

CITA: Pedagogy Team Recommendations.

Introduction

Drawing on our own experiences—from a wide variety of disciplinary backgrounds, institutional types, hybrid responsibilities, and varying degrees of contingency—and those of colleagues, this group documented overwhelming fatigue and burnout as central to the experience of many teaching faculty in this moment. Importantly, the group also noted that fatigue and burnout continue to define the experience of administrative faculty, departmental staff, support staff, and students. Initial conversations brought to the fore the problems we had all identified within our own institutions. In addition, from the first meeting, we sought to identify creative solutions to combat the burnout issue. In other words, the team sought to consider not only the theoretical and experimental dimensions of care but also the concrete steps towards care that emerged in moments of pressure and crisis.

We recognize that as we approach pedagogy we often think of or focus on students. We want to highlight both how considerations around pedagogy are as important for our own care and wellbeing, and what a global pandemic has taught us about our capacity and sustainable workloads. Considering pedagogy required us to think and talk about our own limitations in doing this work (e.g. fatigue regarding use of apps; how much we could read/digest in one sitting). We used this as a place to inform what would or would not work in promoting and implementing pedagogies of care. This work, however, transcends the individual. We also have outlined ways in which our systems need to better support faculty from recruitment through promotion and help them to thrive. We also considered how such systems could also support staff.

As discussions continued, the group considered the impact of both top-down recommendations as well as grassroots efforts and the differing results and implications these approaches may offer. The group's discussion of *Unraveling Faculty Burnout* raised the topic of “academic capitalism” and the recognition of the arbitrary load of labor placed upon ourselves by measuring content versus valuing content that should be covered to improve the teaching and learning experience. What could we take away, “undo,” or renegotiate in the process of achieving atmospheres of *sustainable* care in the long-term, for individuals and for teams? The discussions of this work also took place alongside queries regarding what *was* working at our institutions, to think through how we could remain open to solutions that may have already been in-place, within our institutions, that could be repurposed or expanded to assist in the aims we all had.

Recommendations

Acknowledging burnout

Administrative outreach to faculty and staff needs to acknowledge fatigue and burnout and the variety of circumstances that shape that experience

- Recognize and acknowledge that some faculty are experiencing burnout or dissatisfaction with their work.
[<https://www.chronicle.com/blogs/letters/faculty-burnout-isnt-being-overstated>]
- Recognize the role of disparities due to field (particularly fields being publicly decried as “low-value” or challenged as “partisan”), positionality/ hierarchy of teaching role, disability experience and status, identity based, etc
- Provide mental health support services for faculty and staff
- Provide accommodations during times of collective trauma

Work/Flexibility

Encourage our administrations and exercise, where possible, our own ability to:

- Eliminate on-campus minimum hour requirements in favor of flexible work both in and out of the office.
- Help staff navigate how best to be compassionate and flexible, while not being taken advantage of by students or employers. [Example]
- Work towards protecting individuals who are more vulnerable to exploitation in an increasingly 24-hour work cycle (e.g. entry-level administrative assistants)
- Advocate for contingent faculty, who are least likely to be protected by or have access to flexible working arrangements, even if those opportunities exist within the institution.
- Model for our students the types of conversations and practices we use for ourselves, that we would like to see enacted.
- Foster the willingness to have conversations, admit vulnerability, ask for assistance, and also to advocate for and receive the systemic support to do so

Professional Development, Self-Care

- Provide additional monetary resources for professional development of faculty members' choosing. Trust faculty to choose what is best for them, rather than prescribing large campus wide events.
- Identify and develop on-campus resources and programming
- Work to put self care into position descriptions, perhaps as part of professional development (make it explicit, legit, normative).

Pedagogical Exploration and Evaluation

Receive support from our institutions and empower ourselves and our colleagues to

- Examine current pedagogical practices that are rooted in the white male hegemony. Celebrate, uplift, and center relational and radical pedagogical approaches (e.g. bell hooks, Paulo Freire, feminist pedagogies, Chicana, Indigenous, etc.). Whose approaches are celebrated? Whose approaches are valorized? Whose are discredited and devalued?
 - bell hooks, *Teaching to Transgress / Teaching in Community*
 - Paulo Friere, *Pedagogy of the Oppressed*
 - Sathy and Hogan, *Inclusive Teaching*
 - Addy, *What Inclusive Instructors Do*

- Tuck, "[Decolonization is Not a Metaphor](#)"
- Grading for Equity by Joe Feldman
- [Ungrading](#) by Jesse Stommel
- Tintiango-Cubales, A., & Sacramento, J. (2009). Practicing pinayist pedagogy. *Amerasia Journal*, 35(1), 179-187.
- Cook, A. L., & Kwist, S. T. (2006). Living Knowledge Production: Indigenous Approaches and Intersections in Higher Education. *The Vermont Connection*, 27(1). <https://scholarworks.uvm.edu/tvc/vol27/iss1/6>
- Deconstruct obscure (or 'traditional') ideas of rigor vs (additional) relational and radical pedagogical approaches—e.g. Zaretta Hammond's Culturally Responsive Teaching framework "[Ready for Rigor](#)"
- Create communities of practice where faculty have the support, time, and space to unpack these ideas and approaches/explore their own pedagogies and to have space to:
 - Engage in the scholarship of teaching and learning
 - Be affirmed in their practices, including recognition that such practices count towards professional service/promotion/evaluation standards
 - Change/get feedback about their practices
 - Demonstrate leadership/offer training about relational/care centered pedagogies
 - Balance out or be intentional about non-evaluative spaces with peers both in and outside department/school
 - Organize the following for these purposes:
 - Faculty learning communities
 - Community book readings
 - Support culturally and financially 'non-traditional' materials and activities i.e. OER, Oral Histories, podcasts, guest lectures (including non-academic), experiential learning, etc.
 - Student voices sessions
 - Workshops for modeling to students how to thrive or succeed in academia via self care models (ABC group we have begun - avoiding burnout collective for students)

Communicate Value

- Identify core values or [shared principles](#) - by individuals in teams, by department, by college, by office. [[Example](#)]. Discuss how to prioritize the values that surface.
- Tie assessment of teaching, research/scholarship, and shared governance to core values.
- Listen to faculty concerns and act on them in visible, tangible ways. Close the loop!
 - Provide effective ways for concerns to be aired.
 - Transparent expectations for how concerns will be addressed
- Recognize efforts in various forms, especially if it is tied to the purpose and values of faculty and staff (recognition in various forms since some neurodiverse folks may not want a celebration)
 - Career anniversary celebrations

- Retirement celebrations
- Promotion celebrations
- Celebrations for things not normally rewarded - eg. celebrations of great advisers etc
- Anonymous submissions of acts of kindness
- Support during transitional moments - parenting, eldercare, moving etc
 - Encouraging and maintaining lists of modalities that allow for maximal flexibility in moments of crisis
 - Allowing for different work times/flows (eg. “my work hours may not be your work hours”) that recognize but do not impose single norms onto all faculty/staff/students
- Support and develop communities for faculty of various appointment types and identity backgrounds (e.g. VITAL faculty, faculty of color, LGBTQIA faculty, etc.) (affinity groups)
 - Dedicated “recharging” space (eg. faculty lounge(s)?)
 - Opt-in mailing lists / Slack spaces etc?
 - Mentoring programs (connect hires with mentors on other campuses if needs be (thinking of small colleges with small numbers of faculty and staff at similar career levels))
 - Shared resource lists
 - Networking opportunities

Course and Teaching Evaluation

- Revisions in course evaluation processes towards equity and justice
 - Weighting course evaluations less (recognizing the arbitrary metric of most standard “fill-in-the-bubble” evaluation forms)
 - Creating more comprehensive processes for evaluation e.g. individual instructor reflections, peer observation, and course evaluations
 - Selecting reviewers for course evaluations/reviews who understand the methodologies and approaches being used to tackle questions of equity/repair
 - Coaching students to provide constructive feedback and minimize bias
 - Including questions that focus on student learning and effort
- Leadership development, mentorship, and general career development opportunities
 - Faculty and staff leader professional development programs (managerial, department/program head, other administrative paths)
 - Faculty and staff mentoring clusters
 - Increased transparency of promotion processes and possibilities for staff
 - Review and restructure hiring practices
 - Before deciding on position descriptions, scan the demographics of similar positions; consider movements to decolonize the discipline, and any endemic factors limiting who might apply for the positions, such as a certain degree; consider foregrounding “anti-racist pedagogy” as a primary skill.

- Align hiring assessment rubrics with position descriptions
- Track and report these steps, as well as adding inviting language (beyond equal opportunity), advertising in spaces frequented by diverse candidates, diversity of search committee, diversity of initial pool vs. long list vs. finalists; and also track and report retention and promotion data.

Develop Talent/Support On-going Training and Reflection

- Making more visible the efforts of faculty and staff who engage in ethics of care to encourage awareness and growth in themselves and their colleagues
- Identify key individuals on campus who can support pedagogies of care (administrative leadership, centers for teaching and learning, department chairs and office supervisors).
- Finding continuing sources of support and/or rotation for said key individuals so that they do not bear the lion's share and burden of this work (to point above)
- Make sure to offer faculty development that honors contingent, adjunct, and different from the majority faculty (including async, online, humanized).
 - See resources from the [Pullias Center for Higher Education](#)
- Incentivize routine care needs assessments conducted by individual departments.
 - Schedule conversations/discussions on the topic of care for self and others.
 - Administer an anonymous needs assessment related to care to inform ways to enhance a culture of care/support within each department.
 - Formulate care related goals as a part of any yearly planning and evaluation process.

Support for Staff Positions

- Pay support staff meaningful salaries. Constant turnover in tech support, administrative assistants, and physical facilities push faculty to stop asking for the support they need and require constant retraining. Pay them better and do what it takes to keep them.
 - Offer funds for professional development opportunities
 - Make all work be in Position Description so staff can say NO to what is not in PD.
 - Will help minimize 'quiet quitting'
- Create visible pathways for promotion for staff, and include resources for raises/promotion that don't require massive desk audits/months of paperwork and audits.

The Pedagogy Team

Tracie Addy
 Niya Bond
 Mark Broomfield
 Shavonne Coleman
 Christian Crouch
 Wei Ming Dariotis
 Melissa Garrison
 Regan Gurung
 James Hutchings

Rhiannon Kim
Viji Sathy
Nick Wings-Yanez