

Bulding a Community of Learners among Teachers

Faculty Development in Indigenous and International Learning Environments

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Despite long-standing pledges to foster learning environments that give explicit consideration to needs specific to teaching Indigenous and international students, faculty development in the past two decades has largely focused on new technologies and assessment of student outcomes. In a survey conducted in 2006, multiculturalism and diversity were identified as a key issue and one of the most needed future directions for faculty developers to take (Sorcinelli et al. 2006).

1,201 Native American and 3,696 international students attended the University of Arizona (UA) in 2014. Yet despite the UA's long-standing diversity efforts, faculty, students, and administrators express a lack of comprehensive internationalization (Hudzik, 2011). This project will explore how faculty developers can support and help build necessary networks, collaborations, and professional development opportunities to increase inclusive excellence at institutions of higher education in the U.S.

What UA faculty developers do now:

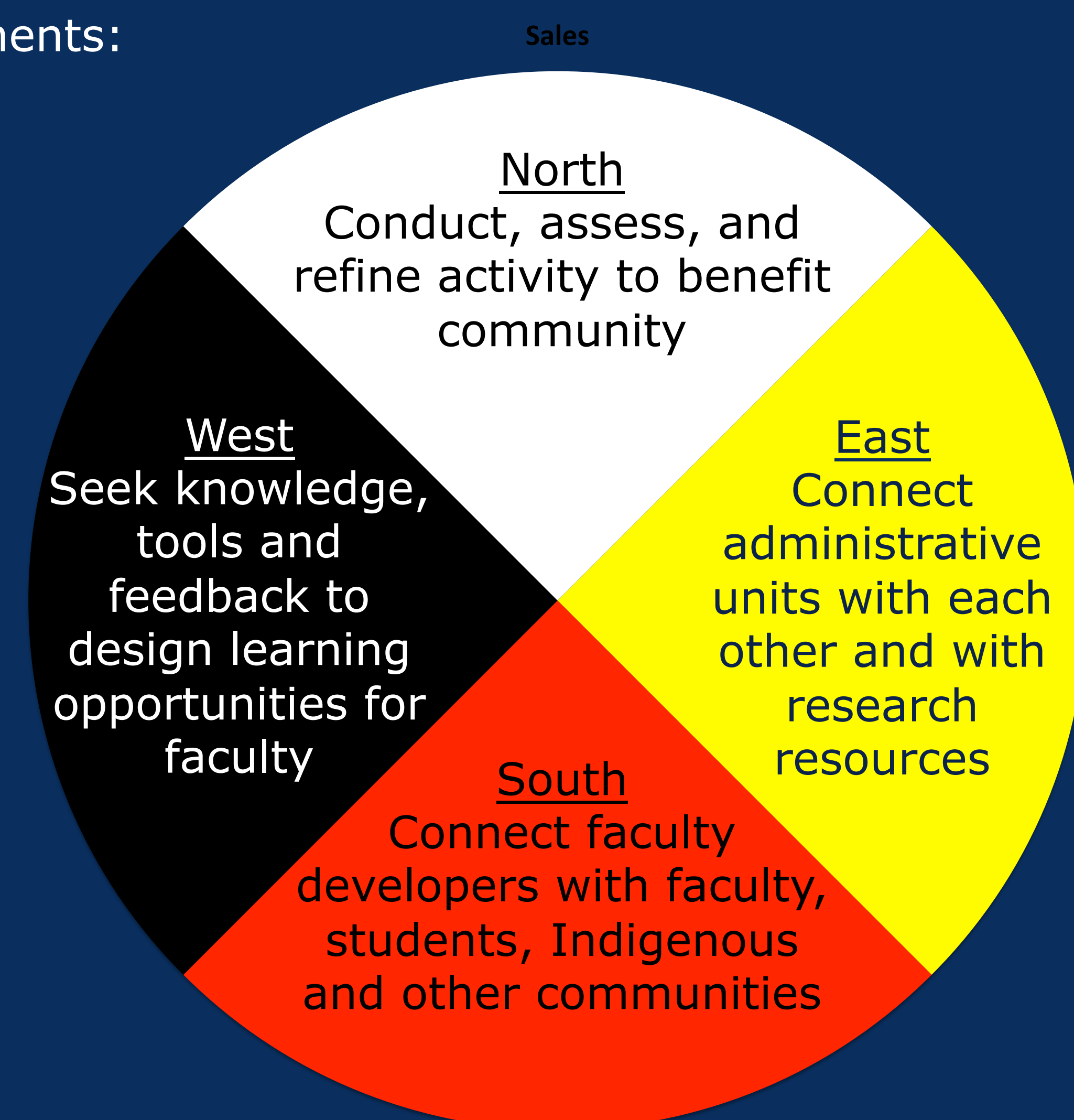
- Consulting; workshops; brown bags
 - Online mini-courses and modules
 - Faculty learning communities
 - Certificate in College Teaching
- High dependency on collaboration

What we want to do:

1) Seek Collaboration with Student Services

Global Initiatives; Native American Student Affairs (NASA); Graduate Diversity Programs; Center for English as a Second Language (CESL); Center for Educational Resources in Culture, Language, and Literacy (CERCLL)

2) Align Core Components:



Concepts and tools we have found:

- Faculty Learning Communities (Cox, 2002-3)
- Learner-Centered Teaching (Weimer, 2013)
- Alignment; Backward Design (Wiggins & McTighe, 2005)
- VALUE Rubric on Intercultural Knowledge and Competence (AACU)
- Intercultural Competence Assessment (Deardorff, 2011)
- Comprehensive Internationalization (Hudzik, 2011)
- Funds of Knowledge (Moll & Cammarota, 2014)
- Resilience; Family Education Model (Heavyrunner & DeCelles, 2002)
- Transculturation (Huffman, 2001)
- Sacred Hoop: calling, welcoming, healing (processing), releasing (Zlotak & Martin, in Martin & Thunder, 2013)
- Four R's: Respect, Relevance, Reciprocity, Responsibility (Kirkness & Barnhardt, 1991)
- ... *Hoping to learn and find out more*

Strategy: Designing Faculty Development for Intercultural Competence

Goal for years 1-2: Create a Faculty Learning Community

Tools:

- Online module with facts and resources
- Brown bags and panels with researchers and practitioners
- Faculty needs assessment
- Workshops with students (e.g. student club leaders)

Opportunities: Int'l Education Week (Nov); Native American Heritage Month (Nov); Int'l Orientation Days (Aug); Intercultural Competence Conference (Jan 2016); etc.

Assessment: Surveys on informal feedback data following events; interest generated to develop a faculty learning community

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