

Inclusive Teaching Practices

1

Meet Students Where They Are and Offer Multiple Modalities

- Consider multiple modalities for sharing lecture content including lecture slides and video recordings.
- Allow students to submit questions before, during, and after class through written communications such as a discussion board (especially helpful for non-native language speakers).
- Make materials available before, during, and after class (especially helpful for non-native language speakers and neurodiverse students).
- Review visuals to ensure readability for diverse groups (color blindness/low vision/dyslexia, etc.)¹.
 - Utilize the Canvas readability gauge to assess materials.
- Be aware that obligations outside class time (evenings/weekends) may be more challenging for some students (especially first-generation students). Be understanding and offer alternatives.
 - Consider inclusive alternatives to standardized in-person office hours including video call, phone, and flexible hours.
 - Provide availability upon request for evenings/weekends or leverage TA assistance to provide additional accessibility.

2

Representation for Diverse Populations

- Be intentional when inviting participants for panel or speaker events to include representation from diverse identity groups.
- Update course documents (i.e. case studies and resume samples) for greater diversity in ethnicities and gender pronouns.
- Be intentional in curating cited materials (i.e. videos, required readings) from diverse authors and encourage inclusive research practices.
- Pre-select students for in-class group activities that promote collaboration across diverse identities and rotate groups to provide more cross sections throughout the semester.
- Allow opportunities for anonymous discussion submissions, such as, Jamboard (helpful for minority groups to voice their opinions without the need to disclose or feel “othered”).
- Recognize and affirm cultural differences related to attire and appearance.
 - Remove gendered classifications for interview attire.

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3

Awareness

- If a student elects to share a personal challenge related to their identity, take the time to recognize their experience and thank them for sharing. This will empower students to present themselves authentically.
- Recognize hostile or controversial comments made by students during in-class discussions and ask follow-up questions. Do not ignore discriminatory/bias commentary to avoid a difficult conversation.
- Do not tokenize a student to represent the views of a specific identity group.
- Acknowledge when you make a mistake and model appreciation for the learning opportunity.
- Appreciate that every student has a different path and may not have the same support structure or access to resources. Provide information about opportunity whenever available.

4

Setting the Tone and Syllabus Design

- Develop and present community agreement statements to create a safe space for engagement.
 - Present in-class, include on the course syllabus, and revisit throughout the semester as needed.
- Include a statement on the syllabus inviting students to share any aspect of their identity with the instructor to discuss how it may affect their experience in class, job search, or on-the-job experience.
- Provide references to student support services including DRC, UHCS, GSS, cultural centers, and OUEC.

5

Select Inclusive Language & Promote Allyship

- Be aware of common terms and phrases that are exclusive to specific identity groups (such as “walk-in hours” and “guys”).
- Learn student names, pronunciation, and pronouns.
 - Conduct a voluntary pre-class survey for students to share pronouns, preferred names, and pronunciation (i.e. Mote voice recorder for Google Forms).
- Share your pronouns in class as well as your email signature to model openness in gender identity.
- Use recognizable symbols to promote a safe space (email signature, door/wall signage, attire, etc.).