

Diversity, Equity, Inclusion & Accessibility

Digital Handbook
Version 1.0

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Table of Contents

★ Getting Started

0.0 How to Use This Handbook 01

1 Pre-Launch Prep

1.1 Syllabus 02
1.2 Canvas Site 02
1.3 Course Planning 02

2 First Week of the Course

2.1 Orientation, Planning, and Communication 03

3 Ongoing

3.1 Applying DEIA Practices Throughout a Semester 04

4 Additional Support

4.1 Resources 05
4.2 References 05

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Getting Started

0.0. How to Use This Handbook

This handbook serves as an up-to-date resource and interactive tool for faculty, administrators, and staff that adds to the growing body of knowledge and research in Diversity, Equity, Inclusion, and Accessibility (DEIA). It is a central resource in support of the school's mission to achieve academic excellence and promote a healthy workplace and school culture.

This handbook will be updated continuously as the team receives feedback from faculty, staff and other key stakeholders.

Academic Affairs

Diversity, Equity, Inclusion & Accessibility Committee Members

School of Professional Studies

Columbia University

1.0

Pre-launch Prep

1.1. Syllabus

- Confirm that your response policy offers a variety of ways for students to contact you (e.g., email, office hours, phone).
- Review the assigned readings, course content, and supplemental materials to ensure that they reflect diverse backgrounds and perspectives.
- Make sure your syllabus includes the Diversity, Accessibility, and Netiquette statements found in the [required SPS syllabus template](#).
- Check that your syllabus includes information about student support resources. (See the SPS Academic Resources, CUIT, CU Library, and Career Design Lab sections from the [SPS syllabus template](#).)
- Ensure that you articulate how students are to make up assignments that are missed.
- Confirm that the course schedule takes into account religious holidays when scheduling major exams or deadlines.

1.2. Canvas Site

- Enable [NameCoach](#) and use this tool in your introductory activity to record names and pronouns.
- At a minimum, share your syllabus or post it to Canvas in advance of the first day of class so that students can review what's required of them.
- Make sure assigned resources posted to Canvas (or shared with students via other means) are screen reader-friendly.
- Make sure all assigned videos are captioned.

1.3. Course Planning

- If the course uses guest speakers, ensure that the guests represent a diversity of people in leadership positions and other desirable roles.
- When planning lectures, incorporate perspectives, data, theories, and/or historical texts related to various racial identities, socio-economic positions, and gender identities.
- Have an engagement strategy that addresses different learning needs.

2.0

First Week of the Course

2.1. Orientation, Planning, and Communication

- Communicate that you care about students and believe that each student can succeed.
- Share your philosophy of teaching (or statement of values), as well as your commitment to creating an inclusive learning environment.
- Share your gender pronouns through an asynchronous introduction or during the first class, and invite students to do the same in introductory activities if they feel comfortable.
- Offer strategies for how to meet and exceed expectations through review sessions, appropriate office hours, additional background materials, etc.
- Build community through low-stakes interactions in class (e.g., icebreakers, small-group activities).
- Articulate the role of the instructor versus the role of the student in in-class and/or online discussions.

3.0

Ongoing

3.1. Applying DEIA Practices Throughout a Semester

- Post materials/assignment instructions a couple of weeks before students need them so that students have sufficient time to review assigned resources and complete required assignments before they're due.
- Give students multiple opportunities to contribute their own perspectives on course content (as it relates to their professional experiences, the identities that they hold, and the communities that they are a part of).
- Prime students for in-class discussions and other activities by previewing what students should prepare for and how.
- Use diverse examples that are relevant to students' interests and identities.
- Design interactions that promote a sense of belonging and elicit active participation.
- Showcase student submissions that highlight diverse perspectives and opinions.
- Solicit periodic feedback from students (and other stakeholders as appropriate) on the course's class climate, assigned materials, teaching strategies, Canvas site set-up, etc.
- Ensure that all guest speakers are aware of the course community's norms and policies around inclusion and accessibility.

4.0

Additional Support

4.1. Resources

- [CUSPS Digital Accessibility Toolkit](#)
- **Note:** The Academic Affairs website (academicaffairs.sps.columbia.edu) will serve as a centralized hub for all resources.
- Calendly (calendly.com/cusps-online) will serve as a one-stop registration shop for all workshops, training, and consultation opportunities.

4.2. References

Columbia University Center for Teaching and Learning. (n.d.). Designing an inclusive syllabus. Columbia University Center for Teaching and Learning.

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Reflecting on Your Practice: Inclusive Teaching Principles in In-person, Hybrid, & Remote Teaching [PDF]. (n.d.). University of Michigan Center for Research on Learning and Teaching.

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