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2017 Seminar for Teaching Inclusivity

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The WMU Office of Faculty Development (OFD) held its first Seminar for Teaching Inclusivity June 13 and 14, 2017 from 9 a.m. to 4 p.m. both days. This seminar is part of OFD’s Summer Programs. For more information about the Seminar for Teaching Inclusivity, please see https://wmich.edu/facultydevelopment/programs/summerprograms/inclusivity.

Day One, Creating Safe Spaces for Diverse Learners in the Classroom, will focus on pedagogical strategies that support students from various backgrounds. Workshops will be offered for faculty teaching in a variety of fields and how to build allyship across the University. Participants will share experiences and advice on navigating the academy with respect to inclusivity.

Day Two, Safe Spaces and Support for Faculty and Instructors, will focus on how to respond to microaggressions and how to build allyship across the University. Participants will share experiences and advice on navigating the academy with respect to inclusivity.

Personal Motivation for Seminar

- Faculty and instructors consistently request teaching and learning resources and professional development workshops for teaching diverse student populations.
- Increasing populations of faculty and instructors contact OFD for consultations on allyship and support for faculty and instructors of historically oppressed populations.
- In 2015-2016, I attended the Annual Faculty Women of Color Conference, sponsored by the University of Illinois Urbana-Champaign.
- Several of these workshops included a focus on managing work/life balance, microaggressions, and scholarly productivity.
- Through OFD, several women of color have requested specific one-on-one consultations to address the microaggressions they experienced in their academic departments on campus.
- Members of a wider range of historically oppressed populations have expressed concerns about equity issues related to their department workloads on campus.
- Undergraduate and graduate students from historically oppressed populations have shared experiences with discrimination and microaggressions by faculty and instructors on campus.
- These events and occurrences prompted the desire to create new OFD programming that addresses institutional support to foster stronger allyship, especially for faculty and instructors of historically oppressed groups at WMU.

Event Photos Day 1

Event Photos Day 2

Participant Testimonials

- “The atmosphere was very welcoming and positive.”
- “The student panel was amazing! Very thought provoking.”
- “I liked the ideas related to structuring assignments to address the needs and including different population of students.”
- “I thought that real care had been taken to ask presenters who were knowledgeable and engaged. This is very much appreciated.”
- “I will try to make an effort to address how students need to treat each other and what we need to successfully work with others in the future.”
- “I...will look at syllabi more critically.”
- “I plan to be mindful, teachable, and sensitive to my students.”
- “I will make a conscious effort to accommodate students’ learning styles.”
- “[The Seminar on Teaching Inclusivity] helped me think about diversity as bigger than color and race.”
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- “I plan to be more aware of my own implicit biases.”
- “I learned that others have similar experiences that we need to gather to create a collective voice for change and support.”
- “I will ask more people about their experiences.”
- “I will listen and seek to understand.”

Create a resource page to share inclusivity resources on OFD’s website.

Create an address book for inclusivity participants to connect and communicate.

Request that more administrators, deans, chairs and directors attend something similar and provide them with a summary of comments shared over the two days.

Include additional inclusivity sessions during the academic year.

Contact information