## ADDENDUM:

## DIVERSITY COUNCIL CURRICULUM COMMITTEE

## RESOURCES FOR SYLLABI, EVALKIT

## AND REFLECTIONS ON PEDAGOGY

## (More information visit: diverse.unm.edu, Last Updated May 14, 2021)

## The following are suggestions regarding syllabi language:

UNM ACCESSIBILITY RESOURCE CENTER

This is the sample syllabus statement from UNM Accessibility Services:

Students with disabilities:  UNM is committed to providing courses that are inclusive and accessible for all participants. As your instructor, it is my objective to facilitate an accessible classroom setting, in which students have full access and opportunity. If you are experiencing physical or academic barriers, or concerns related to mental health, physical health and/or COVID-19, please consult with me after class, via email/phone or during office hours. You are also encouraged to contact Accessibility Resource Center at [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) or by phone 277-3506.

LAND ACKNOWLEDGEMENT (DIVERSE.UNM.EDU)

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

IMPORTANT DROP/ADD DEADLINES

Please consider including information in your syllabi about deadlines for dropping or adding courses as well as changing from a letter grade to credit/no credit, audit or withdrawal. For more information visit: https://registrar.unm.edu/

UNIVERSAL DESIGN PRINCIPLES

Universal Design for Learning (UDL) principles, which emphasize the use of multiple means of representation, expression and engagement during lesson development in order to effectively reach the widest possible number of students from the outset, rather than through individual "retrofits" of instruction and assessment.

VETERAN SUPPORT SERVICES

If you are a veteran, I strongly encourage you to self-identify to me, especially if you seek awareness for or need accommodations. For additional assistance, please contact Frances Duran (Campus Branch Registrar) at 505 925-8585 or fduran@unm.edu

CITIZENSHIP AND/OR IMMIGRATION STATUS

I welcome all students in this class regardless of citizenship, residency, or immigration status. I respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are generally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM has made a core commitment to the success of all our students, including members of our undocumented community (<http://undocumented.unm.edu/>)

ACCOMMODATION FOR SPIRITUAL TRADITION AND/OR FAITH-BASED OBSERVANCE

Please notify me of your obligations to spiritual tradition or faith affiliation. Reasonable accommodation for such observances will be considered upon request in advance**.**

BELOW ARE ADDITIONAL RESOURCES THAT SHOULD BE INCLUDED IN SYLLABI:

TITLE IX

Our classroom and our university should always be spaces of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the Lobo RESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because UNM faculty, TAs, and GAs are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member, TA, or GA must be reported by that faculty member, TA, or GA to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>

CENTER FOR ACADEMIC PROGRAM SUPPORT (CAPS)

The Center for Academic Program Support (CAPS) offers FREE one-on-one tutoring in a variety of subjects, including writing. For more information, please call (505)-277-4560 or email at caps@unm.edu. CAPS is located on the third floor of the Zimmerman Library. Website: <http://www.unm.edu/~caps>

Accessibility Services Agora Crisis Center

2021 Mesa Vista Hall 1820 Sigma Chi Rd

(505)-277-3506, Email: [arcsrvs@unm.edu](mailto:arcsrvs@unm.edu) (505)-277-3013, 866-HELP-1-NM

Website: https://arc.unm.edu/ Website: <http://www.agoracares.org/>

African American Student Services American Indian Student Services

1130 Mesa Vista Hall 1119 Mesa Vista Hall

(505)-277-5645, Email: afro@unm.edu (505)-277-6343, Email: aiss@unm.edu

Website: https://afro.unm.edu/ Website: <http://aiss.unm.edu/>

College Enrichment Program/First Gen. Programs El Centro de la Raza

3011 Mesa Vista Hall 1153 Mesa Vista Hall

(505)-277-5321, Email: cep@unm.edu (505)-277-3013, Email: elcentro@unm.edu

Website: https://cep.unm.edu/ Website: http://elcentro.unm.edu/

Student Health & Counseling Women’s Resource Center

Building 73 1160 Mesa Vista Hall

Info & Medical Appt: (505)-277-3136 (505)-277-3716, Email: women@unm.edu

Counseling: (505)-277-4537 Website: http://women.unm.edu/

Website: http://shac.unm.edu/

Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Resource Center

1919 Las Lomas NE

(505)-277-5428; (505)-277-0834

Email: lgbtqrc@unm.edu,

Website: http://lgbtqrc.unm.edu

GENDER NEUTRAL RESTROOMS

<https://lgbtqrc.unm.edu/services/universal-restrooms.html>

LACTATION STATIONS

<https://news.unm.edu/news/lactation-stations-provide-support-for-breastfeeding-moms-on-the-unm-campus>

## The following are suggested questions for EVALKIT as well as statement about the use of student feedback in evaluations of teaching:

1. This course sought to promote a broad scale understanding of power and institutional/systemic/structural racism and/or settler colonialism and/or other system of intersecting inequality such as heteropatriarchy, ableism, nativism, other systemic inequality. On the following scale, how well did this course address the diversity curriculum criteria described above?
   1. Strongly agree
   2. Agree
   3. Unsure/neutral
   4. Disagree
   5. Strongly disagree
2. This class helped me make connections between my own social location/lived position in systems of inequality/grids of power, narratives of identity and ethical and political commitments.

\_\_\_Yes \_\_\_ No

1. This class helped me make connections between my academic life and home life and community.

\_\_\_Yes \_\_\_ No

American Sociological Association. 2019. Statement on Student Evaluations of Teaching American Sociological Association. Endorsed by over twenty scholarly association.

<https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf>

**The following are questions that invite instructors to reflect on their pedagogy:**

We invite you to reflect on some of your promising strategies for improving student success through culturally responsive teaching.

How does your course demonstrate (incorporate, include, or leverage) the value of students' culture, language, identities, experiences, and communities? What strategies do you use?

*Examples of Question #1:*

* *Providing students choice in an assignment that allows them to make a connection between their academic life and home life.*
* *Creating opportunities for the course to analyze and critique the discipline’s racial or cultural blind spots, such as challenging the assumption that Law is objective.*
* *Allowing students to choose design or capstone projects that focus on community-based and accountable to community partners.*

How do your identity, background, culture, values and experiences shape your teaching?

*Examples of Question #2:*

* *Recognizing and providing examples of how our lives are sites for the reproduction/challenges to racism, sexism, class privilege through our daily and lifelong reflection on our actions and practice*
* *Acknowledging that while no individual created systems, institutions and structural inequality, we are all located in system of inequality/resistance to inequality/oppression by race, gender, class, sexuality, citizenship, etc.*
* *Engaging in critical and on-going self-reflexivity about one’s lived position in systems of inequality by reflecting on how racism, classism, heteropatriarchy and other systems of privilege, power and discrimination shape your life (e.g., experiences of students who are the first in their families to earn a four-year college degree may differ by race, sexuality, gender as well as nativity).*