Faculty and Professional Learning Community

Designing for Student Success:
Building Inclusive Practices by Interrogating Power and Privilege

Syllabus (Draft)

Facilitators

• Tristan Josephson, Associate Professor, Women's and Gender Studies
• Christopher Towler, Assistant Professor, Political Science
• Brittany Young, Assistant Professor, Psychology
• Joshua Wiscons, Associate Professor, Mathematics & Statistics

Consultants

• Paula C. Austin, Assistant Professor, History and African American Studies, Boston University
• Lynn Tashiro, Director for the Center for Teaching and Learning

Faculty and Professional Learning Community (PLC) Focus

The goal of this PLC is to facilitate greater success for all of our students, faculty and staff by developing a more inclusive campus. Faculty and staff will engage in readings, discussions, reflections, and a project about key concepts including identity, power, privilege, anti-racism, equity, inclusivity, and cultural humility, both inside and outside of the classroom. Topics include equity, equality, and social justice; identity and intersectionality; intercultural pedagogy; unconscious biases; the role of diversity in course content; understanding and addressing microaggressions; accessibility issues and practices; and developing an anti-oppression framework for our classrooms/disciplinary areas. This PLC is a problem-solving and supportive community and aims to help faculty and staff improve on a course/program or introduce a project that provides a more inclusive environment in which all students will be successful.

Outcomes

Each Participant will be able to:

1. Identify at least three ways students can be marginalized in a course
2. Describe a privileged position in their program and understand how it limits success for other students
3. Describe the importance of an inclusive classroom
4. Identify and introduce more inclusive practices in their courses or programs
5. Identify and introduce more inclusive content/curriculum/materials in their courses or programs

Deliverables

• Deliverable 1: Complete the Pre-PLC survey
• Deliverable 2: Please reflect on the following three questions.
  o In what ways do your identity, privilege, and/or power affect students?
In what ways do your identity, privilege, and/or power affect different groups (i.e., groups of students, colleagues, members of the academy or broader society)?

In what ways might a student's identity, privilege, and/or power affect their success in class (specifically your class if you are teaching)?

- **Deliverable 3a:** When you applied to the Inclusive Practices PLC, you described an experience you had pertaining to student success that was related to diversity, equity, student inclusivity, or discussing a difficult topic (referred to as your case study.) Please reflect on your case study, and identify what might have limited inclusiveness and/or led to inequities for the students involved.
- **Deliverable 3b:** Identify two practices you would like to introduce (within your current role on campus) that would facilitate inclusivity for the students involved in your case study.
- **Deliverable 4:** How will you know you are successful? Identify at least one way you might assess the success of your suggested practice(s) of increasing equity in Deliverable 3b.
- **Deliverable 5:** Complete the Final Project (tying together the previous deliverables)

**PLC Meetings**

**Fall 2022:** Total of five meetings. Each meeting will be on a Friday afternoon, with exact times and dates TBD.

**Spring 2023:** Regular meetings TBD; Culminating Event is Friday May 12, 2023 from 3-4:30 pm.

**PLC Tentative Calendar Year 2022/2023**

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<th>Topic and Tools</th>
<th>Homework and Deliverable Due</th>
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| 1       | TBD  | **Introductions and Brainstorming**  
  - PLC format; Introductions; Goals  
  - Identity  
  - Our existing work  
  - Equity vs Equality: are they the same? | **HW:** (on Canvas): Banks, et al (1995); Tatum Ch. 1  
  **Deliverable 1 (due today):** FLC pre-survey (case study) |
| 2       | TBD  | **Personal and Social Experiences/Concepts**  
  - Privilege  
  - Structure and Power | **HW:** Privilege questionnaires (race, sexuality, gender, gender identity, ability); Tatum Ch. 2,3; Teen Vogue: gender-neutral words  
  **Deliverable 2:** Write a reflection on the Identity Wheel activity and how it might influence student success *(due before next meeting)* |
| 3       | TBD  | **Reflecting on the Student Experience I**  
  - Guests: Student Panel  
  - Microaggressions | **HW:** Video from SSWD; Sue et al.: microaggressions; Teen Vogue: microinvalidations |
| 4       | TBD  | **Reflecting on the Student Experience II** | **HW:** Hurtado, et al (2011) (Intro., lit. review, conclusion in particular); Vox: intersectionality  
  **Deliverable 3a:** Identify what might have limited inclusiveness in your case study *(due before next meeting)* |
| 5       | TBD  | **Cultivating Equity: Can I Do It!?**  
  - Case Studies: Intervention & Prevention  
  - Working with Diverse Learners | **HW:** UC Davis: supporting first-gen. students; Chronicle: “I Fit in Neither Place”  
  Framing context of best practice literature in relation to diversity, equity and inclusivity |
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| 6    | Spring - TBD | Curriculum Equity: Increasing Inclusiveness  
- Guests: Alumni Panel  
- Reflection on previous semester’s work |  
- Strategies/barriers brainstorm  
- HW: Tanner: strategies; reflect on previous semester’s work  
- **Deliverable 3b**: Identify 2 practices that would facilitate inclusivity for the Case Study *(due before next meeting)* |
| 7    | Spring - TBD | Assessment and Equity: How do I know I am having an impact?  
- Case Studies: Assessment |  
- HW: Assessment reading: tba  
- **Deliverable 4**: How will you know you are successful? Identify at least 1 way you might assess the success of your suggested practice of increasing inclusiveness in Deliverable 3b *(due before next meeting)* |
| 8    | Spring - TBD | Scaling up  
- Guest: Office of Inclusive Excellence  
- Small group work |  
- HW: prepare short presentation about your case study/poster |
| 9    | Spring - TBD | Looking Forward  
- Taking Stock, Taking Action  
- Small group work |  
- HW: look at the poster template and make some notes about what you’ll include |
| 10   | 05/12        | Culminating Event |  
- **Deliverable 5**: Portfolio and Presentation *(portfolio is due to CTL before this meeting)* |