15 Tips for Inclusive Teaching

1 Include the **Khoury College DEIAB web resources** and an **accessibility statement** on your syllabus. You may also want to include links to the **Northeastern Office of DEI** and **Disability Access Services**. On the first day of class, mention these resources and why they're important to you.

2 Set **community agreements and class norms** for respect and inclusion. Demonstrate **ways to disagree respectfully** and how to engage in dialogue with active listening rather than heated debate, aggressive argument or disrespectful language.

3 Find a method that will ensure you use every student's correct name, **name pronunciation**, and gender pronouns.

4 Be aware of your biases on different aspects of identity and work to address them. To learn more about areas of bias, take a look at the **Harvard Implicit Association Test(s)**. Consider **how to think about implicit bias** within science.

5 Be prepared to address any instances of students being excluded based on aspects of their **identity and privilege**, including racism, sexism, homophobia, transphobia, ableism, and other forms of exclusion.

6 **Familiarize yourself with microaggressions** and how to address them effectively in the classroom.

7 Address negative stereotypes openly and honestly within your classroom.

8 Never put any student on the spot to explain aspects of their identity during class or to speak on behalf of a group with which they identify.

9 Pay attention to who you call on during class, and encourage participation from students who seldom contribute. Take care to ensure you are hearing from all students equitably, and that you aren't disproportionately calling on members of any one group or identity. Consider ways to hear from a wide variety of students.

10 Be familiar with **stereotype threat** and **impostor syndrome**, especially how they might impact your students' performance. Consider ways to address these issues.

11 Diversify your curriculum and lesson planning, and include a range of identities and perspectives in your readings, case studies, class examples, etc. Consider how outside speakers or community members could contribute to your students' learning.

12 Seek professional development to deepen your knowledge, skills, awareness, and competencies in the areas of diversity, equity, and inclusion **using an intersectional lens**.

13 Be mindful of using inclusive (vs. exclusive) language in the classroom. **Examples of inclusive language CS-specific inclusive language suggestions**

14 Pay attention to any "walls of fame" in your department, lab, or center that highlight a lack of diverse identities, as these have been found to negatively impact students' sense of inclusion and belonging.

15 **Embrace your own vulnerability** as a skill for healthy leadership. Create space in your classroom where your and your students' mistakes—including mistakes related to exclusion—are treated as opportunities for learning and growth. Don't let perfection be the enemy of progress. Acknowledge that mistakes and failures can be a source of creativity, courage, and leadership. Admit your mistakes as they relate to exclusion, apologize, and model an openness for change and growth.

N Northeastern University
Khoury College of Computer Sciences