

Inclusive teaching resources

Collected by Zephyr Omalý

- [Wonderful guiding questions for conversation about supporting minority students \(specifically racial minorities, women, and LGBTQIA+ students\)](#)
- <https://lavendercal.berkeley.edu/>
- [Short suggested best practices for teaching CS at Cal](#)
- [Implicit bias testing](#) by Harvard
- [Official Berkeley inclusion resources](#)
- [Promoting inclusive classrooms](#) at Cal
- [Bias busters at Cal](#)
- Brown's [Inclusive teaching resources](#)
- [Inclusive assessment suggestions](#)
- [Bulleted \(short\) blog post of tangible actions to take](#)
 - Please note that this document (and others) refers to "preferred names" and pronouns. Be aware that this terminology is not considered polite by the trans and gender nonconforming community, as it creates an atmosphere of othering. These are not preferences-- they are who the student is. When required, refer to the student's names and pronouns without modification. "Living name" is an acceptable antonym to "dead name."
 - [Modern terms and definitions from GLAAD](#)

Diversity and inclusion statements in syllabi:

Adapted from [Cornell's Center for Teaching Excellence resource, POD Network conference, 2011](#) and Brown's [Diversity & Inclusion Syllabus Statements](#).

Including a diversity statement in your syllabus sets the tone for the course environment. It states to students that you value diversity in thought and are aware of current cultural developments that affect accessibility and diversity in higher education and beyond.

When adding such a statement to your syllabus, consider the following questions:

1. What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
2. What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
3. What positive learning outcomes can come from respecting differences in the classroom? How can you highlight these?
4. What do you want your students to know about your expectations regarding creating and maintaining classroom spaces where differences are respected and valued?
5. Is your statement inclusive of different types of diversity, including, but not limited to: race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
6. Which campus resources would you like to direct your students to for further support?

- a. Mental health resources
 - b. ESL resources
 - c. Special interest [clubs/groups](#) (for example: oSTEM, AWE, BESSA, WICSE)
7. What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

UC Mental health statement ([source](#))

Mental Health & Wellness

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (<https://uhs.berkeley.edu/caps>). An on campus counselor or after-hours clinician is available 24/7.

The National Suicide Prevention Lifeline is a 24-hour number any student or faculty/staff person can call to speak with someone about suicide: (800) 273-TALK (8255).

UC Berkeley DSP statement ([source](#)):

UC Berkeley is committed to creating a learning environment that meets the needs of its diverse student body including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about DSP, including contact information and the application process here: dsp.berkeley.edu. If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

Land statement:

A land acknowledgment is a "formal statement that recognizes the unique and enduring relationship that exists between Indigenous Peoples and their traditional territories" (<http://www.lspirg.org/knowtheland/>). As such, it is the first step to a reflection process that will help you be more intentional as you move through spaces. You are welcome to continue to learn about and build relationships with the communities and the land you are occupying in an effort to continually support and work with those communities.

You would acknowledge the land at UC Berkeley using the following statement:

"I acknowledge that we are on the traditional homelands of the Ohlone peoples."

Or

"We recognize that Berkeley sits on the territory of Huichin, the ancestral and unceded land of the Chochenyo Ohlone, the successors of the historic and sovereign Verona Band of Alameda County. This land was and continues to be of great importance to the Ohlone people. We recognize that every member of the Berkeley community has, and continues to benefit from the use and occupation of this land, since the institution's founding in 1868. Consistent with our values of community and diversity, we have a responsibility to acknowledge and make visible the university's relationship to Native peoples. By offering this Land Acknowledgment, we affirm Indigenous sovereignty and will work to hold University of California Berkeley more accountable to the needs of American Indian and Indigenous peoples."

If you are not in Berkeley you may use the website <https://native-land.ca/> to identify which traditional homelands you are occupying. As part of the reflection process, feel free to reach out to local Indigenous communities to understand their perspective and how to correctly pronounce their names.

University of Iowa sample diversity statement:

Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

In addition, in scheduling exams, I have attempted to avoid conflicts with major religious holidays. If, however, I have inadvertently scheduled an exam or major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

Adapted from Sample Brown Statement:

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course were authored by white men. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or

electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- Please self identify your name and set of pronouns in all introductions.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Audrey Sillers, diversity@eecs.berkeley.edu, is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Selected historical readings:

Mostly from [Readings for historical views](#)

Oppression and privilege:

Bohmer, S., & Briggs, J. L. (1991). "Teaching privileged students about gender, race, and class oppression." *Teaching Sociology*, 154-163.

Hartman, A. (2003). "Language as oppression: The English-only movement in the United States." *Socialism and Democracy*, 17(1), 187-208.

Adams, M., L. A. Bell, and P. Griffin, eds. (2007) *Teaching for Diversity and Social Justice: A Sourcebook*, 2nd ed., New York: Routledge.

Race and ethnicity:

Hicks, D.W. (1983). "Some Tasks for Teachers in a Multicultural Society" in *Teaching about Prejudice*, Ben Whitaker (ed). London: Minority Rights Group.

Brayboy, B. M. J. (2003). The Implementation of Diversity in Predominantly White Colleges and Universities. *Journal of Black Studies* 34(1):72–86.

Jackson, S., & Jordán, J. (1999). Introduction: Being in Higher Education: Negotiating Identity and Place. *Counterpoints*, 65, 1-7.

Rodriguez, D. (2011) Silence as Speech: Meanings of Silence for Students of Color in Predominantly White Classrooms. *International Review of Qualitative Research* Vol. 4, No. 1, pp. 111-144

Shahjahan, R., Wagner, A., & Wane, N. (2009). Rekindling the Sacred: Toward a Decolonizing Pedagogy in Higher Education. *Journal of Thought*, 44(1-2), 59-75.

Queerness:

- Mac an Ghaill, M. (1996) Deconstructing heterosexualities within school arenas. *Curriculum Studies*, 4(2), 191-209.
- Eyre, L. (1993). Compulsory heterosexuality in a university classroom. *Canadian Journal of Education*, 18, 273-284.
- Epstein, D., O'Flynn, S., & Telford, D. (2000). "Othering" Education: Sexualities, Silences, and Schooling. *Review of Research in Education*, 25, 127-179.
- Anita Tijerina Revilla. (2010). Raza Womyn—Making it Safe to be Queer: Student Organizations as Retention Tools in Higher Education. *Black Women, Gender Families*, 4(1), 37-61.
- Wentling, T., Schilt, K., Windsor, E., & Lucal, B. (2008). Teaching Transgender. *Teaching Sociology*, 36(1), 49-57

Gender and intersectionality:

- Annot, M. (1982). Male hegemony, social class and women's education. *Journal of Education*, 64-89.
- Andersen, M.L. (1987). "Denying Difference: The Continuing Basis for Exclusion in the Classroom." Keynote address, *Women in the Curriculum*, Memphis State University
- Barbara LeSavoy. (2010). "On the Outside End": Systems of Oppression and Academic Success. *Black Women, Gender Families*, 4(2), 85-108.
- Tisdell, E. J. (1993). Interlocking systems of power, privilege, and oppression in adult higher education classes. *Adult Education Quarterly*, 43(4), 203-226.
- Ropers-Huilman, B. (1999). Social Justice in the Classroom: Understanding the Implications of Interlocking Oppressions. *College Teaching*, 47(3), 91-95.
- Pittman, C. (2010). Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students. *Teaching Sociology*, 38(3), 183-196.