

	Goals	Possibilities in College Teaching
<p><b>Access</b></p> <p><i>Removing barriers and building pathways to achieve full participation</i></p>	Mitigating barriers to entry or full participation	<ul style="list-style-type: none"> <li>• <b>Chemistry:</b> An instructor leads a faculty collaborative to compile open-access resources into an online primer for first-year chemistry students to mitigate the rising costs of education, including textbooks.</li> <li>• <b>Business Administration:</b> Faculty engage in dialogue with students to surface the implicit, or unspoken, curriculum in their program to make more explicit how incoming students can best navigate the program.</li> <li>• <b>Philosophy:</b> An assistant professor varies teaching strategies each class period to improve student engagement and learning outcomes. Each session the professor utilizes direct instruction, active learning and multi-media techniques.</li> </ul>
	Examining disparities associated with social and cultural capital	<ul style="list-style-type: none"> <li>• <b>Creative Writing:</b> An assistant professor critiques their latent assumptions about baseline writing and reading comprehension for first year students and considers the unique personal opportunities afforded to them as a third-generation college student.</li> <li>• <b>Literature:</b> An instructor invites a peer to perform an equity review of their grading. The peer reflects back to the instructor that their higher marks skew towards papers which make canonical references and away from analyses of more marginal texts.</li> <li>• <b>Art History:</b> An associate professor recognizes the range of access students have to arts culture through K-12 education. As such, they resist a classroom culture that rewards previous knowledge and instead emphasizes discovery and novel associations.</li> </ul>
	Maintaining systemic and macro perspectives	<ul style="list-style-type: none"> <li>• <b>Marine Biology:</b> An instructor engages in self-study and collaborates with a native graduate student to examine the Eurocentric nature of their curriculum and ascertains that their approach to marine ecology doesn't reconcile with Indigenous epistemologies.</li> <li>• <b>Early Childhood Education:</b> In an effort to recruit Latinx students a professor forms relationships with Latinx community leaders, meets the families of prospective students and learns about their families' histories, and hopes and concerns about public education.</li> <li>• <b>Music:</b> An instructor emphasizes to students that feedback and evaluation will emphasize growth rather than proficiency and explains that proficiency metrics potentially reward students for their life opportunities rather than their learning.</li> </ul>
<p><b>Belonging</b></p> <p><i>Realizing a pluralistic community that negotiates and reflects shared values</i></p>	Cultivating affirming conditions	<ul style="list-style-type: none"> <li>• <b>Communication Studies:</b> To generate culturally relevant frames of reference, an instructor invites students to help craft metaphors and construct examples to illustrate tenets of various communication theories for use with students in future classes.</li> <li>• <b>Physics:</b> A professor normalizes pronoun sharing by initiating small group introductions at the start of every class and invites students to share their name, their pronouns if they wish, and a lingering question from the reading.</li> <li>• <b>Sustainability Studies:</b> An instructor models for their students how to speak from their raced, classed and gendered experiences in relation to the course content and invites students to connect their own sociocultural experiences to the course content.</li> </ul>
	Mitigating marginalizing conditions	<ul style="list-style-type: none"> <li>• <b>Ecology:</b> A professor educates themselves on racial microaggressions and resolves to acknowledge, respond, and restore when they occur. The instructor shares their intention with the class and invites the group to share in the responsibility together.</li> <li>• <b>Industrial Engineering:</b> An assistant professor is aware that group work is a particularly marginalizing context for women and femmes in their discipline. As a result, they orient students with group work expectations that acknowledge the prevalence of gendered marginalization and provide mid-process reviews.</li> <li>• <b>Calculus:</b> An instructor acknowledges the anxiety and self-doubt many students experience related to advanced mathematics. Each class the instructor communicates their high expectations, their respect for the students and their belief in their students' capability.</li> </ul>
	Developing accountability for shared mission, vision and values	<ul style="list-style-type: none"> <li>• <b>Astronomy:</b> At the beginning of the term a professor shares guidance for classroom participation that normalizes caring for one another, taking responsibility for the learning of others and celebrating the group's success as well as individual achievements.</li> <li>• <b>German:</b> Every two weeks an associate professor administers a formative assessment and invites feedback on notecards. Side one: what's working; Side two: what's not working. The professor summarizes the results and highlights the feedback they plan to integrate.</li> <li>• <b>Psychology:</b> An instructor aspires to create a community of teacher-learners in their classroom. Each week, small groups of students present on an aspect of the course content and facilitate discussion with their peers and instructor.</li> </ul>
<p><b>Success</b></p> <p><i>Ensuring each of us have the resources and experiences we need to achieve our goals</i></p>	Flexibility and responsiveness in educational practice	<ul style="list-style-type: none"> <li>• <b>World History:</b> An instructor curates multiple ways for students to complete an assignment and prepares approaches with equitable rigor which include a written essay, a qualitative inquiry and a creative reflection.</li> <li>• <b>Veterinary Medicine:</b> A professor works through their defensiveness about feedback they have received regarding high DFW rates for their course and commits to practicing humility as they examine the efficacy of their pedagogical approaches.</li> <li>• <b>Technical Writing:</b> An assistant professor starts each term by inventorying students' experiences with various teaching styles. Where possible, the professor adapts their approach or prepares students to engage with techniques that have been challenging in the past.</li> </ul>
	Examining and negotiating notions of success	<ul style="list-style-type: none"> <li>• <b>Religious Studies:</b> At the beginning of the term, an instructor curates a list of possible learning outcomes and facilitates dialogue with students to discern learning goals and priorities for the group.</li> <li>• <b>Graphic Design:</b> At the end of the term, an associate professor invites students to a final 1:1 where they both present their recommendations and justifications for the student's final grade and engage in dialogue with the aim of achieving consensus.</li> <li>• <b>Theatre:</b> An instructor invites alumni to a capstone course where they connect with current students and share on the unique ways they have integrated their theatre training into diverse professional endeavors, in and out of the performance industry.</li> </ul>
	Facilitating equitable distribution of resources	<ul style="list-style-type: none"> <li>• <b>Biochemistry:</b> To address high DFW rates in their program, a group of instructors led an effort to fund supplemental instruction, expand and sustain office hours, and normalize faculty-led study guide reviews in advance of midterms.</li> <li>• <b>Geology:</b> An instructor is uncertain how to shift their lecture to meet the needs of students with limited vision or blindness. The instructor reaches out to disability access services and revises their approach to include auditory illustrations for their content.</li> <li>• <b>Poetry:</b> A professor recognizes that many of their students' creative content is lost in translation when using English. The instructor partners with faculty in world languages to provide feedback to students who write poetry in Spanish.</li> </ul>