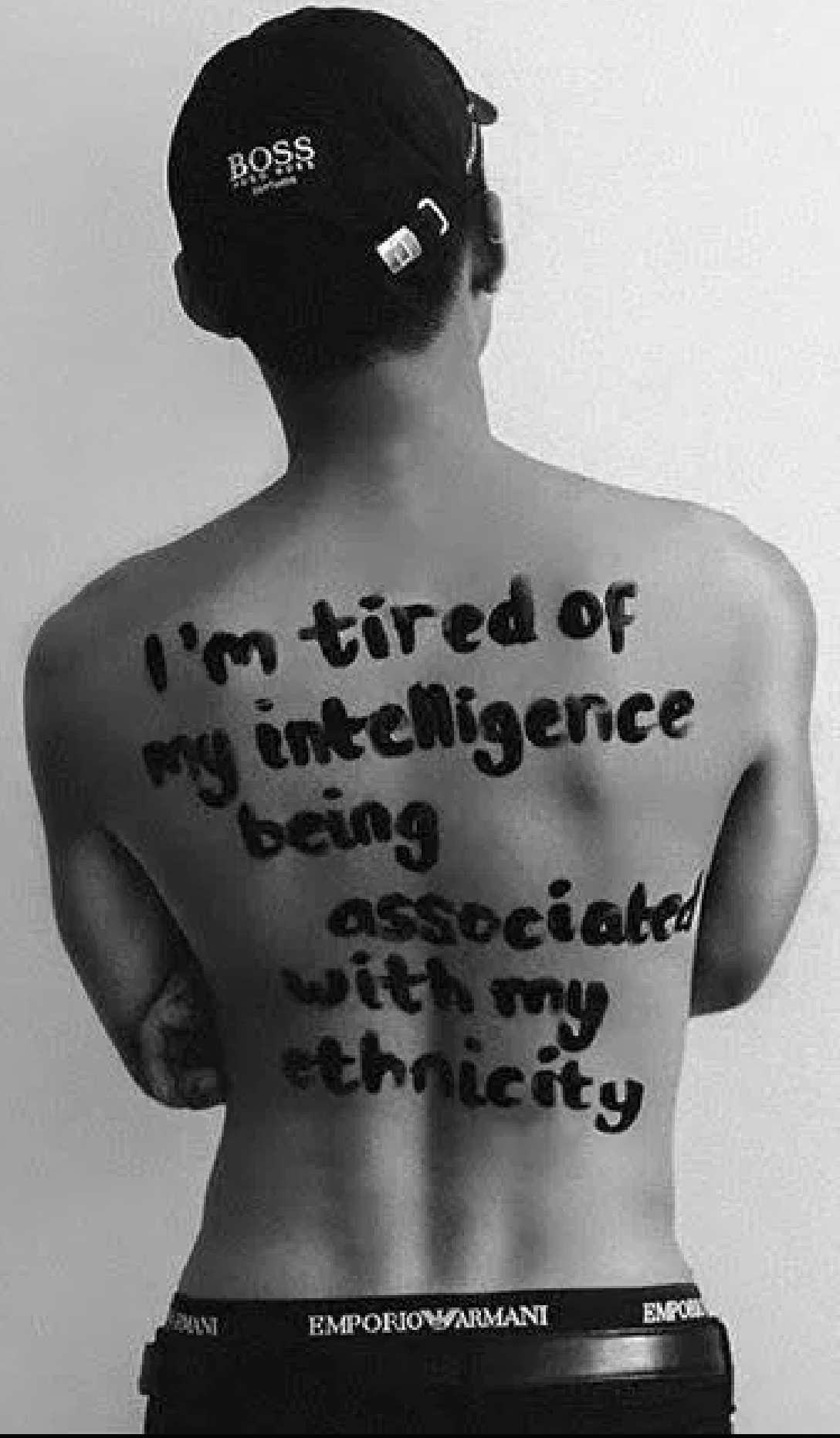


Inclusive Teaching Strategies

**Rosemary Tyrrell, Ed.D.
Director of Faculty Development**

Recognize
biases/
stereotypes
you may have
absorbed





Do I interact with students in any way that may unintentionally manifest a double standard?

**Recognize
the
complexity
of diversity**



Modify exclusive language or case examples





Treat each student as an individual

Millennials are

Entitled

Spoiled

Distracted

Needy

Lazy



**Don't assume
students will
recognize
cultural,
literary or
historical
references**

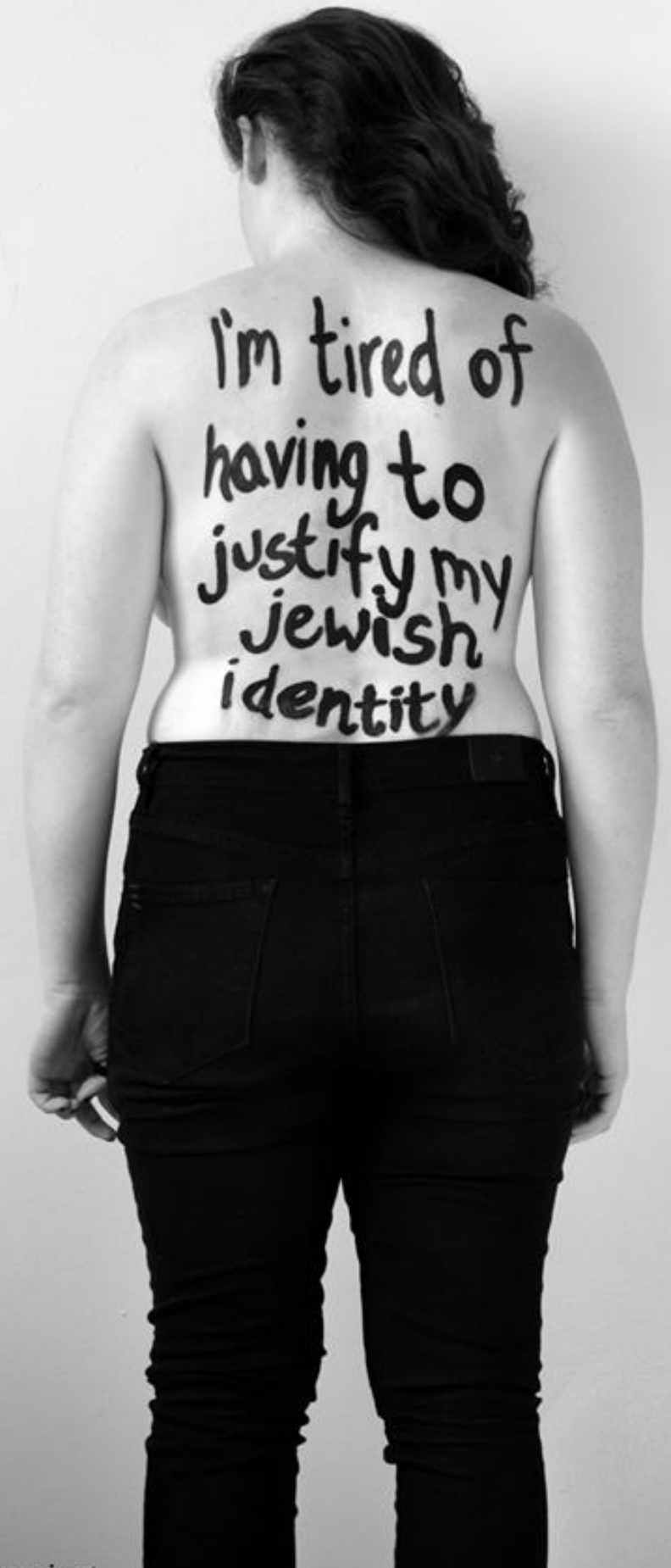


**Be sensitive
to current
terminology**

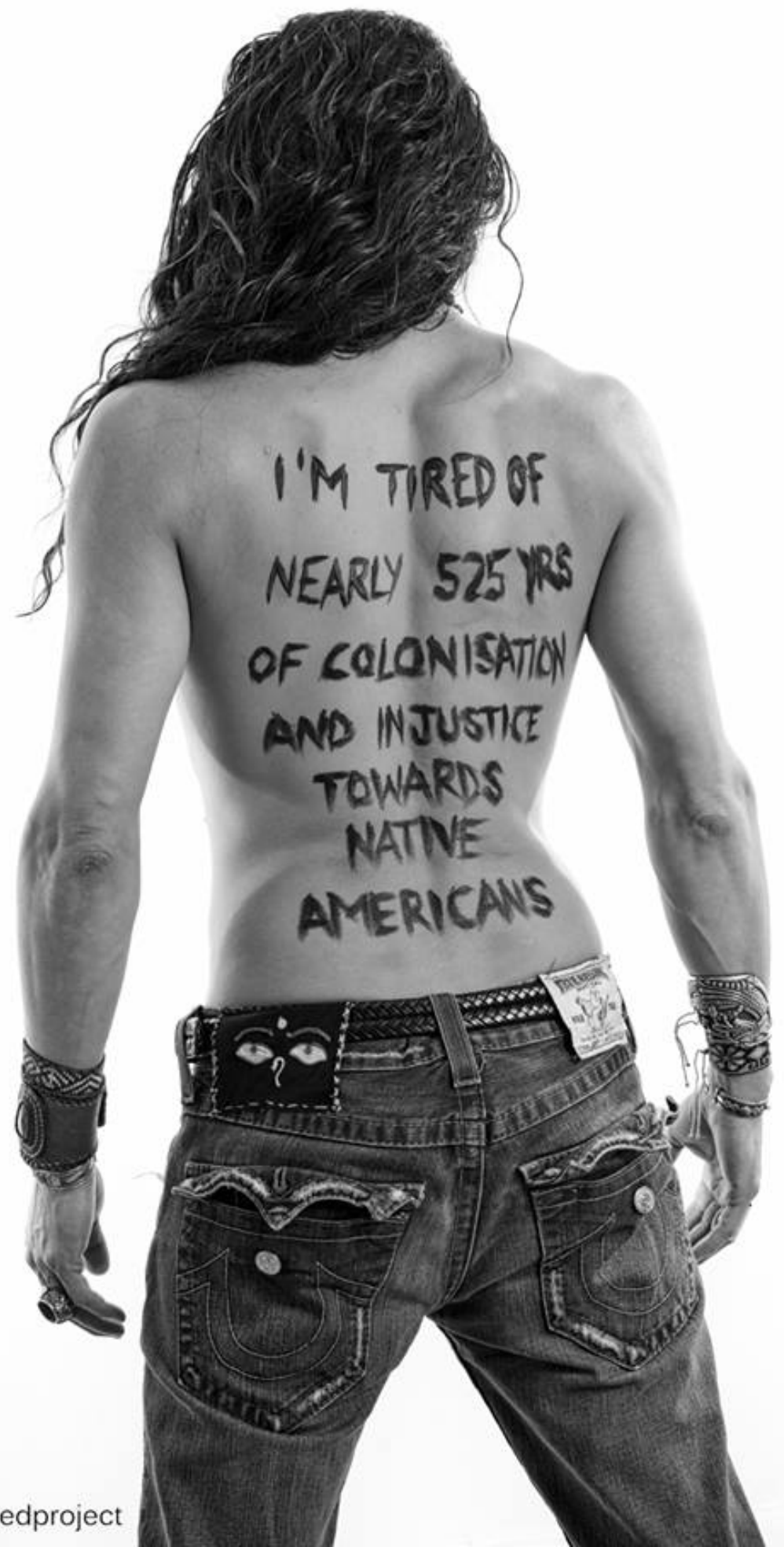
Educate yourself

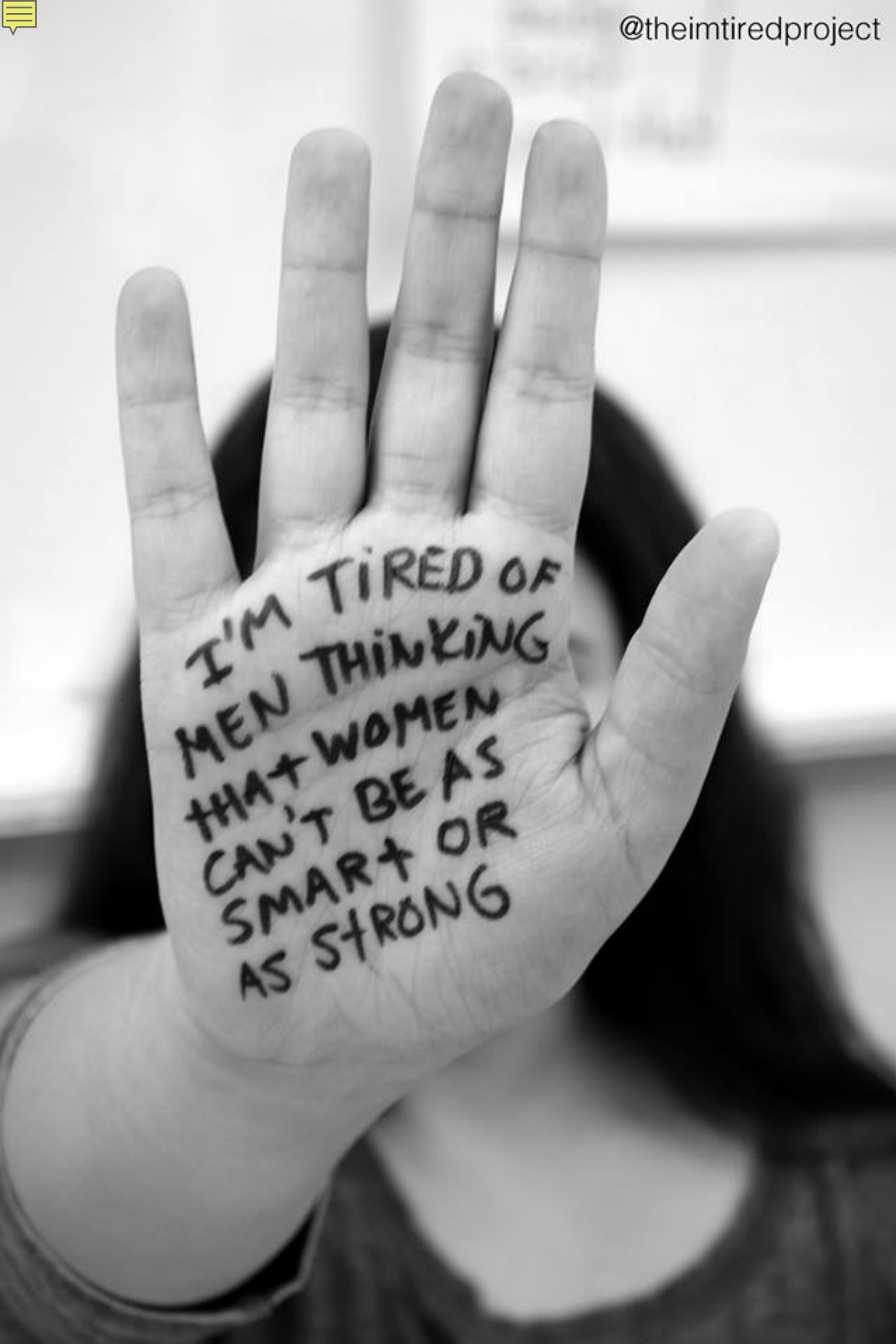
Silence doesn't always mean "YES." Sometimes it means, *"I'm tired of explaining to people who don't even care to understand."*

**Avoid
designated
spokespersons**



**Don't try to
protect any
group**



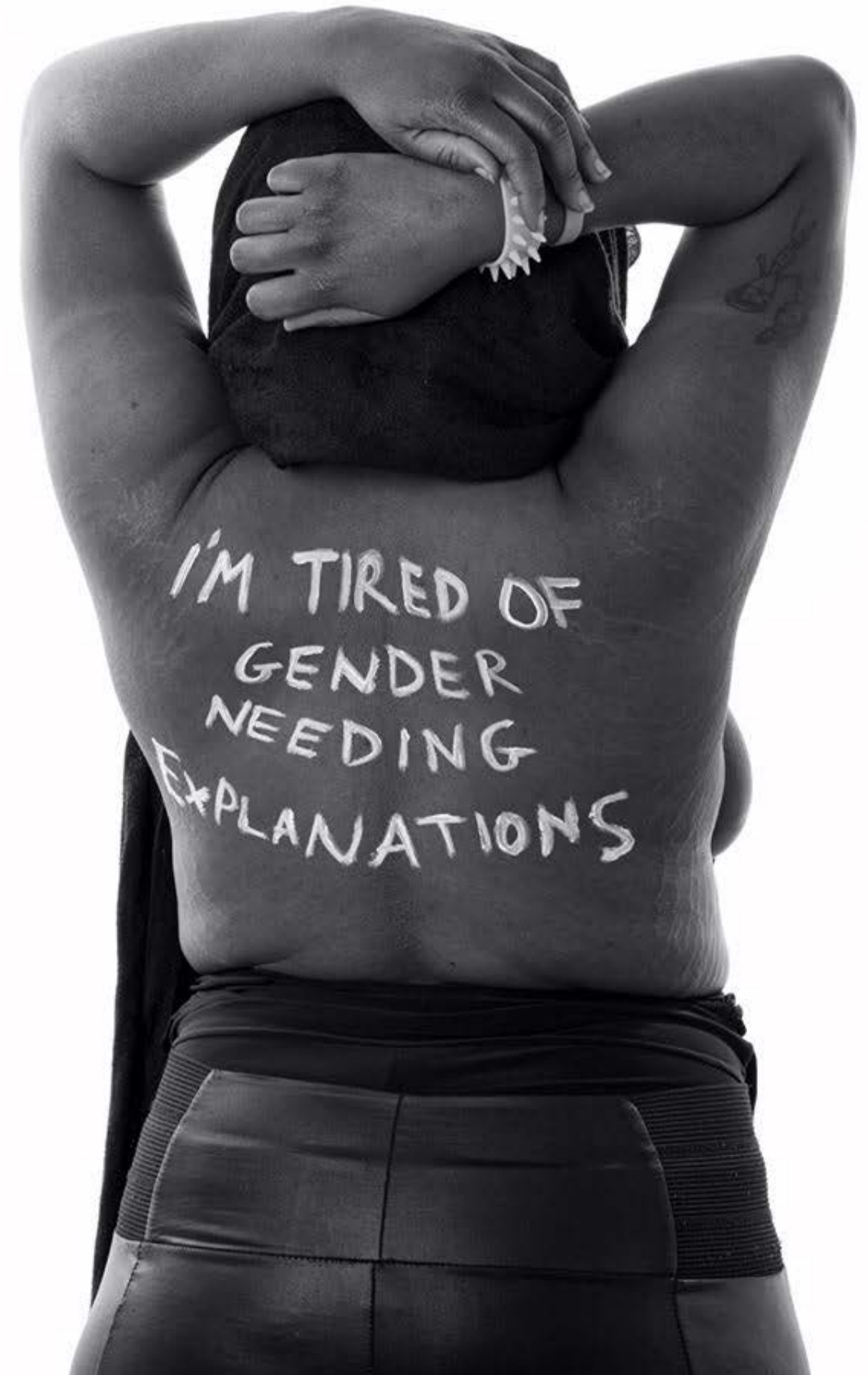


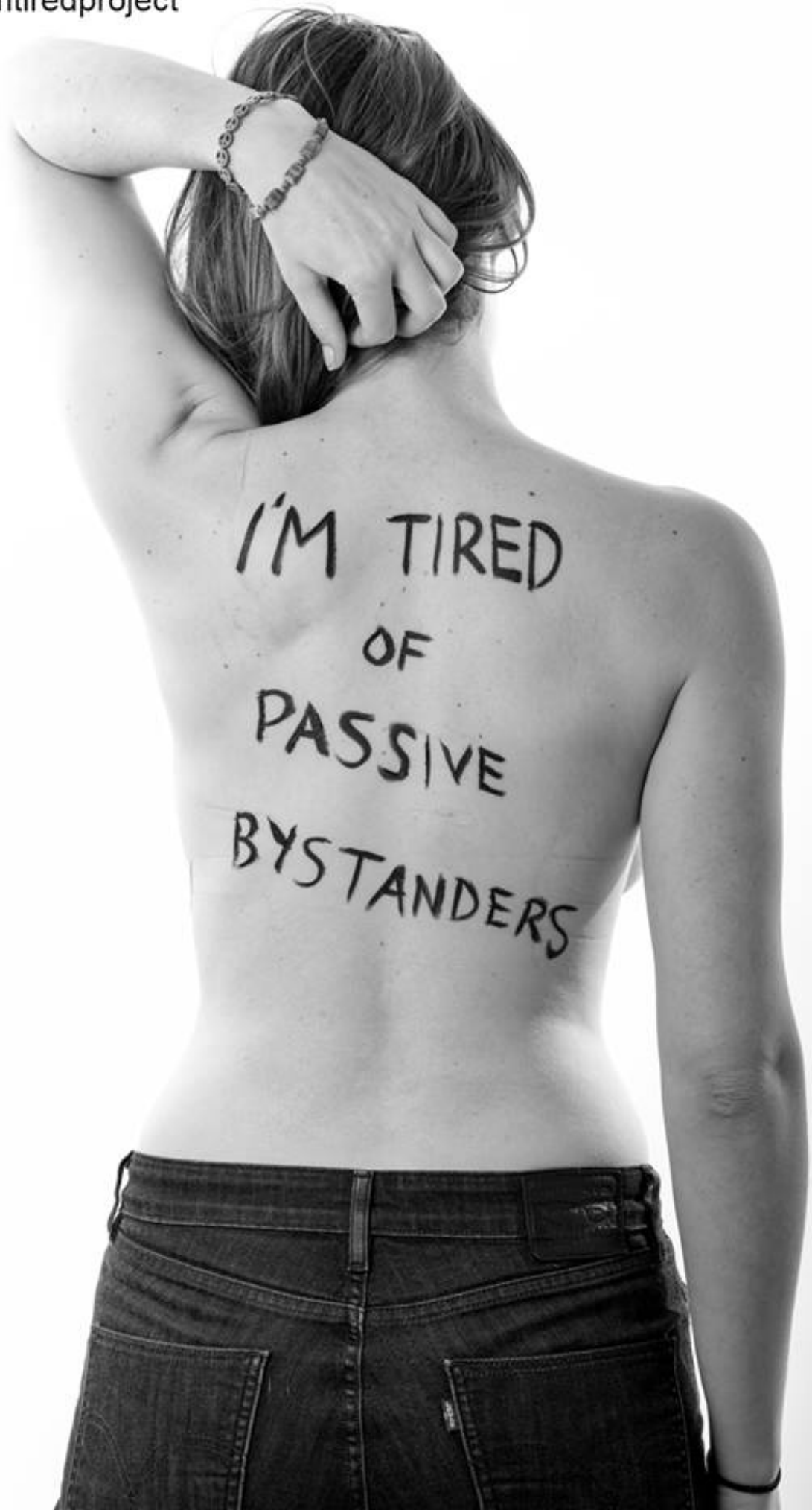
I'M TIRED OF
MEN THINKING
THAT WOMEN
CAN'T BE AS
SMART OR
AS STRONG

**Convey same
level of
respect and
confidence in
all students**



**Be even-
handed in
praise**



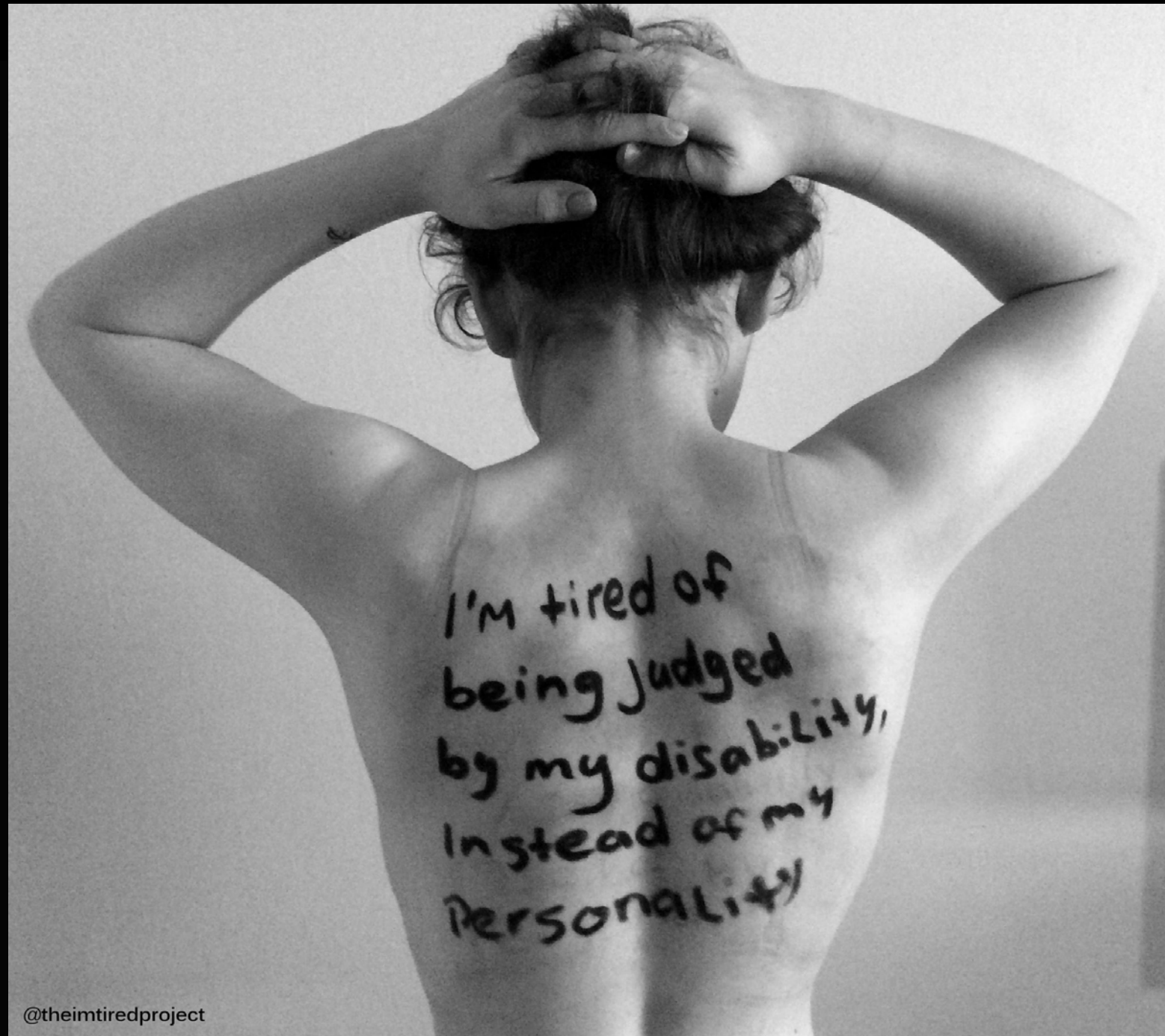


**Speak up
promptly**

What you said made me uncomfortable. Although you may not have meant it, what you said could be interpreted as saying . . .



Assess learning climate





In what ways, if any, does your ethnicity, race, gender, religion or national origin affect your interactions with the teacher or other students in this class?

Evaluation inclusivity





Thank You!

rosemary.tyrrell@medsch.ucr.edu