

Thursday, May 10 & Friday, May 11

9:00 am – 4:00 pm

Faculty Professional Development by Escala Education

ESCALA (Spanish for “*striving*”) is a consortium of higher education consultants based in the U.S. Southwest who are committed personally and professionally to increasing the retention and graduation rates of underrepresented students in higher education.

ESCALA works specifically with Hispanic-Serving Institutions (HSIs) to close the gap in educational access and completion rates for Latinos, mainly through faculty development programming and remedial program evaluation. ESCALA consultants are researchers as well as practitioners. We subscribe to a data-driven, research-based model to college instruction, and use peer-reviewed publications from cognitive science, neuroscience, and psychology to support the classroom practices we promote. To ensure everything we do is relevant in the HSI classroom, we test all the instructional techniques we promote in our faculty development with our own students.

Two-Day Retreat will cover:

- what it means to teach for equity rather than equality
- the socio-cultural divides between students and faculty in HSIs (and why it is important to bridge them)
- how the brain learns and how to embed brain-based strategies into lecture time to help students 'learn how to learn'
- how certain practices motivate or demotivate adult learners

Incentives to attend:

- free lunch / snacks throughout workshop
- \$125 stipend per day (\$250 total if attend both days)
- learning empirically validated strategies and techniques for working with a diverse student population

Sign up today – spaces are limited!

www.nsc.edu/hsiretreat

Space is limited to 35 participants. Enrollment will be based on sign-up date. If demand exceeds available spaces, priority will be given to academic faculty and part-time instructors followed by student support staff members who can attend both days.

Teaching with Equity in Mind in HSIs
May 10 & 11, 2018 – 9:00 am to 4:00 pm



Day 1: Thursday May 10, 9:00 am – 4:00 pm	Day 2: Friday May 11, 9:00 am – 4:00 pm
<p>Learning Goals Faculty will be able to:</p> <ul style="list-style-type: none"> • <i>Explain the context and importance of teaching in an HSI.</i> • <i>Discuss two reasons why it is important to have a reflexive (self-reflective) approach to why students learn or not learn.</i> • <i>Create a framework for understanding how asset- based thinking and trust in student's abilities are linked to student success.</i> 	<p>Learning Goals Faculty will be able to:</p> <ul style="list-style-type: none"> • <i>Apply neuroscientific principles in developing effective classroom strategies.</i> • <i>Articulate how creating competence in students will determine positive outcomes.</i> • <i>Write an intentional plan to change instruction in a course they teach to increase student success, and prove its effectiveness through collection of classroom learning data.</i>
<p>Session 1 Introductions; Commitments; Action Research</p>	<p>Session 1 Review, Set Learning Goals</p>
<p>Session 2 "Asset-Based Equity in HSIs" - Developing an asset-based equity rationale for changing the way we operate in HSIs.</p>	<p>Session 2 "Cultivating Competence" - Creating competence in students by implementing neuroscientific principles.</p>
<p>Session 3 Framing the Changes we need to make:</p> <ol style="list-style-type: none"> 1. Three Equity-Minded Academic Actions: Convey Trust Through a Focus on Success, Construct Competence Through Cognitively Optimized Activities, and Emphasize Relatedness Through Interpersonal Interactions 2. Planning with Equity in Mind: an research based learning cycle for HSI instructors 	<p>Session 3 Techniques that build cognitive success in students and help them "learn how to learn." A competence analysis of your course. Examples: learning goals, course mapping, questioning strategies.</p>
Lunch 12-1	
<p>Session 4 "Cultural Self-Examination" - What are my past educational, family, and geographical experiences that shape my attitudes towards students?</p>	<p>Session 4 "Emphasizing Relatedness" - Techniques that work to increase positive student/faculty interactions. Creating greater student-student community in the classroom environment through easy to use small group protocols.</p>
<p>Session 5 "Conveying Trust" - Techniques for conveying trust in your students' ability to learn your content. A policy analysis of your course.</p>	<p>Session 5 Reflection and Reaction Creating an Intentional Plan (focus on one of the 3 Academic Actions) to Shift a Course Towards Equity</p>
<p>Session 6 Reflection and Reaction</p>	<p>Session 6 Reflection and Reaction: Sharing Your Intentional Plans</p>