







# Remembering the Past, Taking Note of the Present, and Conceptualizing the Future of Teaching in Higher Education

Valerie Kinloch

Renée and Richard Goldman Dean

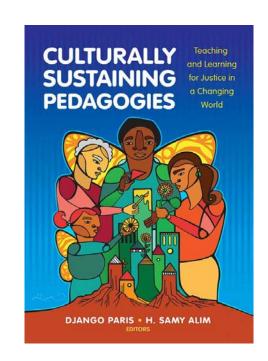
School of Education





## Framing Teaching As:

- Culturally relevant/responsive teaching:
  - Gay, 2000, 2002
  - Ladson-Billings, 1995, 2014
- Culturally affirming instruction:
  - Delpit, 1988, 2012
  - Lee, 1995
- Culturally sustaining pedagogy:
  - Kinloch, 2017
  - Paris & Alim, 2014, 2017





## Higher Education: What We Know

- Uncertainties & challenges with:
  - Shifting student enrollments
  - Increasing our diverse student & faculty population
  - Barriers to college attendance, completion, costs
- Need to **implement** ways to:
  - Support our teaching & NTS faculty
  - Enhance access & affordability
  - Establish partnerships (provide access to U/G/P Ed)





## Teaching: What We Know

- Teaching & learning as connected to:
  - Innovation, creativity & new teaching technologies
  - Developing global mindsets
  - Relations between self & world
  - Competencies that prepare us to live interdependently





## Teaching: What We Know

- Cultivate & support diverse student & faculty populations
- Foster connections focused on:
  - Academic experiences
  - Technological advancements
  - Engaged learning & collaborations
  - Intellectual power of teaching
  - Lifelong learning



## Learning from Rebecca







## Teaching: What We Know

- "There's nothing more worthy of praise than teaching. Nothing."
- "If you're teaching...that's what it's all about."
- "What am I teaching today? What am I teaching right now?







# Remembering the Past

"Education within a pluralistic democratic society should help students to gain the content, attitudes, and skills needed to know reflectively, to care deeply, and to act thoughtfully"

Banks & Banks, 1995, p.152







## Taking Note of the Present

By "participating in a pluralistic community, talking and making decisions w/one another, and coming to understand multiple perspectives"

Darling-Hammond, 1996, p.6









# Conceptualizing the Future

## By viewing teaching as:

"Something truthful within those moments we co-construct together not in spite of our differences, but because of them" and as "opportunities—particularly in schooling spaces—to be heard in meaningful ways"

San Pedro, 2017, p. 113





## **Some Considerations**

- Implement equitable, institutional structures to:
  - Incentivize teaching
  - Increase access & opportunity
  - Evaluate & reward "good" teaching/teachers
  - Support teaching as lifelong learning



## **Some Considerations**

- Implement equitable, institutional structures to:
  - Encourage inter- & multi-disciplinary collaborations
  - Support diverse practitioners, practices & learners
  - "Equalize" the playing field
  - Challenge cultural hegemony, individuality, meritocracy





## **Some Considerations**

- Implement equitable, institutional structures to:
  - Foster equitable, implementable policies & practices
  - Become "a university that embodies diversity and inclusion as core values that enrich learning, scholarship, and the communities we serve" (Gallagher)



## **Higher Education & Teaching**

#### Access

- Affordability/Higher Ed
- Online/Hybrid Learning
- Community/Partner Access

### **Geographies**

- Active Learning & Student-Centered Teaching Spaces
- Professional Communities
- Inside/Outside Univ Spaces

### **Innovation**

- Interdisciplinary Teaching
- Online/Hybrid Teaching
- Teaching Excellence/Recog

### **Policy**

- Incentivize Teaching Fac
- Diversity/Teaching Equity
- Addressing Disparities
- Having Institutional Goals

# Challenges &

**Opportunitie** 

### **Evaluation**

- Equitable Promotion Processes
- Teaching-Intensive TS Positions
- Creativity (evaluating teaching)

### **Engagement**

- Curricular Planning
- Professional Development
- Mentoring in & w/Teaching
- Teaching Conversations

#### Resources

- Teaching Funding Streams
- Admin Teaching Support
- Campus/Unit Orientations, Workshops, Demonstrations

#### **New Frontiers**

- Improved Climate & Culture
- Reimagine Service Courses
- No Adjunctification of H.E.

