

## Regeneration, Equity, Diversity & Inclusion Teaching Self Assessment

*This Self-Assessment is designed to help you reflect on how you embed the principles of regeneration\*, equity, diversity and inclusion in your teaching and course design, as well as provide you with some ideas on how to develop equitable and inclusive learning environments that support students from all backgrounds.*

*\*regeneration means meeting the needs of the present while improving the ability for future generations to meet their own needs.*

Learning Environment				
	Yes	Working on it	Not yet	N/A
When I enter the classroom, I think about accessibility and safety in the space. For example, I check sight lines to make sure all spaces are not blocked, and students can see and hear me.				
I begin the first meeting of my course with a territorial acknowledgement. For example, when I get to the territorial acknowledgement in my course outline, I read it out or speak to it personally. I will revisit the territorial acknowledgement at some other points in a course. To learn more about territorial acknowledgements, click <a href="#">here</a>				
I learn students' preferred names and pronouns and how to correctly pronounce students' names. To learn about pronouncing names, click <a href="#">here</a> .				
I put my course outline, assignments, rubrics, hand-outs, and weekly schedule on Google Classroom.				
I avoid making assumptions and let people identify their identities and pronouns (either privately or in-class). To learn more about using pronouns in the classroom, click <a href="#">here</a> .				

I ask students about their interests, backgrounds and discuss how people learn differently. Have a look at Universal Design for Learning's guidelines around <a href="#">Engagement</a> .				
I provide opportunities in class for students to take breaks (e.g. quiet time, stretching, eating, reflection).				
I let students know about resources available to them at the college (e.g. food bank, student services, and learning strategist). Click <a href="#">here</a> for the student services website.				
I assess my classroom environment for indicators of implicit bias and explicit bias. Have a look at <a href="#">Implicit Bias</a> to learn more.				
I provide regular and accessible office hours.				
My areas of strength in this area are:				
One thing I would like to improve on, learn about or strengthen is:				

<b>Assessment &amp; Feedback</b>				
	Yes	Working on it	Not yet	N/A
Where possible, I provide choice to students on how they demonstrate their learning. For example, a choice in medium or subject, or a visual or oral representation instead of only writing. Have a look at Universal Design for Learning's guidelines around <a href="#">Action &amp; Expression</a> to learn more.				
I provide students the opportunity to self-assess their work so students can reflect on their own learning and development.				
I provide students with rubrics so that they know the expectations and assessment criteria of the assignment. To learn more about rubrics, click <a href="#">here</a> .				

I provide students with the opportunity to reflect on their own learning (and help inform my teaching) by having them complete a mid-term <a href="#">Stop, Start and Continue Survey</a> .				
Where possible, I give students the opportunity to get feedback before submitting a major assignment and provide them with the opportunity to reflect on that feedback to spur further learning.				
Where possible, I allow students to collaborate on homework and class assignments.				
Where possible, I break up major projects into smaller chunks with feedback provided throughout the project.				
I provide information about how students should allocate time on their assignments and let them know about our Learning Strategist who can help students with time-management.				
I provide substantive, timely and specific feedback that emphasizes effort and improvement. Have a look at <a href="#">Feedback Best Practices</a> to learn more.				
I give students the opportunity to take risks and get things wrong by framing this as an essential step to learning.				
I provide explicit information about the purpose of assessment and the skills/knowledge to be gained.				
My areas of strength in this area are:				
One thing I would like to improve on, learn about or strengthen is:				

Curriculum Design				
	Yes	Working on it	Not yet	N/A
I ensure that course outcomes address the four domains of learning: thinking (cognitive), feeling (affective), doing (psychomotor) and being (spiritual or ontological). To learn more about the four domains, click <a href="#">here</a> and to learn about creating learning outcomes that support Indigenous ways of knowing, click <a href="#">here</a> .				
I make sure that assessment and in-class activities align with course learning outcomes. Have a look at <a href="#">backward design</a> to learn more.				
I tackle the impact of my own identity beliefs, cultural assumptions and bias as part of the course design process. Have a look at <a href="#">positionality</a> to learn more.				
I assess course content to make sure it does not perpetuate stereotypes.				
I provide opportunities for students to engage their connection and build affinity for nature.				
I incorporate multiple perspectives and contributions by people (artists/scholars/guest lecturers) from multiple cultures, backgrounds, and identities.				
Where possible, I create opportunities to discuss themes of social justice, equality, diversity, inclusivity and cultural relativity in my class.				
I provide opportunities for learning in community, intergenerational learning, and learning in relationship to the land. To learn about Indigenizing your curriculum have a look at <a href="#">Pulling Together</a> .				
I provide experiential learning opportunities: community based-learning (service projects, learning in community, field trips); project-based learning (inquiry-based, problem solving, capstones); active learning (cooperative and collaborative,				

game-based, participatory); and integrative learning (craft shows, exhibits, internships).				
I take the time to learn about the histories, cultures and contemporary issues of Indigenous peoples in Canada. Learn more about the culture of the Wabanaki peoples <a href="#">here</a> and read the Truth and Reconciliation Report <a href="#">here</a> .				
I reflect on my curriculum; I identify areas where Indigenous perspectives, voices, and content can be incorporated and/or seek guidance on how to respectfully incorporate Indigenous perspectives into the curriculum. For ideas, see <a href="#">100 Ways to Indigenize the Curriculum</a> and <a href="#">Pulling Together: A Guide for Teachers and Instructors</a> .				
I teach the things one might imagine the earth would teach us: silence, humility, holiness, connectedness, courtesy, beauty, celebration, giving, restoration, obligation and wildness. This re-imagining of education comes from David Orr's <a href="#">Earth in Mind</a> .				
My areas of strength in this area are:				
One thing I would like to improve on, learn about or strengthen is:				

Delivery				
	Yes	Working on it	Not yet	N/A
Where possible, I deliver my content in a multimodal way (auditory, visual, physical and tactile) rather than relying on one mode. To learn more, read <a href="#">Multimodal Teaching</a> .				
I conduct class discussions in multiple ways using <a href="#">Liberating Structures</a> . For example, all-class discussion, pairs, and small groups.				
I provide opportunities for students to contemplate the lifecycle of their				

materials/tools from acquisition to end of life.				
I provide opportunities for students to communicate in non-verbal ways. For example, I sometimes use index cards for students to provide their critique in writing.				
I create a classroom climate that encourages students to question and critique course content.				
I acknowledge and remind students that the subjects they are learning do not exist in silos but are interconnected and are part of a larger system.				
I provide opportunities in class for students to reflect on what they have heard, seen and learned.				
I do not assume that students are familiar with terminology; I define key terms and concepts.				
I help students connect their prior knowledge, previous courses or personal/professional interests to new learning.				
I provide opportunities for students to collaborate.				
I give students the time to gather their thoughts before answering questions in class or contributing to discussion.				
I provide both verbal and written instructions. For example, when telling students what we will be covering in class, I also write it on the whiteboard.				
I understand and can share with students some of the ways that my industry is contributing to Climate Change.				
I understand and can share with students some of the ways my industry can contribute to regeneration and/or can help to mitigate/adapt to climate change.				
I do not assume that all students speak English fluently or that all students understand cultural or popular references.				
My areas of strength in this area are:				

One thing I would like to improve on, learn about or strengthen is:

### Course Materials and Resources

	Yes	Working on it	Not yet	N/A
I deliberately choose course materials with students' varied financial backgrounds in mind. For example, using open-sourced resources or ensuring enough copies of the book are on reserve in the library commons.				
I ensure that course materials are accessible to all students (e.g. all videos have closed captions, the text size of the book is not too small).				
I have reading lists and resources that are representative of the diversity in our world. For example, I include 2SLGBTQIA+ artists and scholars in my course content.				
I recognize that the choice of my course materials and readings reflect my perspectives, interests and possible biases.				
I review my course materials and ask what perspectives and voices are missing. For example, are all my course readings generated by white scholars?				
I consider if there are different materials that can be used to minimize costs to students.				
I consider ways in which I can source materials sustainably.				
I provide a range of course materials for students to learn content (for example, readings, videos, podcasts etc.). To learn more, click <a href="#">here</a> .				

I have made efforts to include Indigenous voices, perspectives, artists, and scholars in my course resources.				
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My areas of strength in this area are:  
One thing I would like to improve on, learn about or strengthen is: