

Inclusive Teaching

Inclusive teaching builds upon a faculty member's basic instinct to make sure all voices are heard and that all students have a chance to participate fully in the learning process. Inclusive teaching begins by considering one's responses to these three questions:

- 1) Why do some types of students seem to participate more frequently and learn more easily in my course or field?
- 2) How might my cultural assumptions influence my interactions with students? How might the identities, ideologies, and backgrounds of students influence their level of engagement in my classroom?
- 3) How can I change my course (syllabus, readings, activities, assignments, and assessments) to encourage full participation and provide accessibility to all types of students?

Suggested Action

-Reflect on individual implicit biases as a faculty member. Actively monitor interactions with different types of students and your responses. Keep expectations high for *all* students.

-Solicit feedback from outside observers....a trusted faculty colleague or member of the Center of Teaching Excellence (CTE) employee.

-Incorporate diversity into the curriculum. Represent different types of people's perspectives and in the course content and materials.

-Add a diversity statement to the syllabus.

-Create a nurturing classroom where students feel valued because of their differences.

-Establish ground rules for discussion on controversial or difficult issues and/or subject matter.

-Use Universal Design Principles to create accessible classes. Present information both orally and visually to accommodate both student's visual or auditory impairments in addition to students with various learning preferences.

-Solicit feedback from students. Do they feel 'safe' in the classroom? Is the environment conducive to open and honest sharing, asking clarifying questions, and/or participating in difficult dialogue?

Privilege in Single Identity Categories for Faculty & Students

AACU by Pamela Barnett

<https://www.aacu.org/publications-research/periodicals/unpacking-teachers-invisible-knapsacks-social-identity-and>

Able-Bodied Faculty Member

- I can get to any classroom that is assigned to me.
- I can schedule classes or meetings back to back, because I can get across campus easily.
- I can reach, see, and use the podiums, as well as instructional technology, in all classrooms.
- All documents, websites, and classroom management software are accessible to me, without accommodation.
- I can circulate about the room when my students are doing group or lab work.
- My mental ability is never questioned because of my physical appearance or qualities.
- I am never asked to define or explain my "able-bodiedness."
- I never wonder whether my positive student evaluations could reflect pity.
- I get honest feedback; there is no association between my physical vulnerability and my emotional vulnerability.
- I am not considered or called "an inspiration" for doing my job.

Able-Bodied Student

- I can get to any classroom that is assigned to me.
- I can schedule classes or meetings back to back, because I can get across campus easily.
- All documents, websites, and classroom management software are accessible to me, without accommodation.
- I can circulate about the room to accomplish group or lab work.
- My mental ability is never questioned because of my physical appearance or qualities.
- I am never asked to define or explain my "able-bodiedness."
- I get honest feedback; there is no association between my physical vulnerability and my emotional vulnerability.
- I am not considered or called "an inspiration" for doing my work or achieving.

Native English Speaking Faculty Member

- Students do not assume that I am unintelligible and give up on comprehension.
- If students do not understand a concept, they will not blame it on my accent.
- My student evaluations do not mention my accent or verbal fluency.
- Students and colleagues speak to me at an authentic pace, and do not exaggerate their pronunciation of long or complex words.
- Students assume that I am qualified to assess their written work in English.

- People correlate my fluency in English with my mental acuity.
- I am likely to "get" my students' cultural references, humor, and slang.
- I can read most academic documents and student work quickly and easily in my native language.

Native English Speaking Student

- Faculty do not assume that I am unintelligible and give up on comprehension.
- If I do not understand a concept, faculty will not blame it on my accent.
- Faculty speak to me at an authentic pace, and do not exaggerate their pronunciation of long or complex words.
- People correlate my fluency in English with my mental acuity.
- I am likely to "get" the use of cultural references, humor, and slang.
- I can read most academic documents, assignments, assessments and work quickly and easily in my native language.

Male Faculty Member

- Students almost always address me as "doctor" or "professor," rather than "mister" or by my first name.
- Students tend not to question my expertise in my field or challenge my authority.
- I can impose class policies or grade rigorously without students feeling I am insufficiently nurturing.
- If I am passionate about an issue in class or in departmental or university meetings, I will not be judged "emotional" or "irrational."
- I assume that my voice will be heard in meetings; I may repeat comments made by women colleagues and get credit for their ideas.
- I can dress informally, or even sloppily, for work and be taken seriously.
- I never consider whether any of my work clothing might be perceived as sexy or frivolous.
- If my work schedule adjusts around childcare duties, people will admire me for my priorities.
- If I work around the clock, I am unlikely to be judged negatively for putting my family second.
- Curricula in my discipline have always testified to the contributions of my gender.
- My male colleagues and I are paid competitive salaries.

Male Student

- If I am passionate about an issue in class or in departmental or university meetings, I will not be judged "emotional" or "irrational."
- I assume that my voice will be heard in class and at meetings; I may repeat comments made by female peers and get credit for their ideas.
- I can dress informally, or even sloppily, for class and/or work and be taken seriously.
- I never consider whether any of my class/work clothing might be perceived as sexy or frivolous.
- If my class schedule adjusts around family/childcare duties, people will admire me for my priorities.
- If I work or study around the clock, I am unlikely to be judged negatively for putting my family second.
- Curricula in my discipline have always testified to the contributions of my gender.

White Faculty Member

- Students are not surprised that I am their instructor; I am what they expect for most classes.
- I can speak passionately about racial inequality or injustice without being perceived as "angry," "oversensitive," or "radical."
- Curricula in my discipline have always testified to the contributions of my race.
- I never question whether my student evaluations are affected by my race.
- Students and colleagues assume I was hired on the basis of merit, not because of affirmative action.
- I am not repeatedly photographed for university publications because I diversify the public face of the institution.
- I will not be overwhelmed with service requests because I am one of the few faculty members who can diversify committees.
- I can count on having departmental colleagues of my racial identity.
- It is easy to find mentors who share my social identity and understand the particular challenges I face.
- My tenure file will most likely be reviewed by colleagues having the same racial identity as mine.
- If someone says I'm articulate, it is an uncomplicated compliment.
- I assume that my voice will be heard in meetings; I may even repeat comments made by colleagues of color and get credit for their ideas.
- My accomplishments are not perceived as representing the potential or the successes of my race.

- I have never been mistaken for housekeeping, physical plant, or secretarial staff.
- I have never been questioned by campus security while moving electronics or books out of my office.

White Student

- I can speak passionately about racial inequality or injustice without being perceived as "angry," "oversensitive," or "radical."
- Curricula in my discipline have always testified to the contributions of my race.
- Individuals assume I was admitted to college on the basis of merit, not because of affirmative action.
- I am not repeatedly photographed for university publications because I diversify the public face of the institution.
- I will not be overwhelmed with requests because I am a minority member who can diversify committees.
- I can count on having peers of my racial identity in class, organizations, majors, etc.
- When searching for housing, I do not have to consider whether I would be one of few people of my race in the apartment complex or neighborhood.
- It is easy to find mentors who share my social identity and understand the particular challenges I face.
- If someone says I'm articulate, it is an uncomplicated compliment.
- I assume that my voice will be heard in class and organization meetings; I may even repeat comments made by colleagues of color and get credit for their ideas.
- My accomplishments are not perceived as representing the potential or the successes of my race.
- I have never been questioned by campus security while driving across campus or in town.

Institutions must be intentional about nurturing and retaining diverse faculties. It will help to have colleagues, and especially leaders, who "get it," who are conscious of the network of privileges and disadvantages attendant to social identity, and who can then provide informed support and mentoring. Awareness of these differences could also inform policies for the hiring, retention, and promotion of diverse faculties. These steps would help create a more richly inclusive intellectual and educational environment.