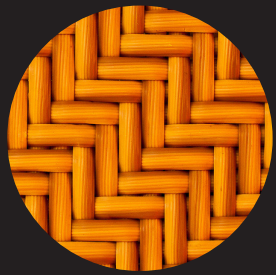


Inclusive Classrooms

As professors and instructors at UCR, there are many ways to bring principles of inclusivity into the classroom. Our diverse student body is one of UCR's greatest strengths and the tips below will help you think critically about how your classroom supports success for all of our students.



Course Content

As you plan your syllabus, remember to provide multiple perspectives on issues and to highlight material by people from different backgrounds. If your course focuses on a particular group of people, make sure that some of your readings are written by people from that group. Making sure you have course content that represents and was produced by people from a wide range of backgrounds will deepen your students' understanding of the material and the issues at hand.



Student Accommodations

Make it easy for students to address their need for accommodations such as absences for religious holidays or additional time on a test due to a disability. In your introductory email, invite students to reply with any such needs rather than simply including a paragraph on accommodations at the end of your syllabus. This email is also a good time to ask students for their preferred names and pronouns so they do not have to correct misgendering or other issues in public.



Grading and Attendance

Be careful to avoid confirmation bias in grading. Assess work without reference to the student as often as possible by bending down the corner to hide student names before grading or asking students to attach a cover sheet to the back of the assignment. Ensure that attendance is recorded fairly by taking it each day rather than relying on your memory so that hyper-visible students are not disadvantaged as their absence is more noticeable. Remember that your students are people too for whom major life events can happen in the middle of your course. Err on the side of compassion when it comes to attendance issues.



Recognize How Power Works

Be aware of the way social inequities play out in your classroom and proactively address problems such as certain students dominating conversations or students being consistently interrupted. Be careful not to rely on students to speak as representatives their identity groups.

Recognize your own power in the classroom and work to facilitate an environment where students can productively critique the course material, their peers' ideas, and your ideas. Treat dissenting opinions with respect and seriousness.

