

Inclusive Teaching in Art & Design A Studio Workshop

Irina Aristarkhova

Faculty Communities for Inclusive Teaching, 2016



Project Overview

Builds on a previous CRLT presentation on inclusive teaching to Penny W. Stamps School of Art & Design by Dr. Theresa Braunschneider (CRLT), in the Fall of 2015.

Seeks to develop and facilitate a CRLT-led workshop on diversity and inclusive teaching in the studio teaching environment for all teaching faculty and lecturers in the Stamps School. Budget includes a planning lunch, a workshop fee, and a debrief meeting.

Participants

Planning lunch, February 1, 2016:

Dr. Irina Aristarkhova, Grant Recipient, Associate Professor, Stamps School
Dr. Theresa Braunschneider, CRLT Associate Director and Coordinator of Diversity Initiatives

Stephanie Tharp, Foundation Year Coordinator, Associate Professor, Stamps School

Elona Van Gent, Associate Dean, Professor, Stamps School

Francis Nunoo-Quarcoo, Chair of DE&I Strategic Planning Committee, Professor, Stamps School

Patricia Hodges, Chief of Staff, Stamps School

Planning lunch, February 1, 2016:

Workshop, March 16, 2016:

35 faculty members

Debriefing meeting, April 25, 2016:

Same participants as the planning lunch

Key Insights

Before breaking into group work, Dr. Theresa Braunschneider presented the latest research on inclusive teaching definitions and key findings.

Two studio teaching scenarios were presented to faculty members at the workshop: one where a student did not have “pocket” money for a design group project, on top of course fees, and sought faculty advice; another where a student in a critique session challenged another student for making creative work with “too much identity” in its content as if it is a “bad” thing to do for a creative maker, and the maker-student expressed anger. Faculty then discussed what the best course of actions would be in these situations. The general discussion focused on solutions, including how to write a syllabus, design assignments, and create a class climate in which all students feel included equally and challenge each other respectfully, and faculty members are prepared to specifically address “hot moments” common to a critique mode of the art and design studio setting.

Specific feedback given by faculty members (anonymously):

“The conversations that came out during the case study activity were significant. The conversation was much more than venting. We were learning together about a world of pedagogical resources.”

“More sessions are needed tailored to art & design studios.”

Artifacts

Feedback from Faculty
in table form

1. Please rate your agreement: This workshop was valuable for my teaching. (Scale of 1-5)

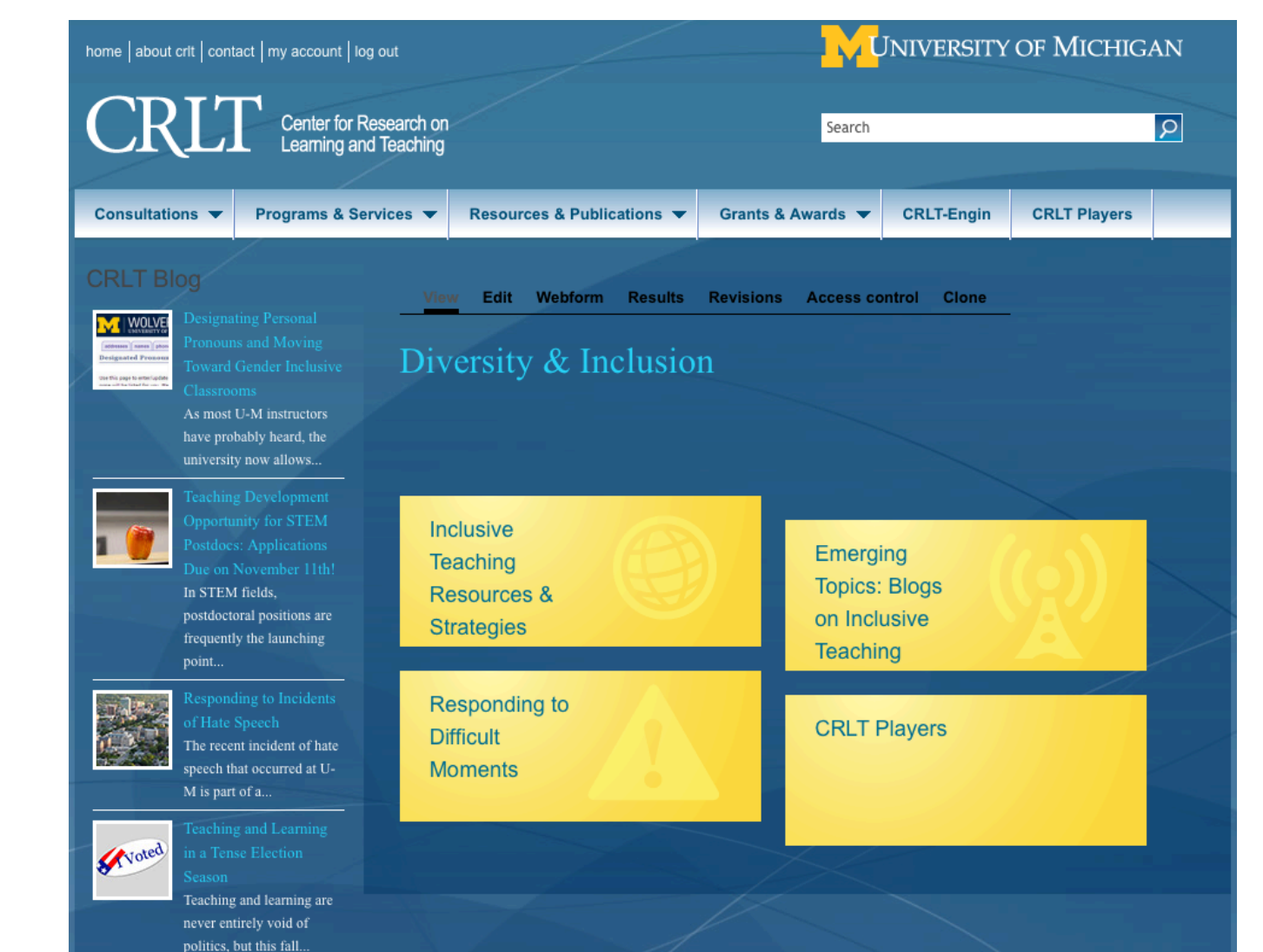
Total respondents = 29. Number of participants who chose each rating:

1 (strongly disagree)	0
2 (disagree)	2
3 (neutral)	3
3.5	2
4 (agree)	11
4.5	2
5 (strongly agree)	9

Average rating = 4.07

Resources

- Inclusive Teaching Strategies
- Inclusive Teaching Reflection Inventory
- <http://www.crlt.umich.edu/multicultural-teaching>



Next Steps

- CRLT workshops to continue as part of the Stamps Diversity, Equity and Inclusion 5-year Strategic Plan.
- Next Workshop is scheduled for November 2016, with Dr. Theresa Braunschneider.
- Consider developing best practices in inclusive teaching in the art+design studio to be shared electronically.