Faculty Teaching Strategies for Creating Inclusive Classrooms

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Welcome

Framing

Who’s Here
Pair Share

What are some challenges you have experienced in trying to create an inclusive classroom?
Common Challenges for Creating Inclusive Classrooms:

How much of one’s own (faculty member’s) identities to share?

How to engage in a topic when there’s only one student that represents that positionality (solo status)?

How to represent identities that aren’t in the room?

How to deal with micro/macro aggressions?
Common Challenges for Creating Inclusive Classrooms (continued):

How to deal with conflict when it surfaces?

How to create a safe space—balancing freedom of expression in today’s political climate?

How to signal to students that I (as a faculty member) am someone that is safe to talk to about a variety of challenging campus and personal issues?
Core Elements that Create Inclusive Classrooms

- Connecting the Culture of a Campus to the Classroom
- Course Design and Pedagogy
- Group Dynamics
- Self-Reflexive Orientation
### Core Elements that Create Inclusive Classrooms

<table>
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<tr>
<th>Connecting the Culture of a Campus to the Classroom</th>
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<tr>
<td>• Recognize and relate to the mission, vision, and/or values of the institution</td>
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<td>• Understand the generalized student behavioral norms in the classroom</td>
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<td>• Comply with departmental processes and policies</td>
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Core Elements that Create Inclusive Classrooms

Connecting the Culture of a Campus to the Classroom

• Review syllabi for inclusive language, goals, and practices
• Incorporate readings, examples, and assignments into the curricula that challenge dominant narratives; practice multipartiality
• Create ground rules or community norms for discussion
• Use a variety of pedagogical techniques (e.g., lecture, collaborative learning, small group work, discussion) to meet differing learning styles and needs
• Integrate classroom climate questions into mid-semester evaluations and be responsive to student feedback

Course Design and Pedagogy

Group Dynamics

Self-Reflexive Orientation
Core Elements that Create Inclusive Classrooms

Connecting the Culture of a Campus to the Classroom

Course Design and Pedagogy

• Establish a co-learning environment and be transparent about the process
• Foster a safe and inclusive space by modeling appropriate forms of engagement (e.g., openness, cultural literacy); this often requires mutual sharing and risk-taking
• Be conscious of the range of (in)visible social identities within the classroom space, including your own social identities and their implications
• Practice critical empathy and perspective-taking.

Group Dynamics

Self-Reflexive Orientation
Core Elements that Create Inclusive Classrooms

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Self-Reflexive Orientation
- Awareness of your own social identities and their implications; representing the range of social identities in the room (present or absent)
- Transparency
- Modeling behavior (e.g., openness, cultural literacy)
Generative Listening Exercise

Choose two teaching experiences in a context involving creating inclusive classrooms: one an example of engaging students and their experiences effectively, and one an example of less effective engagement on your part.

**Step I: Individual Thinking (2-3 minutes)**

Spend a few minutes thinking of two experiences you’d like to share.
Generative Listening Exercise

Step II: First Round of Sharing & Feedback

• First speaker shares stories of both experiences (~5 minutes)

• Listener gives feedback—identifying core capacities, skills, and strengths (~4 minutes)

Step III: Second Round of Sharing & Feedback

• Second speaker shares stories of both experiences. (~5 minutes)

• Listener gives feedback—identifying core capacities, skills, and strengths (~4 minutes)
Important Considerations for Sustaining this Work

Internal/external (Internal campus capacity for faculty development or the need to bring in outside consultants)

Multi-year (Continued engagement--it’s not just about attending one workshop)

Incentives (What incentives are provided for faculty to build these capacities?)

Role of the Teaching and Learning Center on campus

Role of the campus leadership in supporting diversity and inclusion

Communication/risk management control vs. Educational moment
Time to Share

What should we add to our list of considerations, especially those related to your institutional context?