that works best for them.

In accordance with the principles of Universal Design for Learning, there is not one means of action and expression that is optimal for all learners. Providing options and alternatives when assessing students ensures that you are reaching as many students as possible.

Incorporate active learning strategies into your teaching such as brainstorming activities, student polls, class discussions, group work, student response systems such as Clickers, audio or video clips, etc.

It is important for students to be exposed to multiple perspectives. This is also an opportunity for students, especially underrepresented minorities, to see themselves in the curriculum.

Learning student names shows interest in your students as individuals, helps to reduce feelings of anonymity, and builds community in the class. It also encourages students to attend office hours and reach out for professional advice.

By setting a respectful and supportive tone, students will be more likely to engage and participate in a positive classroom environment where everyone feels welcome and valued.

Learners perceive information in different ways – some students may do best with text or images while others prefer an audio or video recording. In accordance with the principles of Universal Design for Learning, varying the types of content helps to ensure all learners have an opportunity to comprehend information presented in a way that works best for them.
Course planning cards provided by The Center for Teaching Excellence & Innovation, JHU
## Clearly communicate class expectations

From the start, be very clear about your expectations and policies regarding tardiness, handing in late assignments, extension requests, makeup exams, etc. Post these expectations on your syllabus so they are easily accessible to students.

Students are more likely to succeed when they know what is expected of them. When questions arise, it will be helpful to refer to policies and expectations.

## Use non-competitive grading strategies

A JHU CUE2 recommendation encourages faculty to use grading policies that assess student performance relative to well-articulated academic standards. Certain curving strategies (normalizing grades, binning grades) can cause students to compete for limited number of As and Bs. Using straight grading practices determined by learning objectives ensures all students have equal opportunities to earn an A or B in a class.

Grading policies that limit the number of As and Bs may increase student competition and limit student collaboration or motivate students to cheat.

## Explain the purpose of assignments and support available to students

When appropriate explain to students the purpose of assignments including how they can prepare students for higher stakes assignments like tests or projects or that they provide opportunities to learn more about the experiences of professionals in your disciplines. Also explain the purpose of support programs available to students (e.g., office hours, Learning Den, PILOT).

Explaining how assignments will contribute to students learning will motivate students to complete them. Students arrive with experiences learning in different environments. Students may not understand the purpose of things like office hours if you don’t explain why you offer them.

## Provide prompt and regular feedback

Do your best to provide prompt and regular feedback on student assessments. Take time to participate in synchronous and asynchronous discussions (i.e. Teams chat or online discussion board).

Providing prompt feedback on student work will help students learn from their mistakes while they are still mentally engaged with the material. Engaging in synchronous and asynchronous discussions shows that you are interested in what students are saying. No need to respond to every post, but your presence in these discussions can be very motivating for students.

## Observe group dynamics

Watch how the group interacts and identify behaviors of dominance or withdrawal. Visit groups to engage withdrawn students. Ask if the team needs clarification and provide additional instruction if the team does not seem to be working together.

Group work can facilitate student learning if the group works well together. Learning comes from being actively engaged so all students need to be involved in the group activity. That does not mean they all play the same role.

## Create student groups so women are always in the majority

When forming teams, assign women (or other underrepresented minorities) so they are always in the majority. For example, there should be 0, 2, or 3 women on each team of 3 students.

Research shows that increasing the percent of females in a group can lead to positive in-class affective outcomes for women such as decreased anxiety and increased confidence and career aspirations, increased participation, increased engagement, and increased task performance – see Source card for reference.

## Be thoughtful about cultural references

When making cultural references, consider if all students will understand them or provide multiple examples to describe cultural references including specific language, objects, customs, etc.

Student will have different cultural capital and experiences (books, music, movies, sayings) from each other and likely the instructor. First-generation and international students may not have a strong understanding of American cultural references or the higher education system.

## Explain the purpose of assignments and support available to students

When appropriate explain to students the purpose of assignments including how they can prepare students for higher stakes assignments like tests or projects or that they provide opportunities to learn more about the experiences of professionals in your disciplines. Also explain the purpose of support programs available to students (e.g., office hours, Learning Den, PILOT).

Explaining how assignments will contribute to students learning will motivate students to complete them. Students arrive with experiences learning in different environments. Students may not understand the purpose of things like office hours if you don’t explain why you offer them.

## Provide prompt and regular feedback

Do your best to provide prompt and regular feedback on student assessments. Take time to participate in synchronous and asynchronous discussions (i.e. Teams chat or online discussion board).

Providing prompt feedback on student work will help students learn from their mistakes while they are still mentally engaged with the material. Engaging in synchronous and asynchronous discussions shows that you are interested in what students are saying. No need to respond to every post, but your presence in these discussions can be very motivating for students.

## Observe group dynamics

Watch how the group interacts and identify behaviors of dominance or withdrawal. Visit groups to engage withdrawn students. Ask if the team needs clarification and provide additional instruction if the team does not seem to be working together.

Group work can facilitate student learning if the group works well together. Learning comes from being actively engaged so all students need to be involved in the group activity. That does not mean they all play the same role.

## Create student groups so women are always in the majority

When forming teams, assign women (or other underrepresented minorities) so they are always in the majority. For example, there should be 0, 2, or 3 women on each team of 3 students.

Research shows that increasing the percent of females in a group can lead to positive in-class affective outcomes for women such as decreased anxiety and increased confidence and career aspirations, increased participation, increased engagement, and increased task performance – see Source card for reference.

## Be thoughtful about cultural references

When making cultural references, consider if all students will understand them or provide multiple examples to describe cultural references including specific language, objects, customs, etc.

Student will have different cultural capital and experiences (books, music, movies, sayings) from each other and likely the instructor. First-generation and international students may not have a strong understanding of American cultural references or the higher education system.

## Inclusive Teaching Strategies

**Icon Key**

- Short time to implement
- Planning required
- Group work focused
- Diversity focused
- Communication focused
- Assessment focused

These categories are intended to offer quick-glance familiarity but are not limited to the categories shown.
2. https://ctei.jhu.edu/teaching/pre-or-early-semester-surveys
3. https://ctei.jhu.edu/teaching/mid-semester-surveys
4. WSE Syllabus Template: https://engineering.jhu.edu/faculty-staff

6. 7. 8. 9. https://udlguidelines.cast.org
10. (no citation)
11. https://provost.jhu.edu/about/cue2