

INCLUSIVE COURSE CONTENT TIPS FOR FACULTY

What to keep in mind when choosing course content:



1 WHOSE VOICES, PERSPECTIVES, AND SCHOLARSHIP ARE BEING PRESENTED?

- Include multiple perspectives on each course topic through the lens of race, gender, sexual orientation, religion, socio-economic status, nationality, etc.

- Include materials written or created by people of different backgrounds and/or perspectives, so as to not show value of one voice over another. Include works authored by members of the group that the class is discussing

2 HOW ARE THE PERSPECTIVES AND EXPERIENCES OF VARIOUS GROUPS BEING REPRESENTED?

- Include materials that address underrepresented groups' experiences in ways that do not trivialize or marginalize these groups' experiences.

- Be aware of and responsive to the portrayal of certain groups in course content, so as not to put one group in an exclusively negative or positive light.

- Avoid dichotomizing issues of race into black and white. It is essential to recognize and acknowledge that there are other groups for whom racial issues are relevant.

3 DOES THIS SOURCE UTILIZE INCLUSIVE LANGUAGE?

- Choose a textbook with gender neutral terms. Check to see if examples and photographs include people of all genders and of various races and ethnicities.

- If you do use materials or resources that are not written in neutral language, such as older books and articles, point this out to students. Use this as an opportunity to discuss how diversity and inclusion issues have evolved over time in your discipline.

Materials adapted from University of Michigan's Center for Research on Learning and Teaching and University of Iowa's Center for Excellence in Learning and Teaching.