

HSI Faculty Seminar Participant Insights and Changes in Teaching

HSI
HISPANIC SERVING INSTITUTION

Visualizing HSI Faculty Seminar Learning Outcomes

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
TLC TEACHING AND LEARNING CENTER

In 2018, 22 John Jay faculty participated in HSI Faculty Seminars at the TLC. Each of the two seminars (spring and fall terms) engaged these faculty in conversations with visiting experts in HSI research and recommended strategies for improving student success.

In the diagram below, we invite you to follow the journeys of our faculty seminar participants. Read through the document that follows to discover insights, strategies, and resources: we hope to inspire you to transform your own teaching and learning practices!

HSI Faculty Seminar → Faculty Insights → Changes in Teaching

Belonging

Belonging might be understood as a sense of attachment or attachments to people, places, and circumstances. Embedded within positive interpretations of belonging are assumptions of safety, stability, and value. When considered in the context of public urban higher education, positive senses of belonging can include and are not limited to positive attachments to individual educational institutions, the collective values and practices of those institutions, specific individuals perceived to represent and shape the educational experience, and the knowledge and skills learned through associating with each of these connections.

For the faculty participating in the 2018 Spring and Fall HSI Faculty Seminars, changed awareness around belonging for our Latinx students emphasized four areas:

- reflections on student identity
- increased awareness of constructions of race and the history of racism
- development of critical thinking within a social justice context, and
- forming intentions towards inclusivity, ownership of self, and empowerment.

These emphases could be seen in

- Creating an inclusive Open Educational Resources (OER) text for Introductory Philosophy
- Revised and rewrote predominantly White male resources to reflect more women and persons of color making contributions to Psychology
- Adding a timeline section to Introductory Psychology course illustrating psychologists' social justice contributions
- Including a greater emphasis on social justice questions within Psychology
- Changing Biology assignments to highlight disparities in disease outcomes experienced in students' communities to ask students how scientific knowledge relates to race and ethnicity
- Adding more Latinx artists and well-drawn portraits of Latinx persons to Art class presentations
- Ask students to work in groups on environmental injustice assignments with more Latinx authors and environmental case studies related to Latinx communities.
- Incorporating the traveling empathy museum exhibit, "A Mile in My Shoes," into class assignments
- Creating an assignment for students to read and review Nilda Flores-Gonzales' "Citizens but not Americans: Race and Belonging among Latinx millennials," focusing on the issue of race and ethnicity
- Including a new section in Science and Philosophy on the scientific construction of race
- Including short stories in Spanish from bilingual writers from Latin American countries who live in the US for a heritage Spanish language course to encourage students to own their own multilingual singularities

Mindset

Mindset can be understood as the cognitive framework of perceived circumstances, goals, motivations, and potential for growth. Positive mindsets expand a sense of self and capacity; negative mindsets Mindset is deeply influenced by external factors such as historical and systemic oppression, access to economic and physical resources, and alignment with social norms. In public urban higher education, positive student and faculty mindsets can include and are not limited to awareness of appropriate and supportive resources for learning, diversity of choice in academic and career goals, motivations towards enhanced wellbeing and increased learning and pre-professional capacities, and assumptions of expansive potentials for growth.

For the faculty participating in the 2018 Spring and Fall HSI Faculty Seminars, changed awareness around mindset for our Latinx students emphasized four areas:

- students owning their identities in terms of self-awareness, roles, belonging, community and family, and social justice
- scientific constructions of racism and racial imbalances in society
- contexts of critical consciousness, safety, and empowerment, and
- learning critical thinking skills through recognizing alternatives to dominant narratives and engaging in alternative approaches to research

Examples of these areas could be seen in

- Asking students to read studies that impact social justice in psychological research and analyze the research design
- Including Latinx researchers in Introduction to Psychology required readings
- Including Psychology students in a new research project designed to uncover barriers to learning among John Jay students
- Extending first day of class time for student introductions and discussion of class dynamics and atmosphere
- Curating texts to demonstrate historical distortions of science and logic that have supported racial hierarchies and race construction
- Asking students to discover their own positive linguistic singularities as speakers
- Directly engaging with questions of colonization, conquest, and accommodation as well as the strategies and rhetorics of identification.

Agency

Agency can be understood as the capacity to take action towards a goal, whether externally or internally initiated. Positive qualities of agency include self-determination, connecting capacities to skills and goals, and appropriate confidence in choices made as well as in the future choices to be selected. For faculty and students in public urban higher education, positive agency involves and is not limited to adjusting one's view of self and community to contain positive images of being successful in a chosen field while maintaining positive connections to family and community; connecting priorities with time management in terms of class attendance, study time, and finding time to communicate about academic and professional questions via office hours and email; and making choices about internships, fellowships, graduate school, and entry-level positions with trust in the experience, knowledge, and skills already gained and with confidence in the career path these choices support.

For the faculty participating in the 2018 Spring and Fall HSI Faculty Seminars, changed awareness around agency was evident in five areas:

- raising self-awareness and acceptance
- increasing well-being through culturally influenced approaches to self-care
- learning to think critically through the selection of teaching strategies that support shared generation of knowledge and moral development

- making more transparent and evident issues of socio-cultural reciprocity, dominant narratives, access, decolonization, decentering, and empowerment

Examples of these agencies could be seen in

- Assigning a Photovoice project for students to practice Participatory Action Research
- Planning for students to drive assigned projects through their own lived experiences by discussing the main issues that affect them
- Introducing students to John Jay faculty-generated #ThisIsWhataProfessorLooksLike campaign to help students break through stereotypes around who can become a professor
- Including a Health and Stress unit linked to a student success project to support students in eliminating barriers to learning
- Emphasizing strong senses of family and encouraging help-seeking behavior
- Using clickers in large classes (250 students) with small group work and self-assessment activities

Efficacy

Efficacy can be understood both as the proven achievement of specific goals and as confidence in one's own or a system's abilities and resources to achieve specific goals. Efficacy expresses itself in attentiveness to and care for one's environment as well as making informed choices that combine time, resources, processes, and communication to complete individual and team projects in ways that minimize friction and waste while maximizing satisfaction in what develops and can be maintained.

For the faculty participating in the 2018 Spring and Fall HSI Faculty Seminars, changed awareness around efficacy was evident in three areas:

- appropriate and helpful self-care
- learning to think critically through teaching strategies, peer learning, resource building, and empowerment
- decentering and decolonizing course content and assignments

Examples of these approaches to efficacy could be seen in

- Assignments to strengthen research skills, with students deciding how to showcase and share information
- Creating podcasts to cover basic concepts and increase accessibility
- Incorporating Universal Design Learning (UDL) into course plans to increase access
- Assigning mandatory online quizzes at the end of each unit that can be taken twice
- Making quizzes available as zero credit practice tests for exam review
- Creative Writing minor students may explore course content generatively
- Film production students can visualize course content
- Expansion activities aimed at comparing discourse features of different registers in both familial-cultural and formal languages and developing bilingual awareness and competence