

Decolonizing through Connecting & Communicating with Students
Academic Affairs May Workshop Series
May 16/17 (M & T) & 19/20 (Th & F)
(Open to all faculty and staff)

You are invited to attend the 3rd Annual Academic Affairs Workshop Series, this year titled, **Decolonizing through Connecting & Communicating with Students**. The varied sessions emphasize examples of decolonization in higher education. Participants will engage in conversations around decolonizing pedagogical and communication practices to better support and engage students. One session will emphasize how students can take more ownership in the co-construction of knowledge via active learning. [Dr. Louis Deslauriers](#) will share his research examining how a shift from traditional, didactic approaches to active learning enhances undergraduate, non-science majors' understanding of scientific concepts. Additionally, sessions will highlight pedagogical approaches and communication roadblocks identified by students. Decolonization is a process. We would like you to leave the series thinking about how you may already be decolonizing and deviating from the traditional hierarchical norms and how you may begin to attempt small changes in student relationship building, communication approaches and pedagogical strategies that may extend those changes. We hope to see you at as many of these session opportunities as you can!

-Session Conveners: Liz Brown & David Fuentes
Co-Directors, Center for Teaching Excellence

Agenda May 16 & 17; 9-3pm

Diversity & Justice Workshop (by advance [registration](#) only; space limited)
(9:00-3:00pm)

The 2-day Diversity & Justice Project pedagogy workshop is to help faculty think more deeply about inclusive teaching. While the workshop does include a focus on University Core Curriculum courses that fulfill the "Diversity and Justice" requirement, it is of interest to those who teach courses in a variety of majors and disciplines who want to center issues of racism, sexism, classism, heterosexism, ableism, and all the other "-isms" that plague society. In addition to learning about the aforementioned issues and how they can be incorporated into our teaching, time will also be devoted to exploring how we can teach current social issues using an inclusive and intersectional approach in a variety of majors. Participants are asked to participate on both days. Priority will be given to first-time participants.

Day 1 of the workshop will be devoted to understanding and exploring systems of inequality as they apply to pedagogy, and will provide participants with an introduction to decolonization.

Day 2 of the workshop will be devoted to exploring discipline-specific application of social justice concepts in the classroom. Participants will be actively engaged in thinking about how to revise syllabi and classroom practices in the spirit of decolonization.

Register at [this link](#).

A Zoom link for the workshop will be sent to participants separately.

Agenda May 19 & 20

No advance registration required; Zoom information forthcoming.

Thursday May 19th

How to communicate with students, not at students – [ZOOM LINK HERE](#)

(10:00-11:00 am)

Linda Refsland & Carmen Ortiz

We often think of communication strategies as unidirectional – how can we reach out, design syllabi, and direct information at students in a way they will process and read? This session will discuss communication as a two-way conversation and a method of engagement both in and outside the classroom.

Good Teaching from a Student Perspective – [ZOOM LINK HERE](#)

(11:00-12:00pm)

Joshua Powers and Shawn Gaffney

Provost Joshua Powers and SGA VP for Academic Affairs Shawn Gaffney will facilitate a unique student fishbowl discussion in which students will discuss what makes for good teaching and learning. Session attendees will have opportunity to “tap in” and join the discussion. This session places students in the position of teacher and with faculty and staff as learner.

Active Learning (FEATURED PRESENTER) - [ZOOM LINK HERE](#)

(1:00-2:00pm)

Louis Deslauriers, Harvard University

Participants will learn different types of active learning strategies used in higher education, along with their cognitive psychological underpinnings of these strategies. [Dr. Deslauriers](#) is the Director of Science Teaching and Learning and Senior Preceptor in Physics at Harvard University.

Active Learning Breakout Rooms - [ZOOM LINK HERE](#)

(2:00-3:00pm)

Lisa Warner and David Gilley

Friday, May 20

What is Decolonization in Practice?: Reframing Faculty Advisement

(10:00-11:00am) - [ZOOM LINK HERE](#)

Danielle Wallace, Wendy Christensen, Tj Gundling, and Sreevidya Kalaramadam

Faculty advisement is a defining point of the relationship that students have to their academic major and to the university. Panelists will share how they approach advisement to embody an ethic of care and consider how a decolonized method of advisement can improve the advisement experience for both students and faculty.

What might Decolonization look like for practices at WPU? - [ZOOM LINK HERE](#)

(11:00-12:00pm)

David Jones, Wendy Wright, David Fuentes, and Liz Brown

Have you been thinking about decolonization? Please come to our interactive panel discussion to learn about our collective roles and responsibilities in the process of decolonization. Learn about the historical context of decolonization (land acknowledgements, development of ancestral knowledge, and diaspora). Questions guiding this panel include: What might decolonization look like when I interface with students? How do disciplinary priorities affect this work? What are structural barriers to engaging in caring practices?

Thinking through the Faculty Mentorship Model

(1:00-2:00pm) - [ZOOM LINK HERE](#)

Carmen Ortiz, Liz Brown, and Linda Refsland

Faculty Advisement will evolve into a Mentorship model. What is Mentorship? How might it be similar or different from the traditional advisement model? How can mentorship promote belongingness and community?