

Proposal

The success of undergraduate students from underrepresented groups (URGs) is of paramount importance. Unfortunately our systems of higher education are failing them. Research demonstrates that the preparation of faculty to be inclusive and equitable in how they teach, advise, and mentor students in research settings is critical to the success of URG students, and these are skills that faculty can learn. This workshop will provide participants with a foundation in inclusive advising, teaching and mentoring practices as well as ways to support faculty across disciplines as change agents by embedding inclusive practices into faculty professional development programming offered at their home institutions.

The NSF Aspire Alliance promotes underrepresented minority student academic achievement, and aims to effect this outcome by aligning and reinforcing both professional development and hiring practices of diverse and inclusive STEM faculty. The Aspire Alliance has developed the ***Inclusive Faculty Framework (IFF)***, which is grounded in research and theory, and engages faculty in the development of foundational skills that promote increased student academic success. The Framework identifies three core domains: **Identity, Intercultural, and Relational**, which underlie inclusive practices in higher education including academic advising, as well as, teaching, research mentoring, leadership, and collegueship. These skills also contribute to health and well-being and inclusive climates within the institution.

This workshop will present the IFF, and use the underlying principles to engage participants in the development of foundational skills that promote increased success of students, particularly those from underrepresented groups. Participants will experience a range of activities including, and not limited to, discussions, case-based scenarios, as well as individual and group reflection. They will leave the workshop having reflected on, and developed a plan to support faculty as change agents by embedding inclusive practices into faculty professional development programming offered at their home institutions.

Outcomes:

During this session, participants will:

- Explore Aspire's Inclusive Faculty Framework, including the supporting theories and research;
- Explore how identity, intercultural as well as communication and relational skills are common to advising, teaching and mentoring;
 - Engage in activities to learn foundational skills to explore self and student identity, and the impact identity has on learning;

- Learn foundational intercultural skills that promote learning;
 - Practice communication and relationship-building skills;
- Develop a plan for integrating this skills training into professional development for current and future faculty on their own campuses.