Symposium on Educational Excellence 2023

Preparing future faculty to be inclusive STEM educators

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Keywords

Advancing diversity, equity, and inclusion in health sciences education,Educational research findings,Skill-building,SOTL/Education scholarship

Abstract

The original purpose of the Training Future Faculty (TFF) program was to assist graduate students and post-docs with gaining teaching experience and skills. But, over time, we realized there is a greater need for these individuals to gain inclusive teaching experience, as there is an increased need for equitable teaching in STEM (Seymour & Hunter, 2019; Hrabowski et al., 2019). We recognize, too, that persistence in STEM education is low, especially in historically marginalized and excluded groups (Miller et al., 2021). In our poster, we will share our curriculum in developing inclusive teaching, preparing a foundation for persistence in STEM, and data and reflections from our mixed-methods research with TFF participants and alumni. The potential impact is increased confidence in teaching skills, improved learning climate, and retention of students in STEM fields.

Learning Objectives

1. Define inclusive teaching, skills and strategies that prepare future STEM educators

2. Describe TFF curriculum in inclusive teaching

3. Discuss qualitative data on TFF current cohort and alumni experiences and perceptions about inclusive teaching

References:

Hrabowski, F. A., Rous, P. J., & Henderson, P. H. (2019). The empowered university: Shared leadership, culture change, and academic success. Johns Hopkins University Press.

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Seymour, E., & Hunter, A.-B. (Eds.). (2019). Talking about leaving revisited: Persistence, relocation, and loss in undergraduate STEM education. Springer International Publishing. https://doi.org/10.1007/978-3-030-25304-2