

Teaching for Inclusion and Equity Foundational Badge Artifact

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DEI Consultation

Who did you schedule a meeting with? Describe their role and work.

For my DEI consultation assignment, I met with Dr. Lauren Hammond, Assistant Vice Chancellor of Academic Engagement for DDEI. We have a faculty director of DEI in CAHSS, but in my administrative role, that person reports to me. Further, in my current role, I do not teach regular classroom courses, although I do independent study and research courses with my graduate students (and guest lecture 3-4x each year).

So, I spoke with Jasmine about the possibility of framing this consultation around the work that I can support in and for the College, and thus of meeting with Lauren. Lauren's role in DDEI focuses on "making DU a more affirming and welcoming campus for DU faculty members. She can support work regarding general faculty concerns, as well as the specifics of research/scholarship/creative work, curriculum, classroom management, service, and anything else related to faculty members and academics. We have met and connected previously but have not had the opportunity to work together in any sustained way until now.

How did you prepare for the meeting?

I prepared for the meeting initially by reflecting on my position and what kind of meeting and goals made the most sense. Because I don't do regular classroom teaching right now, I worried that focusing on my courses would be less effective and less 'honest', because it would give me no opportunity / relieve me of the challenge of applying my learning and commitment. Yet, I also didn't want to hide behind my administrative role and suggest that only my *colleagues* need to work on inclusive teaching (rather than acknowledging *my* need to do this work). My pre-meeting conversations with Jasmine and my meeting conversation with Lauren helped frame a path forward in which I can both help organize and host, and potentially co-facilitate, workshops and events for the College in which I can *also* work on improving my skills in inclusive and anti-oppressive teaching practices.

Describe the impact of the meeting on your understanding about equity issues in the classroom. How will you incorporate this information in your approach to inclusive teaching?

Again, due to my current role, my plans for incorporation are a bit different than if I were teaching classroom courses regularly. My consultation with Lauren was rich and energizing. We settled on a program of activities for next year (25-26). The foundation will be three workshops for CAHSS faculty and graduate students, held quarterly. Because I have heard requests from colleagues that workshops focus on "concrete", immediately-applicable learning rather than broader conceptual discussions (e.g., organizing a how-to session on designing a rubric rather than organizing a panel to discuss the idea of rubrics), this will be our focus. We are looking to connect with collaborators before finalizing the topics, but some suggested thus far have been: helping students understand their positionality and write a positionality statement as a class assignment; designing anti-oppressive assignments and rubrics; and writing inclusive and anti-oppressive learning outcomes.

We also discussed two other "layers" of events that we can add if we have sufficient bandwidth. The first would be a reading circle, meeting quarterly to discuss a text of particular interest. The second would be a session designed specifically for graduate students (which my colleague Paula would likely organize, rather than me).

Overall, I feel that I will learn a lot from these sessions and will appreciate being able to provide these sessions for my colleagues