



**March 16, 2018**

## **Teaching Inclusive Practices Seminar (TIPS)**

Over the past few years, college campuses have been the site of student protests that aim for a more equitable campus for all members of its community regardless of a student's social group membership. Students across the United States have reported negative experiences, primarily in front of the classroom, as a result of micro-aggressions and implicit bias by educators. Even with some of the best intentions, it has become clear that not all faculty members have been prepared to appropriately facilitate topics surrounding diversity and other controversial subjects, and are often perceived to infringe upon the academic freedom and rights of learners. As educators, it is incumbent that we create an inclusive environment for our students; one that cultivates dialogue and exhibits a supportive learning community for all to learn. The future of higher education is contingent on our ability to trust and depend on one another as we collectively work toward building sustainable and inclusive learning communities. In this workshop, we will develop a better understanding of language, concepts, and theories that are relevant to issues of diversity and inclusion in the classroom. We will discuss a brief, historical overview of activism on college campuses with the goal of revealing how recent demands by students are a precedent not an exception. Finally, we will explore our own bias and positionality as it relates to our work with students, and collaboratively examine comprehensive strategies that promote a ripe environment for learning.



**Dr. Michael Sean Funk** is a Clinical Assistant Professor for the Steinhardt School of Culture, Education, and Human Development, Higher Education and Student Affairs program at New York University. He has worked in higher education within various capacities, including academic affairs, student affairs, academic advising services, and residence life. Michael is also a Steinhardt Knowledge Partner who works with faculty to support efforts toward creating inclusive classroom settings. Michael's scholarship primarily focuses on issues of equity, diversity, and inclusion. In 2016 and 2017 he co-authored the racism chapters for the respective Readings and Teaching for Diversity and Social Justice latest editions. He has authored a chapter entitled "Creating Inclusive Classrooms as an Imperative for Historically Underrepresented Groups in Higher Education" for the forthcoming *College at the Crossroads: Taking Sides on Contested Issues*.

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