance in their work.
- Some of our faculty truly believe they relate well to students despite what students stated about those interactions.
- Growing normalization of ethnocentrism
- Their own stress levels impacting the classroom

Faculty workload/bandwidth concerns

- Faculty not feeling like this is an additional task rather than part of what they do
- Faculty are feeling overwhelmed by the large number of existing initiatives and may be resistant to change or further professional development about change
- Sustaining commitment
- Faculty are tired and they need support, encouragement, resources, too.
- Time

Institutional policy concerns

- Hiring practices due to accreditation. Hiring subject matter experts over those with Masters/Doctorates in Education.
- Lack of effort or buy in from staff to help diverse learners and...lack of courageous conversations or consequences for them not doing so.
- The staff to train the faculty.
- Moving past inertia. Getting faculty onboard to understand and care about why this matters. Why this is the foundation to student's understanding the content and overall success.

We must work to understand the educational experiences of marginalized students in the classroom and beyond.



All great achievements require courage,
action, time, patience, trust, honest
communication, and individual humility.





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