1. Make clear to students at the outset of class that you are the moderator of discussion and you will control how it ebbs and flows. (I use a simple rule: You must raise your hand and be acknowledged by me before sharing your thoughts. The first infraction is met with swift reprimand so that students understand this is the expectation. It's always better to be strict at the outset rather than attempting to control an unruly class once it has gotten out of hand, especially when discussing topics that generate strong emotions.)

2. Find a randomized way to include diverse commentary in class. (I use randomly selected note cards with students' names on them. Before class I shuffle the cards and pose the first question to the person whose name appears on the card. For larger classes instructors might randomly select a student from a seating chart. I also note on the card that I have called on the student so that I can make sure to include others who have not had the chance to speak later. This gives students a sense that each person's contribution is important and expected. And because I have established my authority to regulate the ebb and flow of discussion (see tip one) it is less likely that students will feel that they may be directly attacked if presenting an alternative viewpoint).

3. Be attentive to how segments of students respond to particular material so that you can draw out alternative points of view in future class discussion. (For instance, to use an abstract example, if we are having a discussion about "rocks" and a student confesses, "I like rough rocks found on the lake," then it would be important to retain that person's position for future discussion. In a later discussion of rocks, the instructor can then select students who may have an alternative point of view like, "I like smooth rocks found in the ocean." By specifically calling on that person, the instructor can facilitate the discussion of varying ideas about "rocks" without injecting his or her own opinion. This also leaves room for the instructor to reconcile the varying positions about "rocks" with some facts from the literature. It is as if the students are voicing their opinions to the instructor, who serves simply as an unbiased, yet informed listener.)

4. Find merit in some aspect of whatever comment a student makes even if you do not agree, or determine it to be without factual basis. (Returning to our "rock" example, a student might state confidently, there are more "rough rocks" at the bottom of the ocean than smooth rocks because smooth rocks are better. You may know that the literature challenges the student's statement of "fact" and that there is no qualitative difference between the rocks and their position in the water. Instead of responding, "No that is incorrect" an instructor might start with a statement like, "It certainly seems plausible that the shape of a rock might effect its position in the ocean. I can see how it might be easy to come to this conclusion given the fact that there are rough rocks and smooth rocks that occupy different positions. Interestingly, scientists have found the opposite to be true. In fact, several scientists have noted that there is little factual basis for the argument." This way the student is encouraged to continue participation, and does not feel "shouted down" about volunteering the "wrong" answer.)

"When referring to romantic relationships, substitute 'sweetheart' or 'your honey' or 'your main squeeze' instead of boyfriend or girlfriend."

"Include photos of, quotes from, and research references to people and scholars from varying races, ethnicities, creeds and so forth, in PowerPoint slides and lectures and class discussion."

"Preface statements about learning with, 'whether some of your people went to college, none of your people went to college, or all of your people went to college, we have this in common..... (and then say whatever that may be) e.g. 'we need to learn how to evaluate source credibility.'

1. I learn all my students' names as fast as I can. If I taught a big class, I would make sure students know at least some classmates' names.
2. I use the attached form the first day of class, where people can tell me about themselves, including things that may affect their coursework. It gives me an idea of who's who and who may need what before it actually happens.
3. I work a lot in pairs and groups, which pretty much guarantees that everyone is included. The activities are such that you can't do them alone, even if you wanted to.

1) I have students read Peggy McIntosh's "White Privilege: Unpacking the Invisible Knapsack" essay. We apply the lessons of that essay to our context at Texas A&M and expand the discussion to focus not just on white privilege, but also heterosexual privilege, class privilege, and so forth. Then I ask students to brainstorm with me how the typical classroom at A&M might privilege some students over others.

2) At the beginning of each semester, I have students fill out a short questionnaire. Along with questions about why they are taking the class, I include questions such as "What is your preferred name?" and "What is your preferred gender pronoun." I also include a space for students to tell me anything else that they would like me to know.

1) Include a statement on your syllabus about inclusion and actually go over it on the first day of class.

(2) When writing tests or giving hypothetical examples, purposely use names that are clearly from different groups across the examples you give (e.g., Kwon goes to the store; Luisa is at the bank; Jeff is at school). Also be sure that if there are scientists or people in authority in your examples, they are from different groups.

(3) unless it is specifically germane to the content of the course, use same-sex couples or different-sex couples exactly the same way in examples. Also, I find that using a generic term for someone that a person is dating (I use the ridiculous "Schmoopie") makes it more inclusive.

(4) ALWAYS turn on the captions in a video. ALWAYS. it is better for all students, regardless of their hearing abilities.

Group projects – Students are assigned to groups (not self-selection) and the groups are deliberately set up to have as large a "variety" of students in them as possible (i.e., student athletes with engineering majors; racially/ethnically mixed, etc.). Groups are given a required number of times to meet and the meetings must be face-to-face, not on-line.

Syllabus statement – "It is my intention that this classroom would be a place where everyone is respected and each of us can feel free to express our opinions in a respectful manner. Please show respect for yourself and other students in all course interactions."

1. To set the tone for collaboration from the onset, and ensure the classroom is a judgement free, ego-free space where everyone can safely explore ideas, on the first day of class I have the students collectively and collaboratively create their own **class rules**. Their list almost always mirrors mine, while giving the students ownership and responsibly over their learning environment; I have had students remind fellow students of this mandate during the course of the semester.

2. If you ask a question and want the students to answer, pause longer for the answer than you expect --- tell the students "***I will wait***" --- this is sometimes much longer than feels comfortable. Embrace the silence; some students need time to formulate their responses in their heads or on paper before they will speak in a public setting. You also might like to say: *"I will wait to until 5/10/20 hands are raised before we proceed."* Pausing in class encourages students to think or reflect on the subject matter and not rely on those one or two students who you can always count on to speak up.

- Don't use a gendered pronoun if a non-gendered pronoun could be used instead to help everyone feel included.
- Be aware of how you present during lectures for people with vision-related issues. For instance, avoid directions like "click here" or "in the yellow box" since these directions do not help those with visual impairments. Instead, say the name of the link, describe the image, and do not refer to directions by color only.

1. At the same time that tell students to please correct me in the pronunciations of their names/tell me their nicknames, I mention that they can email me with their preferred pronoun.
2. I make sure to tell students on the first day that if they have a childcare emergency, they should feel free to bring their kid(s) to class. I would rather have children have the chance to see a college classroom than to have a student miss a day of class.

I want to:	Examples of Strategies and Techniques
Foster an inclusive class environment	• **Learning Students' Names**: Instructors who learn the names of their students help to reduce feelings of anonymity and isolation that many students experience (e.g., use name tents; use a seating chart the first month of classes; use photos; learn a few names at a time; ask students to describe an interesting fact about themselves; annotate your class roster).
Support the needs of my first generation students	• **Course-Related Self-Confidence Surveys**: Usually administered at start of course or new section to determine students' self-confidence in their ability to learn certain concepts or perform certain skills. May help instructor structure assignments more effectively.
Support students whose second language is English	• **Visual aids & Demonstrations**: The instructor uses visual displays, white boards, posters, and demonstrations when giving instructions. • **Think-pair-share**: The instructor develops and poses a question to the students . The students have time to formulate their responses before sharing their ideas with a partner. (Key is the time allotted to formulate answers). This is an effective strategy for all students.
Check prior knowledge	• **Misconception/Preconception Check**: Focuses on uncovering prior knowledge or beliefs that may hinder or block further learning. Create a simple questionnaire (as form to be handed out) to elicit information about students' ideas and beliefs in an area identified as being associated with troublesome misconceptions or preconceptions. For the instructor, this check identifies specific problem areas, how these might interfere with learning in the course, and how deeply embedded the misconceptions/preconceptions are in student thinking.
Monitor progress on specific student learning outcomes	• **Muddiest Point**: Can be used at any time during a class session. Students are asked to write down on an index card or half sheet of paper what they found least clear or most confusing in a teaching presentation or activity: "What was the muddiest point in the (lecture, assignment, discussion, play, film, video etc.)?"
Understand how students are perceiving my instruction	• **Classroom Assessment Quality Circles**: Provides the instructor with a regular means to collect thoughtful responses from students on their perceptions of course materials, activities, and assignments. Students are encouraged to become actively involved in their learning. Decide which elements of the class you will seek feedback on. Ask for volunteers or appoint groups of students to the Quality Circle. Arrange to meet with the Quality Circle group. Respond to the Quality Circle and class regarding their suggestions, as appropriate.
Encourage students visit me during my office hours when they need help	• Students who are learning to navigate college are often intimidated to visit faculty during their office hours. A couple of effective strategies I have used are: 1) Holding office hours where the students are, e.g. a designated place in Sbisa a couple of times a month; 2) Making an office visit an assignment early in the semester (in larger classes, they sign up for a visit in groups of 3-4).
Additional strategies	• I never assume that students have the financial resources to purchase course materials. When selecting course text(s), I consider the cost. Uploading the required readings for the first two weeks can be very helpful to students whose financial aid is delayed. Putting the course textbook on reserve in the library can also be helpful to students who lack financial resources. • When planning classroom activities that require the use of technology, it is important not to assume that all students have computers, tablets, or other devices. Incorporating small group work when requiring the use of such devices can ensure participation from all students. • One of the biggest challenges that students face in my classes is what to focus on when reading the texts. I find that often this contributes to why some students choose not to read prior to class; and for those do, they still appear unprepared to engage in meaningful discussion about the readings. An easy strategy that can have a significant impact is to provide a few questions and/or guidelines related to the readings that help students focus their attention.