

# **Welcome!**

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## **New Faculty Academy**

### **Session 1: Getting Started with Effective & Equity-Minded Teaching**

# Meet the Facilitators



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# Icebreaker: Common Ground

In groups of 3:

Share your name, department, & how long you've been at UCSD.

Take ~3 minutes to identify one thing you all have in common.

# Goals for Today

- Reflect on your key goals as an educator.
- Discuss principles of equity-minded teaching.
- Share equitable teaching practices and strategies for student success.
- Identify common challenges in early-career teaching and strategies for overcoming them.

# Reflection

What are three words to describe how you hope students feel in your class?

**Share your responses:**

<https://tinyurl.com/NFAOct24>

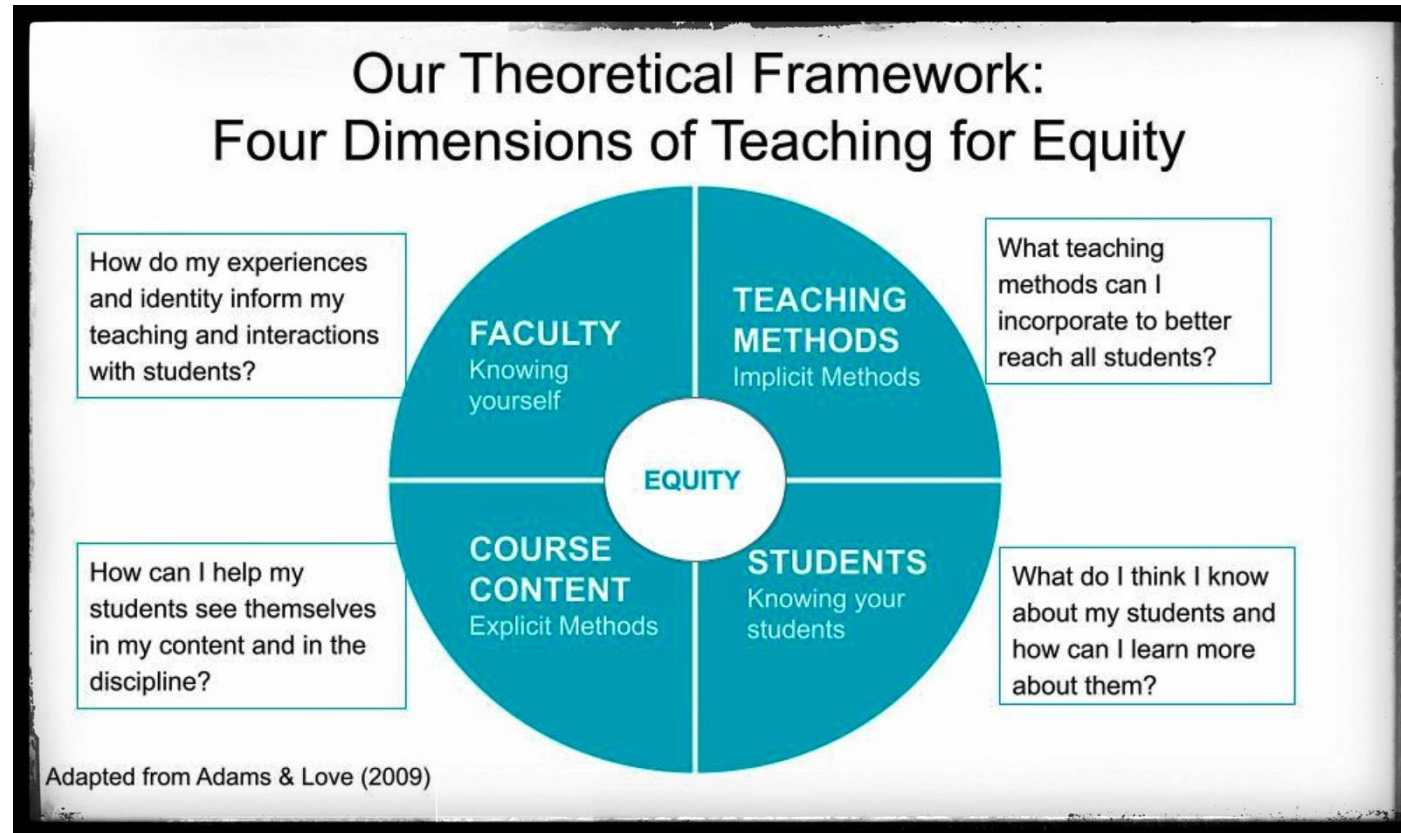


# Reflection

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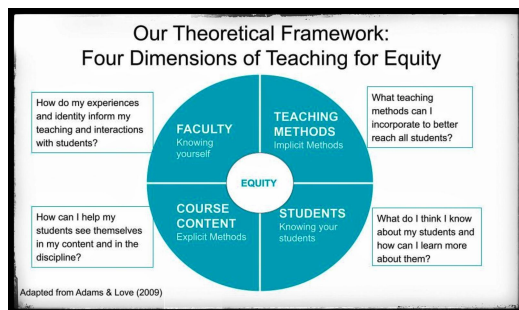
# Intro to Equity in Education



**Resources:** [Getting Started with Equity-Minded Teaching: Course Design and Teaching Practices;](#)  
[How faculty can advance the Latinx/ChicanX Academic Excellence Initiative](#)

# Strategy #1: Aim for Student-Centered Teaching

Learning about your students –  
rather than relying on  
assumptions – puts you in a  
better position to support their  
success in your course.





# Common Assumptions

- Implicitly assuming students learn like their professors.
- Learning strategies/environments that worked for their professors will work for all students.
- Students understand the purpose of Office Hours.
- Students are trained how to synthesize an academic article.

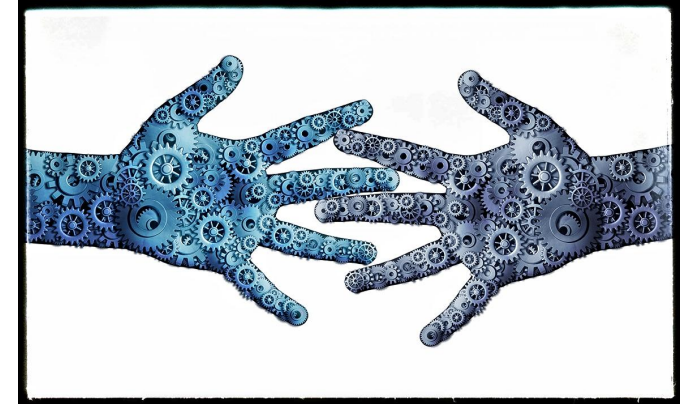


# Think/Pair/Share

Step1: Write for 2 minutes on a prompt

Step2: Revise a concept, thought or idea then compare and contrast with a partner before sharing.

Step 3: Share idea or concept



Find a partner and each take one minute to share your Two Minute Papers.

Owens & Tanner outline the neural processes that come together in think-pair-share activities to promote learning: from the release of neurotransmitters to the formation of neural networks to support future retrieval of material (2017)

# Think/Pair/Share

To be the most effective educator you can be, what strategies can you implement to understand your students without relying on assumptions?



**Resource:** [First-Day Info Sheets](#)

# **Strategy #2: Focus on What is Essential**

By identifying essential course goals, you can focus your instruction and allow time for processing, reflection, and deep learning.

# Minute Paper

Think of something you learned ***really well***  
(either inside or outside of academia)

Spend 1 Minute Writing About:

What were some factors that  
impacted your learning?

# Minute Paper

Think of something you learned ***really well***  
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## Spend 1 Minute Writing About:

What were some factors that impacted your learning?

### Our reflections:

- Lots of time , lots of steps, one concept(learned well)
- My own interests in the topic. Making it real and connecting to lived experiences.
- Again, how does this relate to my life...this is REAL. (respecting the story)
- (writing course) Make us focus on different modes of writing. Reading our peers and research that modelled well.
- Making clear what could be unclear or hidden. Take the time to be very clear about what it is you want your students to do.
- Learning well when learning is connected with other media (movies/pop culture etc)
- Instructor modelling

*“Most professors start out their teaching careers spending too much time working on class lectures unaware of the findings from the pedagogical literature that **good teaching is about the students learning, not the teacher teaching.**”*

# Teaching for Deep Learning

- 10 weeks fly by!
- Identify the **essential** learning goals for the course.
  - If the course is a prerequisite – what do students need to know to be ready for the next course?
  - If an elective/advanced course – what do you want students to remember in 5 years?
- Allow time in class for processing, reflection, discussion, and other learning activities. This has been shown to increase student achievement & motivation and reduce opportunity gaps (Freeman et al. 2014, Haak et al. 2011, Theobald et al. 2020).
- **Resource:** [Getting Started With Active Learning](#)



# **Common Challenges in Early Career Teaching**

(and how to overcome them)

1. Overworking & Burnout
2. Perfectionism & Overpreparing
3. Isolation in Teaching Practice

## Challenge 1: Overworking & Burnout

This might look like:

- Spending 8+ hours designing each lecture
- Evening and weekend emails with students
- Exhaustion, irritability, lack of patience

## Instead: Cultivate Sustainable Practices

- Your well-being matters!
- Keep your prep time in check – Robison (2013) recommends no more than one hour of prep for each hour of class.
- Identify boundaries to maintain balance, and communicate these to students.
  - You will monitor emails
  - Set discussion boards or discord servers to support communication.
- Schedule your major assessments wisely.
- Build flexibility into your course policies (e.g., dropping lowest quiz score; allowing two absences with no grade penalty).

## Challenge 2: Perfectionism & Overpreparing

This might look like:

- Obsessing over minute details of class slides
- Being afraid to make a mistake or try something new
- Feeling defensive or avoidant about teaching

## Instead: Develop a Reflective Practice

- Teaching isn't about perfection!
- Focus on developing habits to support your growth as an educator.
- Create and maintain open lines of communication with students; collect early student feedback to identify actionable adjustments early in the quarter.
- Cultivate a growth mindset around teaching – stay curious and open to learning new things.
- Attend teaching workshops to pick up new ideas and skills
- Be yourself and show your humanity

### **Challenge 3: Isolation in Teaching**

This might look like:

- Not knowing who to ask for help, advice, or support
- Having a strong research network, but few colleagues with whom you talk about teaching

### **Instead: Build Community Around Teaching**

- Identify supportive colleagues in your department
- Seek insight & resources from colleagues who have taught the courses you will be teaching
- Reach out to the Engaged Teaching Hub for support – we're here for you!

# Support from the Engaged Teaching Hub

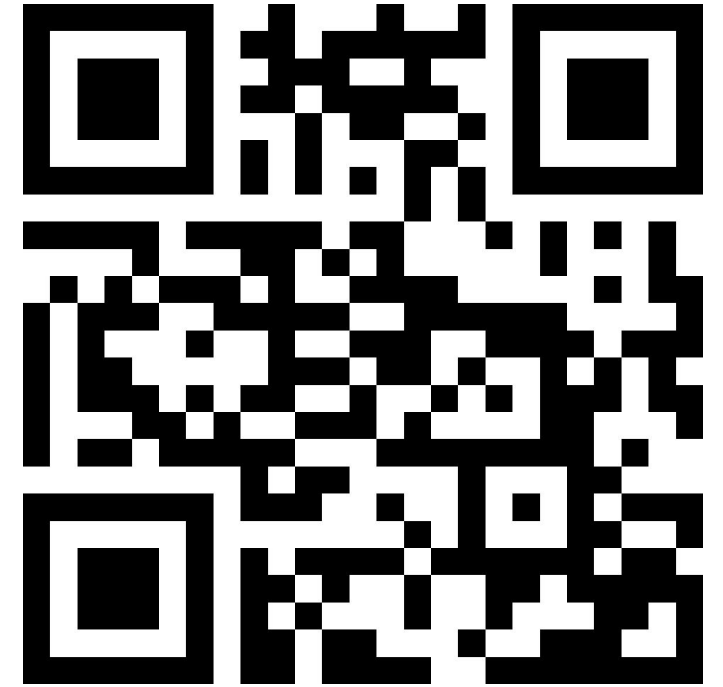
We provide **confidential** and **non-evaluative** support for faculty in teaching development.

- **Teaching consultations and classroom observations** provide targeted, evidence-based feedback to support teaching improvement and faculty and student success.
- We collect **early student feedback** to assess student learning and identify manageable changes to courses.
- Request a teaching consultation or observation [here](#).

## **Faculty feedback:**

*"I particularly enjoyed the teaching observation and the pre- and post-observation discussions. It was great to have an outsider collect data from my class and to review it. It was nice to be observed without the pressure of being evaluated by a supervisor, and it led me to some honest insights about what is and isn't working well in my teaching."*

# Exit Ticket



<https://tinyurl.com/yc4kmrfe>

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