

Recommended Practices for Equitable and Inclusive Teaching

The goal of this checklist is to highlight some important aspects of equitable and inclusive teaching; it is by no means exhaustive. Think of it as a starting point for course planning or a reference guide for reflecting on your teaching throughout the semester. For more extensive support, see the [Teaching Equitably and Inclusively pages](#) on McGraw's website, our [asynchronous Canvas course](#) on Equitable and Inclusive pedagogy, the [Equitable and Inclusive Teaching Virtual Cohort](#), or [request a one-on-one consultation](#).

Planning for Equity and Inclusion

On your syllabus

- Be explicit about the course's learning goals and transparent about your pedagogical approach.
- Make your course policies inclusive, in alignment with University policies. See the [Syllabus Resources for Faculty](#) for sample language.
 - Review the University's [Discrimination and Harassment FAQs](#) and index the University's [anti-discrimination policy](#) in your syllabus.
 - Review the Office of Disability Services [information for faculty regarding accessibility](#) for students with disabilities and inform students about the [Office of Disability Services](#).
 - Check religious holidays each semester to make sure your course calendar does not present challenges for students.
- Explain how your students can contact you and how to use office hours.
- Define the terms used on your syllabus, in assignment guidelines, and in your classroom (e.g., summary, analysis, critique, close reading, prerequisite, etc.).
- Communicate your grading approach and standards clearly and transparently in the syllabus and assignment guidelines.
- Clearly state your expectations for participation in discussions and explain how students will be evaluated and graded for participation, if applicable.

Planning for your Course

- Add structure to your course (e.g., establish pre-class tasks in which students process and reflect on new content, regularly ask for discussion board responses, or create a pattern of low-stakes assignments that build toward larger ones).
- Conduct a [pre-semester survey](#) to welcome your students to your class and learn more about their values, commitments, and goals.
- Include underrepresented voices and diverse perspectives in your course, making sure to integrate them fully into your curriculum.
- Connect course material to contemporary concerns, if possible. Create activities and assignments that help students apply the course material to broader issues of equity.
- Based on your pre-course survey, find ways to connect to your students' interests (e.g., through course content, examples in lecture, or choices in assignment topics).
- Put readings and other [course materials on reserve in the library](#). State clearly on your syllabus that these materials are freely available and where to locate them.
- Make your course materials as accessible as possible following [McGraw's general accessibility guidelines](#).
- Test the accessibility of any materials you upload to Canvas using the [Panorama Accessibility tool](#).
- Use tools such as [Panopto](#) or [Kaltura](#) (which automatically caption videos) and [Ares course reserves](#) (which optimizes text for screen readers) that comply with ADA standards for accessibility.

Cultivating an Equitable and Inclusive Classroom

- Start class with a lesson objective (a statement about what a student should be able to know or do after the class) and agenda.
- Establish ground rules and values for discussion, for instance, through a shared [class agreement](#). Princeton's [Classroom Learning Environment Policy](#) describes the importance of creating a stimulating and open intellectual environment that remains fully respectful.
- Be thoughtful about identity language, making sure you are using terminology that is up-to-date and inclusive, not essentialist or divisive.
- Treat students as individuals rather than as token examples of an identity or group.
- Following Princeton's policy on [Classroom Learning Environments](#), show respect for perspectives and ideas that do not match your own, and ask students to do the same.
- Give students time to process material, for instance, through pre-writing assignments or small group work.
- Create active learning opportunities in and outside of the classroom, for example, using polls, whiteboard activities, problem sets, low-stakes quizzes, lab activities, discussion boards, or a course website or blog.
- Moderate small group work and give students well-defined tasks.
- End class with a wrap-up activity that asks students to reflect on, make connections between, or ask questions about what they've learned.
- Conduct a mid-semester check-in to assess students' experience of the course and be willing to make adjustments to better serve their needs.
- Connect individually with your students, for instance through scheduling brief one-on-one meetings.

Assessing Equitably

- Design at least one formative assessment for each summative assessment on your syllabus (i.e., a thesis/outline/introduction to prepare to write a paper).
- Include smaller opportunities to practice key skills in class, for instance via small group work, one-minute papers, or in-class debate assignments.
- When designing exams, create problems that apply students' skills or knowledge to real-world scenarios or issues.
- Design assignments that help your students to tackle messy questions and issues of inequity and exclusion.
- Experiment with interactive, collaborative assignments alongside more conventional exams, reading responses, and papers.
- Make exam and assignment guidelines clear and accessible (e.g., by using Canvas Assignments). Include learning goals, grading rubrics, and information on how students should turn them in (e.g., online via Canvas, on Gradescope, or hard copy in class).
- Create a class Q&A board where students can post questions regarding assignments, for instance, using [Ed Discussion](#).
- Encourage self-reflection and revision by doing peer reviews, assigning a reflective letter or statement accompanying major projects, or allowing students to submit and revise drafts.
- Offer timely, substantive, constructive feedback focused on the work—not the student—that is targeted towards improvement.
- Be clear about how you want students to respond to your feedback and encourage them to articulate their action steps for implementing it.