Creating an Anti-Racist Classroom Through Teaching & Learning
Proposal for 3 Years of Funding, Summers 2023-2025
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Proposed Program	Extend and modify the "Creating an Anti-Racist Classroom Through Teaching & Learning" (ARC) professional development program for an additional three years in order to provide training on the impact of racism in higher education, inclusive teaching practices, and a structured revision process for course design to our faculty and academic instructional staff. Additionally, we request funds to support the creation of a Community of Practice comprised of all prior graduates of this program to continue to provide community, peer support, and foster further development in inclusive teaching practices.
Rationale	*History and past participant information*: The first version of this program was developed and run from 2007-2010, supported by an initial Student Success Initiative grant and extended with an additional three years of funding. A redesigned version of the program was launched again in 2019 with three years of funding, though one year was deferred due to the pandemic, carrying us through the summer of 2022. In that time, a total of 69 faculty and IAS have completed the program. Unfortunately, due to attrition, we have lost many of those instructors. Of the 37 members of the 2007-10 cohort, only 16 (43%) remained at UWP in 2018 and presumably more have retired or moved on since. Of the 32 who completed the program between 2019-22, only 28 (88%) are still employed at UWP in Fall 2022. Since fewer than two-thirds of previously trained faculty are still at the university, and many new faculty have been hired since the program began in 2007 and restarted in 2019, there are still many current faculty and IAS who can benefit from this program. *Need for continuing the program*: Given institutional priorities described in ASAP 25, the JEDI-ASAP 25 plan, and the Moon Shot for Equity project, Parkside needs to provide regular, in-depth training for its faculty and staff on inclusive teaching. While shorter programs can instruct faculty on best practices, emerging research has shown that faculty who understand the history and extent of institutionalized racism in the U.S. and who have a supportive environment in which to grapple in their own accidental complicity with those structures are more likely to make lasting and effective changes to their pedagogical approaches compared to those who are simply asked to utilize a list of best practices without the deeper work. The intensive nature of the ARC program gives us the time required to support and guide faculty through the hard work of truly engaging with the problem and exploring the best ways to navigate inclusive practices and culturally-responsive teaching for their disciplines, specifically focused on a single course. The program consists of a 2-week daily, all-day program in the summer, followed up by check-ins in August and throughout the following fall semester. After wrestling with the necessary

historical and personal material, faculty will focus on revising one course which they will teach in the fall semester and will receive structured support and feedback over the course of that semester. Participants are encouraged, though not required, to choose a 100- or 200-level course to ensure that the impact of their new pedagogical approach is targeted to affect our early-career students.

Rationale for ARC Costs: Because the bulk of this program takes place in the summer, the participant stipend is based on replacing the need for faculty/IAS to take on a summer course to supplement their 9-month contracts. ARC meetings and the required reading, reflection, and other work the initial two weeks of the program require too much time for a faculty member to simultaneously teach a half-term summer course. The $3,000 stipend helps to cover the opportunity cost and lost income, permitting a more diverse group of faculty to participate in the program regardless of their financial need. Similar reasoning underlies the stipends paid to the facilitators. Other costs include supplies, guest speakers, and limited catering to boost community on key program dates.

Need for a Community of Practice: The creation of a trusted community of peers engaged in the same work is crucial to the success of the program, as it is difficult to do this work in isolation. Upon completion of the program, participants will join a cohort of all past ARC graduates who will be invited to join an email list, share resources within a permanent Canvas course, and meet for monthly brown bag sessions to discuss articles, talk over challenges, explore new ideas, and otherwise reinforce the importance and value of the work they are doing. We request $500/year of S&E to support catering and supplies costs for possible book orders and printing.

Dates	Annual Schedule	Core: 2 weeks daily 8:30-4:00 in June Wrap-up: 2 days 8:30-4:00 in August Check-ins: Monthly for 2 hrs, fall term
	Summer 2023 Dates	Core: June 5-16, weekdays 8:30-4:00 Wrap-up: August 17-18 (tentative) Check-ins: TBA Fall 2023
Target Audience		

Costs See attached Excel file for details. *Assumes 10 participants, 3 facilitators, 1 major guest speaker and 3 local guest speakers.*	Summer 2023*	Salary	$55,250.00
		S&E	$3,027.00
		Sub Total	$58,277.00*
	Summer 2024	Salary	$55,612.50
		S&E	$3,096.62
		Sub Total	$58,709.12
	Summer 2025	Salary	$55,993.13
		S&E	$3,167.22
		Sub Total	$59,160.34
	Community of Practice S&E (3 years @ $500/year)		$1,500.00
	3-Year Total Cost*		$177,646.46*

Assumes annual 2.3% rise in S&E costs and 5% in guest speaker fees, per CPI projections.	*NOTE: Due to unanticipated cost savings from the 2019-22 budgets for this program, we anticipate having a surplus of approximately $32,000 in the current project budget which could be used to offset the costs of Summer 2023. If that rollover stands, the cost of Summer 2023 in new funds would be only $22,027.00. Costs for summers 2024-25 would remain as listed above for a three-year total of $145,646.46.
Outcomes	***Participants***: Participants will understand the historical background and contemporary scope and impact of racism in the United States in general and in higher education in particular. Participants will develop a better understanding of the importance and reasoning behind inclusive teaching practices and leave with a revised syllabus, concrete examples of best practices, and plans to implement changes in their own courses. Further, participants will become part of an ongoing Community of Practice and serve as ambassadors to their departments and help to spread these practices throughout their colleges. ***Students***: Students who take courses with participants will see improved outcomes, especially among BIPOC and low-SES students. Improved student outcomes at the 100-200 level will reduce attrition, improve timely progress toward degree, and should encourage more BIPOC students to persist through graduation. ***Community***: As proposed, this program will create community among the participants through the initial program and the ongoing Community of Practice. Participants are also encouraged through the program to reach out and engage their departmental and college colleagues, thus extending the program's influence beyond the immediate cohort. Further, future offerings of this program could expand beyond Parkside to include instructors from other nearby institutions such as Carthage, Gateway, MATC, or UW-Milwaukee as part of our ongoing regional work on Moon Shot for Equity. Finally, the impact of this program could be extended to our regional K-12 community by encouraging members of our Community of Practice to look for ways to engage in outreach to our K-12 partners through direct engagement with students and/or professional development collaboration through continuing education programs for teachers. This has the potential to improve college readiness and recruit potential students to attend Parkside.