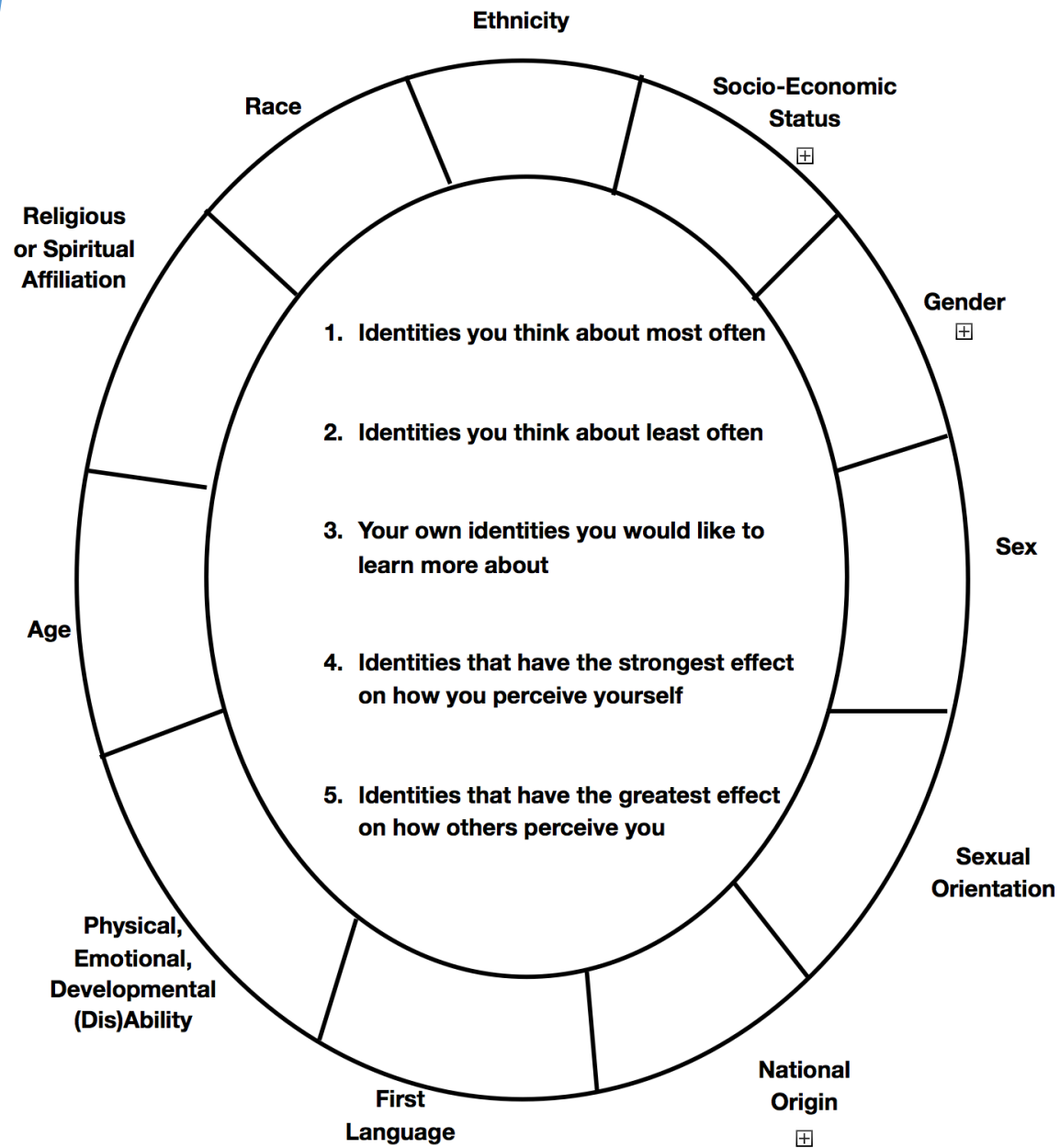


# Inclusive Practices for Decolonizing the Classroom & Curriculum

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# Identity-first Introductions

What initial thoughts came up for you when reading the title of this session?

# Focus for Inclusion

Historically overlooked, excluded and devalued voices include:

- ▶ Racial minorities, particularly students of color
  - ▶ Black, Asian, Latine & Indigenous
- ▶ Sex & gender expansive folks
  - ▶ LGBTQIA+, women, femme-identifying, non-binary and transgender affirming strategies
- ▶ Visible and invisible disabilities
- ▶ Non-traditional or 2<sup>nd</sup>/3<sup>rd</sup> career students
  - ▶ Age

# Successful inclusive practices & blunders

Small Group Breakouts & Large Group Share

# Best Practices in Setting the Stage for Inclusion

## *Indigenous Land Acknowledgement*

As we come together as a community, I acknowledge the land I live and work on by naming the Tequesta, Seminole & Taino peoples upon whose native territory is where the university stands.

- ▶ Support Indigenous peoples by:
  - ▶ Amplifying the work of Indigenous creatives
    - ▶ [Follow @illuminative on Instagram](#)
  - ▶ Donate to communities and organizations that support Indigenous liberation
    - ▶ [NDN Collective](#)
    - ▶ [Center for World Indigenous Studies](#)
  - ▶ Visiting in person
    - ▶ [Big Cypress Reservation](#)
    - ▶ [Ah-Tah-Thi-Ki Museum](#)
    - ▶ [Miccosukee Village](#)
- ▶ For more information on history and events regarding Indigenous tribes in Florida:
  - ▶ [Tequesta \(pbchistoryonline.org\)](#)
  - ▶ [Seminole Timeline \(semtribe.com\)](#)
  - ▶ [Taíno Culture History – Historical Archaeology \(ufl.edu\)](#)
  - ▶ [American Indian Association of Florida, Inc. - AIA of Florida, Inc.](#)

# Inclusive Practices

## Syllabus Design

### Warm Language

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#### Emphasize positive over punishing language

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#### Sample phrases from a cold syllabus

*"Come prepared to actively participate in this course. This is the best way to engage you in learning"*

#### Sample Phrases from a warm syllabus

*"I hope you actively participate in this course...because I have found it is the best way to engage you in learning"*

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#### Create invitations over commands

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#### Commands

*"You must complete makeup work to receive credit"*

*"You are allowed to..."*

*"I only accept..."*

#### Invitations

*"Feel free to complete makeup work to earn credit"*

*"You are welcome to.."*

*"I encourage you to..."*

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#### Choose cooperative over paternalistic rhetoric

#### Paternalistic language

*Assist*

*Allowable*

*Receive*

#### Cooperative language

*Cooperate*

*Usable, equitable, sustainable*

*Create an inclusive learning environment*

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# Inclusive Policies

## ▶ Statements

### ▶ Equity & democratic process:

- ▶ Assignments in this course have been designed to help students meet \_\_\_\_\_ student learning outcomes or competencies. I aim to promote student preference, choice and equity related to topics of interest, scheduling and creative license for the execution of some assignments. I acknowledge oral and written communication skills differ from student to student. We encourage you to discuss your strengths and challenges around these skills with faculty to get support.

### ▶ Late bank policy:

- ▶ Time orientation and life circumstances can impact a person's assignment submissions and cause missed due dates or deadlines. Across this course, all students are allotted a \_\_ day late bank that applies to all assignments. You can use these late days for one or more assignments, but in total they cannot exceed the number of days allotted. When the bank is empty, the late policy deduction is \_\_ per day.



# Inclusive Materials & Resources

## Classic & Contemporary Resources

- ▶ Seminal textbooks, articles are encouraged, but not used exclusively
- ▶ Open-source materials as the norm, not the exception
- ▶ Integrate contemporary sources such as podcasts, videos and interactive tools that add to traditional learning materials and center voices that aren't found in the literature

## Auditing & Adding Resources

- ▶ Identity-first auditing and efforts to include BIPOC, queer & gender expansive & disabled voices
- ▶ Library support for the curating these resources

# Inclusive Practices

## Choice Assignments

- Syllabus co-creation to identify meaningful assignments
- Identifying more than 1 option for completing an already established or assessment assignment
- Demonstrating examples of projects highlighting creators with marginalized identities & featuring stories/art/theories

## Code switching

- Encouraging the integration of culturally aligned language in the classroom (AAVE)

## Technology

- Allowing students to introduce & teach about how new apps and current trends can positively contribute to learning

# Resources

ACCESSIBLE  
THROUGH  
GOOGLE  
DRIVE

[Link to Resource List](#)



## Resources for Decolonizing the Curriculum

Use the following link to access the files for each of resources listed:

[Resource List Documents](#)

### Classroom Policies:

How to Create a Culturally Inclusive Course and Beyond

Inclusive Strategies for Student Camera Use During Zoom C

Student Retention of Course Content is Improved by Collabo

Topics for Consideration on Decolonizing our Program Chart

Intercultural Knowledge and Competence VALUE Rubric

The Effectiveness and Relative Importance of Choice in the

Attendance Playbook: Smart strategies for reducing absente

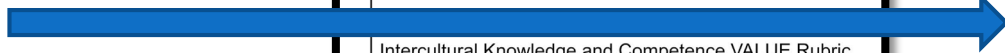
A guide to using the, "Attendance Playbook: Smart strategies  
in the Covid era"

### Materials:

Anti-racism and Allyship in the Classroom

Decentering Whiteness

[Link to access  
Resource List  
documents](#)



Resource List Documents

Name ↑

- Classroom Policies  
Modified Oct 22, 2021
- Materials  
Modified Oct 22, 2021
- Other Practices  
Modified Oct 22, 2021
- Pedagogy  
Modified Oct 22, 2021
- Resources for Decolonizing the Curriculum  
Modified Jan 18, 2022

Home Starred Shared Files