

# Framework for Inclusive Pedagogy

What Faculty Bring to the Classroom					
	Always	Often	Sometimes	Minimally	Not at all
1) When it comes to diversity, I am open about the difficulties I experience in the classroom.					
2) I examine my own attitudes, assumptions, and beliefs about what it means to work in diverse environments and with diverse individuals.					
3) I participate in professional development activities that explore diversity-related topics.					
4) When it comes to diversity (e.g., race, ethnicity, class, gender, and ability), I know what triggers me in a classroom setting.					
5) I intentionally think through how I will respond when triggered in the classroom.					
6) I feel comfortable in the presence of diverse populations of students.					
7) I have a personal connection with a diverse array of students.					

Understanding Diverse Course Content					
	Always	Often	Sometimes	Minimally	Not at all
1) When designing a course, I intentionally incorporate topics that touch on issues of race, ethnicity, age, gender, sex, religion, culture, and/or social class.					
2) The course readings I include are written by individuals who are diverse and represent diverse perspectives (e.g., political opinions, racial or ethnic backgrounds, class statuses, genders, and abilities).					
3) I challenge my students to move beyond what is culturally familiar or culturally relevant to explore unfamiliar topics and issues.					
4) My course content provides opportunities for students to interact and develop relationships with individuals from cultures other than their own.					
5) I facilitate processes wherein students can examine issues, concepts, themes, and human events through multiple perspectives of different cultures.					
6) When creating course content, I intentionally consider the diverse perspectives and audiences that are represented in my class (e.g., correspondence, videos, promotional materials, and curriculum).					

### Understanding Diverse Teaching Methods

	Always	Often	Sometimes	Minimally	Not at all
1) My teaching strategies go beyond traditional lectures and assigned readings.					
2) In my classes, I include collaborative learning, such as small group assignments and/or team-based learning.					
3) I help my students connect with diverse communities through service learning, fieldwork, case studies, or other projects.					
4) When I don't feel equipped to address diverse perspectives on an issue or topic, I bring in a guest speaker or subject matter expert.					
5) I incorporate students' personal narratives into my teaching style, allowing them opportunities to address issues that are real and challenging to them.					
6) In addition to introducing new content to students, I give them an opportunity to practice their newfound knowledge and skills by implementing and integrating the content into their personal lives.					

### Understanding What Students Bring to the Classroom

	Always	Often	Sometimes	Minimally	Not at all
1) I am well-versed in the various social and cultural backgrounds of my students.					
2) I understand how academic knowledge is perceived in the cultures of my learners.					
3) I understand the kind of knowledge, skills, and commitments that are valued in the cultures of my learners.					
4) I seek to understand what prior knowledge and experience my students bring to the classroom.					
5) I intentionally incorporate activities that foster classroom engagement.					
6) I utilize class exercises that foster critical thinking in students and invite them to formulate opinions regarding the content we are covering in my courses.					
7) Students believe the learning environment I facilitate fosters inclusivity, respect of differences, awareness of diversity, and deepened understanding of the experience of others (as evidenced through anecdotal feedback, IDEA responses, etc.).					
8) I am conscious of my role in welcoming and supporting diverse students.					

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Adapted from: Instrument developed by: Sarah Visser, Ph.D., Vice President of Student Life, Calvin College ([sav36@calvin.edu](mailto:sav36@calvin.edu)); and based on the *Multicultural Teaching Model* by Marchesani and Adams (1992).

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