

2020 INCLUSIVE TEACHING CHECKLIST – UNIVERSITY OF DENVER

Inclusive teaching practices are student-centered approaches to teaching and learning that engage the wealth of intersecting social identities and positionalities that all students bring to the classroom. (Iturbe-LaGrave, 2018). Here is a checklist to help you start fostering a learning environment that builds and sustains a community that embraces all students and funds of knowledge:

<p>ORGANIZE</p> <p><i>Your course is a learning community. You and all your students bring a wealth of experience, knowledge, history, ability, and identities. Just as you have content modules, there must be a module dedicated to what it means to be a part of your course.</i></p>	<ul style="list-style-type: none"> • Create an “About our Learning Community” Canvas module • Divide into the following sections and see specific examples for each throughout this worksheet: <ol style="list-style-type: none"> 1. Who we are: faculty & student biographies. 2. Communication: sample listening, speaking and discussion ground rules. Be sure to review and discuss these with students, 3. Showing up: norms of collaborative work, Zoom and online learning etiquette. 4. Difficult Conversations: “How are you feeling” exercise, and Critical Incident Questionnaire. 5. Course Glossary: key terms and resources to build baseline knowledge necessary to success in the class. 6. Support: Basic Needs statement, and menu of campus resources to support students. 	<input type="checkbox"/>
<p>WHO WE ARE: FACULTY BIOGRAPHY</p> <p><i>Aim to humanize yourself and connect to students by sharing your story, blind-spots, educational biography, passions and how this course can help students to understand concrete issues in the world.</i></p>	<ul style="list-style-type: none"> • Who are you? • What is your history? (Jewell & Durand, 2020) • What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020) • What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020) • What was your educational journey like? • What is important to you as a teacher? • How does your discipline /research area help you understand / solve issues in the world? • Why is teaching this content important to you? • How will you support your students? 	<input type="checkbox"/>
<p>WHO WE ARE: STUDENT BIOGRAPHY</p> <p><i>Getting to know your students, and helping them get to know one another is critical to creating community, and fostering</i></p>	<ul style="list-style-type: none"> • Who are you? • What is your history? (Jewell & Durand, 2020) • What stories of your life have shaped you into who you are today? (Jewell & Durand, 2020) • What are stories you don’t know enough about and would like to know more about? (Jewell & Durand, 2020) • What has your educational journey been like up to today? • What is important to you as a learner? 	<input type="checkbox"/>

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<p><i>respects and trust to share one’s opinions, perspectives, and questions.</i></p>	<ul style="list-style-type: none"> • What do you hope to take away from this course? • What feels challenging going into this course? • How do you need this learning community to support you? 	
<p>COMMUNICATION</p> <p>From the DU Student Conduct in Online Courses statement:</p> <p><i>Students and instructors are expected to outline their communication preferences and constraints; for example, instructors may specify the turnaround time for email or canvas replies and are not expected to be constantly available.</i></p> <p><i>Similarly, assignments should clearly specify due dates and times and late policies. Relatedly, students and instructors should indicate their availability to communicate live (during class times or office hours through zoom or canvas) versus the need to communicate asynchronously (for example due to time zone differences, workspace restrictions, caregiving demands, and/or internet access).</i></p> <p><i>Clear and advanced communication should prevent mismatched expectations and support</i></p>	<p>Sample Discussion Ground Rules: From Stone Norton, 2008.</p> <ul style="list-style-type: none"> • Everyone has the right to be heard. • Be respectful while still being critical. • No name calling. • One person speaks at a time. • Maintain confidentiality. • Hold yourself and each other to high standards of excellence at all times. • Have the humility to recognize that you do not know everything and that everyone can stand to improve. • Recognize that everyone will start from different bases of knowledge. • <u>What else does our learning community need for you to feel comfortable sharing your thoughts, opinions and questions with the class?</u> (Iturbe-LaGrave, 2020) <p>Sample Speaking Ground Rules: From Caldwell & Frame, 2017.</p> <ul style="list-style-type: none"> • Speak from the “I” perspective. Talk about yourself, not others. • Talk about experiences you have had rather than opinions or philosophies. • When conflict arises, express feelings rather than thoughts or opinions. This helps move through conflict to new understanding. • Give feedback offering support and respect. • If you make mistakes, learn from them, and then let them go. • Be honest. Say what you think and how you feel. • Lean into the risk. Get real. Be the one to break it open. • <u>What else does our learning community need for you to feel comfortable sharing your thoughts, opinions, questions with the class?</u> (Iturbe-LaGrave, 2020) <p>Sample Listening Ground Rules: From Caldwell & Frame, 2017.</p> <ul style="list-style-type: none"> • Be fully present. Pay 100 percent attention to the words, the person’s body language, and the energy behind the words. • Maintain absolute silence when someone is speaking. Side conversations or exchanging looks undermines safety. • Accept other’s sharing without judgment. Don’t try to debate, correct, or give advice. Just listen, even if you don’t agree. • Accept yourself and what you feel without judgment. Allow time to process feelings. • Listening is enough. You don’t have to fix anyone. No need to offer solutions. • Listen, listen, and process what you hear before speaking. • If you don’t understand, ask for clarification. “Did I hear that right?” • Treat the candidness of others as a gift and honor their confidentiality. • Accept discomfort as a catalyst for change. 	<div style="text-align: center; margin-bottom: 100px;"><input type="checkbox"/></div> <div style="text-align: center; margin-bottom: 100px;"><input type="checkbox"/></div> <div style="text-align: center;"><input type="checkbox"/></div>

<p><i>the best learning environment.</i></p>	<ul style="list-style-type: none"> • Be comfortable with silence. • <u>What else does our learning community need for you to feel comfortable in listening to others?</u> (Iturbe-LaGrave, 2020) 	
<p>SHOWING UP</p> <p><i>These Seven Norms of Collaborative Work serve as a starting point for developing guidelines for collaborative group work in and out of the classroom. Note that these have been adapted from William Baker, Group Dynamics Associates, by faculty members in the Educational Leadership and Policy Studies Program in the Morgridge College of Education at DU.</i></p>	<p>Norms of Collaborative Work:</p> <ol style="list-style-type: none"> 1. Paraphrasing: Using a paraphrase starter that is comfortable for you: “So...” or “As you are...” or “You’re thinking,” and following the statement with a paraphrase assists member of the group to hear and understand each other as they formulate decisions. 2. Pausing: Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making. 3. Probing: Using gentle open-ended probes or inquiries such as, “Please say more...” or “Can you tell me more about...” or “Then, are you saying...?” increases clarity and precision of the group’s thinking. 4. Putting ideas on the table: Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach,” or “I’m just thinking out loud...” 5. Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their language forms is one manifestation of this norm. 6. Presuming positive intentions: Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm. 7. Pursuing a balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assists the group to become a learning organization. <p>University of Denver 2020 Zoom Etiquette Statement:</p> <p>Students and instructors may choose to use or refrain from using video on zoom sessions. It is not always possible to include video, though it is appropriate to encourage its use when possible. To protect one’s privacy, many people choose to use an alternate background for zoom versus their real-time background. This is acceptable; however, please keep in mind not all platforms have this feature.</p>	<div style="border: 1px solid blue; width: 40px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid blue; width: 40px; height: 30px; margin: 0 auto; margin-top: 100px;"></div>

2020 INCLUSIVE TEACHING CHECKLIST – UNIVERSITY OF DENVER

	<p>Please also select an innocuous and non-offensive background if you choose this option. Illicit, exploitive, or otherwise inappropriate content is prohibited.</p> <p>All students are expected to abide by the Student Conduct Policies associated with the Honor Code regardless of whether students are on-campus or learning remotely through an online learning platform. These relevant Student Conduct Policies are including but not limited to Impediment and Violation of Professional Standards as defined under Academic Integrity (A.6. and A.8, respectively), Harassment (F) Interference (H), Non-compliance (I), Provocation (L) from the Students Rights and Responsibilities Section. Students who violate this policy will be reported to The Office of Student Rights & Responsibilities and may be subject to both legal sanctions for violations of copyright law and disciplinary action under <i>Student Rights & Responsibilities Policies</i>.</p>	
<p>DIFFICULT CONVERSATIONS</p>	<p><i>“How are you feeling?”</i>: From Jewell & Durand, 2020.</p> <p>“Imagine we’re all traveling along the same lake. We start at the same place and the end goal is the same [<i>equity, solidarity, justice, being seen, understanding difficult histories, solving complex problems, etc.</i>] but we have different means and paces to get to where we need to be. Some feel too fast, others not fast enough” (Jewell & Durand, 2020, p. 111).</p> <ul style="list-style-type: none"> • How are you feeling? • Where are you in this lake we’re all traveling in? • Do you feel like you’re swimming, paddling in the canoe, or on a speedboat? • Do you want to keep going at this pace? • If you do, how can you support the folx who are moving at a different pace than you? • Do you want to speed up, or slow down? • Is your pace sustainable? • What will happen if you chance pace? <p><i>Critical Incident Questionnaire</i>: From Brookfield, 2005.</p> <p>Please take about five minutes to respond to the questions below about our class. In the next class I will share the group's responses with all of you. Thanks for taking</p>	<div style="border: 1px solid blue; width: 40px; height: 30px; margin: 0 auto;"></div> <div style="border: 1px solid blue; width: 40px; height: 30px; margin: 0 auto; margin-top: 100px;"></div>

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	<p>the time to do this. What you write will help make the class more responsive to your concerns.</p> <ul style="list-style-type: none"> • At what moment in class this weekend did you feel most engaged with what was happening? • At what moment in class this weekend were you most distanced from what was happening? • What action that anyone (teacher or student) took this weekend did you find most affirming or helpful? • What action that anyone took this weekend did you find most puzzling or confusing? • What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs). 	
COURSE GLOSSARY	<ul style="list-style-type: none"> • Define critical terminology, concepts, etc. • <i>“What do students need to proceed / to succeed?”</i> • Post websites or online resources that can help students who may not have an understanding of foundational concepts, theories, terms. • Invite students to share what they don’t know, so you can add it to the glossary. You might also consider inviting students to update it, and provide extra-credit or participation points. 	<input type="checkbox"/>
SUPPORT: resources and syllabus statements.	<p>Basic Needs</p> <p>To assist our students in maintaining their safety, health, and well-being, it is important to identify difficulties as soon as possible. When a student is in distress there are often indicators long before a situation escalates to a crisis. As faculty and staff members, you may be the first to notice signs of distress. The University has many resources available for you to consult with including the Health and Counseling Center (HCC) and Student Outreach & Support (SOS). It is important that once you notice these signs of distress that you communicate these through the SOS Referral system. In addition to making a referral to SOS Referral, we also encourage you to have a direct conversation with the student to gather information, express your concern, and share the resources available to the student to support them in navigating this challenging time.</p> <p>Whether you are able to have a conversation with the student or not, it is critical to always submit a referral of your concern through the SOS Referral system. Please understand that referring not only helps support students but is also documentation that the University activated appropriate protocol to address concerning behavior that may have safety implications for individuals and the</p>	<input type="checkbox"/>

2020 INCLUSIVE TEACHING CHECKLIST – UNIVERSITY OF DENVER

campus community. This type of documentation is very important given liability issues. Please see the [red folder](#) in assisting you to recognize and support students in distress

Here is a statement that a professor can include in any syllabus to let students know that they do not have to face these problems alone.

Any student who faces challenges including but not limited to food insecurities, housing, wellbeing and believes this may affect their performance in the course is

urged to contact the Office of Student Outreach and Support (SOS) for resources and support at 303.871.2400 or at <https://www.du.edu/studentlife/studentsupport>. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

University of Denver Outreach and Support. (2020). *Basic Needs Statement*.

Mental Health and Wellness:

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC) and My Student Support System (My SSP). Another helpful campus office is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about yourself and/or one of your peers, you can send a SOS referral.

More information about HCC, MY SSP, and SOS can be found at:

- [Health & Counseling Services](#)
- [My SSP 24/7 confidential services for students](#) (Links to an external site.)
- [Student Outreach & Support \(SOS\) and SOS Referrals](#)

University of Denver. (2020). *Mental Health and Wellness Statement*.

Disability and Medical Issues:

2020 INCLUSIVE TEACHING CHECKLIST – UNIVERSITY OF DENVER

	<p>Developed by the Disability Services Program – more information and updates available at the DSP Faculty & Staff website:</p> <p>Any participant who feels s/he may need an accommodation based on the impact of a disability should contact us privately to discuss his or her specific needs. Additionally, please contact the Disability Services Program (DSP) located in room 440 of Ruffatto Hall; 1999 E. Evans Ave. to coordinate reasonable accommodations for students with documented disabilities. Phone: 303.871.3241. Information is also available online from the Disability Services Program website.</p> <p>Title IX:</p> <p>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.</p> <p>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.</p> <p>University of Denver Center for Advocacy, Prevention and Empowerment (CAPE). (2020). <i>Title IX</i>. Retrieved from https://otl.du.edu/plan-a-course/teaching-resources/sample-syllabus-statements/</p>	
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REFERENCES

Brookfield, S. & Preskill, S. (2005). *Discussion as a way of teaching*. San Francisco, CA: Jossey Bass.

Caldwell, M., Frame, O. (2017). *Let's Get Real: Exploring Race, Class, and Gender Identities in the Classroom*. New York, NY: Routledge.

Iturbe-LaGrave, V. (2018). "Formative Assessment and Critical Self- Reflection in the Inclusive Teaching Practices Faculty Video Consultation Protocol." *Dreams, Possibilities, and Necessity of Equity: Exploring the Transformative Potential of Assessment*. American Educational Research Association (AERA), New York, NY, April 16.

Jewell, T., Durand, A. (2020). *This Book is Anti-Racist*. Minneapolis, MN: Quatro.

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2020 INCLUSIVE TEACHING CHECKLIST – UNIVERSITY OF DENVER

Stone Norton, A. (2008, November). *Crossing borders: Bringing Latina/o students and teachers to the same side of the river: An inclusive pedagogy*. Paper presented at the 33rd annual meeting of the Association for the Study of Higher Education, Jacksonville, FL.