

Santa Clara University

## Scholar Commons

---

Staff publications, research, and presentations

University Library

---

3-18-2021

### Exploring Professional Development Models for DEI Pedagogies

Melanie Sellar

Follow this and additional works at: <https://scholarcommons.scu.edu/library>



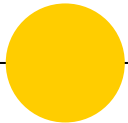
Part of the [Higher Education and Teaching Commons](#)

---

Presented online in association with SCEL (Statewide California Electronic Library Consortium)

This Presentation is brought to you for free and open access by the University Library at Scholar Commons. It has been accepted for inclusion in Staff publications, research, and presentations by an authorized administrator of Scholar Commons. For more information, please contact [rscroggin@scu.edu](mailto:rscroggin@scu.edu).

# Exploring Professional Development Models for DEI Pedagogies



---

Melanie Sellar, Santa Clara University Library



## Synopsis of the Process

---

- **Find** your context for professional development
- +
- **Identify** possible models for professional development
- +
- **Evaluate** models against your context (goals)

---

1

# Find Your Context

What are your institutional and library priorities?



## Align with **local priorities**

What are you hearing?

What are you reading?

## In Our Institution

Antiracism means more than just 'not being racist,' but **actively addressing racial bias** and **dismantling policies and practices** that lead to racial inequities and ruptured relationships in our community. In their place, we **strive to adopt practices and policies** that promote equity and deeper understanding in our community. Being antiracist is an **ongoing process** of discernment and praxis, requiring **honest reflection** on who we are and who we want to be... *President, Provost, Associate Provost, Nov 2020*

“



# In Our Library

## New vision & strategic plan

Exemplary social justice library

## Priority 2

Advance student learning and research  
In service to humanity

## Goal 1

Develop inclusive teaching practices  
infused with social justice principles



## Desired **attributes** of DEI PD

- + Reflective
- + Action oriented
- + Praxis oriented
- + Programmatic change
- + Individual change
- + Sustained / ongoing





2

## Identify Models for PD

What are your options for professional development?



## Forms of PD Experiences

<b>Task-Based</b>	<b>Personal Learning</b>	<b>Collaborative Learning</b>
<i>External goal orientation</i> <i>Learning is incidental</i> <i>Specific charge</i> <i>Short in duration</i>	<i>Individual orientation</i> <i>Learning is personal or transactional</i> <i>Specific learning outcomes</i> <i>Short in duration</i> <i>Agency?</i>	<i>Group + individual orientation</i> <i>Learning is collaborative, transformative</i> <i>Flexible, dynamic learning outcomes</i> <i>Long in duration</i> <i>Agency</i>
Committee Working group Task force	Book / reading group Asynchronous training Seminars, lectures One-time or short series training	Professional learning community Community of practice Affinity group Action research project



## Closer Look at Collaborative Experiences

Professional Learning Community (PLC)	Community of Practice (CoP)	Action Research Project (AR)	Affinity Groups (AG)
Educators committed to high levels of learning for students.	Practitioners who share concern or passion for a topic.	Practitioner-researchers share interest in studying a single topic.	Individuals sharing a common identity discuss shared issues.
Tends to be K-12	Higher ed + industry	Higher ed + non-profits	Education + non-profits
Site-based members	Members dispersed	Members are colleagues	Members common context
Formal	Informal or formal	Formal	Formal
Leadership from above	Leadership from within	Leadership from within	Leadership from within
Effectiveness based on looking at student achievement results.	Measure how members are changing their practice and improving performance.	Success of AR project based upon completion and lessons learned	Could measure along affective dimensions or issue advancement

3

## Evaluate Models

Evaluate possible models against your context (goals)



## Community of Practice Core Components

Desired PD  
Attributes



Possible PD  
models



Community  
of Practice



## Our Trajectory of PD Experiences

Task-Based	Personal Learning	Collaborative Learning
<i>External goal orientation</i> <i>Learning is incidental</i> <i>Specific charge</i> <i>Short in duration</i>	<i>Individual orientation</i> <i>Learning is personal or transactional</i> <i>Specific learning outcomes</i> <i>Short in duration</i> <i>Agency?</i>	<i>Group + individual orientation</i> <i>Learning is collaborative, transformative</i> <i>Flexible, dynamic learning outcomes</i> <i>Long in duration</i> <i>Agency</i>
Committee ★ Working group Task force	Book / reading group ★ Asynchronous training Seminars, lectures ★ One-time or short series training ★	Professional learning community Community of practice ★ Affinity group Action research project



## Design Decisions to Answer

- Who is in the community?
- What is the community's purpose?
- Who will be community stewards?
- What will participation look like?
- What kind of activities will the COP engage in?
- What's the timing for kick off and initial phase?
- How will we know if the COP is working?





## Recap: The Process

---

- ◉ **Find** your context for professional development
- +
- ◉ **Identify** possible models for professional development
- +
- ◉ **Evaluate** models against your context (goals)





---

# Thanks!

*Any questions ?*

You can find me at [msellar@scu.edu](mailto:msellar@scu.edu)