

## **HPM Inclusion Checklist for the Classroom**

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“Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individual experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted.”<sup>1</sup>

Web links provide information that can support developing and expanding an inclusive classroom.

### **So, how am I doing?**

	<b>Question</b>	<b>Yes</b>	<b>No</b>
1	Does my syllabus reflect language that denotes a safe and open environment to discuss diversity?  <a href="https://www.cmu.edu/teaching/trynew/checklist-studentdiversity.html">https://www.cmu.edu/teaching/trynew/checklist-studentdiversity.html</a>		
2	Have I assured that my syllabus contains no language that might be perceived as marginalizing, stereotyping, or otherwise discomforting to any groups?  <a href="https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird">https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird</a>		
3	Have I recognized that my own views, values and/or beliefs may affect my choice of readings, assignments, and other critical aspects of the course?		

4	Have I mapped, as much as possible, the demographics in my classroom and assessed how they may affect creating an inclusive classroom?  <a href="https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird">https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird</a>		
5	Have I made choices regarding readings and assignments in my syllabus on diverse people, situations, and experiences that will support an inclusive classroom?		
6	Have I identified specific responses that I will be comfortable using to “diffuse” or respond to possible sensitive issues in class relating to diversity?  <a href="http://tll.mit.edu/help/diversity-and-inclusion">http://tll.mit.edu/help/diversity-and-inclusion</a>		
7	Have I developed and incorporated into my syllabus “focused” positive discussions that lead to learning about and integrating diversity in the content of the course?		
8	Have I structured my course so that students learn from each other regarding diversity through relevant exercises, projects, and exams that extend student’s understanding of diversity?  <a href="http://www.crlt.umich.edu/gsis/P3_1.php">http://www.crlt.umich.edu/gsis/P3_1.php</a>		
9	Have I identified outside speakers (e.g. alumni) that can extend the focus of diversity in the classroom?		
10	Do I have a plan in place to assess how well diversity was addressed in my course?		

<sup>1</sup> Center for Research on Learning and Teaching. 2010. Creating Inclusive College Classrooms. Available at: [http://www.crlt.umich.edu/gsis/P3\\_1.php](http://www.crlt.umich.edu/gsis/P3_1.php). Retrieved on: February 24, 2011.

### **Some Relevant Resources to the 10 item Checklist**

Richard N. Pitt & Josh Packard (2012). Activating Diversity: The Impact of Student Race on Contributions to Course Discussions. *Sociological Quarterly*, 53, 295-320.

Carol A. Mullen, J. Kenneth Young & Sandra Harris. Cultural Dialogue as Social Justice Advocacy Within and Beyond University Classrooms. In: I. Bogotch & C. M. Shields, (Eds.) *International Handbook of Educational Leadership and Social (In)Justice*, New York: Springer 2014, Volume 29 of the series Springer International Handbooks of Education, pp 1145-1168.

Thomas LaVeist & Geraldine Pierre. (2014). Integrating the 3Ds—Social Determinants, Health Disparities, and Health-Care Workforce Diversity. *Public Health Reports*. Jan-Feb; 129 (Suppl 2): 9–14.