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By Maria T. Gallardo-Williams, Lisa D. Parks, & Susan Carson

The TH!NK Program is an initiative designed to cultivate students' higher order skills in critical and creative thinking at North Carolina State University. Faculty across the university participate in the TH!NK Faculty Development Institute every year and bring the focus on critical and creative thinking to their courses across diverse disciplines. As a result of this reflective practice of teaching, some of the instructors involved in the process become interested in educational research. In this manuscript, we describe the creation of a program designed to foster this interest as a tool for faculty development. Many of the faculty that participated in this new program did not have prior experience with publishing or presenting their scholarship of teaching and learning. A series of workshops for faculty was offered, as well as individual mentorship and financial support to attend a disciplinary conference. We describe the outcomes of the first cohort.

Maybe Brief Multiple-choice Question Workshops Are Good Enough 20
By Jay Parkes

Brief multiple-choice question workshops are a prevalent part of the faculty development landscape. But do they work? Studies have documented that faculty member-written multiple-choice questions (fMCQs) are frequently flawed and do not live up to quality standards. Poor fMCQs have real consequences for students beyond annoyance. Fourteen studies of fMCQ training from a variety of fields are synthesized. While not methodologically rigorous, there is a level of ecological validity to the set. The good news is that, with some training, fMCQs improve. The fMCQ item-writing workshop may yet have its place in the faculty development landscape.

Universally Designed Learning in Postsecondary Education: A Synthesized Framework 27
By Kyle Reardon & Deanne Unruh

Higher education faculty face an array of challenges in designing instruction to meet the needs of a diverse student population. Frameworks aligned with Universal Design (UD) have demonstrated effectiveness in meeting the needs of diverse learners and two frameworks, Universal Design for Learning (UDL) and Universal Design of Instruction (UDI), consistently appear in the higher education literature. To increase the likelihood of their use, guidance is necessary on how to use these frameworks to design effective instruction. A synthesized framework is proposed that focuses on crossover elements between UDL and UDI and instructional strategies aligned with both frameworks.

Practicing Cultural Humility to Build Inclusive Excellence 35
By DeDe Wohlfarth, Ameenah Ikram, Shanika Goodspeed, Haleh Jortani, Demi Zoeller, Colton Groh, & Lashawn Ford

Inclusive Excellence's central tenet is that a rich inclusion of diversity is paramount to building academic excellence on college campuses. Including diversity is a central strategy to achieving better learning, not an outcome measure to "check boxes." Inclusive Excellence is a natural fit on a conceptual and practical level with Cultural Humility, an approach to diversity with roots in the fields of social work, psychology, and medicine. Cultural Humility ameliorates some of the conceptual inconsistencies with Inclusive Excellence to other approaches to diversity, including the Cultural Competence and Colorblind approaches. After discussing the common theoretical underpinnings of the Inclusive Excellence and Cultural Humility models, this article concludes with some concrete student-centered suggestions to put this model into action.

Development of a Faculty Learning Community to Foster Inclusive Research Mentoring..... 44

By Brittney N. Wyatt, Rita Margarida Magalhães, Lea Vacca Michel, & Dina L. Newman

Undergraduate research can be a rewarding experience for both students and mentors. However, when students are from underrepresented and underserved groups, non-inclusive research mentoring may increase stereotype threat and a deflated sense of belonging. To promote inclusive research mentoring, a learning community for STEM faculty was designed based on difficult discussions, assignments, and written reflections. The majority of faculty who participated in the learning community gained increased awareness and appreciation for inclusion efforts within their research groups. This learning community has the potential to be a scaffold for initiatives dedicated to institutional change.

Recruitment Inclusive Champions: Supporting University Diversity and Inclusion Goals 50

By Tim L. Davey, Kaprea F. Johnson, Lisa Webb, & Erin White

Diversity and inclusion at research one Predominantly White Institutions continues to be an investment for administrators in higher education. To increase faculty diversity at any research university, there must be multiple innovative strategies to recruit diverse applicants while also reducing bias in the search process. One such initiative, the Recruitment Inclusive Champion (RIC) program, was developed at a large public university in the United States to train faculty and staff on inclusive recruitment, search, and hiring practices. The goal of the program is to have RICs in every unit on campus who can be utilized as a consultant during the search process. The RIC program is described in detail, followed by a discussion on barriers that the program and participants have faced, and the next iteration of the program. The manuscript concludes with strategic recommendations to start a similar program at your university.

Special Section

Faculty Development for Transparent Learning & Teaching: Perspectives from Teacher-Scholars 58

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Promoting Transparency when Experienced Faculty Transition to Online Teaching..... 65

By Melissa Eblen-Zayas

This article describes two activities that were developed to support experienced faculty members in the transition to online teaching in the wake of the COVID-19 pandemic. These activities were designed to help faculty work through the first two steps of an informal instructional design process: 1) reflecting on existing course objectives and instructional strategies, and 2) structuring and chunking the content. The activities aimed to make instructional strategies and course organization more transparent to both faculty members and students who were new to the online teaching and learning. This transparency-inspired framework proved to be a valuable approach for redesigning formerly face-to-face courses for an online environment.

Adapting to Distance Learning During COVID-19 Using a Transparent Assignment and Course Design 72

By Jennifer Villalobos, & Len Jessup

*Transparent Assignment Design (TAD) principles offer evidence-based instructional methods for higher education that have grown in popularity over the past decade. In this case study of our experience co-instructing a transdisciplinary graduate course entitled *Leading Change* at Claremont Graduate University during the summer of 2020, we discuss our successes and challenges in creating a transparent virtual learning space. We specifically discuss our virtual application of TAD-oriented methods of enhanced learning management systems, live virtual sessions, reflective practice, and problem-centered learning, in order to facilitate a more equitable learning environment for graduate students experiencing the events of the COVID-19 pandemic and national unrest. Also highlighted are the developmental benefits, both as educators and leaders, of teaching a course that is transparent, personalized, and adaptive to students and context.*

Transparent by Design: Collaborating to Build a Reflective Faculty Development Program to Enhance Online Teaching..... 78

By Susanna Calkins, Jonathan Diehl, Victoria Getis, Michelle Guittar, Reba-Anna Lee, & James Stachowiak

We describe a three-week intensive and innovative faculty development program, necessitated by the 2020 pandemic, which was designed as a deliberative and purposeful initiative to help instructors make the rapid transition to remote teaching. The program, referred to as the Practicum on the Foundations of Teaching Online, was created as a collaborative endeavor by our five distinct campus units—Teaching and Learning Technologies, Distance Learning in the School of Professional Studies, the University Libraries, the Searle Center for Advancing Learning and Teaching, and AccessibleNU. Transparency was a fundamental tenet of this program, pervading all aspects of its intention, design and implementation, with a focus on transformation and meaning-making for our participants.

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