Building Rapport

[ ] Begin building rapport with your students by sending an email introducing yourself and inviting them to tell you about themselves. You can also import this Qualtrics pre-course survey [[.qsf](https://catmailohio.sharepoint.com/%3Au%3A/s/pro-inclusivepedagogyacademy/EZxjED04hPlIi1kYi9VdzfAB-kgawlfqVjpB19AbSjsr9Q?e=YF6bN8) for direct import into Qualtrics; [Word document for review; OHIO login required]](https://catmailohio.sharepoint.com/%3Aw%3A/s/pro-inclusivepedagogyacademy/EYPlQDvJsWZPufERxdcK46gBEiVYYeKrfDJ0VRY69VQJJg?e=vkdDpd) to email to your students and modify it for your purposes. If either links do not work, you can also view the survey online at: <https://ohio.qualtrics.com/jfe/form/SV_djwnqXB2oVdubsN>

☐ A mid-semester check-in is an additional opportunity to build rapport and assess how students are doing in your class. Some questions in a mid-semester check-in can provide you with insight about changes that students want to see in your course delivery. While faculty cannot always make these changes, having this feedback may help you in being transparent with students why you are delivering the course in the way in which you are. [[.qsf](https://catmailohio.sharepoint.com/%3Au%3A/s/pro-inclusivepedagogyacademy/EaFKI8GhIbtEi4df69teg7cB2J2L1L7fuTzZdZIBhalxFQ?e=i8HvsK) for direct import into Qualtrics; [Word document for review](https://catmailohio.sharepoint.com/%3Aw%3A/s/pro-inclusivepedagogyacademy/EQb5YNxN52xJkP99imSHDYgBwaygNYlTZWCf41-GlhiIZQ?e=IuOPKT), OHIO login required]. If either links do not work, you can also view the survey online at: <https://ohio.qualtrics.com/jfe/form/SV_eDxmeVXLunmvJAi>

[ ]  Invite students to (optionally) introduce themselves to each other using a PowerPoint slide, and provide them with yours as an example.[[1]](#footnote-1) Here is an example slide that you can update with your own information ([download available with an OHIO login](https://catmailohio.sharepoint.com/%3Ap%3A/s/pro-inclusivepedagogyacademy/ESxllfcTB95HjGL1X10haJUBajaniB1n8GVQ0LM34Zbc7Q?e=4IqsIG)).

[ ] Are you making visible the “hidden curriculum“ (Dogra, et al.)? If you have cultural values or expectations of how students should interact with you or one another, are you providing guidance as to what those are prior to the start of class?

☐This should be tailored to your specific requirements and should provide guidance on how to email you (email etiquette, emailing you from OHIO accounts), what to refer to you as (Dr., Professor), etc. Providing this guidance can help make visible your expectations for students outside of your graded assessments, which can help with their long-term professional development. Language may include:

 My hope is that email communication between us can help you prepare for professional communication in the workplace. As such, I ask that you address me using my honorific (Dr.) and that you use a salutation (e.g., Dear Dr. Murray). I recommend reading [Corrigan and McNabb’s article about students emailing professors](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay). I do not want you to stress about your emails to me; these will not be graded. If you don’t know how to ask something about a class assignment, etc., I can help you consider phrasing! I may provide you with feedback about your email communication so I can support you in your professional development.

☐ Have you analyzed your classroom policies for issues of improved inclusion? For example, when technology is banned from a classroom, except for those with accommodations, it may cause those with accommodations to feel outed to their peers (see Morella-Pozza, 2014 for one person’s experience in a learning environment when technology was banned except for her). Other examples could include expecting your students to have good WIFI access from their phones for required participation in-class, or acceptance of late work?

☐Have you been transparent with students as to why your policies exist, for example if you do not accept late work do you explain your rationale as to how timeliness of assignments is important for peer-review.

[ ] Have you discussed your syllabi language on classroom culture and what it means for the students and you? For examples of classroom culture syllabi language, please visit: <https://www.ohio.edu/instructional-innovation/ctl/resources/syllabus-recommended.html>

[ ] Have you established clear communal expectations as a group, and decided how you as a group will hold each other accountable (you may wish to discuss the difference between calling out versus calling in)? For examples of productive conversation, please visit: <https://www.ohio.edu/instructional-innovation/ctl/resources/syllabus-recommended.html>

☐ Have you incorporated ice-breaker activities that demystifies your field and fosters social identification, particularly in fields that lack diversity (Hunter, et al.)? An example story telling activity which achieves this goal is [available for download with an OHIO login.](https://catmailohio.sharepoint.com/%3Aw%3A/s/pro-inclusivepedagogyacademy/EVe1xr5DlyZKmr0pnnBTA7YBUeBlOYIekS3ZXsZQlhZmCQ?e=JU1jsl)

[ ]  Have you revisited communal expectations as needed throughout the semester? (E.g. when microaggressions occur, see Pasque, et al. 2018 and Bart 2016).

[ ]  Have you held yourself and others accountable to communal expectations and the classroom culture established in your syllabi?

[ ]  Do you provide comprehensive feedback to all students in their assessments, and challenge yourself to grade without viewing their names?

☐ Do you create opportunities for acknowledgement and/or discussion when issues of prejudice and discrimination occur locally, in the state, nationally, or globally. [What happens outside of the classroom matters in the classroom](https://community.chronicle.com/news/703-after-ferguson-some-black-academics-wonder-does-pursuing-a-ph-d-matter).

☐ Do you personalize the experience? For example, send occasional notes of encouragement to your class. Create a culture of appreciation by letting them know what they have done well.

☐ Do you normalize failure? Students may view failure as a sign that they are unable to do something, rather than part of their journey to accomplishing the task. We as educators may also sometimes believe similarly. Normalizing failure and promoting the notion that we are all capable of learning when provided the right tools for success can help our students ultimately achieve.

References:

Bart, Mary. (2016). *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom.* MagnaPublication. https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf

Hunter, Lisa, Seagroves, Scott, Metevier, Anne J., Kluger-Bell, Barry, Raschke, Lynne, Jonsson, Patrik, Porter, Jason, Brown, Candice, Roybal, Gabriel, & Jerome Shaw (2010). Diversity and equity in the lab: Preparing scientists and engineers for inclusive teaching in courses and research environments. Paper presented at the Learning from Inquiry in Practice ASP Conference Series, Santa Cruz, CA. https://isee.ucsc.edu/about/publications/proceedings/2010ASPC\_\_Diversity%20and%20Equity%20in%20the%20Lab.pdf

Morella-Pozza, Dana. (2014). The (Dis)Ability Double Life: Exploring Legitimacy, Illegitimacy, and the Terrible Dichotomy of (Dis)Ability in Higher Education. In Robin M. Boylorn & Mark P. Orbe (Eds.), *Critical Autoethnography: Intersecting Cultural Identities in Everyday Life* (pp. 176-188).

Pasque, Penny A., Chesler, Mark A., Charbeneau, Jessica, & Corissa Carlson. (2013). Pedagogical Approaches to Student Racial Conflict in the Classroom. *Journal of Diversity in Higher Education*, *1*, 1. https://doi-org.proxy.library.ohio.edu/10.1037/a0031695

1. If comfortable, include your photo and pronouns so that other’s may feel encouraged to share theirs. Do not require sharing any identity markers (or photos) as folk may take online classes so that they do not have to disclose as a privacy or safety measure. Make it clear to students that they do not need to share everything that you have shared, and providing information is optional. [↑](#footnote-ref-1)