



Message from the Office for Faculty Success

Greetings Colleagues,

Welcome back! We are pleased to share a special edition of the OFS newsletter focused on inclusive pedagogy. We do so as we prepare to release Phase II of our [Anti-Bias and Cultural Awareness](#) training. Phase II, the implementation phase, will focus on ways to put into practice the concepts addressed during the fall semester. This abbreviated issue provides resources, organized by [Career Connect](#), that you might find helpful as you prepare to teach/facilitate your courses this semester.

The Office for Student Success has also created a webpage of [Inclusive Curriculum Resources](#) designed to aid faculty in preparation for inclusive curriculum design. The academic literature referenced, as well as helpful websites and training opportunities, explore a broad range of discipline- and field-specific course development resources. New resources will be added regularly. Please continue to watch for contributions from the UNT Office of Disability Access to our monthly OFS newsletter.

Best,

Bertina H. Combes
Vice Provost for Faculty Success

Reflecting on Current Practices



[Inclusive Teaching Strategies: Reflecting on your Practice](#)

[A Look in the Mirror: "Polishing" Inclusive Practices with Self-Reflection](#)

[Inclusion by Design: Survey Your Syllabus and Course Design](#) (worksheet)

Inclusive Course Design

[An Inclusive Classroom Framework: Resources, Onboarding Approach, and Ongoing Programs](#)

[Toward a Model of Inclusive Excellence](#)

[Pursuing an Ethical, Socially Just Classroom: Searching for Community Psychology Pedagogy](#)

[Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments](#)

[Inclusive Pedagogy in the Academic Writing Classroom: Cultivating Communities of Belonging](#)

Microaggressions

[Recognizing and Responding to Microaggressions](#)

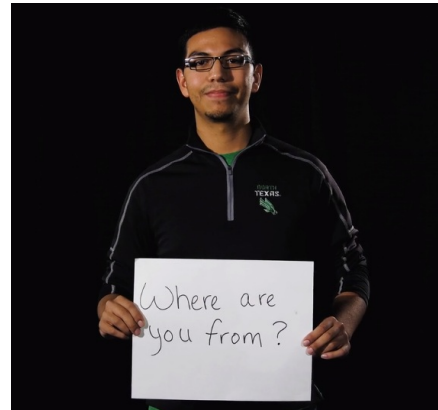
Renee Wells, Director of NC State GLBT Center, presents an overview and examples of microaggressions, including various activities to engage with students or contemplate individually.

[View the Presentation](#)

[Microaggressions in the Classroom](#)

In this video, UNT Professor of Psychology Dr. Yolanda Niemann Flores provides a space for students to share microaggressions they have experienced in the classroom. This video is a powerful demonstration of the negative impact microaggressions have on the learning process and can help raise awareness and develop strategies for inclusion.

[Watch the Video](#)



Student Engagement

[What Two Students Want You to Know about Inclusive Teaching](#)

[For Those Who Need It Most: Using Active Inclusivity to Increase Office Hour Attendance and Extracurricular Activities](#)

[What If Instead of Calling People Out, We Called Them In?](#)

[Raising Student Motivation During the Pandemic](#)

[How to Make Your Virtual Discussions Engaging, Effective, and Equitable in Eight Steps](#)

High-Impact Practices (HIPs)

[High-Impact Practices \(HIPs\)](#) are engaged teaching practices that research demonstrates benefits college students from all backgrounds, but especially students of color and first-generation students. HIPs must be intentionally implemented to assure quality and to promote equitable participation of diverse



- [Online Educator's Guide](#)
- [Why Do HIPs Matter?](#)

Focusing on the Person of the Student by Supporting Student Well-Being & Resilience

Guiding Question:

From day one, how are you working to ensure that students can see themselves – including their identities and cultures – in your classroom?

Teach for Equity and Access by creating an atmosphere where all students feel safe and encouraged to be their authentic selves:

- Co-create shared norms and expectations for class participation, group work, and discussions.
- Make it a practice to address power, privilege, and oppression in the classroom and understand the ways in which these factors impact students' mental health and well-being. This could be through intentionally increasing citations from BIPOC authors and thought-leaders.

Nurture Connection by tending to the social connections that students have with each other, with their instructors and TAs, and with the greater community:

- Build time into the course structure to allow students to get to know one another and the instructor. Try some easy ice-breaking activities. [Examples here.](#)
- Encourage peer interaction through study groups and collaborative work.
- Let students know that their name matters. Learn and practice name pronunciations, and if you struggle to pronounce someone's name, privately ask them if you are saying their name correctly. Be humble and commit to continuing to try.

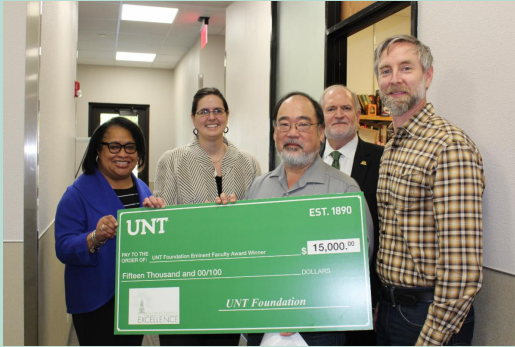
Build Resilient Coping Skills by teaching and modeling everyday practices to develop the four cornerstones of resilience: mindfulness, growth mindset, self-compassion, and gratitude.

- It can be as simple as providing a "mindfulness minute" at the beginning of class, or it can be an ongoing task like having students maintain a weekly gratitude journal.
- Prompt students at the start of class to acknowledge who and what they are bringing into class with them today as a way to see the whole person and the many roles they occupy outside of their identity as a student. These roles often have an impact on student learning. After students acknowledge (some may share but it's not required), ask students what they need to be present in class today.

Connect to the Environment by establishing an intentional and meaningful relationship between students and the places where they learn and grow. Recognizing the interconnectedness between individuals and their environments enriches our pedagogy to better support students:

- Share resources for finding community by sharing campus clubs, support resources, and virtual opportunities or events to connect with other students at UNT.
- Provide office hours where students can freely ask questions and normalize that all students' questions are important. Share about the structure of your office hours so students know what to expect and feel invited to attend, which is especially helpful for students who may feel like they don't belong.

Stay in Touch with Faculty Success



Our office is responsible for and supports numerous programs to ensure that faculty at all levels are successful in their teaching, scholarly, and leadership endeavors.

We encourage you to explore our website for additional information on specific programming or contact us directly to learn more about the numerous opportunities available to UNT faculty. We are here to foster your success.

Visit the Faculty Success
Website



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