

# INCLUSIVE EXCELLENCE AND OUR TEACHING

## Schedule of Events

When	What	Who	Where
8:00	Continental Breakfast		290
8:30	Welcome and Opening Remarks	Provost Kvistad Assoc Prov Susan Zvacek	290
8:45	Inclusive Excellence: Habits of Mind and Practice	Valentina Iturbe-LaGrave Thomas Walker/Frank Tuitt	290
9:30	Seizing the Teachable Moment: Classroom Discussions with Potential (not Peril)	Valentina Iturbe-LaGrave	290
10:30	Break		290
10:45	Break-Out Sessions		
	1) Unpacking Relevant Diversity and Inclusion Topics: From Safe spaces, Trigger Warnings and Micro-Aggressions to Brave Spaces, Freedom of Speech and Micro-Affirmations	Valentina Iturbe-LaGrave	290
	2) Language and Culture in the Learning Environment	Alison Nishi & Matt Griffin	284
	3) Diversify Your Course Readings	Carrie Forbes & Kate Crowe/Esther Gil	345
	4) My Worldview, My Teaching	Debbie Mixon-Mitchell	340
12:00	Lunch and Keynote Speaker	Dec. 5: Marybeth Gasman Dec. 13: Frank Tuitt	290
1:30	Break-out Sessions		
	5) Universal Design for Learning: What It Is, Why It Matters	Jimmie Smith & Michele McCandless	284
	6) Critical Self-assessments of Educational Equity	Christina Paguyo	345
	7) Inclusive Group Work	Bridget Arend & Valentina Iturbe-LaGrave	340
	8) Calling Out/Calling In: Responding with Compassion	Debbie Mixon-Mitchell	290
2:45	Break		290
3:00	Syllabus Check-up	OTL and Facilitators	290
3:45	Closing Remarks	Susan Zvacek	290
4:00	Adjourn		

Rooms: 290 = Special Events

284 = Chan Classroom

340 = The Loft

345 = OTL Conference Room



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## Session Descriptions

*(Supplementary materials for sessions can be found in the back of the booklet.)*

- 8:45 **Inclusive Excellence: Habits of Mind and Practice** – An overview of inclusivity principles and the benefits of classroom environments that invite every student to be an engaged learner.
- 9:30 **Seizing the Teachable Moment: Classroom Discussions with Potential (not Peril)** – Managing classroom interactions to address issues of diversity and inclusion constructively.
- 10:45 **Break-out Sessions**
- 1) **Unpacking Relevant Diversity and Inclusion Topics: From Safe spaces, Trigger Warnings and Micro-Aggressions to Brave Spaces, Freedom of Speech and Micro-Affirmation** – What it means, why it matters, and how it informs our practice.
  - 2) **Language and Culture in the Learning Environment** – Enhancing educational experiences by integrating second language skills and supporting English language learners.
  - 3) **Diversify Your Course Readings** – Tips for finding and selecting course materials from library resources that represent a range of identities, backgrounds, and viewpoints.
  - 4) **My Worldview, My Teaching** – How can we ensure that our unique, individual perspectives don't constrain our teaching or our students' learning?
- 12:00 **Keynote Presentations** – *(Please see next page.)*
- 1:30 **Break-out Sessions**
- 5) **Universal Design for Learning: What It Is and Why It Matters** – Designing courses for accessibility in ways that benefit every student, regardless of (dis)ability.
  - 6) **Critical Self-assessments of Educational Equity** – How our informal theories about students influence our approach to issues of diversity, inclusion, and equity.
  - 7) **Inclusive Group Work** – Setting up and facilitating diverse student groups for successful outcomes.
  - 8) **Calling Out/Calling In: Responding with Compassion** – Addressing remarks or acts that are (probably) unintentionally racist, sexist, (etc), even among colleagues.
- 3:00 **Syllabus Check-up** – Hands-on review of how your course syllabus can reinforce inclusion and diversity.

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## Keynote Speakers

**Monday, Dec. 5: Marybeth Gasman**

*Conversations about Race and Ethnicity – Laying the foundation for open, honest, and challenging discussions about race and ethnicity in the 21st century.*

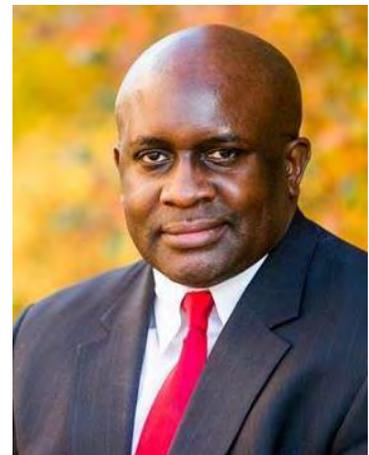
Marybeth Gasman is Professor of Higher Education in the Graduate School of Education at the University of Pennsylvania. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. Marybeth is the founding director of the Penn Center for Minority Serving Institutions (MSIs), which works to amplify the contributions, strengthen, and support MSIs and those scholars interested in them. She is author or editor of 22 books, most recently *Educating a Diverse Nation* (Harvard University Press, 2015 with Clif Conrad) and has written over 200 peer-reviewed articles, scholarly essays, and book chapters and penned 350 opinion articles for the nation's newspapers and magazines. She is ranked by *Education Week* as one of the most influential education scholars, yet considers her proudest accomplishment to be receiving the University of Pennsylvania's Provost Award for Distinguished Ph.D. Teaching and Mentoring, serving as dissertation chair for nearly 60 doctoral students since 2003.



**Monday, Dec. 5: Frank Tuitt**

*Teaching that Respects and Cares for Students' Souls: Moving from Theory to Praxis— Examples of how I strive to create inclusive learning environments with a specific emphasis on the strategies and approaches I have found most helpful in allowing me to move from theory to praxis.*

Dr. Frank Tuitt is the Senior Advisor to the Chancellor and Provost on Diversity and Inclusion at the University of Denver and Professor of Higher Education in the Morgridge College of Education. His research explores topics related to access and equity in higher education; teaching and learning in racially diverse college classrooms; and diversity and organizational transformation. Dr. Tuitt's most recent publications include *Race, Equity, and the Learning Environment: The Global Relevance of Critical and Inclusive Pedagogies in Higher Education* (co-editor and author, 2016) and the articles "Making Excellence Inclusive in Challenging Times" (*Liberal Education*, 2016) and "Embracing the Tension: Using Teachable Moments to Explore the Racialized Educational Experiences of Students in Traditionally White Classrooms" (*Understanding and Dismantling Privilege*, 2016). In 2014, Dr. Tuitt was awarded the **Mildred García Senior Exemplary Scholarship Award** by the Association for the Study of Higher Education for exemplary scholarship focusing on research and issues related to underrepresented populations of color.



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## DU Resources

The University of Denver has a wide array of helpful materials from which you can get teaching ideas, links to services, and just-in-time inspiration.

Visit [www.du.edu](http://www.du.edu) (plus) –

### **/cme – Center for Multicultural Excellence**

A veritable plethora of resources about IE, campus climate, upcoming events, and links to programs and services on campus.

### **/deo – Office of Equal Opportunity & Office of Title IX**

Look here for information about policies, to report a bias incident, explore hiring resources, and learn more about Title IX.

### **/disability – Disability Services Program**

Find information regarding the disabilities that qualify for accommodations, services available to students and to faculty, and tips for student self-advocacy.

### **/diversity-inclusion – Office of Diversity and Inclusion**

Look here to find information on and links to resources about building a diverse and inclusive institution, campus initiatives, and news items.

### **/iss – International Student & Scholar Services**

Materials on how to support international students, information about immigration, and resources to assist with advising.

### **/religiouslife – Office of Religious & Spiritual Life**

Here you'll find resources such as the interfaith calendar, the Religious Accommodation Policy, and links to events and activities.

*And don't forget!*

**OTL.du.edu** for all types of teaching resources, to register for upcoming events, and set up consulting appointments with staff (including Valentina Iturbe-LaGrave, *Assistant Director for Inclusive Teaching Practices*).



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## Recommended Readings

- Center for Research on Learning and Teaching (2014). Discussion based teaching and handling controversial topics in the classroom. <http://www.crlt.umich.edu/tstrategies/tsd>
- Crosby, D.B. (2012). Meeting the challenge: Teaching sensitive subject matter. *The Journal of Effective Teaching*, 12(2), pp. 91-104. [http://www.uncw.edu/cte/ET/articles/Vol12\\_2/Crosby.pdf](http://www.uncw.edu/cte/ET/articles/Vol12_2/Crosby.pdf)
- Faculty Focus Special Report (n.d.). Diversity and Inclusion in the College Classroom. A Magna Publication. <http://www.facultyfocus.com/free-reports/diversity-and-inclusion-in-the-college-classroom/>
- Fournier-Sylvester, N. (2013). Daring to debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3), pp. 1-7. <http://www.collegequarterly.ca/2013-vol16-num03-summer/fournier-sylvester.html>
- Landis, K. (2008). Start talking: A handbook for engaging difficult dialogues in higher education. University of Alaska Anchorage and Alaska Pacific University. <http://www.difficultdialoguesuaa.org/handbook>
- Mason, K.A. & Briggs, L.T. (2011). Myths and moral panics: An active learning approach to controversial topics. *Transformative Dialogues: Teaching and Learning Journal*, 5(1), pp2-14. [http://www.kpu.ca/sites/default/files/Teaching%20and%20Learning/TD.5.1.4\\_Mason%26Briggs\\_Myths%26Moral\\_Panics.pdf](http://www.kpu.ca/sites/default/files/Teaching%20and%20Learning/TD.5.1.4_Mason%26Briggs_Myths%26Moral_Panics.pdf)
- Pace, D. (2003). Controlled fission: Teaching supercharged subjects. *College Teaching*, 51(2), pp. 42-45. <http://dx.doi.org/10.1080/87567550309596410>
- Schmich, T. & McMahon, T. (2010). GTF Series Teaching challenging race, class and gender materials. [http://codac.uoregon.edu/files/2011/02/Teaching\\_Challenging\\_Materials\\_GTF\\_Series-3.pdf](http://codac.uoregon.edu/files/2011/02/Teaching_Challenging_Materials_GTF_Series-3.pdf)
- Warren, L. (n.d.) Managing hot moments in the classroom. Online Resource from Derek Bok Centre for Teaching and Learning, Harvard University. <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html>
- Wing Sue, D., Lin, A.I., Torino, G.C., Capodilupo, C.M. & Rivera, D. (2009). Racial microaggressions and difficult dialogues on race in the classroom. *Cultural Diversity and Ethnic Minority Psychology*, 15(2): 183-90.

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## Recommended Videos

Kimberlé Crenshaw, *Civil Rights Advocate* -- "The Urgency of Intersectionality"

[http://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](http://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

Yassmin Abdel-Magied, *Mechanical Engineer, Social Advocate* – "What does my headscarf mean to you?"

[https://www.ted.com/talks/yassmin\\_abdel\\_magied\\_what\\_does\\_my\\_headscarf\\_mean\\_to\\_you?language=en](https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en)

Vernā Myers, *Diversity Advocate* – "How to overcome our biases? Walk boldly toward them."

[http://www.ted.com/talks/verna\\_myers\\_how\\_to\\_overcome\\_our\\_biases\\_walk\\_boldly\\_toward\\_them](http://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them)

Morgana Bailey, *Human resources professional* – "The danger of hiding who you are."

[http://www.ted.com/talks/morgana\\_bailey\\_the\\_danger\\_of\\_hiding\\_who\\_you\\_are](http://www.ted.com/talks/morgana_bailey_the_danger_of_hiding_who_you_are)

Adam Galinsky, *Social psychologist* – "How to speak up for yourself."

[https://www.ted.com/talks/adam\\_galinsky\\_how\\_to\\_speak\\_up\\_for\\_yourself](https://www.ted.com/talks/adam_galinsky_how_to_speak_up_for_yourself)

## 20-Minute Mentor Videos (licensed by OTL)

To gain access to these resources:

1. Go to <https://canvas.du.edu/courses/39175>
2. Log in with your DU credentials
3. Click "Modules"
4. Videos (listed below) are in the module titled "IE and Our Teaching"

"How can I make the activities in my course more inclusive?" (Elizabeth Harrison, PhD)

"How can I make my course content more accessible?" (Elizabeth Harrison, PhD)

"How can I help student veterans transition to campus?" (Justin M. Smith, PhD)

"How do I accommodate student veterans with disabilities?" (Ernetta Fox, MFA, MLS)

"How can I implement UDL in the next 20 days?" (Thomas J. Tobin, PhD)

*(While you're there, be sure to check out the videos and accompanying materials on other topics available from 20-Minute Mentor!)*



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## Upcoming Events

### *Focused on IE*

- **DU Diversity Summit** – January 19-20, 2017  
<http://www.du.edu/cme/programs-services/summit/index.html>
- **“Creating Inclusive Classrooms” Speaker Series** – February 16, 2017 (and beyond)  
In support of the Faculty Senate Initiative on Inclusive Learning Environments, the Office of Diversity and Inclusion and the Office of Teaching and Learning are partnering to host a series of programs this year that will focus on creating inclusive classrooms.
- **Internationalization Summit** – April 14, 2017  
<http://www.du.edu/intz/summit/>
- **CultureFest** – April 14, 2017  
<http://www.du.edu/intz/culturefest/index.html>
- **New Beginnings Powwow** – May 7, 2017  
<http://www.du.edu/cme/programs-services/powwow.html>

### *Other Events of Interest*

- **Faculty Showcase – Experiential Learning and Public Speaking: Using a TED-Type Talk to Teach Public Speaking** – January 25, 2017 (12:00pm - 1:00 pm)  
<https://otl-events.du.edu/public/registration/845>
- **Teaching and Learning Week** – A time to recognize and celebrate great teaching at DU! February 6-8, 2017  
<http://otl.du.edu/our-programs/teaching-and-learning-week-2017/>
- **DU Women’s Conference** – February 10, 2017  
<http://www.du.edu/duwomen/conference/workshops.html>
- **Faculty Showcase – Mindful Moments in the Classroom: Creating Space for Awareness and Reflection** – April 5, 2016 (12:00pm - 1:00pm)  
<https://otl-events.du.edu/public/registration/847>
- **Sustainability Summit** – April 22, 2017  
(Website coming soon.)

# INCLUSIVE EXCELLENCE AND OUR TEACHING

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## Presentation Materials

### *Session:*

- Inclusive Excellence: Habits of Mind and Practice
- Seizing the Teachable Moment: Classroom Discussions with Potential  
(not Peril)
- Unpacking Relevant Diversity and Inclusion Topics: From Safe Spaces, Trigger Warnings, and Micro-Aggressions to Brave Spaces, Freedom of Speech, and Micro-Affirmations
- Language and Culture in the Learning Environment
- Diversify Your Course Readings
- My Worldview, My Teaching
- Universal Design for Learning: What It Is, Why It Matters
- Critical Self-Assessments of Educational Equity
- Inclusive Group Work
- Calling Out/Calling In: Responding with Compassion
- Syllabus Check-up



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**Valentina Iturbe-LaGrave, Ph.D.**  
Assistant Director for  
Inclusive Teaching Practices  
Office of Teaching and Learning  
[www.otl.du.edu](http://www.otl.du.edu)

**Thomas Walker, Ph.D.**  
Director, Inclusion & Equity Education  
Campus Life & Inclusive Excellence  
[www.du.edu/studentlife/ie-education](http://www.du.edu/studentlife/ie-education)

**Dr. Debra Mixon-Mitchell**  
Director of Diversity Recruiting  
Office of Diversity and Inclusion  
[www.du.edu/diversity-inclusion](http://www.du.edu/diversity-inclusion)



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**INCLUSIVE Excellence**  
*Habits of Mind and Practice*



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**INCLUSIVE EXCELLENCE** *what*



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“Inclusive Excellence (IE) is the recognition that a community or institution’s success is dependent on how well it values, engages and includes the rich diversity of students, staff, faculty, administrators, and alumni constituents. More than a short-term project or single office initiative, this comprehensive approach requires a fundamental transformation of the institution by embedding and practicing IE in every effort, aspect, and level of a college or university. The goal is to make IE a habit that is implemented and practiced consistently throughout an institution.”

*Center for Multicultural Excellence*



“Inclusive Excellence is vital because faculty and students do not leave their values, cultures, genders, and ethnicities at the door when they enter to teach and learn (Chesler, Lewis, & Crowfoot, 2005). Rather they bring all of those identities with them into the learning experience.”

Salazar, M., Norton, A., & Tuitt, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



## CRITICAL *reflection*

“[Because] invisibility is a dangerous and painful condition... When those who have power to name and to socially construct reality, choose not to see you or hear you, whether you are dark-skinned, old, disabled, female, or speak with a different accent or dialect than theirs, when someone with the authority of a **teacher**, say, describes the world and you are not in it, there is a moment of psychic disequilibrium, **as if you looked into a mirror and saw nothing.**”

Adrienne Rich, *Invisibility in the Academe* (1986)

## CRITICAL *faculty reflection*



“My life stories influence my perspective, a perspective unable to function within a single paradigm, because I am too many things at one time. My perspective often transcends race and gender and is sometimes fully or partially conscious of the complexities and intersection of race, gender, and class. ”

Taunya Lovell Banks

*Two Life Stories: Reflections of One Black Woman Law Professor* (1995)



## INCLUSIVE EXCELLENCE *rationales*

- **Diversity: Individual differences** (e.g., personality, learning styles, and life experiences) and **group/social differences** (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).
- **Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities** (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

## INCLUSIVE EXCELLENCE *rationales*



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- **Equity:** The **creation of opportunities** for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.
- **Equity-Mindedness:** A demonstrated **awareness of and willingness to address** equity issues among institutional leaders and staff.

*Association of American Colleges and Universities*

## INCLUSIVE EXCELLENCE *rationales*



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- **Intercultural Competence:** The “dynamic, ongoing, interactive, self-reflective **learning process that transforms** attitudes, skills and knowledge for effective communication and interaction across a range of cultures and contexts” within local, regional and global communities.

*(Freeman et al., 2009)*



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## INCLUSIVE EXCELLENCE *why*

## BENEFITS *of Diversity*



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- **Academics:** extensive research shows intellectual/creative benefits
- **Demographics:** changing, broadening populations
- **Democracy:** involving all members of our communities in common interests
- **Leadership:** formal/informal roles as active opinion drivers in our communities/nations
- **Business:** supervisors, colleagues, workers, markets

adapted from American Bar Association,  
*Diversity in the Legal Profession: The Next Steps Report at 4* (2011)

## BENEFITS *of IE include*



- Improved academic outcomes evidenced in higher educational aspirations, motivation, and self-confidence, heightened creativity and innovation, and stronger critical thinking and problem-solving skills (Milem, 2003).
- Increased experiences with diversity, cultural awareness, and commitment to issues of equity (Milem, 2003).
- Higher levels of civic engagement and a more informed citizenry (Milem, 2003).

Salazar, M., Norton, A., & Tuit, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



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## CORE VALUES

*Excellence, Innovation, Engagement,  
Integrity, Inclusiveness*



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## CORE VISION

*a great private university  
dedicated to the public good*



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INCLUSIVE EXCELLENCE *how*



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### INCLUSIVE *pedagogy*

- Intrapersonal Awareness
- Interpersonal Awareness
- Curriculum Transformation
- Inclusive Learning Environment

### DIMENSIONS of IE (AAC&U)

- Access and Equity
- Learning Environment Climate (also known as organizational climate)
- Curriculum & Pedagogy
- Learning & Development

Salazar, M., Norton, A., & Tuitt, F. (2009). *Weaving promising practices for inclusive excellence into the higher education classroom.*



### INCLUSIVE *pedagogy*

- **Intrapersonal Awareness:** Reflexive and critical examination of the ideas, assumptions, and values that we bring into the classroom.
- **Interpersonal Awareness:** Building relationships and fostering dialogues that honor multiple perspectives and invite students to share their cultural experiences.

### INCLUSIVE *pedagogy*



- **Curriculum Transformation:** Integrating multiple identity groups into the curriculum beyond superficial multiculturalism and review the curriculum for hidden forms of oppressions such as stereotyping, inaccurate generalizations, and historical omissions and make appropriate changes.

➤ Intentionally (re)designing courses and a curriculum that is meaningful, inclusive, diverse both domestically and internationally, which critically examines academic disciplines through various intercultural and international perspectives, accounting for intersections between identity and culture.



### INCLUSIVE *pedagogy*

- **Inclusive Learning Environment:** cares for and respects students, building professional relationships with them and ensuring safe learning environments.

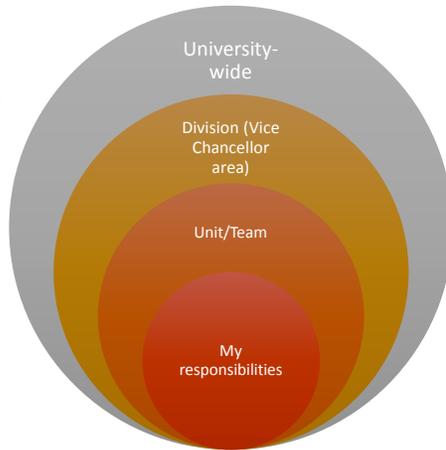


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#### SPHERES OF INFLUENCE

On what levels can you make changes?

- Direct responsibilities, personal interactions
- Work team/colleagues
- Unit/office/organization
- Division/college
- Institutional



AN INVITATION *to enact IE by ...*



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- *Creating* engaging learning environments that value individual and group differences, *foster* community and *enact* collegiality.
- *Aligning* our practice with DU's vision and values in order to make Inclusive Excellence a *sustainable* reality.
- *Reflecting* on our ethical responsibilities as members of the institution, educators and scholars.



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## SEIZING THE TEACHABLE MOMENT

*classroom discussions with potential (not peril)*



Assistant Director for Inclusive Teaching Practices  
Office of Teaching and Learning  
[www.otl.du.edu](http://www.otl.du.edu)

## ACKNOWLEDGEMENTS



Dr. Kaylan Haizlip, Biofrontiers Institute  
Dr. Carol Berenson, University of Calgary

Some case studies adapted from:

Berenson, C. & Pruegger, V. (2016). *Teaching controversial issues: Example case scenarios*. Taylor Institute for Teaching and Learning, and Office of Diversity, Equity and Protected Disclosure, University of Calgary.

## WORKSHOP *goals*



1. To reflect, unpack perspectives on controversial issues, present case studies in small groups and debrief.
2. To support student learning by:
  - Preparing for and leading respectful, engaged discussions
  - Addressing behaviors contributing to an uncomfortable and/or hostile learning environment
  - Ensuring inclusive learning environments

## WORKSHOP *ground rules*



- Controversy with civility
- Own your intentions and your impact
- Challenge by choice, the right to pass
- Respect
- No attacks
- No Interruptions
- Active listening

## CHECKING IN *experiences*



**Take a minute to reflect and discuss with a partner and be prepared to share:**

- *Why you teach or might approach controversial issues in the classroom?*
- *What do you want your students to get out of these discussions?*

## TOPICS BECOME *controversial* when...



- *Students have competing values and interests;*
- *When they strongly disagree about statements, assertions, or actions;*
- *When the subject touches on some particular sensitivity (e.g. political or religious); or when they arouse an emotional reaction.*
- *When topics relate to events in the past, to a current state of affairs, or to some future desired outcome.*

## PERSPECTIVES *on controversial issues*



- **Liberation Pedagogy** *(i.e., Paulo Freire)*
- **Civic Humanism** *(i.e., Derek Bok)*
- **Academic Detachment** *(i.e., Stanley Fish)*

(Yale Center for Teaching and Learning, n.d.)

## LIBERATION *pedagogy*



- Become self-reflective: how is my experience shaping my thoughts?
- Become critically aware: both student and professor
- Bringing world into classroom
- Recognize that issues are real in our society: share your knowledge as a member of a particular group, even if you are a member of the dominant group
- Help recognize structures of oppression and address them
- Provide a mirror: how do we see our selves and others?
- Accept: it's okay to talk about this 'stuff'
- Validate students' life experiences.

## CIVIC *humanism*



- Encourage students to talk about and engage in controversial topics
- Learn to accept different opinions: being rational, not emotional
- Prepare students for life after the university so that they may engage in civil and collegial debate
- Students learn to work with those who are different from themselves
- To contribute to the vitality of the public sphere
- Teach students the language of the public sphere
- Weigh competing values without bias

## ACADEMIC *detachment*



- To make controversial topics into objects of academic investigation
- Critical thinking
- Challenge assumptions
- To inquire as to the origins of controversy and the structure of competing arguments
- Time to think about large, complex issues
- More appreciation of complexity of issues and surface assumptions
- Raising awareness
- Presenting different perspectives

## WHICH *approach is yours?*



*What aspects of each approach do you incorporate into your teaching?*

## CASE *studies + debriefing*



1. What is happening in this case? What are the teaching and learning issues here?
2. What could be done **now** to handle the situation and seize the teachable moment in order to transform understanding?
3. What could have **prevented** this from occurring in the first place?

**Share your expertise, what has worked for you?**



### CASE STUDY 1: *environmental science*

In your seminar course on climate science, you invite students to give presentations on news items that represent various arguments on the issues. Early on in the semester, a student introduces a news story about the impact of the rising sea-level on an inland community. Before the presenter is able to fully describe the story, a fellow student angrily interrupts to refute the legitimacy of the story. As the presenter tries to reply to the challenge, a larger argument breaks out among numerous members of the class. The situation is escalating.



### CASE STUDY 2: *English literature*

You are studying Jeffrey Eugenides's *The Virgin Suicides* in your English course and have thoughtfully contextualized the issues with gender and the surveillance of female behavior in the novel. What you didn't anticipate is that students would come to you unable to read the book because of their personal experience with suicide. In the first lecture, one student leaves the room in clear distress. Two additional students come to your office hours to respectfully request permission to be absent from the lectures on the book and forgo reading the book entirely. They also request that they are neither required to be examined or write on a book that dredges up painful feelings and past experience.



### CASE STUDY 3: *psychology*

You are teaching a large-enrollment psychology class and lecturing about the historical development of and ongoing changes to the Diagnostic and Statistical Manual of Mental Disorders. You note the removal of homosexuality as psychopathology in 1986 and the current view of the American Psychological Association that gender and sexual diversity are normative and positive variations of human sexuality. A group of students approach you after class to challenge you on this interpretation on religious grounds, suggesting that homosexuality is an abomination in the eyes of God and that conversion therapy is an acceptable practice. They indicate that others in the class are equally appalled by the biased way that the course is being taught.



### CASE STUDY 4: *education*

In a graduate education seminar, students get into pairs and share their preliminary ideas for their final research projects. You overhear one woman say "As a Latina, I'm really interested in looking at issues of equity in K-12" while her partner replies, "Do you really want to be known as the Latina complaining about all that stuff? That won't further your career."

## PREPARE FOR ENGAGED DISCUSSION: *ground rules*



- Controversy with civility
- Own your intentions and your impact
- Challenge by choice and the right to pass
- Respect
- No attacks
- Interruptions
- Active listening
- Will students offer opinions without supporting evidence?
- How will students build on one another's comments; work toward shared understanding?
- How will discussions be moderated?
- How will students be encouraged to speak from experience without generalizing?
- How will students acknowledge offending another classmate during a discussion?

## STUDENT *established ground rules*



- Ask students to think about the best group discussions they have been a part of, and reflect on what made these discussions so satisfying.
- Next, ask students to think about the worst group discussions in which they have participated and reflect on what made these discussions so unsatisfactory.
- For each of the positive characteristics identified, ask students to suggest three things the group could do to ensure that these characteristics are present.
- For each of the negative characteristics identified, ask students to suggest three things the group could do to ensure that these characteristics are not present.
- Use students' suggestions to draft a set of ground rules to which you all agree, and distribute them in writing.
- Periodically, ask the class to reflect on whether the ground rules established at the beginning of the semester are working, and make adjustments as necessary.

*Brookfield, S.D. & Preskill, S. (2005). Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms (2nd ed.) San Francisco, CA: Jossey Bass.*

## HANDLE HOT MOMENTS: *recognize, assess and address (R-A-R)*



- **RECOGNIZE** *physical and emotional responses*
  - Pause and take a deep breath, pay attention to how you are feeling
  - Pay attention to how your students are feeling— *withdrawal, agitation, shaky voice, trembling, flushing, crying, etc.*
- **ASSESS** *in order to lower the affective filter*
  - Practice and cultivate active listening, paraphrase before speaking
  - Consider diversity
  - Depersonalize and reframe
  - Connect the presenting issue to a larger narrative
  - Help students to think critically about the comment, ask questions
  - Unpack key terminology, concepts, ideas; answer "how"...
  - Give students five-minutes of reflective writing and follow with think-pair-share

## HANDLE HOT MOMENTS: *recognize, assess and address (R-A-R)*



- **ADDRESS** *to bring awareness and foster change*
  - Provide students with an action item - *I want us to read/ visit/ watch/ listen to/ write about/ look up, etc.*
  - Direct students to legitimate resources
  - Connect experience or key aspects of the experience to assignments – *Please consider factors we have discussed in class, such as...*
  - Minute paper / formative assessment to gauge student response
  - Be available for students outside of class, consider offering a "coffee hour," inviting students to write you an email or come to your regularly scheduled office hours

**BE AN INCLUSIVE**  
*educator*



- Model civil behavior
- Intentional
- Reflective
- Authentic

# SEIZING THE TEACHABLE MOMENT – *Valentina Iturbe-LaGrave*

*classroom discussions with potential (not peril)*

## PREPARE FOR AN ENGAGED DISCUSSION

*establishing ground rules*

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> <li>• <i>Decide what is non-negotiable for you as a faculty member</i></li> <li>• <i>What are your expected behaviors for classroom conduct?</i></li> <li>• <i>What are your expected behaviors for online communications?</i></li> <li>• <i>How early in the semester will ground rules be established?</i></li> <li>• <i>How will you handle discomfort?</i></li> <li>• <i>How will you consider diversity in discussion?</i></li> <li>• <i>How will discussions recognize that students will differ in: race, ethnicity, cultural background, sexual orientation and/or gender identity or gender expression, linguistic ability, etc.?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Will you establish the ground rules?</i></li> <li>• <i>Will students collaboratively define and establish the ground rules?</i></li> <li>• <i>How will ground rules be communicated?</i></li> <li>• <i>What format(s) and platforms will you use to make ground rules available for students?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Controversy with civility</i></li> <li>• <i>Own your intentions and your impact</i></li> <li>• <i>Challenge by choice, the right to pass</i></li> <li>• <i>Respect</i></li> <li>• <i>No attacks</i></li> <li>• <i>Interruptions</i></li> <li>• <i>Active listening</i></li> <li>• <i>Will students offer opinions without supporting evidence?</i></li> <li>• <i>How will students build on one another's comments; work toward shared understanding?</i></li> <li>• <i>How will discussions be moderated?</i></li> <li>• <i>How will students be encouraged to speak from experience without generalizing?</i></li> <li>• <i>How will students acknowledge offending another classmate during a discussion?</i></li> </ul>

## HANDLE HOT MOMENTS

*recognize, assess and address*

RECOGNIZE <i>physical and emotional responses</i>	ASSESS <i>lower the affective filter</i>	ADDRESS <i>bring awareness and foster change</i>
<ul style="list-style-type: none"> <li>• <i>Pause and take a deep breath, pay attention to how you are feeling</i></li> <li>• <i>Pay attention to how your students are feeling— withdrawal, agitation, shaky voice, trembling, flushing, crying, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practice and cultivate active listening, paraphrase before speaking</i></li> <li>• <i>Consider diversity</i></li> <li>• <i>Depersonalize and reframe</i></li> <li>• <i>Connect the presenting issue to a larger narrative</i></li> <li>• <i>Help students to think critically about the comment, ask questions</i></li> <li>• <i>Unpack key terminology, concepts, ideas; answer “how”</i></li> <li>• <i>...</i></li> <li>• <i>Give students five-minutes of reflective writing and follow with think-pair-share</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Provide students with an action item - I want us to read/ visit/ watch/ listen to/ write about/ look up, etc.</i></li> <li>• <i>Direct students to legitimate resources</i></li> <li>• <i>Connect experience or key aspects of the experience to assignments – Please consider factors we have discussed in class, such as...</i></li> <li>• <i>Minute paper / formative assessment to gauge student response</i></li> <li>• <i>Be available for students outside of class, consider offering a “coffee hour,” inviting students to write you an email or come to your regularly scheduled office hours</i></li> </ul>

# SEIZING THE TEACHABLE MOMENT – *Valentina Iturbe-LaGrave* classroom discussions with potential (not peril)

## COURSE DESIGN

*designing transformative learning experiences and environments*

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> <li>• <i>Inclusive Excellence</i></li> <li>• <i>Inclusive Pedagogy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Intrapersonal Awareness</i></li> <li>• <i>Interpersonal Awareness</i></li> <li>• <i>Curriculum Transformation</i></li> <li>• <i>Learning Environment</i></li> </ul> <p><i>Salazar, M., Norton, A., &amp; Tuitt, F. (2009)</i></p>	<ul style="list-style-type: none"> <li>➤ <i>What historical, socio-political, cultural experiences/perspectives/voices does course content validate and which does it exclude?</i></li> <li>➤ <i>What are representations of race, gender, power and difference? What do they communicate?</i></li> <li>➤ <i>How do my experiences impact the chosen content?</i></li> <li>➤ <i>What biases might be evidenced in the curriculum?</i></li> <li>➤ <i>What could I do to reveal implicit biases in course content/ materials/ activities?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Universal Design for Learning (UDL) Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Multiple Means of Engagement, Representation, Action and Expression</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Does course provide alternatives for auditory and visual information?</i></li> <li>➤ <i>Does course provide options for language and symbols? For example: will I illustrate key concepts non-linguistically?</i></li> <li>➤ <i>Does course provide options for connecting content to other disciplines, experiences, perspectives?</i></li> <li>➤ <i>What learning goals and objectives might maximize content transfer?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>The Whole Self &amp; Well-Being</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identities, Positionality and Intersectionality</i></li> <li>• <i>Learning Community</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>How will students get to know one another and the professor?</i></li> <li>➤ <i>What are the tenets of my Learning Community?</i></li> <li>➤ <i>What will collaboration look like?</i></li> <li>➤ <i>What are the Rules of Engagement for face-to-face/ online interactions?</i></li> <li>➤ <i>How will I demonstrate collegial discourse and effective tools to work through difference?</i></li> <li>➤ <i>How will students interact with one another?</i></li> <li>➤ <i>How will students interact with professor and vice versa?</i></li> <li>➤ <i>What approaches/ideas/tools will I implement to ensure equity in classroom interactions?</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Assessment of Teaching and Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Summative Assessments</i></li> <li>• <i>Formative Assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>How will I assess prior knowledge?</i></li> <li>➤ <i>What classroom assessment techniques will I implement?</i></li> <li>➤ <i>What will be the structure/frequency of formative and summative assessments?</i></li> <li>➤ <i>Will I implement rubrics?</i></li> <li>➤ <i>How will I facilitate student self-assessment?</i></li> <li>➤ <i>What external factors might interfere with/affect student performance in my class?</i></li> <li>➤ <i>How might these factors be acknowledged?</i></li> <li>➤ <i>Will I provide peer-to-peer feedback opportunities?</i></li> </ul>

# SEIZING THE TEACHABLE MOMENT – *Valentina Iturbe-LaGrave* classroom discussions with potential (not peril)

## CLASSROOM MANAGEMENT

*fostering genuine and engaging learning communities that recognize difference*

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> <li><i>Inclusive Excellence</i></li> <li><i>Inclusive Pedagogy</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Intrapersonal Awareness</i></li> <li><i>Interpersonal Awareness</i></li> <li><i>Curriculum Transformation</i></li> <li><i>Learning Environment</i></li> </ul> <p><i>Salazar, M., Norton, A., &amp; Tuitt, F. (2009)</i></p>	<ul style="list-style-type: none"> <li>➤ <i>What tools will help me to learn and correctly pronounce my students' names?</i></li> <li>➤ <i>How will I learn about my students' backgrounds, identities and learning styles?</i></li> <li>➤ <i>How will I critically engage with the curriculum?</i></li> <li>➤ <i>How will I facilitate large and small group discussion?</i></li> <li>➤ <i>How will students engage in debate and experiential learning opportunities?</i></li> <li>➤ <i>What will be the parameters for discussions?</i></li> <li>➤ <i>Will I implement assignments that personalize learning? For example: biographical sketch</i></li> <li>➤ <i>How will I foster genuine dialogues that validate students' cultural experiences?</i></li> <li>➤ <i>How will I help students connect their experiences to content/theoretical frameworks/ learning goals/learning objectives?</i></li> <li>➤ <i>How will I promote collaboration?</i></li> </ul>
<ul style="list-style-type: none"> <li><i>Universal Design for Learning (UDL) Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Multiple Means of Action, Expression and Engagement</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>How will I inform students about and optimize access to tools and assistive technologies?</i></li> <li>➤ <i>What technologies/ media/ tools will I utilize/allow as options for communication and expression?</i></li> <li>➤ <i>How will I support and develop student self-assessment and reflection?</i></li> </ul>
<ul style="list-style-type: none"> <li><i>The Whole Self and Well-Being</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Belonging, Acceptance, Collegiality</i></li> <li><i>Learning Community</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>How will I approach/handle challenging or "Hot" moments in the classroom?</i></li> <li>➤ <i>How will we, as a learning community, move through challenging moments?</i></li> <li>➤ <i>What questions might I/we ask to subdue the affective filter and re-frame the situation?</i></li> <li>➤ <i>How will I/we tie experiences back to learning goals/content/theoretical frameworks?</i></li> <li>➤ <i>What tools can I teach that will help build self reliance and students' ability to think/work through difference?</i></li> <li>➤ <i>What actions will help students feel safe, acknowledged, welcomed, challenged and validated?</i></li> </ul>
<ul style="list-style-type: none"> <li>➤ <i>Assessment of Teaching and Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Summative Assessments</i></li> <li>➤ <i>Formative Assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>How will I handle testing accommodations?</i></li> <li>➤ <i>What types of formative assessment will I implement? For example: minute papers, reflective free-writes.</i></li> <li>➤ <i>How will I provide constructive feedback?</i></li> <li>➤ <i>Will students create journals and/or portfolios?</i></li> </ul>

# SEIZING THE TEACHABLE MOMENT – *Valentina Iturbe-LaGrave* classroom discussions with potential (not peril)

## SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

*transformation beyond our own practice*

RECOGNIZE	ASSESS	ADDRESS
<ul style="list-style-type: none"> <li>• <i>Inclusive Excellence</i></li> <li>• <i>Inclusive Pedagogy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Curriculum Transformation</i></li> <li>• <i>Equity-mindedness</i></li> <li>• <i>Organizational Climate</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Re-design ongoing research</i></li> <li>➤ <i>Inform institutional efforts</i></li> <li>➤ <i>Evaluate effectiveness and sustainability of various programmatic elements</i></li> <li>➤ <i>Formalization</i></li> <li>➤ <i>Structural impact</i></li> <li>➤ <i>Addressing equity among institutional leaders for transformation and sustainability</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>Universal Design for Learning (UDL) Guidelines</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognition, Strategic and Affective Networks</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Assess access and viability of resources</i></li> <li>➤ <i>Meta-analysis of approach efficacy</i></li> </ul>
<ul style="list-style-type: none"> <li>• <i>The Whole Self and Well Being</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The individual Experience</i></li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>Publication</i></li> <li>➤ <i>Educational Development</i></li> <li>➤ <i>Professional Development</i></li> <li>➤ <i>Critical self-reflection and assessment</i></li> <li>➤ <i>Scholarly community</i></li> </ul>

## RESOURCES

- Brookfield, S.D. & Preskill, S. (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms* (2nd ed.) San Francisco, CA: Jossey Bass.
- Salazar, M., Norton, A., & Tuitt, F. (2009). Weaving promising practices for inclusive excellence into the higher education classroom. In L.B. Nilson and J.E. Miller (Eds.) *To improve the academy*. (pp. 208-226).
- Fournier-Sylvester, N. (2013). Daring to debate: Strategies for teaching controversial issues in the classroom. *College Quarterly*, 16(3), pp. 1-7.
- Shulevitz, Judith (March 21, 2015). "In College and Hiding From Scary Ideas". Op-ed. *New York Times*. Retrieved December 23, 2015.
- Landis, K. (2008). Start talking: A handbook for engaging difficult dialogues in higher education. University of Alaska Anchorage and Alaska Pacific University.
- Mason, K.A. & Briggs, L.T. (2011). Myths and moral panics: An active learning approach to controversial topics. *Transformative Dialogues: Teaching and Learning Journal*, 5(1), pp2-14.
- Association of American Colleges & Universities **[aacu.org](http://aacu.org)**
- Kirwan Institute for the Study of Race and Ethnicity **[kirwaninstitute.osu.edu](http://kirwaninstitute.osu.edu)**
- Project Implicit **[implicit.harvard.edu](http://implicit.harvard.edu)**
- Look Different: **[lookdifferent.org](http://lookdifferent.org)**  
*(Look Different is a collaboration between: MTV, The Kirwan Institute, Project Implicit, RAINN, The Ally Coalition, Southern Poverty Law Center, The Trevor Project, National Partnership for Women and Families, National Council of La Raza, NAACP Youth and College Division, Man Up Campaign, Love is Respect.org)*
- National Center for Universal Design for Learning **[udlcenter.org](http://udlcenter.org)**
- CAST (non-profit education research and development on UDL) **[cast.org](http://cast.org)**

# LANGUAGES & CULTURES AND THE INCLUSIVE CLASSROOM



UNIVERSITY of  
DENVER

INTERNATIONALIZATION  
Center for World  
Languages & Cultures

## The Cultures & Languages Across the Curriculum (CLAC) Approach

CLAC is a way for faculty and students in the classroom to engage with multiple cultural perspectives and access knowledge through their language and cultural knowledge and abilities. Students apply language and intercultural skills in their fields of interest—outside of the language classroom—in ways that encourage deeper connection with content and each other.

### Who?

- Second-language learners (all levels)
- Non-native English speakers and heritage language speakers

### Examples?

- History of the Middle East | French, German
- Islamic Empires | Arabic
- Geography | Spanish

### Benefits?

- Integrate study abroad experience
- Provide structure for international students to share their knowledge and experience
- Explore other English-speaking cultural perspectives
- Develop transferrable language and intercultural skills
- Apply languages professionally

## Ways to Include Language & Culture in the Classroom

- Options to use other language sources in assignments (e.g., papers, presentations, discussions)
- Assignments/discussions that require students to contribute materials and perspectives from other languages and cultures
- Discussion sections conducted in other languages (may be led by faculty or grad students). Students research and discuss the class content in another language
- Linked content classes and language classes across departments
- **Resources:**
  - CWLC Website: <http://du.edu/cwlc/clac>
  - CLAC Consortium Website: <https://claconsortium.org/>
  - CLAC Clearinghouse: <http://carla.umn.edu/CLAC/clearinghouse.html>

## CLAC Consortium Conference—April 2018, University of Denver

DU will welcome representatives of over 25 institutions as the host of the 11th CLAC Consortium Conference in April 2018, with the theme of “Providing Access: Inclusivity in Internationalization through CLAC.” If you have questions or wish to get involved, please contact Alison Nishi ([alison.nishi@du.edu](mailto:alison.nishi@du.edu)).

**University of Denver**  
**Center for World Languages & Cultures and**  
**Writing Center Services**

**Language Center Tutoring**

The Center for World Languages and Cultures offers peer tutoring for DU students seeking extra help with language courses, conversation practice in a foreign language, or language proficiency exam preparation. Tutoring is held at the Language Center in the Anderson Academic Commons, located on the main floor, south of the Math Center and east of the Writing Center. Call us at 303-871-4601, or consult our website for more information:

<http://www.du.edu/cwlc/students/tutoring.html>

**Writing Center Consulting**

The Writing Center offers individual and group writing support to any DU student on any writing project, genre, or assignment. Consultants serve as engaged readers who can help you develop new strategies and perspectives on your writing, learn and practice new habits, and see your writing more clearly. The Writing Center is in AAC 280. Call us at 303-871-7456, or consult our website for more information: <http://www.du.edu/writing/writingcenter/>

**Which Center Can Help?**

Use the scenarios below to decide whether the Language Center or the Writing Center is the right fit:

	<b>Go to the Language Center if...</b>	<b>Go to the Writing Center if...</b>
Writing & Grammar	<p>You are planning, composing, or revising a document written in a foreign language.</p> <p>You have specific questions about English grammar, usage, or mechanics in a writing assignment.</p>	<p>You are planning, composing, or revising a document written in English.</p> <p>You want to learn to identify patterns in English grammar, usage, or mechanics in a writing assignment.</p>
Reading	<p>You are reading a text written in any language and would like help understanding what the text says.</p>	<p>You are reading a text written in English and would like help understanding what the text says in order to apply it to a paper, discussion board post, or other assignment you are writing.</p>
Presentational Speaking	<p>You are planning or composing an oral presentation in a foreign language.</p> <p>You want to rehearse delivering an oral presentation in any language and practice answering questions from an audience.</p>	<p>You are planning or composing an oral presentation in English.</p> <p>You have a multimodal presentation (slides, visuals), and you would like feedback from readers/listeners.</p>
Conversation	<p>You want to practice conversation and pronunciation in any language.</p>	<p>You want to talk about drafting, writing, revising, or specific genres or writing situations.</p>

# Diversify Your Course Readings

## “Inclusive Excellence and Our Teaching” OTL Workshop

### December 5 & 13, 2016

Presenters: Carrie Forbes, Kate Crowe, and Esther Gil, University Libraries

When designing course content, faculty should aim for an inclusive curriculum that reflects the perspectives and experiences of a pluralistic society. Below are some guidelines to consider when choosing materials and readings for your course.\*



1. Highlight the diversity among scholars in the field when choosing readings. Include materials written or created by people from different backgrounds and perspectives. Critically examine your course from multiple viewpoints and include materials that represent various perspectives accurately (consider gender, nationality, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.).
2. Whenever possible, select texts and readings whose language is gender-neutral and free of stereotypes. If you are choosing a reading that contains stereotypes, be sure to explain your reasoning behind including the reading.
3. Use a wide variety of resources in different formats, including books and ebooks, articles, newspapers, videos, photographs, and more.
4. Select readings that help students understand and critique how knowledge is formed within your field. Why is peer-reviewed literature important? Are there other ways of knowing that contribute to the field beyond Western thought?
5. Consider incorporating primary sources or other resources that include personal stories and counter narratives.
6. Use diverse readings throughout the course, rather than creating a supplemental reading list or devoting only one week to diversity.

\*Recommendations drawn from Banks (2016) and McIntosh (2000).

The University of Denver Libraries is committed to the values of diversity and inclusion and offer several services and resources to support faculty integrating Inclusive Excellence into the curriculum.

Each reference librarian at the University of Denver specializes in certain disciplines and is responsible for supporting campus academic departments with research and instruction support.

- Library subject liaisons can create research guides that will help students find diverse sources for their assignments that include books, relevant databases, and pertinent websites. The subject librarians can also create video tutorials that will help students through the research process.
- Subject librarians are available for consultations with faculty to show them search strategies for finding relevant material for their courses, including databases that index more diverse sources and perspectives.
- Subject liaisons can provide library instruction on the available sources students can use for their projects, including helping students find both peer-reviewed and non-peer-reviewed sources. Students can also come to the Research Center for one-on-one consultations with a research librarian.

For more information on these services, please see Research Help page on the library's website: <http://library.edu>.

## References

Banks, J. A. (2016). *Cultural diversity and education: Foundations, curriculum, and teaching*. New York: Routledge.

McIntosh, P. (2000). Interactive phases of personal and curricular re-vision with regard to race. In G. Shin and P. Gorski (Eds.), *Multicultural resource series: Professional development for educators*. Washington, D.C.: National Education Association.

**Individual Values/Worldview Exercise**  
**Debbie Mixon Mitchell, Ph.D.**

*Participants will:*

- Identify the dimensions of cultural/social identity and individual values that inform one's teaching practice.
- Identify strategies for creating a learning environment that is inclusive.

*Key points that will be focused on include:*

- Self-reflection and self-awareness is important in teaching.
- A knowledge of the student's identity/worldview is important.
- Creating a learning environment that is inclusive is important.

GENDER	RESPECT	INNOVATION	INTEGRITY
FAMILY	CULTURE	HONESTY	RESILIENCE
LEARNING	SERVICE	BALANCE	INDIVIDUALISM
FAIRNESS	AUTHENTICITY	FLEXIBILITY	LEARNING
EQUALITY	EXCELLENCE	STABILITY	ABILITY
RESEARCH	INDEPENDENCE	OBJECTIVITY	SUCCESS
COMPASSION	COMMUNITY	RESPONSIBILITY	RECOGNITION
EMPATHY	PEDIGREE	SOCIO-ECONOMIC STATUS	CREATIVITY
INDIVIDUAL FREEDOM	NATURE	TEACHING	INCLUSION
POWER/STATUS	RELATIONSHIP	TRUTH	HAPPINESS
INTERDEPENDENCE	FAITH/SPIRITUALITY	DIVERSITY	ACHIEVEMENT

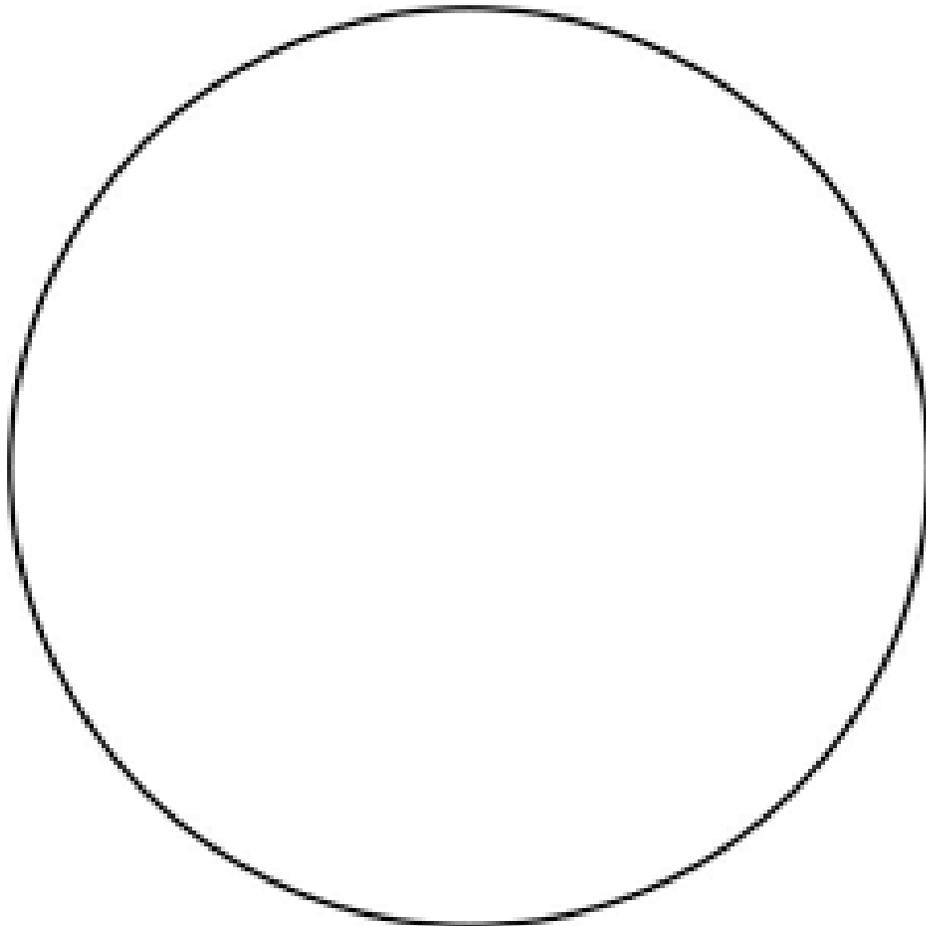
Focusing on one of your top three values/worldviews, give an example for how it impacts:

1. Your performance in the classroom?
2. Your expectations of and interactions with students?
3. Your beliefs and values about learning?
4. The ways of knowing you consider to be valid?

Individual Values/Worldview Exercise  
Debbie Mixon Mitchell, Ph.D.

**Cultural/Social Identity Wheel**  
**Who Am I?**

- List 5 dimensions of your cultural/social identity that are most salient to you.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- Now, draw a slice in proportion to how important each dimension of your identity is.  
(The aspect of identity that is most important to you should be your largest slice.)
- With a focus on these identities, how does “who I am” inform my teaching practice?



# Universal Design for Learning (UDL)

Presented by:  
**Jimmie Smith, MEd**  
 Director, Learning Effectiveness Program  
 University of Denver  
 Denver, Colorado, USA

## What is Universal Design for Learning?

- A set of principles for curriculum development that gives all individuals equal opportunities to learn
- A blueprint for creating instructional goals, methods, materials, and assessments that work for everyone
- Not a one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs

Thank You!

## The Origin of Universal Design:

The concept first came about by the universal design movement in architecture and product development which was introduced by Ronald L. Mace at North Carolina State University. The concept is to design and construct buildings that accommodate the widest range of users (such as with ramps rather than steps). UDL applies this same concept to learning in that the curriculum should be designed to accommodate all kinds of learners.

## The Goal of Universal Design for Learning (UDL):

To provide equal access to learning for all students and to maximize the learning of all students by applying Universal Design principles to all aspects of instruction.

For example:

- delivery methods
- physical environment
- information resources
- technology
- personal interactions
- & assessments

25%

Specific examples of learning from them

THING!

## Why do we need UDL?

- Individuals bring a huge variety of skills, needs, and interests to the learning process
- We all have our preferred learning style
- Many of us have learning differences

RECOGNITION NETWORK

Goals bring a huge variety of needs, and interests to the learning process.

Have our preferred learning

of us have learning differences

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Every lesson should be taught to meet the needs of all three learning modalities:

- Auditory
- Visual
- Tactile/Kinesthetic

## Three primary brain networks come into play in UDL principles:

- RECOGNITION NETWORKS**  
 The "WHAT" of learning. Gathering facts, categorizing what we SEE, HEAR, and READ. Information needs to be presented in as many ways as possible: multiple means of representation.
- STRATEGIC NETWORKS**  
 The "HOW" of learning. Planning and performing tasks; how to organize and express ideas. Provide student with different ways to express what they know: multiple means of action and expression.
- AFFECTIVE NETWORKS**  
 The "WHY" of learning. How students become engaged and stay motivated, challenged, excited, or interested. Use a variety of methods to stimulate interest and motivation for learning: multiple means of engagement.

The Goal of Universal Design for Learning

Every Lesson should be taught to meet the needs of all three learning modalities:

- Auditory
- Visual
- Tactile/Kinesthetic

## Auditory

- Podcasts
- Audio clips
- Books on tape
- E-text
- Reading aloud
- Discussion groups

## Visual

- Handouts
- Power Points
- DVDs
- Internet
- Board notes

## Tactile/Kinesthetic

- Role Play
- Activities
- Labs
- Projects
- Internet
- Blackboard

## Universal Design should be implemented in the following areas:

- Class Climate:  
Use practices that support high values with respect to both diversity and inclusiveness.
- Interaction:  
Encourage interactions between students and the instructor and be sure communication methods are accessible to all participants.
- Physical Environment and Products:  
Be sure all facilities, activities, materials, and equipment are physically accessible and usable by all students

Universal Design should be implemented in the following areas continued:

- Delivery Methods:  
Use multiple methods of instruction that are accessible to all learners and meet all kinds of learning needs
- Feedback:  
• Provide specific feedback on a regular basis
- Assessment:  
Assess student progress on a regular basis using multiple accessible methods and tools, and adjust instruction accordingly
- Accommodations:  
Plan for accommodations for students whose needs are not met by the instructional design

UDI

Plan for accommodations for students whose needs are not met by the instructional design

## UDL Teaching Strategies:

- Wait Time...  
Give students time to process the question that you are asking before calling on someone to answer
- Teach in 20 minute segments....  
Break the flow every 20 minutes in ways as simple as changing your location in the room
- Establish sense and meaning up front....  
Retention is enhanced by having a purpose in learning
  - Use color...  
Color increases learning by 25%

UDL should be in the

- Class Climate: Use practices that both diversity and
- Interaction: Encourage interaction between instructor and be accessible to all p
- Physical Environment: Be sure all equipment and usable

Pezi

## UDL Teaching Strategies Continued:

- Humor and novelty...  
The brain thrives on music, movement and laughter
- Working memory...  
Adult working memory capacity is about seven items of information at once
- Model Everything!!!!  
Show students specific examples of what you are expecting from them
  - ASSUME NOTHING!

Why do u

• Individuals bring

Pezi

## Questions?

Tea

Pezi

## Resources

Center for Applied Special technology (CAST)  
<http://www.cast.org/udl/>

Applications of Universal Design (DO-IT)  
<http://www.washington.edu/doi/Resources/udesign.html>

## Thank You!

Pezi

## **Universal Design for Learning Principles and Strategies and Accommodations**

### **Learning Outcomes:**

- Attendees will have a clear understanding of Universal Design for Learning (UDL) principles
- Attendees will have a clear understanding of the need for accommodations
- Attendees will have the ability to implement UDL principles in the course syllabus and teaching methods
- Attendees will be able to determine reasonable vs unreasonable accommodations

## **5 most important Universal Design for Learning questions to ask yourself as you plan and teach your class**

- 1. Who's going to be in my class?**
- 2. Does my syllabus invite ALL students to share their learning needs with me?**
- 3. Does my delivery of information meet the needs of all learners?**
- 4. Am I giving students a variety of opportunities to engage in the learning process?**
- 5. Am I using multiple methods to assess student learning?**

## Universal Design for Learning: A Rubric for Evaluating Your Course Syllabus

Elements	Good	Better	Best	Tips/Tools
<b>Instructor Contact</b>	Provides one way to contact instructor	<b>Multiple ways</b> to contact instructor	1. Varied ways to contact instructor 2. Gives brief <b>overview of instructor</b> .	
<b>Textbooks</b>	Lists required/recommended textbooks.	1. Lists required/recommended textbooks 2. Where they can be purchased. <b>3. Short statement about why the textbook was selected.</b>	1. Lists required/recommended textbooks 2. Where they can be purchased. 3. Why selected. <b>4. Electronic equivalent provided or texts ordered early to ensure timely conversion in an alternative format.</b>	
<b>Assignments: Explanation</b>	Identify learning objectives, course requirements/ assignments, and due dates.	Identify and <b>Explain</b> learning objectives, course requirements/ assignments, and appropriate due dates.	<b>Explains and links</b> learning objectives, course requirements/assignments, and appropriate due dates.	
<b>Assignments: Examples</b>	Provides information on how to complete major course projects, activities or papers.	Provides <b>detailed guidance</b> on how to complete major course projects, activities or papers.	1. Provides detailed guidance on how to complete major course projects, activities or papers. <b>2. Links to examples and illustrations as appropriate.</b>	
<b>Assignments: Submission</b>	Requires all students to submit assignments in a single or specific way.	Allows specific students to submit assignments in <b>alternate formats</b> with prior approval. <b>(DS accommodations?)</b>	<b>Provides multiple ways for all students to submit course assignments.</b>	
<b>Assignments: Grading</b>	States grading criteria for all course requirements.	1. States grading criteria for requirements <b>2. Gives details for clarification.</b>	1. States grading criteria for requirements 2. Give details on items needing clarification <b>3. Links to instructor grading rubrics.</b>	
<b>Calendar</b>	No or minimal information in calendar form.	<b>Uses course calendar to specify due dates for assignments/ activities.</b>	Use Learning Management System (LMS) utilize a course calendar to specify and periodically reinforce due dates, highlighting key course events and activities.	
<b>Resources</b>	No information about student resources.	Gives general information about resources.	1. Gives general information about resources <b>2. Additional / specific resources unique to course.</b>	
<b>Syllabus Format: Length</b>	Basic information in a few pages.	Contains all course information, guidance, and examples, but may be cumbersome for some to navigate.	1. Provides sufficient information and guidance <b>2. Links to additional resources / examples avoiding a text heavy document.</b>	
<b>Syllabus Format: Accessible</b>	Hard copy form on the first day of class.	Available in hardcopy and <b>electronically upon request.</b>	<b>Available to students as an accessible electronic document and hardcopy form.</b>	
<b>Syllabus Format: Visible</b>	Hard copy form on the first day of class.	Available in multiple ways so students can access information as needed throughout the course.	1. Available in multiple ways so students can access information easily and repeatedly. <b>2. Key items are periodically reviewed.</b>	

# Critical Self-Assessments of Educational Equity

ooo

Christina H. Paguyo, PhD  
2016 Inclusive Excellence and our Teaching

## Goals for Today

- Explore the relationship between our theories about students and our behaviors
- Gain exposure to tools that can help us engage in designing and enacting equity (in classrooms and beyond)

## Writing Prompt

What does equity  
mean to you?

## Introductions

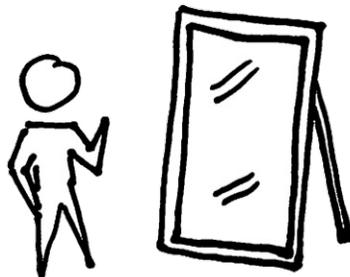
- Name
- Department
- What does equity mean to you?

## Framework for Moment-to-Moment Equity

- Equity is not only about access. Equity is about:
- Creating space and activities that leverage the strengths, expertise, stories and experiences that students bring from their homes and families.
- Looking out for our own biases (which are inevitable) and having a willingness to shift our behaviors in the moment.
- Paying attention to how our own behaviors co-construct classroom phenomena.
- Recognizing that students are brilliant! We are responsible for noticing and deepening that brilliance (Vossoughi, Escudé, Kong, and Hooper, 2013).

## Framework for Assessment

- Surprise! You conduct assessment every single day.
- Think of assessment as the process of collecting information to make decisions.
- Let's shift the focus from assessing students to assessing ourselves, or reflecting on ourselves and our practices through intrapersonal awareness.

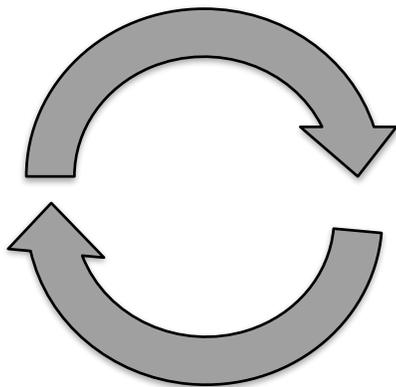


## Who Cares about Theory?

Educators “have developed implicit theories about students: why they succeed, why they fail, and what, if anything, they can do to reverse failure” (Bensimon, 2007, p. 446).

## Racial Projects (Omi and Winant, 1994)

How meaning is assigned to race (theories and assumptions about race)

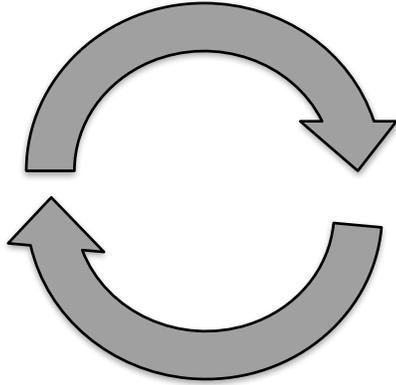


This is also applicable to notions of diversity, inclusion, and learning (Gutiérrez, Paguyo, & Mendoza, 2012).

How meaning of race manifests in programs, policies, and behaviors

## Theories about Learning

What kinds of meanings do you assign to learning?



How do your meanings about learning get manifested in your classroom?

## Theories about Learning



## Theories about Learning



### #1: What kind of language do I use?

- This goes *beyond* being politically correct: language shapes how we perceive and interact with the world.
- Equity-oriented language can help us frame problems and solutions through systemic lenses.
- Deficit-oriented language position students as problems and pathologies that need to be fixed.

(Bensimon, 2007)

## #1: What kind of language do I use?

Achievement gap versus “education debt”

(Ladson-Billings, 2006)

## #2: What assumptions and biases do I have?

- Change starts within ourselves. These questions kindle intrapersonal awareness:
- What do I know about my ancestry, or the ancestry of my childhood/adolescent caregivers?
- Were racism, sexism, ableism, xenophobia, ageism, homophobia, classism, and/or other types of discrimination talked about in my home? Think about particular incidents when it was. What was the general tone? Was there tension around these discussions? Who initiated these discussions and who resisted?
- What is the gendered, raced, and classed composition in my classroom?

Adapted from Morrison and Wiley (2012)

### #3: How do my theories, biases, and beliefs influence what I do?

- Our theories, biases, and beliefs impact and shape our actions.
- What am I doing in my classroom practice and why?
- How do I perceive my students? How do my students perceive my practice?
- How does the way in which I organize activities privilege certain students (or student characteristics) over others?

Adapted from Morrison and Wiley (2012)

### #3: How do my theories, biases, and beliefs influence what I do?

- How do my biases come through in my practice?
- Who is resisting my practice? Why might they be resisting my practice?
- Who am I resisting? Why might I be resisting them?

Adapted from Morrison and Wiley (2012)

## #4: How do I approach issues about race, ethnicity, and culture?

Essentialism

Cultural Practices



Stereotypes and Overgeneralizations

Similarities and Variances

### Example of Essentialism

All Latinos and Latinas (Latinx) bring piñatas to parties.



## Example of Cultural Practices

- Some Latinx bring piñatas to some parties.
- Some Latinx never bring piñatas to parties.
- Some Latinx bring piñatas to every party.
- And people who do not identify as Latino or Latina use piñatas to varying degrees.

## Cultural Practices

“By focusing on the varied ways people participate in their community’s activities, we can move away from the tendency to conflate ethnicity with culture”

(Gutiérrez and Rogoff, 2003, p. 21).

## #5: What is my plan for enacting equity in my classroom (and beyond)? Summary of our Dialogues

- Find allies who can brainstorm how to change practices
- Make time to journal about the questions from previous slides
- Make explicit my teaching/learning philosophy and what types of resources/support I will provide to create robust educational spaces
- Give students options to pick the types of assignments they want to do (paper, youtube video, write a song, etc.)
- Create space for students to complete reflections immediately after or during a set period of time to allow for processing
- Use Socrative (free app) to poll students and incorporate their feedback
- Position our students as experts and learners while positioning ourselves as experts and learners, too
- Learn how to provide feedback productively based upon the audience

## #5: What is my plan for enacting equity in my classroom (and beyond)? Summary of our Dialogues

- Brainstorm how to raise IE awareness across the university
- Consider providing mandatory IE training (like we do for active shooter training)
- Find people within our spheres of influence and strategize how we can find overlaps in our work and our values to help people look at IE through a research lens
- Work through Faculty Senate to identify how course evaluations can be updated to reflect IE questions
- Require IE training for all faculty
- Find academic units that are successfully infusing IE in their practices (leadership, promotion plans, etc)

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Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University Press.

Vossoughi, S., Escudé, M., Kong, F. & Hooper, P. (2013). Tinkering, learning and equity in the after-school setting. Paper published as a part of FabLearn Conference Proceedings. Stanford University. <http://fablearn.stanford.edu/2013/wp-content/uploads/Tinkering-Learning-Equity-in-the-After-school-Setting.pdf>

**INCLUSIVE GROUP WORK** - *Bridget Arend & Valentina Iturbe-LaGrave*  
*Setting up and facilitating diverse student groups for successful outcomes*

COMPONENTS OF GROUP WORK	PERSONAL/ DISCIPLINE SPECIFIC CONSIDERATIONS	QUESTIONS FOR CONSIDERATION
<p><i>PURPOSE OF GROUP WORK</i></p>		<ul style="list-style-type: none"> <li>➤ <i>Why am I using groups for a particular activity? What are the benefits of group work rather than individual work?</i></li> <li>➤ <i>How will students recognize the value of working in diverse groups?</i></li> <li>➤ <i>What are the tenets of group work for me? What are my ultimate expectations of students?</i></li> <li>➤ <i>How do my experiences impact the design of the group activity?</i></li> <li>➤ <i>What could I do to reveal implicit biases in the rationale and design of group activities?</i></li> <li>➤ <i>How important are the process outcomes of group work (learning to work in groups) compared to the content outcomes (completing a task)?</i></li> <li>➤ <i>If the group produces a product, is the activity sufficiently complex that students must rely on each other and cannot just ‘divide and conquer’?</i></li> <li>➤ <i>How will the group connect content to other disciplines, experiences, perspectives?</i></li> <li>➤ <i>What learning goals and objectives might maximize content transfer?</i></li> </ul>
<p><i>COMPOSING THE GROUPS</i></p>		<ul style="list-style-type: none"> <li>➤ <i>What diverse skills/backgrounds/ perspectives should be represented within each group?</i></li> <li>➤ <i>How will students learn about each other’s backgrounds and identities?</i></li> <li>➤ <i>How can I create diverse groups while also being mindful of isolating students within groups? Is there a need for critical mass of certain perspectives?</i></li> <li>➤ <i>What will be lost or gained if students create the groups themselves?</i></li> <li>➤ <i>If the group produces a task/deliverable, what is the minimal group size needed to accomplish the task? How should the task be divided up?</i></li> <li>➤ <i>Do group roles need to be created?</i></li> <li>➤ <i>What is the benefit to mixing up the groups vs. keeping groups together throughout the quarter?</i></li> <li>➤ <i>What approaches/ideas/tools will I implement to ensure equity within group interactions?</i></li> </ul>

<p><i>ORIENTING THE GROUPS</i></p>		<ul style="list-style-type: none"> <li>➤ <i>What unspoken norms about group work need to be conveyed?</i></li> <li>➤ <i>How will students get to know one another?</i></li> <li>➤ <i>How will students interact with one another?</i></li> <li>➤ <i>What will collaboration look like?</i></li> <li>➤ <i>What are the Rules of Engagement for face-to-face/ online interactions?</i></li> <li>➤ <i>Will it be beneficial for the groups to agree upon norms and expectations? Are students able to create their own norms and expectations or do I need to provide support?</i></li> <li>➤ <i>How will I demonstrate collegial discourse and effective tools to work through difference?</i></li> <li>➤ <i>What approaches/ideas/tools will I implement to ensure equity within group interactions?</i></li> <li>➤ <i>How will groups provide alternatives for auditory and visual information?</i></li> <li>➤ <i>How will groups engage in genuine dialogues that validate students' cultural experiences?</i></li> <li>➤ <i>What technologies/ media/ tools will groups utilize as options for communication and expression?</i></li> <li>➤ <i>What tools will help students' ability to think/work through difference?</i></li> </ul>
<p><i>MONITORING GROUP PROGRESS</i></p>		<ul style="list-style-type: none"> <li>➤ <i>What is my role in the groups? What type and how much feedback will I provide?</i></li> <li>➤ <i>How often will the groups check in with me? What do I need to see from the group to determine how things are going?</i></li> <li>➤ <i>What interim deadlines or check-in points will help the group stay on track?</i></li> <li>➤ <i>What classroom assessment techniques could I implement?</i></li> <li>➤ <i>Will groups meet outside of class? Will time be allocated for in-class group time?</i></li> <li>➤ <i>What is your plan for helping groups with problems? When and on what basis would you intervene?</i></li> <li>➤ <i>What tools can I provide to students to help them with group processing and teamwork skills?</i></li> </ul>

<p><i>ASSESSING AND INTERPRETING LEARNING</i></p>		<ul style="list-style-type: none"> <li>➤ <i>If grades are assigned, how will I balance individual and group efforts?</i></li> <li>➤ <i>Is it important for me to determine individual contributions? How can I do so?</i></li> <li>➤ <i>What biases might be evidenced in the way I reward group participation?</i></li> <li>➤ <i>What will be the structure/frequency of formative and summative assessments?</i></li> <li>➤ <i>Will I implement rubrics?</i></li> <li>➤ <i>How will I facilitate student self-assessment?</i></li> <li>➤ <i>What external factors might interfere with/affect student performance in my class? How might these factors be acknowledged?</i></li> <li>➤ <i>Will I provide peer-to-peer feedback opportunities?</i></li> <li>➤ <i>Will I take time to debrief the group processing?</i></li> </ul>
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## RESOURCES

- <http://otl.du.edu/teaching-resources/using-groups-and-teams/>
- Page, E. Scott (2007) *The Difference: How the power of diversity creates better groups, firms, schools, and societies*. Princeton University Press.
- Norman L. Johnson (1998) "Collective Problem Solving: Functionality beyond the Individual," Los Alamos Working Paper LA-UR-98-2227.
- W.E. Watson, K. Kumar, and L. K. Muchaelsen (1993) "Cultural Diversity's Impact on Interaction Process and Performance: Comparing Homogeneous and Diverse Task Groups," *Academy of Management Journal* 36: 590-602.
- William B. Swann, Jeffrey T. Polzer, Daniel Conor Seyle, and Sei Jin Ko (2004) "Finding Value in Diversity: Verification of Personal and Social Self Views in Diverse Groups," *Academy of Management Review* 29: 9-27.
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- <http://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/index.html>
- Michaelson, L. K., Fink, L. D., & Knight, A. (1997). Designing effective group activities: Lessons for classroom teaching and faculty development. *To Improve the Academy*. Paper 385

# INCLUSIVE EXCELLENCE AND OUR TEACHING

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## Calling Out/Calling In: Responding With Compassion

Debbie Mixon-Mitchell, Ph.D.

Participants will:

- Understand self as a cultural being.
- Understand one's own emotions during a challenging conversation.
- Understand the need to control the process not the content of a challenging conversation.
- Identify strategies for managing hot moments during a conversation.

Key points that will be focused on include:

- Self-awareness is important when a hot moment emerges during a conversation or discussion.
- The need to manage the process of engaging is important when hot moments emerge.
- How to manage hot moments in the classroom.

Participants will use a case study and small and large group discussions during this session.



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## Checklist of Inclusive Excellence (IE) in Syllabi

Does your syllabus:

**O Show intent to create a promising learning environment by:**

- Using a tone that is positive, respectful, inviting and directly addresses students as competent and engaged learners?
- Describing class meetings? For example, what types of activities should students be prepared to engage in: dialogue, lecture, teamwork, presentations, etc.?
- Providing multiple opportunities (throughout the quarter, not just at the end) for students to give feedback on the course and assess your teaching?
- Focusing more on possibilities, not on punishments?
  - For example, the syllabus can de-emphasize policies by positioning them in the latter part of the syllabus.
- Communicating that the instructor cares about students? Does the syllabus communicate that the instructor believes each student can succeed?
  - For example, the syllabus can offer strategies for how to meet and exceed expectations through review sessions, appropriate office hours, additional background materials, etc.

**O Include statements related to** (*see handout for examples*):

- Establishing inclusive learning environments
- Your philosophy of teaching
- Accommodations for students with disabilities/medical issues, religious holidays, student athletes, etc.
- Elective gender pronouns

**O Address Universal Design for Learning by:**

- Using screen-reading (i.e., assistive technology) software?
- Offering variety of ways to contact the professor?
- Listing required and recommended texts and (a) state where they can be purchased, and (b) offer opportunities to order electronic equivalents early to ensure timely conversion to an alternative format?
- Describing multiple ways to submit course assignments?
- Containing general information about student-oriented campus resources and additional resources that may be specific to the course? For example:
  - writing centers
  - tutoring centers
  - computer centers
  - library hours
  - lab hours



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**O State student learning outcomes by:**

- Making explicit what skills and knowledge students should have by the time they complete the course?
- Including learning outcomes that explicitly address skills and knowledge related to inclusivity?

**O Explain how student learning will be assessed by:**

- Making explicit what skills and knowledge you are assessing?
- Using diverse range of assessment methods?

**O Honor diversity by:**

- Reflecting diverse backgrounds in your readings and in other course content materials, and/or allowing student choice in finding diverse sources of content?
- Depicting a diversity of people in leadership positions and other desirable roles?

**O Articulate the course schedule by:**

- Listing topics/readings in chronological order with assignment due dates?
- Taking into account religious holidays when scheduling major exams or deadlines? And explaining policies for students to make up assignments that are missed?

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The University of Monash (2009). *Inclusive Teaching*. <http://www.monash.edu.au/lls/inclusivity/>

# INCLUSIVE EXCELLENCE AND OUR TEACHING

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## Sample Syllabus Statements

(<http://otl.du.edu/teaching-resources/sample-syllabus-statements>)

*The statements below have been collected from various centers across campus to assist you when creating your syllabus. We recommend that you adjust and personalize the statements to match your particular course and teaching approaches. These statements help set the tone of your class and demonstrate your willingness to engage with students as individuals. The bottom line with many of these policies is that students should let you know by the end of the first week of class if they need a particular accommodation.*

### **Inclusive Learning Environments** (developed by the Faculty Senate)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom

### **Students with Disabilities/Medical Issues**

If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. DSP is located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave. 303.871/ 2372 / 2278/ 7432. Information is also available on line at <http://www.du.edu/disability/dsp>; see the Handbook for Students with Disabilities.

Please let me know if there is anything I can do to help you better access the materials in this course, and I will try to do it if I can. I am here to support your growth and learning!

### **Title IX**

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE.

After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.



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**Gender Neutrality**

This course supports elective gender pronoun use and self-identification. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

**Religious Accommodations Policy**

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material. The DU Chaplain's website contains interfaith resources and calendars: <http://www.du.edu/studentlife/religiouslife/>.

**Honor Code/Academic Integrity**

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of violating the Academic Misconduct policy, refer to the University of Denver website on the Honor Code ([www.du.edu/honorcode](http://www.du.edu/honorcode)). See also <http://www.du.edu/studentconduct> for general information about conduct expectations from the Office of Student Conduct.

**Student-Athletes**

If you are a student-athlete, you should inform me of any class days to be missed due to DU sponsored varsity athletic events in which you are participating. Please provide me with an absence policy form by the end of the first week of class. You will need to make up any missed lectures, assignments, and/or exams.

**Use of Technology in the Classroom**

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions.

**Online and Web-supported Classes**

It is your responsibility to procure reliable, readily-accessible Internet service in order to fulfill course expectations. I am under no obligation to accept late assignments or waive required tasks (e.g., discussion participation) due to lack of online access or malfunctioning computer hardware. Please consider identifying an alternative Internet source in case of technical problems. Look here for a list of computer labs on the DU campus. Computer support is available from the University Technology Support (UTS) Help Center.

# INCLUSIVE EXCELLENCE AND OUR TEACHING

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## Checklist of Inclusive Excellence (IE) in Syllabi

### Questions for Reflection and Discussion

1. Based on the checklist, which aspects of your syllabus demonstrate a commitment to inclusivity?
2. What aspects of your syllabus do you want to change?
3. What are the essential aspects of your syllabus you want to make sure students really understand/internalize?
4. What might you do to ensure students' understand/internalize these essential aspects (for example, on the first day of class)?



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