Programs on Teaching Inclusively (Late Fall 2018-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:

• Monday, November 30 (9 a.m.-12 p.m., 2015 Morrill Hall)
• 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

Conversations on Teaching Inclusively
Building an inclusive and learner-centered syllabus
• Nov. 13 (4-5 p.m., 2030 Morrill Hall or view on your own via Zoom by registering via this http://bit.ly/2NSZ1Md web link)
• Nov. 14 (11 a.m.-12 p.m., 2030 Morrill Hall or view on your own via Zoom by registering via http://bit.ly/2wjYz5A web link)
• 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/celtsyllabus)

Top 10 tips for creating an accessible course
November 27 (4-5 p.m., 2030 Morrill Hall or view on your own on Zoom by registering via this http://bit.ly/2Mqlu5Q web link)

This conversation will cover 10 basic strategies for creating accessible online course content. Participants will learn about the Quality Matters framework, specific approaches to address accessibility and usability, as well as how to build a timeline for implementing these changes. 'How to' resources will be provided.

Additional programs on inclusion:
• Award-Winning Seminar Series, Find Your Empowerment: Communities of change at ISU with nicci port, Jan 23 (12:10 -1:30 p.m.)
• 3-Part Series, Teaching with Transparency: Empowering equitable learning, Feb. 7, 14, & 21 (3:30-5 p.m.)
• 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
• Award-Winning Series, Real Talk About Inclusion: Do your students feel safe? with Audrey Kennis Mar. 27 (12:10-1:30 p.m.)

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

Revised November 12, 2018