How would the pedagogies discussed today, or others about which you are aware, be applied across disciplines?

> ➢ Get professional tech development / instructional design help (ideas: hire more staff; hire more knowledgeable staff; except for ken the people at OET aren't very good; collaborate with the masters of instructional design program to get students there to do internships and help faculty develop course materials)

> ➢ Consider student experiences in their K-12 education prior to attending college
> ➢ Critical thinking projects given to students
> ➢ Transferrable skills learned from all colleges like critical thinking

> ➢ The pedagogical strategies discussed by the presenters has one element in common, 'personal motivation', 'driven and desire to experiment with' with the support from the administrator. It also means that the administrator has to have vision and motivation to pursue student success. Student engagement is critical aspect of enhanced learning experiences and simulating situation (constitutional dramatization) are a great way to go.

> ➢ Strategies to engage first-generation students.
> ➢ Active learning.
> ➢ Flipping, but doing it correctly and all-in, utilizing FDC and OET.

> ➢ Toxic and intoxicating leadership class goes to the Museum of Tolerance. After the class goes to Factors Restaurant to debrief. Now thinking of how to build upon that.
> ➢ Role play simulations- one team is a travel group and the other team is the boutique hotel and they are charged with making a contract.
> ➢ It is clever not to only play the role, but dress the role.
> ➢ The time required to flip classrooms is extreme. You have to actually plan far ahead. You have to be very intentional. It can be done across disciplines, but it is a different approach to teaching. It would be good to train faculty to be able to do this in order to be effective.

What have you done in the classroom that has or has not worked well in helping your students learn? Can you explain why or why not?

> ➢ Consider textbook adoption and OER programs. Ways to help students cover the cost of educational materials or lower the cost of educational materials. (Maybe ways to make textbooks free or no cost across the campus).

> ➢ Worked well
> ➢ Not worked out
> - ▪ Stopped teaching theory but flipped it
>   - o You know this to be true, this is how it's shown to be proven
> - ▪ Office hours have dropped over time – face to face is harder?
>   - o Have to explain the concept of office hours and stress the relationships

> ➢ Things that worked includes: Experiential learning, with more hands-on approach, study away program, study abroad program, timely feedback, and facilitation/support from the administration for new ideas.
> ➢ Things will not worked if administrative support is not on-board.

> ➢ One faculty member at table applies race pedagogy in her classes, finding this can throw them off because URM student experiences might not fit the traditional learning narrative.
> ➢ One member discussed assigning group projects, and then realizing the group did not know how to organize itself to do the work. They need instruction about group work to prep them for group work.

> ➢ Class is about learning new concepts, so they review over and over to get them to stick. A quiz is given weekly, then a final. There is a lot of overlap, and the class is told what is important. Lots of repetition has been quite effective.
>   ▪ 300 level business communication – at least 8 chapters that they must have a response to. The responses are due the week the lecture is delivered. The responses prepare students for final exam. That helps encourage the reading of the chapters.
> ➢ A pedagogical thing both succeeded and failed – teaching critical thinking – build problem statement, then how to solve.
> ➢ Using real world examples have been effective. If you can show a video to demonstrate how and why this is applied, students better seem to develop a better understanding.
> ➢ Communication has also been helpful. Some students are good communicators and very articulate, others are not.   (Workshops may help foster this)
> ➢ Inviting professionals from outside might be helpful.
> ➢ Asking students "what is your take away from today" has been very interesting, because it helps regroup, but also helps introduce students to something they might not have caught the first time.
> ➢ Diversifying method of delivery worked well.
> ➢ Asking if students want to volunteer to teach a method did not work so well, per SOQs.
> ➢ Offering extra time did not well in delivering exams.

What practices are effective in narrowing the equity gap? What support do you need from campus to be able to address this gap?

> - What's most important is that you are thinking outside the box. Doing things in a different way can make it appealing to students.
> - Different students learn differently so the purpose of innovation is to find ways where different students can learn.
> - How do you find enough ways to reach students in finite number of ways
> - Offering multiple sections so that there are different opportunities for learning.
> - Hybrid learning can be really great, or it can be really bad.
> - One size learning doesn't fit all.
> - Would online tools help to provide information about working on equity gap?
> - Departments have to be ready to ask the question about equity gap and be ready to understand that there are multiple ways to address it.

> - Helping students understand the resources available on campus (i.e. importance of office hours)
> - Peer mentors to help students understand college experience (i.e. course sequencing, office hours, GE Courses)
> - First generation college students don't know what they don't know. They are unaware of resources on campus.
> - Helping faculty members understand what it means to be a first generation college student. The other commitments students have in their personal/work/family lives.
> - More full time faculty members

> - Transparency and rationale for rewarding the faculty. Equitable distribution of scarce resources (release time). The equity gap exist and perpetuates if nobody is looking and nobody is doing anything about it. It also perpetuates due to lack of vision and prevailing 'buddy system'. Equity gap – rewarding underperformance is the greatest sin of all time that will demoralize the faculty.

> - Speaking up in class – discussing – is an academic skill; however, some cultures are not comfortable speaking up. Help all students to learn the academic skill of participation.
> - Campus needs to collaborate more with high schools and feeder community colleges to help them prepare students better for university. Many students are not ready, including prerequisite knowledge, writing skills, and other.

- Who are in our classes and assuming our students? We can make assumption to student?
- E.g. Asian American studies: where they born, first generation, parents?
- How to transfer the data gather to operationize in class
- Remember student names, call student by name.
- Using life experience, also take the yourself outside (different character)
- Encourage student 15 units, but no room or classes to support
- Train for student encouragement
- Competing priorities (want smaller class, more classroom to meet the same demand)
  - Online vs in class
    - SOQ
- Uncoupling Metrics to measure FTES with budget
- Rotating course release/assignment
- No more fund from extended ed (UEE), enroll high in summer but budget not coming to dept (depend on college to college)
- Dept don't see budget until Nov (assume from last year)

- Programs that our students can actually use.
  - peer mentoring programs were implemented, bottlenecks improved, but gap widened.
- Understanding students is key. Where they come from and what their challenges are is key.
- Students don't care what you know, until they know that you care.
- In computer science, females are the underrepresented group. Many examples used in classrooms are based on predominantly male examples.
- (MCBE) the overrepresented and underrep is Chinese and indian. So, much of the examples used are of Chinese and Indian background. This has helped students feel empowered to speak up.

How does the campus support you in fostering your efforts in the classroom? What specific ways can the campus support you in these efforts?

- Time, money, resources (i.e. instructional designer), training on best practices

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- Excuse policies – help faculty understand the needs of first-generation college students.
- Bring in conversations of basic needs of students
- Faculty need training to be conscious and understanding because they want to treat students equally but not considerate of equity
- Red folder on desktop was helpful for all faculty member. Maybe provide other folders to address other issues on campus i.e. first gen college students

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- Make it part of RTP process so it's being valued. Why a faculty will undertake 'thesis' work when it is not rewarded. Why the faculty will supervise the senior design project if such work is not recognized, celebrated or rewarded in some form.

- ➢ FDC supports us; would be good to see more people taking workshops, including working with diverse students.
- ➢ FDC used to offer having a faculty fellow come to classes to observe and then write up observations and recommendations. Does it still do that?
- ➢ Ongoing faculty development. Does FDC still offer certificates for completing series of workshops?
- ➢ Should all departments require peer evaluation of teaching, rather than optional?
- ➢ We are a teaching institution, but heavy emphasis on research and creative activity for RTP.
- ➢ We emphasize collaboration. So let's say two instructors collaborate on research and get it published. The collaboration requires as much time as single-authoring, and in some cases more time; yet, each collaborator only gets ½ the point credit in RTP instead of each getting the full point credit. This is a sample of a disconnect between what we say we want and how we value it.

- ➢ Grants and proposals (short term games) comes at the expense of long term loss
  - ▪ like bandage solution
  - ▪ e.g. funding for GI2025 (short term)
- ➢ what do we do to help student take 15 units
  - ▪ good transfer student with pathway
  - ▪ impacted program
- ➢ accept students but don't have limitation by major
- ➢ trust building (treating equally vs treating equitably)
- ➢ close achievement gap: making friends in class
  - ▪ agreement vs unspoken expectation
- ➢ Dorm students go home during weekend

Miscellaneous Questions/Comments

> - We need to move away from away from the deficit model. We need to acknowledge where they are and where they came from and create opportunities using a strength based approach.
> - Have a curriculum that allows students to tap into their own strengths. Help them identify what they already know. This may require us to slow things down to develop a certain culture in the classroom first. Create a community partnership in the classroom that recognizes community strengths and knowledge.
> - Content changes, so teach students how to access and understand information. How do you think about it? How do you frame it? You need to know how to look at new contact.
> - Faculty have imposter syndrome as well as students. Have students talk from their own experiences, and faculty talk less, and students teach one another.
> - We need to teach students what a steal argument is and recognize that there is an emotional component of it. Learn how to overcome the strongest argument that you are against.
> - Just, Equitable and Inclusive Education – have a critical thinking class that looks at arguments in the media. How do we make sure that the part-time instructors are presenting and teaching critical thinking in the same way and using the specific pedagogy? We need to invest into our part-time instructors and pay them for their time to learn these things. Pay faculty to develop the training, as well.
> - Create a mechanism for faculty to know what and how faculty are teaching in the same department. Often people teaching the same class don't know what the other does in some departments.
> - We should hire for attitude, not necessarily knowledge.
> - Is curriculum, syllabi, SOQs, RTP, and evaluation processes in line with how and what we want to teach?
> - Titanium is not as efficient and effect as it could be. We need to purchase more than the basic package and utilize it to the fullest.
> - There is a difference between academic and professional advisement, and both are critical.

> - Transfer students--peer mentors
>   - Get students to talk to other students who have been through the same process (e.g. SI, Transfer Resource Center--STEM students, etc.)
>   - Making underrepresented students feel included
>   - In Human Comm. Disorder Dept.--Peer Mentor group room had to be taken away, had to search high and low for a new place to house the mentor group. Solution: find places for peers to mentor one another. --Success Centers are in each college on campus
> - Sense of community is what it all boils down to--students need to feel connected to their classroom, instructor, and university--no right/wrong way to achieve this
>   - Solutions: Zoom in classrooms--resolves spacing issues (for online students)
>   - For Art Dept (benches need to be more strategically placed so students have a designated area for meeting up outside)
> - Functional/practical places, WiFi everywhere, outdoor/indoor seating areas (similar to Mihaylo's set up indoor/outdoor), building "iconic walkway" with convenient space/nooks
> - Equity Gap: Comes back to students' feeling connected, more outreach to future students

- Integrating our academic support partners – Writing Center, SI, and the subject librarians for instruction and outreach efforts. For example, building into course curriculum touch points to ensure students aren't left behind, like visiting their librarian if they are at a certain grade level or trending to fail, or requiring students to utilize the Writing Center for a paper. Institutionalizing these touchpoints can really scale up the impact of these support systems. Embedded librarians, for example, as a solution for supporting online classes, is currently not possible to scale with our existing number of librarians. We'd need to hire a substantial amount of TT librarians, and instructional designers, to scale up completely.
- In the RTP process is not written in a way that encourages experimentation, SOQs, etc. Making this process more flexible for faculty to create innovative new programs.
- Tenure/TT SOQs have become too number driven not addressing the underlying issue of the complaint. For example, demanding professors getting penalized by students, we want them to be rigorous, not dilute quality for SOQ increases. There is a balance here and it must be looked at seriously.
- The current system doesn't incentivize experimentation for those lecturers that are not tenured.
- It was suggested to do away with SOQs altogether, since they have become a popularity contest. Student satisfaction is often more of a reflection of faculty person ability than achieving learning outcomes. SOQs undermine Culturally Responsive Pedagogy, since taking risks to implement these may impact student comments, based on learning something outside of their comfort zone.
- Identifying transfer students, underrepresented students, and first generation students is difficult to do. One way to do this is one on one appointments with students and discussing their future plans, life challenges, special help needed, etc.
- One advisee flagged as extremely at risk student, despite them having otherwise perfect performance, and it creates a labeling and ostracizing of students.
- Presenting material differently and creatively for underrepresented students can help increase their success. Flexibility for exams, due dates, etc can help significantly.
- What is the right unit of analysis for pedagogy? We know that students learn in different styles, some thrive online, some don't, some love flipped classroom, some prefer traditional courses. If the unit of analysis is the success of the program, allowing for as much autonomy and encouraging experimentation is necessary.
- Adapting the level of lecture, discussion, individual assignments, etc., based on the class dynamic. Flexibility is needed to make adjustments based on the learning styles of different classes.
- Standardization, centralization, institutionalization of teaching methods, SOQs are all the trends, when flexibility and diversity and needed within departments.
- Online courses, we can set up individual discussions, pair students together with various backgrounds, topics, etc. The demand for online courses is growing, and there are students there we need to reach and engage in a sense of community, too. This is the reality.
- Tying in diversity with equity gap – it helps success to see people that are like you – which lends itself to recruiting and retaining a diverse faculty and staff. However, SOQs expose a structural problem with retention – since they often are used for evaluating lecturers, and women and minorities are frequently discriminated against more so in anonymous surveys due to implicit bias. This works against our ability to maintain these faculty members. SOQs cannot be the sole indicator for success of faculty.

- Where is the balance between content and methodology?
- Applying the idea of how the History games were created to epidemiology to see how society handled the different outbreak of disease
- Flipping the class in statistics and research design has actually helped in the past as well
    - How do we get the students to actually do the work before class?
    - Different methods of scheduling and practicing to ensure the students actually build the skills needed
    - Careful selection of text, makes the students more willing to read when they feel it is more targeted
- Could our students handle a very intense and high level work?
    - Our students lives are loaded up with different factors that don't give them the resources
    - Our students are not prepared to write and do math at the level that is necessary
- How can we build an integrated experience between the courses to show students that it is not just a selection of courses, but a designed program to develop an educated student?
- Connect what you get in the classroom to all the jobs you are going to get and how it will apply in your life in the future
    - How these skills will help in you in the future
- Showing students the value of coming to office hours to learn material at another level