



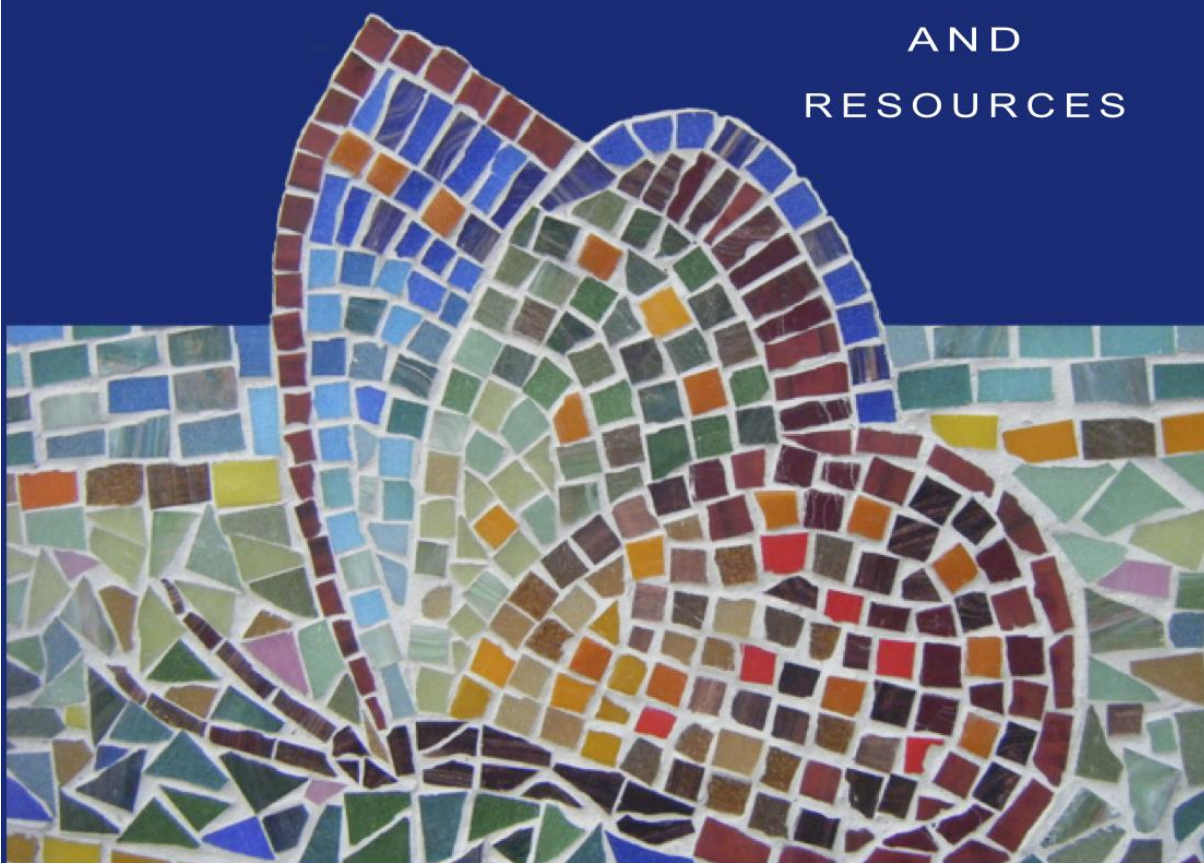
EMORY
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Center for Faculty
Development and Excellence



INCLUSIVE PEDAGOGY

DISCUSSIONS
AND
RESOURCES



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INCLUSIVE PEDAGOGY

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Introduction

The Emory University Center for Faculty Development and Excellence (CFDE) is deeply committed to fostering inclusivity, equity, and critical thinking in teaching and learning. We hope this gathering of resources will serve those aims and will contribute to the very important conversations unfolding about inclusive pedagogy.

This document begins with an overview of what we mean when we speak of “inclusive classrooms.” Then it provides context and information on several concerns that frequently arise in conversations about inclusive pedagogy: microaggressions, implicit bias, trigger warnings, safe(r)/brave/accountable spaces, neurodiversity and inclusivity, academic freedom and free speech, navigating remote/online teaching in times of crisis, trauma-informed teaching and learning in times of crisis, [anti-racist pedagogy](#), [decolonizing/decanonizing the syllabus](#), [allyship](#), [first-generation college students](#), and [navigating difficult discussions](#).

All of these topics are the subject of significant, often highly charged debates—not only amongst educators and school administrators but also, increasingly, within public discourse and mainstream media. Therefore, in this document (both in the introductory overviews and in the lists of articles and other resources for further discussion), we have tried to give some sense of the divergent perspectives and arguments that appear in these debates. We do not necessarily agree with all the perspectives represented here. But we do believe it is important to listen closely to what arguments are getting made, and to carefully evaluate the reasoning and implications of these arguments.

This document is continually being updated. Links that are new to 2020-2021 are [highlighted in yellow](#). Those new to 2021-22 are [highlighted in pink](#).

Inclusive Classrooms

In higher education, the concept of an “inclusive classroom” recognizes the value and challenges of having many different and diverse students learning together.¹ Instructors who practice inclusive teaching aim to create courses and learning environments that are inclusive of all students, including those historically underrepresented in higher education. Inclusive classrooms are also accessible to all students, including different types of learners, students with disabilities, LGBT students, students of color (at primarily white institutions), ELL (English Language Learner) students and/or first-generation students.

The website of the University of Michigan’s Center for Research on Learning and Teaching gives this description of inclusive classrooms:

¹ In the K-12 environment, an “inclusive classroom” is defined as a general education classroom in which students with and without disabilities learn alongside each other (as opposed to a “special education classroom,” that serves only students with disabilities).

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 individuals' 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. (Shari Saunders and Diana Kardia, "Creating Inclusive College Classrooms," http://www.crlt.umich.edu/gsis/p3_1)

As this description makes clear, inclusive pedagogy encompasses course content and teaching methods. Inclusive content—whether that be reading assignments, examples used in class, references to scholars in the field, etc.—aims to feature a wider range of human identities and experiences. Inclusive methods incorporate a variety of teaching techniques and media to deliver content, assess student learning, and foster student engagement.

Creating an inclusive classroom requires a high level of awareness and intentional effort on the part of the instructor. In particular, it requires the instructor to pay attention to the impact of cultural and sociological dimensions in the classroom:

Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development... Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them. (Ambrose *et. al.*, 2010, p. 169-170)

Notably, inclusive classrooms are not places in which conflict or divergent viewpoints are *avoided*. On the contrary, because multiple and varied perspectives are intentionally included, conflicting ideas and beliefs may be more likely to emerge explicitly in the classroom. However, the instructors and students proactively attempt to *engage conflicts constructively*. Inclusive teaching recognizes that encountering conflict and difference can be an important catalyst to learning—but this learning is more likely to effectively occur when all students are included and sufficiently supported.

While inclusive pedagogy appears as a prominent value in many university centers for teaching and learning (see the list on the next page for examples), some educators assert that inclusion alone does not go far enough. Dafina-Lazarus Stewart, a professor of higher education and student affairs, argues that the rhetoric of diversity and inclusion too often becomes a substitute for genuine institutional transformation aimed at greater justice and equity. Stewart characterizes *inclusion* as a concern merely with who is present in the classroom or on campus, whereas *justice* is concerned with redressing harms and changing

the conditions that unequally value some persons and voices more than others. This argument raises provocative questions about what are—or what should be—the goals of inclusive pedagogy and the role of higher education in preparing students for social and civic engagement. (See Stewart, “Language of Appeasement,” *Inside Higher Ed*, 30 March 2017, <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay-.WN02IzSFib4.facebook>.)

For further discussion of inclusive classrooms/inclusive teaching—including helpful strategies and resources—see the following links:

- [Accessible Syllabus-Tulane University](#)
“Accessible Syllabus” at Tulane University compiles ways to make the language, format and content of a syllabus more accessible to learners with varying styles, preparation, levels of ability and backgrounds.
- [Effect of Syllabus Tone: Students' Perceptions of Instructor and Course](#)
Harnish and Bridges article about ways to construct your syllabus in order to communicate engagement and approachability to students.
- [Cruelty-Free Syllabi](#)
This resource offers strategies for using of positive language and developing explicit rules for syllabi.
- [Oakland University CETL Teaching Tips Collection](#)
A teaching tips book created by Christina Moore, Victoria Kendziora, and Judith Ableser that covers syllabus creation, and basic inclusive teaching strategies.
- [Suggested Practices for Accessibility Statements](#)
Wood and Madden article about creating accessibility statements for your syllabus.
- [Diversity and Inclusion Statements](#)
Resources from Brown University on creating Diversity and Inclusion Statements for your syllabus.
- [Inclusive Teaching-LSE Resources](#)
An interactive guide for inclusive teaching practices.
- [Diversity and Inclusion in the College Classroom](#)
This text features a wide range of articles that covers the challenges in creating inclusive learning environments with diverse students. Subjects include but are not limited to: facilitating productive difficult dialogues, fostering a culture of diversity and inclusivity in the classroom, creating supportive spaces, and developing rapport with students.

- [Traditional Teaching May Deepen Inequality. Can a Different Approach Fix It?](#)

This article provides strategies for overcoming classroom inequities. It encourages professors to rethink assumptions in student learning experiences and flip their classrooms to devote class time to activities rather than a traditional lecture. Though the article targets STEM courses, the author presents a wide array of evidence-based techniques that can be applied to other subjects.

- [The Case for Inclusive Teaching \(May ask university log in\)](#)

As universities continues to witness racial disparity in persistence and completion rates for African-American and Hispanic students, Kevin Gammon advocates universities make a genuine commitment to inclusive pedagogy. Gammon provides outlines for what inclusive pedagogy can do to change these rates.

- [Teaching Is Accommodation: Universally Designing Composition Classrooms and Syllabi](#)

This article describes ways to think about how the way that you grade assignments can be more consciously designed to be more inclusive of more students.

- [Getting under the hood: how and for whom does increasing course structure work?](#)

This article describes ways to think about how the course structure has impacts on students and describes how and for whom increasing course structure works.

- [Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive](#)

This article pushes back on traditional teaching methods and provides ideas for inclusive course design, tenets of inclusive teaching, and classroom strategies to improve overall student engagement.

- [Enabling College Inclusion in a Special Education STEM Program for Students with Developmental and Intellectual Disabilities](#)

Melanie Green and James Lawler argue for broadening the student demographics of STEM to include higher-functioning (i.e. less-impaired) individuals with disabilities. The article includes a plan for developing an initiative pilot for students with developmental and intellectual disabilities at mid-spectrum that combines STEM and non-STEM coursework and extra-curriculum activities.

- [Teaching & Advising First-Generation Students](#)

This article created by the Center for the Integration of Teaching, Learning, and Scholarship at Lafayette College advises educators to reevaluate any assumptions held about what students should know when they enter college and modify instruction accordingly for better classroom outcomes. It also offers additional advice on teaching and advising first-gen students.

- [Trans Inclusive Classroom Tips](#)

Short Google Document that provides information on supporting trans and non-binary students at your institution.

- [Teaching Beyond the Gender Binary in the University Classroom](#)

This article provides information on common challenges to gender-inclusive teaching and evidence-based solutions to make classrooms more inclusive for gender non-conforming students.

- [Welcome, Singular "They"](#)

This article focuses on the APA's endorsement of the use of "they" as a singular third-person pronoun, provides background on the significance of using inclusive language, and supplies the reader with updated grammar reference guide.

- [Supporting Students Facing Mental Health Challenges](#)

This article provides information on ways to help support students facing mental health challenges.

- [Should Laptops Be Banned in Class? An Op-Ed Fires Up the Debate](#)

This article summarizes recent debates concerning the use of laptops in classrooms and the effect that banning laptops might have on students with disabilities. For more discussions on the same topic, see

- "Laptops Are Great. But Not During a Lecture or a Meeting."
<https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>
- "When You Talk About Banning Laptops, You Throw Disabled Students Under the Bus"
https://www.huffingtonpost.com/entry/when-you-talk-about-banning-laptops-you-throw-disabled-us_5a1ccb4ee4b07bcab2c6997d
- "Don't Insult Your Class by Banning Laptops"
<https://www.chronicle.com/article/Don-t-Insult-Your-Class-by/241972>
- "On Banning Laptops...Again. (Sigh)"
<http://www.teachingushistory.co/2017/12/on-banning-laptops-again-sigh.html>

- [Inclusive Teaching Resources and Strategies](#)

University of Michigan, Center for Research on Learning and Teaching, "Inclusive Teaching Resources and Strategies" — offers concrete strategies and an overview of the research basis for inclusive teaching; includes links to several papers, blog posts, and additional sites

In particular, here are 2 documents with suggestions about best practices:

- "Setting the Tone for an Inclusive Classroom"
https://docs.google.com/document/d/1HTIROLa_n1DH_uDn9O9B3v6MbrJPvomX-4qx4eCzaio/edit

- “Inclusive Teaching Strategies: Reflecting on Your Practice”
<https://docs.google.com/document/d/1QXOsiu5aDsbksadPpt0HqwNLXdLYfQayHa4miO6PPpM/edit-heading=h.30j0zll>
- [Building Inclusive Classroom](#)
 Cornell University, Center for Teaching Excellence, “Building Inclusive Classrooms” — addresses various aspects of how to teach inclusively and how to positively shape classroom climate
- [Lessons we still need to learn on creating more inclusive and responsive classrooms: recommendations from one student–faculty partnership programme \(May ask university log in\)](#)
 This article identifies effective practices for culturally responsive classrooms. It covers how faculty can make their expectations and pedagogical rational explicit to make learning more manageable and meaningful for students.
- [On faculty development of STEM inclusive](#)
 This article explores faculty development of inclusive teaching practices in response to STEM student retention between underrepresented minorities in the USA and students from other ethnic groups. The author provides a literature review on current approaches to inclusion and argues the reasons why this approach is needed for underrepresented student attainment. The article also includes suggestions for new faculty development approaches for long-term sustainable change in STEM inclusive education in higher education.
- [As Times and Students Change, Can Faculty Change, Too?](#)
 This *Inside Higher Ed* article explores demographics shifts in higher education and addresses how faculty can adapt to ensure non-traditional and underrepresented students succeed.
- [Making Disability Part of the Conversation: Combatting Inaccessible Spaces and Logics](#)
 This article provides instructors strategies for evaluating classroom spaces and pedagogical practices for accessibility.
- [Disabled in Grad School: Augmentative and Alternative Communication Awareness Month](#)
 This article discusses the pedagogical methods of dos and don'ts in dealing with students who use Augmented and Alternative Communication (AAC).
- [Collectors, Nightlights, and Allies, Oh My: White Mentors in the Academy](#)
 This article explores the relationships between White mentors within academia and their students of color.
- [Diversity & Inclusive Teaching \(Archived\)](#)

Vanderbilt University, Center for Teaching, “Diversity & Inclusive Teaching” — emphasizes how to create inclusive classrooms that value and support diversity, particularly in terms of racial, ethnic and cultural identity; gender; sexual orientation; and disabilities. This link suggests newly revised guides and provides links to them.

- [Faculty Accountability for Culturally Inclusive Pedagogy and Curricula](#)
AACU (Association of American Colleges & Universities) article calling for greater faculty accountability for culturally inclusive curricula and pedagogy
- [What Does Inclusive Teaching Mean to You?](#)
3.5-minute video made by Columbia University, which features students and instructors explaining what they believe inclusive teaching means.
- [What Is Your Experience with Inclusive Teaching?](#)
5-minute video made by Columbia University, which features students and instructors describing concrete experiences of inclusive teaching.
- [5 Teaching Tips From ‘How Humans Learn’](#)
This article provides five ways to think about your teaching based on research about human development and how humans learn, to help your students get the most out of your course.
- [A Gen Z Guide to Inclusivity](#)
This article describes the changing nature of inclusivity in the classroom that comes along with the changing culture of a new generation of students. Many students assume that professors are more adept at managing discomfort and tension in the classroom than many professors may feel they are.
- [Creating Inclusive Curricula in Higher Education](#)
This article describes ways to create inclusive curricula in higher education, especially for lifelong and life-wide learning.
- [Georgetown’s Inclusive Pedagogy Toolkit](#)
This inclusive pedagogy resource from Georgetown’s Center for New Designs in Learning and Scholarship includes sections on content, pedagogy, assessment, climate and power.
- [Small World: Crafting an Inclusive Classroom \(No Matter What You Teach\)](#)
This article by Dr. Mary Armstrong describes how to create an inclusive institution and welcoming climate, parsing out and discussing the different elements of inclusivity.
- [The UDL Guidelines](#)
- The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, including areas of engagement, representation and action & expression.

Additional resources:

- Gannon, Kevin M. (2020). *Radical Hope: A Teaching Manifesto*. Morgantown: West Virginia University Press.
- Hocking, C. (2010). "Inclusive learning and teaching in higher education: a synthesis of research." Higher Education Academy resource. Retrieved from: https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_the_synthesis_200410_0.pdf
- hooks, bell. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York and London: Routledge.
- Salazar, M., Norton, A., & Tuitt, F. (2009). "Weaving promising practices for inclusive excellence into the higher education classroom." In L.B. Nilson and J.E. Miller (Eds.), *To Improve the Academy* (pp. 208-226). San Francisco: Jossey-Bass.
- Steele, C. M. & Aronson, J. (1995). "Stereotype threat and the intellectual test performance of African Americans." *Journal of Personality and Social Psychology*, 69, 797–811.

Microaggressions

The term "racial microaggressions" was first coined in the 1970s by Harvard professor and psychiatrist Chester M. Pierce, who used the term to describe the everyday insults and slights he saw regularly inflicted on Black Americans. In the 1974 *American Handbook of Psychiatry* Pierce asserts, "The subtle, cumulative mini-assault is the substance of today's racism" (p. 516). In 1973, Mary Rowe, adjunct professor and ombudsperson at MIT, extended microaggression theory with the term "micro-inequities," which she defines as "apparently small events which are often ephemeral and hard-to-prove, events which are covert, often unintentional, frequently unrecognized by the perpetrator. Micro-inequities occur wherever people are perceived to be 'different'" (Rowe, 1990, p. 2). Rowe has written about instances of micro-inequities grounded in sexism, homophobia, and discrimination on the basis of religion, ability, or appearance.

More recently, the language and concept of microaggressions has entered popular culture, largely due to the work of psychologist and educator Derald Wing Sue, who edited the 2010 book *Microaggressions and Marginality*. Sue defines microaggressions as "the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership" (p. 3). He contrasts these with overt, intentional acts of bigotry, such as racial slurs or hate crimes. Microaggressions, he explains, are often committed by "well-intentioned individuals who are unaware that they have engaged in harmful conduct toward a socially devalued group" (p. 3).

Examples of microaggressions include: statements or nonverbal behavior that subtly demean a person's identity, that reflect or reinforce stereotypes, that overlook or render

someone or their contribution invisible, that express discomfort with a minority group, that position the dominant culture as “normal” and others as “abnormal” or even pathological, that minimize the existence of discrimination, or that attempt to deny the microaggressor’s own bias. While microaggressions are often brief interactions or remarks and may on the surface appear trivial, research indicates they have a powerful, cumulative, detrimental impact on the wellbeing of marginalized groups.

In addition, researchers have begun to study “intersectional microaggressions,” or microaggressions endured by people who are marginalized or oppressed on the basis of multiple, intersecting aspects of their identity, such as race and gender. As researcher and writer Maya Goodfellow explains, “The particular intensity of misogyny directed at black women is so commonplace that it was given a name by academic [and Emory alumna] Moya Bailey: misogynoir.” (See Goodfellow, “Misogynoir: How social media abuse exposes longstanding prejudices against black women,” *New Statesman*, 27 February 2017, <http://www.newstatesman.com/politics/uk/2017/02/misogynoir-how-social-media-abuse-exposes-longstanding-prejudices-against-black>.)

Not only are researchers and administrators paying increasing attention to the impact of microaggressions and micro-inequities; they are also concerned with how to prevent and counteract such harms. As Mary Rowe recognizes, since micro-inequities are often unconscious, they can be difficult to “catch” and stop in one’s own behavior. So she proposes the practice of “micro-affirmations,” which are similarly everyday, usually brief acts—yet aimed toward positively building up others and motivated by the desire to help others thrive. She gives the following examples:

Micro-affirmations are tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening. Micro-affirmations lie in the practice of generosity, in consistently giving credit to others—in providing comfort and support when others are in distress, when there has been a failure at the bench, or an idea that did not work out, or a public attack. Micro-affirmations include the myriad details of fair, specific, timely, consistent and clear feedback that help a person build on strength and correct weakness. (Rowe, 2008, p. 4)

Rowe believes micro-affirmations are an important practice especially for mentors and managers to cultivate. Because micro-affirmations are consciously practiced, over time they can become habitual patterns of positive behavior, potentially even spreading throughout an organization and shifting that organizational culture.

Scott Lilienfeld, professor of psychology at Emory University, argues that the scientific research on microaggressions is not yet solid enough to support the implementation of microaggression training programs. Lilienfeld has recommended a moratorium on such programs, citing research that they can do more harm than good.

For further discussion of this topic, see:

- [Why a Moratorium on Microaggressions Policies is Needed](#)

Lilienfeld critiques the research behind microaggressions and recommends a moratorium on training programs.

- [Microaggressions: Strong Claims, Inadequate Evidence](#)
Lilienfeld critiques the research behind microaggressions, and in this article suggests ways that microaggression research can be improved to find the consequences of microaggressions on students in a more rigorous way.
- [The Unwisest Idea on Campus: Commentary on Lilienfeld \(institutional access required\)](#)
Haidt critiques the research behind microaggressions and recommends thinking about ways to help students give others the benefit of the doubt.
- [Interrupting Microaggressions](#)
A tool that provides examples and guidelines for interrupting microaggressions
- [Recognizing Microaggressions and the Messages They Send and Interrupting Microaggressions](#)
A tool that provides examples and guidelines for interrupting microaggressions as a third-party observer
- [Refining "Microaggression": A Linguistic Perspective](#)
This article redefines microaggressions through an analysis of linguistic behavior in conversation and game theory. It offers several scenarios that help readers think through microaggressions.
- [Managing Microaggressions](#)
This article offers strategies for managing microaggressions. It also offers a guide on how to make amends with someone after making a microaggressive comment.
- [A Guide to Responding to Microaggressions](#)
This guide evaluates three forms of microaggression through an intersectional lens and offers advice on how to evaluate and respond to microaggressions according to context.
- [Microaggressions and micro-affirmations](#)
This piece offers strategies that emphasizes active teaching, recognizing and validating experiences and affirms emotional reactions through verbal acknowledgement to combat microaggressions.
- [Insensitive or Racist?: Study finds that students who deliver microaggressions are also likely to harbor racist attitudes](#)
Discusses a study in *Race and Social Problems* that suggests microaggressions indicate underlying racism in aggressors
- [Unmasking 'racial micro aggressions'](#)
APA (American Psychological Association) article about racial microaggressions and their psychological impact on people of color

- [Students See Many Sights as Racial ‘Microaggressions’](#)
Details the growing attention to microaggressions in public discourse and on university campuses
- [The Rise of Victimhood Culture](#)
Discusses how microaggressions relate to what a recent sociology publication has identified as the rise of a “victimhood culture” on college campuses
- [The Fuss: How can professors best introduce provocative material in the classroom in an age of trigger warnings, microaggressions and tweeting?](#)
A professor’s reflections on how he can best teach controversial material in the classroom “in an age of trigger warnings, microaggressions and tweeting.”
- [Microaggressions: Power, Privilege, and Everyday Life](#)
A Tumblr blog about microaggressions, power, and privilege as they manifest in everyday life.
- [Microaggressions in the Classroom](#)
Video on students’ experiences of microaggressions in the classroom.
- [Language Matters: Considering Microaggressions in Science](#)
An article on the importance of language when considering microaggressions in science. Language can help students to feel they belong, but it can also serve to invalidate students as well.
- [Racial Microaggressions in Everyday Life](#)
Derald Wing Sue et al. 2007 article on racial microaggressions in everyday life, and the implications this has for individual’s lives and clinical practice. Provides many useful case studies and a definition of key terms in the microaggressions debates.
- [The Historical, Cultural and Social Context of Affirmative Action in Higher Education](#)
Shawn Riva Donaldson illuminates the consequences of racial microaggressions in dialogue with the history of affirmative action in higher education.
- [Values, acceptance, and belongingness in graduate school: Perspectives from underrepresented minority students](#)
This article identifies the barriers underrepresented minority students face in graduate school and how systemic racial and ethnic discrimination, microaggressions, and low belongingness may negatively impact psychological functioning and interfere with their academic success.

Additional resources:

- Hall, S. (1982). *The classroom climate: A chilly one for women?* Washington D.C.: Association of American Colleges.

- Hirschy, A.S. & Braxton, J.M. (2004). “Effects of student classroom incivilities on students.” *New Directions for Teaching and Learning*, 99, 67-76.
- Rowe, M. (2008). “Micro-affirmations & Micro-inequities.” *Journal of the International Ombudsman Association*, 1.1 (March). Retrieved from: <https://ombud.mit.edu/sites/default/files/documents/micro-affirm-ineq.pdf>
- Sue, D. Wing, ed. (2010). *Microaggressions and Marginality: Manifestation, Dynamics, and Impact*, 1st edition. Hoboken, NJ: Wiley & Sons.
- Sue, D. Wing. (2010). *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*, 1st edition. Hoboken, NJ: Wiley & Sons.

Neurodiversity and Inclusivity

In 1993, Jim Sinclair, an autistic person and co-founder of Autism Network International, wrote an article which opened a new direction for the disability rights movement. Sinclair stated that “[p]arents often report that learning their child is autistic was the most traumatic thing that ever happened to them. Non-autistic people see autism as a great tragedy, and parents experience continuing disappointment and grief at all stages of the child's and family's life cycle” (see Jim Sinclair, “[Don't Mourn for Us](#),” *Autonomy, the Critical Journal of Interdisciplinary Autism Studies*, 1:1 (2012), 1). He advocated that people should not mourn for autistic people, but rather people should learn to understand and celebrate neurological differences. By the end of the decade, Judy Singer, an autistic social scientist, developed the term “neurodiversity” highlighting the differences between “neurotypical” and “neuroatypical” people (see Judy Singer, *NeuroDiversity: The Birth of an Idea*, self-published, 2017, xi). Inspired from these new perspectives, neurodiversity advocates implemented successful strategies from civil rights and disability rights movements to better protect and increase opportunities for autistic people.

Though its origins began with autistic rights, the neurodiversity movement now encompasses a wide range of learning differences in its advocacy efforts. “Neurodiversity”, or neurological diversity, is a philosophy that emphasizes and celebrates the differences in human neurologies (see Josh Burk, Karin Wulf, Cheryl Dickter, and Janice Zeman, “[Neurodiversity: Creating an Inclusive College Classroom](#),” Apr 25, 2013). Its advocates challenge the notion that learning differences are inherently neurological deficits by exploring cultural, political, and social dimensions influencing these assessments. Neurodiversity advocates acknowledge that learning differences does not diminish one’s personhood and recognize that neurological variations are an essential part of humanity (see Aiyana Bailin, “[Clearing Up Some Misconceptions about Neurodiversity](#),” Scientific American Blog Network, June 6, 2019).

Yet, this perspective has caused controversy in the academic community. Proponents against the neurodiversity movement argue that embracing this particular model causes deep divides within both the scholarship and autism community. Simon Baron-Cohen, a

medical researcher and advocate, suggest that the neurodiversity framework removes disabling aspects of autism. Baron-Cohen advocates to keep in place classical medical model that offers a diagnosis to better serve patients and develop solutions (see Simon Baron-Cohen, "[The Concept of Neurodiversity Is Dividing the Autism Community](#)," Scientific American Blog Network, April 30, 2019). However, Aiyana Bailin argues that embracing a neurodiversity model does not mean that one denies the reality of disabilities. Neurological difference can come with disabilities; however, it is equally important to value neurological differences without assuming that these variations are "problems" to correct. Instead, Bailin explains the neurodiversity movement gives autistic people the tools to succeed in life without diminishing their personhood (see Aiyana Bailin, "[Clearing Up Some Misconceptions about Neurodiversity](#)," Scientific American Blog Network, June 6, 2019).

Though the scholarship on developing best-practices vary, researchers have noted that higher education institutions have witnessed a substantial increase in neurodiverse students over the past several years (Jennifer A. Cullen, "[The Needs of College Students with Autism Spectrum Disorders and Asperger's Syndrome](#)," *Journal of Postsecondary Education and Disability*, 28:1, Spring 2015, 89). This approach becomes more pertinent once we review the statistics. A 2016 essay from *Inside Higher Ed* reports that only 30 percent of high school graduates with autism ever attend a two- or four-year college and [80 percent](#) will never graduate (See Elizabeth and Margaret Finnegan, "[Students on the Spectrum](#)," *Inside Higher Ed*, September 13, 2016). In the tradition of making higher education spaces more inclusive, Cullen advocates that colleges and university should consider adopting institutional and pedagogical changes to meet the needs of neurodiverse students and improve success and matriculation rates.

For further discussion of this topic, see:

- [Autistic Self Advocacy Network Resources](#)
ASAN offers a resource guide for various topics on neurodiversity.
- [Autism and the Disability Community: The Politics of Neurodiversity, Causation and Cure](#)
An article on the history and politics surrounding the neurodiversity movement.
- [Neurodiversity: Creating an Inclusive College Classroom](#)
An online presentation from William and Mary College that presents extensive information on serving neurodiverse students.
- [Helping diverse learners navigate group work](#)
Margaret Finnegan explores how to help diverse learners navigate learning assignments successfully.
- [Students on the Spectrum](#)

Elizabeth and Margaret Finnegan explore the inequities facing students with learning differences and offers suggestions for improvements.

- [Why We Dread Disability Myths \(May ask university login \)](#)

An article from *The Chronicle of Higher Education* that review harmful disability myths and offers steps to increase success for students who have accommodations.

- [Serving Neurodiverse Students \(May ask university login \)](#)

A short video on the initiatives Landmark College uses to serve the needs of neurodiverse students.

- [The World Needs Neurodiversity: Unusual Times Call for Unusual Thinking](#)

This article explores the benefits of neurodiversity in critical thinking.

- [Autism as Academic Paradigm](#)

An op-ed piece that exposes the underlying biases hindering inclusive teaching practices.

- [Neurodiversity and Autism in College](#)

This article explores an overview of the importance of using a neurodiversity model in higher ed classroom for attaining equitable classrooms.

- [Identity-First Language](#)

This article reviews the ongoing debate between using identity-first language and person with learning difference.

- [Autism and Accommodations in Higher Education: Insights from the Autism Community](#)

J.C. Sarrett explores higher education experiences and offers suggestions on making these experiences more inclusive for neurodiverse students.

- [Neurodiversity](#)

Ann Jurecic offers insights on teaching strategies to better serve neurodiverse humanities students.

- [How Neurodivergent Students Are Getting Through the Pandemic](#)

This article shares the experiences that both faculty and neurodivergent students faced during the transition to remote learning. It also offers advice on how colleges and universities can support neurodivergent students through this pandemic.

- [28 Ways to Make the World Less Hostile to Mad, Neurodivergent, and Psychiatrically Disabled People](#)

This article describes additional ways to restructure the ways that we think about our students and who is “qualified” to be a teacher, student, or even a part of a college

population. The types of characteristics and qualities that we consider to be required or important for a life in academia are important to recognize and acknowledge.

Additional resources

- Grandin, T., & Panek, R. (2014). *The Autistic Brain: Exploring the Strength of a Different Kind of Mind*. London: Rider Books.
- Price, Margaret. (2011). *Mad at School: Rhetorics of Mental Disability and Academic Life*. Ann Arbor: University of Michigan Press

Implicit Bias

Microaggressions may be a manifestation of implicit bias (or unconscious bias), which refers to social stereotypes and judgments that get formed outside of one's conscious awareness. In fact, these judgments resulting from unconscious bias may even clash with one's consciously held values. Implicit bias gets triggered as the brain processes new information by using past knowledge to make assumptions.

The Kirwan Institute for the Study of Race and Ethnicity (at Ohio State University) publishes a yearly *State of the Science: Implicit Bias Review* that overviews current public discourse and recent scholarly publications about racial and/or ethnic implicit bias. Grounded in research from the neuro-, cognitive, and social sciences, these annual reviews document the social disparities caused by implicit bias. The 2016 report reviews trends in criminal justice, health, employment, education, and housing.

Shaped by cultural environment and personal experiences, unconscious biases develop in childhood but appear to be malleable. Steps can be taken to address implicit bias and to limit its impact. The Kirwan Institute's *State of the Science: Implicit Bias Review 2016* suggests such steps as: educating oneself through the Implicit Association Test (IAT), increasing contact with people outside one's own demographics, holding oneself accountable for the impact of one's biases, and shifting unconscious associations and thought patterns through in-depth trainings or mindfulness meditation. All editions of the *State of the Science: Implicit Bias Review* are available on the Kirwan Institute website:

<http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/>.

As implicit bias has become a topic of greater public attention, many organizations have begun to implement trainings to address implicit bias and to mitigate its harmful effects in the workplace.² Particular areas of concern include recruitment and hiring practices, performance reviews, opportunities for promotion, mentoring or management styles, and organizational decision-making policies.

² See, for example, the Unconscious Bias Training offered by Emory's Office of Equity and Inclusion: <http://www.lgbt.emory.edu/programs-events/safe-space.html> As the OEI website notes, these training sessions are "open to all faculty and are particularly recommended for those serving on search and appointments committees."

For further discussion of this topic, see:

- [Project Implicit](#)

Project Implicit is a non-profit organization developed by researchers who study social cognition. Goals of the organization include raising public awareness about hidden biases and gathering further data on this topic. They have developed several versions of an Implicit Association Test (IAT), which can be taken online.

- [Tool for Identifying Implicit Bias: Awareness of Common Shortcuts](#)

A tool that provides examples and guidelines for identifying implicit bias and recognizing effects from such bias.

- [Remediating Campus Climate: Implicit Bias Training is Not Enough](#)

Applebaum argues when the exclusive focus of initiatives to improve campus climate is fixed on implicit bias without considering the ways in which ignorance is held in place, such initiatives can serve as a way of protecting rather than challenging the systems and dominant frameworks that maintain injustice.

- [Psychology's Favorite Tool for Measuring Racism Isn't Up to the Job](#)

Detailed *New York Magazine* piece about the history of the IAT; criticizes the test's methodology for failing to meet scientific standards of reliability and validity.

- [UCSF Unconscious Bias Resources](#)

List of resources to learn more about unconscious bias; includes "comprehensive list of recent and classic implicit bias literature"

- [The Roots of Implicit Bias](#)

New York Times piece written by psychology researchers studying the roots of implicit bias and ways to overcome that bias

- [Peanut Butter, Jelly and Racism](#)

The *New York Times* has published a series of six brief videos about recognizing and overcoming implicit bias. This link takes you to the first video in the series, and on that site are links to the other five.

- [Eight Actions to Reduce Racism in College Classrooms](#)

This article explores how professors may unknowingly and inadvertently promote racism in their classrooms. It offers steps on how to respond more effectively to racism in college classrooms and employ strategies to improve the experiences of historically underrepresented students.

- [APS Implicit Bias](#)

APS (Association for Psychological Science) listing of recent scholarly and public media references to and discussions of implicit bias

- [How Implicit Bias and Lack of Diversity Undermine Science](#)
The *Scientific American* has published an article looking at how implicit bias and a lack of diversity undermines science and the culture of STEM.
- [Can We Really Measure Implicit Bias? Maybe Not](#)
The Chronicle of Higher Education published an article about how we attempt to measure implicit bias, and what these measurements can (and cannot) tell us about how implicit bias has effects on our actions.
- [A Look at Implicit Bias and Microaggressions](#)
This article looks at the impact of implicit biases in schools and how they can be expressed by students and faculty, and particularly how these implicit biases can create microaggressions for students.

Trigger Warnings

A trigger warning is a statement given at the beginning of a text or video that alerts the reader or viewer to potentially distressing material (images, graphic writing, etc.) in the text or video that follows. Trigger warnings first developed on the Internet as a way to flag content that graphically depicts or discusses causes of trauma, such as military combat, torture, sexual assault, or other forms of violence or abuse. Such warnings may be helpful to readers or viewers who have a particular sensitivity (including post-traumatic stress disorder) to that subject matter, by either allowing them to avoid it or by helping them to better prepare for and manage their reactions as they read or watch.

As trigger warnings have become more prevalent in higher education and have begun to encompass a wider range of topics, they are sometimes critiqued because they're perceived as a form of censorship or as "coddling" overly sensitive students, allowing these students to avoid material that makes them feel uncomfortable. A 2014 AAUP (American Association of University Professors) report argues, "The presumption that students need to be protected rather than challenged in a classroom is at once infantilizing and anti-intellectual." This report also expresses the concern that mandatory trigger warnings (i.e. requiring teachers to provide warnings for any assigned material that may trigger difficult emotional reactions) threatens academic freedom—especially for non-tenured or contingent faculty—and creates a repressive climate for critical thinking. (See "On Trigger Warnings," Committee A on Academic Freedom and Tenure," AAUP, <https://www.aaup.org/report/trigger-warnings>.)

On the other hand, philosophy professor Kate Manne argues that trigger warnings, rather than excusing students from engaging with challenging ideas, actually *help* students to better exercise rational and critical thinking. Manne explains that when someone who has experienced trauma gets "triggered," that person undergoes intense mental and bodily reactions, such as flashbacks or panic attacks, and is unable to fruitfully engage any other matter. Giving a trigger warning may allow "vulnerable students [to] be able to employ effective anxiety management techniques" prior to and during potentially triggering reading assignments and class discussions. Although Manne does not believe the use of trigger

warnings should be mandated by the administration, she does see a willingness to use them as a pedagogical best practice. (See Manne, “Why I Use Trigger Warnings,” *New York Times*, 19 Sept 2015, http://www.nytimes.com/2015/09/20/opinion/sunday/why-i-use-trigger-warnings.html?_r=1.)

For further discussion of this topic, see:

- [NCAC Report: What’s All This About Trigger Warnings?](#)

The National Coalition Against Censorship conducted a 2015 survey of over 800 college educators to gather their experiences with and perspectives about trigger warnings. This report summarizes findings from that survey, highlighting both concerns about trigger warnings and reasons for using them.

- [A Quick Lesson on What Trigger Warnings Actually Do](#)

A response to the University of Chicago’s widely publicized stance (in August 2016) against trigger warnings; this piece attempts to clarify what trigger warnings are intended to do and how they relate to mental health.

- [University of Chicago Freshmen React to Letter Denouncing Trigger Warnings](#)

An interview with two University of Chicago freshmen responding to the U of C’s letter criticizing trigger warnings and safe spaces

- [The Coddling of the American Mind](#)

An oft-cited 2015 article in *The Atlantic*; the two authors (a constitutional lawyer and a social psychologist) argue that trigger warnings and other forms of “vindictive protectiveness” are disastrous for higher education and for students’ mental health.

- [The Ethics of Trigger Warnings](#)

Wendy Wyatt provides a summary of arguments surrounding the use of trigger warnings within higher education. Wyatt contends educators should determine three considerations can help inform when, where and to what extent trigger warnings should be used in their classrooms.

- [The One-Time-Only Trigger Warning](#)

This *Inside Higher Ed* piece reviews the effectiveness of trigger warning and proposes universities give a one-time-only trigger warning statement to students on their first day of college.

- [Death Knell for Trigger Warnings?](#)

This short article explores recent studies on impact trigger warnings and provides critical insight on methodologies and data. Though recent research has place trigger warnings under more scrutiny, the article gives its readers factors to consider whether to abandon trigger warnings all together.

Safe(r) Space/Brave Space/Accountable Space

The origins of the concept of “safe space” have been traced to the 1960s and 70s, specifically to gay and lesbian bars and to “consciousness raising” groups in the women’s movement—all of which were intended to provide spaces where marginalized people could find and nurture community, empowerment, and resistance to social repression. As Malcolm Harris points out, such “safe spaces” were neither free from risk nor free of internal disagreement. Rather, they were characterized by shared commitments to political goals of resistance and social change. (See Harris, “What’s a ‘safe space’? A look at the phrase’s 50-year history,” *Fusion*, 11 Nov 2015, <http://fusion.net/story/231089/safe-space-history/>.)

Wikipedia notes that, in educational institutions, “safe space” and related terms (e.g. “safer-space” and “positive space”) were originally used “to indicate that a teacher, educational institution or student body does not tolerate anti-LGBT violence, harassment or hate speech, thereby creating a safe place for all lesbian, gay, bisexual, and transgender students” (<https://en.wikipedia.org/wiki/Safe-space>, accessed on 11 April 2017). Safe space campaigns and trainings still often focus on promoting a safe and affirming environment for LGBT persons.³

However, as the term has evolved and become more prevalent, particularly on university campuses, the concept of “safe space” has been extended to express concern for the wellbeing of any individual who experiences systemic marginalization. For example, the online forum The Safe Space Network (TSSN) defines a safe space as:

a place where anyone can feel at ease and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, sexual orientation, race/ethnicity, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability. Basically, a place where the rules guard each person’s self-respect and dignity and strongly encourage everyone to respect others.

(<http://safespacenetwerk.tumblr.com/post/23095736498/welcome-to-the-safe-spaces-network>)

Such safe spaces may be online virtual spaces, such as the TSSN, or they may be physical locations, such as classrooms, offices, or campus community centers. Sometimes “safe space” refers to a designated place on campus for members of a particular identity group to gather and hold activities. Sometimes “safe space” indicates a commitment to practice awareness, respect and welcome towards members of historically marginalized groups.

What these spaces all have in common is their participants’ attention to—and attempts to resist and overcome—discrimination and unequal power relations. Some people prefer the phrase “safer space” because of how this phrase acknowledges that no space is entirely “safe,” since challenging and eliminating discrimination is an ongoing process, rather than an already accomplished goal. In addition, some proponents of safe space emphasize that

³ See, for example, the training offered by Emory’s Office of Lesbian/Gay/Bisexual/ Transgender Life: http://lgbt.emory.edu/programs_events/safe_space/index.html.

“safe” is not the same thing as “comfortable,” and that safe spaces will not necessarily be free from controversy and conflict.

Like trigger warnings, “safe space” has been criticized as being contrary to free speech and to academic freedom. Recent articles and opinion pieces have pointed to ways that the rhetoric of “safe space” may get leveraged on campuses in order to quash debates or to silence people who have divergent or unpopular opinions. Some educators and college administrators, such as Judith Shapiro, worry that safe spaces “over-protect” or “infantilize” students and thus hinder critical learning and growth. Shapiro suggests that designated “safe spaces” imply that all other places on campus will be “unsafe,” at least for certain students, and that this will disproportionately magnify their “sense of personal danger” and ultimately impede their development of “authentic courage.” (See Shapiro, “From Strength to Strength,” *Inside Higher Ed*, 15 Dec 2014, <https://www.insidehighered.com/views/2014/12/15/essay-importance-not-trying-protect-students-everything-may-upset-them>.)

On the other hand, these criticisms of “safe spaces” have also created new approaches for “being brave” in colleges and university settings. Discussions on training students to brave in the learning process emerged in the late 1990s. In an article published in 1998, Dr. Robert Boostrom, Professor of Teacher Education, explained that “safe spaces” cannot foster the critical dialogue needed for tackling pertinent social issues, because such “spaces” censor critical reflection for deeper learning (Boostrom 1998:407). Instead, Boostrom advocated using a Socratic method that would challenge students to be courageous when faced with controversial topics. “Brave” spaces emphasize courage over safety and remind students that learning often requires discomfort. Exposing students to uncomfortable situation would thus enable them to solve challenges they would confront in classroom and outside the academy.

Over the last decade, scholars have further developed Boostrom’s ideas into frameworks for “brave” spaces. In 2013, Brian Arao and Kristi Clemens identified five common rules for creating classroom brave spaces. Brave spaces 1) enable participants to approach “controversy with civility” where varying opinions are voiced; 2) allow students acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person; 3) give students the option to step in and out of challenging conversations; 4) set ground rules for where students to show respect for one another’s basic personhood; and 5) establish an agreement that students will not intentionally inflict harm on one another (See Arao and Clemens 2013: 141-149, for a summarized version, see Ali, https://www.naspa.org/images/uploads/main/Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf). By establishing these five common rules, students will be able to hold constructive dialogues on difference and inclusion.

More recently, scholars have advocated for accountability measures in “safe” and “brave” spaces. This perspective suggests the being comfortable with the uncomfortable allows the risk and conflict necessary for authentic relationships and intellectual growth (Burghardt, DeSuze, Lausell Bryant, and Vinjamuri 2018:9-21). “Accountable” spaces use similar techniques used in Arao and Clemens’s common rules for “brave” spaces but differ by

making accountability and discomfort explicit through the course. The scholars suggest that educators “establish an explicit expectation through initial contracting that discomfort will be experienced.” Moreover, teachers should implement “guidelines/processes for how it will be expressed and how [educators and students] can support one another” in difficult and contentious learning experiences (Ibid., 21).

For further discussion of this topic, see:

- [Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals](#)

Ali provides extensive information on the history of safe and braves spaces in the academy. Strategies for creating classroom “brave” spaces are also covered in this text.

- [From Safe Spaces to Braves Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice](#)

Arao and Clemens discuss the rhetoric behind “safe” spaces and offer ground rules for creating “brave” spaces.

- [How can I create safety in the classroom, respecting the balance between harmony and disharmony needed for learning?](#)

This chapter sample from Steve Burghardt, Kalima DeSuze, Linda Lausell Bryant, and Mohan Vinjamuri’s *A Guide for Sustaining Conversations on Racism, Identity, and Our Mutual Humanity* provides educators with several examples for creating and facilitating “accountable” spaces in their classrooms.

- [Don’t Dismiss ‘Safe Spaces’](#)

Michael S. Roth, the president of Wesleyan University, argues university safe spaces are necessary to promote intellectual diversity.

- [Modified Brave Spaces: Calling in Brave Instructors](#)

Lynn Verduzco-Baker outlines an alternate set of strategies to better adapt “brave space” to conventional academic courses.

- [Creating Brave Spaces within and through Student-Faculty Pedagogical Partnerships](#)

Alison Cook-Sather explores how brave space informs thoughts about classroom environments and student-faculty partnerships.

- [Tensions in the Art Classroom](#)

Michael Bonesteel, an adjunct assistant professor at the School of Art Institute of Chicago, resigned after an investigation that found Bonesteel's conduct with a student constituted harassment based on gender-identity. SAIC objected to the professor's ridiculing the student for requesting a trigger warning and associating the trans student with another trans student with whom the professor was having difficulties. In resigning, Bonesteel complained of being targeted by militant LGBT students with an authoritarian agenda.

- [Safe space or free speech? The crisis around debate at UK universities](#)
This 2015 article in *The Guardian* reports on recent controversies at UK universities, which are experiencing a “wider battle for the nature of student life – should university be a ‘safe space’ for all, or a place where anything can be debated?”
- [In College and Hiding From Scary Ideas](#)
Opinion piece arguing that “safe spaces” in higher education tend to repress critical thinking and reinforce insularity
- [Brown University president: A safe space for freedom of expression](#)
Opinion piece offering the counter argument: that safe spaces on campus offer an “anchor in an unfamiliar environment” and thus actually support critical reflection and academic freedom
- [On Safety and Safe Spaces](#)
Argues that students “deserve” safe spaces on campus “because the absence of such spaces is counter to the very mission of higher education.”

Academic Freedom/Free Speech

The online Encyclopedia Britannica defines academic freedom as “the freedom of teachers and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction from law, institutional regulations, or public pressure” (<https://www.britannica.com/topic/academic-freedom>, accessed on 11 April 2017). That is, members of the academic community should be free to study the topics and research questions that are of interest to them, to present and publish their findings and conclusions, to evaluate the soundness and value of each other’s conclusions, and to engage in intellectual debate—all without fear of censorship or of reprisals for expressing ideas that are unpopular or inconvenient to external authorities. Academic freedom also concerns teachers’ freedom in choosing how to teach and in discussing their subject matter in the classroom.

In the United States, the American Association of University Professors (AAUP) is a leading proponent of academic freedom. In 1940 the AAUP, along with what is now the Association of American Colleges and Universities (AACU), jointly authored a “Statement of Principles on Academic Freedom and Tenure,” which continues to ground current notions of academic freedom. (For the full statement, see <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>.) This statement supports faculty members’ freedom in research, publication, and teaching—as well as their freedom to write or speak out as private citizens—but it also acknowledges certain limitations. For example, an institution may limit academic freedom due to “religious or other aims” but should clearly state such limitations “in writing at the time of the appointment.” The 1940 statement also urges teachers to avoid introducing into the classroom “controversial matter” unrelated to their subject. It further urges faculty

members, when they speak out as citizens, to take care to be accurate, appropriately restrained, respectful, and clear that they are not speaking for the institution.

While academic freedom seems to be a central principle and widely supported in higher education, it is a contested issue. This emerges most vividly when academic freedom appears to clash with civility or even justice—when a member of the academic community is expressing ideas or opinions that others find inflammatory, offensive, damaging, and/or oppressive.

For further discussion of this topic, see:

- [The Unbearable Virtue Mongering of Academics \(May ask university log in\)](#)
The Chronicle Review interviews Stanley Fish about academic culture, free speech, and his book, *The First: How to Think About Hate Speech, Campus Speech, Religious Speech, Fake News, Post-Truth, and Donald Trump*.
- [Student Activism Is Often Uncivil. We Can Change That. \(May ask university log in\)](#)
This article explores conservative and progressive student activism in relation to free-speech on campus.
- [Have Campuses Become Ideological Echo Chambers? Not Necessarily \(May ask university log in\)](#)
This article examines campus climate reports and free speech in higher education.
- [Steven Salaita and the Quagmire of Academic Freedom](#)
Examines the controversy (and implications for academic freedom) sparked by the University of Illinois' decision to rescind their hiring offer to Dr. Steven Salaita due to his anti-Israel tweets.
- [The Doctrine of Academic Freedom](#)
Opinion piece arguing that “academic justice” should trump “academic freedom.”
- [Defining Academic Freedom](#)
AAUP president attempts to clarify the concept of academic freedom by listing what it does and does not do.
- [Resources on Academic Freedom](#)
The AAUP considers its core mission to be protecting academic freedom and has developed various policy statements on topics ranging from tenure, to controversy in the classroom, to free speech on campus.
- [Academic Freedom and Educational Responsibility](#)
AACU statement that supports professors' academic freedom, linking such freedom to the professors' educational responsibilities to students.
- [Suspended for Using N-Word](#)

Inside Higher Ed article on Emory Law Professor’s debate on speech used in the classroom as a part of a lecture.

- [Charlie Kirk’s New Book, a Broadside Against Higher Ed, Is Heavy on the Anecdotes](#)
Inside Higher Ed article on Charlie Kirk’s book about free speech on campus, and ways that Conservatives struggle with feeling their ideas are welcomed on campus.

Additional Resources:

[PEN Campus Free Speech Guide](#)

[When Diversity and Inclusion Clash with Free Speech –and Why They Don’t Have To Balancing Free Speech and Inclusion: Four Simple Strategies for Campus Leaders](#)

[Tips for Nurturing a Climate of Free Expression and Inclusion](#)

[When Core Values Collide: Diversity, Inclusion, and Free Speech](#)

[Academic Freedom](#)

Navigating Remote/Online Teaching in Times of Crisis

In spring 2020, the threat of COVID-19 forced colleges and universities to transition from traditional face to face classes to remote learning environments. The repercussions from the swift transition to online platforms became immediately evident in a variety of different ways. Balancing work and home obligations placed an incredible amount of pressure for everyone involved in moving higher education forward. Faculty with little to no online teaching experiences quickly found themselves learning remote teaching strategies to best serve their students on top of their pressing obligations. Economic, health, and social disparities hampered efforts for equitable online education. Nevertheless, faculty members and educational specialists from across the globe united together to circulate and distribute strategies for safeguarding equity and inclusion efforts.⁴

Creating virtual educational communities built on compassion, inclusion, and accessibility now matter more than ever. Harriet L. Schwartz explains that “Each of us, as we teach remotely throughout this pandemic, has the opportunity to give our students much more than they expected at the start of the semester. Whether you are a seasoned online teacher or a novice, and whether the courses you are currently teaching were online from the start or abruptly transitioned, we are all positioned to create important moments and spaces for students who, like us, now live in a time of uncertainty and increased stress” (Schwartz, “Authentic Teaching and Connected Learning in the Age of COVID-19,” *The Scholarly Teacher*, April 2, 2020, <https://www.scholarlyteacher.com/post/authentic-teaching-and-connected-learning-in-the-age-of-covid-19>).

Navigating inclusive teaching practices through a time of crisis, whether they be from a pandemic outbreak, natural disasters, or violent conflict, is not an easy feat. However,

⁴ The Center for Faculty Development and Excellence has also prepared a guide to help educators transition to remote teaching during the COVID-19 pandemic, see <http://cfde.emory.edu/remote-teaching-covid-19/transitioning-content-and-activities.html>.

research from previous crises have proven that inclusive practices do benefit both faculty and students during times of uncertainty. In an article from *The Chronicle of Higher Education*, Kelly Fields reviewed decades of research collected from traumatic events to reveal the best approaches to support students to online learning (Fields, “10 Tips to Support Students in a Stressful Shift to Online Learning,” *The Chronicle of Higher Education*, March 30, 2020, <https://www.chronicle.com/article/10-Tips-to-Support-Students-in/248380>). The scholarship Fields reviewed suggests the following measures: 1) Surveying students about tool and platforms provides a gauge for faculty on how well they will interact with the material. 2) Allowing students to co-construct your class will empower your class collectively. 3) Asynchronous classes promote educational equity, especially for students in different time-zones and those who have new obligations outside of the university. 4) Going low tech and mobile friendly evens out the playing field for those with limited access to the internet. 5) Tempering your expectation promotes healthy work-life balance among you and your students. 6) Sharing how a crisis has affected your life fosters classroom community and creates a sense of belonging. 7) Offering support and resources to students in distress brings stability. 8) Opening spaces for students to process and contextualize the crisis helps everyone. 9) Implementing universal design and accessibility makes your class more equitable. 10) Integrating self-care practices into your course and modeling it for your students benefits everyone.

For further discussion of this topic, see:

- [Designing High-Impact Practices for Equity and Impact in New Contexts](#)

This webinar shares strategies for supporting student success and advancing equity in new environments.

- [Fixing Higher Ed’s Inequities in a Time of Crisis](#)

This webinar addresses the inequalities in higher education and asks what faculty can do to help address them.

- [Employing Equity-Minded & Culturally-Affirming Teaching Practices in Virtual Learning Communities](#)

This CORA webinar offers strategies on equity-minded teaching and learning for higher education online courses.

- [Higher Ed Resources in a Time of Coronavirus Webinar](#)

This webinar addresses the coronavirus, how the pandemic affects campuses, and ideas for higher ed leaders moving forward.

- [Safeguarding Quality, Equity, and Inclusion as Learning Moves Online](#)

This resource offers practical advice and effective pedagogical strategies for creating and sustaining high-quality, equitable, and inclusive learning environments online.

- [Teaching, Learning, and Assessing in Remote Learning Environments](#)

This AACU presentation provides an overview of teaching, assignments, learning, and assessment processes with an eye toward maintaining quality and equity in online environments.

- [Authentic Teaching and Connected Learning in the Age of COVID-19](#)

Schwartz provides an overview of how to integrate compassion and gratitude into your virtual classroom.

- ['Do No Harm': The Coronavirus Crisis Calls for Compassion, Say Faculty Members Sharing Advice \(May ask university log in\)](#)

A short video showcasing the best piece of advice or perspective faculty have received about online teaching during this time.

- [Scholars v. COVID-19 Racism](#)

This article covers how scholars with expertise in Asian American studies, public health and other academic disciplines have confronted coronavirus-related racism through teaching, research, and community outreach.

- [What I Am Learning About My Students During an Impossible Semester \(May ask university log in\)](#)

Lang covers the benefits from values-affirmation in classroom activities.

- [10 Tips to Support Students in a Stressful Shift to Online Learning \(May ask university log in\)](#)

Fields provides ten tips based on inclusivity and accessibility to support students through the transition to remote learning.

- [Treating Yellow Peril: Resources to Address Coronavirus Racism](#)

Jason O. Chang offers various resources on teaching about COVID-19-related racism.

- [Accessibility Suffers during Pandemic](#)

This article highlights the accessibility issues encountered from the rapid transition to online learning environments.

- [Beyond the Food Pantry: Supporting #RealCollege Students During COVID19](#)

An extensive resource for educators to help students through the pandemic. It also has tips on increasing accessibility and inclusive practices for online courses.

- [COVID-19 and College Accommodations](#)

Annie Tulkin discusses the possible effects Covid-19 may have on future accommodations and provides annotated resources on health conditions/disabilities and course accommodations for educators.

- [8 Ways to Be More Inclusive in Your Zoom Teaching \(May ask university log in\)](#)

This article provides tips for incorporating inclusive pedagogy into your virtual classrooms.

- [Speaking Up Against Racism Around the New Coronavirus](#)

Coshandra Dillard provides historical context on racism and public discourse as well as a method for interrupting racism in the classroom.

- [Accessible Teaching in the time of COVID-19](#)

Aimi Hamraie offers advice on how to build accessible virtual courses and assignments. The author covers lecture and discussion-based lesson plans as well as assignments.

- [Equity and Inclusion During COVID-19](#)

Helpful guidelines to ensure equity and inclusion continue in remote teaching course.

- [Maintaining Equity and Inclusion in Virtual Learning Environments](#)

This resource highlights best practices for upholding equity and inclusion in remote classroom environments.

- [Inclusion, Equity, and Access While Teaching Remotely](#)

This resource provides tips on addressing unequal access to technology, hardware, and software and integrating asynchronous and synchronous tools into your remote classrooms.

- [5 Reasons to Stop Doing Timed Online Exams During COVID-19](#)

Joshua Kim addresses the equities from remote timed exams and advocated educators to use other forms of assessment.

- [Coping with Coronavirus: How faculty members can support students in traumatic times](#)

This free special collection addresses teaching and learning hurdles, offers tips on assisting students in distress, and lists several resources.

- [Adjusted Syllabus](#)

Brandon Bayne, a UNC-Chapel Hill professor, provides a syllabus addendum to support students during the pandemic.

- [Coronavirus Resources: Teaching, Learning and Thinking Critically](#)

This article provides live updates on student-centered resources in relation to Covid-19.

- [Brave Consultations: Creating Hopeful Spaces for Grads in Distress](#)

Shed Siliman, a trauma-informed teaching expert and crisis counselor, and Katherine Kearns, an Assistant Vice Provost for Student Development at Indiana University-Bloomington, encourage instructors to reflect on their own emotions and reactions in this moment and take that into account as they move into a new kind of classroom.

- [Daring Classrooms](#)

Brené Brown's *Daring Classroom* explores how scarcity affects the way we lead and teach. The site offers a handbook and additional resources, which provides strategies for engaging with vulnerability and learning how to recognize and combat shame.

- [Hosting Troll-Free/Playful/Interactive Virtual Events with Zoom](#)

CreativeMornings offers a comprehensive guide on how to run Zoom meetings.

- [Best Practices for Securing Your Virtual Classroom](#)

Ryan Gallagher provides tips on locking your virtual classroom, controlling screen sharing, enabling waiting rooms, locking down chats, and exploring security options when scheduling a class in Zoom.

- [The Pandemic and Inclusivity](#)

Authors discuss how lessons learned about inclusive teaching during the pandemic may carry over into the post-pandemic educational environment.

Trauma-Informed Teaching and Learning in Times of Crisis

In addition to inclusive pedagogy practices, trauma-informed teaching and learning approaches have also given educators extensive resources for coping with the pandemic. Janice Carello and Lisa C. Butler explain that trauma-informed educational practices developed out of trauma-informed care scholarship. Practitioners of trauma-informed approaches “understand the ways in which violence, victimization, and other traumatic experiences may have impacted the lives of the individuals involved and to apply that understanding to the design of systems and provision of services so they accommodate trauma survivors’ needs and are consonant with healing and recovery” (Carello and Butler, “Practicing What We Teach: Trauma-Informed Educational Practice,” *Journal of Teaching in Social Work*, Vol. 35:2015, 264). This pedagogical approach does not eliminate or censor difficult subject matter. Instead, trauma-informed teaching and learning practices seek to remove traumatic barriers in education by recognizing students’ vulnerabilities and preventing re-traumatizing and harm (Ibid. 265-266).

Trauma-informed approaches can be useful both for students who suffer from clinically-diagnosed Post-Traumatic Stress Disorder (which practitioners often describe as “Big T” trauma) and those who suffer from other forms of distress (which may be described by practitioners as “Little t” trauma). According to the Substance Abuse and Mental Health Services Administration, “‘trauma’ results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual’s functioning and physical, social, emotional or spiritual wellbeing.” This is a more inclusive definition than that laid out in the DSM-V for PTSD.

Instructors may also wish to distinguish trauma from “acute stress disorder.” The symptoms are similar to those of traumatic distress, but are generally less intense and last for a shorter duration of time. Nonetheless, whether considering clinical or non-clinical definitions of trauma, trauma-informed approaches help instructors adjust their lesson plans to students who may be struggling with problems like memory issues, establishing priorities, sleep disturbances and feelings of detachment.

For further discussion of this topic, see:

- [Support During a Crisis: A Guide for Faculty and Staff Supporting Undergraduate Students](#)

This resource from Emory’s Campus Life advises instructors on how to reduce and respond to stress in the classroom. It also gives detailed information for how instructors can refer students to the appropriate offices for different concerns. Consider this a “triage” guide to support you and your students as you assess and respond to difficult situations.

- [Columbia University School of Social Work's Trauma-informed Teaching & Learning \(TITL\) Online Webinar](#)

This webinar focuses on the principles of TITL and practical ways to apply them online as well as provides self-care strategies for instructors and students.

- [Practicing What We Teach: Trauma-Informed Educational Practice](#)

Janice Carello and Lisa Butler provides a guide for implementing the trauma-informed practices to classroom settings.

- [Trauma-informed Teaching & Learning](#)

This webinar examines the effects from traumatic experiences on students’ learning and discusses strategies to improve educational outcomes.

- [A Trauma-Informed Approach to Teaching through Coronavirus — for students everywhere, online or not](#)

This article provides expert advice on how to use trauma-informed curriculum.

- [Yes, You Can Do Trauma-Informed Teaching Remotely \(and You Really, Really Should\)](#)

An opinion piece offering advice on how to integrate trauma-informed teaching strategies into your online courses.

- [Trauma-Informed Teaching & Learning: Bringing a Trauma-Informed Approach to Higher Education](#)

A blog with extensive information on trauma-informed teaching and learning resources.

- [Trauma-Informed Practices for Postsecondary Education: A Guide](#)

Though this extensive resource was written before higher education institutions moved to online platforms, there are several strategies that can be adapted for remote teaching and learning environments.

- [Trauma Informed Care in the Classrooms of Higher Education: A Resource Guide for Educators in Higher Learning](#)

Jen Smith provides a short reference guide that provides educators with strategies for developing a trauma-informed care in the classroom.

- [A Trauma-Informed Approach to Teaching through Coronavirus](#)

The article addresses what do educators need to be aware during this time and what they need to understand about stress, trauma and their effects.

- [Trauma-Informed Teaching Resources](#)

The School of Social Work at the University of Buffalo provides several resources on rationales for infusing a trauma-informed framework into educational practice and classroom resources. Topics include: Trauma, stress, and self-care; classroom handouts, principle and practices charts; trauma-informed presentations; and references.

- [I'm Worried ... Higher Education Isn't Focused at all on COVID-19's Psychological Toll](#)

Karen Gross explores the psychological impact the threat from Covid-19 and its traumatic experiences in higher education. The article also offers several trauma-informed teaching strategies.

- [Educational Leadership's Trauma-Informed Teaching Strategies](#)

Jessica Minahan posits that making small changes in classroom interactions can make a big difference for traumatized students. The author provides strategies for putting students' reactions into context, employing thoughtful interactions, building relationships under times of crises, promoting predictability and consistency, shifting perspectives, giving supportive feedback, recognizing areas of strength, and implementing inclusionary practices.

- [Trauma-Informed Pedagogy \(The University of Rhode Island\)](#)

URI's Office for the Advancement of Teaching and Learning offers resources for instructors in managing the psychological fallout from the pandemic, social unrest and other stressful events in the context of the classroom. Linked resources include considering the role of compassion in the classroom, overcoming bias, pedagogies of care and fearless socio-emotional learning.

- [University of Oregon \(Teaching in Turbulent Times Toolkit\)](#)

The University of Oregon offers resources in the form of a "toolkit" for teaching in turbulent times. It is curated for a number of different kinds of instructors. Those who already have experience teaching charged content and facilitating difficult discussions, but are concerned about doing so remotely; those who are new to teaching such content; and those who simply want to be more proactive about their pedagogical strategies in turbulent moments.

- [A 'Trauma-Informed' Return to Campus](#)

This Chronicle of Higher Education article details the trauma-informed strategies that the University of Wisconsin at Milwaukee is taking to help their students return to campus. Many students have spent one year or more away from campus and that time has been marked by devastating losses. This article names some of those losses and how the university is making space to grieve and process them.

Anti-Racist Pedagogy

The murder of George Floyd in May 2020, a series of other high-profile crimes against people of color throughout the United States, and the building momentum of the Black Lives Matter movement have all led to an increased interest in Anti-Racist pedagogical approaches. Scholars such as Ibram X. Kendi and activists have argued that it is not enough for Americans to be "not racist," and a more active, "anti-racist" approach to combatting injustices in the country is necessary. Anti-racism is defined as "the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably," according

to the National Action Committee on the Status of Women International Perspectives: Women and Global Solidarity.

Meanwhile, Anti-Racist Pedagogy “is a paradigm located within critical theory utilized to explain and counteract the persistence and impact of racism using praxis as its focus to promote social justice for the creation of a democratic society in every respect” (Blakeney, 2011, pp. 119). According to the Columbia University Center for Teaching and Learning, as a pedagogical approach, it “reveals the structural inequalities within U.S. society, while fostering students’ critical analysis skills, as well as their critical self-reflection.”

For further discussion of this topic, see:

- [The Anti-Racist Discussion Pedagogy](#)

This guide is a resource for instructors who want to adopt an anti-racist pedagogical approach in their classroom, no matter what subject area. It was prepared by three educators who use anti-racist teaching strategies in their own classrooms and balancing theory with practical tools. Much of the guide focuses on the kind of internal self-reflection an educator should do before undertaking anti-racist approaches.

- [Anti-Racist Pedagogy in Action \(Columbia Center for Teaching and Learning\)](#)

This resource was put together by Columbia University’s Center for Teaching and Learning as an entry-point for instructors who wish to incorporate anti-racist pedagogy into their teaching practice. It is intended for instructors from a wide variety of backgrounds, disciplines, identity positions and levels of teaching experience.

- [Becoming an Anti-Racist: 23 Things you can watch, listen or do](#)

This toolkit offers 23 different resources to support educators as they seek to be anti-racist. Topics range from “Why don’t white people talk about race?” to, “Does ‘racist’ describe a person or an idea?”

- [4 Steps that I and Other White People Can Take to Fight Racism](#)

This guide offers concrete suggestions for steps White people can take to fight racism, including understanding what white privilege means, recognizing unconscious bias, learning about the history of systemic racism and its impact on society today, and becoming an ally.

- [Anti-Racism \(Framingham State University\)](#)

Framingham State University offers a guide to serve as a starting point to learn about

anti-racism, inclusion and privilege. The guide includes general anti-racism resources as well as those for educators and different steps for becoming an anti-racist.

- [Brené Brown on Shame and Accountability](#)

In this podcast, researcher and storyteller Brené Brown discusses how being held accountable for racism and feeling shame is not the same as “being shamed.”

- [Brené Brown and Aiko Bethea on Inclusivity at Work](#)

In this podcast, Brené Brown talks with Diversity, Equity and Inclusion Expert Aiko Bethea about empathy, accountability, and the power of listening and believing. They also dissect the differences between transactional leadership and transformational leadership.

- [Brené Brown and Aiko Bethea on Creating Transformative Cultures](#)

In the second part of Brené Brown’s conversation with Aiko Bethea, the two discuss strategic and sustainable action items that people can take to create non-reactive, intentional, accountable and transformational change.

- [Faculty Focus: Strategies for Antiracist and Decolonized Teaching](#)

In this resource, contributors put forth an “Anti-racist and Decolonized Teaching and Learning Framework” that incorporates five key areas of action. These include: Acknowledging our own bias and privilege, revises courses and curricula, amplifying minoritized voices, incorporating high impact learning strategies, and developing community partnerships.

- [Racial Equity Tools Glossary](#)

This glossary provides definitions for a number of tools related to racial equity and the sources for these definitions.

- [Discussion guide for Kendi’s book How to be an Anti-Racist](#)

This book club kit from Ibram X. Kendi offers discussion questions, a suggested Anti-Racist Reading List, and an “Anti-Racist Syllabus.”

- [Lewis and Clark Anti-Racism Resources](#)

Lewis and Clark's Graduate School of Education and Counseling suggests a variety of anti-racist resources, including articles, books, websites, social media, podcasts and videos.

- [Anti-Racism in Higher Education: A Model for Change](#)

This scholarly paper by faculty at Azusa Pacific University presents a model for change within higher education that distributes leadership and institutional power across racial lines and enlightens the White community about systemic inequities.

- [Don't Mistake Training for Education](#)

In this opinion piece for Inside Higher Ed, Amna Khalid and Jeffrey Aaron Snyder argue that the "trainings" that have proliferated through universities in the wake of George Floyd's murder do not go far enough in furthering the goals of diversity, equity and inclusion.

- [Emory Black Lives Matter LibGuide](#)

This guide contains recommended Anti-Racism resources including YouTube & Ted Talks, podcasts, books and articles, documentaries and movies and syllabi and reading lists.

- [Racialized Emotions](#)

In this presidential address, sociologist Eduardo Bonilla-Silva advances a theoretical sketch of what he describes as "racialized emotions," or emotions that are specific to racialized societies. He then offers strategies to retool our racial emotive order as well as our racial selves.

- [Becoming an Anti-Racist Educator \(Wheaton College\)](#)

This guide from Wheaton College offers practices that can help instructors become Anti-Racist educators, as well as suggested actions such as assessing your expectations of the "ideal" student and assessing the content in your course.

- [University of Michigan – Anti-Racism Resources](#)

This guide provides information about groups, people and projects dedicated to building inclusive and caring communities. The intention of the guide is provide a starting point for developing a vocabulary to discuss anti-racism through readings and other media and to be better prepared with research and information seeking strategies.

- [St. John's University – Anti-Racism Resources](#)

The Faculty Senate at St. John's University lays out a call to action related to anti-racism, including adopting training sessions, highlighting contributions of BIPOC scholars in academic material, diversifying hiring practices, and examining the exhibition of White fragility, among other points.

- [Don't Rely on Black Faculty to do the Anti-Racist Work](#)

In this opinion piece for *Inside Higher Ed*, Shenique Thomas-Davis argues that the work of fighting institutionalized racism should not fall solely on Black and brown faculty who are already battling “mental, emotional and physical exhaustion.” She then offers a number of points actors can take up in fighting systemic racism.

- [USC's Center for Urban Education Syllabus Review Tool](#)

This inquiry tool helps instructors establish syllabi that promote racial and ethnic equity in the classroom. It guides users through their current syllabi and practices through inquiry, self-assessment, and reflection. Instructors who use this tool will probe their own attitudes and feelings surrounding conversations around racial equity as they interrogate their teaching practices and explore new possibilities.

Additional resources:

- Burghardt, Steven, DeSuze, Kalima, Bryant Linda L., and Vinjamuri, Mohan. (2018). *A Guide for Sustaining Conversations on Racism, Identity, and our Mutual Humanity*. San Diego: Cognella Academic Publishing.
- Kishimoto, Kyoto (2018). “Anti-Racist Pedagogy: From Faculty Self-Reflection to Organizing Within and Beyond the Classroom.” *Race Ethnicity and Education* 21:4; 540-554.
- Love, Bettina. (2019). *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Education Freedom*. Boston: Beacon Press.

Decolonizing/Decanonizing the Syllabus

Often in conjunction with the move to adapt Anti-Racist Pedagogies also came the call to “decolonize” or “decanonize” the syllabus or curriculum. In a “manifesto” put together at Keele University in the United Kingdom, members of the scholarly working group on decolonization described the process as identifying – and challenging – colonial systems, structures and relationships. They argue that it is not “tokenism” or the superficial inclusion of the intellectual achievements of non-white cultures. Rather, “it involves a paradigm shift from a culture of exclusion and denial to the making of space for other political philosophies and knowledge systems. It’s a culture shift to think more widely about why common knowledge is what it is, and in so doing adjusting cultural perceptions and power relations in real and significant ways”

(<https://www.keele.ac.uk/equalitydiversity/equalityawards/raceequalitycharter/keeledecolonisingthecurriculumnetwork/#keele-manifesto-for-decolonising-the-curriculum>).

Although the movement to “decolonize” has provided the inspiration for much thoughtful reflection and revision in scholarly circles, it should also be noted that some voices have pushed back against using this terminology. In the article “Decolonization is not a Metaphor,” Eve Tuck and K. Wayne Yang argue against an overly broad framing of decolonization. They argue that scholars must be careful to acknowledge “what is distinct, what is sovereign for project(s) of decolonization in relation to human and civil rights based social justice projects. There are portions of these projects that simply cannot speak to one another, cannot be aligned or allied” (2012: 28). For this reason, some prefer the term “decanonize,” as is the case with the “Decanonizing Anthropology” syllabus project from Oregon State University included below.

For further discussion of this topic, see:

- [Preparing to decolonize my syllabus](#)

Loyola University’s Faculty Center for Ignatian Pedagogy offers a proposed checklist of items for instructors wishing to “decolonize” their syllabi.

- [Decanonizing Anthropology](#)

This syllabus is a project undertaken by a graduate Social Theory class in Applied Anthropology at Oregon State University. Students in the course sought to challenge the Eurocentricity of anthropological thought and education by exploring influential, though historically ignored, voices in anthropology.

- [Decolonization is not a Metaphor](#)

In this article, Eve Tuck and K. Wayne Yang distinguish projects of “decolonization” from other projects to improve society and educational institutions.

- [Mt. Holyoke College’s Anti-Racism Action Plan](#)

In this action plan, the Board of Trustees at Mt. Holyoke College make transformative commitments in the following areas: faculty and curricular actions; education, training and professional development; resources and equity; planning and accountability; and understanding and acknowledging college history.

- [Keele’s Manifesto for Decolonizing the Curriculum](#)

This manifesto was put together by a strategic working group at Keele University assembled after the institution’s first public meeting on “decolonizing” the curriculum in 2018. It includes an 11-point description of the work of decolonization, events and other relevant material.

- [Plagues, Pathogens and Pedagogical Decolonization](#)

This article discusses the creation of a class about the social, political and cultural dimensions of pandemics with the aims to both decolonize course content and pedagogical approaches. The authors present a guide for reading the completed syllabus to encourage the development of more spaces where students can engage with and understand the benefits of decolonized scholarship.

- [Rethinking the Course Syllabus](#)

This article provides a guide for developing a syllabus that assists with the integration of Diversity, Equity and Inclusion. The example syllabus is for a course in psychology.

- [Decolonising Ideas of Healing in Medical Education](#)

This paper aims to explore decolonizing ideas of healing in medical education through investigating the implications of “recentering” displaced indigenous healing systems, medical pluralism and cultural humility.

- [Decolonizing the IPE Syllabus](#)

This pedagogical intervention examines the manifestations of Eurocentrism and coloniality of knowledge in the teaching of International Political Economy by analyzing an IPE Master's program in a U.K. university.

Additional resources:

- Brown, Adrienne Maree (2017). *Shaping Change, Changing Worlds*. AK Press.
- Paperson, L.A. (2017). *A Third University is Possible*. University of Minnesota Press.

Allyship

An “ally” can be understood as someone who “advocates for people from underrepresented or marginalized groups,” according to a definition created in partnership with Professor Nadine Kaslow and Anthony Mize, the diversity coordinator at Emory’s Oxford campus. “An ally takes action to support people outside of their own group and uses their privilege to promote equity.” Allyship is not a self-defined identity and, Michelle Kim writes in an article for *Medium*, the communities we seek to be in solidarity with must recognize our actions as an act of allyship. “Only they get to decide which actions qualify as ‘allyship.’”

Distinguishing between “performative” and “authentic” forms of allyship, writers such as Mia McKenzie write that, when people engage in “ally theater,” they are more concerned with creating a certain impression of themselves than actually centering the struggles of marginalized people (“How to Tell the Difference between Real Solidarity and “Ally Theater”). Meanwhile, authentic allyship involves actions such as examining one’s own privilege and using it to help others, educating oneself, sitting with discomfort and holding oneself and others accountable.

As opposed to engaging in allyship, some prefer the idea of the “accomplice” as a more active partner in combatting systems of oppression. Also, in conversation with Nadine Kaslow and Anthony Mize, an “accomplice” could be defined as a person who directly challenges “institutionalized racism, colonization and white supremacy by blocking or impeding racist people, policies and structures. In being an accomplice, one puts their own body/job/privilege on the line.”

For further discussion of this topic, see:

- [Guide to Allyship](#)

This guide is intended as a starting point for becoming a better ally. It is open source and, by design, doesn’t get into specifics regarding racism, transphobia, gender discrimination, etc. It discusses why allies are necessary, the “dos and don’ts” of

allyship, how to handle mistakes and apologies.

- [How to Tell the Difference Between Solidarity and Ally Theater](#)

This piece by author Mia McKenzie describes the difference between performative allyship and what she describes as real solidarity.

- [Dear Nice White People: What are You Afraid of?](#)

In this piece, Austin Channing Brown discusses the hesitance that some White people feel “speaking up” about race issues or using their voices “as an ally.” She asserts that this hesitance often stems from fear of being on the receiving end of oppressive acts that they have often seen directed toward others.

- [White Privilege: Unpacking the Invisible Knapsack](#)

This piece by Peggy McIntosh is an excerpt from a long paper on male privilege and white privilege. She argues that while Whites in America are often taught to see racism in terms of the disadvantages that it bestows on others, they often fail to see how they are privileged by the advantages of the systems in place. She then goes on to identify some of the daily effects of white privilege on her life.

- [Allyship \(& Accomplice\): The What, Why and How](#)

This blog offers a definition of “allyship,” addresses common misunderstandings about allyship, discusses why we need allyship, puts forward “dos” and “don’ts” and describes the difference between an “ally” and an “accomplice.”

First-Generation College Students

First-generation college students are neither a new nor infrequent phenomenon on university campuses. There are a few ways to define who constitutes “first-generation.” It can either refer to students who are the first in their immediate family to attend any college or university or to students whose parents attended college or university, but did not complete their degree (Davis, 2010). The resources in this guide draw on both definitions. Roughly half of all current college students in the United States are the first in their families to attend college or university. However, that does not mean that these students are evenly distributed across universities. As Anthony Jack, assistant professor at Harvard Graduate School of Education notes, “first-generation college students are disproportionately

relegated to community colleges, for-profit colleges, and less-selective four-year colleges” (Jack, 4).

At Emory, first-generation students are underrepresented, comprising a smaller percentage of the undergraduate student body. As one might expect, being the “first” comes with a great deal of pressure inside and outside the classroom. As Jack notes, the challenges for first-generation students are amplified at universities like Emory, where they make up a smaller percentage of the student population. Much of the literature referenced below notes that while there are many barriers (socioeconomic, familial pressure, alienation) that make academic success a challenge for these students, first-generation students are not a “problem to be solved.” They can encounter very real hurdles in the classroom. But first-generation students can also bring perspectives that deepen classroom learning for everyone involved.

As the Center for Teaching and Learning at Vanderbilt University notes, many first-generation students encounter obstacles to classroom learning long before they enter a university. The classroom can be an alienating space for these students. One reason is that a university campus comes with unwritten rules or “insider knowledge.” Both instructors and students whose parents did attend college may take those rules for granted (Galina 2016). As instructors, there are many practical ways to make these rules more explicit and help first-generation students adapt to unfamiliar expectations. From providing incentives for students to attend office hours to organizing study groups, below are some resources you can use to invite first-generation students into the classroom and encourage their participation.

For further discussion of this topic see:

- [Teaching First-Generation College Students](#)
This accessible, practical guide from Vanderbilt University’s Center for Teaching and Learning outlines both the challenges that first-generation students face and the ways instructors can help them address those issues. These tips provide ways to establish rubrics, build relationships with students, incorporate first-generation experiences, and more.
- [Supporting First-Generation College Students in the Classroom:](#)
This shorter blog post from the University of Michigan’s Center for Research on Learning and Teaching provides some background information on first-generation college students and gives a few tips for engaging these students in the classroom. For a quick starting point, this guide is a good place to start. They unpack the “hidden curriculum” that exists in the classroom and provide concrete examples to help instructors address this problem by making assignments and campus resources more transparent and accessible.
- [The Center for First-Generation Student Success](#)
This Center, an initiative from the National Association of Student Personnel Administrators (NASPA) houses a journal for research on first-generation student

success.

- [Is Your Degree Program Too Complicated?](#)

This article from the Chronicle of Higher Education details the ways that degree requirements for majors can adversely impact first-generation and lower-income students. It tracks current universities' efforts to de-complexify their major requirements to allow students to graduate on time.

- [Jack, Anthony A. \(2019\). The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students. Boston: Harvard University Press.](#)

While first-generation ought not be conflated with "low-income," this book does speak to some first-generation college students' experiences on campus. Anthony Jack details the policies and cultures on a university campus that can exacerbate the disadvantages and increase isolation for some lower-income students. This book is available online through Emory's library system.

- [The First-Generation Student Experience: Implications for Campus Practice, and Strategies for Improving Persistence and Success](#)

While this book is geared toward administrators, author Jeff Davis articulates a diversity of experiences for first-generation students. Drawing on fourteen narratives from first-generation students, Davis points to the support structures necessary to foster belonging and academic success among these students. The book is available online through Emory's library system.

Additional Resources:

- [First Generation College Students as Learners: A Systematic Review](#)

In this article, Jillian Ives and Milagros Castillo-Montoya push beyond the barriers and systematic challenges first generation college students encounter by exploring the unique resources and capabilities they bring to the classroom. First-generation students themselves, the authors summarize the dominant discussions around first generation college students before turning to a small subset of literature that "conceptualized first-generation college students as learners whose lived experiences, when connected to academic content, can contribute to their academic learning, advancement of disciplines, self-growth, and community development." They conclude with concrete recommendations for working with first-generation learners.

- [Invisible Innovators: How Low-Income, First-Generation Students Use Their Funds of Knowledge to Belong in Engineering](#)

This ethnographic study by Jessica M. Smith and Juan Lucena focuses on low-income, first-generation students in an engineering program at a public engineering university and community college. It explores the way students draw on "funds of knowledge" or "skills that working class families use to survive and make a living even in the midst of economic dislocations" to bolster a sense of belonging in an environment where belonging is often uncertain.

- [Emory First-Generation and Low-Income Partnership \(FLIP\)](#)
This is the online (Facebook group) for FLIP, an organization dedicated to fostering a community for first-generation and low-income students at Emory.

Navigating Difficult Conversations

Difficult conversations are an almost undeniable presence in the vast majority of university classrooms. We acknowledge that “difficult conversations” is a broad topic with many definitions. Moreover, it intersects with a number of topics in this handbook. For the sake of this handbook, we are including resources that can help instructors when things get heated in classroom conversations. Other topics may be helpful to you with difficult conversations such as Free Speech, Safe(r) Space, Allyship, and Implicit Bias. Navigating difficult discussions in the classroom pushes instructors to walk a fine line between ensuring that every voice is heard while also ensuring that your students feel safe. Below are a few resources to help you do just that.

For further discussion of this topic see:

- [The Little Book of Cool Tools for Hot Topics, Evelyn Wright and Ronald Kraybill](#)
Very practical, user-friendly book with several concrete discussion guide models that can make conflict visible and find ways to navigate it. Wright and Kraybill give several ways to engage students in small and large groups in meaningful dialogue about difficult discussions.
- [Berghof Handbook for Conflict Transformation](#)
Free, online resource that has plenty of articles and handouts for everything from facilitating group dialogue to mediation between two parties.
- [Difficult Dialogues](#)
This quick reference from Vanderbilt University’s Center for Teaching and Learning offers tools and strategies for handling difficult dialogue.
- [Peacebuilding: A Caritas Manual](#)
Free, online resource from the Roman Catholic church. While they provide a number of facilitation methods that are religiously-based, they also have a significant

amount of material that isn't. They have plenty of exercises teachers can do with their class to help deal with conflict constructively.

- [Navigating Difficult Moments](#)

Strategies and tips from Harvard's Bok Center for Teaching and Learning. A quick reference with concrete actions instructors can take.

- [Managing Hot Moments in the Classroom](#)

A more in-depth reference from the Bok Center for Teaching and Learning.

- [Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education](#)

Handbook from the University of Alaska, Anchorage and Alaska Pacific University. It's a written version of their teaching intensive seminars on various difficult dialogues (sponsored by the Ford Foundation). They give some activities from their teaching intensives that can be translated into classroom practices. They also reflect on what did and did not go well with the activities.

- [Fearless Dialogues](#)

Launched by Emory professor, Dr. Gregory Ellison, Fearless Dialogues is a grassroots organization "committed to creating unique spaces for unlikely partners to engage in hard heartfelt conversations that see gifts in others, hear value in stories, and work for change and positive transformation in self and other." See their website for examples of Fearless Dialogues and information on how to host a Fearless Dialogue of your own.

- [How White Faculty Perceive and React to Difficult Dialogues on Race](#)

This article draws on qualitative research that explores how White faculty perceive and react to conversations about race. Certain responses (or non-responses) can reveal implicit biases. The article gives concrete tools for faculty to investigate their own attitudes toward race to anticipate more transparent responses to difficult dialogues on race.

- [The Little Book of Conflict Transformation, John Paul Lederach](#)

Short, practical book that provides a theory of conflict transformation as an opportunity to end a situation that is not desired and bring about something new and different. Conflict is a catalyst for change. Lederach gives a few images an examples for disrupting conflict and using it to bring about change.