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

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Framing Teaching As:

- **Culturally relevant/responsive teaching:**
  - Gay, 2000, 2002

- **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?”
“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
By “participating in a pluralistic community, talking and making decisions w/one another, and coming to understand multiple perspectives”

Darling-Hammond, 1996, p.6
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

**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.

**Challenges & Opportunities**
- Equitable Promotion Processes
- Teaching-Intensive TS Positions
- Creativity (evaluating teaching)