TIPS FOR INCLUSIVE TEACHING

1. USE WELCOMING LANGUAGE
   - Use contemporary, nonsexist, nonbiased language. Examples include "women" not "girls" for female students. If materials use outdated language, note it and explain that the class will use contemporary terms (except when referring to the original). See Appendix at the end of this handout.

   - If a student uses a term or makes a comment that strikes you as offensive, rather than ignore it, gently express why that language may be perceived as problematic and suggest an alternative term.
   - Be mindful of diversity in using pronouns and crafting examples.

        o Resist always using "he" to refer to engineers or managers, having only male examples of successful leaders, using terms like "guys" (e.g. "the guys in Construction…")
        o When giving examples, use a variety of diverse names (female, non-Anglo) and language that does not make assumptions about sexual orientation (e.g. "spouse" or "partner" rather than "wife").
   - Avoid comments or jokes that reinforce either positive or negative stereotypes (e.g., about women being more sensitive or not good at math, or Asians being extra hard-working or good with numbers.)

2. SOLICIT DIVERSE PERSPECTIVES
   - When soliciting personal experiences, ask generally whether any student has relevant experience or knowledge they would like to volunteer. Don't ask students to "represent" the perspectives of entire groups (i.e. to speak for all women, all African Americans, all Muslims, etc.)
   - Discussing highly charged topics, like race or sexism, is important in a truly diverse community. Don't avoid those topics because they feel awkward or uncomfortable. Do exercise care in how to open and shepherd difficult conversations, and acknowledge that everyone has biases.
        o Note: Studies show that opening such conversations with an acknowledgment of their difficulty as well as by signaling the purpose as a learning opportunity, helps to reduce barriers to engagement (e.g. "Talking about gender in this context is difficult and uncomfortable, but these conversations are important to have and honest exchanges are a learning opportunity for all of us.").
   - If an unusual degree of tension arises during the discussion, express openness to hearing from students outside of class.

3. RESPECT STUDENTS' DIVERSE IDENTITIES AND PERSPECTIVES
   - Start the course by expressly stating that a wide array of opinions is welcome in your classroom, and that students must treat one another with respect even when they sharply disagree.

   - Ask all students to provide their preferred name and pronunciation/nickname at the beginning of the year. If a student requests that you use a different pronoun (e.g. she vs he, they vs he/she), accommodate the request in a respectful manner.

   - The names of students will reflect the diversity in a classroom and potentially raise questions of pronunciation. Model how students should behave with clients or co-workers by asking the student for clarification and making note of it.
   - Do not assume you know how a person self-identifies, in terms of race or ethnicity or gender. For example, someone who appears or "presents as" white or male, may self-identify differently. Be careful of making assumptions, both privately held and publicly expressed.

4. ENSURE EQUAL OPPORTUNITY
   - Choose guest speakers and authors for readings with an eye towards diversity. Include guest speakers and readings by individuals who represent diverse identities in terms of gender, race, religion, etc. This strategy helps students to see that all groups can be experts.
   - Aim for inclusion in classroom participation. Cold call or select volunteers with an eye toward equity, and be conscious about possible bias in feedback or in who is asked to follow up. Recognize the natural tendency to gravitate toward, and to be more comfortable with, people like oneself.
     - Some students may be more comfortable participating in discussion than others; this can be tied to personality and/or cultural norms. To equalize participation, ask questions and give students a few minutes to write down responses. Then cold call on students to respond. This allows more students to participate—not only those who are comfortable responding quickly or speaking publicly.
     - Explicitly ask for "new voices" in the discussion. Request that only students who have not spoken today/this week/this month raise their hands.
     - Wait a bit before calling on students, rather than calling on the first hand you see go up. While the silence can feel awkward, it almost always results in more and more diverse set of hands raised.
   - Be conscious of which students contribute what comments so as to avoid praising a student who replicates a remark that was previously stated but without notice, particularly since research suggests that those whose comments are more likely to be overlooked may be students from marginalized groups.
   - Be mindful that students may display bias towards each other and may reinforce gendered or other stereotypes. Pay attention to team work to ensure that jobs are distributed without bias (e.g., group leaders are not always men, note takers are not always women).
   - Studies show that educators may inadvertently use different language with students who are or are perceived to be struggling, based on race, gender, or background, and that this language matters. For *all* struggling students, use language that suggests that success is within their control, as opposed to a product of fixed ability (e.g. Rather than say "Statistics are really hard for some people", consider "Statistics feels hard now, because you're learning" or "The point isn't to immediately know all; the point is to learn it step by step.")
   - Post all student teaching or research opportunities to ensure that any student who is interested can apply. Recognize the value of diversity when making student selections.

5. EXHIBIT A WILLINGNESS TO LEARN
   - Acknowledge openly the potential biases in your own perspective, and ensure a rich dialogue within class by seeking to elicit opinions that differ from your own.
   - Consider providing a method for students to give anonymous feedback during the semester about diversity-related concerns. One option is to create or ask IT to create a Google Form that can be adapted for this purpose and included as a link on your syllabus.
   - Encourage students to reach out to you during office hours or otherwise to talk about any issues related to identity that may be inhibiting their ability to fully engage in your class.

APPENDIX

CONTEMPORARY LANGUAGE

It may be helpful to know that many marginalized groups' preferred terms have changed over the years. There are several resources for learning about these preferences:
- LGBTQ http://www.glaad.org/reference/ ; http://goo.gl/lXc1y0
  - e.g. "gay or lesbian" not "homosexual"
  - e.g. "sexual orientation" not "sexual preference"
- Immigration https://www.raceforward.org/sites/default/files/DTIW_Stylebook.pdf
  - e.g. "undocumented" or "unauthorized" not "illegal" when describing an individual in a country without or beyond authorization and/or documentation
  - e.g. "noncitizen" not "alien" when describing individuals based on their lack of citizenship status (or, when addressing a specific group among noncitizens, more tailored terms like "immigrant" "refugee" or "migrant")
- Race/ethnicity
  - e.g. Native populations may prefer "Indigenous" to "Indian"
- Note that students may identify with multiple racial and ethnic categories
- Mental Health/Disability http://ncdj.org/style-guide/
  - Use person-first language:
    - "people with disabilities" not "handicapped"
    - "a person with an intellectual disability" not "retarded"
    - "a person with schizophrenia" not "a schizophrenic"
  - Avoid expressions that imply that a person with a disability must be a victim or have a poor quality of life. (e.g. "afflicted with/stricken by/suffers from").
  - Avoid terms like "crazy," "loony," "mad," and "psycho"

SYLLABUS

Include these paragraphs in your syllabus for both graduate and undergraduate classes:

STUDENTS WITH DISABILITIES
If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities (CSD) at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 3rd floor.

HEALTH AND WELLNESS
To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline **(212-443-9999)**, available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

BIAS RESPONSE LINE
For any concerns about bias at NYU, contact the NYU Bias Response line at 212-998-2277 or at bias.response@nyu.edu. Or complete the online form at: https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/bias-response/report-a-bias-incident.html

Make sure your syllabus and classroom materials are digitally accessible

Use SensusAcess tool to convert syllabus, course materials to be digitally accessible. Available through NYU Home at: https://globalhome.nyu.edu/group/nyu-home/search?keyword=Document%20Conversion