

Checklist for Inclusive Instruction

Instructor-Student Communication	Yes/No	Notes
<p>I will tell students how I want to be addressed and give them the opportunity to also share their preferred names and personal pronouns.</p> <ul style="list-style-type: none"> Potential considerations: have this occur privately. In class, this could be on a paper that only the student and instructor will see. For an online class, consider setting this up as a private non-graded assignment rather than on a public discussion board. This allows for confidentiality and questions such as “Is there one set of pronouns I should use privately and another publicly in front of others?” 		
I make sure that students know how I will communicate with them (e.g. via announcement on Canvas) and when they can expect responses should they reach out to me.		
I go through policies with the students and repeatedly let them know where they can review expectations (i.e. in the syllabus on Canvas)		
I make sure to address the “hidden curriculum”, making terminology and expectations explicit to students and acknowledging the social environment of teaching and learning.		
I clearly communicate the expectations and grading scheme or rubric for each assignment in advance.		
I give students various ways to communicate with me and explain those channels (e.g. email/office hours).		
I offer (anonymous) feedback-opportunities for students about their learning experiences (e.g. Mid-Semester Feedback, or Learning Diary).		
I offer check-ins, such as individual meetings or exam review sessions dependent on the activity, e.g. before a deadline or an exam.		
I create a feedback culture, i.e. through feedback activities in class or taking time to discuss student feedback.		
I regularly offer feedback or reflection opportunities at the end of a class to give students the opportunity to share their experiences and questions (e.g. through an exit ticket).		
I communicate the University’s support offered to students (e.g.: Scarlet Listeners, CAPS, Office of Violence Prevention).		
I inform students about possible accommodations and the support offered through the Office of Disability Services .		
I encourage student participation in developing guidelines or agreements for in-class discussion.		

Activities & Materials	Yes/No	Notes
I use a pre-course survey to get a first understanding of students’ knowledge, needs, and interests.		
I share learning objectives and rubrics with students in advance, i.e. for an entire class but also for specific (graded) activities.		
I share learning strategies with my students.		

I offer additional background material so students can deepen their understanding. <ul style="list-style-type: none"> ● If applicable: If my course has prerequisites, I offer material for students to catch up on these. 		
I provide concrete examples to explain course concepts, making sure to offer different references and explaining metaphors.		
I make the professional standards in my discipline explicit for students. (e.g. lab safety)		
I refrain from generalizations, e.g. regarding student experiences.		
I do not expect students to individually speak for a (social) group.		
I include readings/materials from scholars of various backgrounds and viewpoints to highlight diversity.		
I regularly check my course materials for possible missing perspectives. <ul style="list-style-type: none"> ● If possible, I ask colleagues to look at my material or give feedback on my teaching practices. 		
I present content in various forms (e.g. through images, text, videos etc.) and make sure my material is accessible.		
If applicable: <ul style="list-style-type: none"> ● When teaching an in-person lecture, I make sure my students get the notes in advance. ● I offer a recording, so students can listen to it afterwards. ● If I have slides for my lectures, I upload them to the LMS in advance and make sure to use an accessible font as well as high contrast colors. This can be confirmed using this accessible color contrast checker. 		
If applicable: When students complete advanced readings, I offer guiding questions.		
I scaffold complex activities and assignments to ensure students can complete work in stages and receive feedback prior to a final submission.		
I use activities with various levels of interaction (e.g. group work, individual work, work in pairs)		
Whenever possible, I make expectations for activities explicit beforehand.		
If applicable: <ul style="list-style-type: none"> ● When I teach with group work, I monitor group dynamics and give the groups opportunities to reflect on working together. ● If I teach with case studies, I make sure that they present various experiences and identities across gender, age, dis/ability, sexual orientation, social class, and race/ethnicity, among others. 		
When I create activities, I invite students to engage their own identities and knowledge as well as bring in their own examples.		
I offer different ways for students to participate in an activity and contribute to class.		
I offer learning materials that allow for some degree of student choice to fulfill learning goals.		
I present material on Canvas so students can easily access it if they miss a class.		

Note: The following checklists have been developed as part of the work of the [Rutgers SGS DEI Advisory Committee's Curriculum & Mentoring Subcommittee](#) 2023. These documents serve as guides, offering an easy way to check on the accessibility of one's own teaching and as it relates to the class syllabus, instruction, and graded assignments. However, it is crucial to understand that these checklists are not one-size-fits-all solutions; rather, they serve as adaptable frameworks that instructors can use as a starting point and tailor them to their unique teaching contexts and the diverse needs of their student populations. These checklists are also permitted to be adapted and shared under the Creative Commons license [CC BY-NC-SA 4.0](#).