

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.



# Workshop Objectives



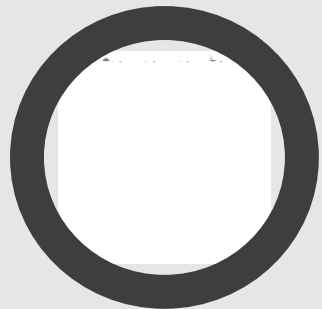
Mindset

- 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:
  - 9 Acknowledging students' different identities and experiences
  - 9 Creating an environment of social connectedness and sense of belonging
  - 9 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

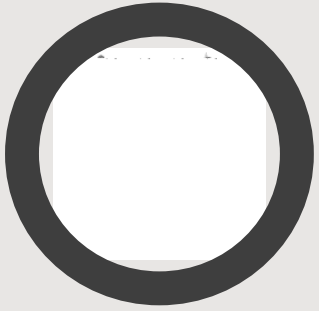
- Understand the uniqueness of each student
- Take action to ensure each student feels connected to the classroom
- Proactively adapt your teaching practices to meet the needs of your students
- Challenge entrenched organizational attitudes and practices that promote homogeneity
- Actively seek the perspectives 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](http://www.wichita.edu/lgbtq)
- Pronoun Primer:  
<https://www.wichita.edu/services/odi/lgbtq/resources/pronouns.php>
- Professional Development: [www.wichita.edu/oditraining](http://www.wichita.edu/oditraining)
- Chosen Name Information:  
[https://www.wichita.edu/services/registrar/Name\\_Change.php](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."





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