

The **Center for the Advancement of Teaching** invites faculty to apply for the

Faculty Learning Community on Inclusive Teaching

While millions of students attend college, a large percentage will not graduate in four years and students from low-income and underrepresented groups are even less likely to graduate (Tough, 2014). Additionally, students from already disadvantaged groups may feel added strain from the desire to prove themselves amid stereotypes that tell them they should not be in college (Steele, 2010). Inclusive classrooms that foster a sense of support and belonging can encourage motivation and achievement among students (Zubrunn, McKim, Buhs and Hawley, 2014). Faculty can adopt teaching strategies that allow all students to connect and succeed.

This faculty learning community will explore the literature on inclusive teaching through interactive and reflective activities that guide you towards more inclusive teaching strategies.

In this FLC you will explore the following questions:

- What is inclusive teaching?
- How do elements beyond the classroom impact our students and how they navigate their college experience?
- How can we help all students feel welcome, feel like they belong, feel supported, and succeed?

Specific Topics to be explored include:

- Representation of different groups in higher education and Temple University
- Student identity in the classroom and its impact on learning
- Creating disability-inclusive classrooms
- Difficult discussions and hot moments

Regular meetings will include hands-on workshops, readings, discussions, collaborative working sessions. The faculty learning community will decide as a group how best to use the expertise they gain in order to support the Temple faculty community at large.

Facilitator: Simuelle Myers, Assistant Director

What is a Faculty Learning Community?

A faculty learning community is a cross-disciplinary group of 10-12 faculty

who work together over an extended period of time to explore a specific topic related to their professional teaching practice. In this supportive environment, faculty explore best practices, engage in deep discussion about the topic and then share their work with the faculty community at large so as to support their colleagues in this area.

Faculty commit to:

- Attend meetings on Wednesdays, from 1:00pm - 4:00pm on the following dates:
September 4, October 9, November 6, December 4 and one meeting TBD in February.
- Complete readings, activities and assignments between meetings.
- Share the expertise gained in the faculty learning community with a larger faculty audience. This may include giving a presentation, providing resource materials on the topic, publishing the findings of the work, or other method agreed upon.

Benefits:

- Delve into the literature that supports inclusive teaching practices in higher education.
- Enhance your understanding of how to implement inclusive teaching strategies that help all students succeed.
- Create classrooms where students feel welcome
- Network with an interdisciplinary group of colleagues.
- Receive a \$500 stipend paid at the completion of the program.

To Apply:

Please respond to each of the following questions in 250-300 words per question.

1. What does the term “inclusive teaching” mean to you?
2. How does inclusive teaching currently inform your teaching philosophy or approach to teaching certain courses?
3. What strategies do you use to foster a sense of welcoming, belonging and community in your courses?
4. What do you hope to gain as a result of your participation in this faculty learning community?

Save your application as a Word document or PDF file, and then [click here to submit your application online](#).

Questions? Simuelle Myers, Assistant Director: Smyers@temple.edu