Inclusive Teaching Strategies: Reflecting on Your Practice

Do you or would you use any of the following strategies?

✔ = I use this in my teaching
~ = I sort of use this in my teaching
X = I do not use this in my teaching
☆ = I would like to try this, though I may need more information or resources

Instructor-Student Interactions

☐ Learn and use students' names -- what they choose to be called and how they pronounce it.
☐ Clarify how you want students to address you, especially if you teach students from a range of educational and cultural backgrounds.
☐ Distribute a student background questionnaire early in the term to learn about students' experience with the course topics, educational background, professional ambitions, general interests, etc.
☐ Encourage students to visit office hours, and use that time to ask about their experiences with course topics as well as their interests outside the class.
☐ Communicate high expectations and your belief that all students can succeed.
☐ Allow for productive risk and failure. Make it known that struggle and challenge are important parts of the learning process, not signs of student deficiency.
☐ Seek multiple answers or perspectives to questions.
☐ Avoid making generalizations about student experiences.
☐ Avoid making jokes at students’ expense.
☐ Refrain from asking individual students to speak for a social identity group.
☐ Communicate concern for students’ well-being, and share information about campus resources (e.g., Counseling & Psychological Services, Sexual Assault Prevention & Awareness Center, Services for Students with Disabilities).
☐ Communicate in writing and person your goal of making learning equally accessible to all students. Welcome requests for documented accommodations as a chance to include everyone more fully in learning.
☐ Carefully frame objectives when raising potentially sensitive or uncomfortable topics.
☐ Model productive disagreement, showing how to critique a statement or idea rather than the speaker.
☐ Stop or intervene in a discussion if comments become disparaging or devalue other students' experiences.
☐ Avoid giving verbal instructions without a written corollary. (Multiple modes can be helpful to students with processing disabilities as well as non-native English speakers.)
☐ Allow ample time for any in-class activities that require substantial reading, and provide guidance that reflects the fact that processing times will vary (e.g., how to approach the task given you may not finish reading, or what to do if you do finish it before the time is up).
☐ Elicit formative feedback from students about their learning experiences in the course (e.g. facilitated Mid-Semester Feedback session or survey).
☐ Ask a trusted colleague or CRLT consultant to observe your class and collect data about how you include or interact with different students.

Student-Student Interactions

☐ Encourage students to learn and use one another's names.
☐ Use icebreakers regularly so students can learn about one another.
☐ Establish guidelines, ground rules, or community agreements for class participation.
☐ In class, have students work in pairs, triads, or small groups.
☐ Have students write and share about how their background can contribute to a particular class activity.
☐ For long-term teams, structure in check-ins and opportunities for peer feedback about group process.
☐ On the syllabus, identify collaboration or perspective-taking as skills students will build in the course.
(Student-Student Interactions continued)

- In class, explain the value of collaboration for learning. Speak of students’ diverse perspectives as an asset.
- Provide students opportunities to reflect on what they learned through collaborative activities (formal or informal).
- Deliberately assign students to small, heterogeneous groups that do not isolate underrepresented students.
- Set up study groups that deliberately group students with different strengths.
- Have students complete a self-assessment inventory and discuss with peers.
- Have students complete low-stakes small group activities that help them see and value the contributions of others.
- Establish ways for students to intervene if they feel a certain perspective is being undervalued or not acknowledged.

Content

- Choose readings that deliberately reflect the diversity of contributors to the field.
- Use visuals that do not reinforce stereotypes but do include diverse people or perspectives.
- Use diverse examples to illustrate concepts, drawing upon a range of domains of information.
- Avoid references that are likely to be unfamiliar to some students based on their backgrounds (e.g., citing American pop culture from ‘when you were in high school’ in a class with many international students).
- Emphasize the range of identities and backgrounds of experts who have contributed to a given field.
- Use varied names and socio-cultural contexts in test questions, assignments, and case studies.
- Teach the conflicts of the field to incorporate diverse perspectives.
- Deliberately choose course materials with a range of student physical abilities in mind.
- Deliberately choose course materials with students’ range of financial resources in mind.
- Analyze the content of your examples, analogies, and humor; too narrow a perspective may alienate students with different views or background knowledge.
- Include authors’ full names, not just initials, in citations. (This can help emphasize gender diversity or unsettle assumptions about authorship).

Instructional Practices

- Assess students’ prior knowledge about your field and topics so that you can accurately align instruction with their needs.
- Help students connect their prior knowledge to new learning (e.g., before introducing a new topic ask students individually to reflect on what they already know about the topic).
- Invite students to identify examples that illustrate course concepts.
- Use a variety of teaching methods and modalities (verbal, visual, interactive, didactic, etc.) rather than relying on one mode of engagement.
- Ask students for concrete observations about content (e.g., a reading, image, set of data) before moving to analytical questions. (This can give everyone a common starting point and model analytical processes you want to teach).
- Use a pace that lets students take notes during lecture.
- Clarify the expectations and grading scheme for each assignment.
- Create time in class for students to discuss and ask questions about assignments or assignment expectations.
- Emphasize the larger purpose or value of the material you are studying.

U-M Center for Research on Learning and Teaching (CRLT). Some content adapted from Linse & Weinstein, Shreyer Institute for Teaching Excellence, Penn State, 2015.
- Structure discussions to include a range of voices: e.g., take a queue, ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use think-pair-share activities.
- Use brief in-class writing activities to get feedback on what students are learning and thinking.
- Use anonymous grading methods, when appropriate.
Resource Bibliography:

https://www.cmu.edu/teaching/designteach/teach/learningenvironment.html

Cornell University: Center for Teaching Excellence – “Inclusive Teaching Strategies”

Harvard University: Project Implicit, Implicit Association Test
https://implicit.harvard.edu/implicit/takeatest.html
https://www.youtube.com/watch?v=nsQcFOfXZag

Washington University in St. Louis: The Teaching Center – “Inclusive Teaching and Learning”
https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/

University of Michigan: Center for Research on Teaching and Learning – “Inclusive Teaching Resources and Strategies”
http://www.crtl.umich.edu/multicultural-teaching/inclusive-teaching-strategies

Vanderbilt University Center for Teaching – “Group Work: Using Cooperative Groups Effectively”
https://cft.vanderbilt.edu/guides-sub-pages/setting-up-and-facilitating-group-work-using-cooperative-learning-groups-effectively/
# VCU Institute on Inclusive Teaching 2016

## Roles and Tasks for Completion by the Planning Committee

### Technology Manager: Thad

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Update the Rampages Site before January</td>
</tr>
<tr>
<td>✓ Update the application form to include the need for accommodations/assistive technology, dietary restrictions, and participation requirements/limitations</td>
</tr>
<tr>
<td>✓ Update twitter handle/hashtag = VCUIIT</td>
</tr>
<tr>
<td>Archive existing resources</td>
</tr>
</tbody>
</table>

### Registrar(s): Idella, Serra, KC

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Assist in reviewing applications between April 1 and April 15</td>
</tr>
<tr>
<td>Create attendance sheets for each day of the Institute</td>
</tr>
<tr>
<td>Create participant name tags</td>
</tr>
<tr>
<td>Assist with greeting participants</td>
</tr>
<tr>
<td>Monitor attendance daily, assisting participants with daily sign in</td>
</tr>
<tr>
<td>Create participant certificates</td>
</tr>
</tbody>
</table>

### Catering Manager(s): Mary, KC

<table>
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<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Develop menus for each day of the institute – report at March 22nd meeting</td>
</tr>
<tr>
<td>Work with Lynn to order the food</td>
</tr>
<tr>
<td>Oversee the delivery and set up of food daily</td>
</tr>
<tr>
<td>Coordinate the potluck for final day of the Institute</td>
</tr>
</tbody>
</table>

### Materials Manager(s): Serra, Idella

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Take the lead on deciding on swag for IIT participants - report at March 22nd meeting</td>
</tr>
<tr>
<td>Collect swag from university partners</td>
</tr>
<tr>
<td>Oversee participant bag assembly</td>
</tr>
<tr>
<td>Work with Lynn to order swag with IIT logo</td>
</tr>
</tbody>
</table>

### Communications Manager(s): Thad, Alana

<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>Facilitate the creation of the poster/postcards for marketing of the IIT</td>
</tr>
<tr>
<td>Send communications to TelegRam in accordance with marketing timeline</td>
</tr>
<tr>
<td>Develop the creation of marketing letter to Deans</td>
</tr>
<tr>
<td>Develop and tweet tweets to market IIT in accordance with marketing timeline</td>
</tr>
<tr>
<td>Facilitate attendance of representatives from the Planning Committee at Deans Council Meetings</td>
</tr>
</tbody>
</table>

### Assessment Coordinator(s): Han, Alena, Ravi

<table>
<thead>
<tr>
<th>Task</th>
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<tbody>
<tr>
<td>Develop Pre-, Post – Learning outcomes</td>
</tr>
<tr>
<td>Update/Revise Evaluation</td>
</tr>
<tr>
<td>Analyze Evaluation Data</td>
</tr>
<tr>
<td>Produce “report” of Institute success</td>
</tr>
</tbody>
</table>
### Additional Tasks:

<table>
<thead>
<tr>
<th>V</th>
<th>Idella</th>
<th>Reserve space for the Institute in January = 1004a</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Review of applications between April 1 and April 15 or other dates TBA</td>
<td></td>
</tr>
<tr>
<td>Mary, Idella</td>
<td>Plan activities leading up to the Institute that will showcase the work of IIT Fellows</td>
<td></td>
</tr>
<tr>
<td>Han</td>
<td>Investigate and apply for CEU</td>
<td></td>
</tr>
</tbody>
</table>

#### Institute Assignments (during):

| Alena, Ravi | Develop activities for community building for Day One of Institute |
| Alena, Ravi | Develop activities for introspection for Day One of Institute |
| Alena, Ravi | Facilitators for Day One of Institute |
| Han, Idella | Facilitators for Day Two of Institute |
| Mary, KC | Facilitators for Day Three of Institute |
| Serra | Secure Rev. Ben Campbell or suitable replacement for Day Four of Institute (Richmond Hill) |
| Alena, Serra | Facilitators for Day Four (Richmond Hill) of Institute |
| Thad, Mary, Idella | Develop activities for application for Day Five of Institute |
| Thad, Mary, Idella | Develop activities for reflection for Day Five of Institute |
| Thad, Mary, Idella | Decide on closing ceremony for Day Five |
| Thad, Mary, Idella | Facilitators for Day Five of Institute |

#### Post Institute:

| Mary, Alena, Idella | Write and send thank you cards to Mathew Ouellett, Ed.D. and Zewelanji Serpell, Ph.D |
| Mary, Alena, Idella | Write and send thank-you/confirmation of service to planning committee |

*Updated 2/1/16*
Application for the Summer Institute

Last Name*

First Name*

Appointment Rank*  
- Professor  
- Associate Professor  
- Assistant Professor  
- Instructor  
- Classified Staff  
- Graduate Student  
- Other  

If 'Other' Please Specify

Appointment Type*  
- Tenured Faculty  
- Tenure-eligible Faculty  
- Term Faculty (Full-time, Non-tenure)  
- Adjunct Faculty (Part-time, Non-tenure)  
- Affiliate or Visiting Faculty  
- Administrative or Professional Faculty  
- Classified Staff  
- Graduate Student  
- Other  

If 'Other' Please Specify

School / Department / Unit*

VCU P.O. Box Number*

Office Address*

Phone Number*

Email Address*

Please let us know if you need particular accommodations or use assistive technology, or have particular participation requirements or limitations, or have special dietary restrictions: ____________________________

Given the anticipated outcomes of the Summer Institute (or in addition to those outcomes), what are you hoping to learn or accomplish during this week-long event?*  
Please respond in approximately 250-500 words
When you think about "diversity" in the context of your courses or curriculum, how do you see notions of inclusiveness emerging in your teaching? (In other words, what do you see as the most pressing challenges related to diversity or inclusiveness in your teaching? How have you been approaching these challenges through your current practices?)

Please respond in approximately 250-500 words

Based on what you hope to learn or accomplish during the Summer Institute, how might you put your personal and/or professional development into practice at VCU in the months/years after the Summer Institute? (How do you think your participation in the Summer Institute might influence your long-term professional development goals and practices?)

Please respond in 250-500 words

Participants in earlier Institutes have often found that the experience has been most beneficial when they have used one or more specific courses and/or assignments to focus their work during the week. Please share with us particular courses and/or assignments which you would like to examine during the Institute, and upload associated documents below. If you are working on developing a new course, please upload a description of the course you are designing and any ideas you have or challenges you anticipate in crafting assignments, exercises, reading lists, or other course materials for it.

Upload Teaching Material #1
((e.g., syllabus, module outline, assignment description) If you are unable to upload documents, please feel free to submit electronic versions of these files via email to Mary Shelden, mlshelden@vcu.edu.)

Upload Teaching Material #2
((e.g., syllabus, module outline, assignment description) If you are unable to upload documents, please feel free to submit electronic versions of these files via email to Mary Shelden, mlshelden@vcu.edu.)

Upload Teaching Material #3
((e.g., syllabus, module outline, assignment description) If you are unable to upload documents, please feel free to submit electronic versions of these files via email to Mary Shelden, mlshelden@vcu.edu.)

Please upload a letter of support from your Dean, department chair, advisor, or supervisor regarding your participation in the Institute on Inclusive Teaching. You can also email your letter of support later to Mary Shelden, mlshelden@vcu.edu, if you are waiting on approval from your Dean, department chair, advisor, or supervisor.
Institute on Inclusive Teaching Evaluation

Day One

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Dis-Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The purpose, mission, and goals of the IIT were clearly described.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. The community building activities adequately facilitated getting to know the other participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The community building activities contributed to creating a safe environment to explore issues of diversity and inclusion.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. The introspection activities adequately provided the opportunity for increased self awareness.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The introspection activities adequately allowed me to explore my privilege and biases within my comfort zone for doing so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I was able to acquire specific tools and strategies for creating a more inclusive classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Day One’s content and activities were relevant and useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please rate the following:

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Space</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Materials/Handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Food</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. What went well today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. What could have been improved today?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVER
Please answer the following True or False questions.

14. Materials reflected respect and acceptance for diversity. True False

15. Language used was inclusive as opposed to exclusive. True False

16. Humor used throughout the day and in materials was free of bias. True False

17. Examples used reflected a range of possible differences. True False

18. Photographs and videos reflected a range of cultural categories (i.e., scenes depicted persons of color, women, physically, disabled, etc.) True False

19. In the presentation of information a variety of formats were used (i.e., audio visuals, role plays, critical incidents, case studies, etc.) so that all participants had an opportunity to “get it” no matter what their learning style. True False

20. Presentation of information provided pacing of activities which allowed for the needs of diverse groups (i.e., ample time for questions and re-teaching if necessary). True False

21. Materials utilized and presented information in clear, easy to read language True False

22. Topics and exercises incorporated examples from diverse groups. True False

23. Frequent checkpoints were established to make certain that participants were understanding the material. True False

24. Other comments or feedback: ________________________________

_________________________________________________________________

_________________________________________________________________
## Institute on Inclusive Teaching Evaluation

### Day Four

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Dis-Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The day at Richmond Hill provided me the opportunity to learn more about Richmond’s history.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I was offered the opportunity to engage with members of the ecumenical community to the extent I felt comfortable to do so.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The tour provided around the city of Richmond was helpful in contextualizing the history of the city.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I was offered adequate opportunity to process my reactions to the information I learned throughout the day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. My experience at Richmond Hill will help me to be better able to teach in a more inclusive manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Day Four’s content and activities were relevant and useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Please rate the following:

<table>
<thead>
<tr>
<th></th>
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<th>Fair</th>
<th>Poor</th>
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<tbody>
<tr>
<td>7. Space</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Materials/Handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Food</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. What went well today?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

11. What could have been improved today?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

OVER
Please answer the following True or False questions.

12. Materials reflected respect and acceptance for diversity.  
   True  False

13. Language used was inclusive as opposed to exclusive.  
   True  False

14. Humor used throughout the day and in materials was free of bias.  
   True  False

15. Examples used reflected a range of possible differences.  
   True  False

16. Photographs and videos reflected a range of cultural categories 
   (i.e., scenes depicted persons of color, women, physically, disabled, etc.)  
   True  False

17. In the presentation of information a variety of formats were used 
   (i.e., audio visuals, role plays, critical incidents, case studies, etc.) so that 
   all participants had an opportunity to “get it” no matter what their 
   learning style.  
   True  False

18. Presentation of information provided pacing of activities 
   which allowed for the needs of diverse groups (i.e., ample time 
   for questions and re-teaching if necessary).  
   True  False

19. Materials utilized and presented information in clear, easy 
   to read language  
   True  False

20. Topics and exercises incorporated examples from diverse 
   groups.  
   True  False

21. Frequent checkpoints were established to make certain that 
   participants were understanding the material.  
   True  False

22. Other comments or feedback:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
## Institute on Inclusive Teaching Evaluation

### Day Five

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Dis-Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The activities we engaged in adequately facilitated the application of the week's discussions into the classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>The activities provided an adequate opportunity to reflect on my participation in the IIT, and reflect on how I can apply my knowledge in the classroom.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>The potluck was a meaningful opportunity to share more of myself and to learn more about the other IIT participants.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>The closing ceremony was a meaningful way to bring the IIT to a close.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Day Four’s content and activities were relevant and useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>6</td>
<td>Space</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Materials/Handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Food</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</table>

9. What went well today?

___________________________________________________________________________
___________________________________________________________________________

10. What could have been improved today?

___________________________________________________________________________
___________________________________________________________________________

OVER
Please answer the following True or False questions.

11. Materials reflected respect and acceptance for diversity.  
   True  False

12. Language used was inclusive as opposed to exclusive.  
   True False

13. Humor used throughout the day and in materials was free of bias.  
   True  False

14. Examples used reflected a range of possible differences.  
   True  False

15. Photographs and videos reflected a range of cultural categories 
   (i.e., scenes depicted persons of color, women, physically, disabled, etc.)  
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16. In the presentation of information a variety of formats were used 
   (i.e., audio visuals, role plays, critical incidents, case studies, etc.) so that 
   all participants had an opportunity to “get it” no matter what their 
   learning style.  
   True  False

17. Presentation of information provided pacing of activities 
   which allowed for the needs of diverse groups (i.e., ample time 
   for questions and re-teaching if necessary).  
   True  False

18. Materials utilized and presented information in clear, easy 
   to read language  
   True  False

19. Topics and exercises incorporated examples from diverse 
   groups.  
   True  False

20. Frequent checkpoints were established to make certain that 
   participants were understanding the material.  
   True  False

21. Other comments or feedback:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Join your university colleagues to discuss inclusive tools and strategies!

vcmpages.us/inclusive-teaching
Dr. Mathew L. Ouellett, Ed.D., (IIT Facilitator-in-Residence)

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