

Mini-Institute on Inclusive Learning and Teaching Practices for May 15-18, 2017

Brief Proposal

Goals/Overview

This “mini-institute” will engage faculty in a 6-hour exploration of inclusive classrooms and concrete strategies to enhance the teaching-learning process in their own courses. On day one, participants will learn how unconscious bias can impact teaching and learning and concrete strategies to create inclusive classroom climates and prepare students for success in an increasingly diverse world. On day two, participants will apply learning to their own course(s), specifically focusing on course content, teaching styles, and assessment methods. During Fall semester, participants will share their work with colleagues in ongoing efforts to institutionalize the widespread practice of inclusive teaching and learning. This institute is interdisciplinary, so faculty from all colleges and programs are encouraged to participate.

Activities of the Institute

Summer Workshops: Three cohorts of twenty faculty will attend a three-hour workshop and a three-hour hands-on workshop during May 2017. Workshops will address key principles of the inclusive curriculum, global employability skills for students, and student involvement in curriculum design. These workshops will assist faculty in the development and implementation of course and curricular goals for understanding diversity.

- Monday, May 15, 9 am - 12 pm: Cohort 1
- Tuesday, May 16, 9 am - 12 pm: Cohort 2
- Wednesday, May 17, 9 am - 12 pm: Cohort 3
- Thursday, May 18, 9 am - 12 pm: Hands-On Workshop for Cohorts 1-3

Independent Follow-up Work: During summer 2017, institute members will develop strategies to apply workshop learnings to their course(s). The goal of this work will be creating inclusive classrooms through a range of active learning and high-impact pedagogies that transcend disciplinary boundaries. During AY 2017-18, faculty will implement their inclusive classroom strategies and participate in activities designed to disseminate their work to other faculty and help institutionalize best practices in inclusive pedagogy.

Target Audience: The target audience consists of up to 4 cohorts of 15 faculty (60 faculty total).

Application Process: Faculty will apply to participate in this institute. The application process will require faculty to declare which course they intend to develop through the institute and to agree to disseminate their work.

Budget Requested

NON-DISCRETIONARY BUDGET	
Items	Budget
Faculty Participant Stipend, \$250 each * 60 participants	\$15,000
Faculty Facilitator Stipend, \$1,500 (5 days * 4 hours/day + 2 hours/day prep * \$50/hour) * 2 facilitators	\$3,000
Refreshments for workshops, <ul style="list-style-type: none"> • Monday - Thursday Workshops: 23 attendees [20 participants, 2 facilitators, 1 CTL staff] x 4.50 = 103.5 * 4 meetings = \$414 • Friday Workshop: 63 attendees (60 participants, 2 facilitators, 1 CTL staff) * \$4.50 each = \$283.50 	\$698
Non-Discretionary	\$18,698
DISCRETIONARY BUDGET	
Lunch for Fall meeting, 63 attendees (60 participants, 2 facilitators, 1 CTL staff) * \$13 = \$819	\$819

Call: for Summer Institute, need to capture LBST faculty and their course, home department, chair's name; two-part survey w/ branching to sign up for each thing, including choice for stipend (do in SurveyShare)

1. John/Coral to send to all of Top 40, next Monday, April 3
2. CTL to send to entire faculty via Academic Affairs digest; Friday, April 7
- 3.

2017/18 LBST Diversity and Inclusion Academy

University College, in partnership with the College of Liberal Arts and Sciences, the College of Arts + Architecture, and the College of Health and Human Services announces the 2017-18 Diversity and Inclusion Academy for faculty teaching LBST courses.

A. Goals

1. To provide a collaborative framework that allows faculty to develop curricular and co-curricular experiences that tangibly and constructively engage students in a visible, campus-wide conversations about the complex and difficult issues of inequality and discrimination on the basis of race, gender, class, religion, country of origin, or sexual orientation/identity.
2. To provide ideas, insights, and collaborative support that allows faculty to develop, implement and refine pedagogical strategies and course content that is inclusive and engaging for all students.
3. To create a sustainable community of LBST faculty who are working to develop and implement pedagogies and practices that fulfill the potential that the LBST courses have to serve as a foundational experience in our students' college education.

B. Format and Expectations

- The LBST Diversity and Inclusion Academy will take the form of a faculty learning community. Participants will take part in a summer institute in May to focusing on the inclusive classroom, and then, during the academic year, members of the Academy will work in 6-8 person faculty learning community teams as they develop, implement, and refine pedagogical approaches and course materials that can help achieve the Academy's goals.
- In addition to working with colleagues to develop, implement, and refine pedagogy and content that will maximize the potential of LBST classes to impact student learning in the classroom, faculty will be asked to identify (and/or develop) co-curricular experiences – visiting speakers, performances, exhibits, film screenings, faculty panels, community interactions – that can supplement/complement the topics being covered in their particular LBST section. By embedding these co-curricular experiences as authentic learning experiences (and assignments) in their classes, Academy members will help create an environment in which students at UNC Charlotte expect to engage in difficult conversations about complex issues as educated citizens.

C. Practicalities

- Academy Members are expected to participate in the Diversity Institute that the Center for Teaching and Learning will be leading in May. The CTL Institute consists of two 3-hour meetings between 15 and 19 May that focus on inclusive classroom strategies. This foundation will help members to adapt their pedagogical strategies and course content to ensure that it is inclusive.
- Academy members will have one additional meeting during the week of 15-19 May to form the FLCs and strategize on course design elements and co-curricular options.

- During the 17-18 academic year, the 6-8 person FLCs will meet 3-4 times a semester. In addition, members of a FLC are likely to visit each other's classrooms during the year.
- The full academy will have 2-3 meetings during the course of the academic year to share notes with each other and with the wider campus community.

D. Eligibility and Incentives

- The LBST Diversity Academy is open to both full and part time faculty who teach LBST courses on a regular basis.
 - Full time:
 - Preference will be given to full-time faculty teaching LBST in Fall 17 and/or Spring 18.
 - Full time faculty are eligible to receive a summer stipend of \$250 for participating in the CTL Faculty institute
 - In addition, full time faculty may choose between an additional summer stipend (June 2017) or AY 2017-18 operating funds of \$500. Election of stipend or operating grants must be made at the time of application.
 - Part time
 - Part time faculty who regularly teach LBST can be participate upon recommendation by their department chair.
 - Part time faculty will receive a summer stipend of \$250 for participating in the CTL faculty institute AND supplemental salary of \$250 per semester for participating in the FLC. (Paid in the Dec 17 and April 18 pay periods)
- Members of the LBST Diversity FLCs can request funding to support co-curricular experiences that would be beneficial for students and engaging for the University community as a whole.

E. Steering Committee

- A steering committee of ~5 faculty will provide guidance and coordination for the LBST Diversity Academy.
- Steering committee members are expected to participate in 2-3 planning meetings per semester to help set the direction for the Academy and coordinate co-curricular experiences.
- Steering committee members will also facilitate the FLC groups.
- Steering committee members will receive either a summer stipend (June 2017) or AY 2017-18 operating grants of \$1500.