

Inclusive teaching in practice: To begin

Assume no one knows anything = explain everything!

- Teaching everyone the “hidden curriculum” evens the playing field
- What should students call you?
- How should they contact you?
- What are office hours for?
- How to approach the reading?

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Inclusive teaching in practice: Throughout

1. Use language and pacing that normalizes question-asking and help-seeking
2. Include scholars from a range of identities, and find ways to highlight this
3. Be mindful of varying sets of values and motivations
4. Let students know how to succeed!
5. Present assignments and feedback through a lens of growth mindset

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Inclusive teaching in practice: Throughout

Use language and pacing that normalizes question-asking and help-seeking

- “Does anyone have questions?” →
“What questions do you have?”
- “Does that make sense?” →
“Which parts of that should we reinforce?”
- Avoid phrases like, “It’s clear that” or “You’ve probably noticed that” or “Now it’s easy to see that”

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Inclusive teaching in practice: Throughout

Use language and pacing that normalizes question-asking and help-seeking

- Normalize the use of resources by introducing them with “when” phrasing (e.g., “When you visit the Writing Center,” “When you come to office hours”)
- Intentionally build in pauses for reflection before inviting discussion or questions to honor a range of processing speeds, courage-building speeds, etc.
- Create explicit and safe opportunities for students to share what they don’t understand

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Inclusive teaching in practice: Throughout

Include scholars from a range of identities, and find ways to highlight them

- Display and/or say full names
- Consider sharing a photo of scholars who wrote or produced the material you're teaching
- Acknowledge any lack of representation and engage a discussion of why (e.g., when teaching "canon")

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Inclusive teaching in practice: Throughout

Be mindful of varying sets of values and motivations

- Mismatch in university culture valuing independence vs. home context valuing interdependence → negatively impacts academic performance (Stephens, et al. 2012)
- Having students affirm their values and self-worth is an effective intervention mitigating negative academic impacts of stereotype threat and cultural mismatch (Cohen, et al. 2006; Harackiewicz, et al., 2014)

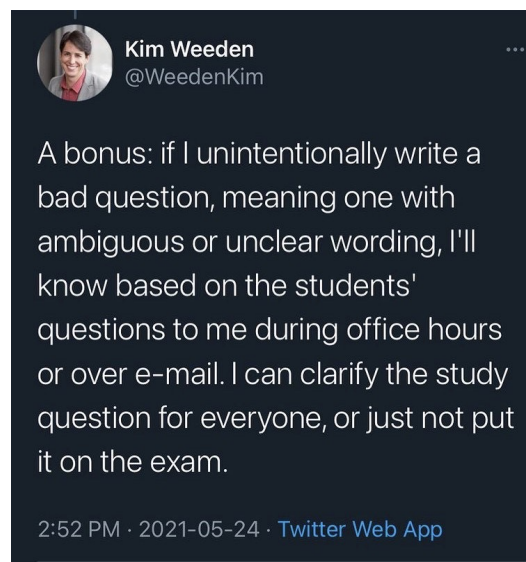
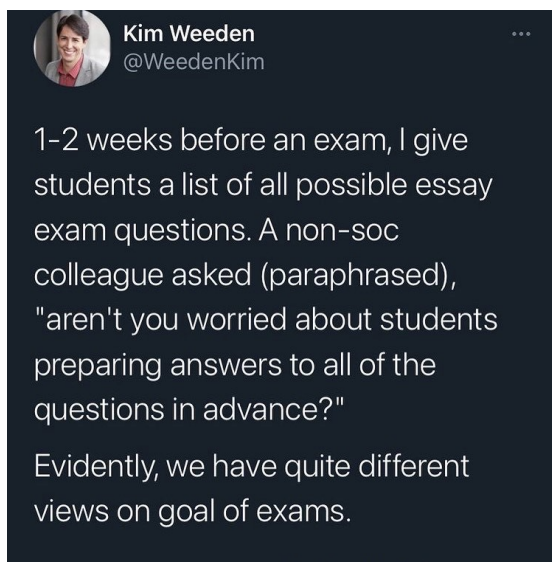
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Inclusive teaching in practice: Throughout

Let students know how to succeed!

- Specific about expectations
- Share in-course and on-campus resources
- How to write a paper
- Sample exam questions in advance

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Inclusive teaching in practice: Throughout

Present assignments and feedback through a lens of growth mindset

- Assessment of current skill, not permanent ability
- Feedback should be constructive with suggestions for development
- Consider building in ways for students to engage feedback (e.g., paper re-writes, meetings to discuss feedback, self-assessment reflection prompts)

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Effective Solutions for Inclusion (according to students)

- Faculty introduced inclusive curricular material.
- Faculty used more effective pedagogical techniques.
- Faculty encouraged us and had confidence in us.
- Faculty often led and guided discussions of racial issues, and evidently did so in ways that avoided the assignment of “expert” status.

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Inclusive teaching in practice: Review

- Begin by affirming everyone's place
- Introduce yourself as a professor and as a human
- Establish classroom norms for the environment you wish to foster
- Share your hopes and objectives for the course
- Assume no one knows anything = explain everything!
- Use language and pacing that normalizes question-asking and help-seeking
- Include scholars from a range of identities, and find ways to highlight this
- Be mindful of varying sets of values and motivations
- Let students know how to succeed!
- Present assignments and feedback through a lens of growth mindset

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What is the Office for Equity & Inclusion at Wesleyan?

OUR MISSION

To provide leadership and guidance to address systemic inequities for *all* members of the Wesleyan community.

Enhance the educational living and learning experience.

Promote a healthy, thriving campus climate.

Promote a community of excellence predicated on inclusion and respect for others.

We believe an equitable and inclusive education is transformative.

We act in a transparent manner, with respect for the knowledge and experience of others.

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Why We Care

- **Campus Climate**

People function better when they feel valued and included. Mental (and physical) health suffers when people are stressed. Retention of students, staff and faculty depends on being inclusive and supportive of people of all identities.

- **Educational**

Robust exchange of ideas. The core rationale used by higher education for a diverse student body is that it enhances the educational experience of all students.

- **Policy**

*Institutional Core Values, Trustee statement on equity and inclusion;
<http://roth.blogs.wesleyan.edu/2015/06/01/trustees-statement-on-equity-and-inclusion/>*

- **Legal**

14th Amendment EPC, 1964 CRA Title VII, VI, IX (DOE: Title IX now requires barrier analysis of academic programs to ascertain if structural barriers to gender equity are operating, and if not, to implement active changes to achieve gender equity)

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Office for Equity & Inclusion: Who We Are and What We Do

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Trisha Stephenson-Gordon
Assistant Director for
Equity & Inclusion /
Administrative Office Manager

Provide administrative support

- Organize office operations and procedures
- Project management
- Overall budget management
- POSSE Veterans Steering Committee representative
- Staff recruitment / Affirmative Action Specialist
- Title IX Investigator

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Debbie Colucci
Assistant Vice President for Equity & Inclusion
Equity Compliance Director
Deputy Title IX Officer

- Policy and Procedure / compliance including investigation and resolution:
 - Affirmative Action/EEO
 - Title IX
 - ADA/Section 504
- Oversight for Title IX Committees
- Education and Prevention Initiatives

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Demetrius Colvin
Director, Resource Center

- Mentoring and advising specifically to students from traditionally marginalized communities.
- Resource, advocate and advisor on student diversity issues to the campus community.
- Plans trainings, activities to expand knowledge, insight and skills necessary to appreciate and successfully navigate diverse intersectional environments.
- Collaborates with faculty and staff partner(s) on the mission and programming of the Center.
- Supervises the Center's team of student interns.
- Oversees Resource Center library, food bank and clothing bank
- Builds community, partners on First-Things-First pre-orientation

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Dr. April Ruiz
Dean for Academic Equity,
Inclusion & Success

- Oversight and leadership for all Pathways to Inclusive Education (PIE) programs:
 - Mellon Mays Undergraduate Fellowship; (Demetrius Udell)
 - Ronald E. McNair Post-baccalaureate Achievement Program; (Erika Taylor)
 - Wesleyan Math and Science Scholars Program (WesMaSS); (Rich Olsen)
 - Upward Bound Math-Science Program; Miguel Peralta
 - Support NSM Coalition/SUSS and other programs that address inequity in STEM
 - First-Things-First pre-orientation (co-partner with Resource Center)
- Support for all students, particularly those who identify as members of underrepresented and/or marginalized communities.
- TA Toolkit Series (partner with Center for Pedagogical Innovation_
- Student Ombuds program
- Support faculty in inclusive pedagogy

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Ronnie Hendrix
Associate Director
McNair Program



Miguel Peralta
Director, Upward Bound,
Math and Science Program



Alison Williams
Vice President for Equity &
Inclusion
Title IX Officer

Departmental oversight, staff and organizational development

- Ongoing climate and culture assessment / scorecard and implementation of follow-up
- Connect across all divisions to address issues of recruitment, retention, inclusion and equity
- Committee oversight: Title IX, ADA, Un-Doc, E&I, 3R
- Lead Equity & Inclusion initiatives as liaison to President's Cabinet and Board of Trustees

WHAT WE DO

- **Education**

Pathways to Inclusive Education (PIE)

Ronald E. McNair Post-baccalaureate Program

Mellon Mays Undergraduate Fellowship

Wesleyan Mathematics and Science Scholars Program (WesMaSS)

Upward Bound Math-Science Program

First Generation Student Support

First Things First Pre-Orientation Program

Inclusive Pedagogy

Classroom Climate

Residential Education

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WHAT WE DO:

- **Equity Compliance**

Serve students, faculty, administrators and staff concerning all issues of equity and opportunity as they relate to race, color, religion, national or ethnic origin, age, disability, veteran status, sexual orientation, gender, gender identity, and gender expression.

Develop policies and procedures; and offer programming for the campus community regarding issues of diversity, equal opportunity, equity and inclusion

Discrimination, Harassment and Sexual Misconduct

Title IX of the Education Amendments of 1972

Title VII of the Civil Rights Act of 1964

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WHAT WE DO

- **Services**

- Equity in Hiring

- Recruitment

- Implicit Bias

- Retention

- Success at Wes (HR)

- Dialogue Across Difference

- Trainings and Workshops

- Programming

- Bias Response

- Collaborate!

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WHAT WE DO:

- **Inquiry Based Research**

- Climate Survey

- Diversity Audit Antiracist Reading Group

- **Dialogue** Across Difference Lunch Series

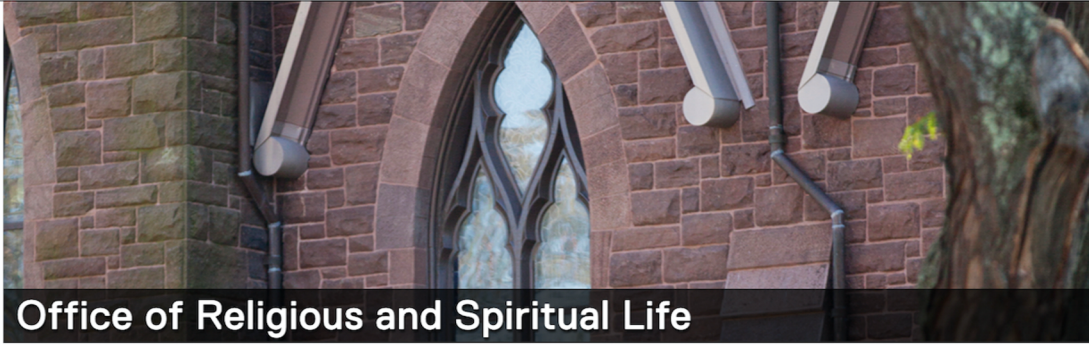
- **Support** Affinity Groups

- Womxn@Wes

- AFCA faculty of Color

- Black Faculty Consortium (w Trinity and Conn College)

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Office of Religious and Spiritual Life

Welcome

Meet Your Chaplains

Catholic

Jewish

Muslim

Protestant

Weekly Services

Spiritual Opportunities

Mindfulness

Multifaith Calendar

Local Religious and Spiritual Communities in Middletown

WESLEYAN MULTIFAITH CALENDAR

**From the Wesleyan Office of Religious and Spiritual Life
Religious/Spiritual Observance Resources:**

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life at dleipzig@wesleyan.edu or any of the chaplains in the Office of Religious and Spiritual Life

The list that follows is not exhaustive. It includes the more notable festivals and holy days that may require appropriate accommodations for students although not all religious traditions below are represented in the Wesleyan community. (If this calendar does not include a significant date of your religious tradition, please let the chaplains at ORSL know.) Every effort has been made to ensure that this information is accurate. Note that some holidays in some traditions are tied to the lunar calendar or to particular cultural patterns that vary

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INTERFAITH CALENDAR: Primary sacred times for world religions

2021	Days	Holiday	Religion
30 August	Monday	Krishna Janmashtami Recommended Accommodations: Avoid scheduling major academic deadlines on this day, since it is likely that Hindu students will be operating on very little sleep.	Hinduism
6 September - 8 September	Sundown Monday - Evening Wednesday	Rosh Hashanah Recommended Accommodations: Avoid scheduling important academic deadlines, events, or activities on this date. Students may be observing at home with their families, or on campus. Many students do not write or use technology on these days.	Judaism
15 September - 16 September	Sundown Wednesday - Evening Thursday	Yom Kippur Recommended Accommodations: Avoid scheduling important academic deadlines, events, or activities on this date. Jewish students may be fasting all day. Students may be observing at home with their families, or on campus. Many students do not write or use technology on these days.	Judaism
- -	- -	Sukkot	

Note that Rosh Hashana begins at sundown on Monday, Sept. 9 which is also Labor Day. Some students may not attend class. See relevant email from Provost.

Ramadan will be during the end of 2nd semester. We will send out more information about that as well. Our University Chaplain, Rabbi David specializes in pastoral care and is available to support faculty in any way.

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**The only thing we have in
common is diversity . . .**

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Questions and Comments

OFFICE FOR
EQUITY & INCLUSION



We look forward to working with you!

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