



## Creating an Inclusive Classroom

*This document has been co-created by CU Boulder faculty and staff and is intended to aid conversations within various disciplines regarding the experience of marginalized students in our classrooms. Rather than a checklist, we invite you to utilize it as a collection of ideas and prompts to promote discussion. If any of these items don't seem to apply to your academic discipline, perhaps consider the reason this might be so. With further consideration and discussion, it might be more applicable than at first glance. Specifically, keep conversation open in the hunt for blind spots and hidden curriculum that may be off your radar.*

1. Write a statement to share with your students that acknowledges the diverse array of identities in your classroom. While you might search for other “Inclusivity” statements online for ideas, such statements are most authentic if written in your own words.
2. Reflect on your identity as the instructor of your course(s). How does your identity impact the classroom dynamic? How can you acknowledge your identity to your students and make space for their identities (such as race, class, first generation status, ethnicity, gender, ability) to co-exist with yours?
3. Consider writing down “community guidelines” for your course. Start your course with a discussion of these guidelines and, perhaps, offer a group activity that allows your students to contribute ideas or revise/amplify some of your rules. If you involve the students in this process, they will feel agency and commitment to these guidelines and will likely help hold one another accountable.
4. Examine your course design and ask yourself if you are able to gauge the learning experiences of all your students. Are there multiple avenues for participation in your course?
5. While choosing the content for your course, note the identities of the content producers that are being included. Is your course content informed by a variety of perspectives, backgrounds and identities? If not, is there a historical or cultural explanation for the absence of diverse scholarly contributions? Invite your students to share books, articles or websites that are valued in, or representative of, their communities.
6. Powerful inclusive learning spaces incorporate dialogue. Deep learning involves difficult conversations, as students need to experience productive failure. Make sure to present the rules of engagement frequently, so that you create a brave space for authentic conversation. If you see discomfort during dialogue, pause and note this discomfort. Lean into these moments and take time to build relationships, whether in agreement or disagreement, with and among your students.
7. Keep a learner’s mindset about creating inclusive spaces for students. You will make mistakes, and you might cause harm to marginalized students. Find an accountability partner that you trust, and process these moments with them before returning to your students to repair the harm.
8. Ask for frequent feedback from your students about their experience in your class. Consider a mid-term anonymous detailed evaluation, to allow students to be honest about their experience in your course. Let the students know how you are reflecting on this feedback, and how you are modifying your teaching to best support their learning.