Faculty Teaching Strategies for Creating Inclusive Classrooms
Kristie Ford, Kelly Maxwell, Teresa Nance, and Kathy Wong (Lau)
AAC&U Diversity, Learning, and Student Success Conference

Core Elements:

- Connecting the Culture of a Campus to the Classroom
  - Recognize and relate to the mission, vision, and/or values of the institution
  - Understand the generalized student behavioral norms in the classroom
  - Comply with departmental processes and policies

- Course Design and Pedagogy
  - Review syllabi for inclusive language, goals, and practices
  - Incorporate readings, examples, and assignments into the curricula that challenge dominant narratives; practice multipartiality
  - Create ground rules or community norms for discussion
  - Use a variety of pedagogical techniques (e.g., lecture, collaborative learning, small group work, discussion) to meet differing learning styles and needs
  - Integrate classroom climate questions into mid-semester evaluations and be responsive to student feedback

- Group Dynamics
  - Establish a co-learning environment and be transparent about the process
  - Foster a safe and inclusive space by modeling appropriate forms of engagement (e.g., openness, cultural literacy); this often requires mutual sharing and risk-taking
  - Be conscious of the range of (in)visible social identities within the classroom space, including your own social identities and their implications
  - Practice critical empathy and perspective-taking

- Self-Reflexive Orientation
  - Awareness of your own social identities and their implications; representing the range of social identities in the room (present or absent)
  - Transparency
  - Modeling behavior (e.g., openness, cultural literacy)
Faculty Teaching Strategies for Creating Inclusive Classrooms
Kristie Ford, Kelly Maxwell, Teresa Nance, and Kathy Wong(Lau)
AAC&U Diversity, Learning, and Student Success Conference

Resources:

- Instructor Identity Reflection Questions
- Using Inquiry in Dialogic Pedagogy