With our increasingly diverse student body, it is imperative that we think about the best practices for helping all of our students learn most effectively in our classrooms. In a recent article in the Chronicle of Higher Education (https://www.chronicle.com/interactives/20190719_inclusive_teaching?utm_source=at&utm_medium=en&cid=at), Viji Sathy and Kelly Hogan offer a generative definition of inclusive teaching:

Teaching inclusively means embracing student diversity in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset. It means designing and teaching courses in ways that foster talent in all students, but especially those who come from groups traditionally underrepresented in higher education.

Traditional teaching methods do not serve all students well. This guide is for any faculty member who believes, as we do, that education can be an equalizer. We share tips here that any instructor can use to minimize inequities and help more students succeed. We’re not suggesting a complete redesign of your courses, but more of an overlay to your current teaching practices.

We invite you to join us for a group discussion on this important topic. If you are interested, we will ask you to read this Chronicle article and a few chapters in the book Bandwidth Recovery (available for pick-up at Burton 115 starting 8/21). We will discuss issues like Growth Mindset, Belonging, and Stereotype Threat, and we will brainstorm ideas for how we might change our courses to make them more inclusive.

All faculty welcome.

This workshop will help faculty to reflect upon their own and their colleagues’ syllabi before the start of the new semester. After a brief review of expectations and practices aligned with Bain’s (2004) notion of a “promising syllabus,” this gathering will provide opportunities for discussion and workshopping of fall syllabi for participants.

All faculty welcome.
Every Semester Needs a Plan Workshop
9/4, 12:30-2:15
Campus Center 103/104
RSVP here by August 28

Webinar Facilitator: Rachel McLaren, Ph.D., University of Iowa and the National Center for Faculty Development & Diversity
Host: Patty DiBartolo, Associate Dean of Faculty/Dean for Academic Development

Do you:

- start the semester or term with high hopes for your writing projects, but end disappointed by your actual productivity?
- desperately want (or need) to write a lot this semester?
- want to figure out how to be more productive AND enjoy your life this semester?

Before the semester begins, join us for a hands-on, hour-long planning webinar offered through the National Center for Faculty Development & Diversity (NCFDD). The webinar will help you to identify your personal and professional goals for the semester, create a strategic plan to accomplish them, and identify the types of community, support, and accountability you need to make this a productive and balanced semester. We’ll follow the webinar with a brief informal conversation with colleagues about academic year planning.

All faculty welcome.

Network-Based Mentoring: Making Every Connection Count
Mary Deane Sorcinelli, UMass-Amherst
9/13, 12:15-2
Conference Center Oak Room
RSVP here by September 6

Mentoring can offer a vital contribution to academic career advancement and success, particularly for women and faculty of color. Recent literature and practice now offer new, more flexible approaches to mentoring in which faculty build a network of “multiple mentors” who can address a variety of career competencies. In this interactive session, you will identify your professional goals, strengths, and skills that you want to develop at the stage you are in your career; explore mentoring as a medium for helping you meet those goals; “map” your own mentoring networks—what they are and could be, drawing on a range of examples; and discuss best practices for seeking, developing, and cultivating a network of mentors.

All faculty welcome.
Toward Equity Panel on Mentoring
Where are our role models? Who are our allies?
10/9, 12:15-1:15 pm
Dewey Common Room
RSVP here by October 2

Following up the September 13 workshop on the importance of mentoring for faculty success, this moderated panel discussion will focus on challenges and strategies for creating a professional community—mentors, allies, sponsors, and role models—for faculty members who bring diversity to the academy (due to race, religion, gender, sexual orientation, gender identity, visible or invisible disability, socioeconomic background, and their intersections, to name a few) but whose own identity is underrepresented here. How do you find your allies and role models? How can you navigate mentorship demands from others (students, junior colleagues) when you are one of the only or few “X” faculty members in your department/discipline? What do you do when mentors provide well-intentioned advice that you feel does not quite work for you, due to your identity? Come ask and hear advice from colleagues about strategies to develop and sustain supportive and effective mentoring networks for diverse faculty.

Faculty with an identity that has been historically underrepresented in their discipline or the academy more broadly are particularly encouraged to attend. All faculty welcome.

Write-on-Sites: Writing with Friends
Monthly, Fridays, 1-4 p.m.: Sept. 20, Oct. 25, Nov. 8 and Dec. 20
Campus Center 204
RSVP here by September 13

Have writing to get done but finding it hard to get started? Find that your writing is easier when done in a quiet and comfortable space with refreshments and good colleagues? Earmark your calendar, grab your laptop, and come to this write-on-site opportunity! Join any time during the session.

All faculty members welcome.