How Faculty Can Lead – On Equity, Excellence, and Inclusive Teaching in the Classroom

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Session Goals

- Identify challenges in providing faculty professional development around inclusive teaching
- Introduce a model for large-scale professional development around inclusive teaching
- Share ideas and consider implications for your own institution
Key Elements of Professional Development

- Provide opportunities for instructors to exchange diverse perspectives
- Practice potentially sensitive conversations
- Allowed for structured reflection
Brainstorming

• In groups of three:
  • Introductions (name, institution, experience with inclusive teaching)

• Brainstorm: Challenges in preparing *all* faculty to practice inclusive teaching
  • Keep these elements in mind:
    • Provide opportunities for instructors to exchange diverse perspectives
    • Practice potentially sensitive conversations
    • Allow for structured reflection
Context and History

- Increased student activism around issues of diversity, equity and inclusion (2013-present)
- Report from Provost’s Committee on Diversity, Equity and Inclusion (May 2014)
- New Administrative Leadership (July 2014)
  - Task Force (December 2014 – August 2015)
    - Pilot: LSA Teaching Academy (August 2015 – April 2016)
    - Diversity Strategic Planning Process (September 2015)
  - Faculty Liaisons (October 2015)
- Challenges
Achieving Excellence through Inclusive Teaching: A Proposed Model for Faculty

- Orientation to Teaching at UM
- Applying key concepts and enhancing skills
- Reflecting on Practice
Pilot: LSA Teaching Academy

- Adapted existing program
  - Preparation tasks and materials
  - Plenary sessions
  - Welcome dinner
  - Concurrent sessions
  - Microteaching
  - Course planning
  - Resources
Pilot: Preliminary evaluation –selected quotes

“"I'll come into the classroom with a renewed awareness of the importance of paying close attention to the students' diverse range of needs, interests, and learning styles.”

“My pre-planning and forethought will be more targeted at ensuring I do not unwittingly marginalize a student.”

“After the program I became more aware of different techniques to make an inclusive classroom and also I learned about all the resources that are available so that I can get support and help if needed.”
Ongoing Implementation

- Faculty focus groups
- Collaborations across units
- Resource development
Questions?
Sharing ideas about your campus

- How might your institution design and implement a faculty professional development initiative on inclusive teaching?

- Consider the following:
  - Program structures
  - Modes of delivery
  - Funding sources
  - Campus collaborations
Contact Information

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## Expected Components of Professional Development

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<thead>
<tr>
<th>I. Orientation to Teaching at UM</th>
<th>Sample options for completing this expectation</th>
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<tbody>
<tr>
<td>1. Learning about:</td>
<td>● Attending New Faculty Orientation (including interactive theatre sketch and resource fair) OR</td>
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<tr>
<td>● Campus climate conversations</td>
<td>● Online Module addressing #1 and #2. Components could include:</td>
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<td>● Student demographics</td>
<td>○ Reflecting upon video of theatre sketch</td>
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<td>● UM student support resources</td>
<td>○ Analyzing CIRP &amp; Registrar data, video clips of faculty discussing and/or teaching in diversity settings</td>
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<td>2. Raising awareness of and empathy for the specific challenges UM students may experience based on their different social identities and backgrounds</td>
<td>○ Completing simulations (e.g., Kognito) to help identify particular student needs and provide information about campus resources available to support student success</td>
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<td>3. Planning for the start of an inclusive class</td>
<td>AND</td>
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<td>● Syllabus: choosing content, setting tone, class policies, and accommodations</td>
<td>● Participating in a syllabus or first days planning workshop focused on inclusivity OR</td>
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<tr>
<td>● First days: strategies for welcoming, including, and supporting all students</td>
<td>● Completing an online syllabus tutorial focused on inclusivity (modifying existing resources) OR</td>
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<td>● Participating in online interactive groups focusing on diversity and inclusion—peer coaching or mentoring by senior faculty on first days</td>
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## II. Applying key concepts and enhancing skills

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<td>Participation in evidence-based professional development sessions focused on diversity and inclusion (e.g., topics outlined in the middle column). Schools/colleges will determine the total number of sessions needed to fulfill these expectations as well as the appropriate timeline for completing them.</td>
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- ● New Faculty Orientation concurrent sessions (e.g., Leveraging Student Diversity, or Creating Inclusive Classrooms)
- ● Teaching center seminar series
- ● Peer teaching forum/Faculty learning communities/Teaching circles
- ● Departmentally-sponsored discussions/seminars
- ● Interactive theatre programs on teaching
- ● Online workshops
- ● Simulations (e.g., TeachLivE, Kognito adapted for specific university context)

## III. Reflecting on Practice

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<tr>
<td>● Practice teaching/microteaching focused on inclusive teaching, dialogue skills, etc.</td>
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<tr>
<td>“Teach LivE” inclusive teaching experience tailored to UM</td>
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<td>● Midterm student feedback and classroom observation, with a focus on inclusive teaching practices</td>
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<tr>
<td>● Classroom observation—peer or consultant—with a focus on inclusive teaching practices</td>
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<td>● Structured peer coaching experience focused on inclusive teaching OR</td>
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<td>● Watching experienced teachers (videotaped or live) and discussing reactions within a peer teaching forum</td>
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<td>● Videotaping their own practice and discussing within a faculty learning community or with a consultant</td>
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### Task Force on faculty professional development around inclusive teaching

Members include: Mary Boyce (Office of Vice Provost for Equity, Inclusion and Academic Affairs), Theresa Braunschneider (Center for Research on Learning and Teaching), Kelly Maxwell (The Program on Intergroup Relations), Ellen Meader (Office of Vice Provost for Equity, Inclusion and Academic Affairs), Tershia Pinder-Grover (Center for Research on Learning and Teaching (CRLT), CRLT in Engineering), and Shari Saunders (School of Education)
How Faculty Can Lead: Small Group Discussions

What faculty development programs exist or are being developed on your campus? What can you imagine working well?

What incentives might motivate faculty at all ranks and roles to participate?

What resources might be necessary to create a campus-wide programs on inclusive teaching?
  ● What funding sources are available?
  ● What campus collaborations could be leveraged?