

Keeping Connected

At Park, You Belong

Diversity, equity, and inclusion (DEI) is a trending topic in higher education, and rightfully so. Quickly glancing at the Fall 2021 data, Park's undergraduate student body consists of students from 58 countries, over half of the population identify their race/ethnicity as other than White, over 60% are military affiliated (active duty, veterans, dependents), and the average age of Park's undergraduate student is 30.2 years old.

At Park, non-traditional is traditional; therefore, signifying the need of inclusive teaching in the classroom. By faculty members creating an inclusive environment, we are providing a physically and psychologically safe space for students to explore their learning exemplifying to students that they belong at Park University.

This edition offers a variety of inclusive teaching and learning practices that you may reflect on or implement today. We hope you enjoy this issue, and if you have other potential topics you would like the newsletter to focus on, email us at innovate@park.edu.



Creating Inclusive College Classrooms

by Shari Saunders and Diana Kardia | Center for Research on Learning & Teaching, University of Michigan

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns....In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among you and the students in the classroom. These interactions are influenced by:

- the course content;
- your prior assumptions and awareness of potential multicultural issues in classroom situations;
- your planning of class sessions, including the ways students are grouped for learning;
- your knowledge about the diverse backgrounds of your students; and
- your decisions, comments, and behaviors during the process of teaching.

To view each of these five aspects, [CLICK HERE](#).



Increasing Inclusivity in the Classroom

by Andrew Greer

Drawing from the literature on inclusive teaching in higher education, the importance of increasing inclusivity is framed by two overarching issues. The first issue is that of student belonging in their classrooms and in the broader

campus culture. The second theme of inclusivity is stereotype threat, which refers to the fear of confirming a negative stereotype about their respective in-group, a fear that can create high cognitive load and reduce academic focus and performance (Steele & Aronson, 1995). So how do we address these issues?

[CLICK HERE](#) to view the full teaching guide which:

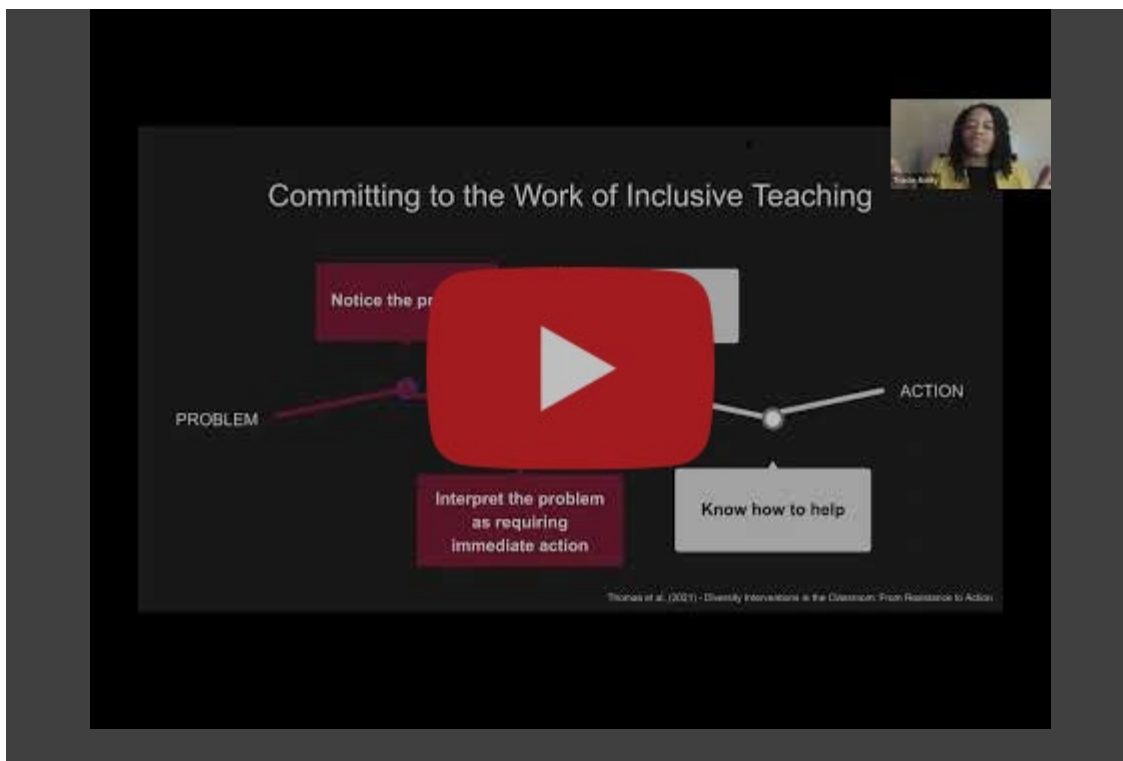
1. discusses the importance of inclusivity in the classroom,
2. presents examples of teaching more inclusively, and
3. provides additional resources for further guidance.



What Inclusive Instructors Do

Dr. Tracie Addy

Park University faculty came together on March 26, 2022 to listen to the Virtual Academic Conference keynote address given by Dr. Tracie Addy, renowned educator and co-author of *What Inclusive Instructors Do*. Dr. Addy's presentation focused on fostering student belonging by identifying the instructor's mindset and reflecting upon which inclusive practices the instructor is currently using in the classroom. To learn more about these mindsets and inclusive practices, click the video (33:42) below to watch the recording.



Upcoming FCI Programming

We hope you will join us for this term's exciting opportunities that allow you to take a break from the daily grind, connect with your colleagues, and ignite your curiosity to learn something new. Join us for any (or all) of the following sessions below.

Fall 2, 2022 FCI Programs

- **Virtual Coffeehouse** - [JOIN HERE](#)
Fri., Oct. 28th (11:30am-12pm, CST);
- **Transformative Teaching Exchange** - [JOIN HERE](#)
Wed., Nov. 2nd (12-1pm, CST);
- **Virtual Faculty Writing Retreat** - [JOIN HERE](#)
Fri., Nov. 4th (10am-12pm, CST)

Get Recognized: Faculty Communication Form

FCI and Park Communications collaborated to create an easy submission process for Park faculty to share their scholarly activities (publications, presentations, invited talks, grants, awards, etc.) with the university community. To share your work, click the button below or visit [FCI's website](#) and select the [Get Recognized](#) link.

SUBMIT HERE



Scholarly InSights

The Faculty Center for Innovation (FCI) is excited to highlight scholarly work published by FCI's academic journal, *InSight: A Journal of Scholarly Teaching*. This term, we are excited to showcase Bahl's (2022) article, *The Impact of Incorporating Indigenous and Other Nontraditional Ways of Mathematical Knowing into a University-Level Geometry Course* which "incorporated texts and discussions on mathematics and mathematical epistemology from outside of the 'Western' tradition typically centered in college math curricula" (p. 15). To view the current and past editions of *InSight*, please visit <https://insightjournal.net/>.

***InSight* AND...*InStruct* Call for Papers**

Are you interested in potentially publishing your scholarship of teaching and learning (SoTL) work? Check out *InSight's call for papers*! The journal is also delighted to share with you *InSight's* reflective section, *InStruct*, which provides a space to celebrate and display pedagogical content that demonstrates the practical application of SoTL principles. To learn more about *InStruct* manuscript submissions, please view *InStruct's call for papers*. For information about the journal, including viewing current and past volumes, please visit *InSight's website*; all inquiries should be emailed to FCI at innovate@park.edu.

The deadline for Volume 18 submissions is 4pm, CST on March 1, 2023;
however, submissions are accepted on a rolling basis.



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