

## DIG Meeting Minutes

<b>Location</b>	<b>PCC C217</b>
<b>Meeting Date</b>	<b>07.23.18 (#10)</b>
<b>Submitted by</b>	<b>Emi</b>
<b>In Attendance</b>	<b>Brock, Tina, Jason, Kahlil, Patty, Adrienne, Emi, Joy, Valerie, Miriam, Shelagh</b>
<b>Next Meeting</b>	<b>July 30, noon</b>

Agenda Item	First round of instructor interviews
<p><b>Discussion Notes:</b>  <i>Tina &amp; Joy:</i> Provided overview of the initial findings from the faculty interviews. Five interviews have been completed. Most interviews have been with non-faculty staff.</p> <p><i>What have we learned so far?</i></p> <ul style="list-style-type: none"> <li>• There is a lack of fluency, facility, and fluidity, and a hesitation in not wanting to say the wrong thing. It is difficult for instructors to provide examples on ways that they address issues of equity in their own classrooms.</li> <li>• Interviewees bring up common narratives surrounding why students are successful: 1. Successful students have clear goals (Pathways narrative) or 2. Successful students work hard. In contrast, students are unsuccessful because they are busy with external responsibilities (work, family). Older, more mature students are viewed as more likely to be successful because they know what they want. Issues of equity are not provided as why students are more/less successful.</li> <li>• What do you do to help students be successful? Interviewees comment on forming connections between the course and larger college success (why College 1 is an important class). Interviewees also use personal disclosure, such as sharing their own tips for scheduling, or showing how they set up their own calendar. Instructors try to connect with students on a personal level.</li> <li>• Many instructors do reach out to students early. They identify students who may be struggling because they are not showing up to class consistently or are not submitting assignments. Instructors seem to provide two types of support: 1. Students identified as struggling receive support around succeeding in the specific course. 2. Students who are seeking out instructor help (such as in office hours) receive support around succeeding in the college as a whole (such as in creating an educational plan).</li> <li>• Pedagogy is a foreign word for instructors (this may be good to know for professional development)</li> <li>• The faculty institute is critical for faculty and they view it as important.</li> <li>• The level in which faculty modify the College 1 curriculum depends on their comfort as an instructor and experience level (an</li> </ul>	

example of curriculum modification is that one instructor is having students complete fewer reading response journals and together in class).

- Adaptations to curriculum is strengths-based. Instructors recognize what they are good at, and do more of it (i.e. if I'm not good at facilitating group work, I will do more pair-shares).
- Instructors are not aware of their equity data.
- What were instructors' reactions when they saw the equity data? We are doing better than I thought we were. What would this data look like for your class? Probably about the same. What could you do in your class to address this issue? Interviewees are lost with this. How do you talk about race in the classroom? They don't. Even the most savvy instructor isn't talking about race, and they have their own rationalization for why they do not talk about it.
- However, gender does come up. Some instructors are concerned that females do not have a voice in the classroom. However, instructors don't talk about the intersectionality between race and gender in the classroom.

*Discussion topics:*

- Principle to practice. Faculty sometimes want to be told what to do. They might not want the conversation to go to a place where they can no longer control it. It's also hard to bring up these issues with students without providing them with practical tools.
- Faculty seems to be aware of structural inequality, but are less aware of how to address issues within their own classrooms, it is hard to know what to do.
- Mentoring program could be more structured (this is being worked on for the upcoming year).
- Could we help teachers be involved with more collaborative work? Share new techniques that they have been trying. It's hard to try something new in the classroom. Instructors might be more open to it if they knew it had worked previously for other instructors. Some faculty are already collaborating informally. Instructors are asked to share out their best practices to the group, but they rarely respond to the request
- Could we provide instructors with a stipend to work in a collaborative group, testing out different teaching tactics, and seeing if there is an improvement in their equity gaps? Maybe stipends would be detrimental. Instructors should want to do the work because they care about these issues.
- Or, we could identify a master teacher who is able to share some best practices to the group. Record instructor teaching and provide others with different ways to model the classroom (not just teacher in front of the class, moving around the class, reconfiguring the desks)

*Should we modify the protocol?*

- Interviewees are having a hard time digging deeper into these topics. Perhaps we could give them questions before the interview, so that they can think about these issues beforehand. Sometimes it is hard to answers these questions on the spot.

Task	Person Responsible	Timeline
Additional faculty names to Tina for interviews	Shelagh	July 30 <sup>th</sup>
Second round of instructor interviews	Tina/Joy	July 30 <sup>th</sup>