



University
of Idaho

TOWARD INCLUSIVE TEACHING, RESEARCH, OUTREACH AND SERVICE

DAY 2

NEW FACULTY ORIENTATION

AUGUST 16, 2022

WHAT DOES IT MEAN TO BE INCLUSIVE IN YOUR WORK AS A FACULTY MEMBER?

Inclusive research encompasses a range of approaches and methods and these may be variously referred to in the literature as participatory, emancipatory, partnership and user-led research – even peer research, community research, activist scholarship, decolonizing or indigenous research – the list goes on. (Nind, 2014)

Inclusive teaching refers to pedagogy that strives to serve the needs of all students, regardless of background or identity, and support their engagement with subject material. Hearing diverse perspectives can enrich student learning by exposing everyone to stimulating discussion, expanding approaches to traditional and contemporary issues, and situating learning within students' own contexts while exploring those contexts. Students are more motivated to take control of their learning in classroom climates that recognize them, draw relevant connections to their lives, and respond to their unique concerns (Ambrose et. al, 2010).

Inclusive public engagement is about building strong and sustainable relationships and partnerships. One of the key components of making our public engagement processes responsive, inclusive and culturally appropriate is building the capacity of...staff to understand the implications of race, culture, and socio-economic status on public process. (City of Seattle, 2012)

The successful design of any educational product or environment involves myriad factors—among them purpose, aesthetics, safety, industry standards, usability, and cost. Traditional design practices often focus on the average user, which can leave out people with disabilities...[inclusive practices] reduce systemic barriers and exclusionary practices in order to create more inclusive spaces, technology, instruction, and services (Burgstahler, 2021)



INTRODUCTION TO FOCUSED TOPICS

Each session will last 20 minutes. Each presenter will facilitate a focused discussion on their experience with inclusive approaches.

We'll have three sessions on the same topic (you get to choose three of the six).

Zoom participants will vote on the three sessions and we'll set up breakout rooms.

- I** Rula Awwad-Rafferty, Professor, Interior Architecture and Design
- I** Erin Chapman, Clinical Associate Professor, Family & Consumer Sciences
- I** Juhee Kim, Clinical Assistant Professor, Educational Leadership
- I** Jesse Martinez, Director, Office of Multicultural affairs
- I** Brant Miller, Professor of Science Education
- I** Cory Voss, Director, Center for Disability Access and Resources



SESSION I



SESSION 2



SESSION 3

WHAT'S NEXT?

**WHAT ARE YOUR TAKEAWAYS FROM THIS
DISCUSSION?**