

CELT Inclusive Classroom Training

Using as its base the *Inclusive Classroom* workshop CELT has been offering successfully since 2015, CELT will provide the following structure for inclusive classroom training for all faculty and instructional staff. Inclusive teaching includes course design, teaching strategies, and assessment and evaluation practices that cultivate a learning environment where all are treated equitably, have equal access to learning, and feel valued and supported in their learning.

Components

1. Pre-Workshop Online Learning Modules

CELT uses the flipped classroom teaching approach for Inclusive Classroom training. To begin, participants will engage in pre-workshop learning modules that include readings, videos, and critical reflections. During the face-to-face training, participants will apply material learned in the online learning modules in small group discussions and active learning exercises. Faculty and instructional staff in each department will complete learning modules within the Canvas environment prior to the face-to-face training. These include:

- *Module 1: Why teach inclusively?*
- *Module 2. How implicit bias impacts your teaching*
- *Module 3. Key components of teaching inclusively*

The overall goal for the learning modules is to explore what teaching inclusively is and recognize why inclusion is important at Iowa State University. The online modules will take approximately one to one and a half hours to complete.

2. Departmental Face-to-Face Workshops

Face-to-face workshops in each department will be led by a CELT staff member or CELT Faculty Fellow. Workshops will be offered in departmental faculty meetings or retreats, depending on the preference of the department. The departmental workshops will have a faculty facilitator selected by the department. As ambassadors within their departments, they will liaison with CELT before the face-to-face workshop. Faculty facilitators will be invited to join a monthly CELT-led learning community to debrief, share successes, concerns, and opportunities. The facilitators will receive a stipend for their work.

There will be an initial four-year rotation of topics which will include the inclusive classroom workshop, building an inclusive and learner-centered syllabus, exploring ways to create an inclusive learning environment, and facilitating dialogue in the classroom. These proposed topics will be reviewed and revised to reflect current needs.

Resources on these topics will be built into the Canvas course environment for easy access by participants. CELT will continue to offer its regular programs on these and other relevant topics.

3. Tracking

Participation of faculty and instructional staff in this required training will be tracked at the department level. Those faculty and instructional staff who are unable to attend the departmental training may participate in training with another department in their college. Department chairs will keep track of participation. Deans will monitor and collect participation data to ensure that the departments are following through. The deans will provide the Provost with an annual report on college participation in the training.

4. Assessment

To ensure positive impact and to continually evaluate the effectiveness of our training, regular assessment will be implemented. To assess the effectiveness of this programming, CELT is forming an Inclusive Classroom Advisory Committee to provide input on continuous improvement of the training.

Continual Opportunities and Support

- CELT will provide consultations via scheduled open labs (virtual and location based) to discuss teaching inclusively.
- CELT will organize an ongoing learning community open to all faculty, staff, and students related to creating more inclusive teaching and learning environments.
- CELT will integrate inclusion into all aspects of its teaching essentials checklist in progress for release in 2020-2021.
- Departments can complete self-assessments and engage in planning processes for their departments (ex. UC Berkeley Diversity Planning Toolkits, <https://bit.ly/2CLezBq>)
- Faculty can share their personal action plan developed within the training with their department chair/supervisor. This will inform the department/college with personal efforts to meet metrics related to Iowa State University Strategic Plan Goal 4.4.