<table>
<thead>
<tr>
<th>Goals</th>
<th>Possibilities in College Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access: Removing barriers and building pathways to achieve full participation</td>
<td><strong>Goals</strong></td>
</tr>
</tbody>
</table>
| Mitigating barriers to entry or full participation                   |  • Chemistry: 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.  
• Business Administration: 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.  
• Philosophy: 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.  |  • Creative Writing: 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.  
• Literature: 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.  
• Art History: 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.  |
| Examining disparities associated with social and cultural capital      |  • Marine Biology: An instructor engages in self-study and collaborates with a native graduate student to examine the Eurocentric nature of their curriculum and ascertain that their approach to marine ecology doesn’t reconcile with Indigenous epistemologies.  
• Early Childhood Education: 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.  
• Music: 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.  |  • Communication Studies: 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.  
• Physics: 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.  
• Sustainability Studies: 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.  |
| Maintaining systemic and macro perspectives                           |  • Ecology: 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.  
• Industrial Engineering: An assistant professor is aware that group work is a particularly marginalizing context for women and femme 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.  
• Calculus: 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.  |  • Astronomy: 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.  
• German: 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.  
• Psychology: An instructor aspires to create a community of teacher-leaners 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.  |
| Cultivating affirming conditions                                      |  • Ecology: 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.  
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Access: Removing barriers and building pathways to achieve full participation  
**Goals**  
Mitigating barriers to entry or full participation  
Examining disparities associated with social and cultural capital  
Maintaining systemic and macro perspectives  
Cultivating affirming conditions  
Mitigating marginalizing conditions  

Belonging: Realizing a pluralistic community that negotiates and reflects shared values  
**Goals**  
Developing accountability for shared mission, vision and values  
Flexibility and responsiveness in educational practice  

Success: Ensuring each of us have the resources and experiences we need to achieve our goals  
**Goals**  
Examining and negotiating notions of success  
Facilitating equitable distribution of resources  

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