Inclusive Teaching Practices

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- Wichita State University is committed to achieving and institutional strength through curricula and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an “all-inclusive” diversity and does not discriminate on the basis of race, ethnicity, ancestry, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, political affiliation, or military status.

- Complaints or concerns related to alleged discrimination may be directed to the Office of Institutional Equ.011 Taqu.011h9E o(E)13 (qu.01)11 (e( )]TJ0-1 (l)9 (,)1 (( )]TJ0-1 Tri(,)1 (( )]T(ti)-1ho)

Workshop Objectives

Mindset

- Open to developing an inclusive teaching practices to help students thrive in increasingly diverse environments, specifically in the classroom

Skillset

- Understanding and demonstrating inclusive teaching practices by:
  - Acknowledging students' different identities and experiences
  - Creating an environment of social connectedness and sense of belonging
  - Creating the conditions where individuals have the confidence to speak-up and the motivation to do their best work

Toolset

- Increase awareness of the various tools and resources designed to assist faculty and instructors with their inclusive teaching practices

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- What does inclusive teaching mean to you?

- What are some examples of inclusive teaching practices or strategies?

Inclusive Teaching involves deliberately cultivating a learning environment where all students are treated:

- equitably, have equal access to learning, and feel welcomed, valued, and supported in their learning.
- teaching attends to social identities and seeks to change the way systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.

Mindset

- Understand the uniqueness of each student
- Take action to ensure each student feels connected to the classroom
- Proactively adapt your teaching practices to meet the needs of your students
- Challenge entrenched organizational attitudes and practices that promote homogeneity
- Actively seek the perspectives of diverse others in ideation and decision making

Skillset

- Ensure your course reflects a diverse society and world
- Ensure course media is accessible
- Ensure your syllabus sets the tone for diversity and inclusion
- Use inclusive language
- Learn and use students' chosen names and pronouns
- Set expectations for valuing diverse viewpoints
- Implement Universal Design for learning
- Create a sense of belonging

Toolset

- LGBTQ Resources: www.wichita.edu/lgbtq
- Pronoun Primer: https://www.wichita.edu/services/odi/lgbtq/resources/pronouns.php
- Professional Development: www.wichita.edu/oditraining
- Chosen Name Information: https://www.wichita.edu/services/registrar/Name_Change.php
- WSU Accessibility Policies: https://www.wichita.edu/ods
- Office of Disability Services: https://www.wichita.edu/services/mrc/access/index.php

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Student perspectives

I feel included when…

- "my professor takes the time to learn my name."
- "my teacher is willing to discuss disagreement in a welcoming and kind way."
- "they assign reading that were written by more than just white people."
- "I have the opportunity to participate without talking."
- "pronouns are asked and respected."

I don't feel included when…

- "faculty let certain students hijack or dominate class discussions."
- "my grade depends on speaking out in class because this makes me feel like I do not belong or am somehow doing something wrong by being shy or introverted."
- "professors project an identity on me based on the way that I look."
- "they generalize about Christians or Republicans/Conservatives."

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