<table>
<thead>
<tr>
<th>Promote Inclusion</th>
<th>Promote and Build Community</th>
<th>Promote Literacy About College</th>
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| 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:  
- 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. |
| 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. | 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 |
## 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.