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/summerprogram/s/inclusivity.

The Need

• 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 groups.
• Undergraduate and graduate students from historically oppressed populations have expressed concerns about equity issues related to their department workloads 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.

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 more directly address how students need to treat each other and what they 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’ work/life balance, microaggressions, and scholarly productivity.”
• “[The Seminar on Teaching Inclusivity] helped me think about diversity as bigger than color and race.”
• “I plan to be more aware of my own implicit biases.”
• “[The Seminar] was helpful understanding more about microaggressions.”
• “I need to encourage more people to attend/participate.”
• “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 more questions about their experiences.”
• “I will listen and seek to understand.”

Personal Motivation for Seminar

• 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.
• Participants offered to share experiences and advice on navigating the academy with respect to inclusivity.
• “I will look at syllabi more critically.”
• “I will listen and seek to understand.”

Event Photos Day 1

Event Photos Day 2

Participant Testimonials

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

2017 Seminar For Teaching Inclusivity
Staci M. Perryman-Clark, Ph.D.
Associate Director, WMU Office of Faculty Development
2016-2017 Academic Leadership Academy

This two-day seminar will provide instructors with explicit strategies for teaching and promoting inclusivity in classrooms and academic departments. Topics will cover addressing microaggressions; fostering allyship; and building alliances with faculty, instructors, and students from underrepresented minority and historically oppressed groups.

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 including the liberal arts (e.g. STEM, humanities, social sciences, arts, etc.).

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.

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Day One Schedule

Day Two Schedule

Event Description

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