


Structuring Inclusivity: Inclusive Teaching as a Foundation for Undergraduate Public Health Education

Faculty Communities for Inclusive Teaching, 2017

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Project Overview

In Fall 2017, the University of Michigan School of Public Health (UM SPH) welcomed its inaugural class of undergraduate students (n=95). The matriculation of these students culminates an ongoing pedagogical shift for UM SPH, where previously graduate-level education was the School’s primary focus. In preparation for the increasing number of undergraduate classes being taught by SPH as part of the new undergraduate major, we convened a Faculty Community for Inclusive Teaching (FCIT) circle consisting of seven faculty and one staff member. Our circle’s efforts were devoted to building a framework for inclusive classrooms as part of the normative structure for new UM SPH undergraduate courses.


The overarching goal of our Community was to build a framework where inclusive, interactive classrooms were synonymous with undergraduate education at UM SPH. In attempting to structure inclusivity into our courses, our circle endeavored to address all major components of instruction: learning objectives, assessments, and instructional activities.

Participants


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Epidemiology



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Key Insights / New Questions

- Who are University of Michigan undergraduate students?*
- Only one of our eight participants had experience teaching undergraduate students at UM
 - To better understand the diversity of UM undergraduate students, our community examined (1) 2015 enrollment and Cooperative Institutional Research Program (CIRP) data; (2) results from the Michigan Student Study (2014) and; (3) a CRLT Occasional Paper on teaching millennials
 - Faculty also examined (current) data from their own undergraduate institution and were prompted to consider how their own undergraduate leaning context and experience might shape their perspective on teaching UM undergraduates
 - Faculty were particularly struck by family income, residency, and tuition figures
- Closing question: How do we keep non-tuition (i.e. textbooks, copying, technology) fees low to ensure access for all students?*

- How do we indicate our commitment to diversity, equity, and inclusion in the classroom? How can our students hold us accountable to our commitment?*
- Faculty reviewed and amended our school-wide recommended DEI statement
 - Faculty unanimously agreed to include the revised DEI statement in our standardized undergraduate syllabus template
 - As a group, we discussed the importance of allowing students to evaluate the extent to which instructors promoted inclusivity, the climate of our individuals courses and classrooms, and the extent to which fellow students upheld DEI value
 - Our community settled on adding the following questions to our evaluations:

- Reading assignments covered material from diverse perspectives. (258)
- How might the class climate be made more inclusive of diverse students? (910)
- The instructor was sensitive to diversity issues in the classroom. (1396)

- Closing question: Outside of the classroom, how do we demonstrate our commitment to DEI as a program?*
- How do we design inclusive assessments?*
- A CRLT consultant led a session on creating assessments that were appropriate for an undergraduate audience, were inclusive of different learning styles, and that promoted higher-level thinking
 - During the session, faculty were prompted to think about the cognitive, affective, social, and ethical learning goals we have for students
 - Additional session concepts included fostering skill development, scaffolding, and designing transparent assignments and rubrics
 - Our community expanded for this session to include GSIs teaching in F17

Closing question: How do we better engage students around non-cognitive learning goals?

Resources

PRINCIPLES FOR TEACHING THE MILLENNIAL GENERATION: INNOVATIVE PRACTICES OF U-M FACULTY

*Terrika Pinder-Groves
Christopher R. Grossarth*

In order to teach well, faculty need to know who is in their classrooms. The current cohort of university students is composed primarily of “Millennials,” i.e., the generation born between 1982 and 2002 (Hesse & Stevens, 2006). How Millennials differ from previous generations, and how these differences are changing higher education, have been topics of considerable discussion over the past several years (Finkham, 2004; Grossarth, 2009; Hesse & Stevens, 2006; McQuinn, 2007; McGuire & Williams, 2002; Oswald & Luggart, 2007). This Occasional Paper describes some of the differences that Millennials students bring to the classroom and outlines four principles for teaching Millennials successfully. To illustrate how these principles inform specific teaching strategies, we highlight examples of innovative teaching by U-M faculty.

It is worth noting that some writers have challenged the accuracy of characterizing a cohort of students by generation (Hesse, 2009). We agree that descriptors should not be used to label all generations as a whole, rather than a rule, since each student has multiple social identities, as well as individual characteristics and interests. However, the ideas raised by those who study Millennials do provide a useful heuristic for instructors, and we have provided our recommendations about teaching today’s students in the literature on student learning and the experiences of outstanding faculty on campus.

Who Are Millennials Students?

Millennials are the largest and most culturally diverse generational

Undergraduate Public Health Program

FALL 2017

The data included in this report represents the Fall 2017 cohort of undergraduate public health students.

50	45
Public Health Students	Community and Global Public Health
88% Cross Campus Transfers	75% Michigan Residents
11% General Transfers	25% Non-Residents
1% Incoming	

18% UNDERREPRESENTED MAJORITY STUDENTS

9% MINORITY STUDENTS

RACE/ETHNICITY

78% 22%

Public Health
Community and Global Public Health

Center for Research on Learning and Teaching
University of Michigan
No. 36

Types of Learning Goals*

Cognitive

Thinking about facts, terms, concepts, ideas, relationships, patterns, conclusions

Affective

Demonstration of appropriate emotions and affect (e.g. trustworthiness and concern for clients or customers)


Social

Appropriate, productive interaction and behavior with other people (e.g. cooperation and respect within a team)

Ethical

Decision making that takes into account the moral implication and repercussions of each reasonable option (e.g. managerial decisions involving social, economic, political or legal trade-offs)

*Adapted from Linda Nilson, 2010, Outcomes-Centered Course Design



Artifacts

DEI Syllabus Statement

At SPH, our mission to promote population health worldwide is inseparable from our aim to develop more effective and socially just systems for creating and disseminating knowledge. As part of this, we recognize the histories of social discrimination globally, and seek to promote and extend opportunities for members of all groups that historically have been marginalized. We commit to developing the institutional mechanisms and norms necessary to promote the values of diversity, equity, and inclusion, both inside and outside our classrooms. To this end, SPH upholds the expectations that all courses will (1) **be inclusive**, (2) **promote brave discussions**, (3) **follow multicultural ground rules** and (4) **abide by UM policies and procedures**.

Inclusive courses are those in which teachers and learners co-create and co-sustain environments that support and encourage all members to participate equitably.

Brave (rather than safe) discussions promote diversity and social justice learning by acknowledging dynamics of oppression and privilege both inside and outside the classroom.

Multicultural ground rules acknowledge diverse experiences in the classroom and offer strategies for holding one another appropriately accountable.

UM policies and procedures can be found at <http://diversity.umich.edu> with additional resources and instructions for reporting discrimination at <https://sph.umich.edu/diversity-equity-inclusion/resources.html>.

F17 Assignment Calendar

A calendar of assessments and their corresponding due dates for PUBHLTH classes

COURSE	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5	Exam 6	Exam 7	Exam 8	Exam 9	Exam 10	Exam 11	Exam 12	Exam 13	Exam 14	Exam 15	Exam 16	Exam 17	Exam 18	Exam 19	Exam 20	Exam 21	Exam 22	Exam 23	Exam 24	Exam 25	Exam 26	Exam 27	Exam 28	Exam 29	Exam 30	Exam 31	Exam 32	Exam 33	Exam 34	Exam 35	Exam 36	Exam 37	Exam 38	Exam 39	Exam 40	Exam 41	Exam 42	Exam 43	Exam 44	Exam 45	Exam 46	Exam 47	Exam 48	Exam 49	Exam 50	Exam 51	Exam 52	Exam 53	Exam 54	Exam 55	Exam 56	Exam 57	Exam 58	Exam 59	Exam 60	Exam 61	Exam 62	Exam 63	Exam 64	Exam 65	Exam 66	Exam 67	Exam 68	Exam 69	Exam 70	Exam 71	Exam 72	Exam 73	Exam 74	Exam 75	Exam 76	Exam 77	Exam 78	Exam 79	Exam 80	Exam 81	Exam 82	Exam 83	Exam 84	Exam 85	Exam 86	Exam 87	Exam 88	Exam 89	Exam 90	Exam 91	Exam 92	Exam 93	Exam 94	Exam 95	Exam 96	Exam 97	Exam 98	Exam 99	Exam 100	Exam 101	Exam 102	Exam 103	Exam 104	Exam 105	Exam 106	Exam 107	Exam 108	Exam 109	Exam 110	Exam 111	Exam 112	Exam 113	Exam 114	Exam 115	Exam 116	Exam 117	Exam 118	Exam 119	Exam 120	Exam 121	Exam 122	Exam 123	Exam 124	Exam 125	Exam 126	Exam 127	Exam 128	Exam 129	Exam 130	Exam 131	Exam 132	Exam 133	Exam 134	Exam 135	Exam 136	Exam 137	Exam 138	Exam 139	Exam 140	Exam 141	Exam 142	Exam 143	Exam 144	Exam 145	Exam 146	Exam 147	Exam 148	Exam 149	Exam 150	Exam 151	Exam 152	Exam 153	Exam 154	Exam 155	Exam 156	Exam 157	Exam 158	Exam 159	Exam 160	Exam 161	Exam 162	Exam 163	Exam 164	Exam 165	Exam 166	Exam 167	Exam 168	Exam 169	Exam 170	Exam 171	Exam 172	Exam 173	Exam 174	Exam 175	Exam 176	Exam 177	Exam 178	Exam 179	Exam 180	Exam 181	Exam 182	Exam 183	Exam 184	Exam 185	Exam 186	Exam 187	Exam 188	Exam 189	Exam 190	Exam 191	Exam 192	Exam 193	Exam 194	Exam 195	Exam 196	Exam 197	Exam 198	Exam 199	Exam 200	Exam 201	Exam 202	Exam 203	Exam 204	Exam 205	Exam 206	Exam 207	Exam 208	Exam 209	Exam 210	Exam 211	Exam 212	Exam 213	Exam 214	Exam 215	Exam 216	Exam 217	Exam 218	Exam 219	Exam 220	Exam 221	Exam 222	Exam 223	Exam 224	Exam 225	Exam 226	Exam 227	Exam 228	Exam 229	Exam 230	Exam 231	Exam 232	Exam 233	Exam 234	Exam 235	Exam 236	Exam 237	Exam 238	Exam 239	Exam 240	Exam 241	Exam 242	Exam 243	Exam 244	Exam 245	Exam 246	Exam 247	Exam 248	Exam 249	Exam 250	Exam 251	Exam 252	Exam 253	Exam 254	Exam 255	Exam 256	Exam 257	Exam 258	Exam 259	Exam 260	Exam 261	Exam 262	Exam 263	Exam 264	Exam 265	Exam 266	Exam 267	Exam 268	Exam 269	Exam 270	Exam 271	Exam 272	Exam 273	Exam 274	Exam 275	Exam 276	Exam 277	Exam 278	Exam 279	Exam 280	Exam 281	Exam 282	Exam 283	Exam 284	Exam 285	Exam 286	Exam 287	Exam 288	Exam 289	Exam 290	Exam 291	Exam 292	Exam 293	Exam 294	Exam 295	Exam 296	Exam 297	Exam 298	Exam 299	Exam 300	Exam 301	Exam 302	Exam 303	Exam 304	Exam 305	Exam 306	Exam 307	Exam 308	Exam 309	Exam 310	Exam 311	Exam 312	Exam 313	Exam 314	Exam 315	Exam 316	Exam 317	Exam 318	Exam 319	Exam 320	Exam 321	Exam 322	Exam 323	Exam 324	Exam 325	Exam 326	Exam 327	Exam 328	Exam 329	Exam 330	Exam 331	Exam 332	Exam 333	Exam 334	Exam 335	Exam 336	Exam 337	Exam 338	Exam 339	Exam 340	Exam 341	Exam 342	Exam 343	Exam 344	Exam 345	Exam 346	Exam 347	Exam 348	Exam 349	Exam 350	Exam 351	Exam 352	Exam 353	Exam 354	Exam 355	Exam 356	Exam 357	Exam 358	Exam 359	Exam 360	Exam 361	Exam 362	Exam 363	Exam 364	Exam 365	Exam 366	Exam 367	Exam 368	Exam 369	Exam 370	Exam 371	Exam 372	Exam 373	Exam 374	Exam 375	Exam 376	Exam 377	Exam 378	Exam 379	Exam 380	Exam 381	Exam 382	Exam 383	Exam 384	Exam 385	Exam 386	Exam 387	Exam 388	Exam 389	Exam 390	Exam 391	Exam 392	Exam 393	Exam 394	Exam 395	Exam 396	Exam 397	Exam 398	Exam 399	Exam 400	Exam 401	Exam 402	Exam 403	Exam 404	Exam 405	Exam 406	Exam 407	Exam 408	Exam 409	Exam 410	Exam 411	Exam 412	Exam 413	Exam 414	Exam 415	Exam 416	Exam 417	Exam 418	Exam 419	Exam 420	Exam 421	Exam 422	Exam 423	Exam 424	Exam 425	Exam 426	Exam 427	Exam 428	Exam 429	Exam 430	Exam 431	Exam 432	Exam 433	Exam 434	Exam 435	Exam 436	Exam 437	Exam 438	Exam 439	Exam 440	Exam 441	Exam 442	Exam 443	Exam 444	Exam 445	Exam 446	Exam 447	Exam 448	Exam 449	Exam 450	Exam 451	Exam 452	Exam 453	Exam 454	Exam 455	Exam 456	Exam 457	Exam 458	Exam 459	Exam 460	Exam 461	Exam 462	Exam 463	Exam 464	Exam 465	Exam 466	Exam 467	Exam 468	Exam 469	Exam 470	Exam 471	Exam 472	Exam 473	Exam 474	Exam 475	Exam 476	Exam 477	Exam 478	Exam 479	Exam 480	Exam 481	Exam 482	Exam 483	Exam 484	Exam 485	Exam 486	Exam 487	Exam 488	Exam 489	Exam 490	Exam 491	Exam 492	Exam 493	Exam 494	Exam 495	Exam 496	Exam 497	Exam 498	Exam 499	Exam 500	Exam 501	Exam 502	Exam 503	Exam 504	Exam 505	Exam 506	Exam 507	Exam 508	Exam 509	Exam 510	Exam 511	Exam 512	Exam 513	Exam 514	Exam 515	Exam 516	Exam 517	Exam 518	Exam 519	Exam 520	Exam 521	Exam 522	Exam 523	Exam 524	Exam 525	Exam 526	Exam 527	Exam 528	Exam 529	Exam 530	Exam 531	Exam 532	Exam 533	Exam 534	Exam 535	Exam 536	Exam 537	Exam 538	Exam 539	Exam 540	Exam 541	Exam 542	Exam 543	Exam 544	Exam 545	Exam 546	Exam 547	Exam 548	Exam 549	Exam 550	Exam 551	Exam 552	Exam 553	Exam 554	Exam 555	Exam 556	Exam 557	Exam 558	Exam 559	Exam 560	Exam 561	Exam 562	Exam 563	Exam 564	Exam 565	Exam 566	Exam 567	Exam 568	Exam 569	Exam 570	Exam 571	Exam 572	Exam 573	Exam 574	Exam 575	Exam 576	Exam 577	Exam 578	Exam 579	Exam 580	Exam 581	Exam 582	Exam 583	Exam 584	Exam 585	Exam 586	Exam 587	Exam 588	Exam 589	Exam 590	Exam 591	Exam 592	Exam 593	Exam 594	Exam 595	Exam 596	Exam 597	Exam 598	Exam 599	Exam 600	Exam 601	Exam 602	Exam 603	Exam 604	Exam 605	Exam 606	Exam 607	Exam 608	Exam 609	Exam 610	Exam 611	Exam 612	Exam 613	Exam 614	Exam 615	Exam 616	Exam 617	Exam 618	Exam 619	Exam 620	Exam 621	Exam 622	Exam 623	Exam 624	Exam 625	Exam 626	Exam 627	Exam 628	Exam 629	Exam 630	Exam 631	Exam 632	Exam 633	Exam 634	Exam 635	Exam 636	Exam 637	Exam 638	Exam 639	Exam 640	Exam 641	Exam 642	Exam 643	Exam 644	Exam 645	Exam 646	Exam 647	Exam 648	Exam 649	Exam 650	Exam 651	Exam 652	Exam 653	Exam 654	Exam 655	Exam 656	Exam 657	Exam 658	Exam 659	Exam 660	Exam 661	Exam 662	Exam 663	Exam 664	Exam 665	Exam 666	Exam 667	Exam 668	Exam 669	Exam 670	Exam 671	Exam 672	Exam 673	Exam 674	Exam 675	Exam 676	Exam 677	Exam 678	Exam 679	Exam 680	Exam 681	Exam 682	Exam 683	Exam 684	Exam 685	Exam 686	Exam 687	Exam 688	Exam 689	Exam 690	Exam 691	Exam 692	Exam 693	Exam 694	Exam 695	Exam 696	Exam 697	Exam 698	Exam 699	Exam 700	Exam 701	Exam 702	Exam 703	Exam 704	Exam 705	Exam 706	Exam 707	Exam 708	Exam 709	Exam 710	Exam 711	Exam 712	Exam 713	Exam 714	Exam 715	Exam 716	Exam 717	Exam 718	Exam 719	Exam 720	Exam 721	Exam 722	Exam 723	Exam 724	Exam 725	Exam 726	Exam 727	Exam 728	Exam 729	Exam 730	Exam 731	Exam 732	Exam 733	Exam 734	Exam 735	Exam 736	Exam 737	Exam 738	Exam 739	Exam 740	Exam 741	Exam 742	Exam 743	Exam 744	Exam 745	Exam 746	Exam 747	Exam 748	Exam 749	Exam 750	Exam 751	Exam 752	Exam 753	Exam 754	Exam 755	Exam 756	Exam 757	Exam 758	Exam 759	Exam 760	Exam 761	Exam 762	Exam 763	Exam 764	Exam 765	Exam 766	Exam 767	Exam 768	Exam 769	Exam 770	Exam 771	Exam 772	Exam 773	Exam 774	Exam 775	Exam 776	Exam 777	Exam 778	Exam 779	Exam 780	Exam 781	Exam 782	Exam 783	Exam 784	Exam 785	Exam 786	Exam 787	Exam 788	Exam 789	Exam 790	Exam 791	Exam 792	Exam 793	Exam 794	Exam 795	Exam 796	Exam 797	Exam 798	Exam 799	Exam 800	Exam 801	Exam 802	Exam 803	Exam 804	Exam 805	Exam 806	Exam 807	Exam 808	Exam 809	Exam 810	Exam 811	Exam 812	Exam 813	Exam 814	Exam 815	Exam 816	Exam 817	Exam 818	Exam 819	Exam 820	Exam 821	Exam 822	Exam 823	Exam 824	Exam 825	Exam 826	Exam 827	Exam 828	Exam 829	Exam 830	Exam 831	Exam 832	Exam 833	Exam 834	Exam 835	Exam 836	Exam 837	Exam 838	Exam 839	Exam 840	Exam 841	Exam 842	Exam 843	Exam 844	Exam 845	Exam 846	Exam 847	Exam 848	Exam 849	Exam 850	Exam 851	Exam 852	Exam 853	Exam 854	Exam 855	Exam 856	Exam 857	Exam 858	Exam 859	Exam 860	Exam 861	Exam 862	Exam 863	Exam 864	Exam 865	Exam 866	Exam 867	Exam 868	Exam 869	Exam 870	Exam 871	Exam 872	Exam 873	Exam 874	Exam 875	Exam 876	Exam 877	Exam 878	Exam 879	Exam 880	Exam 881	Exam 882	Exam 883	Exam 884	Exam 885	Exam 886	Exam 887	Exam 888	Exam 889	Exam 890	Exam 891	Exam 892	Exam 893	Exam 894	Exam 895	Exam 896	Exam 897	Exam 898	Exam 899	Exam 900	Exam 901	Exam 902	Exam 903	Exam 904	Exam 905	Exam 906	Exam 907	Exam 908	Exam 909	Exam 910	Exam 911	Exam 912	Exam 913	Exam 914	Exam 915	Exam 916	Exam 917	Exam 918	Exam 919	Exam 920	Exam 921	Exam 922	Exam 923	Exam 924	Exam 925	Exam 926	Exam 927	Exam 928	Exam 929	Exam 930	Exam 931	Exam 932	Exam 933	Exam 934	Exam 935	Exam 936	Exam 937	Exam 938	Exam 939	Exam 940	Exam 941	Exam 942	Exam 943	Exam 944	Exam 945	Exam 946	Exam 947	Exam 948	Exam 949	Exam 950	Exam 951	Exam 952	Exam 953	Exam 954	Exam 955	Exam 956	Exam 957	Exam 958	Exam 959	Exam 960	Exam 961	Exam 962	Exam 963	Exam 964	Exam 965	Exam 966	Exam 967	Exam 968	Exam 969	Exam 970	Exam 971	Exam 972	Exam 973	Exam 974	Exam 975	Exam 976	Exam 977	Exam 978	Exam 979	Exam 980	Exam 981	Exam 982	Exam 983	Exam 984	Exam 985	Exam 986	Exam 987	Exam 988	Exam 989	Exam 990	Exam 991	Exam 992	Exam 993	Exam 994	Exam 995	Exam 996	Exam 997	Exam 998	Exam 999	Exam 1000
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