Ideas[1] for Inclusive Teaching Practices
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Contents

1. Structuring the Class and Office Hours

Let students know how you would like to be addressed.

Let students know how you would like them to communicate with you and what topics are most appropriate for office hours, email, or in class.

Include learning objectives with all assignments.

Explain your preferences regarding students' use of source information versus their own original thoughts in your assignments.

Use grading rubrics, take grading notes, and grade things without names in order to enhance objectivity and reliability across students (Berryhill & Yale Graduate Teaching Center, 2008).

Communicate your grading criteria to students.

Distribute assignments in written form as well as orally.

Provide a wide-range of assessments and assignments, from low to higher-stakes.

Let students know how they should allocate their time on the various aspects of your course.

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[1] Most ideas were drawn from other sources. These are cited with the ideas when the source information was included in the document. This document is also available on our Website at: https://www.grinnell.edu/academics/centers-programs/ctla/faculty-resources

[2] The last four authors are listed alphabetically.

Make sure that students are aware of campus support services (academic learning centers, including library research mentors), mentoring, free tutoring, student affairs, and disability resources and that they know how to seek these out (Berryhill & Yale Graduate Teaching Center, 2008).

Make sure that the syllabus includes a statement about the value of diversity for learning and creative problem solving (Levandoski & Stern, n.d.). Also include a statement about welcoming disability accommodations.

Provide alternate formats (e.g., on-line and paper) for class documents so that they are accessible to all students. Also make sure that transcribed versions of podcasts are available for the students who need them (Tatsuki, personal communication, February 4, 2019).

Avoid the positive feedback bias. This is when faculty assign more lenient grades to students of color on stylistic (not mechanistic) qualities of papers and exams (Harber, Stafford, and Kennedy, 2010).

Invite members of underrepresented groups to be speakers at campus events or guests in class. Make sure speakers are aware of accessibility needs. Collaborate and coordinate with stakeholders on these events.

Include notes about religious holidays on your syllabus. Also, refer to breaks by their secular names (e.g., winter break versus Christmas break).

Be other- not self-oriented during interactions with students. This also means respecting those whose cultural backgrounds and experiences are different from your own (Hook, Davis, Owen, Worthington, & Utsey, 2013).

2. In the Classroom

a. Classroom Management: Creating an Inclusive Classroom Environment

Be Explicit about Promoting Access and Equity for All Students: Share with students why you use the teaching strategies that you use. Let them know that you want and expect everyone to learn" [SEPAL: The Science Education Partnership and Assessment Laboratory San Francisco State University (SFSU)].

Discuss (and revisit mid semester) group processes for students working in collaborative semester-long research groups. Have students discuss among themselves their experiences (good and bad) and their strengths and weaknesses (e.g., procrastinator or not, assertive or not, talkative or not, takes the role of leader or not, etc.). Also have all students sign an agreement that specifies their group rules (e.g., be on time for meetings, actively contribute ideas, involvement in every aspect of project, complete quality work in timely manner, and others that they might

add). Also have students indicate what they'll do if they're having a problem with a group member (before coming to the instructor) and allow students the opportunity to provide each other and you with constructive feedback. Finally, pay attention to the diversity of the groups, emphasize that diversity is a good thing, and discuss with students how in mixed-gender, race/ethnicity, and SES groups it can be common for those with higher ascribed status to dominate, which is a dynamic that they should avoid.

Develop inclusive and respectful discussion guidelines about interactions in class. Revisit these over the course of the semester.

If there is a microphone, use it every time. Repeat questions or comments into the microphone when there is only one.

Classroom videos and movies should always have subtitles.

Ask students about their expectations for the classroom learning environment. Identify mismatches between their expectations and yours.

Invite students to let you know if the required course materials are affordable for them. Put copies on reserve. Try to find the cheapest materials available (Berryhill & Yale Graduate Teaching Center, 2008).

"Establish Classroom Community and Norms: explicitly state that students should work together, help each other, share resources, support one another's learning, and be open to divergent points of view" (The Science Education Partnership and Assessment Laboratory, n.d.).

"Remove Cues That Trigger Worries About Stereotypes: … Remove physical cues that make it seem that a school setting is defined by the majority group; don't ask people to report a negatively stereotyped group identity immediately before taking a test" in a domain to which the stereotype applies (e.g., women and math; Steele, 1997; Steele & Aronson, 1995; Stanford University, n.d., p. 1).

b. Classroom Management: Giving Feedback

STEM faculty who used growth versus fixed mindset—communicating to students that ability is something that can increase with practice—reduced the racial achievement gap by one-half and had students who were more motivated (Canning, Muenks, Green, & Murphy, 2019). "Teach students that intelligence is like a muscle—that it is not fixed, but grows with effort (Aronson et al., 2002; Blackwell et al., 2007). Promote this conception of intelligence or ability as a norm" (Stanford University, n.d., p. 1).

"Don't Judge Responses: encourage students to honestly share their ideas. Avoid immediately correcting wrong answers or incorrect ideas. Student misconceptions can be addressed at a later point in time" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Use Praise with Caution: "excellent job" and “great-answer" can inadvertently discourage other students from participating if they think they can't do better than the previous student's response” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Convey High Standards and Assure Students of Their Ability to Meet These Standards: Frame critical feedback as reflective of high standards and one’s confidence in students’ ability to meet those standards (Cohen & Steele, 2002; Cohen et al., 1999). More generally, teach students to view critical feedback as reflective of feedback-givers’ high standards and confidence in their ability to meet the standards” (Yeager et al., 2011; Stanford University, n.d., p. 1).

Encourage students to “build on what others have to say rather than thinking about discussion as a way to tear each other down” (Center for the Humanities, 2018, p. 1).

Explain to students that “we are not looking for people to impress us. We are looking for signs of engagement with the material and with each other” (Center for the Humanities, 2018, p. 1).

Explain to students that “there are lots of ways to contribute to classroom discussion. You can start class with a comment you have prepared ahead of time. You can do something as simple as agree with and reinforce a comment someone else has made. You can ask a specific question or a general question about material. It’s about engagement” (Center for the Humanities, 2018, p. 1).

c. Classroom Management: Building Rapport

Address students by name (learn to correctly pronounce them early) and make correct attributions to students for comments made in class (Berryhill & Yale Graduate Teaching Center, 2008, The Science Education Partnership and Assessment Laboratory, n.d). Invite students to do the same with each other. This might also include using nametags or name cards.

Have students ask each other questions instead of directing their comments and questions to the professor (Center for the Humanities, 2018).

“Convey That Diversity is Valued: For instance, communicate a multicultural ideology that explicitly values diversity” (Purdie-Vaughns et al., 2008; Stanford University, n.d., p. 1).

Value Students’ Individuality: Remind students of aspects of their individual identity (Ambady et al., 2004; Gresky, Ten Eyck, Lord, & McTyre, 2005; Value Students' Individuality).

“Improve Cross-Group Interactions: … remind students of similarities among groups (Rosenthal & Crisp, 2006); … promote cooperative classrooms (Aronson & Patnoe, 1997; Cohen, 1994; Stanford University, n.d., p. 1).

Help students form connections between their prior knowledge and the material they are learning.

Encourage students to visit during your office hours and ask them about what interests them about the course material.

d. Classroom Management: Supporting Students

Let students know that you care about their well-being and share campus resources (e.g., SHACS, RLCs, CAs, Student Affairs, Title IX office) with them.

e. Classroom Management: Countering Misperceptions

A self-affirmation manipulation increased the performance and self-perceptions of traditionally underrepresented seventh grade students (Cohen, Garcia, Purdie-Vaughns, Apfel, & Brzustoski, 2009). Students were given a brief, structured writing assignment in which they were asked to reflect "on an important personal value, such as relationships with friends and family or musical interests" (Cohen et al., p. 400).

"Support Students' Sense of Belonging: Teach students that worries about belonging in school are normal, not unique to them or their group, and are transient rather than fixed" (Walton & Cohen, 2007, 2011; Stanford University; Stanford University, n.d., p. 1).

"Help Students Manage Feelings of Stress and Threat: Teach students about stereotype threat so that they attribute anxiety to stereotype threat rather than to the risk of failure (Johns et al., 2005); teach students to reappraise arousal as a potential facilitator of strong performance rather than barrier to it" (Johns et al., 2008; Stanford University, n.d., p. 1).

Make sure that you are giving equitable time and attention to all students in the class.

Avoid overgeneralizations across all students. Also avoid making assumptions about their backgrounds and asking them to be the spokesperson for their identity groups.

"While speaking in class, mark as particular to only *some* students' experiences that many may assume are shared by *all* (e.g., living in a house, being cared for by two parents, regularly taking vacations). You can use phrases such as, "For those of you who have been on an airplane," or "If you grew up with siblings to whom you were biologically related..." This can help normalize and destigmatize experiences that are possible points of marginalization for your students."

Use both Fahrenheit and Celsius, as well as metric and standard numbering systems in class examples, assignments, and on quizzes. Acknowledge that not everyone in the classroom shares the same experiences.

Women in small groups of three math students in which men were numerically dominant (even when the women had been identified as experts due to brief additional training) performed worse on a math test. Students also thought these groups had less social cohesion and that the women were less skilled (Grover, Ito, & Park, 2017).

Teaching a growth theory mindset about the ability to improve one's skills before college increased enrollment and decreased the percentage of underrepresented students identified as academically at risk (Fried & Aronson, 2002; Blackwell, Trzesniewski, & Dweck, 2007; Yeager et al., 2017, Experiment 2). The intervention indicated that intelligence is not a fixed quantity

but can be developed with effort on challenging tasks. Although delivered prior to matriculation, there is reason to believe this could work for a class.

Ask students to think about the specific steps they can follow to increase contact with people who are different from them (Boiler Inclusion Project, n.d.).

Help students form connections between their prior knowledge and the material they are learning.

"Be Explicit About Promoting Access and Equity for All Students: Share with students why you use the teaching strategies that you use. Let them know that you want and expect everyone to learn" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

f. Classroom Management: Lesson Planning

"Don't Plan Too Much: Students need TIME to think, do, and talk about what they are learning" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

Begin by asking students if they have questions or observations about the course material.

Have students write down their background preparation (e.g. prior classes) for your course.

g. Classroom Management: Increasing Participation and Building Confidence

Faculty who used "doing science" versus "being scientists" language increased young girls' persistence in science games (Rhodes, Leslie, Lee, & Saunders, 2019).

"Think-Pair-Share: providing an opportunity for students to first think quietly and then share their ideas with a partner can help students rehearse and build confidence to share with the whole class, increasing participation" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

"Ask Open-ended Questions: instead of asking verbal questions with only one possible answer (closed-ended questions), ask questions with multiple possible answers" (open-ended questions; The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

"Allow Students Time to Write: an opportunity to write down their ideas on paper helps many students revisit what they know, formulate questions, and rehearse what they may want to share, increasing participation" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

"Wait Time: pause for 3 to 5 seconds (longer than you think!) after you ask a question before you call on anyone to speak or answer the question yourself. Longer wait times will allow more students thinking time" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Hand Raising: in large group discussions, have students raise their hands. Avoid unstructured speaking situations where a subset of students can dominate, Work to call on all students who haven't yet spoken” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“… ask a question that has many possible answers and have every student share his/her brief answer” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Use Varied Active Learning Strategies: hands-on activities, think-pair-shares, jigsaw discussions, group presentations, & case studies provide more points of access for students than teacher-centered lectures” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Monitor Student Participation: pay attention to which students are or are not participating. Actively encourage student participation and ask to hear from students you haven't yet heard from” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

“Use Popsicle Sticks/Index Cards: write the name of every student in your class on an individual Popsicle stick/index card and put in a cup. When asking a question, pull out 2-5 sticks to randomly call on students” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

Communicate responsibilities for class discussion on the syllabus and in class.

Help students form connections between their prior knowledge and the material they are learning.

Explain to students how to prepare for class, either during office hours or in class.

Equitable participation doesn’t mean equal participation. Make sure class is structured so that all students can participate in a way to achieve the learning goals.

Faculty should “acknowledge that we will all make mistakes. We are here to learn. Approach each other with a spirit of support, and challenge people in positive ways. Be patient with each other” (Center for the Humanities, 2018, p. 1).

Emphasize that struggles and challenges are a natural part of learning and not signs of students’ weaknesses.

h. Classroom Management: Group Work

“Assign Reporters for Small Groups: assign who will speak on behalf of a small group. Randomly determine this by assigning the reporter as the person who has the longest hair, darkest shirt, upcoming birthday, etc.” (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

"Work in Stations/Small Groups: to decrease effective class size and provide more opportunity for interaction and discussion, consider organizing multiple activities as stations that small groups rotate through" (The Science Education Partnership and Assessment Laboratory, n.d.).

Improve Cross-Group Interactions: Foster better intergroup relations (Mendoza-Denton & Page-Gould, 2008; Steele, 1997; Walton & Carr, 2012); remind students of similarities among groups (Rosenthal & Crisp, 2006); undo stereotypical associations through cognitive retraining (Forbes & Schmader, 2010); promote cooperative classrooms (Aronson & Patnoe, 1997; Cohen, 1994; (Empirically Validated Strategies to Reduce Stereotype Threat).

Help students share responsibilities equitably during group presentations.

Remind students who are working collaboratively that some students will need to schedule meetings around work, athletics, extracurricular, or religious commitments.

i. Classroom Management: Assessment

Collect Assessment Evidence from Every Student, Every Class: increase the flow of information from students to instructor by collecting an index card question or an online reflection every class to gauge student learning, student confusions, and student perspectives on their experiences. Grade for participation only! (SEPAL: The Science Education Partnership and Assessment Laboratory San Francisco State University (SFSU).

Monitor Student Participation: pay attention to which students are or are not participating.

Actively encourage student participation and ask to hear from students you haven't yet heard from (SEPAL: The Science Education Partnership and Assessment Laboratory San Francisco State University (SFSU).

Create Fair Tests, Present Them as Fair and as Serving a Learning Purpose: Use gender- and race-fair tests, communicate their fairness, and convey that they are being used to facilitate learning, not to measure innate ability or reify stereotypes (Good et al., 2008; Spencer et al., 1999; Steele & Aronson, 1995).

Use classroom time for students to ask questions about assignments and tests.

"Reframe your relationship with students as a mentor, as opposed to as an evaluator" (Berryhill & Yale Graduate Teaching Center, 2008, p. 1). Think of ourselves as coaches who are rooting for our students to succeed at the same time as we're trying to help them improve.

j. Classroom Management: Diversifying Content

"Create a Critical Mass: Increase the visibility and representation of people from minority groups in a field" (Murphy et al., 2007; Purdie-Vaughns et al., 2008; Marx & Goff, 2005; Marx & Roman, 2002; McIntyre et al., 2003; Stanford University, n.d., p. 1).

"Integrate Culturally Diverse and Relevant Examples: connect the concepts you are teaching to real-world examples that span diverse communities and cultures. Show images of culturally diverse people in your class" (The Science Education Partnership and Assessment Laboratory, n.d. p. 1).

Share the way your own identities influence your approach to your discipline. Ask students to do the same.

Choose course activities that engage with a range of students' expertise.

Explain the context of cultural or historical references in order to be inclusive of those from different subcultures or cultures (Berryhill & Yale Graduate Teaching Center, 2008).

Encourage the students to express diverse opinions, even if they themselves don't espouse them.

k. Classroom Management: Active Learning Strategies

Work in Stations/Small Groups: to decrease effective class size and provide more opportunity for interaction and discussion, consider organizing multiple activities as stations that small groups rotate through (SEPAL: The Science Education Partnership and Assessment Laboratory San Francisco State University (SFSU).

Philosophical Chairs (AKA Values Continuum, Forced Debate, Physical Barometer, This or That):

Basic Structure: A statement that has two possible responses—agree or disagree—is read out loud. Depending on whether they agree or disagree with this statement, students move to one side of the room or the other. From that spot, students take turns defending their positions.

Variations: Often a Philosophical Chairs debate will be based around a text or group of texts students have read ahead of time; students are required to cite textual evidence to support their claims and usually hold the texts in their hands during the discussion. Some teachers set up one hot seat to represent each side, and students must take turns in the seat. In less formal variations (which require less prep), a teacher may simply read provocative statements students are likely to disagree on, and a debate can occur spontaneously without a text to refer to (I call this variation This or That in my classroom icebreakers post). Teachers may also opt to offer a continuum of choices, ranging from "Strongly Agree" on one side of the room, all the way to "Strongly Disagree" on the other, and have students place themselves along that continuum based on the strength of their convictions (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Pinwheel Discussion:

Basic Structure: Students are divided into 4 groups. Three of these groups are assigned to represent specific points of view. Members of the fourth group are designated as "provocateurs," tasked with making sure the discussion keeps going and stays challenging. One person from each group (the "speaker") sits in a desk facing speakers from the other groups, so they form a square in the center of the room. Behind each speaker, the remaining group members are seated: two right behind the speaker, then three behind them, and so on, forming a kind of triangle. From

above, this would look like a pinwheel. The four speakers introduce and discuss questions they prepared ahead of time (this preparation is done with their groups). After some time passes, new students rotate from the seats behind the speaker into the center seats and continue the conversation (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Socratic Seminar (AKA Socratic Circles):
Basic Structure: Students prepare by reading a text or group of texts and writing some higher-order discussion questions about the text. On seminar day, students sit in a circle and an introductory, open-ended question is posed by the teacher or student discussion leader. From there, students continue the conversation, prompting one another to support their claims with textual evidence. There is no particular order to how students speak, but they are encouraged to respectfully share the floor with others. Discussion is meant to happen naturally and students do not need to raise their hands to speak. This overview of Socratic Seminar from the website Facing History and Ourselves provides a list of appropriate questions, plus more information about how to prepare for a seminar (Class Discussion Strategies).

Affinity Mapping: (AKA Affinity Diagramming):
Basic Structure: Give students a broad question or problem that is likely to result in lots of different ideas, such as "What were the impacts of the Great Depresssion?" or "What literary works should every person read?" Have students generate responses by writing ideas on post-it notes (one idea per note) and placing them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have students begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.
Variations: Some teachers have students do much of this exercise—recording their ideas and arranging them into categories—without talking at first. In other variations, participants are asked to re-combine the ideas into new, different categories after the first round of organization occurs. Often, this activity serves as a good pre-writing exercise, after which students will write some kind of analysis or position paper (Class Discussion Strategies).

Concentric Circles (AKA Speed Dating)
Basic Structure: Students form two circles, one inside circle and one outside circle. Each student on the inside is paired with a student on the outside; they face each other. The teacher poses a question to the whole group and pairs discuss their responses with each other. Then the teacher signals students to rotate: Students on the outside circle move one space to the right so they are standing in front of a new person (or sitting, as they are in the video). Now the teacher poses a new question, and the process is repeated.
Variations: Instead of two circles, students could also form two straight lines facing one another. Instead of "rotating" to switch partners, one line just slides over one spot, and the leftover person on the end comes around to the beginning of the line. Some teachers use this strategy to have students teach one piece of content to their fellow students, making it less of a discussion strategy and more of a peer teaching format. In fact, many of these protocols could be used for peer teaching as well (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Conver-Stations:

Basic Structure: This is a small-group discussion strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry. Students are placed into a few groups of 4-6 students each and are given a discussion question to talk about. After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss a different, but related question, and they may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in groups that are continually evolving (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Fishbowl:
Basic Structure: Two students sit facing each other in the center of the room; the remaining students sit in a circle around them. The two central students have a conversation based on a pre-determined topic and often using specific skills the class is practicing (such as asking follow-up questions, paraphrasing, or elaborating on another person's point). Students on the outside observe, take notes, or perform some other discussion-related task assigned by the teacher.
Variations: One variation of this strategy allows students in the outer circle to trade places with those in the fishbowl, doing kind of a relay-style discussion, or they may periodically "coach" the fishbowl talkers from the sidelines. Teachers may also opt to have students in the outside circle grade the participants' conversation with a rubric, then give feedback on what they saw in a debriefing afterward, as mentioned in the featured video (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Hot Seat:
Basic Structure: One student assumes the role of a book character, significant figure in history, or concept (such as a tornado, an animal, or the Titanic). Sitting in front of the rest of the class, the student responds to classmates' questions while staying in character in that role.
Variations: Give more students the opportunity to be in the hot seat while increasing everyone's participation by having students do hot seat discussions in small groups, where one person per group acts as the "character" and three or four others ask them questions. In another variation, several students could form a panel of different characters, taking questions from the class all together and interacting with one another like guests on a TV talk show (https://www.cultofpedagogy.com/speaking-listening-techniques/).

Snowball Discussion (AKA Pyramid Discussion):
Basic Structure: Students begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.
Variations: This structure could simply be used to share ideas on a topic, or students could be required to reach consensus every time they join up with a new group (Class Discussion Strategies).

Talk Moves (AKA Accountable Talk):

Talk moves are sentence frames we supply to our students that help them express ideas and interact with one another in respectful, academically appropriate ways. From kindergarten all the way through college, students can benefit from explicit instruction in the skills of summarizing another person's argument before presenting an alternate view, asking clarifying questions, and expressing agreement or partial agreement with the stance of another participant. Talk moves can be incorporated into any of the other discussion formats listed here (Class Discussion Strategies).

l. Classroom Management: Affirming Students' Values

Utility value intervention increased GPA for underrepresented students who were also first-generation. Select a concept or issue that was covered in lecture and formulate a question. Select the relevant information from class notes and the textbook and write a 1-2 page essay. … Write an essay addressing this question and discuss the relevance of the concept or issue to your own life. Be sure to include some concrete information that was covered in this unit**, explaining *why* this specific information is relevant to your life or useful for you**. Be sure to explain *how* the information applies to you personally and give examples (Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016, p. 749).

Utility value intervention focused on independent values increased GPA for underrepresented students. Participants endorsed 2 to 3 values from a list and summarized why those were values for them. Two manipulations increased GPA. The *Independent VA* condition values were: "independence, learning and gaining knowledge, curiosity, government and politics, and being good at art" (p. 652). The Framed *Independent VA* condition employed the same values but also asked participants to indicate how the chosen values "made them feel independent and self-sufficient" (p. 652).

3. Response to Incidents In and Out of Class

Encourage confrontation over instances of exclusion or injustice. Doing so has a number of benefits. These include stopping future incidents of prejudice (Rasinski & Czopp, 2010) and making the confronter feel better (Hyers, 2007). "People who challenge prejudice also feel more competent, have better self-esteem, and are more empowered relative to people who do not" (Gervais, Hillard, & Vescio, 2010). Furthermore, "people who fail to confront, however, tend to be more prejudiced themselves over the long term" (Rasinski, Geers, & Czopp, 2013). Confrontation can be defused by "for example, you might make a joke conveying the problematic nature of the action or give the person an out, indicating that you're sure they didn't mean it in a prejudiced way, but some people might perceive the action as problematic. Although these types of friendly confrontations may seem like a cop out, it turns out that they are just as effective as more hostile confrontations" (Czopp, Monteith, & Mark, 2006). Finally, confrontation is a skill and can be learned with practice (Lamb, Bigler, Liben, & Green, 2009).

Acknowledge instances of bias and the effects they have on different groups of students.

Acknowledge instances in which the course topics or conversations create discomfort. Perhaps also explore why the discomfort exists.

Challenge student comments that serve to marginalize others.

4. Evaluating Inclusion

Use Piazza to solicit questions, answers to questions, and feedback about inclusion from students in a class (piazza.com). Material can be posted anonymously but after a certain number of posts the instructor can gain feedback about the number of contributions that individual students have made.

Ask students to "identify specific situations and behaviors that you can monitor so that you can work on self-regulating your biases. Are you personally motivated to put forth this effort? Why or why not?" (Boiler Inclusion Project, n.d.).

Have faculty colleagues observe your teaching specifically to evaluate your inclusivity.

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