Programs on Teaching Inclusively (Spring 2019)

Inclusive Classroom Workshop
Faculty, staff and graduate students (who have a teaching role) may choose to attend one of the following program offerings:

• Thursday, January 17 (2:10-5 p.m., 2030 Morrill Hall)
• Tuesday, February 12 (9 a.m.-12 p.m., 2030 Morrill Hall)
• Wednesday, March 13 (2:10-5 p.m., 2030 Morrill Hall)
• Friday, April 12 (9 a.m.-12 p.m., 2030 Morrill Hall)

After participating in the pre-workshop learning modules and the face-to-face program, faculty, staff and graduate students (who have a teaching role) will:

1. Identify specific improvements to foster inclusion in the classroom.
2. Develop an individual action plan for promoting inclusion in the classroom.
3. Become familiar with the campus resources and programs that support diversity and inclusion.

Pre-workshop learning modules will be available at least one week prior to the workshop and will be instrumental to our face-to-face program; therefore, we ask that you complete the modules prior to the event. Prerequisite: This workshop is for faculty and staff (who have a teaching role). To learn more about inclusive classrooms visit CELT's Creating an Inclusive Classroom website (http://bit.ly/celtinclusion). Facilitated by: Laura Bestler, Program Coordinator, CELT

3-Part Series, Teaching with Transparency: Empowering equitable learning
Meets for three consecutive Thursdays, Feb. 7, 14, & 21 (3:30-5 p.m., 2030 Morrill Hall):

For this series, Sara Marcketti, Director, CELT, Professor, Apparel Merchandising, and Design; & Laura Bestler, Program Coordinator, CELT will lead an exploration of Transparency in Learning and Teaching in Higher Ed. (TILT Higher Ed) an award-winning national educational development & research project that helps faculty to implement a transparent teaching framework that promotes college students' success. Transparency in teaching is the practice of sharing underlying reasons with students -- for example, why and how assignments and courses are set up the way they are. Though seemingly simple, transparency as a teaching practice ends up significantly boosting students' success, especially that of underserved students, in three important areas: academic confidence, sense of belonging, and mastery of key skills.

• Feb. 7, Introduction to Teaching with Transparency (Part 1 of 3): During the first seminar we will share findings from seven US universities showing how transparent assignment design promotes students' success equitably, as well as educational research behind the concept of transparent teaching and learning. A curated list of resources will be provided and these artifacts will inform our work during our second workshop.

• Feb. 14, Explore and reflect on readings and artifacts (Part 2 of 3): We will reflect, summarize and share our most interesting findings from the resources; as well as, share any new finds. The final workshop will provide opportunities to apply our exploration the design of class activities and course assignments in our final workshop.

• Feb. 21, Applying Transparent Design (Part 3 of 3): The follow-up workshop gives you a chance to apply transparent design principles to an assignment or activity for a class of their choice, with expert guidance and feedback. You can use this opportunity to redesign an assignment or activity for a lecture course, a lab, a recitation, or even an independent study or research mentoring experience. You will leave with a draft assignment or activity and a concise set of strategies for designing future assignments that promote students' learning. Additionally, we will discuss the opportunity for our group to share our "Teaching with Transparency" experience during the 2019-2020 academic year.

To learn more visit the TILT Higher Ed website (http://bit.ly/tilt-hged) ((This workshop description was adapted from Winkelmes, M. (2017, Jan. 18). Teaching with transparency: Empowering equitable learning (keynote and workshop). California Institute of Technology, Pasadena, CA. Retrieved from http://www.caltech.edu/content/teaching...e-learning))
Conversations on Teaching Inclusively & More!

Award-Winning Seminar Series: Find Your Empowerment: Communities of change at ISU (nicci port)  
Jan. 23 (12:10-1:30 p.m., 2030 Morrill)  
Does Iowa State welcome and include you? Where at ISU can you find your influence and how can you join and create communities that support you? nicci port (she|her|hers), Martin Luther King, Jr. Advancing One Community awardee, will illustrate the big changes at Iowa State over the last few years, share how they influenced the path that led to her role as a Project Director in the Office of the Vice President for Diversity & Inclusion (VPDI), and steps she took to set herself on that road. She will also share insight regarding what anyone can do to put themselves on their own course to success at ISU and elsewhere, using principles from her own journey. Participants in this workshop will leave with an understanding of Iowa State’s recent history, the VPDI’s planned future and practical plans for empowering themselves and others in the ISU organization and beyond.

Award-Winning Seminar Series: Real Talk About Inclusion: Do your students feel safe? (Audrey Kennis)  
Mar. 27 (12:10-1:30 p.m., 2030 Morrill)  
How do you know if your classroom is inclusive? Can you be proactive instead of reactive to your classroom environment? What can you do to start learning how to address microaggressions embedded in your messaging? How can you ensure your good intentions aren’t undermining a high-quality learning environment? Audrey Kennis, Multicultural Liaison Officer, Design Administration, Iowa State University Inclusive Excellence Awardee, will guide you through critical issues we see manifesting in Higher Education and inclusion. Learn language and tools to both head off potential issues and respond to student concerns in the moment.

Conversation: Building an inclusive and learner-centered syllabus  
Apr. 30 (4-5 p.m., 2030 Morrill Hall or view on your own using Zoom by registering via http://bit.ly/2yGV2AA web link)  
This conversation will be a starting place for thinking through how to implement inclusive pedagogy and learner-centered practices into your syllabus for the upcoming year. We will discuss strategies for producing a student-centered syllabus; as well as, the importance of establishing clear expectations and goals, using transparent teaching methods, and building rapport and community in your class. Download CELT’s Mindful and Learner-Centered Syllabus (PDF) (http://bit.ly/celsyllabus)

Additional programs on inclusion:
  • Iowa State Conference on Race and Ethnicity (ISCORE), Professional Development Pre-Conference, Feb. 27 & Conference, Mar. 1.  
    To learn how you can present and/or participate, visit the ISCORE website (http://iscore.iastate.edu/) or email iscore@iastate.edu

To Register via Learn@ISU website (http://learn.iastate.edu) or email celt@iastate.edu

Revised November 29, 2018