ACUE Association of College and University Educators

Inclusive and Equitable Teaching ACUE Curriculum Crosswalk

Curriculum Crosswalk

As educators, we must work to create welcome and inclusive learning environments that promote equitable and successful outcomes for every student. We also know that learning is more than an intellectual exercise. Students bring to our classes their hopes for the future, their fears of failure, and the range of emotions one experiences when encountering new and challenging ideas in dialogue with peers and professors. They also bring their life experiences and prior knowledge—assets to better understand and build on.

Achieving equity requires that we teach with practices that embrace the diversity of our students' backgrounds. We must also thoughtfully review our instructional approaches to identify—and change—any unintended practices that might limit student expectations and achievements. Just as we approach our disciplines with prior assumptions and theoretical orientations, we must ensure that we approach our teaching, and our students, with equitable beliefs about their ability to learn and the opportunity gaps that we have the ability to close. As ACUE research shows, doing so leads to stronger levels of academic achievement indistinguishable by race, ethnicity, gender, and income level.

The need for effective, equitable instruction could not be greater. Today, only about half of the nation's 17 million first-time undergraduates will graduate within a typical time frame. Completion rates are even lower among first generation, low-income, and students of color. Despite a national goal to see 60% of young adults hold a college credential by 2025, a recent study by the Educational Testing Service (ETS) found that Black and Latinx men and women will not meet this goal for decades, if current trajectories remain unchanged.[1] This must, and can, change, by focusing on the core of the collegiate experience to ensure that every student benefits from evidence-based instructional practices that promote inclusivity, persistence to graduation, and deeper levels of learning.

[1] Nettles, M. T. (2017). Challenges and opportunities in achieving the national postsecondary degree attainment goals. ETS Research Report Series. https://doi.org/10.1002/ets2.12141

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ACUE's Effective Practice Framework© presents the core set of teaching skills and knowledge that every college educator needs to teach effectively. It is steeped in an asset-based philosophy that values students' prior knowledge and experiences. We also recognize that too many college students, and disproportionately Black, Latinx, and Indigenous students, have been under-served in their previous educational experiences. Regardless of these backgrounds, and as research shows, educators equipped with proven methods have the ability to prepare these and all students for purposeful lives.

Inclusive teaching practices help all students' learn, but are "especially beneficial to students who are members of groups underrepresented in their fields or traditionally underserved by institutions of higher education," notes the Center for Teaching and Assessment of Learning at the University of Delaware, a recipient of the 2018 Higher Education Excellence in Diversity Award.[2] The University of Michigan's Center for Research on Learning and Teaching similarly explains that inclusive teaching occurs when faculty "deliberately cultivate a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning [and] attend to social identities."[3]

Equity-promoting teaching practices are among the hundreds of recommended approaches that faculty learn about and develop in ACUE courses, as demonstrated in this Curriculum Crosswalk. Faculty nationwide are implementing these approaches, and evidence shows that racial and income-based achievement gaps close when students are taught by ACUE-credentialed educators. ACUE is honored to partner with colleges and universities nationwide to ensure that higher education remains an engine of opportunity and mobility.

[2] https://ctal.udel.edu/resources-2/inclusive-teaching/ (retrieved January 15, 2020); Hall, C. "UD Received the 2018 Higher Education Excellence in Diversity Award," University of Delaware, Sept. 2018, https://www.udel.edu/udaily/2018/september/excellence-diversity-inclusion-award/.

[3] http://www.crlt.umich.edu/research-basis-inclusive-teaching, (retrieved January 15, 2020).

Inclusive Teaching Principles and Practices:

The ACUE Curriculum

The following table presents the alignment of the principles of inclusive teaching with specific teaching practices recommended in ACUE courses.

The table demonstrates the high degree to which ACUE's teaching competencies, as defined in its **Effective Practice Framework©**, prepare faculty to implement evidence-based approaches that create an inclusive learning environment resulting in equitable outcomes.

Inclusive Teaching Principle

Inclusive Learning Objectives

Inclusive student learning outcomes (SLOs) are clear and understandable to students, achievable for everyone (as much as possible), and reasonable given the timeframe and the resources provided to those taking your course. When drafting your SLOs, make sure that they fulfill all the characteristics of a SMART outcome. This means that your SLOs are:

- **Specific**
- **Measurable/Meaningful**
- **Appropriate & Attainable**
- **Realistic & Time-framed**

Well-written learning targets provide instructors with a structure for developing assessments that measure levels of learning. At the same time, good SLOs let students know what to expect in your course and how they must prepare to be successful in the area of study. When developing your SLOs, consider using the active verbs from Bloom's Taxonomy (2001 version).

Source: https://teaching.utk.edu/inclusiveteachingtoolbox/

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 1A:

Establishing Powerful Learning Outcomes

- **Are student-centered**
  - Describe the work that students will be expected to do
- **Are observable and actionable**
  - Ensure that students can demonstrate mastery
- **Are specific**
  - Help students direct and focus their efforts

Inclusive Teaching Principle

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Inclusive Assessments & Activities

Culturally responsive teaching "involves checking for mastery of student learning outcomes in a way that takes into consideration students' cognitive, cultural and interdisciplinary diversity" (Ladson-Billings, 1994). Providing students with equitable learning opportunities builds trust, enhances your rapport with the learners in your classroom and, consequently, improves student motivation (Weimer, 2010).

- **Be explicit about your assessment criteria and how they relate to learning goals, and share successful examples**
- **Think beyond tests and papers; give students multiple ways and repeated opportunities to reflect upon and demonstrate their learning and growth**
- **Create low-stakes opportunities for students to practice before they are asked to perform**

Source: https://commons.georgetown.edu/static/files/inclusive-pedagogy-pamphlet.pdf

Competency 1B:

Aligning Assessments with Course Outcomes

- **Select the types of assessments that are aligned to the cognitive level(s) of your learning outcomes (1B)**

Competency 1C:

Aligning Activities and Assignments with Course Outcomes

- **Design transparent assignments aligned to learning outcomes (1C)**

Competency 2D:

Motivating Your Students

- **Vary and offer rationale for assessment types (2D)**
- **Vary and offer rationale for presentation methods (2D)**

Competency 2E:

Ensuring Equitable Access to Learning

- **Use exemplars so that expectations are clear**
- **Provide opportunities for student practice**

Competency 2F:

Helping Students Persist in their Studies

- **Offer options in assignment types**
- **Offer choice in assignment submissions**

Competency 5D:

Checking for Student Understanding

- **Use quizzes as formative assessments**
- **Use informal, continuous checks for understanding**

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Inclusive Teaching Principle

Inclusive Grading & Assessment

In considering how to evaluate students' work, inclusive teaching considers that learners come to class with varying degrees of development in areas such as time management and study skills. Students' life situations also vary. Some may be working full-time to support families, raising their own children while attending college, managing mental health issues. First generation students may lack support in navigating college in general. Providing some flexibility in assignment structure and due dates can be helpful for all students. Ideas to consider:

- **Consider dropping the lowest test or quiz grades**
- **Allow students to redo assignments to improve their scores**
- **Give students the opportunity to do test corrections to earn partial credit on questions they missed**
- **Allow one late assignment per semester – no questions asked**

Source: https://teaching.utk.edu/inclusiveteachingtoolbox/

Strategies for Inclusive Feedback and Grading Use rubrics for inclusive grading

- **Peer evaluation**
- **Student self-evaluation**

Source: Columbia University Inclusive Teaching Course https://ctl.columbia.edu/announcements/inclusive-teaching-mooc/

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 2E:

Ensuring Equitable Access to Learning

- **Provide opportunities to use feedback to improve performance**
- **Incorporate research-based study skills**
- **Use exemplars so that expectations are clear**
- **Provide opportunities for students to practice**

Competency 2F:

Helping Students Persist

- **Establish peer-to-peer support**

Competency 4E:

Developing Self-Directed Learners

- **Provide students with opportunities to self-assess their work and process (4E)**
- **Use checklists and rubrics to facilitate self-and peer assessments (4E)**
- **Integrate a structured peer review into projects and papers (4E)**
- **Share time estimates to help students manage their time**
- **Prompt self-reflection on assignments**

Competency 5A:

Developing Fair, Consistent, and Transparent Grading Practices

- **Use grading practices that recognize growth and improvement.**
- **Set policies for handing in late assignments**

Competency 5B:

Developing and Using Rubrics and Checklists

- **Teach students to use grading tools to improve**
- **Create a video explaining rubric criteria to ensure student understanding**
- **Use rubrics and checklists to provide meaningful feedback**
- **Use data from rubrics and checklists to inform instruction**

Competency 5C:

Providing Useful Feedback

- **Give students the opportunity to practice revising (5C)**

Inclusive Teaching Principle

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Inclusive Course Content

Promote diversity and inclusion through course content and course design.

Competency 2G:

Embracing Diversity

Ensure your curriculum incorporates diverse perspectives and experiences

- **Ensure your course examples reflect a diverse society**

Inclusive Syllabus

A class syllabus is not only a record of assignments and activities; it is also a representation of who we are as instructors and the goals and ideals we wish to share with our students. The policies we choose to include in our syllabus – and the way we frame required policies – reflect our values and convey to students how we see them as learners and citizens in our classroom.

Source: https://sites.lsa.umich.edu/inclusive-teaching/2017/08/24/inclusive-syllabus-language/

A syllabus is often the first exposure students have to a course and instructor. The syllabus is more than the road map of a course. It is also a reflection of the instructor. What is included and excluded in a syllabus sends explicit messages to students about what an instructor values. Developing an inclusive syllabus is a key first step towards creating an inclusive classroom environment.

Source: https://ctle.utah.edu/inclusiveteaching/syllabus.php

Competency 1D:

Preparing an Effective Syllabus

- **Use a checklist to verify that all essential items for classroom and/or online course expectations are included**
- **Create a calendar outlining important dates**
- **Build a graphic or big idea syllabus**
- **Ensure a student focus (use student-friendly language, guiding questions, and key resources)**
- **Use student feedback for continuous improvement**
- **Include appropriate additions and detail for an online syllabus**

Competency 2G:

Embracing Diversity

- **Ensure your syllabus sets the tone for diversity and inclusion by including:**
  - A syllabus diversity statement.
  - Expectations for valuing differences through respectful dialogue.
  - Policies, statements, and/or resource information that address the needs and concerns of all of your students.

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Inclusive Teaching Principle

Inclusive Task Instructions

Create a safe and effective learning environment for students by clearly describing task expectations to help ensure student understanding.

Source: http://digitalpromise.org/wp-content/uploads/2016/02/mc_asu_cleardirections.pdf

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 2E:

Ensuring Equitable Access to Learning

- Use exemplars to ensure expectations are clear

Competency 4A:

Providing Clear Directions and Explanations

- Share the purpose and relevance of the activity
- Break down the activity into specific steps
- Record and elaborate on the steps
- Check for clarity of the directions and invite questions
- Uncover and address common misconceptions
- Create videos that allow for self-pacing and self-checks
- Provide support for understanding vocabulary
- Incorporate relevant examples
- Incorporate retrieval practice to sustain learning
- Use data and feedback to monitor comprehension

Competency 3B:

Using the Active Learning Cycle

- Set expectations early

Competency 3D:

Planning Effective Discussions

- Provide detailed expectations. Rubrics, exemplars of productive discussion contributions

Competency 3E:

Facilitating Engaging Discussions

- Set clear expectations and identify model posts

Competency 4E:

Developing Self-Directed Learners

- Use examples of prior student work
- Use checklists and rubrics to facilitate self-and peer assessment

Competency 5B:

Developing and Using Rubrics and Checklists

- Use group analysis of sample papers to improve student understanding of expectations

Inclusive Learning Environment

Inclusive teaching involves creating a learning atmosphere that is accessible and meaningful for all.

Students who feel comfortable in a classroom and who have some positive rapport with the teacher are likely to have better learning outcomes. In one Indiana University study, students reported that one important condition of their achievement in class is that they feel their instructor "cares about them." In the long run, an instructor will accomplish more learning by spending some time, especially in the first few classes, on creating a supportive environment by such actions as learning student names, being friendly and open, and making encouraging statements to the class. The following table presents a set of actionable inclusive teaching practices that can be implemented to create an inclusive and supportive learning environment, as well as the alignment with specific teaching practices recommended in ACUE courses.

Source: https://commons.georgetown.edu/teaching/static/files/inclusive-pedagogy-pamphlet.pdf
Source: https://citl.indiana.edu/teaching-resources/diversity-inclusion/encouraging-civility/index.html
Source: Columbia University Inclusive Teaching Course

Inclusive Teaching Practices

Create opportunities for students to build rapport with each other and with you at the beginning of and throughout the semester.

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 2A:

Leading a Productive First Day

- Practice or post a welcome message
- Greet students as they come into the classroom or course
- Use an icebreaker to build community
- Post a personal introduction
- Create an online introduction discussion forum

Competency 2D:

Motivating Your Students

- Share your interest and background in the discipline and encourage students to do the same
- Share how course learning is relevant to students' interests and goals

Competency 2E:

Ensuring Equitable Access to Learning

- Encourage student-to-student support

Competency 2F:

Help Students Persist

- Establish peer-to-peer support

Competency 3E:

Facilitating Engaging Discussions

- Strengthen peer connections
- Offer guidelines to respond to peers
- Use prompts to support peer-to-peer learning

Competency 4E:

Developing Self-Directed Learners

- Use checklists and rubrics to facilitate self-and peer assessment
- Integrate a structured peer review into papers and projects

Competency 5C:

Providing Useful Feedback

- Conduct structured peer review session

Competency 5D:

Checking for Student Understanding

- Create a Student Q & A forum

Inclusive Teaching Practices

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Invest in getting to know your students as individuals rather than as representatives for entire groups.

Competency 2A:

Welcoming Students

- Greet students as they enter your class or course
- Create an online introduction forum

Competency 2D:

Motivating Your Students

- Share the relevance of your course content to students' academic and career goals
- Get to know your students names

Competency 2F:

Helping Students Persist

- Hold both individual and group office hours

Competency 2G:

Embracing the Diversity in Your Course

- Understand the impact of microaggressions and use language to validate student identities

Competency 5C:

Providing Useful Feedback

- Offer individualized feedback demonstrating your presence

Gather and respond to anonymous student feedback (on teaching techniques, comfort level, classroom experiences, etc.) throughout the semester.

Competency 5D:

Checking for Student Understanding

- Create a student Q & A forum

Competency 5E:

Using Student Data and Feedback to Improve Your Teaching

- Use incentives to increase anonymous student feedback
- Use student feedback to inform course adjustments

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Inclusive Teaching Practices	ACUE Recommended Practices (organized by competencies defined in the ACUE Effective Practice Framework©)
Learn and use students' names when communicating.	Competency 2D: **Motivating Your Students** ▷ Get to know your students names Competency 2G: **Embracing the Diversity in Your Course** ▷ Use language to validate student identities
Create opportunities for collaborative learning.	Competency 3A: **Using Groups to Ensure Active Learning** ▷ Share the purpose ▷ Prepare students to work in teams ▷ Ensure accountability with deliverables ▷ Share technology for effective collaboration ▷ Use a Think-Pair-Share ▷ Facilitate a Jigsaw activity ▷ Create a role-play activity ▷ Assign group member roles Competency 3E: **Facilitating Engaging Discussions** ▷ Balance voices ▷ Strengthen peer connections ▷ Use groups to generate more meaningful dialogue ▷ Use break-out rooms to increase engagement and deepen thinking ▷ Use prompts to support peer-to-peer learning Competency 5B: **Developing and Using Rubrics and Checklists** ▷ Use group analysis of sample papers to improve student understanding of expectations Competency 3C: **Developing Effective Class Sessions and Lectures** ▷ Provide opportunities for interaction, processing, retrieval, and application

Inclusive Teaching Practices

Provide opportunities for students to interact with you and one another.

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 3A:

Using Groups to Ensure Active Learning

- Share the purpose
- Prepare students to work in teams
- Ensure accountability with deliverables
- Share technology for effective collaboration
- Use a Think-Pair-Share
- Facilitate a Jigsaw activity
- Create a role-play activity
- Assign group member roles

Competency 3E:

Facilitating Engaging Discussions

- Balance voices
- Strengthen peer connections
- Use groups to generate more meaningful dialogue
- Use break-out rooms to increase engagement and deepen thinking
- Use prompts to support peer-to-peer learning

Competency 5B:

Developing and Using Rubrics and Checklists

- Use group analysis of sample papers to improve student understanding of expectations

Competency 3C:

Developing Effective Class Sessions and Lectures

- Provide opportunities for interaction, processing, retrieval, and application

Competency 2F:

Helping Students Persist

- Hold individual and group office hours
- Establish peer-to-peer support

Competency 3C:

Developing Effective Class Sessions and Lectures

- Provide opportunities for interaction, processing, retrieval, and application

Inclusive Teaching Practices	ACUE Recommended Practices (organized by competencies defined in the ACUE Effective Practice Framework©)
Plan discussion prompts that take into consideration learners' backgrounds, perspectives and values.	**Competency 3D: Planning an Effective Class Discussion** ▷ Develop prompts that leverage student experience and reinforce real-world application ▷ Develop prompts to invite diverse viewpoints ▷ Create multiple prompts to allow students choice **Competency 2G: Embracing the Diversity in Your Course** ▷ Explicitly invite diverse perspectives and viewpoints
Include a civility statement in the syllabus that addresses specific expectations for student behavior, interaction, and communication.	**Competency 2B: Promoting a Civil Learning Environment** ▷ Set clear incivility and netiquette guidelines in your syllabus

Inclusive Teaching Practices	ACUE Recommended Practices (organized by competencies defined in the ACUE Effective Practice Framework©)
At the start of a semester, establish community norms by having students identify and discuss their own expectations for respectful engagement and civil discourse in the online environment. Create course policies around these expectations. Hold students accountable – and have students hold one another accountable – when these policies are not followed.	**Competency 2B:** **Promoting a Civil Learning Environment** ▷ Collaborate with students to create community norms ▷ Effectively respond to minor disruptions ▷ Effective respond to major challenges negatively impacting the learning environment ▷ Coach students to manage challenging conversations **Competency 2G:** **Embracing Diversity** ▷ Set ground rules for maintaining productive discourse ▷ Manage disruptions and "hot moments"
Understand the impact of stereotype threat and microaggressions on student learning and belonging.	**Competency 2G:** **Embracing Diversity** ▷ Understand the impact of stereotype threat and implement practices to reduce it ▷ Recognize, avoid, and mitigate the impact of microaggressions ▷ Teach students to recognize and address microaggressions ▷ Use language to validate student identities

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Inclusive Teaching Practices

Unearth your assumptions, examine your biases about students.

Source: Linking Implicit Bias to Classroom Teaching Practices (S. Brookfield)

In a teaching and learning context, implicit bias presents a serious barrier to leveraging the benefits of a heterogeneous learning space in which students feel welcomed and validated. Therefore, it is important that instructors do the difficult work of self-examination to determine what their biases are and how to work against them. Once these biases have been identified, it is up to them to challenge those notions and move towards a more open approach to learning and appreciating cultural differences. Given the deep impact that bias can have on one's perspective of others, this process is ongoing – even lifelong! – and requires a commitment to developing cultural competency and an attitude of humility in interactions with culturally different others.

Source: https://teaching.utk.edu/inclusiveteachingtoolbox/

ACUE Recommended Practices

(organized by competencies defined in the ACUE Effective Practice Framework©)

Competency 2G:

Embracing Diversity

- **Become aware of your implicit biases**
- **Consider how your implicit biases may impact students**
- **Mitigate the impact of implicit bias in assessment and feedback practices**
- **Use student feedback to reflect on your role as an inclusive educator**

Inclusive Teaching Practices	ACUE Recommended Practices (organized by competencies defined in the ACUE Effective Practice Framework©)
Address challenging moments head-on.	Competency 2G: **Embracing Diversity** ▷ Set expectations and manage for respectful dialogue ▷ Manage disruptions and "hot moments" Competency 2B: **Promoting a Civil Learning Environment** ▷ Effectively respond to minor disruptions ▷ Effectively respond to major challenges negatively impacting the learning environment
Cultivate a growth mindset.	Competency 2F: **Helping Students Persist** ▷ Share research on growth mindset ▷ Assign activities and assignments that address growth mindset ▷ Normalize academic struggle and mistakes ▷ Send messages that recognize student progress
Provide additional support.	Competency 2E: **Ensuring Equitable Access to Learning** ▷ Develop resources to support student learning ▷ Assist students in using campus-based resources Competency 5C: **Providing Useful Feedback** ▷ Post a document or create a video addressing common challenges ▷ Incorporate links to relevant resources

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