*This self-assessment offers examples of concrete strategies aligned with general inclusive teaching principles. Reflecting on your teaching practice, do
you or would you use any of the following strategies?*

✓= I use this in my teaching

~ = I *sort of* use this in my teaching

X = I do not use this in my teaching

✩ = I would like to try this, with some

 information or resource

**TRANSPARENCY:** *Clearly communicate norms, expectations, evaluation criteria.*

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| ＿＿ | *1.* | Explicitly communicate the purpose, task, and evaluation criteria for each graded assignment. |
| ＿＿ | *2.* | Clearly state the learning objectives for your class. |
| ＿＿ | *3.* | Share in easy-to-find places (syllabus, Canvas, etc.) your preferences for how students should communicate with you, whether to ask questions or talk more broadly about course material. |
| ＿＿ | *4.* | Communicate your sense of the instructor’s and students’ respective roles in shaping and guiding class discussions. (What are students’ responsibilities, what are yours? When and why might these shift?) |
| ＿＿ | *5.* | Offer guidance on how students should allocate time on assignments and prioritize out-of-class tasks. |
| ＿＿ | *6.* | Dedicate time in class for students to ask questions about assignments and expectations.  |
| ＿＿ | *7.* | Invite students to share information about their own expectations about the learning environment based on their prior experience to help you understand where your expectations may be mismatched. |
| ＿＿ | *8.* | Communicate your goal of creating an equitable and inclusive learning environment. |

*What other ways do you seek to be transparent about norms and expectations? What are additional
 areas where you could be more explicit about your expectations or assessment process or criteria?*

**ACADEMIC BELONGING:** *Cultivate sense of connection to the discipline and professional communities.*

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| *＿＿* | *1.* | Communicate high expectations and your belief that all students can succeed.  |
| *＿＿* | *2.* | Allow for productive risk and failure. Emphasize that struggle and challenge are important parts of the learning process, rather than signs of student deficiency. |
| *＿＿* | *3.* | Assess students’ prior knowledge about your field and topics so you can align instruction with their strengths and needs. Then help students connect their prior knowledge to new learning. |
| *＿＿* | *4.* | Learn and use students’ names and pronouns; learn what they choose to be called (which may differ from a name on a roster) and how it’s pronounced. |
| *＿＿* | *5.* | Build rapport through regular icebreakers. |
| *＿＿* | *6.* | Emphasize the range of identities and backgrounds of experts who have contributed to your field. |
| *＿＿* | *7.* | When inviting outside critics or speakers, seek to identify professionals who bring a range of backgrounds, including identities that are different from yours. |
| *＿＿* | *8.* | Encourage or require students to visit office hours early in the term, and use that time to ask about their interests and experiences with course material. |
| *＿＿* | *9.* | In class, avoid generalizations that may not include all students. These might include assumptions about life experience, economic means, or future goals or references to pop culture. . |
| *＿＿* | *10.* | Create structured opportunities for students to provide feedback on their experience of the learning environment and contribute ideas for improving it. |

*What other ways do you help facilitate students’ sense of belonging in your class,
discipline, or professional field? What else could you do?*

**STRUCTURED INTERACTIONS**: *Provide goals, protocols, processes that support equitable access and contributions to interactive elements of the learning environment – and disrupt those that reinforce inequities.*

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| *＿＿* | *1.* | Develop discussion guidelines or community agreements about interactions during class. |
| *＿＿* | *2.* | Give all students time to gather their thoughts in writing before discussing with the whole group. |
| *＿＿* | *3.* | In discussions, use strategies for including a range of voices: e.g., ask to hear from those who have not spoken, wait until several hands are raised to call on anyone, use small groups to seed larger discussion. |
| *＿＿* | *4.* | Have students work in pairs or small groups (with a timeline and specific goals/outcomes). |
| *＿＿* | *5.* | When possible, assign student groups or provide criteria for student-formed groups that help leverage diversity and avoid isolating students from underrepresented identities. |
| *＿＿* | *6.* | In presentations of group projects, guide students to share roles and responsibilities equitably.  |
| *＿＿* | *7.* | At the beginning of group projects, create time and a process for students to discuss their respective strengths, personal learning goals, anticipated contributions, etc. |
| *＿＿* | *8.* | During long-term group or team projects, provide a process for students to reflect upon the team work/dynamics and provide constructive feedback to one another. |
| *＿＿* | *9.* | Provide regular opportunities to reflect on ways their learning has been enhanced by interaction with classmates, e.g., at the end of a session ask: “What did you learn from someone else today?” |
| *＿＿* | *10.* | Establish processes for ensuring you’re giving equitable time and attention to each student. |

*What other strategies do you use to structure equitable and inclusive interactions
among and with your students? What else might you do?*

**CRITICALLY ENGAGING DIFFERENCE:** *Acknowledge different identities, experiences, strengths, and needs.*

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| *＿＿* | *1.* | Highlight the range of identities and experiences among the students as assets for learning.  |
| *＿＿* | *2.* | Reflect upon and share the ways your own identities shape your relationship to your work/the discipline.  |
| *＿＿* | *3.* | Deliberately choose course materials and activities with a range of student physical abilities in mind. |
| *＿＿* | *4.* | Deliberately choose course materials with students’ range of financial resources in mind. |
| *＿＿* | *5.* | Invite students to identify examples from their own knowledge or expertise to illustrate course concepts. |
| *＿＿* | *6.* | Use a questionnaire early in the term to learn about individual students’ past academic experiences, goals, concerns, or other information that would be useful for you to know as their teacher. |
| *＿＿* | *7.* | Communicate concern for students’ well-being, and share information about campus resources. |
| *＿＿* | *8.* | Ask students for concrete observations about content (e.g., simply describe an image, passage, or diagram) before moving to analytical questions. This can provide everyone a common starting point, highlight students’ different perspectives/approaches, and model analytical processes you want to teach. |
| *＿＿* | *9.* | Present course material in a variety of modalities (readings, videos, diagrams, lectures, podcasts). |
| *＿＿* | *10.* | Try to accompany verbal instructions with a written corollary. (Multiple modes can be helpful to students with processing disabilities as well as non-native English speakers.) |

 *How else do you acknowledge or affirm students’ different identities,
strengths, or needs in your courses? What else could you do?*