

College of Arts & Letters
Call for Inclusive Pedagogy Fellows Program

The Inclusive Pedagogy Initiative (IPI) as part of the College Inclusive Practices Committee (CIPC) seeks members of the CAL teaching and learning community to apply to be Inclusive Pedagogy Fellows in the inaugural 2022-23 program. Fellows may be tenure stream faculty, fixed-term faculty, academic specialists (all concentrations), research associates, graduate students, or support staff.

What is it?

The Inclusive Pedagogy Fellows (IPF) Program provides a proactive collaborative space for a cohort of educators seeking to design, establish, and maintain intersectional and inclusive learning environments in their teaching and curriculum development activities. This training is accomplished through a series of monthly workshops that include readings, presentations, discussions, peer reviews, student interactions, and ongoing self-work and reflection. The program is based on the College's values of equity, community, and openness with a commitment to practice inclusion as a matter of institutional habit. The program is designed for those just starting out and also for those who are already doing this work and would like an opportunity to reframe.

The Inclusive Pedagogy Fellows Program has the following primary scaffolded objectives:

1. To create a collaborative learning community of educators across disciplines.
2. To facilitate the work of educator fellows who are skilled at developing, delivering, and assessing intersectional and inclusive course content and pedagogy and may become leaders in their programs and/or departments in this area.
3. To establish a nuanced understanding of definitions and approaches to intersectional and inclusive pedagogy definitions.
4. To help participants prepare/revise, deliver, and assess their own course content and pedagogy effectively as well as supporting others with regard to intersectional and inclusive learning objectives.
5. To give participants the opportunity to demonstrate how they put their newly acquired knowledge into practice by proposing to present on that work. Fellows will be given the opportunity to present to other fellows and are encouraged to present at a conference as well. This might include a presentation at the Spring Teaching and Learning Conference and/or other like venue.
6. To support Fellows in the dissemination of their work to foster an informal, ongoing inclusive pedagogy advocacy community in the College of Arts & Letters at Michigan State University.
7. To provide participants with more information regarding the creation of Open Education Resources (e.g., Humanities Commons, MSU Libraries, etc.) and the documentation of their work for annual and promotion review following the [Charting a Pathway to Intellectual Leadership \(CPIL\)](#) model of sharing information, expanding opportunities, and mentorship/stewardship.

Who is eligible?

The Inclusive Pedagogy Fellows Program is open to tenure track and fixed-term faculty, academic specialists (all concentrations/types), research associates, graduate students, and support staff, who are actively teaching or developing curriculum or contributing to the overall student experience and programs. The first cohort will be comprised of up to 16 fellows.

What are the benefits?

- \$1,000 for professional development given full participation in the program.
- A dedicated opportunity to create or revise course content, a syllabus, a module, pedagogical approaches, or a similarly aligned student success project with the intersectional and inclusive teaching and learning outcomes
- Membership in a collaborative learning community of educators committed to intersectional and inclusive teaching and curricular development practices

What are the requirements?

- Commitment to learning about intersectional and inclusive pedagogical and content approaches
- Willingness to review and revise course curriculum (where possible) and pedagogical practices to be more inclusive
- Willingness to collaboratively research, plan, and present on workshop topics with other fellows to the entire group.
- Attend all meetings (7 workshops and ideally the Teaching and Learning or other related conference):
 - Fellows Introduction at the end of April 2022
 - Kickoff meeting in September 2022
 - Workshop #2-4: dates TBD for October, November, December
 - Workshop #5-8: dates TBD for January, February, March, April
 - May 2023: Propose/present on collaborative panel(s) for the MSU Teaching and Learning Conference
- Participate in pre- and post-survey to assess the efficacy of the IPF Program

Applications due by April 1, 2022. Send to Carly Kabel (kabelcar@msu.edu). Notification of acceptance by April 15, 2022.

To apply:

- Narrative with emphasis on rationale for program interest and project proposal that aligns with criteria below (2 pages max, single-spaced, 1-inch margins, 12-point font)
- Applicant CV

Projects or a series of smaller projects may include but are not limited to the following topics or approaches (please note that projects should address both course content and pedagogy):

- Developing awareness of multiple, intersectional, diverse, and inclusive ways of knowing (e.g., student experience surveys, discussion design, group work, strategies to validate a variety of voices and experiences)
- Offering a wider variety of ways to engage and contribute (e.g., project-based learning, problem-based learning, group work, mini-lectures, asynchronous video)
- Multiple delivery points of course content (multiple formats, inclusive ways of communicating)
- Creating a “brave space”; establishing classroom expectations and guidelines; strategies for difficult conversations or difficult moments
- Consciously adopting inclusive language
- Syllabus work (more inclusive course policies, procedures, assignments, etc.)
- Developing using Universal Design and Quality Matters

- Trauma-based pedagogies
- Self-reflection; strategies for recognizing explicit and implicit biases
- Equitable assessment
- Course content changes based on current academic conversations about the discipline's historical exclusions or other conversations related to enhancing the diversity/inclusion/equity of disciplinary content, topics, or methods
- Strategies for teaching inclusive content; subject choices; juxtaposition

Criteria for selection:

A review committee will be formed to make recommendations based on the following criteria:

- The quality of the proposal with regard to its clarity, methodology, scope, preliminary theoretical framework, student learning outcomes, and relevance to stated applicant and fellow program goals. Evidence that the fellows program will provide the applicant with essential support and the opportunity to design, plan/revise, and implement the project.
- The proposed changes to the educator's courses refer to changes to both course curriculum (e.g., course content: units, course materials, learning outcomes) and pedagogy (e.g., teaching methods, policies, universal design, accessibility, fostering classroom community, teaching students how to dialogue about high-stakes issues). Note: instructors who do not determine their own course curriculum or course materials may indicate this fact and then only propose pedagogical changes. Those who are working in other areas should discuss proposed changes to the content and delivery of their project/topic.
- The feasibility of the project and the likelihood that the applicant will execute the work within the proposed time frame.
- The potential to advance intersectional and inclusive teaching and learning development in the proposed area and make a significant pedagogical contribution to the unit and/or College curriculum or programming.
- The teaching, curricular development, or otherwise relevant record of the applicant.
- Diverse and inclusive representation from across College of Arts & Letters units