CETL offers workshops and support services to help with Pivoting this semester:

Physical, Emotional, Social, & Academic Respect	Efforts are made to create an atmosphere that is respectful and accepting for all class members in both individual and group interactions, including opportunities to make and learn from mistakes. **Examples:** *scaffolding or integrating low-stakes assignments that provide opportunity to receive feedback and learn from mistakes prior to evaluation; modeling assertive, non-violent communication skills; providing content warnings prior to viewing discussing sensitive material*



Trustworthiness & Transparency	Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, and maintaining appropriate boundaries. **Examples:** *articulating clear policies and implementing them consistently; providing detailed assignment sheets and grading rubrics; responding to email within the communicated time-frame; avoiding all-or-nothing or zero-tolerance policies that are difficult to enforce consistently; consistent with course navigation and design, creating class routines or rituals*



Support & Connection	All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally. **Examples:** *providing referral information for campus and community resources such as advising and writing services; announcing campus and community events; facilitating peer groups and peer workshops; inviting guest speakers*



Collaboration & Mutuality	All class members act as allies rather than as adversaries to help ensure ones another's success. Opportunities exist for all class members to provide input, share power, and make decisions. **Examples:** *implementing policies and practices that foster success; involving students in creating or revising policies, assignments, and grading; doing with rather doing for students (e.g., editing papers for students); facilitating student-led discussion and activities.*



Empowerment, Voice, & Choice	All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence. **Examples:** *Building in choices where possible (e.g., readings, paper format); integrating active learning; implementing realistic attendance policies (e.g., statements in syllabus to reach out to instructional team if you will be absent before a class); facilitating large and small group discussions so students have multiple opportunities and modes to speak.*



Cultural, Historical, & Gender Contexts	All class members strive to be responsive to historical, cultural, and gender contexts in order to respect one another's diverse experiences and identities. **Examples:** *addressing microaggressions; being aware of personal and disciplinary biases and how they impact teaching and learning (e.g., privileging or disparaging certain dialects, writing styles, or research methods); providing choices to self-identify identities (e.g., choice to identify or not identify pronouns); taking responsibility to address burdening of students to speak for or represent/explain their entire identity group (e.g., if a student is asked to speak for their ethnicity, the instructor addresses this).*



Resilience, Growth, & Change	All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change. **Examples:** *providing formative & summative assessments; pointing out what was done well; assigning multiple drafts; holding one-on-one conferences; facilitating peer feedback; rewarding success & effort; soliciting feedback from students to improve the course; conveying optimism*



Areas of Teaching and Course Organization	Instructor Actions
Transparent Course Policies	☐ Post your Syllabus on Canvas by the first day of class ☐ Include a specific and flexible sick policy that takes into consideration student illness and mental health needs ☐ Create a transparent Gradebook on Day 1 that includes all assignments and grading categories ☐ Include the "Help + Support" sections of the CETL Course Template to direct students to campus resources ☐ Provide a flexible attendance and participation policy that gives students online and in-person opportunities
Transparent Course Structure	☐ Reuse and revamp your previous Canvas course ☐ Leverage online tools and content that offer students consistency and structure (e.g., recorded lectures with shared slides, assignment descriptions, module overviews, online submissions, Canvas announcements, and virtual office hours) ☐ Clearly identify synchronous and in-person meeting requirements and what students can expect to do in both settings ☐ Guide online social learning with your course design, using Discussion Forums, synchronous sessions, group work, and technology that encourages collaboration ☐ Use in-person class time to check for understanding, build upon lectures/readings/online activities, facilitate discussions, and add flexibility to attendance and participation
Regular Communication with Instructor and Peers	☐ Post your Office Hours and information on how students can contact you (including email, Zoom, etc.) ☐ Include an FAQ Discussion Forum in Canvas where students can ask the Instructor questions about the course ☐ Include a Student Forum in Canvas where students can ask one another questions ☐ Communicate regularly with students using Canvas Announcements
Student Connection and Instructor Personalization	☐ Create a Canvas Introductions Discussion and ask students to introduce themselves as your first class assignment ☐ Create an About Me section of your course and introduce yourself to your students ☐ Directly discuss the pandemic and current context in your class to create safe and open communication with students ☐ Check your email for OSD Accommodation emails and work to make your course accessible for students
Access CETL Support Services	☐ Utilize CETL Virtual Support Services for help with teaching and course design ☐ Take CETL Workshops to learn effective practices for teaching and course design