Goals for the session

• Define *inclusive teaching* and think about its relevance in the engineering

• Reflect on *classroom scenarios* that might foster inclusion or exacerbate exclusion

• Identify specific inclusive *teaching practices*

Recall: Sense of belonging correlates with learning
Discussion Guidelines

• Share responsibility for including everyone.
• Take pairwork or small group work seriously.
• Understand that others here will have different experiences from yours.
• Listen respectfully.

Additional examples for discussion guidelines that you can use in your classes/labs are found on page 2 of your packet
Defining *Inclusive Teaching*

*How would you define “inclusive teaching”?*

Share your definition with a partner.
Inclusive teaching involves:

1. deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning.

http://strategicvision.engin.umich.edu/our-vision/our-values
Inclusive teaching involves:

1. deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning.

2. attending to student identities and seeking to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals’ experiences of those spaces, and influence course and curriculum design.

-CRLT’s working definition, synthesized from the teaching-learning literature and many conversations around U-M.
Why is it important to cultivate inclusive teaching-learning environments in engineering?
In pairs, compare your ratings for each scenario and discuss your reasoning.

Continuum of Classroom Climate

In groups of 4, brainstorm teaching strategies or words/phrases that would shift any marginalizing scenarios to be more inclusive.
**Principles of Inclusive Teaching**

**TRANSPARENCY**
- Clearly communicating about norms, expectations, evaluation criteria

**SENSE OF BELONGING**
- Cultivating students’ sense of connection to the discipline + scholarly and professional communities

**STRUCTURED INTERACTIONS**
- Providing or eliciting goals, protocols, processes that support equitable access and contributions to interactive elements of the learning environment – and disrupt patterns that reinforce or reflect systemic inequities

**AFFIRMATION OF DIFFERENCE**
- Acknowledging students’ different identities, experiences, strengths, and needs; leveraging student diversity as an asset for learning

See page 4 in packet.
Inclusive Teaching Reflection

Review the list and indicate the following:
✓ = I plan to use this strategy.
X = This strategy does not apply to my teaching context and/or I would not use it.
☆ = I would like to try this, though I may need more information or resources.

If you finish early, think about the following:
• one practice you’d like to use and how you might apply it in your future teaching

See pages 7-8 in packet.
Resources

• **Responding to microaggressions:** Page 9

• **Additional examples:** [https://crlte.engin.umich.edu/inclusive-teaching/](https://crlte.engin.umich.edu/inclusive-teaching/)

• **Research basis:** [http://crlt.umich.edu/research-basis-inclusive-teaching](http://crlt.umich.edu/research-basis-inclusive-teaching)

• **Resource packet:** Pages 5 - 6

• **Consultations:** To request a consultation from an Engineering Teaching Consultant (ETC) visit our website: [crlte.engin.umich.edu](http://crlte.engin.umich.edu).
Resources

• Upcoming Workshops:
  • Principles and Practices of Anti-Racist Pedagogy
    02/03, 1:00pm - 3:00 pm
  • Disability and Accessibility in Teaching
    02/19, 1:00 pm - 3:00 pm
  • How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning
    02/28, 2:00-3:30 pm
Final Thoughts

Teaching inclusively requires a continual process of self-reflection and deliberate choices.

Deliberate intentional practices can improve climate.

Recall: Sense of belonging correlates with learning