

## Teaching for Inclusion & Equity Foundational Badge Artifact

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### Invitations and My Commitments to Your Learning

In our classroom, my goal is for us to all communicate, reflect, and negotiate to create a place and community where we can each recognize, cultivate and advocate for our own learning and life experiences, and for each other's learning and life experiences. We'll create this community by sharing and listening, considering and questioning, and exploring and acting together.

To begin this work, I offer the following practices I invite you to engage, and which I offer in response, at the foundation of my relationship with you as your professor:

- I always invite you to ask questions, whether that's about something in class, how DU works, how I've set up our learning space, or something we're learning about.
  - When you ask questions, I will get back to you within 24 hours (if via email) or find the soonest possible time to talk if in-person. I will reply with some more questions, pay attention to what you share, and talk with you about strategies, tools, resources, or people that could help support and empower you.
- I always invite you to communicate with me when life and learning is challenging, especially when something is impacting your engagement in our course. You don't need to give me details or explain; just let me know before class/a deadline that you're having a difficult time, and that you need to miss class, or get an extension on an assignment, or come in to talk to me during office hours.
  - When you let me know that something is impacting your engagement in our course, I will listen and recognize the flexibility of course deadlines, offering an alternative deadline or an alternative mode of engaging in class activities.
- I always invite you to discuss how I can support your individual learning needs, whether in our classroom space, in my feedback on your writing, or in conversations outside of class. You do not need documented accommodations to share your learning needs, although if you do have accommodations, please share those, too.
  - When you communicate about your learning needs, I will email you to have an individual conversation about what past strategies have been helpful for you and how I can support your learning needs as I seek to practice Universal Design for Learning (UDL). I will also ask for occasional anonymous feedback, inviting you to share how our course is, and could, supporting your learning.
- What other practices would be helpful as we communicate with each other?

- (These will be collaboratively developed by the students)

I recognize that these invitations might involve recognizing and reckoning with past experiences that have impacted your engagements with learning, or with communicating with teachers and peers in academic settings. I seek to build an environment of trust where we all have space and support to share what, and when, we're ready to share.