



INCLUSIVE PEDAGOGY

Culturally inclusive teaching requires critical reflection of our assumptions and the cultivation of pedagogies that reflect awareness of and respect for diversity in course content and classroom instruction. You need not adopt all of these. This is an opportunity to consider what works for you and your discipline and start building an inclusive classroom.

BASIC SYLLABUS CONTENT

- Add all major religious holidays to your course calendar (SMU lists these on our annual [academic calendar](#)). This informs you and your students of when some may be fasting, celebrating with family, and/or seeking an excused absence.
- Use [software](#) such as NameCoach so students may share with you and classmates accurate audio pronunciations of their names.
- Use [Comic Sans](#), [Arial](#), or [Dyslexie](#) for text on syllabus and handouts.
- Include a variety of SMU's on-campus resources, e.g., the Office of Diversity and Inclusion, SMU McNair Scholars Program, First Generation Initiative, Office of Social Change and Intercultural Engagement (OSCIE), Women and LGBT Center, Chaplain and Religious Life, and the [Bias Education Response Team](#) (BERT). Familiarize yourself with these and remind students about them.

CLASSROOM ENGAGEMENT

People need to “be themselves” yet also feel like they belong. When uniqueness and belonging are in balance we feel included. Thus, welcome people to fit in while supporting them in standing out.

- Seek out resources to help you identify and minimize implicit biases. Engage in [Hidden Scripts](#) workshops. Read *Blind Spots: Hidden Biases of Good People* by Anthony Greenwald and Mahzarin Banaji. Also, check out *Inclusify* by Stefanie Johnson.
- Co-develop [collaborative classroom guidelines](#) with students to build an [engaged space](#).
- Include photos from author pages of diverse authors assigned on classroom slides to help shift norms of who “[looks like a professor](#).”

CLASSROOM ENGAGEMENT CONTINUED

- Give space for pronouns, but avoid requiring students to share.
- Use gender inclusive language. Avoid phrases such as “ladies and gentlemen.”
- Survey your students to get to know them. You can include standard questions about majors and academic interests; but also include optional questions about pronouns, work, and more that will help you wholly understand students' circumstance, e.g., if they are a parent or identify as shy but fully engaged. Optional question examples:
 - CONFIDENTIAL: What do you want me to know about your learning situation?
 - CONFIDENTIAL: What do you want me to know about your extracurricular activities?
- Create space for everyone to share, but do not tokenize (by having a student share on behalf of those with whom they might identify).
- Design classroom discourse with dissension in mind. Encourage healthy dissension by allowing students to argue for opposing viewpoints respectfully.
- Be sensitive to cultural reference points.
 - Use inclusive examples, such as sports that are not limited to a gender, television shows popular across identity populations, names that reflect diverse populations, etc.
- Recognize that not all students--FirstGen, for instance--know to come to you when struggling. Reach out.

COURSE CONTENT

- Highlight the work of culturally diverse individuals in your discipline. Invite them to speak—via Zoom and in person. Assign their work.
- Review course material. Ask yourself, "*Whose voices, perspectives, and scholarship are primarily represented? Whose voices, perspectives, and scholarship are missing?*"
 - Include multiple perspectives on each topic. Include assignments that allow students to share and/or reflect on their own perspectives.

COURSE CONTENT CONTINUED

- Include materials written or created by people of different backgrounds and perspectives. Without these, we send a message about whose voices are valued.
- Allow students to pose counternarratives, question, and critique course content.
- Review reading materials. Ask yourself, "*How are the perspectives and experiences of diverse groups represented?*" For example:
 - Are diverse experiences in the body of text or reduced to boxes?
 - What language and terminology are used to portray certain groups?
 - What implicit messages or underlying themes are lurking in reading materials?
 - Be aware of and responsive to the portrayal of certain groups. What is presented as "normal" or "correct"?
- Considerations in STEM (Source: [UVA's Center for Teaching Excellence](#)):
 - Discuss with students how diversity enhances education and the pursuit of science by examining the value of diversity in ideas, hypotheses, solution strategies, etc.
 - Include important contributors to science who represent various ethnicities, races, and genders when discussing various topics.
 - Examine the diversity, or lack thereof, in your discipline (both in industry and in academia) through class discussions and projects.
 - Provide students opportunities to read and reflect on issues of diversity in your discipline.
- Considerations in the Humanities and Social Sciences:
 - Provide opportunities for students to write a memoir aligned with course content. This opportunity is meaningful and engaging.
 - Invite students to examine canonical literature through a sociopolitical lens.
 - Build students' confidence with standardized literacies by allowing nonstandard oral and verbal expression.
- Eliminate and/or reduce high-cost course materials. Be sure that SMU Libraries holds copies of these materials and [submit a purchase request](#) if not. Place these materials on [reserve](#).

WANT TO LEARN MORE?

READ:

- [Diversity Style Guide](#)
- Shari Saunders and Diana Kardia, "[Creating Inclusive College Classrooms](#)"
- Viji Sathy and Kelly A. Hogan, "[How to Make Your Teaching More Inclusive](#)"
- Sherill Sellers et al, [Reaching All Students: A Resources for Teaching in Science, Technology, Engineering & Mathematics](#)
- Anjali Pattanayak, "There is One Correct Way of Writing and Speaking" (pp. 82-87) and Steven Alvarez, "Official American English is Best" (pp. 93-96) in [Bad Ideas about Writing](#).
- Ruth Starkman, "[Dropping the N-Word in College Classrooms](#)"
- Alicia Reyes-Barriénte, "[Teaching First-Generation Latinx Students](#)"
- Ben Galina, "[Teaching First-Generation College Students](#)"

WATCH:

- [Duke University SciComm Lunch & Learn: Inclusive Communication in the Science Classroom with Kelly Hogan and Viji Sathy](#)

SMU has an institutional membership to the National Center for Faculty Diversity and Development (NCFDD)—you can sign up for free to access these webinars:

- [Creating an Inclusive Classroom: Students with Disabilities](#)
- [Beginning to Strategize for Classroom Incivility](#)
- [Supporting Black Students and Mentees](#)
- [Strategies for Centering Instructor Identity in STEM Education](#)
- [Teaching with Empathy and for Equity at the Graduate Level](#)

REACH OUT:

- Contact your college Diversity Officer or [schedule an appointment](#) with the Center for Teaching Excellence!