

# Inclusive Course Checklist

To ensure a college environment where all feel they belong, we, as faculty, must intentionally create curriculum and class environments that show our commitment to engaging all students. This packet provides practical suggestions for creating a more inclusive and culturally responsive learning environment.

Included in this packet are three separate checklists corresponding to three levels of creating an inclusive classroom with each level requiring a bit more time, effort, and knowledge than the previous.

The DEI committee and the Library are working to create resources related to the various bullet points on these lists to help faculty implement changes to teaching and curriculum development. Resources will include published research and information as well as advice from KCC faculty. As these resources are developed, they will be linked within this packet.

# Level One

## Course and Instructional Materials

- Switch to third-person singular (or plural) in syllabi and all pieces of communication (they/them)
- Review your textbook for bias
- Have a syllabus policy detailing the code of conduct for discussions
- Include a statement on the syllabus about openness and confidentiality
- Create and select materials that use gender-neutral language and are free of stereotypes

## Class Policies and Procedures

- Learn each student's name and pronouns (do not use the term "preferred" name or pronoun)
- Provide students with instructions on how to read assigned texts (purpose, guiding questions, notetaking strategies, etc.)
- Consider accepting late work and allowing revisions
- Do not allow students to self-select their groups all the time
- Carefully monitor interactions in groups to ensure people are not being excluded
- Be aware of your own identity and how you portray yourself in class

## Teaching and Learning

- Include a variety of assignment types in your course to allow students to demonstrate mastery of course content in ways appropriate and effective for them as individuals
- Include a variety of instructional techniques and methods to appeal to different types of learners
- Include learning opportunities that encourage students to enrich the course through the sharing of their own perspective and lived experience
- Do not always call on a member of a demographic group when covering material regarding that group

## General Notes

- Being inclusive does not mean erasing the identities of students ("I don't see color" etc.) but including and recognizing a variety of identities and experiences as valid.
- Remember that diversity is not just race/ethnicity; it exists along multiple demographic lines (e.g. gender, sexuality, social class, religion, age, geographical upbringing)
- Remember differences that are not visible are just as important

# Level Two

## Course and Instructional Materials

- Include non-western and/or diverse authors and texts for course readings
- Use non-western and diverse names and contexts for instructor-created problems and examples
- Add a diversity and inclusion statement to your syllabus
- Allow the students to aid in creating the course schedule and selecting course topics and/or materials for the second half of the semester

## Class Policies and Procedures

- Monitor your language and that of students both in class and in online discussions
  - Stay up-to-date on proper terminology and do not let microaggressions, stereotypes, or false assumptions pass by unacknowledged
- Be careful of class bias in instruction
  - Introductory videos should not include items like “where did you go on vacation” and related class-based questions
  - Do not assume students have money to spend to complete class projects
  - Provide college resource information to all students

## Teaching and Learning

- When making cultural references to illustrate course content (verbally or in writing):
  - Understand that the knowability of these references differs based on demographics
  - Identify your own cultural lens and commit to drawing from a variety of cultures
  - Explain cultural references when you use them
  - Think about how the stories you tell in class help reinforce or break down the single-story of a particular group
- Identify the purpose and goal of assignments and allow time for reflection after completion

## General Notes

- Be sure to self-reflect on your own biases, stereotypes, and prejudices so you are better able to address these issues in class
- To truly create a culturally responsive classroom, you have to get to know your students and be intentionally aware of perspectives other than your own

# Level Three

## Course and Instructional Materials

- Include a list of contributions to the field made by non-western, BIPOC, and non-male professionals. This may be in the form of an annotated bibliography, a list of links, etc.
- Ensure all course materials apply universal design principles
- Provide instructions on tasks and assignments in a multimodal fashion
  - Embed a video of you explaining the assignment in the written assignment description
- Allow the students to aid in creating the course schedule and selecting course topics and/or materials during the first week of class

## Class Policies and Procedures

- Ensure all voices are heard in your class by incorporating opportunities for:
  - Slow and fast thinking and response
  - Include asynchronous online discussions
  - Provide students prior to class with questions that will guide the in-class discussions
- Carefully monitor “interrupters” but keep multiple perspectives in mind to determine how you should handle the situation. Consider the difference between interrupting and cooperative overlapping, and the factors that can affect conversational behaviors: gender, neurodivergence, etc.
- Learn religious and cultural holidays of students and do not require major assignments due on those days

## Teaching and Learning

- When choosing course content (images, videos, blogs, readings, etc.), make sure:
  - Multiple, varied voices, perspectives, and scholarship are represented
  - The portrayal of groups should not be consistently positive or negative
  - To move beyond ‘diversity as race’ and consider multiple social identities
- Get to know your students’ cultures and backgrounds to help you design the course

## General Notes

- Be sure to self-reflect on your own awareness of other perspectives, your own biases, stereotypes, and prejudices so you are better able to address these issues in class