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Investing in Equity, Inclusion, and Relationships
Faculty Center for Teaching and Learning | Retention and Student Success

The University’s founding rests on principles of equity, inclusion, and diversity, among others. Our commitment to these principles is expressed in multiple ways, including our University’s Core Values, strategic plans, and initiatives. A commitment to diversity, equity, and inclusion, and the relationships we foster to advance these principles, is an investment – an investment of our time, energy, and resources.

The Faculty Center for Teaching and Learning is offering new sessions in the series *Investing in Equity, Inclusion, and Relationships*, which was first launched in Spring 2021. We invite you to invest your time along with us, as you continue to shape your courses in ways that reflect these principles and enhance student learning. All faculty – non-tenure track, tenure-track, and tenured, at any location – are welcome to participate. There are two ways for you to engage in this series:

- We encourage you to join us for upcoming University-wide sessions. Most sessions will be offered twice: once face-to-face and once via Zoom.
- We welcome the opportunity to facilitate one or more sessions specifically for your program, department, school, or college; we can tailor any session(s) to the needs and interests of your group.

Below are lists of upcoming and previous sessions in this series.

**Upcoming Sessions**

**Grading on a Curve: A Case of Educational Malpractice?**

- Friday, January 28, 2022, 9:00-10:30 AM; via Zoom (URL: [https://www.zoom.us/my/fctl1](https://www.zoom.us/my/fctl1))
- Monday, January 31, 2022, 1:00-2:30 PM; FLITE 405 (in-person)

Among the many opportunities to make our classes more inclusive and equitable is to take a closer look at a widely used grading practice: the curve. In this session, we will examine beliefs about the benefits of grading on a curve and consider reasons why this practice is a “systemic issue of equity” (*Bowen & Cooper, 2021*).
In Their Words: Why Belonging and Rapport Matter to our Students’ Learning and Success

- Friday, February 18, 2022, 9:00-10:30 AM; via Zoom (URL: https://www.zoom.us/my/fctl1)

In this session, we will share research on how belonging and rapport impact students and hear first-hand from our students about their own experiences. We will consider classroom interventions that foster a sense of community and increase student learning and success.

Investing in Equity, Inclusion, and Relationships: A Shared Reading Experience

- Dates, times, and reading information will be forthcoming.

Join us after Spring Break for our second EIR Reading Experience! This collegial reading group will be an opportunity to dive deeply into a text, learn from your colleagues’ insights, share your own perspectives, reflect on the reading’s impact on you, and consider implications for your work with students. More information will be shared in January.

Previous Sessions

Advancing Inclusive Teaching: Excellence, Engagement, and Belonging (90 minutes)
This session offers an overview of the social, emotional, and cognitive elements of inclusive teaching, and provides the time and structure for you to identify and work on incorporating evidence-based inclusive teaching strategies into your course(s).

Elements of An Inclusive Syllabus (60 minutes)
Your syllabus can be a powerful tool for creating inclusive learning environments and experiences for all students. In this session, we will: (1) Briefly consider research that addresses the impact of an inclusive syllabus; (2) Use an inclusive syllabus checklist; and (3) Identify specific ways to make your syllabus more inclusive.

An Equity Imperative in Our Classrooms: Why “a rising tide lifts all boats” Only Works if Everyone has a Boat* (90 minutes)
Mitigating equity gaps in the classroom is an important and necessary expression of our Core Values and contributes to ensuring an increasingly more just, humane, and democratic society. This session is guided by three questions: 1) What is equity, and how is it different from diversity, inclusion, and equality? 2) What evidence is there that equity exists in college classes? 3) What can I do to advance equity in my classes?

*The session title is inspired by Kathryn Peltier Campbell’s work The Equity Imperative in Higher Education.
Examining Unconscious Bias: From Habits to Hope (120 minutes)
This session offers an opportunity to consider the science of unconscious bias, the impact unconscious bias has on ourselves and others, and strategies for disrupting bias and developing new habits and mindsets. We will delve into the challenges of working, learning, and living with introspection, empathy, and an inclusive outlook – and the opportunities and hope that arise from these efforts.

Microaggressions and Relationships: How to Effectively Respond and Why it Matters (90 minutes)
Confronting microaggressions can be challenging, but responding with a compassionate, empowering approach can ultimately benefit the relationships among those involved. This session will engage you in ways to respond to microaggressions when they arise in the classroom or workplace.

Strategies That Foster Equity, Inclusion, and Relationships (60 minutes)
Investing in inclusive practices enhances learning, relationships, interactions, and well-being (for you and your students!). In this session, we’ll discuss evidence-based strategies for early-semester investments with potential for big payoffs.

Workshopping an Assignment Through the Lenses of Diversity, Equity, and Inclusion (90 minutes)
This workshop offers the chance to examine one or more of your assignments through the lenses of diversity, equity, and inclusion. We’ll use a perspective that enables you to assess assignments for purpose, transparency, and inclusion, and in doing so, make assignments more motivating and equitable.

Workshopping Your Syllabus Through the Lenses of Diversity, Equity, and Inclusion (90 minutes)
This workshop provides an opportunity to re-work your course syllabus into an increasingly more inclusive document that better supports the needs of our diverse student body. We’ll use a tool that will help you re-develop your syllabus to promote clarity and transparency, belonging, support, and success.

Whether you’re new to teaching or hoping to bring new ideas, energy, and/or possibilities into a course you’ve taught for years, these sessions are for you! To ask questions, register for a session, or request a session tailored to your group, please email FCTL (fctl@ferris.edu) or call 231-591-3826.