

◆◆ High Impact Practices for Faculty-Student Classroom Interactions ◆◆

The *LIFT* SU Goal 1 working group, the Office of Diversity & Inclusion, and the Center for Faculty Development offer this resource as a set of modest suggestions for faculty-student classroom interactions. This document provides information about classroom considerations, course and curricular design, and continuous engagement. Even slight changes in how we approach our classrooms and teaching can significantly impact our students. This handout is designed to facilitate faculty members' ability to set up and adjust classroom practices through the lens of openness, reflection, grace, and support. If some of these terms are unfamiliar, please utilize this glossary.

Classroom Considerations <i>What adjustments can you consider making in the classroom?</i>		
Promote Inclusion	Promote and Build Community	Promote Literacy About College
Let students introduce themselves instead of calling roll – this will let you know what name students prefer to go by if it is different from your roster, and will let you learn name pronunciation early.	Set up study/learning groups for students to develop community and review tips for how to work effectively in groups.	Review tips for ways to be successful in your course – address topics like: <ul style="list-style-type: none"> • Using office hours and what that looks like. • How to use Canvas for your course.
Reflect on the word choices you are using in the classroom. Could they be more inclusive? Consult sources to better understand how to create inclusivity with your language.	Promote events and opportunities on campus – direct students to specific events that might be a good fit for them. Consider what clubs, activities, events, and other co-curricular experiences are adjacent to your class/program. What have specific students shown interest in and where could you direct them? Don't assume - ask!	Publish and share your syllabi with students before the term begins. This will help them better understand the requirements and expectations of the class before attending.
Use inclusive practices in activities and discussions. Consult Center for Faculty Development for resources and consultation.	Check in with students, individually and in the larger group using different methods (written, spoken, digital [Zoom polls, Mentimeter, etc.])	Know what resources students have on campus and be ready to connect them with what they might need. Invite representatives from these offices to briefly visit your class. CAPS Writing Center Disability Services Math Lab Research Services Food Pantry Talk Now Crisis Hotline English Language Learning Center Learning Assistance Wellness and Health Promotion
Familiarize yourself with common microaggressions (be aware), be open to hearing feedback if you've unknowingly microaggressed a student (be open), and apologize thoughtfully (be willing to apologize).	Create classroom agreements at the start of each course and return to them regularly throughout the term to maintain a constructive class environment.	



Course Design and Curricular Considerations

What adjustments can you consider in designing your course, or examining program curriculum?

Evaluate Content

- Consider using open-access materials, materials at the library, or low-cost materials.
- Audit your course to enhance inclusivity.
- Consult with Center for Faculty Development and *Reigniting Our Strategic Directions* Goal 1 for course audit tools

Evaluate Course Policies

- Review your late-work policies to build in some flexibility where it is manageable for faculty. Explain your rationale to students.
- Review your attendance policy - are they only punitive or do they allow students some reasonable grace?

Evaluate Accessibility and Accommodations

- Consider your course design using the lens of universal design and accessibility.
- Design a course that is trauma-informed.
- Build in accommodations for religious holidays per Seattle University's policy to allow students time to observe, fast, or celebrate; holidays to be aware of that are not reflected in U.S. National holidays include, but are not limited to:
 - Ramadan and Eid (ninth month of the Islamic calendar)
 - Yom Kippur (first month of the Hebrew calendar)
 - Lunar New Year
 - Diwali

Evaluate Assessment

- Use the TILT (Transparency in Learning & Teaching) model to design your assignments.
- Incorporate incremental learning assessments, including ungraded assignments, and offer feedback around progress.
- Consult Center for Faculty Development for resources.



Systemic Considerations

What long-term and systemic changes can you contribute to?

Develop Yourself

Invest in continually educating yourself - regularly attend Mission Day, the Racial Equity Summit, and Center for Faculty Development workshops.

Support University Action

Join a support/practice group of faculty to share syllabi and materials. Join affinity groups to support one another in professional development.