

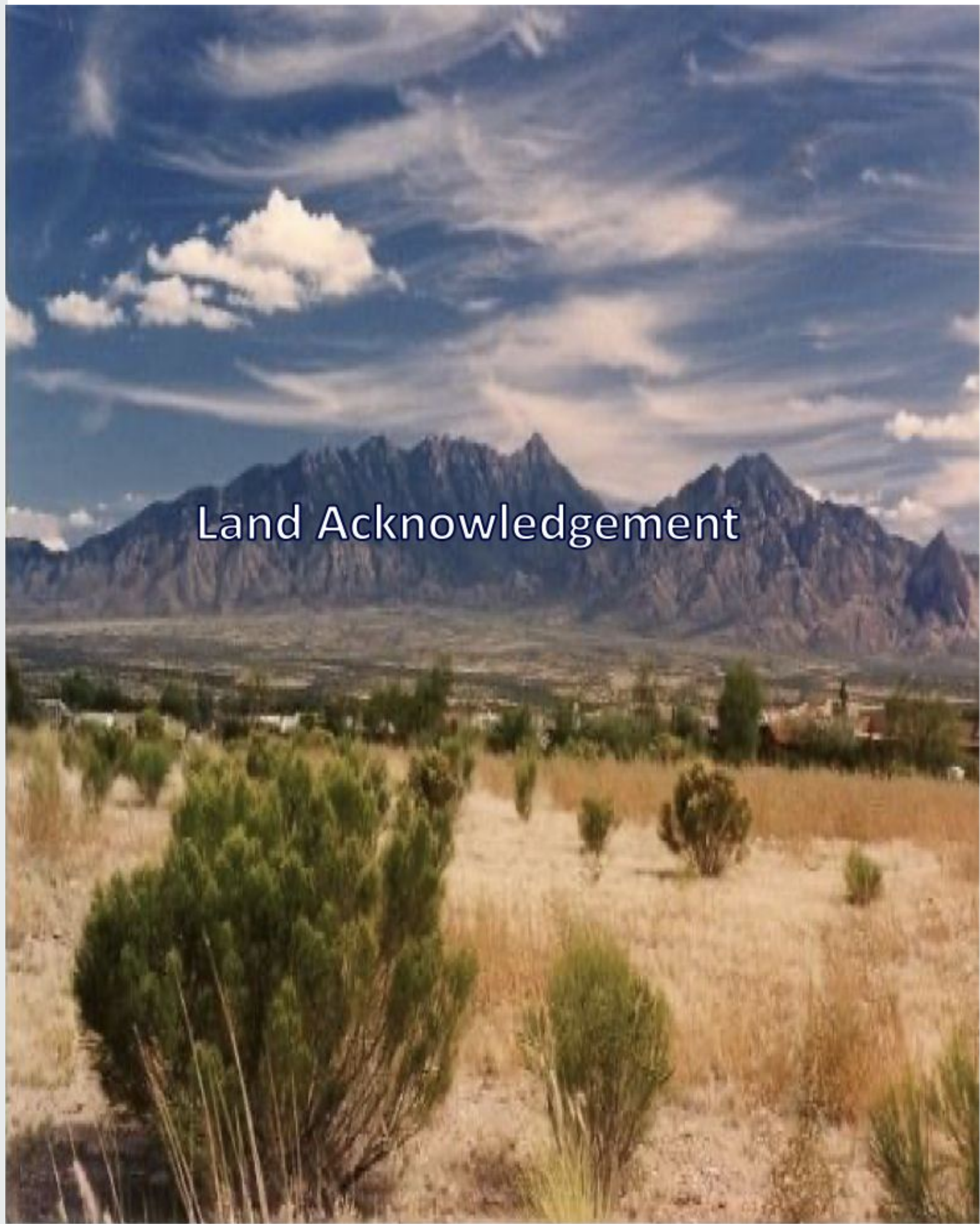
Culturally Responsive Teaching for Faculty in the Classroom and Abroad

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Land Acknowledgement

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally-recognized tribes, with Tucson being home to the O’odham and the Yaqui.

Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

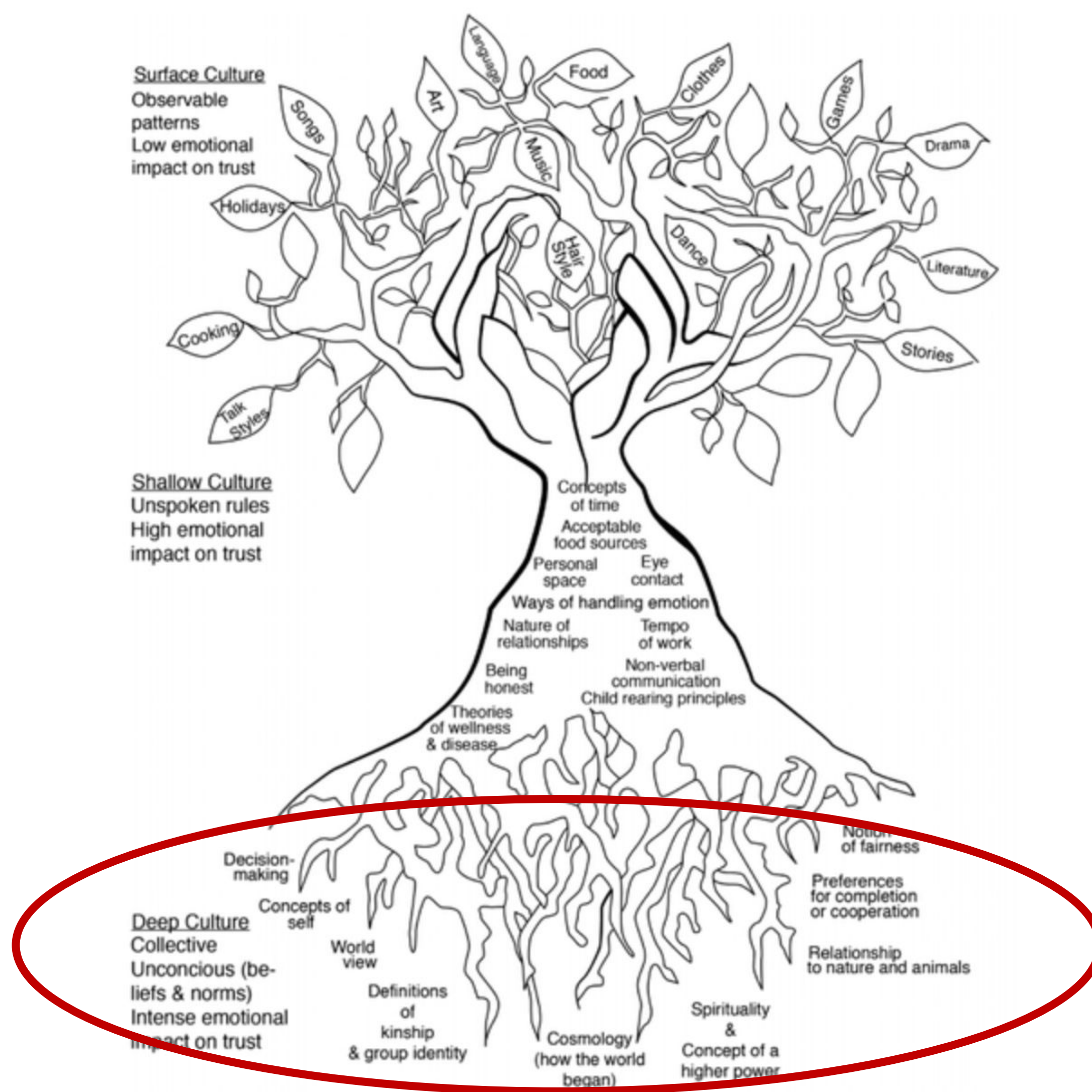




What does culturally responsive teaching and learning mean to you?



Overview of Culturally Responsive Pedagogies & Curriculum Design



Culture as a part of our pedagogy

“Empower students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes”
(Ladson-Billings, 1995)

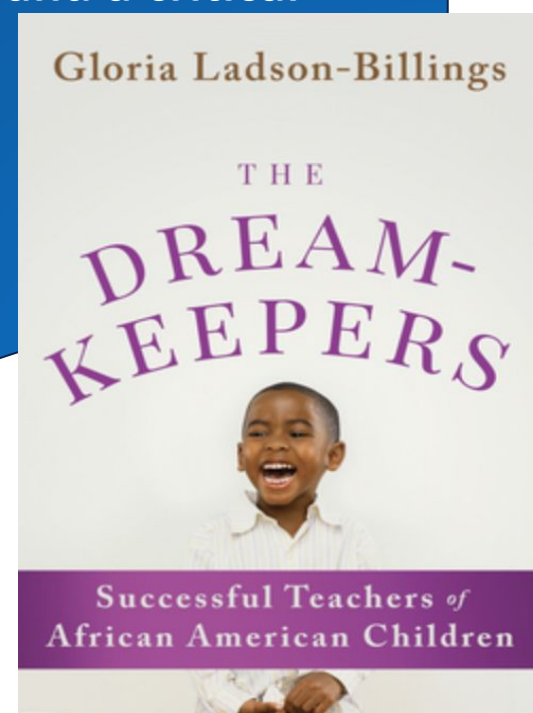
“using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them”
(Gay, 2010)

“seek to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012)

Foundational Work of Culturally Responsive Education

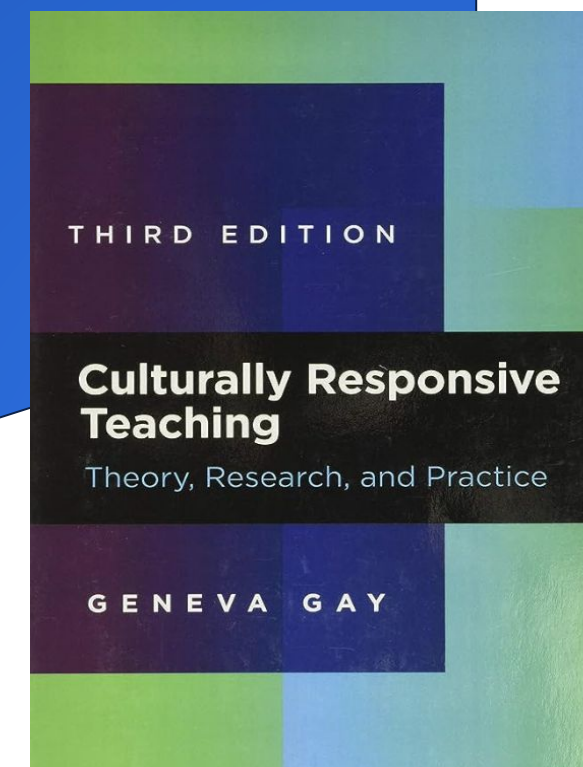
Culturally Relevant Pedagogy (Ladson-Billings, 1995)

- Help students to affirm cultural identity while developing critical perspectives that challenge inequities their cultures face.
- Students must experience academic success, develop and /or maintain cultural competence; and a critical consciousness



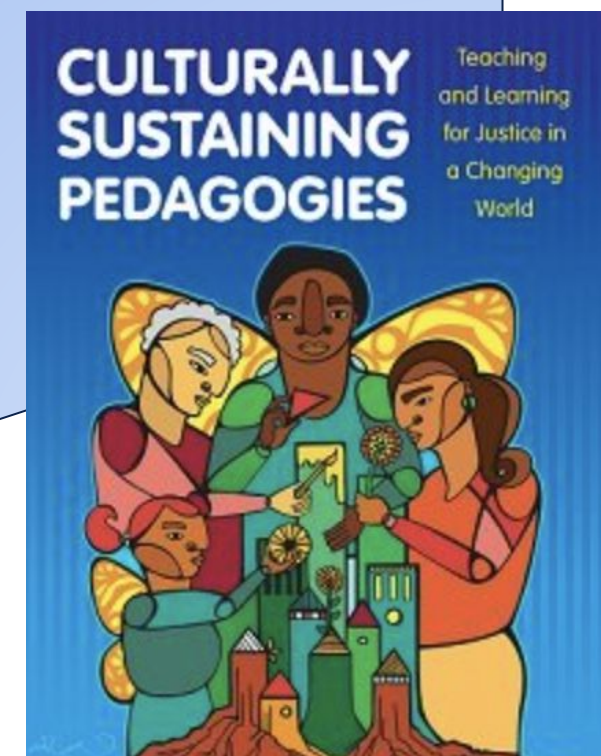
Culturally Responsive Teaching (Gay, 2002)

- Use cultural characteristics, prior experiences, and performance styles of diverse students to make learning more effective.
- Teaching *to and through* their personal and cultural strengths.



Culturally Sustaining Pedagogy (Paris & Alim, 2014)

- “Seeks to perpetuate and foster linguistic, literate, and cultural pluralism as part of the democratic project of schooling and as a needed response to demographic and social change”



Culturally Responsive Pedagogies & Curriculum



- ❑ Whose culture are we being responsive to? (Yosso, 2016)
- ❑ Redesign it to better accommodate diversity (e.g., Formal curriculum vs. “Hidden” curriculum)
- ❑ Creating climates for learning, cross-cultural communication. (e.g., oral culture vs. written culture)
- ❑ Provide “caring interpersonal relationships”. Caring for educational success of students through being diligent in pedagogical efforts.
- ❑ Include different ways of demonstrating their knowledge and learning

(Gay, 2002)

Culturally Responsive Pedagogies & Curriculums in HED



- ❑ **Growing demand of culturally nurturing educational experiences.** Diverse college students seek faculty with cultural awareness and skills to teach through diversity (Castillo-Montoya, 2019)
- ❑ Most discussions on CRP in universities focus on humanities, social sciences, and ethnic studies with STEM fields lag behind.
- ❑ Challenges: Inadequate resources & training for faculty. Preconceived notions and deficit ideologies among educators.
- ❑ **Institutional support & professional development are key** for successful CRP implementation.



Culturally Responsive Curriculum Development Institute (CRCDI)

Cultural Responsiveness and our HSI Designation

HSIs have a unique opportunity to integrate “servingsness” into curriculum and pedagogy.



- Hispanic and Latinx-enhancing organizations enact a “social justice curriculum and culturally relevant programs, services, and practices” (Garcia, 2019, p. 116).
- Providing curricula grounded in justice and equity are an integral step at reframing practices at HSIs (Garcia, 2019).

Culturally Responsive Curriculum

Development Institute

84

Faculty
Participated

30,000

Students
Served

88

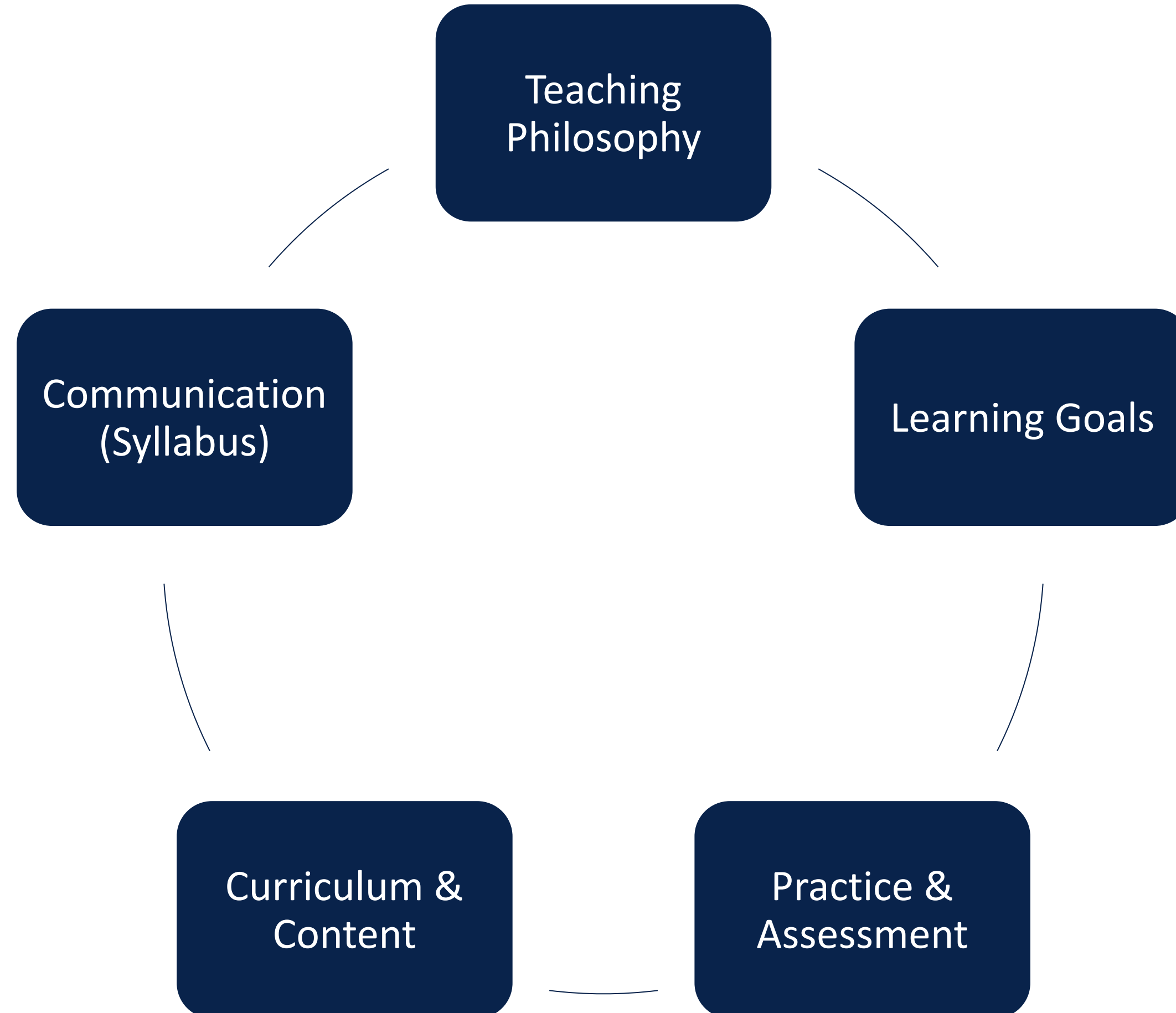
Courses
Redesigned



The CRCDI is a week-long, summer immersion focused on coaching faculty and instructors towards implementation of culturally responsive practices and pedagogy into existing courses of all modalities, including distance and online learning environments.

The CRCDI is partially supported through UArizona's Title III HSI STEM: Project CREAR. Project CREAR is 94.1% funded through the U.S. Department of Education Hispanic Serving Institutions STEM and Articulation Program, Title III, Part F, for the amount of \$4,989,496.00 across a five-year award period and 5.9% funded through the University of Arizona for the amount of \$313,302 across a five-year period.

Where will we focus our attention?



CRCDI Learning Outcomes



- Increase knowledge of culturally responsive frameworks and content.
- Enact culturally responsive frameworks and content into teaching practice.
- Apply culturally responsive frameworks and content to redesign of course syllabus, assignments, and course assessment practices.

Culturally Responsive Curriculum Development Institute

Collaborators

- Office of Strategic Initiatives
- HSI Initiatives
- Faculty Affairs
- College of Science
- College of Education
- University Center for Assessment Teaching, & Technology
- Center for University Education Scholarship
- Research, Innovation, & Impact
- HEERF Funds
- Northern Arizona University - Yuma
- Facilitators
- University Libraries
- CIELO

Structures

- Buy-In
 - Faculty, Deans, Dept Heads
- Space / Location
- Time (June)
- Stipend
- Title III grant
- College of Science partnership



Research & Assessment Data

Pre / Post Institute Assessment

Understanding culturally responsive frameworks

22.73% -> 94.4% of participants agreed that they are familiar with culturally responsive framework

Locating course content aligns w/culturally responsive framework

15.91% -> 94.4% of participants answered that they know how to locate course content that aligns with culturally responsive framework.

Integrating culturally responsive activities

30.95% -> 97.2% of participants answered they are able to integrate culturally responsive activities into their course.

Individual Interviews

And then there was the track of just like informal building community being able to feel like you belong. Find people who would affirm and understand your work, you know, and some of those things are, you know, hard to quantify, like, there's just the feeling of being in the space you know, of seeing yourself reflected in the curriculum, in language, and examples in the speakers.

Like all of those kinds of things that basically is about the intentionality of saying, what minoritized communities bring and produce matters.

CRCDI – Continuing to Build!

- Project CREAR
- Project LISTO
- Project REEDS
- CIELO





Cultural & Inclusive Experiential Learning Opportunities (CIELO)

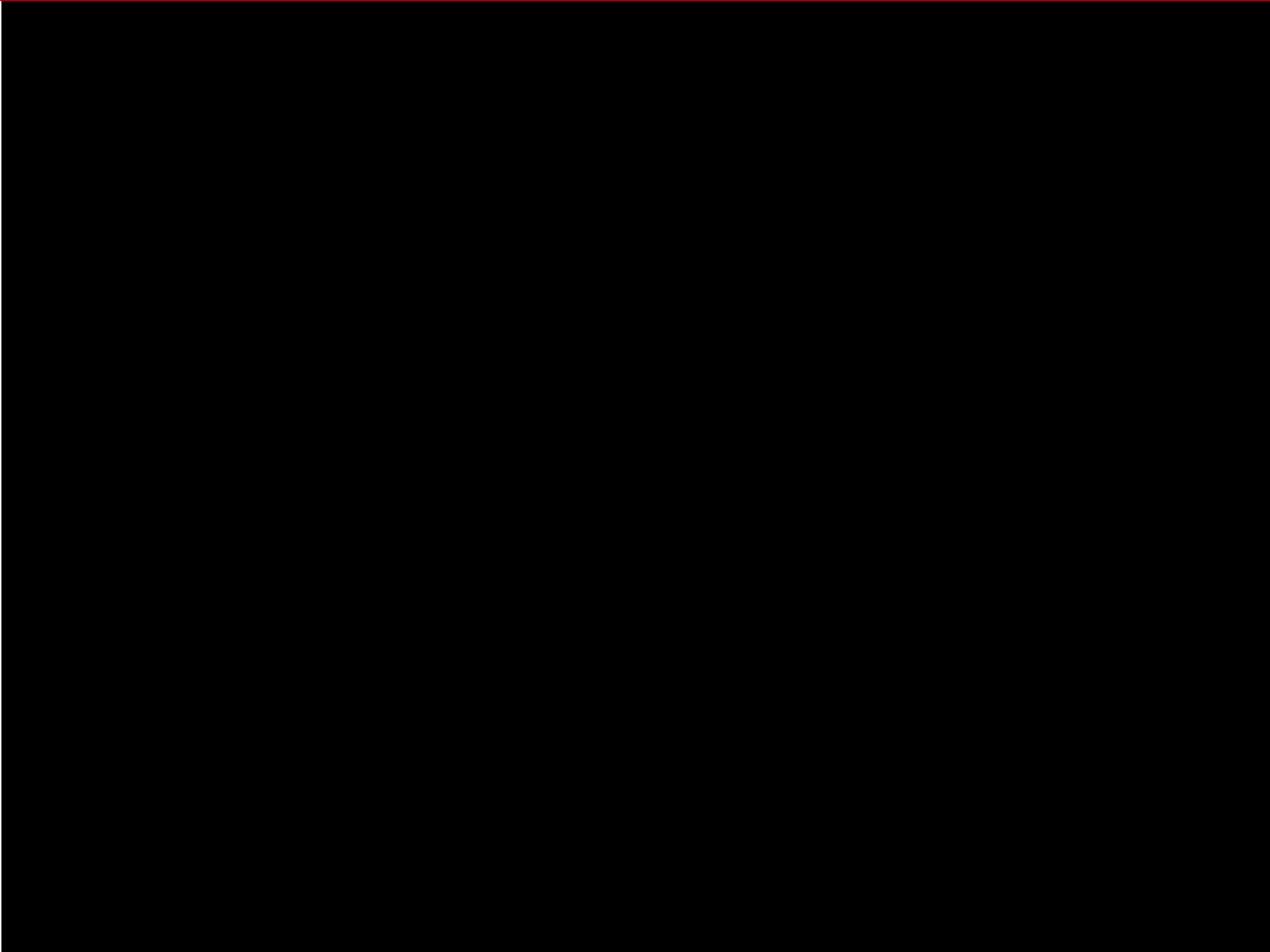
CIELO and the CRCDI <https://diversity.arizona.edu/cielo>



Cultural & Inclusive Experiential Learning Opportunities (CIELO) integrates travel, multicultural education, and service-learning to empower students with the knowledge, skills, and values at the University of Arizona and beyond. CIELO is committed to increasing access and participation for traditionally marginalized students including students of color, first-generation, DACA, and low-income status students in intentional experiential learning programs for all UA students.



CIELO Vivir Mexico



Uniqueness



Student Component

- Tiered structure: Local, domestic, and international programs
- Accessible and affordable: Shorter programs scheduled in university breaks
- Proactive: Active recruitment of marginalized students
- Pillars: Social justice, Environmental justice, Cultural/identity exploration, and Service-learning
- Institutional collaborations
- Career Development
- CIELO Symposium

Faculty, Staff & Administrator Component

- Interdisciplinary Expertise & Interaction across campus
- Integrated into the program

Awards

- NASPA Research & Innovation
- ACPA Outstanding Program for Supporting Latinx Students



Impact



1. Increased knowledge, competency, and appreciation for culture, history and people
2. Commitment to environmental and social justice through acts of service learning
- 3. Acquiring travel and navigational skills within diverse settings**
- 4. Personal identity development and self-awareness**
- 5. Commitment to UA career path and graduation**
6. Cross Cultural Center Interaction
7. Career Development
8. Community Impact



2023-24 Programming



- Community Connections Series

- Raising Arizona Series

- Winter:

- Bali, Indonesia
- Vietnam/Thailand

- Spring Break:

- Oahu, Hawaii
- Tribal Nations

- Summer:

- Ghana, Africa,
- Puerto Rico/Dominican Republic





CIELO Collaborative Institute & Partner HSIs

CIELO Collaborative Institute



OUR MISSION

The CIELO Collaborative Institute is dedicated to empowering colleagues from minority-serving Institutions to collaboratively design and create inclusive and culturally relevant experiential learning programs that benefit all students, including those who had been historically marginalized.

OUR VISION

We create impactful culturally and inclusive experiential learning programs that are accessible to all students.

Project LISTO (Leveraging Insights to Strengthen Regional Talent & Opportunity)

CIELO Collaborative HSI Institute



THE UNIVERSITY
OF ARIZONA

Partnering across Arizona HSIs!

Q & A

