Diversity, Equity & Inclusion
in the classroom

6 things you can do <u>right now</u>

1 Include a statement on DEI

Why? To set a tone and create a class culture around shared principles.

How? Include a statement on your syllabus, website, and verbally in class.
See example in appendix a.

2 Land Acknowledgement

Why? It is important to not only recognize but to understand the longstanding history that has brought us to reside on this land, and our place within that history.

How? UC Davis has a formal land acknowledgement written by the Yocha Dehe Wintun Nation and approved by the three Patwin tribes who inhabit(ed) this land. Please read at the beginning of your first class. *See example in appendix b.*

3 Clearly articulate learning goals and objectives

Why? Articulating goals and objectives for student learning is valuable in clarifying what we are trying to accomplish and in framing the activities we undertake to achieve them. Departments that have engaged in this articulation process have found it helpful and rewarding, as it allows them to discuss, debate, and make decisions about what they care most about — what they want for their students.

How? Remind students at the beginning of each class period what the learning objective is and how it is going to be accomplished. Including expectations for assessments. *See example in appendix c.*

4 Create a course contract

Why? Course contracts have proven to be an effective method for setting a tone, and creating a class culture around shared principles. Students, in particular, have responded positively to course contracts. Try to build a culture of mutual/shared accountability.

How? Distribute to each student and instructor, have everyone sign it and upload it into a shared folder. For example, as a first assignment. Also discuss it verbally. *See example in appendix d.*

5 Learn to pronounce students' names and their pronouns

Why? Making an effort to learn your students' names and pronouns can have a major impact on their experience in your classroom. For students with marginalized identities especially, it can help combat feeling invisible or like they don't belong.

How? Ask for student's names and pronouns (the latter only if they feel comfortable) at the beginning of the first class. Write down notes, and use throughout the course. *See example in appendix e.*

6 Provide DEI, mental health, and counselling resources for students

Why? Many students may not be aware of the many resources available to help them, the more ways they can be made aware of these, the better.

How? Include a list in your syllabus, but also verbally mention that these are available to students on the first day of class. Encourage them to use these resources. *See example in appendix f.*

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6 things to work on over time

1 Promote equity through course materials

Why? Historically, many of the references and authors in a field are dominated by white males in academia. It's important to show the successes of a wide diversity of people (inside and outside of academia) that have contributed to the field.

How? Start by re-examining one of your lectures and consider the diversity of voices/authors that have contributed to the field. Make changes where appropriate. Eventually, this should become habit for future lectures, seminars, and materials. *See example in appendix g.*

2 Make your syllabi visually appealing, equitable, and personal

Why? An inclusive course begins with creating an inclusive syllabus. This helps set a tone for the rest of the course, and helps students get to know you. It is important to consider the accessibility of these documents. Be sure to include alternative text for photos and to consider font and color throughout.

How? Seek to move beyond being long, text-heavy documents. Syllabi that use images and creative layouts can be very engaging for students while still being detailed and informative. *See example in appendix h.*

3 Tailor assignments and assessments to promote equity

Why? Reforms in many disciplines must aim to ensure that each student, regardless of achievement level or demographic characteristics, has the opportunity to study challenging subject matter.

How? Consider active teaching methods and formative assessments, as well as diversifying the ways in which information is delivered. Create options for student-driven driven learning, i.e. inquiry based learning. *See example in appendix i.*

4 Get to know your students and help them get to know you

Why? All students are starting at a different place and it's important to understand where they are coming from. In order to establish an effective, productive, learner-centered classroom.

How? This is more difficult in larger classes, but class surveys can help. For smaller classrooms, there are some examples provided below. *See example in appendix j.*

5 Seek to make office hours more open and inclusive

Why? Office hours can be intimidating for many students.

How? While this is different for remote instruction, encouraging students to visit office hours and meeting in a common space have proven to be effective methods. *See example in appendix k.*

6 Take extended learning courses

Why? UC Davis has exceptional resources to help you think critically about classroom DEI

How? Start with the Center for Educational Effectiveness and the UC Davis Center for Diversity Equity and Inclusion. *See example in appendix l.*