Overview: Draft Proposals for Faculty Development to Implement DETF Recommendations

- DETF recommendations fall into 4 “buckets” of ideas for undergraduate curriculum change, each of which necessitate support for faculty development.
  - These include: improvements to first-year initiatives (e.g., UNIV100, First Year Book); General Education diversity requirement modification; adoption of diversity microcredentials; and discipline-specific diversity learning outcomes for all undergraduate majors.

- Full adoption of the DETF recommendations is uncertain; hence, implementation planning remains in the early stages.
  - Proposed changes to General Education are under consideration by the University Senate & its Educational Affairs Committee.
  - The TerrapinSTRONG program, which was proposed independently of the DETF, are being phased in.

- Several cross-campus committees and working groups are assembling ideas and proposals, which are summarized here in draft form.
  - We extend particular thanks to the Office of Diversity & Inclusion (Dr. Carlton Green, Jazmin Pichardo), UGAP assistant and associate deans, members of the Provost’s Commission on Learning Outcome Assessment (Alan Socha, Jennifer Littlefield, Jamie Edwards) and TLTC (Alice Donlan).
  - Members of the DETF and its planning partners welcome recommendations and ideas for how to improve implementation.
**Curriculum Map:** Knowledge & skill development needs to implement DETF recommendations

<table>
<thead>
<tr>
<th>Knowledge &amp; Skill Areas for Faculty Development</th>
<th>First Year Activities: TerrapinSTRONG, UNIV100, 1st Year Book</th>
<th>General Education: USRI and NDSE courses</th>
<th>Diversity/Civic Engagement Microcredentials</th>
<th>Diversity Learning Outcomes in Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcome assessment</td>
<td>Helpful for those involved in continuous improvement</td>
<td>May be beneficial for continuous improvement</td>
<td>Helpful for those involved in assessment</td>
<td>Helpful for those involved in assessment</td>
</tr>
<tr>
<td>Skills to foster inclusive classroom environments/mitigate inequitable norms and practices in courses</td>
<td>Valuable for TerrapinSTRONG, UNIV100 &amp; 1st Year Book</td>
<td>Important for those involved in teaching both courses</td>
<td>Valuable for those involved in programs</td>
<td>May be relevant &amp; beneficial depending on learning outcomes</td>
</tr>
<tr>
<td>Intra-/Interpersonal and cross-group skills for dialogical instruction</td>
<td>May be relevant or useful for some aspects</td>
<td>Important for those involved in teaching both courses</td>
<td>Valuable for those involved in programs</td>
<td>May be relevant &amp; beneficial depending on learning outcomes</td>
</tr>
<tr>
<td>Content related to race/racism and anti-racism at all levels (e.g., internalized, interpersonal, institutional, ideological)</td>
<td>May be relevant or useful for some aspects</td>
<td>Important for those involved in teaching both courses</td>
<td>Valuable for those involved in programs</td>
<td>May be relevant &amp; beneficial depending on learning outcomes</td>
</tr>
<tr>
<td>Pedagogical skills for teaching praxis (applying theory to practice)</td>
<td>Important for those involved in teaching NDSE courses</td>
<td>May be valuable for those involved in programs</td>
<td>May be relevant &amp; beneficial depending on learning outcomes</td>
<td></td>
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</tbody>
</table>
Proposed Approach for Faculty Development

- **Stipends/incentives for faculty or departmental participation**
- **Narrative 4 program (enhance perspective-taking via storytelling)**
- **ODI Facilitation Academy**
  - Fostering inclusive classroom climates through pedagogy
  - Dialogical instruction skills

- **Supplemental instruction on praxis**
  - Effective teamwork skills
  - Resolving interpersonal conflicts
  - Organizing for community action

- **Faculty learning communities**

  To encourage involvement & offset training time, individual, departmental & college incentives would be offered.

  **Narrative 4** is an external nonprofit organization of volunteer artists & educators that offers pedagogical training in story-telling.

  ODI’s Facilitation Academy would offer 4 hours of training per week for 6 weeks. In so doing it would extend the training ODI currently provides to WEIDP instructors.

  Supplemental instruction would be offered as a joint venture of ODI, TLTC and faculty members with expertise in relevant areas (e.g., theatre, teamwork, conflict resolution).

  Faculty learning communities, comprising instructors who have completed training, would start as cross-campus collaboratives. They could evolve into college or departmental groups.