

## Accessibility

- Use closed captioning on videos where available.
- Provide multiple formats (paper, digital, audio) of all course materials to accommodate different abilities.
- Use [Universal Instructional Design \(UID\)](#) principles to structure your course, or use [UMKC's Accessibility](#) tools for online courses.
- State your support for the Americans with Disabilities Act in course syllabus.
- Work with [UMKC Student Disability Services](#) to find additional support accommodations.

## Classroom Climate

- Ask all students if they would like to provide the phonetic pronunciation of their names and use these to correctly call on and identify students.
- Ask students for their pronouns and use their [pronouns](#) accordingly.
- Recognize that all of your students have multiple identities that inform their cultural practices, beliefs, behaviors and expectations. Acknowledge that because someone does something differently than you would expect, it does not make it wrong.
- Recognize that you have multiple identities that inform your cultural practices, beliefs, behaviors and expectations. Reflect on how these may differ from your students' practices, beliefs and behaviors and how they might affect your students' success in the course.
- Recognize the power you hold as a faculty member. Consider how this dynamic may affect a student's ability to do things such as speak in class, ask for help, provide feedback to faculty or other students.
- Take note of who disproportionately participates in your classroom. Is there a way you could structure the course differently or facilitate to remedy this? How might you encourage more students to participate?
- Consider administering anonymous surveys throughout the semester to gauge whether students are feeling included and supported and whether your teaching style is facilitating their learning. Use this feedback to change your syllabus and/or facilitation.
- Monitor the assumptions you make about your students and work to challenge negative assumptions or biases that do not support students' success in your course.
- Implement a variety of teaching styles in the classroom (lecture, group discussion, student teaching, etc.).
- Support effective disagreement and the conflict of ideas in ways that allow a variety of perspectives to be shared.

- Encourage openness to multiple perspectives and experiences of others.
- Teach, encourage and model that *intention* is not the same as *impact*. Ask that all students and faculty recognize that the *impact* of what they say or do can be harmful even when the intention was not to harm.
- Model and encourage repairs when harm is caused even when the harm is not fully understood. This is critical to maintaining a safe climate. This can involve admitting mistakes openly and modeling your own self-improvement.

## Representation

- Accommodate religious and other cultural holidays when preparing your syllabus.
- Ensure that women and people of color are well-represented as authors and subjects in the curriculum and curriculum texts.
- Ensure that multiple voices and cultural perspectives are well-represented in the curriculum and curriculum texts.
- Ensure that different cultural, racial and gender identities are represented in examples, visual aids, multiple choice questions and other teaching resources.

## Assessment

- Emphasize mastery of content and learning over performance or competition.
- Consider whether your assessment, including deadline and attendance policies, disproportionately disadvantage certain students who have competing work and caretaking responsibilities. Is there a way to accommodate those students so that your assessment does not exacerbate preexisting inequities? Are these assessment techniques necessary to achieving the course goals?
- Use methods of evaluation that focus on mastery of content and learning rather than performance and competition between students.
- Use a variety of assessments so that students have multiple opportunities to demonstrate their mastery of the content.
- Be explicit about your expectations for all forms of evaluation and be flexible in your evaluation of students' work.
- Offer task- and process-related feedback frequently.
- Use discretion when evaluating grammar. Correct grammar for informational purposes, but try not to connect it to grades unless that is an explicit learning outcome of the course. For more information read, *Antiracist Writing Assessment Ecologies* by Asao B. Inoue.

## Other questions to consider

- How does my discipline help prepare students to live and work in today's culturally diverse democratic society in an interdependent world?
- How does the course empower my students to develop diverse perspectives about the paradigms and concepts of my discipline?
- How does the course help students understand the global goal of education in a culturally diverse society and develop skills and dispositions for reconstructing society for social change?
- Do I provide illustrations and examples, or enlist my students to share illustrations and examples, that reflect cultural perspectives, global perspectives and issues of equity and justice?
- Do my assignments enlist students to share illustrations and examples that reflect cultural perspectives, global perspectives and issues of equity and justice?
- What cultural perspectives are being shared throughout the course? Which cultural perspectives are missing?
- What issues of social justice and civic engagement are infused?

## Additional Resources

- [Accessibility, Representation, Climate and Assessment Toolkit from University of Missouri System Diversity and Inclusion](#)
- Inoue, A. (2019). [Classroom writing assessment as an antiracist practice: Confronting White supremacy in the judgements of language](#). *Pedagogy*, 19(3), 373-404.
- [Ukpokodu, O.N. \(2010\). How a sustainable campus-wide diversity curriculum fosters academic success. \*Multicultural Education\*, 27-36.](#)

## Contact information

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