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Inclusive Teaching Practices

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Wichita State Strategic Plan

Inclusive Excellence

- Wichita State University is committed to achieving “**Inclusive Excellence**” 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 Equity and Compliance, Wichita State University, telephone 316-978-3187. Wichita.edu/reportit.

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

Let's Engage! – Group Discussion

- What does inclusive teaching mean to you?
- What are some examples of inclusive teaching practices or strategies?

Inclusive Teaching defined

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

Who is being left out as a result of your approach?

- 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
- Mindful of your personal blind spots
- Develop an open mindset and understanding of how others view and experience the world
- Acceptance that different cultural situations may require behavioral adaptation



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>



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."

Inclusive Teaching Practices- Next Steps

- Purposeful design, teaching, and assessment that is engaging, meaningful, and accessible to all
- Teaching that attends to students' different social identities and backgrounds
- Design, teaching and assessment that deliberately cultivates an environment in which all students have equal access to learning, feel welcome, valued, challenged, and supported in succeeding academically
- Be aware of your own biases, prejudices, and privileges - even statements that seem positive can involve stereotypes
- Acknowledge the ways that campus or world events may be creating barriers to students' capacity to engage in coursework, or their sense of being welcomed and valued; acknowledge the differential impacts developments may have on different students.
 - Covid-19, LGBTQ+ Rights, Black/All/Blue Lives Matter, Back the Blue, religious discrimination, travel ban, DACA, #MeToo, Immigration, Freedom of Speech

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