

## Possible Teaching Strategies

- 1) **Inclusive Course Design (Including Universal Design for Learning or Flexible Learning Pathways)**
  - Universal Design for Learning (UDL): Ensure course materials and assessments are designed to be accessible to all students, including those with disabilities. This can include providing alternative formats for texts, captioned videos, and diverse methods of assessment.
  - Flexible Learning Pathways: Offer students multiple ways to demonstrate learning (e.g., oral presentations, written essays, visual projects) to accommodate different strengths and learning styles.
- 2) **Culturally Responsive Curriculum (Including Diverse Perspectives, Culturally Relevant Teaching, Culturally Responsive Literature, or Diverse Faculty Representation)**
  - Diverse Perspectives: Include readings, resources, and case studies from a range of voices, especially those from historically underrepresented or marginalized groups (e.g., women, LGBTQIA+, racial/ethnic minorities, and people with disabilities).
  - Culturally Relevant Teaching: Incorporate culturally responsive teaching strategies that acknowledge students' cultural backgrounds and experiences. This can involve adapting course content to reflect diverse worldviews and experiences.
  - Culturally responsive literature – Including books and texts by authors from diverse racial, ethnic, and cultural backgrounds.
  - Diverse Faculty Representation: Acknowledge the diversity of the teaching team if applicable, and encourage faculty to model inclusive practices and share their experiences in relation to the course topics.
- 3) **Supportive Learning Environment (Including Safe and Inclusive Classroom Climate, Confidentiality and Privacy, or Active Bystander Training)**
  - Safe and Inclusive Classroom Climate: Clearly communicate to students that the classroom is a safe space for all, where discriminatory behavior will not be tolerated. Include language in your syllabus that encourages respect for diverse opinions and identities
  - Confidentiality and Privacy: Ensure that students feel comfortable sharing personal experiences or discussing sensitive topics by maintaining confidentiality and fostering a sense of trust.
  - Active Bystander Training: Introduce or encourage training for students on how to act as allies and intervene in situations where marginalized students may face discrimination or exclusion.
- 4) **Equitable Assessment and Evaluation (Including Holistic Assessment Practices, Inclusive Grading Policies, or Bias-Free Grading Rubrics)**
  - Holistic Assessment Practices: Evaluate students' work based on a range of criteria that allow for individual strengths and growth, rather than relying solely on traditional testing methods.

- Inclusive Grading Practices: Implement flexible and fair grading policies that give students opportunities to improve their performance and recognize individual efforts and learning processes (e.g., revision opportunities, extra credit for additional effort, etc.).
- Bias-Free Grading Rubrics: Ensure that grading rubrics are transparent, clear, and free from any bias related to students' identities, backgrounds, or personal circumstances.

5) **Engagement with Diverse Student Populations (Including Student-Centered Learning, Peer Learning and Collaboration, and Use of Student Feedback)**

- Student-Centered Learning: Acknowledge and address the varying needs and learning styles of your students, which may include supporting English language learners, students with disabilities, and students from diverse socioeconomic backgrounds.
- Peer Learning and Collaboration: Encourage diverse group work and cooperative learning opportunities to build community among students from different backgrounds, fostering collaboration and shared learning experiences.
- Use of Student Feedback: Regularly seek input from students about the inclusivity and accessibility of the course, making adjustments based on their feedback to ensure the course meets all learners' needs.

6) **Cultural Competency and Critical Reflection (Including Encouraging Self-Reflection, Intercultural Competency, or Global and Local Contexts)**

- Encourage Self-Reflection: Have students engage in self-reflection exercises that promote an understanding of their own biases, privileges, and identity. This can help them better engage with diverse perspectives.
- Intercultural Competency: Integrate opportunities for students to explore and discuss issues related to race, class, gender, sexuality, disability, and other aspects of identity. This could include readings, guest speakers, or class discussions on social
- Global and Local Contexts: Where applicable, encourage students to connect course content to both local and global contexts, highlighting the importance of understanding diversity from a broad perspective.

7) **Accessibility of Learning Materials (Including Providing Accessible Materials or Assistive Technologies)**

- Provide Accessible Materials: Ensure that all materials (e.g., readings, online content, videos) are accessible, including offering alternative formats (e.g., audio versions of texts, transcripts for videos) for students with disabilities.
- Assistive Technologies: Make students aware of assistive technologies and accommodations available at your institution, such as screen readers or note-taking services.

8) **Engagement with Campus Resources (Including Student Support Services or Mentorship and Networking)**

- Student Support Services: Include information in your syllabus about campus resources for underrepresented groups, such as counseling services, student organizations, multicultural centers, and disability services.
- Mentorship and Networking: Promote opportunities for students to connect with mentors and professionals who can support their academic and career goals, especially from underrepresented backgrounds.

**9) Recognizing mental health and well-being (Including Open Discussions)**

- Open discussions in the classroom to support adverse experiences to shape positive learning.

**10) Equity-Mindedness (Including Classroom Environment, Low-Cost Learning Materials, Community Mentoring and Internships, Supportive Syllabus, Peer Mentoring, or Inclusive Classroom Policies)**

- Classroom Environment – Create an inclusive space by using diverse examples, avoiding deficit language, and encouraging students to bring in their own cultural knowledge.
- Low-Cost Learning Materials – Use Open Educational Resources (OER) or low-cost textbooks to reduce financial barriers.
- Community Mentorship & Internships – Connect students with industry professionals from underrepresented backgrounds to expand networking opportunities.
- Supportive Syllabus – Embed information about scholarships, internships, and academic support programs for first-generation and minority students in the syllabus.
- Peer Mentoring – Implement peer mentoring programs where returning students from diverse backgrounds support new students.
- Inclusive Classroom Policies – Offer grace periods for late work when students face life challenges, recognizing the realities of non-traditional and working students.

**11) Anti-Racism Integration (Including Critical Discussion, Policy Awareness, Civic Engagement Assignments, or Service-Based Learning)**

- Critical Discussions – Facilitating dialogues on race, privilege, and systemic inequality within the context of the course.
- Policy Awareness – Educating students on institutional policies and historical systems that have reinforced racial disparities.
- Civic Engagement Assignments – Encourage students to research and engage in local policies affecting racial justice, such as voting access and housing laws.
- Service-Based Learning – Partner with local organizations working on racial justice, immigrant rights, or educational equity to offer service-learning opportunities.