

Faculty Development: Inclusive Teaching and Pedagogy

The demographics of the college-going population is changing rapidly. In addition to more adults returning to college, the traditional-aged college student of the future is much more likely to be a student of color, first generation, perhaps of lower socio-economic status, and perhaps from a disadvantaged high school background. Fully 20% of Marquette's undergraduates are the first in their families to attain a bachelor's degree. These students tend to have higher financial need, less cultural capital to navigate the college environment, tend to commute in greater numbers, and more of them are from under-represented populations.

Student activism and, more broadly, these changing demographics are challenging our faculty to explore and engage in new teaching strategies and develop more inclusive curricula. This provost fellowship is designed for an individual who will work on strategies in which faculty can engage to further develop course content and teaching pedagogies that engage students on often difficult and controversial issues and are cognizant of different social identities and learning styles. The fellow will partner with several key members of the provost staff in assessing the needs of our students, researching best practices, and proposing elements of a faculty development program that could be further disseminated across disciplinary boundaries.

This fellow will be supervised by the Associate Vice Provost for Educational Development and the Vice President for Inclusive Excellence and will interact with the administrators in the Offices of the Provost and President, as well as with select faculty and staff.