### Inclusive Teaching Practicum
#### Spring Schedule and Program Description
Schedule-at-a-glance (April 11-29, 2022)

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* For each Cohort Meeting, Cohort Leads will contact participants via email and send Outlook Calendar invitations with Zoom meeting information.

** Each Core Session is offered twice per day, and participants are not required to attend both offerings. For each core session, participants will have access to either time and may select which session best fits their schedule.
Overview:

The Inclusive Teaching Practicum is a three-week cohort-based program designed for instructors of all levels, backgrounds and teaching contexts to deepen their understanding of how their identities, positionality, and practices (as well as those of their students) impact course climate and student learning, and to reflect on how they may interrogate and decenter dominant perspectives and content. It is a priority at Northwestern, and an essential part of the university's mission, that students of all identities feel included, welcomed, affirmed and encouraged in their courses and have equitable learning experiences. While many instructors strive to create inclusive learning environments and positively impact student learning and development, many grapple with how to adapt and/or adjust their practices to meet these goals. Drawing on expertise from across the university, the practicum is based on the University's Inclusive Teaching Principles and weaves together interactive synchronous sessions, asynchronous learning activities, individual consultations, and opportunities to learn from experts and peers. Please note: This program has a different focus and curriculum from A Seat at the Table (ASATT) offered by the Searle Center for Advancing Learning and Teaching.

By participating in this three-week practicum, participants will:

- Develop a critical awareness of their own identities, positionality, and assumptions and how those constructs have informed their practice as educators
- Interrogate what they privilege, highlight, ignore or silence in their course materials, activities, and assessments
- Reflect on what they are doing to promote an affirming classroom climate and apply strategies for developing inclusive learning environments
- Recognize and be responsive to the ways that current events can impact students, their identities, and their learning
- Apply inclusive teaching principles to their specific course materials and context

Consultations (optional): Throughout the practicum, you will have the opportunity to consult with one of several experts to reflect on how to incorporate the inclusive teaching principles into your own learning and teaching contexts. Due to anticipated high volume of requests, we may need to limit consultations to one per participant.

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Partners: The Inclusive Teaching Practicum is a collaboration of the Searle Center for Advancing Learning and Teaching, AccessibleNU, the Office of Equity, Social Justice Education, University Libraries, Teaching and Learning Technologies, the Office of the Provost, the School of Professional Studies, and the Inclusive STEM Teaching Project. The curriculum was created by: Steven Adams, University Libraries; Rob Brown, Social Justice Education; Susanna Calkins, The Searle Center for Advancing Learning and Teaching; Becca Greenstein, University Libraries; Kate Harrington-Rosen, Office of Equity; Stefanie Hicks, Human Resources; Omari Keeles, Consultant and Veronica Womack, The Inclusive STEM Teaching Project. Thanks to Mesmin Destin, Dominique Licops, Shannon Millikin, Sylvia Perry, Shirin Vossoughi, for providing external review.

Revised on 2021-12-21
Full session schedule and description:

Week 1

Monday, April 11  **Cohort Kick-Off Meeting (60-min. interactive meeting)**

Facilitated by: Cohort Leads

In this kick-off meeting, we will meet in small cohorts (10-15 instructors). After a welcome and introduction, you will discuss expectations, communal guidelines, and personal “hesitancies” associated with doing this work.

Tuesday, April 12  **Core Session 1 (90-min. interactive session plus pre-work)**

Exploring personal and social identity: Self-reflection as a tool for creating inclusive classroom environments

Facilitated by: Omari Keeles, PhD

In this session, we will engage in discussions of social identity, and power and positionality that typically influence interactions in classroom learning environments. We will move through guided and reflective exercises on your learning and teaching contexts in terms of diversity, equity, and inclusion, increase their awareness of the role social identities (yours and your students’) plays in students’ curricular experiences, and begin to identify effective, evidence-based strategies to create inclusive learning environments. You will:

- Discuss your own social identities and implications for interperson/intergroup communication
- Consider your own social identities and background and implications for pedagogy
- Explain the relation between social identity, positionality, and inclusive teaching practices
- Review strategies for being an inclusive instructor

This session focuses:

- **Principle 1: Consider your and your students’ social identities and positionalities**

Thursday, April 14  **Core Session 2 (90-min. interactive session plus pre-work)**

Designing for educational justice: Expansive learning across disciplinary domains

Facilitated by: Shirin Vossoughi, PhD (Learning Sciences)

This interactive workshop will provide insight into justice-oriented approaches to human learning and their implications for the design of intellectually and socially meaningful learning experiences. Justice-oriented approaches move from a sense of political clarity about the ways systems such as white supremacy, class hierarchy and patriarchy shape learning environments, and the ways our teaching can disrupt these forms of oppression and build spaces of educational possibility. Through guided reflection on a series of rich examples, we will learn how the ways of knowing and being supported in our classrooms can open or foreclose deeper engagement, social analysis and dialogue. We will also identify the specific pedagogical practices that support educational dignity: the sense of a person’s value generated through substantive educational experiences that recognize and cultivate one’s mind, humanity and creative potential. Through written reflections and small group discussions, we will connect cutting-edge theories of human learning with the need for wider views of knowledge production across disciplinary domains in ways that support greater clarity and creativity around our respective learning goals and processes. This includes addressing some of the key challenges and possibilities that can emerge when we take up critical perspectives and support students to develop as ethical thinkers and social actors.

This session focuses:

- **Principle 1: Consider your and your students’ social identities and positionalities**
Tuesday, April 19  Core Session 3 (90-min. interactive session plus pre-work)
Examining our assumptions and communicating expectations

Facilitated by:
Becca Greenstein, MA (University Libraries)
Susanna Calkins, PhD (Searle Center for Advancing Learning and Teaching)

In this interactive session, we will examine our syllabi for assumptions and biases, and reflect critically on how to communicate clear course standards and expectations. We will also explore what it means to empower students to advocate for themselves and their learning. By the end of the session, you will be able to:

● Reflect on the assumptions and biases you bring to your course design and your syllabi
● Co-create expectations for student participation and engagement
● Communicate clear expectations for your courses
● Develop strategies for normalizing student self-advocacy and help-seeking skills

This session focuses on:

● Principle 2: Establish and communicate clear course standards and expectations
● Principle 4: Communicate sources of support for learning

Wednesday, April 20  Cohort Mid-Point Check-In Meeting (60-min. interactive meeting)

Facilitated by:
Cohort Leads

At this halfway point, we will check in about how the practicum is going as well as reflect on what we have been thinking about, sharing what is resonating with us and where we might be confused.

Thursday, April 21  Core Session 4 (90-min. interactive session plus pre-work)
Connecting beyond the content: Creating and assessing inclusive learning environments

Facilitated by:
Veronica Womack, PhD (The Inclusive STEM Teaching Project)
Kate Harrington-Rosen, MS (Office of Equity)

Join us for an interactive workshop that will equip participants with frameworks and tools for creating and assessing inclusive, meaningful, affirming learning environments. With a focus on strategies for positioning students as active participants in the learning space and strategies for ongoing assessment of inclusion efforts, this session will engage participants to envision and create classrooms that actively affirm learners of all identities. Through self-reflection, review of research, and case studies, participants will have opportunities to explore and practice the techniques provided.

Participants will:

● Reflect on personal experiences of inclusive and exclusive classroom practices and interactions
● Examine current literature around student inclusion
● Identify methods of assessing inclusive teaching efforts
● Identify proactive strategies and way of ‘being’ that promote mutual respect and collaboration

This session focuses on:

● Principle 5: Cultivate a welcoming and inclusive course climate (learning environment)
● Principle 7: Assess your inclusive teaching
Week 3

**Tuesday, April 26  Core Session 5 (90-min. interactive session plus pre-work)**
Rethinking teaching strategies and assessment of learning through a diversity and inclusion lens
Facilitated by:
Stefanie Hicks, CDP (Human Resources)
James R. Stachowiak, MS (AccessibleNU)

In this session, you will explore your teaching strategies and assignments to make adjustments to more effectively engage diverse learners and assess their work. You will be challenged to think about how societal norms have influenced your teaching and will be introduced to new strategies to effectively engage diverse learners. You will also critically deconstruct one of your assessments, examining what skills and knowledge you are expecting students to demonstrate, the means by which you currently expect students to acquire and demonstrate those skills, the methods you use to assess student learning and reflect on barriers that these practices may cause for different student populations. Once you have peeled back your current assignments, through discussion, you will explore ways to provide multiple means of expression through offering options and flexibility that will result in more accurate, accessible, equitable and inclusive assessments for all students. We will:

- Explore cultural and societal teaching norms and how they’ve influenced your teaching practices
- Identify 2-3 teaching strategies for implementation to effectively engage diverse learners
- Deconstruct a current assessment by identifying the assessment target and access skills
- Redesign an assessment offering options that reduce barriers around identified access skills

This session will focus on:

- **Principle 3: Offer multiple ways for students to demonstrate their learning and knowledge**
- **Principle 6: Consider diverse teaching and learning frameworks and methods**

**Thursday, April 28  Core Session 6 (90-min. interactive session plus pre-work)**
Staying current with inclusive teaching literature and strategies
Facilitated by:
Veronica Womack, PhD (The Inclusive STEM Teaching Project)
Steven Adams, MSLS (University Libraries)

Join us for an interactive workshop that will provide resources to support your continual learning around inclusive teaching and a space to reflect on your learning from this practicum. We will discuss the ways to cultivate community and support to sustain your commitment to social transformation in higher education. You will:

- Identify an area where you would like to develop more understanding in regards to inclusive teaching
- Identify ways to sustain yourself and your colleagues in continual learning and commitment around inclusive teaching
- Familiarize yourself with resources

This session focuses on:

- **Principle 8: Stay current with inclusive teaching literature and strategies**

**Friday, April 29  Cohort Wrap-Up Meeting (60-min. interactive meeting)**
Facilitated by:
Cohort Leads

In this wrap-up session, you will meet with your cohort to reflect critically on what you’ve learned, identifying one or two areas to develop or improve, with a plan for moving forward.