

Inclusive Excellence and Teaching Remotely:
A Few Considerations about Diversity, Equity and Inclusion
Office of Diversity and Inclusion - University of Dayton

As we migrate our instruction and resources to a remote interface, making excellence inclusive becomes a priority: **How can we ensure that our students have equal access to resources remotely?**

These are a few considerations that might guide you through the process:

- What does success look like for you as you adapt your teaching and resources to a remote platform?
- Can you translate the goal(s) of your teaching and your vision of success into activities, skills, content and resources that are available and accessible remotely for every student, regardless of their situation (time zone, lack of internet access, mobility restrictions, caring for someone who is ill, etc.)?
- Consider asking your students anonymously about their ability to access the internet. You can use this survey as a model: https://docs.google.com/forms/d/1iRxCCr_C--aRItSRvkHUjn6usNfxBgVEoLgZdgkHJjc/copy
Save it with a new name, modify it as you see fit, and send it to each one of your classes.
- Use the information you collect to adapt your teaching to your students' realities and anticipate their needs and concerns. For instance:
 - How could I maximize students' use of data if they only rely on their cellphones?
 - How could I accommodate students who reside in a time zone different from UD's?
 - How can I guarantee that all my students can access materials (PowerPoints with voice over, PDFs, transcripts, synchronous meetings, a textbook, etc.) or reach me if they have questions?
 - For students with disabilities, the challenges that remote education pose deserve particular attention. Check the Office of Learning Resources website for more information.
- Redesign your syllabi to factor in expectations and presuppositions that might only apply to a face-to-face classroom. How can I accommodate my students' realities and make sure that I give them equal opportunities that allow them to achieve excellence?
- Keep **equity** in mind the same way you do when you teach face to face.
 - Be an ally and an advocate for all students, but particularly for those who might have trouble accessing opportunities (students from underserved or underrepresented backgrounds, students with disabilities, students in isolated areas, etc.)
 - Communities respond differently to global, national and local issues. Be attentive to their concerns, reactions, and stories and keep channels of communication open.

References and other Useful Resources

- "Inclusion, Equity, and Access While Teaching Remotely."
<https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely>
- "For Students With Disabilities, A Mass Shift to Online Courses Comes With Deep Concerns."
<https://diverseeducation.com/article/170320/>
- "Teaching Effectively During Times of Disruption."
<https://www.hartwick.edu/about-us/technology-services/technology-resource-center/trc-services-for-faculty-staff/teaching-effectively-during-times-of-disruption/>