

Inclusive Teaching: *How Are We Measuring Impact?*

Dr. Tracie Marcella Addy
Associate Dean of Teaching & Learning
Lafayette College
@TracieAddy

October 10, 2022



Defining Our Terms

- Inclusive teaching - instructional efforts that are equitable, help foster a sense of belonging, and demonstrate to all students that they matter
- Impacts - the various outcomes of an intervention, in this case following the implementation of inclusive teaching approaches



Presentation Overview

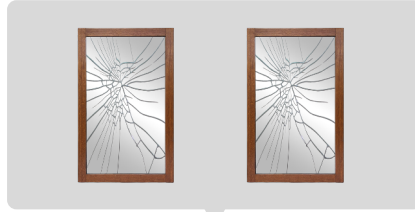
- The State of Inclusive Teaching in Higher Education
- Measuring the Impacts of Inclusive Teaching Efforts
- Case Examples

The State of Inclusive Teaching in Higher Education

Critical Moments



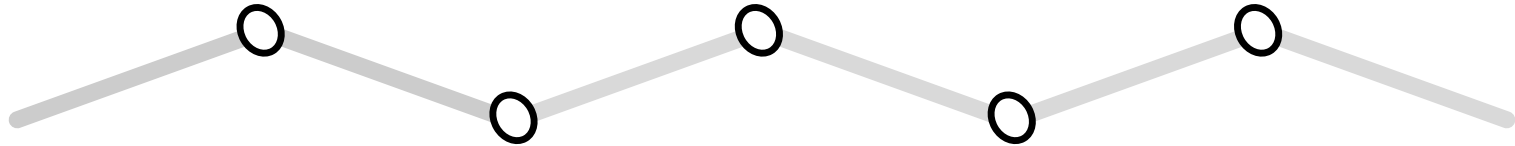
External Forces Moving the Needle



A Time of Reflection



Aspirational: Systemic Implementation



Emergency Mode



Inclusive Teaching as a Movement



Measuring the Impacts of Inclusive Teaching

Key Recommendations for Measuring Impact

01	Identify the scope	<ul style="list-style-type: none">• Course-level (instructor, student, class activities)• Department/Program-level• Institutional-level• Educational development experience
02	Devise guiding questions	<ul style="list-style-type: none">• Are instructors adopting inclusive teaching approaches?• Are student outcomes improving?
03	Identify data sources	<ul style="list-style-type: none">• Student feedback (surveys, evaluations, focus groups)• DFW rates and opportunity gaps (disaggregated data)• Critical juncture data (first-years, seniors, alumni)
04	Gather data	<ul style="list-style-type: none">• Previous courses• Current courses• Departmental data• Data from Offices of Institutional Research
05	Analyze & present data & consider next steps	<ul style="list-style-type: none">• Departmental discussions and action planning• Campus-wide forums and strategic planning

Adapted from Addy T, Dube D, and Mitchell KA. Chapter 14: Measuring the Impact of Pedagogical Efforts for Equity & Inclusion. In: *Equity and Inclusion in Higher Education: Strategies for Teaching*. Kumar R & Rafaei B (Eds). 2021. Cincinnati: University of Cincinnati Press.

Sample Course-Level Outcomes & Measures

What impacts did educational development focused on inclusivity have for Dr. Leon?



**INCLUSIVE TEACHING
VISUALIZATION PROJECT**

inclusiveteachingvisualizationproject.com

Instructor Outcomes

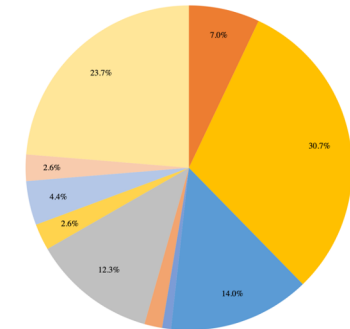
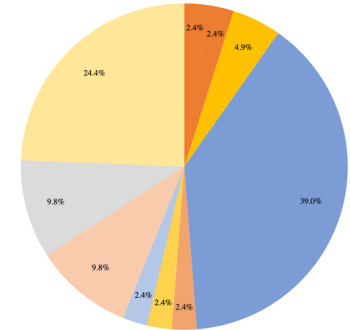
- Mindset
 - Is Dr. Leon becoming more equity-minded?
- Adoption of Inclusive Teaching
 - Course Design
 - Is Dr. Leon designing equity-centered courses?
 - Teaching Practices
 - Is Dr. Leon using inclusive teaching practices in his daily class activities?



Protocol for Advancing Inclusive Teaching Efforts (PAITE)

Classroom Observation Feedback

Code	What the Instructor is Doing
PRIOR	Prior Knowledge Assessment: The instructor measures students' baseline knowledge or skills using a formal or informal assessment that is turned in.
DIVEX	Diverse Examples: The instructor provides examples that present a diversity of people, situations, perspectives, or ideas.
MED	Diverse Visuals or Media: Visual materials (eg. slides, images, videos and other visual materials) are reflective of diversity or instructor incorporates various (more than 1) forms of media (e.g. slides, films, music, videos, articles, simulations, etc.).
REAL	Relationship Building: The instructor allows time for informal student-to-student or student-to-instructor conversation for relationship building.
COM	Community Standards: Referenced by the instructor to hold community members accountable to an inclusive learning environment.
EQPART	Equitable Participation: The majority of the students are engaged in an activity in which they are actively participating.
ACTIVE	Active Learning: The instructor uses active learning strategies which involve students engaging with the material and thinking about what they are doing.



Student Outcomes

- **Achievement**
 - Are there any opportunity gaps in Dr. Leon's class? If so, do they narrow after his inclusive teaching interventions?
- **Sense of belonging**
 - Do all students in Dr. Leon's course feel welcomed?
- **Equitable engagement**
 - Is Dr. Leon's class designed in a way that all students are able to engage equitably?



Scope: Department Level

Sample Guiding Questions

- What types of inclusive teaching practices are being implemented across the department?
- Are all students feeling welcomed in the major?
- Are all students similarly persisting in the major?
- What are the experiences of students in introductory courses?
- What are the perspectives of alumni?

Data sources

- Sense of belonging questionnaires
- Focus groups and surveys of students in introductory courses including those who left and remained in the major
- Alumni assessments

Scope: Institutional Level

Guiding Questions

- What is our statement on inclusive education as institution? Do instructional policies and procedures align with these value?
- Is inclusive teaching valued in the rewards system?
- Do students report a sense of belonging in teaching and learning spaces at the institution?
- Are there differences within colleges or departments when data is disaggregated?

Data sources

- Self-study and review of policies
- Campus-wide climate surveys with items addressing the teaching and learning environment
- Student focus groups
- Alumni surveys

Sample Outcomes

Scope	Outcomes			
Instructor	Equity-minded perspectives	Design of equity-centered courses	Implementation of inclusive teaching approaches	
Students (Course-Level)	Student achievement	Students' sense of belonging	Students' equitable engagement	
Departmental	Student achievement in major	Student persistence in the major	Students' sense of belonging in department	
Institutional	Student achievement at the institution	Student retention at the institution	Students' sense of belonging within teaching and learning spaces	Existence of policies and procedures that directly address inclusive instruction

Case Examples

Educational Development

Did the inclusive teaching book discussion group facilitated by my center for teaching and learning have an impact?

- Are participants developing equity-centered mindsets?
- What do participants propose they will change in their teaching as a result of the book discussions?
- Do participants use more inclusive teaching practices after participating in the initiative?



Course Activity

Is the social justice activity that I integrated into my course having an impact?

- What are students learning from the activity? Does this learning vary by student demographics?
- What are students' reflections on the activity? Do their responses vary by demographic background?



Department Level

Are introductory students having better outcomes after a curricular revision focused on inclusion?

- Do DFW rates decrease?
- Does persistence increase for students of all demographic backgrounds?
- Do all students feel as if they are welcome in this courses?



For Next Steps

MEASURING THE IMPACT OF INCLUSIVE TEACHING EFFORTS

A RESOURCE PACKET

Dr. Tracie Marcella Addy
Associate Dean of Teaching & Learning
Lafayette College

Updated: October 9, 2022

