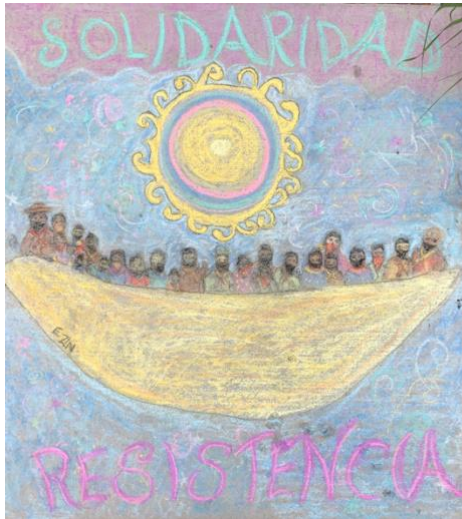




## Teaching for Inclusion & Equity Foundational Badge Artifact

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*I adapted from Zapatista imagery and drew with chalk on my sidewalk in the summer of 2020.*

As a teacher-scholar, my aim is to foster an inclusive and dynamic learning environment. My classrooms are open spaces for listening, opening our minds, and evidence-based discussions. If you hold different viewpoints, you should feel free to discuss them and analyze them in this space while also critically engaging with the course content and allowing for generosity and care with one another. I welcome you to approach me if any of the material or class discussions and dynamics are distressing and you would prefer an alternative, would like me to intercede, or seek support. I value collaborative spaces, implementing practices like class or small-group collaborative note-taking and rotating roles, as a praxis to uplift us all and create a space of mutual learning.

In my courses, I refer students to my [google sheet of policies](#), which includes information on university accommodations, policies, resources, mental health and wellness, and the faculty senate's language on inclusive classrooms all in one easy to access document that can be updated and shared. I include proactive language in my syllabus about health concerns and students' competing demands. I make my own policies for lateness and expectations for work clear but communicate clearly that I am flexible to extend deadlines. I prefer for students to communicate with me to have the time and resources to do their best work versus rushing through work or disappearing when they are struggling. Through using regular google check-ins, I make myself available for students to come forward with concerns, as well as to proactively address issues that are often facing many students. The check-ins give me the opportunity to also show students they are not alone. Then I can then readjust the workload for all, re-explain a concept, or address pressing issues in the world otherwise weighing on their lives and readiness to learn.



My class learning objectives center attention to the ways that global inequality, race, class, gender, ability, and sexuality impact global affairs and the politics of knowledge production and dissemination. I strive to organize my classrooms and approach around accessibility and University Design for Learning (UDL) to provide multiple entry points into learning, success, and participation. I have compiled and shared this [resource sheet on accessibility, accommodations, and universal design for learning](#). I take seriously the imperative to proactively design courses with accessibility in mind from the start and recognize that this approach benefits all learners in the classroom, myself included. I enable and encourage multiple ways to participate for all students—they can submit audio or images instead of writing for short assignments, and I guide groupwork projects to delegate different components to demonstrate knowledge. I am transparent that I am also still learning, and I welcome suggestions from students on improving their learning access and experiences.

I have worked to create an inclusive classroom environment both through syllabus statements, an accessibility survey, weekly check-ins, and modeling classroom collaborative norm setting in class to empower students to advocate for themselves and each other. Yet I also believe it's my role as the person with power in the classroom to stand up and support students and set the tone of the environment and dialogue. Through learning more approaches to inclusive teaching, mentorship, and allyship, I look forward to listening and learning from students and colleagues to strive towards what the Zapatistas articulate as “a world where many worlds fit” and we learn to walk alongside and listen from one another.