

Faculty Communities for Inclusive Teaching, 2017

**Mark B. Moldwin, Shasha Zou, Xianzhe Jia, Justin Kasper, Sue Lepri, Gretchen Keppel
Alek, Eric Kort, Allison Steiner, Aaron Ridley and Mike Liemohn**



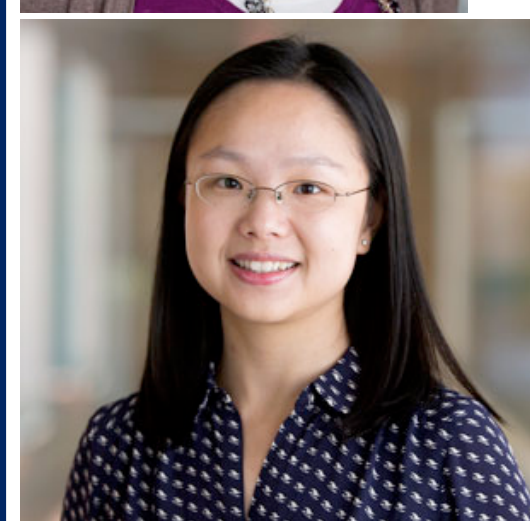
Project Overview

The Inclusive Teaching Community was modeled on the CRLT-in-Engineering Large Lecture Teaching Circle that Moldwin has co-convened and met three times over the semester for 1.5 hours over lunch and co-hosted a Department End-of-Year Open House Party. Readings were assigned and discussed within the group and active learning strategies were used (small group discussions, role playing, reflective strategies, and development of how strategies can be implemented into each of our own existing courses including examination of a syllabus rubric for inclusivity). We used e-mail to distribute resources and pre- and post-meeting electronic discussions. A bibliography of readings was developed with input from Dr. Pinder-Grover and CRLT and was further developed by the participants. The Community's culminating event was a special seminar and discussion around inclusive teaching (bringing Prof. Greg Jenkins from Penn State to discuss efforts within HBCUs and other programs regarding diversity). Throughout the Fall 2017 semester, all faculty in the department have been invited to monthly informal lunch discussions around inclusive teaching to continue the effort within the department to develop a welcoming and inclusive classroom environment.

Participants

The Teaching Circle was made up of all the untenured (*) faculty and senior faculty that participated in an Advance Faculty Leading Change effort in AY15-16 to increase recruitment and retention of URM in our graduate program.

Prof. Mark Moldwin
Associate Prof. Xianzhe Jia (*)
Associate Prof. Justin Kasper (*)
Assistant Prof. Gretchen Keppel-Alek (*)
Assistant Prof. Eric Kort (*)
Associate Prof. Sue Lepri (*)
Prof. Mike Liemohn
Prof. Aaron Ridley
Associate Prof. Allison Steiner
Associate Prof. Shasha Zou (*)



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Key Insights / New Questions

Key Insights

- Faculty are generally isolated in our classrooms with little opportunity to talk about our teaching practices and issues with each other.
- Providing a regular opportunity for discussing teaching in general is a welcome addition for our own professional development around teaching and learning. An outcome of the FCIT was to continue regular monthly lunch discussions AY17/18, but open them up to all teaching faculty.
- In response to the “open” invitation for all faculty to join the discussions around Inclusive Teaching, some faculty expressed questions by what that means and if it is relevant to their teaching practices.
- In response to the CRLT-Players presentation “Cuts,” some faculty expressed great concern that they do not have any training on how to respond to students that are impacted by specific classroom incidents or broader campus issues.
- There are many strategies that improve the classroom learning environment for all students (for example, learning students names, including text in the syllabus around disabilities, providing multiple assessment opportunities) that lead to a more inclusive classroom environment for everyone.

Questions

- How can departments encourage faculty to take the time to learn more about teaching and learning? Only a fraction of the 10 faculty that participated in the department discussions participated in any of the Inclusive Teaching and Michigan events in May 2017.
- How can departments develop a faculty-centered learning community that encourages collaboration, observation, mentoring, and deeper evaluation around classroom instruction?
- Do the words “Inclusive Teaching” discourage faculty from participating in such discussions, or do faculty in general place little priority in professional development around teaching practices in general?

Artifacts

- Word Cloud from faculty at Columbia when asked what they think about when they hear “Inclusive Teaching”.
- Most of CLASP faculty have not thought about what Inclusive Teaching means, looks like, or why it is relevant for their classroom.



Resources

- CRLT Resources on Inclusive Teaching
<http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>
- Ambrose et al. *How Learning Works* (2010)
- LSA Advising Center Resource for Syllabus
<https://sites.lsa.umich.edu/inclusive-teaching/category/course-design/syllabus-language-design/>

Next Steps

- A Monthly Inclusive Teaching Lunch Discussion has been organized for F17. The first discussion drew 5 faculty, the second discussion drew 8 (including 2 post-docs). The next discussion is planned for Friday, December 1.
- CLASP will continue to have monthly teaching discussions, but the title will be changed to simply “Teaching Community” discussions to encourage as broad a swath of the teaching faculty to join. One of the key findings was that faculty want more opportunities to get together to discuss issues important to the climate and culture of the department.
- CLASP, as part of its DEI strategy, has developed regular graduate student and faculty discussions around DEI. These are graduate student led “DEI Tea Times” that can be used to broaden discussions around Inclusive Teaching.
- CLASP is undergoing a transition to a new department chair, a strategic planning process, and beginning planning for our next internal and external review. This provides an opportunity to place professional development around teaching and learning at the core of the department’s mission and culture