

The Inclusive STEM Teaching project for Community College Faculty

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Current faculty who participate in our professional development will learn and implement inclusive teaching methods in their STEM classes which will reduce gender and traditionally underrepresented minority disparities in performance and improve students' sense of belonging, self-efficacy and STEM identity.

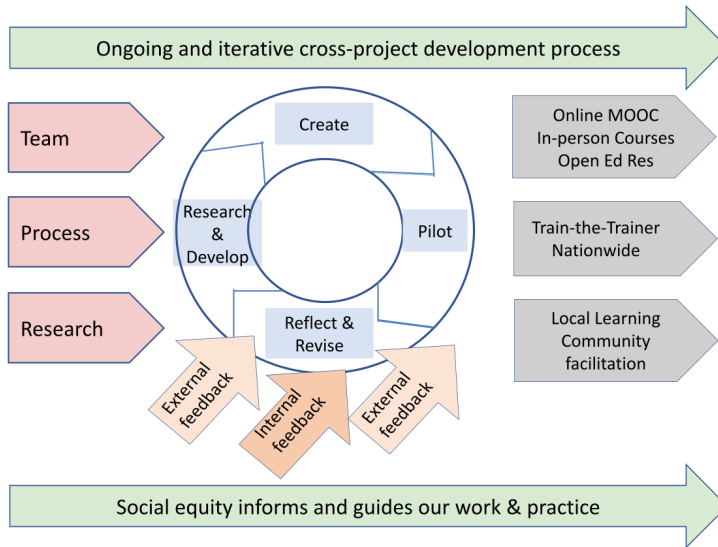
Project Goals

Advance understanding of effective ways to create inclusive learning environments through infusing knowledge, embedding research, and ongoing assessment and evaluation to advance our understanding.

Develop content that demonstrably improves the awareness, confidence, and ability of PhDs, postdocs, and faculty to create inclusive STEM learning environments.

Build a network that connects diverse partners through communities of local facilitators.

Develop ourselves as individuals and teams as an equity-based collaborative that practices inclusion.



Positive Impacts

- Nationwide impact
 - Across all higher ed: CC, 2-yr, 4-yr, & RI
 - 4,000 faculty; 1,000,000 STEM students per year
 - 300 learning communities
- Research the full professional development path from faculty participant to the students in their classroom



University of Michigan's Center for Research on Learning and Teaching Players from the skit *Conflict in the Classroom*. Students respond to a heated moment that arises during a review of their problem sets.

Deliberate interactions centered around identity, power, privilege and positionality

Empirically Supported Features of the Course:

- Local Learning Communities
- Embodied Case Studies
- Affinity Spaces

Project Partners:



Learning Modules

1. DEI in Learning & Teaching in STEM Higher Education
2. Instructor Identities & Classroom Authority
3. Student Identities and Learning Experiences
4. Creating an Inclusive STEM Course
5. Classroom Climate
6. Inclusive Mentoring
7. Leadership for Change

Project Team:



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