## Participant 1

Awareness of my own ignorance of invisible diversity. Observing colleague doing student presentations brought to surface that this professional development doesn’t have to happen behind the scenes. It could be part of S.F. Conversations. Peer reviews when reviewer has a different background can be more meaningful. Would like to see (inclusive teaching) rewarded or supported by tenure and promotion. Where do we focus? Where can we see the most gain? Incorporating more activity into beginning activities.

## Participant 2

Treat teaching as scholarship. As I went through, I realized I didn’t know I wasn’t being inclusive. I sought out UDL and Dr. XXX writing on Universal design for learning and universal design. It caused me to rethink how I represent knowledge. I would like to see discussions used more in graduate education. Incorporate summative cases into class more continually. Revise how I use humor in class. What one student finds funny made another student uncomfortable. I also want to learn more about assistive technologies and online education. Most importantly I learned what inclusive teaching is.

## Participant 3

This is my first year having 50-50 US/international students and I saw the connection was missing. The design of the physical classroom space is not inclusive. I could be more flexible about preferring Tuesday Thursday classes. And be flexible enough to teach in another building. Would like to see more in class engagement. I also want to model my canvas site to look like a colleague’s. I want to challenge myself to make my material more challenging to my students. I have to be more aware of jargon and humor. I will take more time to establish Classroom culture and be willing to be more direct.

## Participant 4

I know I need to be more careful about saying whatever I want. Using what I’ve learned to do a current teaching evaluation I came because of the diversity of graduate students and now I’m trying to retain a student. I need to remember names better. I really want to incorporate what I’ve learned into my online class.

## Participant 5

I focused on my service learning course where I co-teach. I like to use dialogue and interactive instruction. How do (we) better negotiate difficult conversations? For example, difficult conversation and trying to grow my ability to negotiate those difficult conversations. The ability to be honest and correct mistakes in the moment. How to think about learners as both students and community partners. Taking more chances. I felt a shift in the classroom.

## Participant 6

I team taught with Dr. XXX in a higher-level graduate class. I picked up good tips on how to be more engaging in the class and new activity ideas. I’ve grown in how to interact with graduate students. I took what I learned and am incorporating it into the classroom. Specifically, I’m being more open about myself. It gave the students an opportunity to care. I learned I can share with them without giving up my authority. I was more open with students.

## Participant 7

I reviewed Dr. XXX who oversees agricultural technologies. With her the student’s behavior is like night and day. What I have observed was her level of connection with the students and increased accountability in class. She uses live annotations. I want to do more reinforcing concepts before and after class. I would like to use some new ways to present content. Using the syllabus to set boundaries and allowing the human factor to exist.

## Participant 8

To report on my growth, I have to say before and after. Before: I pass knowledge to student and passed that it is their responsibility. After: this spring semester I incorporated inclusive teaching series by focusing on students’ future desires. I shared with the class that lessons would include students’ future desires. Eye-opening to feel the difference in student faculty relationship. I included guest speakers. I came into this with skepticism but I learned and I benefited from it and so did my students.

## The Want List

* Resources for accessibility professional development
* Creating a continuing community for discussion and sharing practice
* A venue for promoting action on inclusive topics
* Continued discussions during faculty meetings