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| College of Agriculture and Life Sciences | |
| Initiative Number 3 - [Inclusive Teaching Practices](https://scholar.vt.edu/access/content/group/51e201df-4694-43d0-b4e7-09e9befbbe4c/editInclusiveVT%2BTeaching.docx) | |
| 1. Inclusive Excellence Dimension(s) | Education and Scholarship (C) |
| 2. Constituent Group(s) | Faculty Members (C), Staff Members (D) for the training Undergraduate Students (A) and Graduate Students (B) will be the beneficiaries of what is done for the faculty and staff |
| 3. Initiative Description | Inclusive Teaching Practices |
| 4. Rationale | To enhance and promote graduate and undergraduate student success in the classroom, it is imperative that faculty members are aware of the role of inclusivity to student success. A classroom that encourages openness and fosters student creativity enhances student-learning outcomes. |
| 5. Design | CALS Associate Deans will work with the CALS Faculty Association and CALS Diversity Council to develop a classroom inclusivity-training workshop for CALS faculty and staff. Nationally recognized speakers will be identified to participate in the initial workshop. Faculty members will self-identify to participate in a pilot program to incorporate inclusivity practices into their teaching practices. CALS will partner with CIDER to observe and peer review these pilot courses. |
| 6. Responsibility | Associate Dean for Academic programs and Associate Dean for Research and Graduate Studies, CALS Faculty Association |
| 7. Accountability | CALS leadership team |
| 8. Timing | Spring 2014: announce program to departmental graduate and undergraduate program directors; host an initial college-wide inclusivity training session  Fall 2015:host departmental inclusivity training workshops; incorporate inclusivity training into the college graduate teaching scholars (GTS) program  After fall 2015: maintain ongoing training sessions with new faculty members |
| 9. Measures | Number of faculty and staff who attend inclusivity classroom training  Number of courses tagged as being taught with an enhanced inclusivity model  Peer review of teaching assessments |
| 10. Outcomes | Enhanced inclusive classroom environment to promote graduate and undergraduate student success |

1. Inclusive Excellence Dimension – (a) Access and Success, (b) Campus Climate and Intergroup Relations, (c) Education and Scholarship, (d) Institutional Infrastructure
2. Constituent Group – (a) Undergraduate Students, (b) Graduate/Professional Students, (c) Faculty Members, (d) Staff Members, or (e) Other
3. Initiative Description – describe the initiative, citing the Inclusive Excellence Framework Dimension
4. Rationale – describe the original or current motivation for this initiative
5. Design – summarize the steps/actions to be taken, resources consulted, and process of implementation
6. Responsibility – designate an individual/group who has or will directly performed the work
7. Accountability – designate the unit leader who is responsible for initiative
8. Timing – describe the timeframe of the initiative (new or continued); target date(s) for progress/completion
9. Measures – assessment and other forms of data collected from or about the constituent group, to measure the efficacy of the initiative
10. Outcomes – describe the expected results