Developing Faculty Competencies to Support Mission-Driven Student Outcomes

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St. Catherine University

St. Catherine University

- Private, non-profit University in St. Paul,MN
- 2,416 undergraduate & 1,173 graduate students
- College for Women, College for Adults, Graduate College
- **Schools:**
  - Nursing
  - Health Sciences
  - Humanities, Arts and Sciences
  - Business
- Minority Serving Institution

St. Catherine University

Established by the Sisters of St. Joseph of Carondelet in 1905, St. Kate's intellectual tradition of Catholic Social Teaching guides our commitment to inclusivity, advancing wisdom and justice, and powering lives of meaning.

Our mission is to educate women to lead and influence.

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Nursing and Health Sciences Framework

- Interprofessional Collaboration
- Ecological Approaches to Health
- Cultural Fluency

Framework for Nursing and Health Sciences

INITIATIVES

FACULTY DEVELOPMENT	CURRICULUM/CO-CURRICULUM	RESEARCH AND SCHOLARSHIP
Embedding interprofessional collaborative practice, ecological approaches, and cultural fluency into teaching and research Design, delivery, and evaluation of innovative, evidence-based learning systems	Innovative, evidence-based learning systems and pathways Encompasses didactic, clinical, and community experiences	Students and faculty are engaged together Encompasses the scholarship of teaching and learning, discovery, integration, and application

OUTCOMES

ACADEMIC EXPERIENCE	SOCIETAL HEALTH	VISIBILITY	WORKFORCE DEVELOPMENT
The learning environment is inclusive and high quality	Improved population health Enhanced patient/client experience	HSSH is a recognized leader in health education Robust partnerships and collaboration across all stakeholders	Increased number and types of providers High levels of workforce preparation Career pathways

Student competencies

Cultural Fluency - Students are aware of and have the ability to navigate dimensions of culture to build shared meaning and understanding of others. (Inoue, 2007)

1. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
2. Demonstrate cultural humility in respecting individual and/or community values and priorities/preferences for care in decisions making and planning.

Ecological Approaches to Health -Students are grounded in the understanding of the conditions that result in individual health or illness.

1. Recognize the dynamic nature of the relationship between people/communities and their environment and the impact on health and well-being.
2. Analyze health within the context of systemic injustice and disparities.
3. Propose interventions to improve health equity and address social determinants of health.

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The Challenge and Opportunity

- Mission and framework drive student competencies
- How do we ensure that faculty are prepared to develop and deliver learning activities that lead to students' attainment of competencies?
  - Desire to provide a structure for professional development and self-evaluation

Our process

- Formed two teams of content experts
  - Started with two questions:
    - What do faculty need to know (knowledge)?
    - What do faculty need to be able to do (abilities)?
  - Surveyed faculty

- Initial discussions highlighted the need for a framework
  - Consulted with Education faculty
  - Brief literature review

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency • Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students
- Student interaction with students

2b Establishing a Culture for Learning
- Importance of content
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions • Materials and supplies
- Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior
- Response to misbehavior\

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments • Student progress in learning
- Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge / pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulation

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students
- Persistence

Our process

Constructs	Knowledge	Skills		Attitudes
	Planning and Preparation	**Instruction**	**Learning Environment**	**Professional Responsibilities**
	Faculty should possess extensive knowledge of the following content and use that knowledge to create learning outcomes, identify appropriate learning materials, and design learning activities and assessments:	Faculty have the ability to teach clearly and engage students in:	Faculty have the ability to create a respectful learning environment and facilitate student learning activities including (in classroom/online/lab/clinical/and fieldwork settings):	Faculty reflect on their teaching and work on professional growth and development in the following ways related to ecological approaches to health:

Our process - **Ecological Approaches to Health**

1. Brought together experts from DNP, PA, and Exercise Psychology to define "Ecological Approaches"
2. Used Danielson's domains and our student outcomes to derive a list of faculty competencies
3. Used thematic analysis to group competencies into broad leveled constructs:
   – Theories and Frameworks
   – Social Determinants
   – Systemic Injustice
   – Health Interventions

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Ecological Approaches to Health - example

Theories and Frameworks	- Socio-ecological theoretical frameworks and theories (ie. social determinants of health, ecological approaches, etc) - How social determinants of health impact systems, communities, and individuals	- Socio-ecological theoretical frameworks and theories (ie. social determinants of health, ecological approaches, etc) - How social determinants of health impact systems, communities, and individuals	- Navigating difficult conversations and dialogues around socio-ecological factors and social determinants of health	- Pursue professional development opportunities for continuous content and pedagogical improvements in teaching socio-ecological frameworks
Social Determinants	- Ways that social determinants connect to health, health outcomes, and health disparities	- Ways that social determinants connect to health, health outcomes, and health disparities	- Identifying health barriers and challenges using the ecological approach and imagining just solutions - Creating space for reflection and debriefing in student's learning experiences to discuss and explore the impact of social determinants of health	- Contribute to teaching, scholarship, and service that seeks to address health from an ecological and social determinants of health approach

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Our process - **Cultural Fluency**

1. Brought together a wide range of experts, including faculty and staff
2. Began with a review of definitions (AACU, etc.)
3. Several meetings discussing key concepts and skills
4. Identified 31 competencies for faculty

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Ability to model respect for others

Cultural humility

Cultural awareness

Deemphasizing expert role of faculty

Skills in deep listening

Composure

Critical self-reflection

Recognize one's own social location

Awareness of own biases and assumptions

Self-compassion and courage

Locating limitations

Take risks

Live in tension

Conversation facilitation (facilitating courageous conversations)

Discuss sensitive issues

Navigating challenging conversations

Doing no harm in the process

Navigate uncertainty

Knowledge of different cultures

Contextual awareness

Ability to teach contextual awareness

Recognition of individual learners' needs

Knowledge of systemic racism

Anti-racist pedagogy

Understanding of privilege

Knowledge of historical and current systems within St. Kate's that lead to inequities/uphold white supreme/other privileges (ableism, etc.)

Understanding/appreciation of who St. Kate's serves

Incorporate appropriate learning materials (e.g., readings, texts, media)

Diverse representation within learning materials

Develop appropriate learning activities to illuminate critical concepts

Expose students to cultures and perspectives in ways that do not perpetuate stereotypes or exploitation of communities/cultures

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Our process - **Cultural Fluency**

1. Engaged in competency development and mapping processes
2. Used thematic analysis to group competencies into broad constructs that are leveled:
   - Theories and Frameworks
   - Social Determinants
   - Systemic Injustice
   - Health Interventions

	Knowledge	Skills		Attitudes
	Planning and Preparation	**Instruction**	**Learning Environment**	**Professional Responsibilities**
Constructs	Faculty should possess extensive knowledge of the following content and use that knowledge to create learning outcomes, identify appropriate learning materials, and design learning activities and assessments	Faculty have the ability to teach clearly and engage students in	Faculty have the ability to create a respectful learning environment and facilitate student learning activities including (in classroom/online/lab/clinical/and fieldwork settings)	Faculty reflect on their teaching and work on professional growth and development in the following ways related to cultural fluency
Cultural Knowledge	- Knowledge of various cultures - Knowledge of one's own culture	- Knowledge of various cultures - Knowledge of their own cultures	- Expose students to cultures in ways that do not perpetuate stereotypes/exploitation	- Work to ensure awareness and appreciation of the students St. Kate's serves
Racism & Oppression	- Understanding of various forms of privileges - Knowledge of systemic racism and other forms of oppression	- Understanding of various forms of privileges - Knowledge of systemic racism and other forms of oppression	- Navigate challenging conversations - Ability to discuss sensitive topics	- Work to understand and combat the historical and current systems within St. Kate's that uphold privileges
Biases & Assumptions	- Awareness of one's own biases and assumptions - Ability to locate one's limitations - Critical Self-reflection	- Ability to locate one's limitations - Critical Self-reflection	- Facilitate courageous conversations - Ability to not harm students while leading learning experiences	- Continued commitment to identifying one's own biases and assumptions and understanding their negative impact and creating processes to eliminate these outcomes
Navigating Culture	- Cultural humility - Awareness of how culture impacts interpersonal interactions - Awareness of how one's own culture impacts interpersonal interactions	- Cultural humility - Awareness of how culture impacts interpersonal interactions - Awareness of how one's own culture impacts interpersonal interactions	- Navigate uncertainty - Take risks	- Honest self-reflection on one's ability to be culturally fluent in interpersonal interactions and continued efforts to increasing competence

Foundational Understandings
- Racism exists and profoundly impacts health leading to health disparities for people of color
- White supremacy is present in and continually influences the structures of society to disadvantage people of color
- Oppression comes in many forms and individuals are marginalized due several characteristics
- Individuals whose identities include multiple marginalized social characteristics are likely to experience greater levels of oppression
- It is possible to work toward dismantling racism and oppression in a variety of ways

Next steps

- Faculty development opportunities
- Embed into faculty evaluation
  - Annual goal conferences
  - Program norms
- Share the framework for other areas
  - First year experience courses

Continued challenges

- Tension between faculty expertise and defining expected knowledge and skills
- Identifying implementation process

References

Danielson, C. (2013). The framework for teaching, instructionally focused edition. The

Danielson Group. https://bit.ly/DanFrame

Inoue, Y. (2007). Cultural fluency as a guide to effective intercultural communication: The

case of Japan and the U.S. *Journal of Intercultural Communication, 15*(4), 4.

Link to Ecological Approaches to Health Teaching Taxonomy - https://bit.ly/EcoApproTax

Link to Cultural Fluency Teaching Taxonomy - https://bit.ly/CulFluTax

Teaching Taxonomy - Cultural Fluency

The purpose of the teaching taxonomies is to support Henrietta Schmoll School of Health Sciences and School of Nursing Colloquia students' attainment of the competencies identified within the priority areas of Ecological Approaches to Health and Cultural Fluency. The taxonomies illuminate some of the needed knowledge, skills, and attitudes of faculty/staff to develop and deliver educational experiences in these priority areas. The taxonomies allow for self-evaluation by faculty and staff and provide direction for the creation/identification of professional development opportunities.

The taxonomies were created by groups of faculty and staff members with expertise in each respective priority. They are mapped to a teaching framework created by Danielson (2013). This framework was chosen to provide coherence to the taxonomies and to reinforce that the effective development and delivery of educational experiences requires subject matter expertise as well as the development of skills and attitudes. The domains are defined below. The title of the domain "Learning Environment" was modified from "Classroom Environment" as students' learning happens in several potential settings, including but not limited to clinical experiences, simulation, the classroom, and research opportunities.

The four domains run vertically in the figures that follow and are further distinguished by color. The horizontal rows utilize shading to identify conceptual groupings of components. These conceptual groupings become more specific as they move from the top row to the bottom row. Given the goal to have all students realize the identified competencies in these priority areas, all faculty and staff should strive to reach the components identified within the *Planning and Preparation* and *Professional Responsibilities* domains. Faculty and staff who provide learning experiences identified as aligning with a priority should strive to attain the components in each of the four domains that align with the concepts they teach within the priority. This taxonomy also includes a bottom row of foundational understandings, without which, the rest of the components lose their relevance and currency.

The work of creating a teaching taxonomy for Cultural Fluency is part of the institution's continued pursuit of Inclusive Excellence. A critical component of this broader work is decentering Whiteness, a process that this taxonomy is at odds with. The creation of taxonomy, and the inherent assumption that the constructs it contains can be identified, measured, and gained, is a White-centered pursuit reinforced by lasting hegemonic structures and systems. However, given the institution's current stage of shared understanding of dominance, and our shared commitment to dismantling it, the need to provide guidance to faculty and staff is primary and urgent. The intent of this work is to be one of many steps toward creating a climate that produces myriad approaches to decentering Whiteness and elevating and enriching alternative approaches.

Definition of Cultural Fluency — ability to navigate the many dimensions of culture needed to build shared meaning and understanding with people from other cultures. It is comprised of several skills such as working with ambiguity, flexibility, respect, empathy, and adaptability (Inoue, 2007).

Expected Student Competencies
1) Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
2) Demonstrate cultural humility in respecting individual and/or community values and priorities/preferences for care in decisions making and planning.

	Knowledge	Skills		Attitudes
	Planning and Preparation	**Instruction**	**Learning Environment**	**Professional Responsibilities**
Constructs	Faculty should possess extensive knowledge of the following content and use that knowledge to create learning outcomes, identify appropriate learning materials, and design learning activities and assessments	Faculty have the ability to teach clearly and engage students in	Faculty have the ability to create a respectful learning environment and facilitate student learning activities including (in classroom/online/lab/clinical/and fieldwork settings)	Faculty reflect on their teaching and work on professional growth and development in the following ways related to cultural fluency
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- It is possible to work toward dismantling racism and oppression in a variety of ways

Domain descriptions

Planning and Preparation: Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject.

Instruction: Effective teachers set appropriate expectations for students' learning, use varied instructional techniques to promote engagement and understanding, and develop effective assessment mechanisms to evaluate learning.

Learning Environment: Effective teachers create and facilitate safe, respectful, supportive, and challenging learning environments.

Professional Responsibilities: Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues.

Teaching Taxonomy - Ecological Approaches to Health

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Definition of Ecological Approaches to Health: Grounded in the understanding that the conditions that result in individual health or illness arise out of the interaction between an individual's traits and their physical and sociocultural environment and are influenced on multiple levels (e.g. intrapersonal, interpersonal, organizational, community and policy (Sallis & Owen, 2015).

Expected Student Competencies
1) Recognize the dynamic nature of the relationship between people/communities and their environment and the impact on health and well-being.
2) Analyze health within the context of systemic injustice and disparities.
3) Propose interventions to improve health equity and address social determinants of health.

	Knowledge	Skills		Attitudes
Constructs	**Planning and Preparation**	**Instruction**	**Learning Environment**	**Professional Responsibilities**
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Social Determinants	- Ways that social determinants connect to health, health outcomes, and health disparities	- Ways that social determinants connect to health, health outcomes, and health disparities	- Identifying health barriers and challenges using the ecological approach and imagining just solutions - Creating space for reflection and debriefing in student's learning experiences to discuss and explore the impact of social determinants of health	- Contribute to teaching, scholarship, and service that seeks to address health from an ecological and social determinants of health approach
Systemic Injustice	- Systemic injustices in healthcare practice and healthcare education	- Ways to be agents of change to combat systems of injustice, including racism and other forms of bias in healthcare practice healthcare and education	- Facilitate learning experiences that confront systemic injustices - Recognize where socio-ecological factors are impacting the academic success of our students, including language and learning accessibility, and connect them to resources	- Pursue ways to confront and correct systemic injustice in healthcare and healthcare education through teaching, scholarship, and service

Interventions	- Interventions to promote health equity and address negative social determinants of health	- Interventions to promote health equity and address negative social determinants of health	- Facilitating safe learning (e.g., simulations and clinical) experiences to teach interventions that address negative social determinants of health	- Take part in ongoing continuing education to advance your knowledge of interventions to address negative social determinants of health

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