



The project focused on two guiding questions: *What would it look like if all formal learning experiences at Saint Louis University were intentionally designed for inclusion? And what would it take to get there?* To ground their dialogues, the team developed a shared definition for inclusive education, drawing on previous work by the Reinert Center:

Inclusive education is *the responsible use of course design and teaching methods and class time to create equitable learning environments where all learners can be successful, in a space that allows for the fullness of differences in identity, background, and ability.*

Crucial to this definition is an explicit commitment to recognizing opportunities for inclusion and respect in all aspects of a course, from syllabus design to assessment methods, from instructional strategies to classroom layout. The commitment to inclusive teaching is a commitment continuously enacted, in small and large ways. To have the greatest possible impact, it also is a commitment that must be supported and rewarded by the institution in which it occurs.

Working from this general understanding of inclusive education, the team engaged in five structured dialogue meetings from March to October 2017. These dialogues focused on

Include professional development focused on inclusive teaching practices for all faculty teaching common first

Essential starting points for this recommendation include:

Create a student advisory board (possibly through the Student Government Association) for inclusion and diversity in the classroom.

Create a Diversity, Equity, and Inclusion Committee of the Board of Trustees.

Make a conscious and sustained effort to increase racial and gender diversity on the Board of Trustees.

Increase the racial, gender, and ethnic diversity in senior leadership positions at the University.

Provide formal training and discussion toward identifying, recruiting, hiring, training, retaining and promoting a diverse and mission-oriented 1) undergraduate student body; 2) graduate student body; 3)



Essential starting points for this recommendation include:

Conduct an audit of classroom spaces on campus, looking for capacity, furniture, and layout that would either foster or preclude inclusive (active, engaging) teaching.

In response to the classroom spaces audit and in conjunction with the Campus Master Plan, develop an Inclusive Teaching Spaces plan.

Implement the Inclusive Teaching Spaces plan, and ensure adequate availability of inclusive teaching spaces.

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Bracketed items in blue are relevant components of the Ignatian Pedagogical Paradigm; items in green are relevant components of the AAC&U's Greater Purposes of Higher Education.

| (Feb 2017)  |   |
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| <p>[context]</p> <p>[campus culture]</p>              | <p>_____:</p> <ul style="list-style-type: none"> <li>- What would it look like if all formal learning experiences were inclusively designed?</li> <li>- What would it take to get there?</li> <li>- What does this group hope to accomplish?</li> <li>- How is inclusive teaching linked to SLU mission?</li> </ul>   |
| (Mar/Apr 2017)  |   |
| <p>[experience]</p> <p>[learning &amp; discovery]</p> | <p>_____:</p> <ul style="list-style-type: none"> <li>- What are inclusive teaching practices?</li> <li>- What kinds of development do/might SLU instructors need to increase these?</li> <li>- What incentives/rewards exist? Are needed?</li> </ul>  |
| (May 2017)  |   |
| <p>[reflection]</p> <p>[well-being]</p>               | <p>_____:</p> <ul style="list-style-type: none"> <li>- What is current use of inclusive teaching at SLU?</li> <li>- What campus conditions are needed to advance inclusive teaching?</li> <li>- How does inclusive teaching foster well-being (for students, for faculty)?</li> <li>- What kinds of development do/might SLU educators need to increase inclusive practice?</li> <li>- What incentives/rewards exist? Are needed?</li> </ul>                                    |
| (Sept 2017)   |   |
| <p>[action]</p> <p>[civic purpose]</p>                | <p>_____:</p> <ul style="list-style-type: none"> <li>- What role does/should the greater St. Louis community play in inclusive teaching?</li> <li>- In what ways are community-engaged learning experiences linked to inclusive teaching?</li> <li>- Do inclusive teaching practices serve as a model for students' work in the community?</li> <li>- What kinds of development do/might SLU instructors need?</li> <li>- What incentives/rewards exist? Are needed?</li> </ul> |
| (Oct 2017)  |   |
| <p>[evaluation]</p> <p>[living in the world]</p>      | <p>_____:</p> <ul style="list-style-type: none"> <li>- What has changed since the Accords?</li> <li>- Where does SLU go from here?</li> </ul>   |
| <p>Nov 2017-Jan 2018</p>                              | <p>- Draft recommendations report for campus action</p>   |







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| <p>Make available targeted professional development opportunities on inclusive teaching practices for school/college/department retreats.</p>                                  | <p>Reinert Center</p>   | <p>Deans and chairs already can request customized workshops and facilitated conversations from the Center.</p>  |
| <p>Provide new or ongoing faculty development as part of the core curriculum revision.</p>   | <p>UUCCC, Reinert Center</p>  | <p>The UUCCC already can request customized professional development related to core.</p>  |
| <p>Foster faculty communities of practice and mentoring opportunities to advance inclusive teaching and mentoring.</p>   | <p>Associate Provost for Faculty Affairs and Development, VP for Diversity, Reinert Center, Deans, Chairs/Directors</p> | <p>There are multiple opportunities to foster faculty learning communities on relevant topics – book groups, faculty panels, brown bag discussions, etc. The Reinert Center and/or the VP for Diversity also could create a “liaisons” program.</p> <p>Financial investment may be needed to purchase materials, provide refreshments, and/or compensate faculty leaders (if formal learning communities are established).</p> |
| <p>Consider relevant institutional data (e.g., FSSE results, D/F/W rates, Inclusive Teaching Practices Inventory results) to target faculty development efforts as needed.</p> | <p>Associate Provost for Faculty Affairs/ Development, Reinert Center, Office of Institutional Research</p>             | <p>As new data is collected and becomes available (see Core Recommendation #6), that data may be used to inform existing and new professional development opportunities.</p> <p>Support from the Office of Institutional Research will be needed.</p>  |



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| Create a student advisory board (possibly through the Student Government Association) for inclusion and diversity in the classroom. | Student Government Association (SGA), Provost, VP for Diversity, VP for Student Development, Dean of Students Office | <p>The advisory board could bring concerns forward to the Provost.</p> <p>SGA administered a survey of students around 2010-2011 that had some data related to students' perceptions of faculty incivility in the classroom. This survey may be worth administering again (or something similar) to inform the advisory board's work.</p> |
| Create a Diversity, Equity, and Inclusion Committee of the Board of Trustees.   | Board of Trustees  | <p>Such a committee would raise the visibility and importance of diversity, equity, and inclusions matters affecting Board decisions.</p> <p>The committee could work with the Board to identify individuals for Board membership who are from under-represented groups.</p>  |
| Make a conscious and sustained effort to increase racial and gender diversity on Board of Trustees.                                 | Board of Trustees  | The Diversity, Equity, and Inclusion BOT committee could begin collecting and disseminating demographic data on Board membership as a demonstration of the Board's commitment to diversity.   |
| Increase the racial, gender, and ethnic diversity in senior leadership positions at the University.                                 | President, Provost, Board of Trustees  |   |

Provide formal training and discussion toward identifying, recruiting, hiring, training, retaining and promoting a diverse and mission-oriented 1) undergradua66.36 r 21)

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| Require hiring managers to develop a Diversity Hiring Plan.   | Provost, VP for Human Resources, Institutional Equity & Diversity | Related policies may need to be developed to support this action.  |
| Add/modify Student Course Evaluation questions to measure inclusion.  | Provost   | Analysis needs to be conducted to determine if current question set supports this action.<br><br>Any new questions should be developed in consideration of existing research on effective questions for student ratings systems. |
| Set expectations that new courses and programs are committed to inclusive teaching and learning (e.g., through new questions on course / program proposal forms). | College/school curriculum committees, UAAC, GAAC, UUCCC           | New course/program proposal forms may be revised to include questions about how the new course(s) or program(s) advance inclusive learning and/or diversity and inclusion.   |
| Develop a standard syllabus statement of commitment to inclusive teaching practices.  | Provost, Deans, Chairs/Directors                                  | Creates a concrete action as part of work faculty already do (i.e., creating syllabi). Faculty may choose to include this statement alongside other standard syllabus statements.  |
| Require faculty to complete online module on implicit bias.   | Provost, VP for Human Resources                                   | May include/be modeled on Harvard's implicit bias test. Compliance could be monitored similarly to Title IX online learning module completion.   |
| As part of the undergraduate core curriculum, create universal formal learning experiences intentionally designed for inclusion.                                  | UUCCC   | Linked to actions in Core Recommendation #1 above.   |



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