

Teaching Practice Checklist

	<p>Introductions and Names</p> <ul style="list-style-type: none"> ● Faculty members include an introduction during the first class meeting that may include a brief background/history, interesting facts, preferred communication protocol including pronouns. Additionally, space is created for students to do their own introduction. ● Use student names frequently during class and use appropriate pronouns. Pronouns can be added to Canvas, and faculty can use NameCoach to learn how to pronounce names. ● Use gender inclusive language when addressing groups of students (gender neutral language such as “class” vs. “guys”)
	<p>Developing Classroom Community</p> <ul style="list-style-type: none"> ● Develop a sense of belonging for students in the classroom, academic program, and the university. ● Get to know students and allow students to get to know each other by using Icebreakers. ● Statement of Expectations - set clear expectations, be flexible when needed, negotiate assignment due dates and review late/ missing assignments. ● Develop “norms” in class to set expectations for all members of the class community. ● Engage students consistently in every lesson using a variety of discussion tactics (i.e. “think-pair-share”; small group discussion, etc.). This is important to develop voice equity and ensure students are valued.
	<p>Supporting Students</p> <ul style="list-style-type: none"> ● Use a growth mindset and growth mindset language when talking about and with students. ● Consider promoting mindfulness exercises and including positive affirmations. ● Get to know SJSU resources related to diversity and encourage student campus involvement. ● Use a variety of engagement strategies to support students such as sending emails to check in after missing class, remind students periodically about office hours, and letting students know you are accessible.
	<p>Facilitating Difficult Conversations</p> <ul style="list-style-type: none"> ● Understand microaggressions and be sure to address microaggressions when they occur. ● Avoid generalizing students by labeling or identifying students based on their politics, race, gender, etc. ● Manage difficult or challenging conversations by setting expectations about expected behaviors such as expectations for listening, using respectful voice, and not interrupting.
	<p>Grading and Evaluating Through and Equity Lens</p> <ul style="list-style-type: none"> ● Only discuss grades and class performance privately. Never share or discuss grades publicly as this is a violation of FERPA. ● Account for the potential of grading bias by blinding student names to eliminate or reduce bias. When using Canvas, you can evaluate assignments anonymously.
	<p>Assessing for Equity</p> <ul style="list-style-type: none"> ● Allow for students to demonstrate competencies in different ways by implementing UDL design principles. ● Creating rubrics/grading guides to clarify how students are being evaluated to t reduce grading bias. ● Use authentic assessments that make assessments more meaningful to students. ● Provide timely and frequent feedback that is meaningful to students. ● Create opportunities for students to practice skills and to receive formative feedback prior to formal evaluations. ● Use a diversity of formative and summative assessments throughout the course including, but not limited to observations, essays, interviews, performance evaluations, demonstrations, portfolios, and journals.

Course Preparation Checklist

	<p>Syllabi Preparation</p> <ul style="list-style-type: none"> ● Course syllabi uses the most updated SJSU accessible template. ● The language on my course materials (syllabus, course description, assignments, etc.) uses clear and concise language, written in a way a non-expert can understand, and uses inclusive language.
	<p>Contacting and Meeting With the Instructor</p> <ul style="list-style-type: none"> ● Identify preferred methods of being contacted (i.e., Email is preferred over a phone call) and communicate how students can arrange a meeting. ● Have set office hours on your syllabi, but also add “and by appointment” for students who may not be available during your appointment ● Consider using Youcanbookme to schedule meetings, this is a website SJSU instructors have access to as part of the Google suite of tools. You can link to your google calendar, set availability, length of meetings, etc.
	<p>Promoting Diversity</p> <ul style="list-style-type: none"> ● Course syllabi includes a diversity statement. ● Recognize and discuss historical and culturally relevant topics such as the Land Acknowledgment in meaningful ways. ● Course description, Program Learning Outcomes (PLO’s) and Course Learning Outcomes (CLO’s) represent race, ethnicity, and diversity. Note: If changes are needed to course descriptions and CLO’s a minor course change must be submitted, information can be found on the SJSU program revision website. ● Ensure digital materials are accessible by adding closed captions in zoom meetings and videos used on Canvas
	<p>Reducing Cost</p> <ul style="list-style-type: none"> ● Courses use low or no cost materials –Check out the SJSU Dr. Martin Luther King Jr. Library Free and Low-Cost Classroom Materials website. ● Courses have few or no additional course costs and time commitments (i.e. there are no “hidden” costs, travel requirements, etc. that are burdensome to low-income students). For example, extra credit opportunities in courses do not create additional financial or other burdens upon students (e.g., missing work, travel, etc.) (why offer extra credit)
	<p>Grading Policies</p> <ul style="list-style-type: none"> ● Course grading structure is designed for student success by having a clear roadmap of formative and summative assessments that provide multiple checkpoints throughout the semester to inform students on their progress. ● Consider eliminating the “Zero” from grading, accounting for improvement over the course of the semester for those students who may struggle at the start of a class but excel by the end. ● Course has equitable late and missed work policies that are consistent across my department/program. It is important to consider there is more than one possible solution.
	<p>Student Success Rates</p> <ul style="list-style-type: none"> ● Consider the volume of work assigned in a course by using this Course Workload Estimator. ● Student success data for course(s) are evaluated, specifically examining failure rates on tests and assignments for minority students. ● Periodically review student success rates in your course, major, and department via the CSU Student Success Dashboard.
	<p>Including Student Voice in Curricular Revisions</p> <p>It is important to include students in the curricular design process to ensure an instructor is meeting the needs of their students. There are many strategies to obtain student feedback including, but not limited to:</p> <ul style="list-style-type: none"> ● Mid-semester feedback - getting feedback on what students would like to see more of, what they would like to see less of, what they would like to see done differently, concepts students are struggling with, etc. The Center for Faculty Development has a mid-semester feedback survey instructors can use. ● Facilitating class discussions throughout the semester. The Center for Faculty Development has a resource with sample open-ended questions for the beginning, during, and at the end of the semester. ● Student Opinion of Teaching Effectiveness (SOTE). More information about SOTEs can be found on the Institutional Research website. <p>Note - When changes are made to a course based on student feedback it is important to share that with your class. Identify what changes were made and why.</p>

Departmental Culture

	<p>Governance</p> <ul style="list-style-type: none"> ● Department has a committee designated for diversity, equity, inclusion, and belonging. ● Department meetings include a regular agenda item to discuss needs of historically underrepresented students, staff, faculty, and other social justice issues identified as priorities by: <ul style="list-style-type: none"> ○ CCDEI ○ CEED ○ departmental DEI committees ○ staff, student, and faculty stakeholders ● Department includes students and staff on relevant committees
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	<p>Goal-Driven Action Department develops annual antiracist / anti bias action plans that include SMART (Specific, Measurable, Achievable, Relevant, and Time-based) goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle) and evaluation of DEI-associated program learning outcomes (PLOs) to improve:</p> <ul style="list-style-type: none"> ● Representation of current administrators, staff, faculty, students, and committee membership ● Representation within applicant pools ● Rates of student retention ● Graduation rates ● Rates of staff retention ● Rates of staff promotion ● Rates of faculty retention, tenure, promotion ● Department climate ● Use of inclusive teaching practices ● DEI integration into the curriculum
	<p>Outcomes Measurement and Evaluation Department measures outcomes annually that are associated with the goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle and evaluation of DEI-associated PLOs) (see above “Goal-Driven Action Plans) and:</p> <ul style="list-style-type: none"> ● Submits data collected to CEED committee for archiving and measuring College-wide performance ● Shares findings with all stakeholder groups for transparency ● Uses data to inform policy and practice change (hiring, admissions, support services, etc.) ● Assessment Coordinators integrate DEI-related goals and data collection and analysis into annual program assessments in Nuventive ● Evaluates performance pertaining to this checklist annually
	<p>Curriculum DEI Integration Department conducts routine curriculum evaluation to ensure program learning objectives (PLOs) and course learning objectives (CLOs) specifically address DEI and health equity by including the influence of:</p> <ul style="list-style-type: none"> ● social determinants of health ● vulnerable populations ● economics, health and public policy ● bias and racism <p>Curriculum evaluation should include working collaboratively with department faculty to identify what, how, and where content and skills are introduced (I), reinforced (R), and assessed (A). Basic components of a curriculum map (8 steps):</p> <ol style="list-style-type: none"> 1. Data collection 2. A review of all maps by individual course faculty 3. Small group review 4. Additional first read throughs and small group reviews 5. Large group review 6. Identification of immediate revision points 7. Identification of point requiring additional research and planning 8. Planning for the next review cycle <p>Resources: Equity Building Blocks; CSULB Cultural Curriculum Audit; Culturally Responsive Teaching for the Brain; Grading for Equity; curriculum map template</p>
	<p>Proactive Use of Student Support Services Department provides student services necessary to support academic success, belonging, graduation, and successful licensure examination pass rates (as applicable) to address issues that affect academic performance and student success.</p> <ul style="list-style-type: none"> ● Best practices in academic advising (relationship building, career counseling, notifying students of advisor assigned, etc.) ● Encourage engagement of students in affinity group and campus resource centers on campus through Student Transition and Retention Services (African American/Black Student Success Center, Aspire Program, Chicanx/Latinx Student Success Center, EOP/Guardian Scholars, UndocuSpartan Resource Center) ● Promote community building and sense of belonging among students to promote academic success and psychosocial well-being ● Guiding students to the CHHS Student Success Center for general education health professional advising ● Use of Spartan Connect Progress Report to notify advising team of students who might need additional support ● Refers students who might need additional academic support to Undergraduate Advising and Success Center ● Connect students with Financial Aid and Scholarship Office as needed
	<p>Campus and Department Climate Assessment</p> <ul style="list-style-type: none"> ● Department conducts entrance and exit surveys about underrepresented student expectations and experiences and faculty with regard to campus climate and workplace dynamics. ● Department circulates bias incident reporting information to staff, faculty, and students on a routine basis and features links in appropriate documents, i.e. handbooks, syllabi, etc.

	<p>Assessing Faculty DEI Competency Department integrates evaluation of diversity, equity, inclusion, and belonging competencies (see Diversity and Inclusion subheading) in:</p> <ul style="list-style-type: none">● SOTES and SOLATES● Faculty rating scale of teaching (peer evaluations)
	<p>Physical and Virtual Spaces</p> <ul style="list-style-type: none">● Department physical spaces and promotional materials include images that represent a wide range of age, race, ethnicity, gender and sexual orientation, but avoids tokenism.<ul style="list-style-type: none">○ Offices○ Hallways○ Teaching spaces○ Website● Department includes or has information regarding inclusive spaces, i.e. lactation rooms, gender-neutral spaces (bathrooms), etc.