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(1) simple inclusive practices that can be implemented without significantly impacting the syllabus design; and (2) more in-depth inclusive practices to consider when designing or revising a course syllabus. All of the suggestions are informed by the principles of Universal Design for Learning (UDL) and the framework of anti-oppressive pedagogy.

The foundational premise of UDL is that one of the primary barriers to learning is an inflexible, one-size-fits-all curriculum. While disabled students are most visibly impacted by this approach, all learners are affected. No single mode of representation, expression, or engagement will provide equal access to all learners. Therefore, UDL guidelines for best practice suggest that faculty offer a variety of methods for (1) **representation** of course content (lecture, web, text, audio); (2) **engagement** with students (discussions, reflections, presentation, activities); and (3) **expression** of student knowledge (e.g. give the options of: a timed exam, a take-home exam, or a research paper).²

Anti-oppressive pedagogy addresses how forms of social marginalization act as major barriers to learning. A student's learning is significantly inhibited if they do not feel safe, seen, and valued in a learning environment. Faculty can use their position of power to foster a supportive learning space for students by actively working against norms, values, and stereotypes that might marginalize or exclude certain students. This means holding oneself and others accountable for honouring and respecting the diverse identities and experiences of all students in the broader course materials and in everyday class interactions.

It is useful to remember that creating a safe and accessible learning environment is an ongoing commitment and learning process. Below are a few places to start.

1 The idea of **accessibility** is informed by a social model of disability, which sees disability as emerg

Social Accessibility

- 1. Territory acknowledgement.** Respectfully acknowledge that SFU is on unceded Coast Salish territories, and work to support indigenous students and knowledges. This means that non-indigenous instructors must actively confront their own place in these lands and in relation to indigenous peoples. For an excellent examination of how and why this is critical, read this piece from âpihtawikosisân.
- 2. Preferred names.** Do not verbally read attendance off of your list of registered students provided by the university. There may be sensitive reasons why a student might go by a different name from the one on your class list. For example, a student may be trans or gender non-conforming, have a preferred English name, or a safety concern. Instead of calling roll, have all of the students fill out an index card to be handed to you with their preferred first name and given last name. You can check this against your class list later.
- 3. Gender pronouns.** One way to create a safe and inclusive environment is to ensure that correct pronouns are being used and respected, and no one – including yourself - is making assumptions about gender. Tell the class your gender pronouns (e.g. “My pronouns are she/her/hers or they/them/theirs”) to set an example. Then, on the same index cards, have the students write out their pronouns. Then, when everyone introduces themselves, give them the option of sharing their gender pronouns, but do not make it mandatory.
- 4. Check-ins.** Use simple check-in activities to create a sense of support and community. A short example can be found here.
- 5. Community guidelines.** Work with the class to come up with guidelines for engagement to foster a safe and supportive learning environment. Here is a sample set of guidelines by SFU faculty member Sheri Fabian.
- 6. Diverse voices.** Incorporate course materials and engage in teaching practices that cite, center, and support diverse authors and perspectives (race, gender, class, sexuality, culture, and ability). This includes working to contextualize and de-center dominant Western systems of knowledge and belief. You actually can do this in the sciences with great results!
- 7. Actively support systemically marginalized students.** Acknowledge and interrogate your own social location (nationality, race, gender, class, sexuality, etc) and actively work to foster a safe space for marginalized students to communicate their concerns and experiences. Encourage critical thinking, generous communication, and reflection on everyone’s complex relation to social and political dynamics. Setting community guidelines helps to facilitate this, as does intervening and having a dialogue when other students make racist or homophobic remarks. Do not put the burden on minoritarian students to do the difficult work of making these interventions themselves or educating you or the class about anti-oppression. Do not ask any students to speak on behalf of a group of people. For other suggestions on other ways to support minoritarian students in the classroom, read this excellent piece by Ellie Ade Kur from University of Toronto.

Assignment Accessibility

1. **Multiple formats for assignments.** Provide format options for each assignment (e.g. a critical reflection essay can be a text, a video, or an audio recording). This encourages more active, engaged, and diverse approaches to learning and opportunities for success. (It also breaks up the monotony of marking!)
2. **Make-up opportunities.** Give students the opportunity to drop the lowest grade, make up or revise an assignment, and/or make up for an absence whenever possible.
3. **Flexible deadlines.** Many students have good weeks and bad weeks. Offer students flexible deadlines. This could be a two-day to one-week window for handing in assignments, rolling deadlines, or a contract in which students come up with their own deadlines for the semester.

III. Next Steps for Designing an Accessible Class

1. **Fewer weighted assignments.** Offer more assignments that are not weighted heavily. Avoid making any single assignment 0 (tu as 0 0 11agyo 25e) 4 30gy) 6cu- fade, mak)2. DexibIm 6sigBDC Bcskblm (y) 4. A)(eel)2 Tfen(