

Equity In Action, Part 1: Documenting Your Inquiry

Use this guide to prepare for the Friday closing session
and to craft your post for our Vision & Action Board

As you attend ITL sessions, look to **answer at least two questions** in the table, or answer one of your own related questions. Your answers may come from a session specifically focused on inclusive teaching—but they may also come from a session that focuses on other strategies that you can apply to engage and support students more equitably. This will enable you to participate fully in the final session, *Equity by Design: An Invitation to Action,* where you can brainstorm with colleagues about how to apply your idea individually and scale up your ideas to make institutional change.

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| Question | ITL session and relevant information | Notes about how this applies to one of your classes |
| **Inclusive design:** What small change could I make in my course policies or content to make excellence inclusive for all students? |  |  |
| **Inclusive engagement**: How can I incorporate educational strategies into my course to create equity-conscious environments where students can thrive? |  |  |
|  **Inclusive goals:** What would help me prepare students for life, work and citizenship in diverse and global communities? |  |  |
| **Inclusive values**: How might I recognize students’ “cultural wealth” in my course designs to engage diversity and challenge inequities in student outcomes?  |  |  |
| **Inclusive field of study:** What does equity and inclusive excellence look like in my field/discipline, and how can I support that as I teach? |  |  |
| *Optional: Add your question here*. |  |  |