

Faculty working group: Managing/mediating DEI issues with student teams

Faculty Communities for Inclusive Teaching, 2019
Robin Fowler, Program in Technical Communication

Project Overview

We gathered groups of faculty who are very intentional regarding DEI issues as they teach using student teams,

- ❖ to share resources
- ❖ to forge new connections across this important pedagogical interest
- ❖ to consolidate wisdom regarding forming and supporting teams with DEI issues in varying higher education contexts

Participants

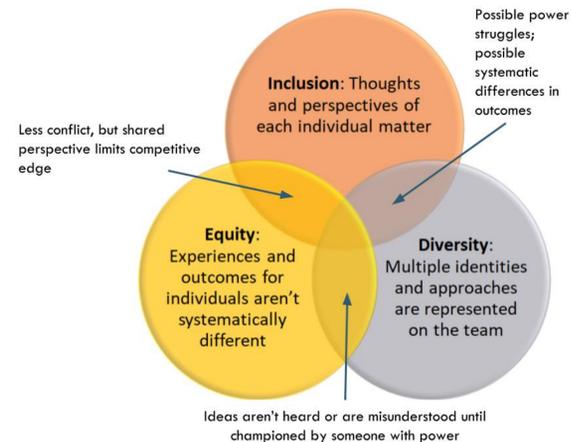
People

Laura Alford, Peter Bodary, Robin Fowler, Emily Graetz, Melissa Gross, Pauline Khan, Alex Kime, Molly Maher, Christine Modey, Amanda Peters, Lionel Roberts, Shana Schoem, Kyle Schulz, Kathy Sevener, Stephanie Sheffield, Sara Soderstrom, Line van Nieuwstadt, Kathy Velikov, Elyse Vigiletti, Nina White.

Colleges, Departments, and Programs represented

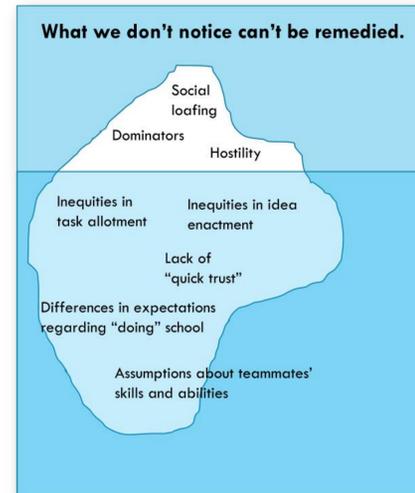
College of Engineering (Program in Technical Communication, Naval Architecture & Marine Engineering, Materials, Material Science and Engineering, Electrical Engineering & Computer Science; Engineering & Computer Science-Dearborn), **College of Literature, Science, & Arts** (Kinesiology, Information, Sweetland Center for Writing, Organizational Studies, Mathematics), **University of Michigan Library**, **Center for Academic Innovation**, **Program on Intergroup Relations**

Key Insights

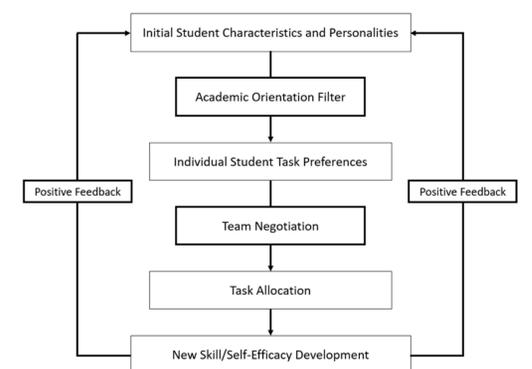


Diversity, Equity, and Inclusion are independently critical for productive teamwork.

This Venn Diagram, based loosely on one created by Krys Burnette (www.krysburnette.com), highlights how teams that lack in one of the three will still struggle.



Most team dysfunctions are not easily noticed by instructors. Many are even invisible to team members (caused by implicit biases). Many inequities are detectable only in aggregate.



Model of task allocation, which shows that one DEI-related team concern, inequitable task allocation, can have lasting impacts on a students' UM experience.

From Fowler, R. & Su, M. (2018). Gendered risks of team-based learning: A model of inequitable task allocation in project-based learning (PBL); *IEEE Transactions on Education*.

New Questions

**What are our goals when we teach with teams?
How important is each of these (and other goals you can come up with)...**

- ❖ Ensuring no student experiences identity-based discrimination
- ❖ Ensuring student teams are happy
- ❖ Ensuring everyone learns (equitably)
- ❖ Ensuring teams are able to produce their best work
- ❖ Ensuring each student has an important role on the team
- ❖ Ensuring students are assessed fairly for team-produced work
- ❖ Ensuring student teams are diverse
- ❖ Ensuring students learn to work with others unlike themselves
- ❖ Minimizing conflict
- ❖ Maximizing learning from conflict
- ❖ Ensuring positive experiences for underrepresented students

❖

Next Steps

I'm not sure.

**Interested in this stuff? Let's talk!
Robin: robinfowler@umich.edu**