

UMass Amherst

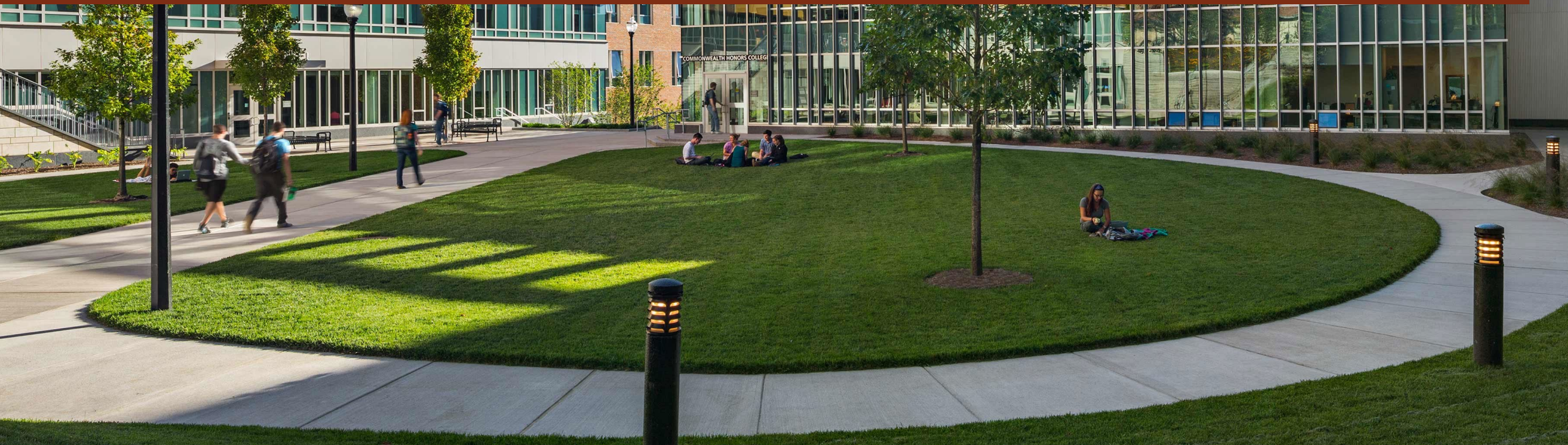
Commonwealth
Honors College


Inclusive Honors Pedagogy from Advising to the Classroom

Dominick Usher, Senior Assistant Dean, Commonwealth Honors College, UMass Amherst

LizAnette Pérez-LeBoeuf, Director of Advising, Commonwealth Honors College, UMass Amherst

**Elena Carbone, Professor, Department of Nutrition & Associate Dean for Curriculum and Academic Oversight,
Commonwealth Honors College, UMass Amherst**





A student-centered teaching approach that acknowledges how differences in students' backgrounds, experiences, and learning styles need to be considered in the planning, implementation of and access to all student activities and programs.

INCLUSIVE PEDAGOGY

CHC Community Support

Honors Faculty/Honors Program
Directors

Research Opportunities

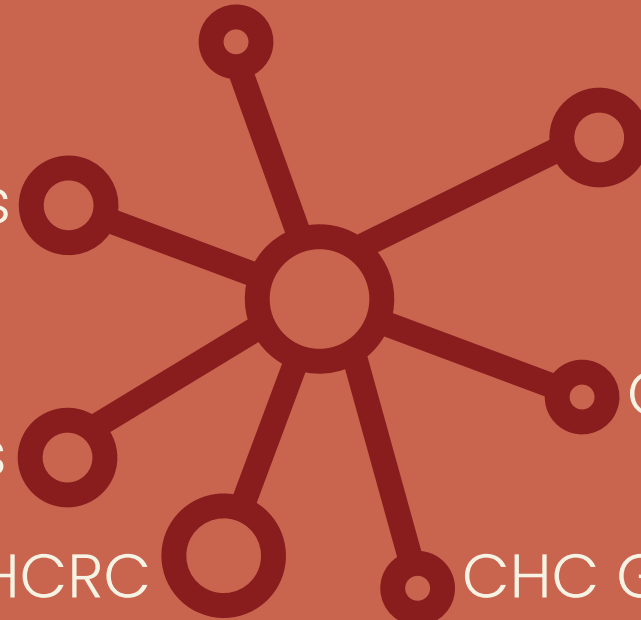
Honors Advisors

The CHCRC

Peer Advisors

CHC Writing Coach

CHC Grants and Scholarships



3 AREAS OF FOCUS

**Academic
Advising**

**Classroom
Equity
Action Plan**

**Curriculum
Change**



Advising as Teaching: Bloom Honors Advising

LizAnette Pérez-LeBoeuf, Director of Advising, Commonwealth Honors College, UMass Amherst

Historical Context of Advising

1827:

Kenyon College introduced the first formal system of advising. Each student was assigned a faculty mentor.

1930:

The term 'student personnel work' emerges. This later leads to 'Student Affairs.'

1979:

NACADA is created. Within its first year, NACADA had 429 members.

2024:

NACADA's 15,000+ members are leaders, scholars, and practitioners

1889:

Harvard creates a special counseling group called the 'Board of Freshman Advisers'

1979:

Falling enrollments, high attrition rates, and student demand lead to advising separate from faculty.

2000:

NACADA reaches 6,000 members across all 50 states



Who is CHC Advising?

Bloom Honors Advising



3,017 students

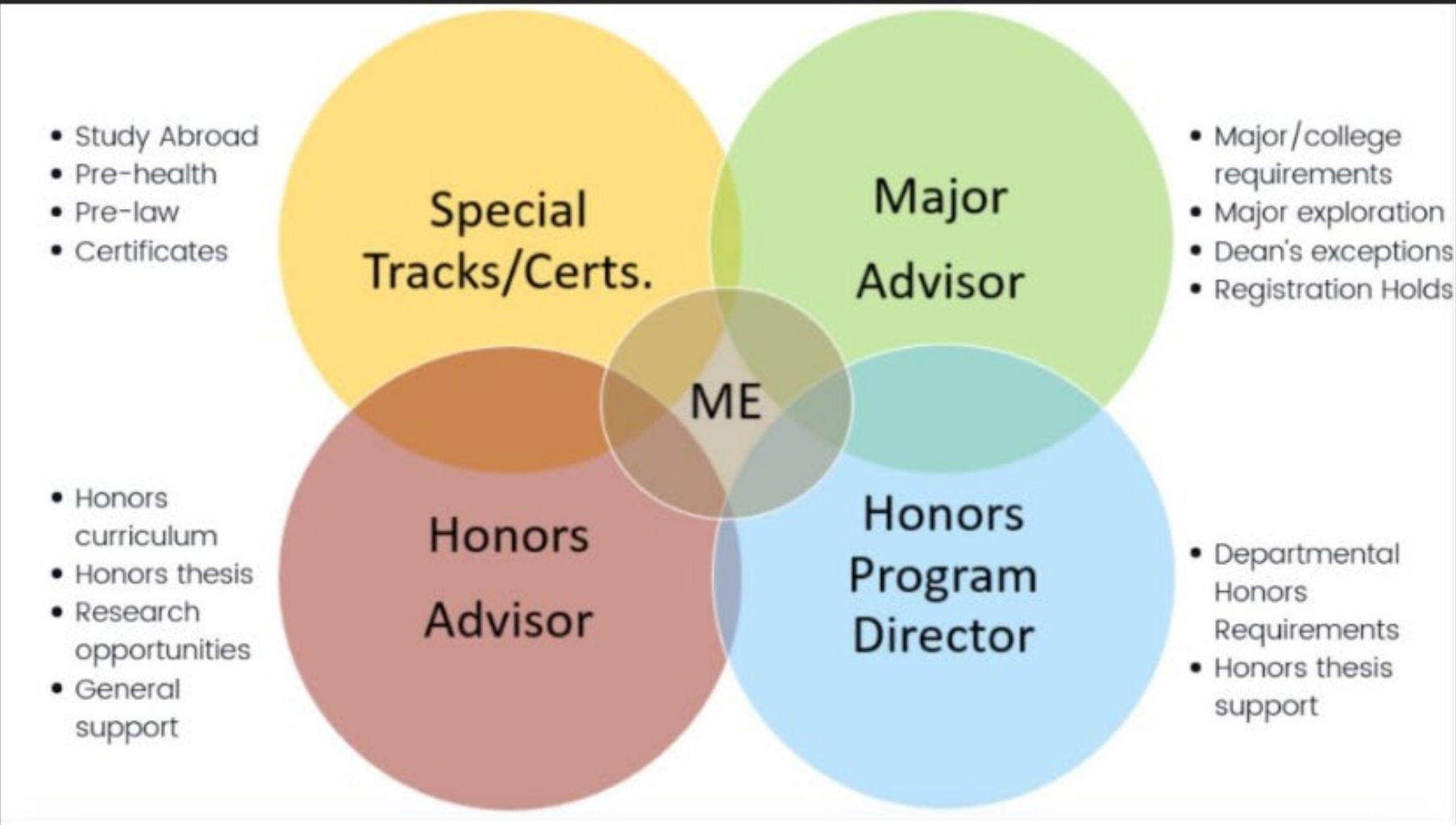
5.5 Advisors

86%
5605 appointments

10 Peer Advisors/
2 Peer Coordinators

3.88/4 approval rating

2023-2024



Advising Access



- VIRTUAL 69%
- IN-PERSON 31%
- 1:1
- DROP-IN
- GROUP
- 8:00AM-6:00PM
- M-F 9-5 W/ PEER 258

ADVISING AS TEACHING

establish rapport with students

assess, evaluate, or track student progress

promote intellectual and personal growth and success

collaborate with others or use the full range of institutional resources

stimulate and support student academic and career planning

connect academic interests with personal interests

share, give, and take responsibility

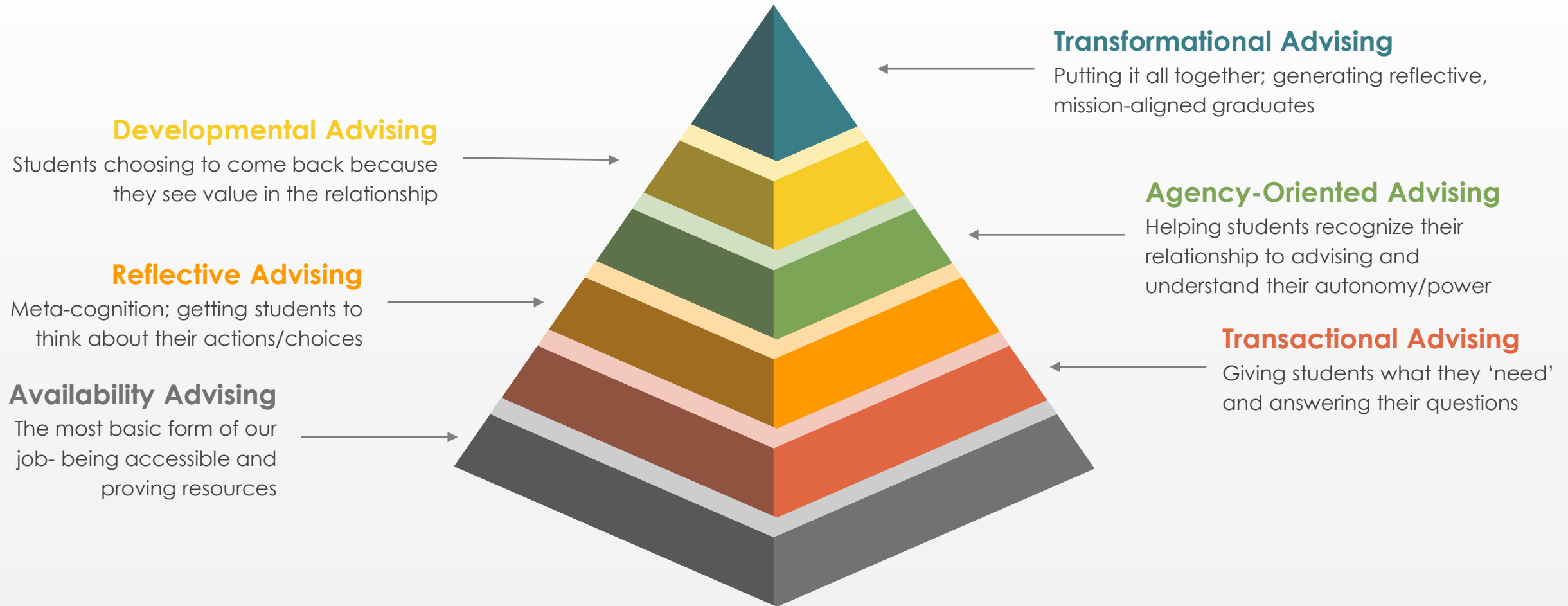
provide personal meaning to students' academic goals

Engage the Student

**So, what
does this
look like in
practice at
CHC today?**



Bloom Advising Pyramid



connect
academic
interests
with
personal
interests

Engage
the
Student

establish
rapport
with
students

assess,
evaluate, or
track student
progress





Advising Appointment

CHC peer advising is a prime example of the efficacy of a peer-to-peer learning model

Purpose-Driven Conversations

Reflective questions, polite pushback, making students answer “why”

Thesis Coaching

Workshops, thesis one-on-ones, proposal support, help with ideation and execution

Academics into Action

Helping them put their classroom learning to use in novel ways



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Faculty Focused Pedagogy: Classroom Equity Action Plan (EAP)

Elena Carbone, Professor, Department of Nutrition

Associate Dean for Curriculum and Academic Oversight, Commonwealth Honors College, UMass Amherst

Background

- **Born out of a collaborative effort of different offices across campus**
 - Office of the Provost
 - Office of Equity and Inclusion
 - Center for Teaching and Learning
 - Instructional Design, Engagement and Support
 - Assessment, Survey, and Effectiveness Research (formerly Office of Academic Planning and Assessment)
 - University Analytics and Institutional Research

Timeline & Rationale

- **Fall 2021 - Campus Climate Survey launched**
 - Ongoing commitment to understanding perceptions of and making measurable progress on equity and inclusion.
- **Fall 2022 - Campus Climate Survey report and interactive dashboards**
 - Formed the foundation for developing Equity Action Plans (EAPs).
 - EAPs are focused on improving equity in students' classroom belonging and connectedness, which strongly correlate with traditional measures of student success.
- **Fall 2023 - Priority list of Equity Actions**
 - Departments asked to choose at least one equity action and submit a plan for implementation.

Priority List of Classroom Equity Actions

GOAL: Improve equity by addressing persistent racial and ethnic gaps in student success and belonging in the classroom.

- 1) Implement course design and construction strategies to improve equity
- 2) Articulate the relevance of your course to students' lives and futures
- 3) Recognize and celebrate student identities
- 4) Normalize and encourage help-seeking and support

Methods

- Honors 201H: Ideas that Change the World
 - Required, interdisciplinary discussion-based seminar
- CHC faculty asked to identify which equity action item to focus on
 - *Articulate the relevance of your course to students' lives and futures*
- Faculty survey
 - What specific action will you undertake in the classroom to improve student belonging/connectedness?
 - How are you implementing/infusing your 201H courses with the selected EAP action?

Methods



- **Student Survey**

1. Opportunities to **connect content** to your life in/out of the classroom?
2. Opportunities to share your own **experiences and perspectives**?
3. Opportunities to communicate in **small group discussions** to build space for **multiple points of view**?
4. Did you feel a **sense of belonging and connectedness**?
5. Was the class conducive to **building a common space of belonging and understanding of yourself and others**?
6. Overall, did the class offer activities to make you **reflect on and increase awareness of your life values**?
7. Comment on aspects of the class that you found **most important**.



Faculty Results

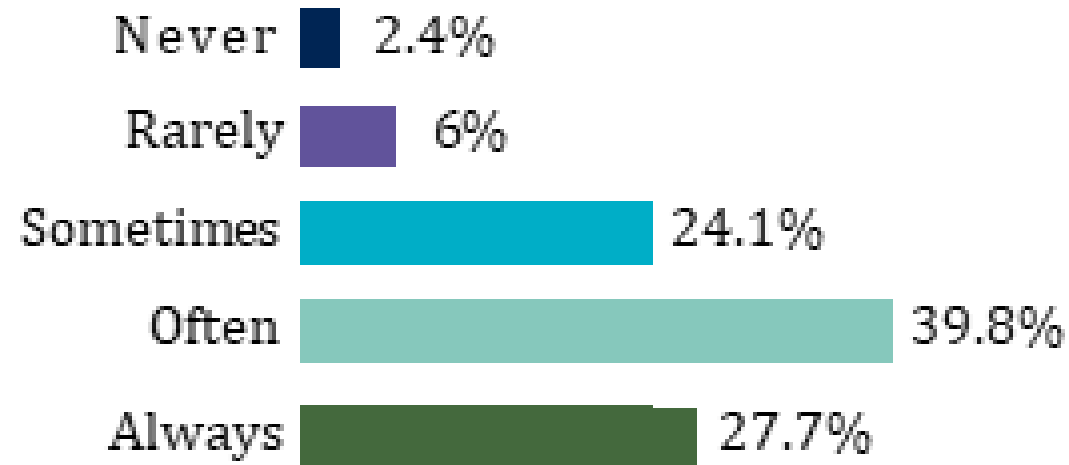
epistemology local action connection
american politics **critiques** project local writing
presentation **community**
personal backgrounds public responsibility
consequences culture social thought
research **critical thinking**
family taxes status quo environmental initiatives
biases civic action government authority censorship themes
blog film profit art
personal reflection
controversy macro/micro oppression artificial intelligence pedagogy
personal experience
dialogue finance legal system future
discussion
weekly journals propoganda metacognition analytical writing
podcast library literature review comfort/discomfort contemporary
mass incarceration socio-economics



Student Results

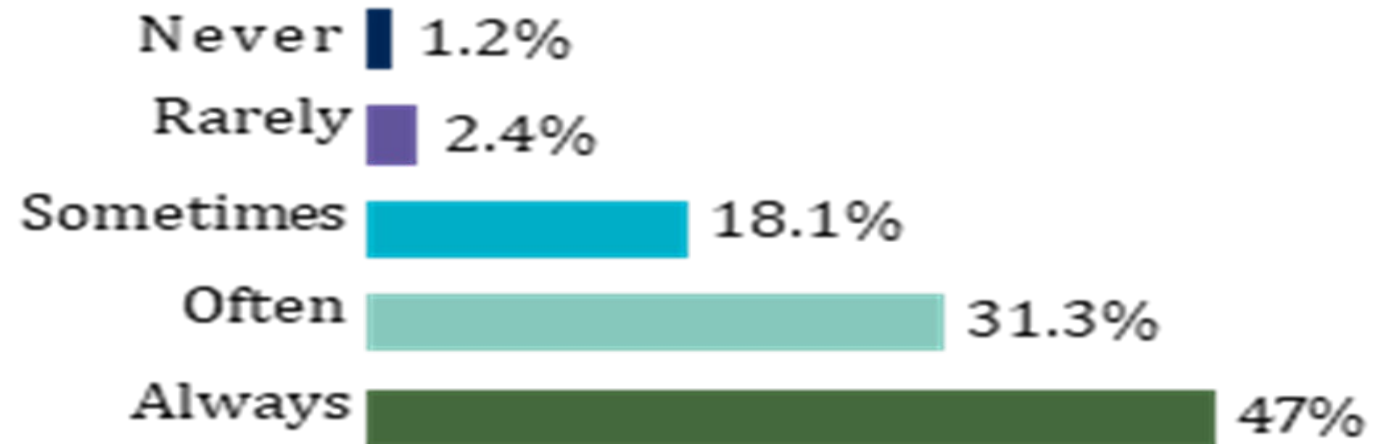
Student Belonging and Relevance Survey

How often did the class offer opportunities to connect content to your life in and out of the classroom?



Student Belonging and Relevance Survey

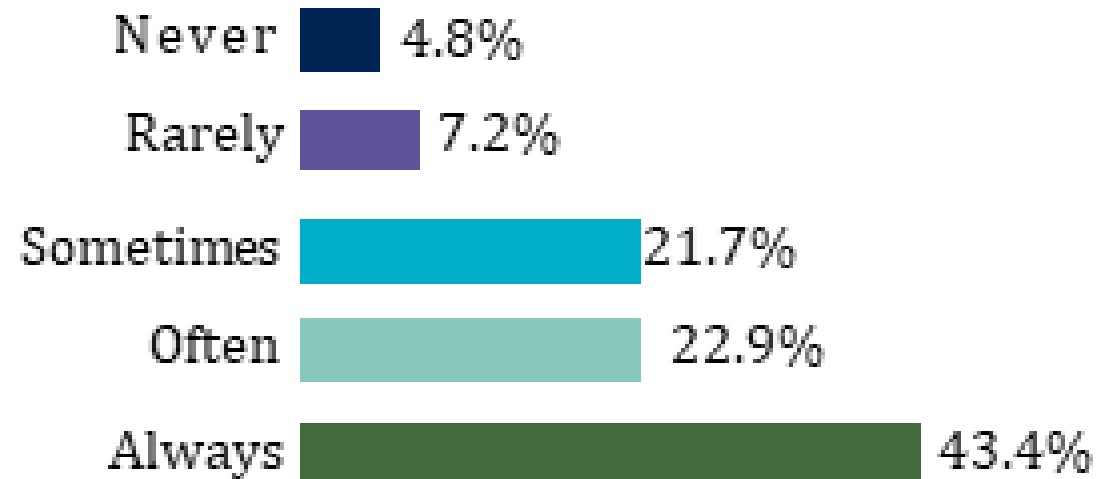
How often did the class provide opportunities to share your own experiences and perspectives?



Responses for HONORS 201H Fall 2023 from 83 students
Survey developed by Dr. Madalina Akli

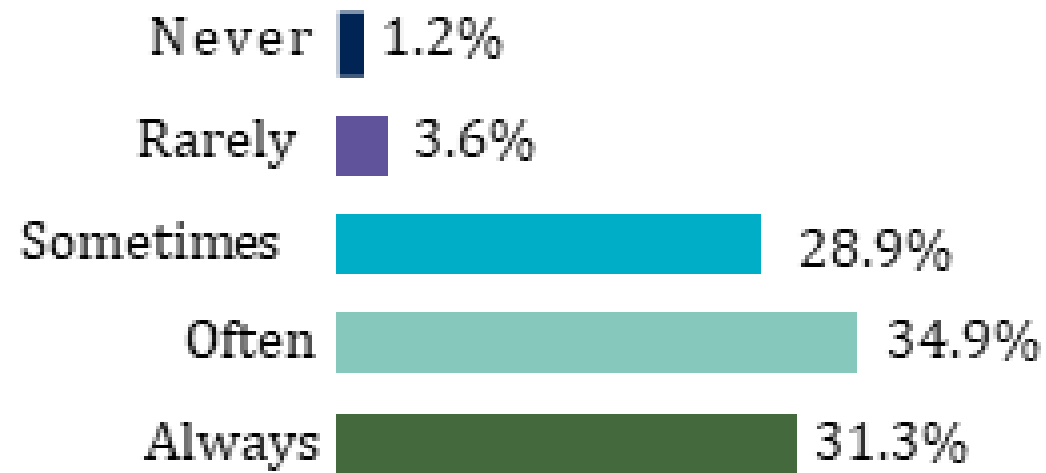
Student Belonging and Relevance Survey

How often did the class provide opportunities to communicate in small group discussions to build space for multiple points of view?



Student Belonging and Relevance Survey

How often did you feel a sense of belonging and connectedness in this class?

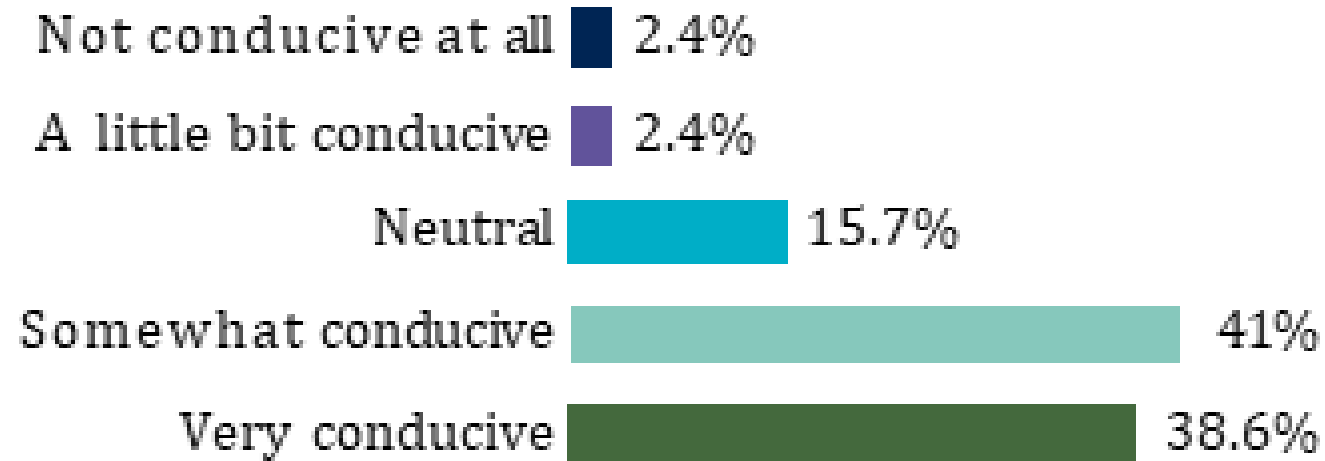


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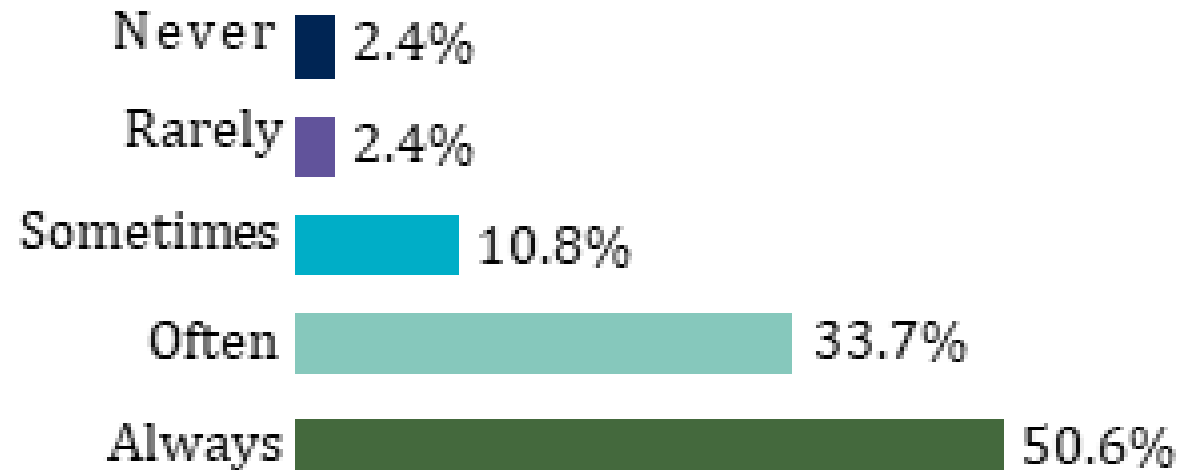
Student Belonging and Relevance Survey

How conducive was the class in building a common space of belonging and understanding of yourself and others?



Student Belonging and Relevance Survey

How often did the class offer activities to make you reflect on and increase awareness of your life values?



Responses for HONORS 201H Fall 2023 from 83 students

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Student Belonging and Relevance Survey

What aspects of the class did you find most important?



Recurring themes in responses from 37 HONORS 201H Fall 2023 students

Survey developed by Dr. Madalina Akli

Next Steps



- **September:**
 - Discussion with CHC faculty re: selecting a new EAP
- **October:**
 - CHC faculty-only meeting to discuss options and select a new Equity Action item
- **November/December:**
 - Follow up with faculty
- **Spring term:**
 - Act upon new EAP



Student Voices= Curriculum Change

**Dominick Usher, Senior Assistant Dean
Commonwealth Honors College, UMass Amherst**

Curriculum Change



- Implemented for students entering in Fall 2024
- Designed for increased accessibility and flexibility, with intentional consideration for the needs of transfer students and low-income students
- Informed by feedback from Academic Advisors and data about withdrawals
- Impact will be assessed based on withdrawal data, course enrollment data, and feedback from Academic Advisors and students

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Questions/Thoughts?