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# Inclusive Teaching Practices: Equity-Proofing the Health Sciences Curriculum

Mitzi Brammer, Ph.D., CCC-SLP

# Study Rationale

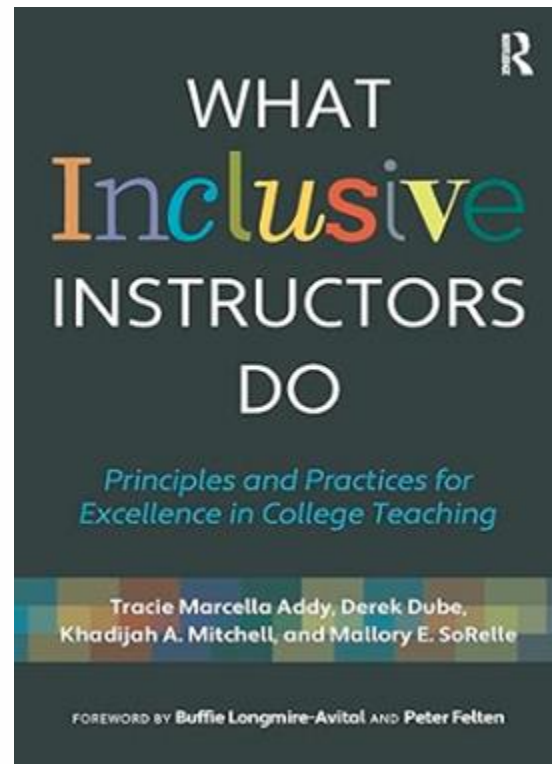
- Inclusive teaching is the new gold standard
  - ever-evolving
- No current resource for incorporating inclusive teaching practices at DCHS
- No current methods to measure or encourage practices, knowledge, or needs of instructors in DCHS





# Background

- Grant funded by SLU Reinert Center for Transformative Teaching and Learning (CTTL)
- Preparation for the research:  
Book Study



- Book study enabled the research team to:
  - discover current evidence that supports inclusive teaching and learning in higher education
  - learn more about the design of inclusive teaching
  - learn how to develop and sustain a culture of inclusive teaching and learning
  - appropriately assess the current state of the College in terms of inclusive teaching and learning

# Methods



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# Methods of the Study

- Health Sciences  
College  
Instructors  
Survey
- Health Sciences  
College  
Instructors  
Focus Group
- Health Sciences  
College Student  
Survey



# Data Collection

- *Inclusive Teaching Strategies Inventory* (Lombardi & Murray, 2011)
- *University of Michigan Campus Climate Survey on Diversity, Equity and Inclusion* (adapted) (University of Michigan, 2016)
  - **34%** response rate for faculty surveys ( $n = 27$ )
  - **12%** response rate for student surveys ( $n=208$ )



# Data Analysis



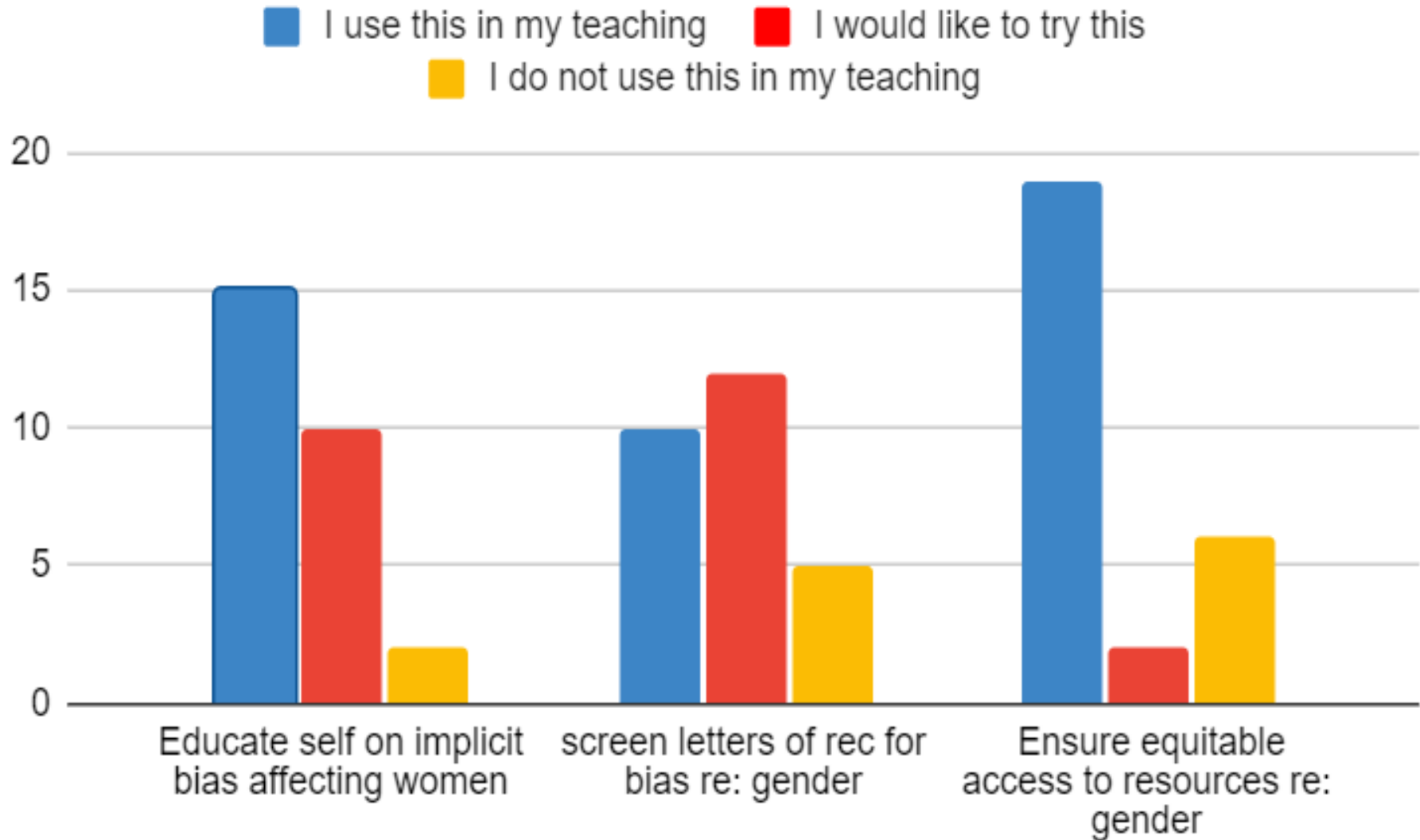
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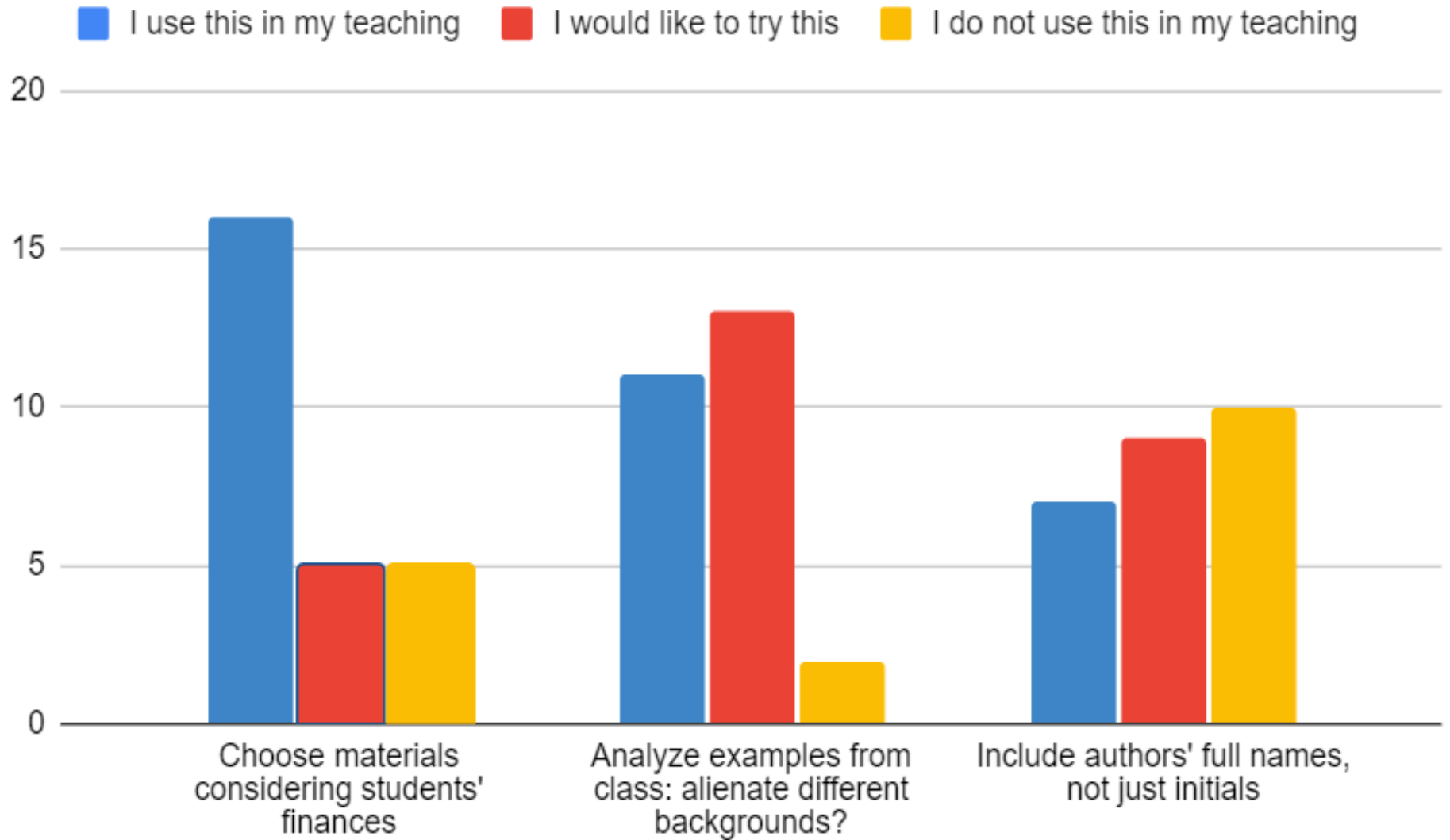
## Self Work Items





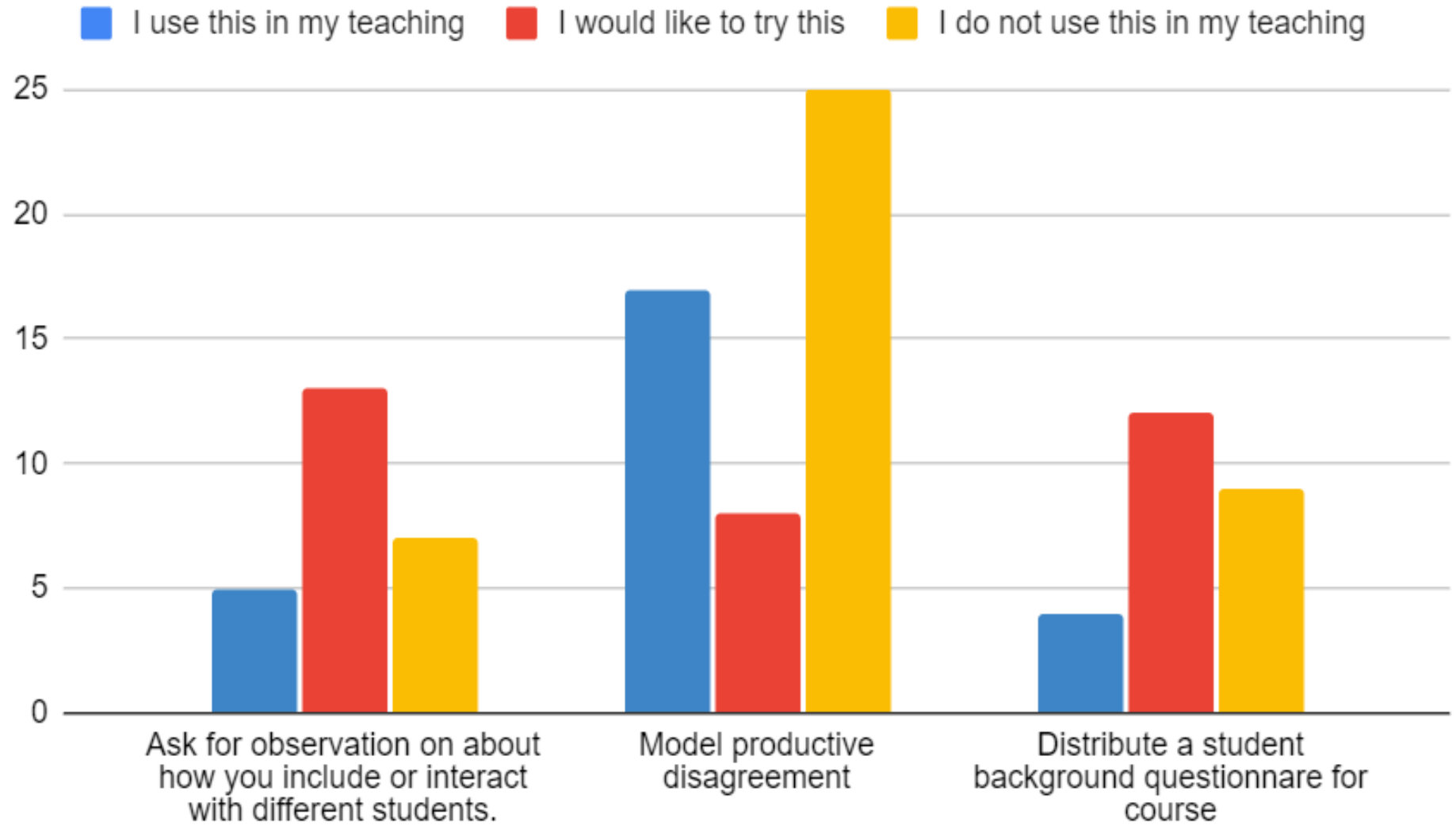


## Content



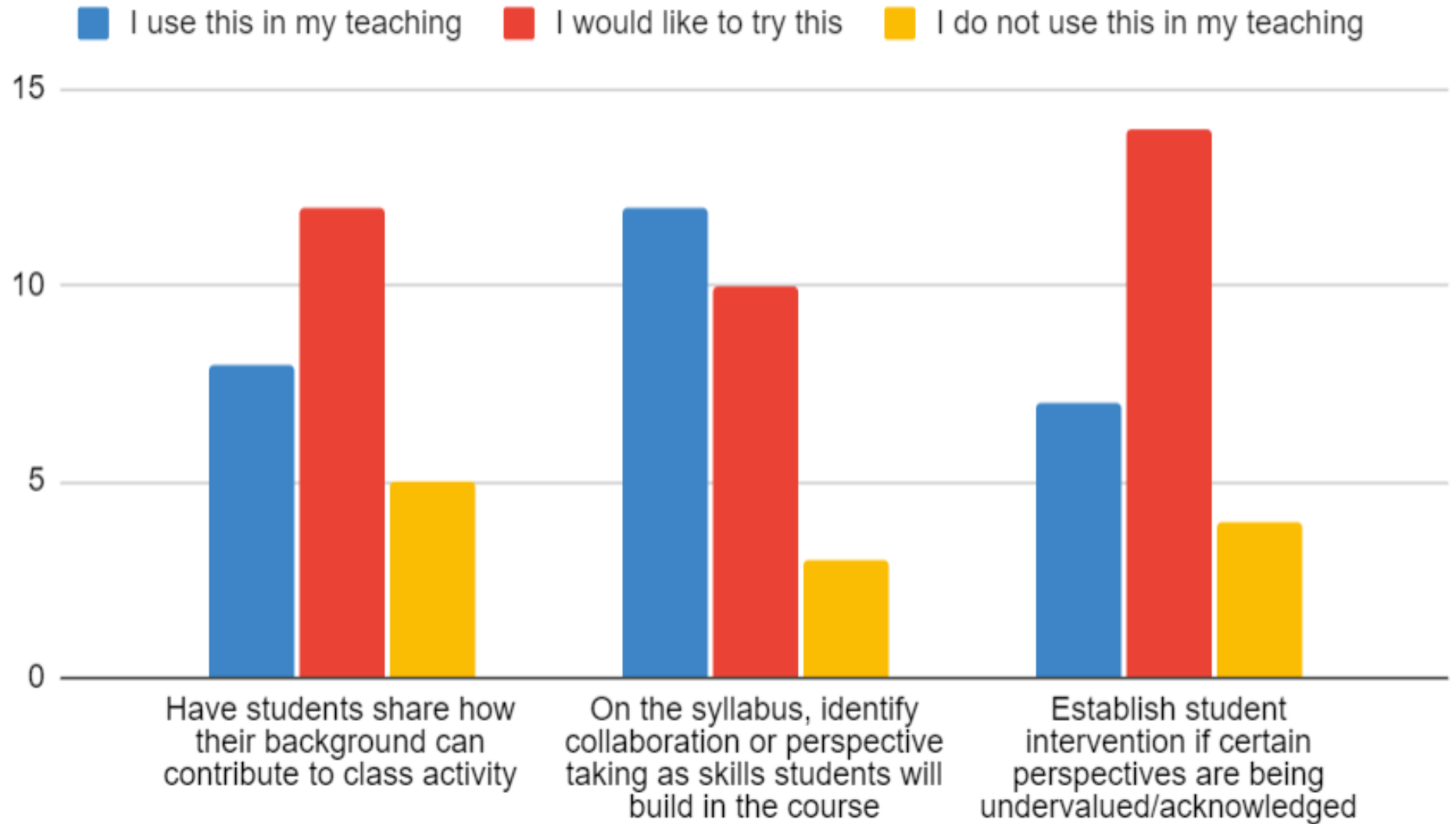


## Instructor-Student Interactions



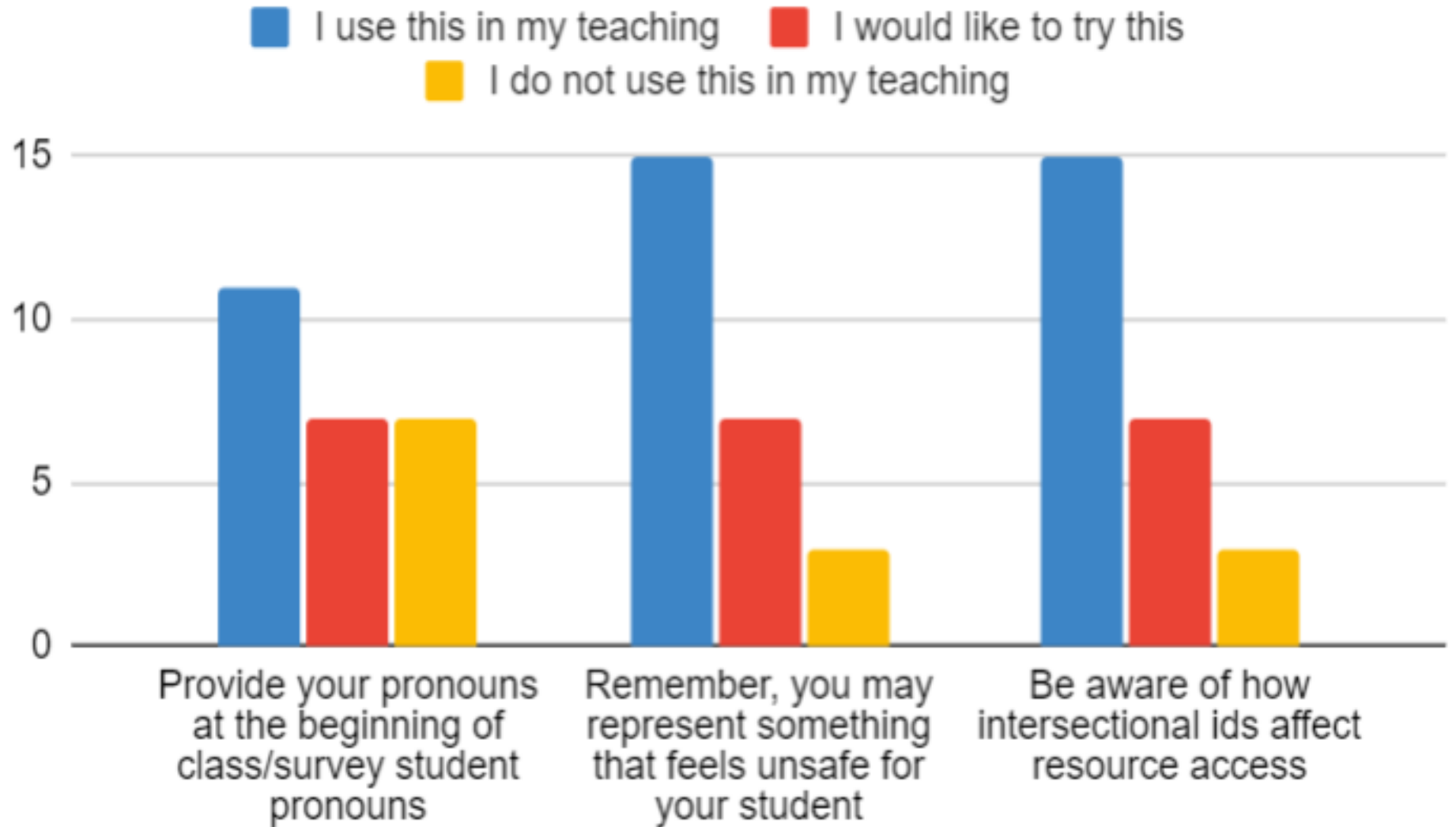


## Student-Student Interactions





# Gender Identity and Being an Ally



# Next Steps

Instructional Resources and Impact



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## Inclusive Teaching Practices in the Healthcare Professions Site

- Canvas course
  - Designing your course for inclusivity + Syllabus
  - Conducting class inclusively; inclusive out of classroom strategies
  - Assessing students equitably
  - Additional resources for your toolboxes



# Impact

- Inclusive teaching practices (which include working with students who are underrepresented, have identified disabilities [visible or hidden], or are from culturally and linguistically diverse backgrounds) can drive the way programs think about preparing students for their respective certification requirements and careers.





# References

Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. E. (2021). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Stylus Publishing.

Hogan, K.A. & Sathy, V. (2022). *Inclusive teaching: Strategies for promoting equity in the college classroom (teaching and learning in higher education)*. West University Press.

Lombardi, A. R., Murray, C., & Gerdes, H. (2011). College faculty and inclusive instruction: Self-reported attitudes and actions pertaining to Universal Design. *Journal of Diversity in Higher Education*, 4(4), 250. <https://doi.org/10.1037/a0024961>



# Contact Information

Mitzi Brammer

Saint Louis University

[mitzi.brammer@health.slu.edu](mailto:mitzi.brammer@health.slu.edu)



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