# Structuring Inclusivity: Inclusive Teaching as a Foundation for Undergraduate Public

Faculty Communities for Inclusive Teaching, 2017

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Health Education



## 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**

## Office of Undergraduate Education



Gary W. Harper
Director
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Emily J. Youatt
Managing Director
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Jillian McConville Advisor

#### **Faculty Instructors**



Kate Bauer Nutritional Sciences



Dave Bridges
Nutritional Sciences



Melissa McCreary
Health Mgmt & Policy



Carrie Karvonen-Gutierrez
Epidemiology



Alison Mondul Epidemiology

## **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)

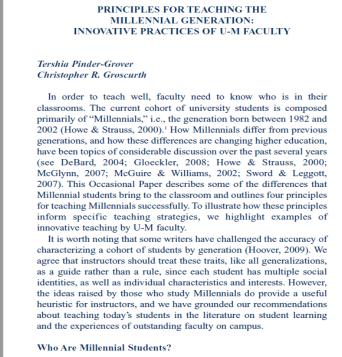
Closing question: Outside of the classroom, how do we demonstrate our commitment to DEI as a program?

How do we design inclusive assessments?

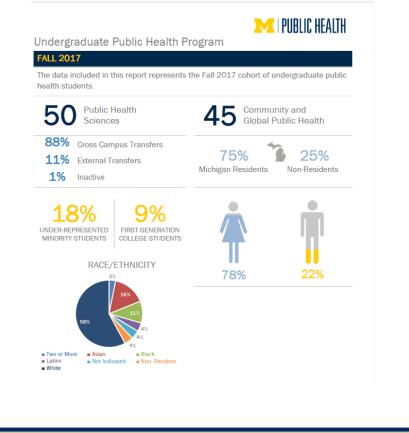
- A CRLT consultant led a session on creating assessments that were appropriate for an undergraduate audience, were inclusive of different learning styles, and that promoted higher-level thinking
- During the session, faculty were prompted to think about the cognitive, affective, social, and ethical 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

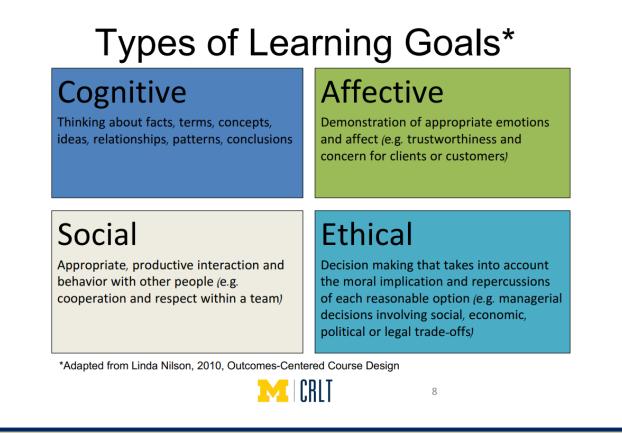
Closing question: How do we better engage students around non-cognitive learning goals?

## Resources









## 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) <u>be inclusive</u>, (2) <u>promote brave discussions</u>, (3) <u>follow multicultural ground rules</u> and (4) <u>abide by UM policies and procedures</u>.

**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.

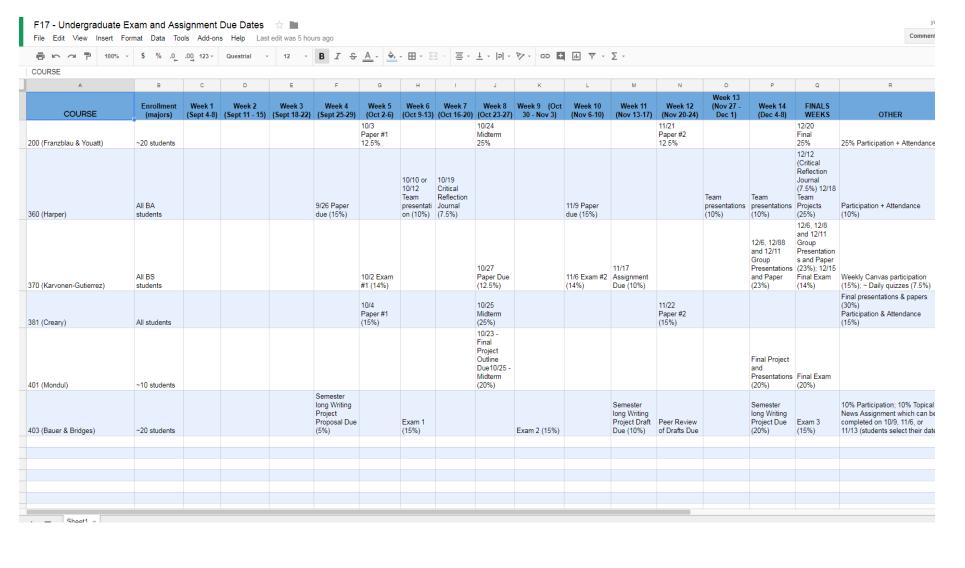
Multicultural ground rules acknowledge diverse experiences in the classroom and offer strategies for holding one another appropriately accountable.

#### UM policies and procedures can be found at

<u>http://diversity.umich.edu</u> with additional resources and instructions for reporting discrimination at <a href="https://sph.umich.edu/diversity-equity-">https://sph.umich.edu/diversity-equity-</a> inclusion/resources.html.

#### F17 Assignment Calendar

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



## Next Steps

#### Fall 2017

- DEI statement included in all new course syllabi
- DEI evaluation questions included in all new course evaluations

### Winter 2018 and beyond

- OUE review of course evaluation data + meetings with faculty and GSIs to evaluate new and existing undergraduate courses
- Meeting between veteran and new undergraduate instructors regarding teaching UM SPH undergraduates
- Expand DEI syllabi statement + evaluation questions to existing UM SPH undergraduate courses