Inclusive teaching refers to pedagogical practices that support meaningful and accessible learning for students of all races, ethnicities, genders, socio-economic classes, sexualities, disability/ability statuses, religions, nationalities, ages, and military statuses. Teaching inclusively means recognizing and leveraging the diverse knowledge and strengths that students and instructors bring to the learning environment.

The practices of inclusive teaching vary depending on student learning goals, class size, and course level; gathered here are key strategies drawn from the Scholarship of Teaching and Learning that apply to a broad range of teaching contexts:

1. **Designing a course with diversity in mind:**
   - *Include content from multiple perspectives.* Wherever possible, include diverse perspectives on course topics. Begin by asking: Whose perspectives are represented in the course readings and materials? Whose perspectives might be missing? Including perspectives from groups who are not traditionally included in the field can provide a fuller and more accurate portrayal of a topic as well as convey that multiple views are valued and will be engaged in the course.
   - *Draw from universal design theories and practices.* Universal Design is a set of principles aimed at providing all students equal opportunities to learn, including equal access to educational materials and practices. While Universal Design is helpful in meeting the needs of students with disabilities, these guidelines provide approaches that support all students’ needs. For more information, visit University of Washington Disabilities, Opportunities, Internetworking, and Technology (DO-IT): [http://www.washington.edu/doit/programs/accesscollege/faculty-room/overview](http://www.washington.edu/doit/programs/accesscollege/faculty-room/overview).

2. **Maximizing the varied educational backgrounds and personal experiences of students:**
   - *Get to know the students in the course.* The more we learn about our students’ backgrounds and experiences, the better equipped we are to anticipate how students may engage with the material in the course. Collect information about students’ prior knowledge of the course content, relevant educational experiences, and personal experiences that might impact their learning in the course. Many instructors gather this data before or on the first day of class, using an online survey or index cards.
   - *Provide multiple ways for students to engage in the course.* No single method of student engagement can be optimal for all learners; thus, providing multiple forms of participation (such as individual and group work) supports all students’ learning. When students are given options for engaging with course materials, it can be easier to achieve more equitable class participation from all students.

3. **Creating an environment that welcomes students’ contributions to the learning in the course:**
   - *Provide clear expectations for students’ success and avenues for finding support.* For example, establish ground rules for discussions and protocols for group work that promote inclusive learning. Show students how they can perform well and access additional resources to succeed in the course, if needed.

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• **Foster classroom community.** Help students get to know each other throughout the course. Plan an icebreaker related to the course goals and/or promote collaboration and peer learning through small-group activities.

• **Plan ahead and prepare for managing “hot moments” while maintaining honest dialogue.** Always respond promptly to discriminatory remarks and acknowledge students’ responses to them. Learn more about dealing with challenging moments, including microaggressions, through the resources listed below.

### 4. Assessing and reflecting on teaching practices to support professional growth:

• **Check in with students throughout the course to find out if they are meeting the course goals.** Gather feedback on teaching methods by asking students what’s working well and what could be done to better support their learning. Then, present the aggregated data to the students, explaining what changes will be made to the teaching methods as well as what changes won’t be made and why.

• **Make it easy for students to give confidential feedback about the course.** Provide an anonymous online survey or have a third-party collect feedback from students at mid-quarter to learn about students’ experience of the course.

### Selected Resources

• The Center for Teaching & Learning (CTL) supports instructors in learning about and implementing inclusive teaching practices. Find online resources and programs at [http://www.washington.edu/teaching/](http://www.washington.edu/teaching/) email us at thctl@uw.edu, or call (206) 543-6588.

• Theater for Change (TfC) UW. A CTL program, TfC uses Theater of the Oppressed methods to rehearse a range of responses to microaggressions, bias, and privilege, all of which impede learning. To learn more, visit [http://washington.edu/teaching/itpp](http://washington.edu/teaching/itpp), or email tfcuw@uw.edu.


• Tanner, K. (2013, Fall). Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. *CBE-Life Sciences Education*. Vol. 12, 322-331. PDF available at: [http://www.lifescied.org/content/12/3/322.full](http://www.lifescied.org/content/12/3/322.full)


“The current events across the country, in our state and even on our campus, illustrate that we have more work to do in creating a climate that supports understanding, respect and acceptance across our individual and group differences. I am committed to doing this work, both at an individual and institutional level, and I know that we must do it together.”

Ana Mari Cauce, UW President,
“We the People: Diversity, Equity, and Difference at the UW”