

# 10 Inclusive Teaching Practices

A classroom, whether physical or virtual, is a reflection of the world in which we live. Research has shown that students from underrepresented groups often face additional challenges. By implementing inclusive teaching practices, faculty can create learning environments in which all students feel like they belong and can learn at high levels.

To support instructors in creating inclusive learning environments, we're offering a [set of free resources](#), including 10 inclusive teaching practices that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to the physical classroom.

These 10 practices include:

1

## Ensure your course reflects a diverse society and world.

Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline's main journals, in journals published outside the U.S., and in open-access databases. [View resources](#)

2

## Ensure course media are accessible.

Making your course media — including videos, images, documents, PowerPoint presentations, and so on — accessible benefits all of your students. [View resources](#)

3

## Ensure your syllabus sets the tone for diversity and inclusion.

An inclusive syllabus includes policies and resources that help ensure all students are supported in their learning process. Including a diversity statement that explains why diversity and inclusion are important to education helps students understand the importance and relevance of diversity and inclusion. [View resources](#)

4

## Use inclusive language.

Students feel acknowledged when we adopt current terminology about various identity groups. Using inclusive language can help build a stronger campus community and further our ability to thrive in an increasingly diverse environment. [View resources](#)

5

## Share your gender pronouns.

Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. [View resources](#)





6

## Learn and use students' preferred names.

Remember that students' preferred names may not always match what is on your course roster. Ask students ensure that their preferred name appears in their LMS profile and on accompanies their video on any live meetings. [View resources](#)

7

## Engage students in a small group introductions activity.

During the first week of your course, provide an opportunity for students to learn more about each other, in order to help everyone feel more comfortable and to start developing a sense of belonging and community. [View resources](#)

9

## Offer inclusive office hours.

Remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g. video conference, phone call, text message, email), and structures (e.g. one-on-one and in groups). [View resources](#)

8

## Use an interest survey to connect with students.

Use an online questionnaire that asks students about their preferred name/pronouns, work experience, plans for the future, what they are most looking forward to and most concerned about related to your course, to help you connect with them and better meet their learning needs. [View resources](#)

10

## Set expectations for valuing diverse viewpoints.

Engaging students in a discussion about online communication norms and guidelines at the very beginning of a course is an essential step in fostering community and creating a productive learning environment. Decide together on a list of guidelines to help ensure that everyone feels valued and included in the course discussions. [View resources](#)

acue.org

Visit [acue.org/inclusive-teaching-practices-toolkit](https://acue.org/inclusive-teaching-practices-toolkit) for more.

### Additional Resources:

[Inclusive Teaching and Learning Online](#). Columbia University Center for Teaching and Learning.

[Diversity and Inclusion](#). Poorvu Center for Teaching and Learning, Yale University.

[Teaching in Racially Diverse College Classrooms](#). Derek Bok Center for Teaching and Learning, Harvard University

[Creating a Positive Classroom Climate for Diversity](#). UCLA Diversity & Faculty Development.

[Want to reach all of your students? Here's how to make your teaching more inclusive](#). The Chronicle of Higher Education.

The Inclusive Teaching Practices Toolkit was developed in collaboration with Dr. Marlo Goldstein Hode, Senior Manager, Strategic Diversity Initiatives, [Office of Diversity, Equity and Inclusion](#), University of Missouri-St. Louis.

With special thanks to Erin Whitteck, PhD, of UMSL's Center for Teaching and Learning.

