

Introduction: Inclusion as an Institutional Imperative for Saint Louis University

Understanding that a Jesuit education “entails caring for the whole person — mind, body and spirit — and encouraging students to become well-rounded people” ([Jesuit Tradition, Saint Louis University website \[LINK\]](#)) means that the classroom can and should be a place to foster this rightly-valued wellness and well-roundedness. Saint Louis University needs to recognize that such classroom experiences are shaped by the structure of individual courses and by the larger institutional context in which those courses are taught. SLU’s institutional imperative for an education shaped by social justice “constitute[s] our highest calling” ([Magis: Saint Louis University’s Strategy for the Future \[LINK\]](#)) and necessitates policy initiatives that promote equitable and inclusive classroom conditions wherein diverse groups and individuals can interact with and learn from one another.

In recent years, the need to advance inclusion has only grown stronger. In 2014, student and community activists held a week-long demonstration on campus to protest racial injustices locally and nationally. The protest ended peacefully with the [Clock Tower Accords \[LINK\]](#), a 13-point agreement that aligns with our mission and aims to further SLU’s effort to become a more diverse and inclusive campus. In addition, the University’s President, and SLU’s most recent strategic plan, are calling us to become a more inclusive campus by “promot[ing] diversity in the student population by actively recruiting and supporting those from domestic groups historically underrepresented at SLU,” and “becom[ing] a more diverse and inclusive community” in all areas of the University ([Magis: Saint Louis University’s Strategy for the Future, 2015 \[LINK\]](#)). These efforts build on SLU’s commitment to “increase[ing] the diversity of the undergraduate student body” and to “increase[ing] student retention and graduation levels” ([Strategic Enrollment Management Plan \[LINK\]](#)). All of these contextual factors, combined with recent strides toward a common undergraduate core curriculum, offer a unique opportunity for the University to formalize its commitments to inclusion in concrete ways, from policy and process change to curriculum reform to capacity-building and shared understanding.

Exploring Possibilities through Dialogue: The Campus Dialogue Grant Project

In January 2017, building on its existing efforts to advance inclusive teaching practices at SLU and seeking to build on the momentum of recent campus events, the Paul C. Reinert, S.J. Center for Transformative Teaching and Learning secured a Campus Dialogue Grant from [Bringing Theory to Practice \[LINK\]](#), an independent national initiative focused on advancing what it identifies as the “greater purposes of higher education: engaged learning and discovery, civic purpose, well-being, and preparation for a meaningful life” (BTtoP website). Recognizing that these “greater purposes” clearly echo principles in [the Ignatian Pedagogical Paradigm \[LINK\]](#), Reinert Center leadership proposed the creation of a diverse Campus Dialogue Team. This team would engage in five dialogue meetings over the course of the year in order to develop a set of action recommendations for University leadership to prioritize inclusive learning environments across the undergraduate experience.

The Campus Dialogue Team consisted of ten members of the SLU community, including administrators at various levels, faculty members of various disciplines and statuses, a graduate student instructor, and student affairs representatives. (See [Appendix A](#) for a list of team members.) Some members were formally connected to ongoing core curriculum reform work, while others provided leadership on co-curricular learning experiences. Dialogue meetings and activities were facilitated by Reinert Center leadership.

The project focused on two guiding questions: ***What would it look like if all formal learning experiences at Saint Louis University were intentionally designed for inclusion?*** And ***what would it take to get there?*** To ground their dialogues, the team developed a shared definition for inclusive education, drawing on previous work by the Reinert Center:

Inclusive education is *the responsible use of course design and teaching methods and class time to create equitable learning environments where all learners can be successful, in a space that allows for the fullness of differences in identity, background, and ability.*

Crucial to this definition is an explicit commitment to recognizing opportunities for inclusion and respect in all aspects of a course, from syllabus design to assessment methods, from instructional strategies to classroom layout. The commitment to inclusive teaching is a commitment continuously enacted, in small and large ways. To have the greatest possible impact, it also is a commitment that must be supported and rewarded by the institution in which it occurs.

Working from this general understanding of inclusive education, the team engaged in five structured dialogue meetings from March to October 2017. These dialogues focused on a range of topics, from professional development and incentives needed to advance inclusive classroom practices to existing initiatives that might offer fruitful opportunities for collaboration to institutional culture and structures that actively promote inclusion. (See [Appendix B](#) for an overview of the guiding questions for each dialogue meeting.) Team members considered local, classroom-level practices, as well as broader institutional policies and initiatives that may be needed to scale inclusive teaching across the University. Although SLU's Reinert Center serves as an important resource for faculty who wish to develop more inclusive courses, the team quickly recognized that individual instructor practice alone cannot meaningfully advance the work of inclusive learning across the institution. This fundamental assumption guided team members' work and informed the vision and recommended action items resulting from the dialogues.

Meeting the Institutional Imperative: Recommendations to Advance Inclusive Learning

In order to move the University forward to meet its institutional imperative for inclusion, the Core Dialogue Team developed seven core recommendations for the future. For each core recommendation, the team has further identified concrete actions that serve as starting points for achieving those recommendations.

1 | Develop a required first-year experience that builds student capacity for dialogue and deepens student understanding of diversity, equity, and inclusion.

Essential starting points for this recommendation include:

- Integrate elements of existing Intergroup Dialogue course into a common first-year experience.
- Integrate an internship requirement or other experiential learning component.
- Integrate formal learning experiences that more fully and deeply involve and engage the community of St. Louis.
- Develop structures to support inclusive teaching in the first-year experience.

- Include professional development focused on inclusive teaching practices for all faculty teaching common first-year experience course(s).

2 | Regularly offer professional development opportunities aimed at helping faculty incorporate inclusive teaching practices into their classrooms.

Essential starting points for this recommendation include:

- Develop and regularly offer a robust, formal faculty development program focused on inclusive teaching practices. Include experiential activities to raise awareness of one's own and others' social identities (e.g., Harvard's Implicit Bias Test, "last straw" exercise on social determinants of health, "Crossing the Line" journal club activity, Intergroup Dialogue activities, etc.).
- Enhance, promote, and use the Reinert Center's Inclusive Teaching web resources. This may include the development of an online repository of inclusive teaching best practices examples, a resource library/toolkit on Universal Instructional Design, and the like.
- Provide incentives (e.g., small grants, fellowships) for faculty champions who wish to develop more inclusive teaching practices and train colleagues in these practices.
- Incorporate a focus on inclusive teaching practices into new faculty orientation.
- Incorporate a focus on inclusive teaching practices into training for graduate students.
- Make available targeted professional development opportunities on inclusive teaching practices for school/college/department retreats.
- Provide new or ongoing faculty development as part of the core curriculum revision.
- Foster faculty communities of practice to advance inclusive teaching and mentoring (e.g., create new opportunities for faculty to share experiences and challenges with students outside the classroom; identify faculty "champions" within departments, similar to University Mission Liaisons).
- Consider relevant institutional data (e.g., FSSE results, D/F/W rates, Inclusive Teaching Practices Inventory results) to target faculty development efforts as needed.

3 | Regularly offer professional development opportunities to institutional leadership in order to create a more diverse, equitable, and inclusive campus culture.

Essential starting points for this recommendation include:

- Provide Intergroup Dialogue training to all Board of Trustees members as part of Board development.
- Provide Intergroup Dialogue training and other relevant professional development experiences to all senior University leadership to ensure support for inclusive teaching.
- Provide development for department chairs in inclusive teaching practices (perhaps incorporating this focus into existing chairs' meetings).
- Provide specific direction and training to all hiring managers related to developing and implementing a Diversity Hiring Plan.

4 | Bring a diversity, equity, and inclusion lens to institutional planning efforts.

Essential starting points for this recommendation include:

- Create a student advisory board (possibly through the Student Government Association) for inclusion and diversity in the classroom.
- Create a Diversity, Equity, and Inclusion Committee of the Board of Trustees.
- Make a conscious and sustained effort to increase racial and gender diversity on the Board of Trustees.
- Increase the racial, gender, and ethnic diversity in senior leadership positions at the University.
- Provide formal training and discussion toward identifying, recruiting, hiring, training, retaining and promoting a diverse and mission-oriented 1) undergraduate student body; 2) graduate student body; 3) staff; and 4) faculty.
- Achieve an institutional profile that meets the threshold to be eligible for external diversity, equity, and inclusion funding.

5 | Develop and/or enhance policies to support and promote inclusive learning environments.

Essential starting points for this recommendation include:

- Require hiring managers to develop a Diversity Hiring Plan.
- Add/modify Student Course Evaluation questions to measure inclusion.
- Set expectations that new courses and programs are committed to inclusive teaching and learning (e.g., through new questions on course / program proposal forms).
- Develop a standard syllabus statement of commitment to inclusive teaching practices.
- Require faculty to complete online module on implicit bias (e.g., Harvard's Implicit Bias Assessment or something similar).
- As part of the undergraduate core curriculum, create universal formal learning experiences intentionally designed for inclusion.

6 | Regularly collect and analyze relevant data, and use that data to make improvements.

Essential starting points for this recommendation include:

- Regularly (at least annually) analyze and act on institutional data relative to student academic success (such as D/F/W rates). Actions may include course/curriculum revision and targeted faculty development, among other things.
- Regularly participate in Faculty Survey of Student Engagement to get a baseline snapshot of inclusive / engaging teaching practices. Lessons learned may influence targeted faculty development and co-curricular programming, among other things.
- As part of regular administering of the National Survey of Student Engagement, add the optional module for Inclusiveness and Engagement with Cultural Diversity.
- Regularly administer the Inclusive Teaching Practices Inventory to all faculty to raise awareness and to establish a baseline and comparison data over time.

7 | Enhance the built (and digital) environment to support inclusive learning experiences.

Essential starting points for this recommendation include:

- Conduct an audit of classroom spaces on campus, looking for capacity, furniture, and layout that would either foster or preclude inclusive (active, engaging) teaching.
- In response to the classroom spaces audit and in conjunction with the Campus Master Plan, develop an Inclusive Teaching Spaces plan.
- Implement the Inclusive Teaching Spaces plan, and ensure adequate availability of inclusive teaching spaces across campus.
- Ensure that buildings and digital sites are designed for ADA compliance.
- Create spaces for gathering/meeting and spaces for student/faculty interactions.
- Ensure that any newly-adopted, campus-wide technologies support accessible learning experiences.

Obviously, there are intersections among the core recommendations and the specific actions that can advance them. Additionally, further planning will be needed in order to implement these action items. However, the team believes these actions represent minimum standards for building capacity (among students, faculty, administrators, staff, and Trustees) and creating institutional structures needed to advance inclusion in a meaningful way.

Next Steps

In many ways, the first step toward a more inclusive learning environment has already been taken. The dialogue meetings, and continuing efforts in their own spheres of influence by Core Dialogue Team members, have raised awareness and brought to light existing opportunities for continued engagement. By sharing this report with University leadership, the team hopes to spark other ideas for advancing inclusion. Certainly, the Reinert Center will continue to act on some of the faculty development initiatives described here, whether or not the full set of recommendations is endorsed by the Provost, President, and the Board of Trustees. However, if the full set of recommendations is endorsed by University leadership, clear accountability and ownership will be needed to ensure follow-through. To achieve this work, it may be necessary to convene a committee or working group (perhaps including members of the Core Dialogue Team) to implement and track achievement of proposed actions. Some recommendations would require additional planning and financial investment, as well.

To support accountability and ownership – and to identify existing opportunities and resources that may advance the work described here – the team has identified areas and roles that would be accountable for each action, as well as provided some additional thoughts to inform further planning. (See [Appendix C](#) for this more-detailed information.) Ultimately, for these efforts to take root, the commitment to inclusive teaching and learning must be embedded in all other institutional commitments, not “added on” to them.

Appendix A: Campus Dialogue Team

Core Team Members

Margaret Bultas (faculty, Nursing)
Laura Franklin (chair, Fine and Performing Arts)
Mona Hicks (Dean of Students)
Chad Huddleston (adjunct faculty, Sociology and Anthropology)
Jack Kennell (chair, Biology)
Michael Lewis (associate provost for faculty affairs and development)
Jonathan Smith (chief diversity officer)
Leah Sweetman (Center for Service & Community Engagement)
Beth Tobo (doctoral student, Epidemiology)
Penny Weiss (chair, Women's and Gender Studies)

Facilitators

Debra Rudder Lohe (director, Reinert Center)
Gina M. Merys (associate director, Reinert Center)

Appendix B: Campus Dialogue At-A-Glance

Bracketed items in blue are relevant components of the Ignatian Pedagogical Paradigm; items in green are relevant components of the AAC&U's Greater Purposes of Higher Education.

Dialogue #1: Setting the Stage for Inclusive Teaching (Feb 2017)	
[context]	Guiding Questions: - What would it look like if all formal learning experiences were inclusively designed?
[campus culture]	- What would it take to get there? - What does this group hope to accomplish? - How is inclusive teaching linked to SLU mission?
Dialogue #2: Creating Inclusive Classes (Mar/Apr 2017)	
[experience]	Guiding Questions: - What are inclusive teaching practices?
[learning & discovery]	- What kinds of development do/might SLU instructors need to increase these? - What incentives/rewards exist? Are needed?
Dialogue #3: Inclusive Teaching for Holistic Learning (May 2017)	
[reflection]	Guiding Questions: - What is current use of inclusive teaching at SLU?
[well-being]	- What campus conditions are needed to advance inclusive teaching? - How does inclusive teaching foster well-being (for students, for faculty)? - What kinds of development do/might SLU educators need to increase inclusive practice? - What incentives/rewards exist? Are needed?
Dialogue #4: Learning with the Community (Sept 2017)	
[action]	Guiding Questions: - What role does/should the greater St. Louis community play in inclusive teaching?
[civic purpose]	- In what ways are community-engaged learning experiences linked to inclusive teaching? - Do inclusive teaching practices serve as a model for students' work in the community? - What kinds of development do/might SLU instructors need? - What incentives/rewards exist? Are needed?
Dialogue #5: Teaching after the Clock Tower Accords (Oct 2017)	
[evaluation]	Guiding Questions: - What has changed since the Accords?
[living in the world]	- Where does SLU go from here?
<i>Nov 2017-Jan 2018</i>	- Draft recommendations report for campus action

Appendix C: Recommendations to Advance Inclusive Learning: Accountability and Planning Notes

Core Recommendation #1: Develop a required first-year experience that builds student capacity for dialogue and deepens student understanding of diversity, equity, and inclusion.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Integrate elements of existing Intergroup Dialogue course into a common first-year experience	Univ. Undergraduate Core Curriculum Committee (UUCCC)	Current Intergroup Dialogue (IGD) course is a model for focusing this learning/skill (may be logistical issues). In the IGD course, trained student facilitators lead weekly dialogues on issues of race, gender, or other social identities. The course provides a safe space for individuals to discuss difficult topics and enhances students' communication skills.
Integrate an internship requirement or other experiential learning component.	UUCCC	Reinert Center and Career Services may provide support
Integrate formal learning experiences that more fully and deeply involve and engage the community of St. Louis.	UUCCC	CSCE and the Reinert Center can provide support Public Health may have a model to adopt/adapt
Develop structures to support inclusive teaching in the first-year experience.	UUCCC	The team recommends that all proposals for courses meeting the new core learning outcomes include a statement on inclusive teaching practices.
Include professional development focused on inclusive teaching practices for all faculty teaching common first-year experience course(s).	UUCCC	The Reinert Center can create customized programming to support this action

Core Recommendation #2: Regularly offer professional development opportunities aimed at helping faculty incorporate inclusive teaching practices into their classrooms.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Develop and regularly offer a robust, formal faculty development program focused on inclusive teaching practices. Include experiential activities to raise awareness of one's own and others' social identities.	Associate Provost for Faculty Affairs and Development, Reinert Center, VP for Diversity and Community Engagement	<p>A key benefit of expanding capacity in this area across the faculty would likely be the reduction of a currently inequitable burden placed on faculty from marginalized identities in the area of student mentoring.</p> <p>Financial investment likely needed to support this action.</p> <p>Possible resources to consider for the program: Harvard's Project Implicit [LINK] bias test, the "last straw" exercise on social determinants of health [LINK], "Crossing the Line" by Michael Burns [LINK], Intergroup Dialogue activities, and more.</p>
Enhance, promote, and use the Reinert Center's Inclusive Teaching web resources. This may include the development of an online repository of inclusive teaching best practices examples, a resource library/toolkit on Universal Instructional Design, and the like.	Reinert Center	Inclusive Teaching web resources [LINK] ; University of Minnesota UID course and program checklists [LINK] may provide useful models
Provide incentives (e.g., small grants, fellowships) for faculty champions who wish to develop more inclusive teaching practices and train colleagues in these practices.	Provost	<p>The Reinert Center can support development</p> <p>Financial investment likely needed to support this action</p>
Incorporate a focus on inclusive teaching practices into new faculty orientation.	Associate Provost for Faculty Affairs and Dev., Reinert Center	
Incorporate a focus on inclusive teaching practices into training for graduate students.	Associate Provost for Academic Affairs, Reinert Center, Chairs and Deans	

Make available targeted professional development opportunities on inclusive teaching practices for school/college/department retreats.	Reinert Center	Deans and chairs already can request customized workshops and facilitated conversations from the Center.
Provide new or ongoing faculty development as part of the core curriculum revision.	UUCCC, Reinert Center	The UUCCC already can request customized professional development related to core.
Foster faculty communities of practice and mentoring opportunities to advance inclusive teaching and mentoring.	Associate Provost for Faculty Affairs and Development, VP for Diversity, Reinert Center, Deans, Chairs/Directors	<p>There are multiple opportunities to foster faculty learning communities on relevant topics – book groups, faculty panels, brown bag discussions, etc. The Reinert Center and/or the VP for Diversity also could create a “liaisons” program.</p> <p>Financial investment may be needed to purchase materials, provide refreshments, and/or compensate faculty leaders (if formal learning communities are established).</p>
Consider relevant institutional data (e.g., FSSE results, D/F/W rates, Inclusive Teaching Practices Inventory results) to target faculty development efforts as needed.	Associate Provost for Faculty Affairs/ Development, Reinert Center, Office of Institutional Research	<p>As new data is collected and becomes available (see Core Recommendation #6), that data may be used to inform existing and new professional development opportunities.</p> <p>Support from the Office of Institutional Research will be needed.</p>

Core Recommendation #3: Regularly offer professional development opportunities to institutional leadership in order to create a more diverse, equitable, and inclusive campus culture.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Provide Intergroup Dialogue training to all Board of Trustees members as part of Board development.	Board of Trustees	Training may be sought from the University of Michigan's Program on Intergroup Relations and/or by SLU faculty who have the knowledge and authority to train with that model.
Provide Intergroup Dialogue training and other relevant professional development experiences to all senior University leadership to ensure support for inclusive teaching.	President, Provost	Training may be sought from the University of Michigan's Program on Intergroup Relations and/or by SLU faculty who have the knowledge and authority to train with the IGD model. The Reinert Center can provide customized programming to expand understanding of inclusive teaching and learning among University leadership.
Provide development for department chairs in inclusive teaching practices (perhaps incorporating this focus into existing chairs' meetings).	Provost	The Reinert Center can provide customized programming to support this action.
Provide specific direction and training to all hiring managers related to developing and implementing a Diversity Hiring Plan.	Provost, VP for Human Resources, Institutional Equity & Diversity, Office of General Counsel, VP for Diversity	Demographic hiring data (see Core Recommendation #6) will be useful to this action. Knowledge- / capacity- building also may be needed for search committees.

Core Recommendation #4: Bring a diversity, equity, and inclusion lens to institutional planning efforts.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Create a student advisory board (possibly through the Student Government Association) for inclusion and diversity in the classroom.	Student Government Association (SGA), Provost, VP for Diversity, VP for Student Development, Dean of Students Office	<p>The advisory board could bring concerns forward to the Provost.</p> <p>SGA administered a survey of students around 2010-2011 that had some data related to students' perceptions of faculty incivility in the classroom. This survey may be worth administering again (or something similar) to inform the advisory board's work.</p>
Create a Diversity, Equity, and Inclusion Committee of the Board of Trustees.	Board of Trustees	<p>Such a committee would raise the visibility and importance of diversity, equity, and inclusions matters affecting Board decisions.</p> <p>The committee could work with the Board to identify individuals for Board membership who are from under-represented groups.</p>
Make a conscious and sustained effort to increase racial and gender diversity on Board of Trustees.	Board of Trustees	The Diversity, Equity, and Inclusion BOT committee could begin collecting and disseminating demographic data on Board membership as a demonstration of the Board's commitment to diversity.
Increase the racial, gender, and ethnic diversity in senior leadership positions at the University.	President, Provost, Board of Trustees	
Provide formal training and discussion toward identifying, recruiting, hiring, training, retaining and promoting a diverse and mission-oriented 1) undergraduate student body; 2) graduate student body; 3) staff; and 4) faculty.	President, Provost, VP for Human Resources, Institutional Equity & Diversity, VP for Enrollment and Retention Management, VP for Diversity, Deans	
Achieve an institutional profile that meets the threshold to be eligible for external diversity, equity, and inclusion funding.	President, Provost, VP for Diversity, VP for Research	

Core Recommendation #5: Develop and/or enhance policies to support and promote inclusive learning environments.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Require hiring managers to develop a Diversity Hiring Plan.	Provost, VP for Human Resources, Institutional Equity & Diversity	Related policies may need to be developed to support this action.
Add/modify Student Course Evaluation questions to measure inclusion.	Provost	<p>Analysis needs to be conducted to determine if current question set supports this action.</p> <p>Any new questions should be developed in consideration of existing research on effective questions for student ratings systems.</p>
Set expectations that new courses and programs are committed to inclusive teaching and learning (e.g., through new questions on course / program proposal forms).	College/school curriculum committees, UAAC, GAAC, UUCCC	New course/program proposal forms may be revised to include questions about how the new course(s) or program(s) advance inclusive learning and/or diversity and inclusion.
Develop a standard syllabus statement of commitment to inclusive teaching practices.	Provost, Deans, Chairs/Directors	Creates a concrete action as part of work faculty already do (i.e., creating syllabi). Faculty may choose to include this statement alongside other standard syllabus statements.
Require faculty to complete online module on implicit bias.	Provost, VP for Human Resources	May include/be modeled on Harvard's implicit bias test. Compliance could be monitored similarly to Title IX online learning module completion.
As part of the undergraduate core curriculum, create universal formal learning experiences intentionally designed for inclusion.	UUCCC	Linked to actions in Core Recommendation #1 above.

Core Recommendation #6: Regularly collect and analyze relevant data, and use that data to make improvements.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Regularly (at least annually) analyze and act on institutional data relative to student academic success (such as D/F/W rates). Actions may include course/curriculum revision and targeted faculty development, among other things.	Provost, Office of Institutional Research, Deans, Chairs/Directors, UUCCC	Deans and chairs/directors may use data to inform course and curriculum revisions. The Reinert Center may provide support on course and curriculum revision and on faculty development needs.
Regularly participate in Faculty Survey of Student Engagement to get a baseline snapshot of inclusive / engaging teaching practices. Lessons learned may influence targeted faculty development and co-curricular programming, among other things.	Provost, Office of Institutional Research	Deans and chairs/directors may use data to inform course and curriculum revisions. University administrators may use data to shape institutional policy. The Reinert Center may provide support on course and curriculum revision and on faculty development needs.
As part of regular administering of the National Survey of Student Engagement, add the optional module for Inclusiveness and Engagement with Cultural Diversity	Provost, Office of Institutional Research	Deans and chairs/directors may use data to inform course and curriculum revisions. Student Development may use data to improve co-curricular learning experiences. University administrators may use data to shape institutional policy. The Reinert Center may provide support on course and curriculum revision and on faculty development needs.
Regularly administer the Inclusive Teaching Practices Inventory to all faculty to raise awareness and to establish a baseline and comparison data over time.	Reinert Center	Data collected may inform new/enhanced faculty professional development programming.
Regularly track and analyze hiring demographic data.	Provost, VP for Human Resources, Institutional Equity & Diversity	

Core Recommendation #7: Enhance the built (and digital) environment to support inclusive learning experiences.

Key Action	Accountable Person(s)/Unit(s)	Additional Information
Conduct an audit of classroom spaces on campus, looking for capacity, furniture, and layout that would either foster or preclude inclusive (active, engaging) teaching.	Provost, VP for Facilities	The Reinert Center also could provide guidance on this action.
In response to the classroom spaces audit and in conjunction with the Campus Master Plan, develop an Inclusive Teaching Spaces plan.	Provost, CFO, VP for Facilities, CIO	The Reinert Center also could provide guidance on this action. Financial investment will be needed to support this action item.
Implement the Inclusive Teaching Spaces plan, and ensure adequate availability of inclusive teaching spaces across campus.	Provost, CFO, VP for Facilities, CIO	Financial investment will be needed to support this action item.
Ensure that buildings and digital sites are designed for ADA compliance.	Provost, CFO, VP for Facilities, VP for Marketing and Communications	Financial investment will be needed to support this action item.
Create spaces for gathering/meeting and spaces for student/faculty interactions.	Provost, CFO, VP for Facilities	Financial investment may be needed to support this action item.
Ensure that any newly-adopted, campus-wide technologies support accessible learning experiences.	Provost, CIO, CFO, LTAC	Financial investment will be needed to support this action item.