

DIVERSITY, EQUITY, AND INCLUSION

BASICS

- It's important to recognize and acknowledge that we are all on Indigenous land
- Use "people first" language (e.g., "people with disabilities")
- Be mindful of pronouns. Tell students what your pronouns are, and ask for theirs. Consider using they/them for any students who haven't told you their pronouns.
- Trigger/content warnings – Are typically used to notify students of potentially triggering material, see this guide
- Avoid using derogatory and outdated terms, consult this list for more information

SYLLABUS INCLUSIVITY

- Basic inclusions for syllabus
 - List your pronouns and preferred name
 - Have contact information clearly stated at the top of your syllabus (phone, email, office location)
 - Include an inclusivity statement (example here) and ADA statement
- Decolonizing, diversifying, and decanonizing your syllabus
 - Highlight a variety of voices and perspectives in readings and videos
 - Include content/trigger warnings for sensitive materials; allow students to opt out or complete alternate activity
- Inclusive assessment
 - Don't just grade on in-class participation as "speaking up" in class, create opportunities for students to engage in less intimidating ways
 - Provide opportunities for peer review
 - Distribute points across assignments
 - Use a variety of assignment types for all learning styles

IN THE CLASSROOM

- Be accessible, encourage your students to meet with you outside of class
- Call on a variety of students--often calling on a POC or woman first will set the tone of valuing a diverse set of voices
- Avoid stereotyping and making generalized statements about ability, be aware of stereotype threat
- Make diverse slide decks and slideshows
 - Don't use stereotypical photos in lecture slides, use a variety of photos depicting a diversity of people (e.g., age, gender, sexuality, race/ethnicity, religion)
 - Use basic colors and large, easy-to-read font
- Avoid spotlighting or tokenizing students by assuming they are a representative or spokesperson of an entire group and asking them to speak on behalf of the group
- "Think-pair-share": encourage assignments where students discuss with each other and then share with the class

MORE INFORMATION

- Overview of inclusive pedagogy
 - Inclusive pedagogy toolkit
- Use inclusive language
 - Using inclusive language to discuss disability
 - Using inclusive language to discuss LGBTQ+ issues
 - Using inclusive language to discuss ethnicity