

Inclusive Teaching Practices with the
SYLLABUS CHALLENGE



Speaker: Kim A. Case Ph.D.

Sponsored by:

The Office of Equity and Inclusion
Clemmer College
College of Arts & Sciences Office of Equity and Inclusion
Center for Teaching Excellence
Committee on Inclusion and Equity in Psychology

Workshop Details

DESCRIPTION:

This interactive session will introduce simple, yet powerful actions faculty can take to increase pedagogical microaffirmations that foster sense of belonging among students. The practical tips and strategies offered by the “[Syllabus Challenge](#)” address both the syllabus document as well as broader course design. We will examine several examples of learning goals, course materials, assignments, and course policies by applying critical questions posed by the Syllabus Challenge guiding document.

DATE & TIME:

January 12, 2022, 2:30-4:30pm, via Zoom

Use this [link](#) to register

PAST FEEDBACK:

“This was an incredible session. Thank you, Kim! I enjoyed the conversation in my breakout room and it helped me get ready to revisit the work in the next few weeks!”

“ This was a good reminder about the need for inclusive language and sensitivity to diverse backgrounds in our courses.”

“ Her ideas and suggestions for concrete actions we can take today, in our classrooms and in our department, have been invaluable to the success of our project.”

“ Kim Case’s seminar was the most comprehensive, honest, and useful set of lessons on the teaching I have encountered. She revealed her own learning curves and left us with tools for specific teaching challenges. As soon as I returned to my home institution I was able to use her suggestions.”

GOALS AND OBJECTIVES:

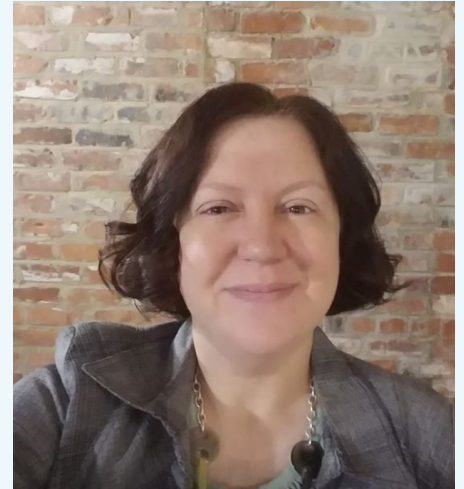
- Introduce faculty to ideas for small changes to syllabi and course content for maximum impact on reducing equity gaps.
- Provide practical tips for inclusive practices that can be applied across a broad range of courses.
- Create a space for faculty interaction and exchange of ideas with regard to inclusive practices that will extend beyond the workshop itself.
- Practice application of critical questions to analyze one's own course design, learning goals, course materials, assessment (or student learning products), and policies.
- Provide a tool, the Syllabus Challenge, that can be used over time to continue to make changes that increase sense of belonging.

OUTLINE:

The workshop is broken into 3 sections. Each section will include review of the course syllabus and broader course design. For example, we will review sample learning goals before applying the critical reflective questions provided in the Syllabus Challenge. Then we will review how learning goals might improve after applying the critical lens provided by the Syllabus Challenge. Small groups discussion will provide time for faculty to share ideas for adjusting their own syllabi based on these critical questions for inclusive practices. The 3 sections will focus on: learning goals, assigned content (readings, videos, etc.), and student assessment. If time allows, I will offer some examples of how to improve syllabi/course policies to increase equity.

Kim's Bio

Kim Case, Ph.D., is the Director of Faculty Success in the Office of the Provost at Virginia Commonwealth University. As Director, she develops and implements faculty mentoring programs, supports faculty career development and scholarship productivity, and oversees the Center for Teaching and Learning Excellence.



Kim is a social psychologist by training and applies critical race theory, feminist theory, queer theory, and intersectional theory to her teaching, research, and service to the profession, on campus, and in the surrounding community. Her mixed-methods research examines ally behavior when encountering bias and interventions to increase understanding of intersectionality and systemic privilege, reduce prejudice, and create inclusive spaces within educational and community settings. Her pedagogical scholarship addresses diversity-course effectiveness, inclusive classroom practices, and teaching for social justice.

- Her first book, *Deconstructing Privilege: Teaching and Learning as Allies in the Classroom (2013)*, focuses on pedagogical strategies for teaching about privilege through an intersectional lens.
- Her second book emphasizes intersectionality pedagogy across the curriculum: *Intersectional Pedagogy: Complicating Identity and Social Justice (2017)*.
- Her most recent book with Mary Kite and Wendy R. Williams is: *Navigating Difficult Moments in Teaching Diversity and Social Justice (2020)*.

Kim served a total of 11 years on the Society for the Psychological Study of Social Issues (www.spssi.org) Council and five years as elected Representative to APA Council (American Psychological Association). Within APA Council, she was a founding member of the Council Diversity Work Group. She previously served SPSSI as Convention Program Chair, Teaching and Mentoring Chair, Council Member, and more leading to the Distinguished Service Award and Michelle Alexander Scholarship and Service Award. Currently, she serves as Advisory Board member to the Georgia Tech Department of Biomedical Engineering NSF Red grant for inclusive transformation.