Inclusive Classroom Language Regarding Sexual Identity, Expression and Orientation

Kathleen Owens, Retired Grand Rapids Community College
Emily Nisley, Grand Rapids Community College

Tuesday, November 12, 10 – 11:30 am, 121E DEV and Monday, November 18, 10 – 11:30am, 2270 KC

Participants will explore the current culture of their classrooms and gain relevant information about inclusive language and applicable practices. Often visible differences in the classroom receive the most immediate attention. Yet, the unseen diversity components also have a great impact on the classroom learning atmosphere. This workshop employs interactive activities and dialogue. The program will leave educators with an increased awareness of:

- The benefits of an inclusive classroom.
- The promotion of respect, inclusion and healthy communication.
- The impact of their own beliefs and behaviors on classroom culture.
- Term definitions and application.

Kathleen Owens is a practiced facilitator comfortable addressing complex and sensitive issues with interactive participation. Her passion for social justice and equity concerns permeates her work and informs her development of workshop and training curriculum that is contemporary and practical in application.

Dr. Emily Nisley is a counseling psychologist who has been involved in multicultural training and development for over a decade. Emily has expertise in sexual orientation and gender identity/expression issues, and regards her own multicultural competency as a life-long endeavor.
Inclusive Classroom
10 - 11:30am, 121E DEV

18
Inclusive Classroom
10 - 11:30am, 2270KC

19
Part-time Chat
4:30 - 5:30, 2259KC

For more information please go to the LGBT FSA webpage. Attendance is limited. Please register at http://www.gvsu.edu/seminar/ under Teaching and Learning.

Membership Comes With Privileges

Did you know that GVSU is a member of the Sloan Consortium? Were you aware that Sloan-C offers myriad online topical workshops on topics related to online teaching, blended teaching & learning, social media, mobile learning, and the like? Through the Pew FTLC, GVSU faculty can enroll and participate in these short (typically 7 days or less), learner friendly workshops that are facilitated by faculty who have expertise in the particular topic. Please check out this flyer to learn more and see a partial list of upcoming topics.

On Demand Workshop Topics

The Pew FTLC offers a full complement of workshops on demand. We will deliver sessions on the following topics for colleges, units, or groups of faculty, or you may request a topic tailored to your particular needs. Each interactive session provides information grounded in the teaching, learning, and faculty development literature. Contact ftlc@gvsu.edu for additional information or to schedule a session. There are four broad categories of sessions listed:

Course Planning & Design

**CPD 1**: Course planning: starting with the end in mind
**CPD 2**: Incorporating service learning into your course
**CPD 3**: Engaging students in a general education course
**CPD 4**: Why are we learning this? Four ways to help students connect to your course materials
**CPD 5**: Clarifying expectations for your students with rubrics

Effective Teaching Methods

**ETM 1**: Tapping into student motivation
**ETM 2**: Teaching and performance: strategies for the classroom
**ETM 3**: Active learning strategies for larger classes
**ETM 4**: Helping students prepare for class
**ETM 5**: Leading class discussions that develop critical thinking

Assessment of Student Learning

**ASL 1**: How’s it going? Gathering

Faculty Professional Activities

**FPA 1**: Getting started in the scholarship of teaching and
informal feedback from your students  
**ASL 2: Classroom assessment techniques (CATs)**

learning  
**FPA 2: Preparing a Pew FTLC grant proposal**  
**FPA 3: Designing or revising a departmental mentoring program**  
**FPA 4: Becoming an effective mentor**  
**FPA 5: Becoming an effective mentee**  
**FPA 6: Conducting productive meetings**  
**FPA 7: Practicing self-reflection: preparation of an integrative statement for a personnel portfolio**  
**FPA 8: Interpretation of student evaluations of teaching**  
**FPA 9: Peer review of teaching: a systematic approach to an evaluation program**