

Inclusive Teaching Practices Checklist

Motivate Learning / Establish Relevance

- Situate the course/learning experience in a broader global and/or societal context.
- Connect the course/learning experience to other courses within or outside of the major.
- Discuss how the course/learning experience will help students function more effectively with a diversity of people.
- Relate specific topics within a course/learning experience to previous and future topics.
- Provide students opportunities to make connections inside and outside of the course/learning experience.
- Use personal anecdotes to create interest among students.
- Other:

Get to know your students as individuals and create opportunities for students to do the same

- Examine your background and experiences (so that you understand how your students see you).
- Consider your academic traditions and biases.
- Learn students' names.
- Ask about students' interests.
- Ask about students' experiences with and concerns about the subject matter.
- Provide opportunities for students to learn about - and from - each other.
- Other:

Design an Inclusive Course Curriculum

- Use visuals that do not reinforce stereotypes
- Use visuals that include diverse participants.
- Choose readings that consciously reflect the diversity of contributors to your field.
- Consider whether tradition-based reading lists represent past stereotypes (or present ones).
- Use varied names and socio-cultural contexts in test questions, assignments, and case studies.
- Analyze the content of your examples, analogies, and humor; too narrow a perspective may ostracize students who have differences.
- Recognize how your choices of materials, readings, and content organization reflect your perspectives, interests, and possible biases.
- Teach the conflicts of your field to incorporate diverse perspectives.
- Other:

Create an Inclusive Course Environment

- Set high standards and communicate your confidence that each student can achieve them.
- Let your students know that you believe each has important contributions to make.
- Applaud creative solutions and sincere efforts to learn.
- Help students understand that intelligence is not a fixed ability, not all academic challenges are a result of personal inadequacies, and many academic challenges can be overcome.
- Talk to students about how they learn best and how to adopt compensatory strategies.

- Encourage multiple perspectives (as opposed to consensus) in discussions.
- Establish ground rules.
- Use a variety of strategies to encourage contributions and to reduce over-participation by verbally assertive students.
- Create a culture of shared purpose by periodically collecting feedback to learn how students are experiencing your course.
- Respond explicitly when students voice negative comments about a group (as opposed to ignoring or changing the subject).
- Make diversity and the free-exchange of ideas an early discussion topic.
- Do your best to correctly pronounce the names of your students.
- Consult various calendars to avoid religious and cultural holidays when scheduling exams.
- Invite all students to talk with me one-on-one if they anticipate having specific learning needs or challenges (vs. asking students with hidden disabilities to identify themselves during class).
- Invite all students to share their chosen gender identity pronouns (vs. assuming students' gender identities based on appearance).
- Ensure that the physical classroom space is inclusive for all students (e.g., are students who are alternately-abled marginalized in some way?)
- Other:

Teach Inclusively

- Use a variety of teaching methods (do not rely solely on lectures and didactic questions).
- Use pictures, schematics, graphs, simple sketches, films, and demonstrations.
- Provide a balance of concrete information (facts, data, real or hypothetical experiments) and abstract concepts (principles, theories, models).
- Balance material that emphasizes practical problem-solving methods with that emphasizing fundamental understanding.
- Provide brief intervals during class for students to think about what they have heard, seen, and learned.
- Provide opportunities for students to use or apply the course material/content.
- Have students work on class activities in pairs, triads, or small groups.
- Assign group membership randomly (vs. allowing students to choose their own groups).
- Allow students to work on projects that explore their own social identities.
- Other:

Provide Varied Opportunities for Success/Achievement

- Allow students to accumulate grade points in a variety of ways.
- Allow students to select the weighting of different aspects of the course.
- Provide explicit information about your grading criteria using matrices or rubrics.
- Allow students to collaborate/cooperate on homework and class assignments.
- Offer a variety of ways for students to participate in class other than speaking aloud.
- Other: