

DIVERSITY, EQUITY, INCLUSION

Stephen David Grover

As a scholar and teacher, I value diversity and am committed to inclusion and accessibility for all students regardless of age, sex, gender identity, sexual orientation, race, ethnicity, nationality, physical or cognitive ability, economic status, or other category. The following are ways I work to include all my students and promote an egalitarian and positive learning environment.

Accessibility

I rarely need to make special accommodations for students for the simple reason that almost all reasonable accommodations are already built into my courses. For example:

- **Attendance:** I generally allow students to attend classes virtually or to view recorded class sessions when illness, sports, stress and other factors make in-person attendance difficult.
- **Late Work:** I typically allow late work without penalty except in cases such as peer review, when students are reliant on others to complete their work in a timely manner.
- **Revising Work:** In all my writing courses, students are able to revise and resubmit major projects for a new grade, without limitation.
- **Participation:** I never require a single, graded form of participation. Instead, I employ software such as Slack to give students space outside the classroom where they can contribute in the way most comfortable and accessible to them.

I also ensure that my websites and course materials are fully accessible to anyone regardless of differences in vision, hearing, mobility, or other factors, and I make alterations when necessary, as when I taught a deaf student in a fully online class that met synchronously with audio and text, requiring a real-time transcriber and other modifications.

Fair Grading Practices

I work hard to ensure my grading practices are fair, transparent, antiracist, and nondiscriminatory. In many of my writing-intensive courses, I use a [specifications grading](#). Similar to contract grading, specifications grading brings transparency to the grading process while acknowledging its subjectivity and accommodating anti-racist pedagogy. It rewards students for the effort they put into learning while also holding them accountable for achieving a course's learning outcomes.

I myself have worked and studied overseas, thus becoming the linguistic and cultural "other," and I have worked extensively with English language learners and those who speak English from a cultural background different than my own. Therefore, I am aware of and sympathetic to those who struggle to become proficient in the mythical "Standard American English." My focus is to empower students in their use of language—rather than to police errors—so that students of all backgrounds can feel greater control over how they present themselves to the world and are seen by it.