

Leveraging a Faculty Community of Practice Model of Professional Learning to Enhance Diversity, Equity, & Inclusion in STEM Teaching, Learning, and Leadership.

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To enhance diversity, equity, and inclusion principles and practices in STEM teaching, learning, and leadership, an identity-conscious Community of Practice model of professional development was implemented focusing on the science of learning with Faculty Learning Communities at its core. The project includes New Faculty Learning Communities (NFLC), STEM Faculty Learning Communities, Chair Learning Communities (including one focused on Black and African American Student Success) and a Leadership FLC. In the NFLC, participants reported an increased sense of community & belonging, increased knowledge, increased efficacy, increased anti-biased behavior, and changes in their teaching practices. In the STEM FLC, participants report increased knowledge and efficacy related to how people learn, culturally responsive teaching practices, systemic racism and sexism in education and affective/socio-emotional needs of students. They also reported changes in teaching practices; re-evaluating course elements (e.g., grading practices); and more compassion, flexibility, and more holistic and understanding views of their students. A Leadership FLC will provide previous FLC/CLC participants the opportunity to go deeper and/or extend this work.