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INCLUSIVE PEDAGOGY HANDBOOK

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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, accessible pedagogy, the impact of AI and anti-DEI legislation on learning, 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, navigating difficult discussions, abolitionist pedagogy, full participation, humanized learning, rethinking rigor, and gender diversity.

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 2024 are highlighted in yellow.

Abolitionist Teaching

In her work, *We Want to Do More Than Survive: Abolitionist Teaching the Pursuit of Educational Freedom*, scholar Bettina Love defines abolitionist teaching as “the practice of working in solidarity with communities of color while drawing on the imagination, creativity, refusal, (re)membering, visionary thinking, healing, rebellious spirit, boldness, determination, and subversiveness of abolitionists to eradicate injustice in and outside of schools” (2). While there are intersections between anti-racist and abolitionist teaching, Love’s emphasis on refusal and

creativity suggests a counter-imagination that accompanies abolitionist teaching. It is not just about dismantling unjust and racist systems; it is about creating spaces of belonging in spite of those systems. For criminologist David Stovall, abolitionist teaching examines how the classroom can reproduce “fundamentally unjust extensions of discrimination more broadly practiced,” (“On Knowing,” 1). For educational theorist Michaelinos Zembylas, abolitionist teaching “... interrogate[s] the persistent connection between racism and the global economy,” (“Affective Strategies of Abolition Pedagogies in Higher Education,” 1). For Zembylas, this also means exploring the connections between mass incarceration and the institution of slavery. For all three authors, abolitionist teaching strives to create a liberative space where Black and Brown students are free to creatively and thoughtfully participate.

For further discussion of this topic, see:

- [We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Freedom](#)
Book for educators on making classrooms a liberative, humanizing space for Black and Brown students. While this book is geared towards K-12 educators, much of it still translates to the university context.
- [On Knowing: Willingness, Fugitivity and Abolition in Precarious Times](#)
Journal from the Journal of Language and Literacy Education (UGA) by criminologist and professor David Stovall at the University Illinois at Chicago.
- [Fugitivity and Abolition in Educational Research and Practice: An Offering](#)
Co-authored article from the journal *Equity and Excellence on Education* on carving out “emancipatory existences” in the classroom through fugitivity and abolition. These terms “look to the way people have lived their lives under subjection in ways that do not allow their life/lives/livelihood to be wholly, or even partially, defined by such subjugation.”
- [Affective Strategies of Abolition Pedagogies in Higher Education: Dismantling the Affective Governmentality of the Colonial University](#)
Article in *Equity and Excellence in Education* written by Michaelinos Zembylas that examines the affective strategies of mobilizing solidarity and identifying complicity as a way of facilitating an abolitionist classroom and university.
- [Misogynoir Transformed: Black Women’s Digital Resistance](#)
- [Abolitionist Pedagogy: Resources for Instructors, Staff, and Students](#)

From Barnard College's Center for Engaged Pedagogy, this living resource of books, articles, videos, podcasts, and syllabi hope to encourage critical and creative thinking about how abolitionist pedagogy can inform our teaching, our learning, and our way of life. All are encouraged to add website links, syllabi, and additional resources.

- [Integrating Critical, Engaged, and Abolitionist Pedagogies to Advance Antiracist Social Work Education](#)
This article explores how social work educators can incorporate antiracism into their teaching through abolitionist and liberatory pedagogies. Integrating concepts from critical pedagogy scholars, Black feminists, and abolitionist activists with personal and professional experiences, the authors share lessons for social justice education.
- [An Abolitionist Approach to Antiracist Medical Education](#) (or [Alternative Link](#))
This interactive article and learning module explore racism in medical education. The article highlights a medical student-led antiracist curricular effort that uses abolition as the guiding framework in its creation process, content, and reflection.
- [Proposing Abolition Theory for Carceral Medical Education](#)
This article proposes an interdisciplinary theory of prison abolition as a guiding theory for training medical students in carceral medicine in a time where there are increasing partnerships between carceral systems and academic medical centers.
- [A Model for Abolitionist Narrative Medicine Pedagogy](#)
This article outlines a model for narrative medicine pedagogy that is oriented toward abolition. The authors present critiques of narrative medicine, case studies from workshop experiences, and close readings of selected narrative medicine texts to demonstrate the limitations of the standard narrative medicine workshop format and illustrate the utility of our abolitionist model.
- [Emancipatory STEM Education through Abolitionist Teaching: A Research-Practice Partnership](#)
This article shares an approach to addressing systemic racism in STEM education through the example of a research-practice partnership that demonstrates the relationship between abolitionist teaching, emancipatory practices, and a community cultural wealth model. The authors investigate

specific lessons developed by teacher candidates that leverage social justice standards and emancipatory pedagogies.

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](#)
- [On the Media Podcast: Against Free Speech Absolutism](#)

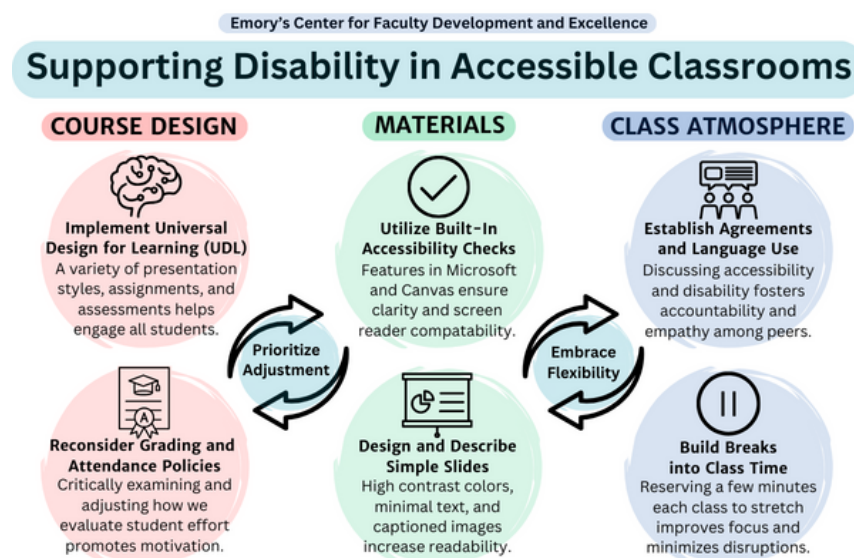
Accessible Pedagogy

Encompassing disability pedagogy, or “an approach to teaching and learning that recognizes and addresses barriers to access encountered by students with disabilities in higher education classrooms,” and inclusive strategies that engage all students, accessible pedagogy strives to maintain classrooms where every student has an equal opportunity to not only meet educational standards but exceed them (University of Denver 2024). While accommodations help address individualized learning needs through legal protections granted by the Americans with Disabilities Act of 1990, accessibility imagines a broader framework for encouraging generative and enthusiastic learning for all students that aligns with their unique backgrounds, identities, and learning styles. One such popular method is Universal Design for Learning (UDL), which is summarized by the founding Center for Applied Special Technology (CAST) as a “framework to guide the design of learning environments that are accessible and challenging for all,” fostering learners who are “purposeful and motivated, resourceful and knowledgeable, and strategic and goal driven” (CAST 2024). Following social models of disability, “UDL aims to change the design of the environment rather than to change the learner” (CAST 2024).

Informed by the rich tradition of disability activism, the field of disability studies puts forth a social model of disability, which maintains that “disability is not located in the medicalized body of the individual, as suggested by the medical model of disability, but rather created through the (in)accessible ways in which society is configured” (Baker and Wooten 2022). As activist Tom Shakespeare famously

summarized, a wheelchair user is not disabled until they encounter a set of stairs. Recognizing how social, cultural, political, and environmental forces create and value the category of disability requires an intersectional perspective of disability and accessible pedagogy. In her article “Feminist Disability Studies Pedagogy,” Kristina Knoll argues for the importance of intersectionality when addressing disability and contends there is need for both accommodations and accessible pedagogy frameworks. As she summarizes: “To apply only universal design or individual accommodation would either leave gaping holes in access to academia and courses, by not seeing and addressing the intersecting dilemmas of privilege and oppression within the disability experience; conversely, it could situate the problem and solution as residing in individual bodies and environments, thereby reinforcing the false notion that disability is an individual problem” (2009, 124). Emphasizing the importance of collaborating with students to make classrooms as accessible as possible, Knoll further advocates that “academic institutions and instructors should not only be urged to make ‘reasonable accommodations,’ but also, or rather, be encouraged to collaborate on ways to create access for all on an ongoing basis” (2009, 131).

The resources included below include information about best practices for language around disability and avoiding harmful ableist microaggressions, foundational theoretical texts in accessible pedagogy, numerous concrete examples of inclusive and accessible pedagogical practices including UDL implementation, and links to disability support resources for Emory students, community members, and those who seek accommodations while travelling abroad. For more information about accessible pedagogy, see also the Inclusive Classrooms and Neurodiversity and Inclusivity sections of the handbook.



The CFDE’s infographic, “Supporting Disability in Accessible Classrooms,” divided into three main topics: Course Design (including Implementing UDL and Reconsidering Grading and Attendance Policies), Materials (including Utilizing Built-In Accessibility Checks and Designing and Describing Simple Slides), and Class Atmosphere (including Establishing Agreements and Language Use and Building Breaks into Class Time), all connected by suggestions to Prioritize Adjustment and Embrace Flexibility. Available [here](#).

ACCOMMODATIONS CONVERSATION GUIDE



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The CFDE’s “Accommodations Conversation Guide” checklist, featuring eight steps: 1) Read the Letter, 2) Brainstorm Ideas, 3) Reflect, 4) Remember it’s Confidential, 5)

Go Through Each Section Together, 6) Plan for Change, 7) Check in with the Student, and 8) Self Reflect and Follow Up.

For further discussion of this topic, see:

- [Stanford's Disability Language Guide](#)
This concise guide from Stanford University summarizes best practices for speaking about disability and disabled individuals. It provides a short introduction on why language matters for disability, highlights key takeaway messages, and presents a table of commonly used terms juxtaposed against preferred language with explanations for their preference.
- [AAA Accessible Presentation Guidelines](#)
Initiated by the Disability Research Interest Group (DRIG), a subsection of the American Anthropological Association (AAA), this detailed guide provides information about practices to keep in mind to prepare and deliver accessible conference presentations—tips that can be extended to lectures and other presentations in courses. There are also links to helpful information about how to make and check for accessibility in PowerPoint, Word, and PDFs.
- [disABILITY LINK](#)
This nonprofit is focused on supporting the rights of disabled Americans and providing resources for them and their allies. They compile information about government programs and community organizing and have a free resource database that can be accessed from the website. The nonprofit can be a useful place to learn more about disability rights and advocacy in the U.S. and may be of interest to share with disabled students who want to know more about disability outside of their experience at Emory.
- [The Inclusive University: Disability, Pedagogy, and Disciplines](#)
From Syracuse University, this webpage includes dozens of peer-reviewed articles and other resources for further information about how to conceptualize and implement accessibility and inclusion in the classroom. The list is cross-disciplinary, with a focus on a disability studies-oriented approach to teaching about and supporting disability in the classroom.
- [Nothing About Us Without Us: Practical Strategies for Accessible Pedagogy](#)
Written by two disabled graduate instructors, this chapter argues for an accessible pedagogy grounded in the material realities of those with disabilities. They contrast accommodations and its reliance on medical models of disability with accessibility as rooted in a social model of disability and intersectional disability justice. They urge instructors to rethink how

ableism shapes aspects of the classroom including time, space, grading, participation, and technology.

- [University of Denver's Disability Pedagogy & Accessibility](#)
From the University of Denver, this module is designed to help instructors work toward a disability pedagogy. After defining disability pedagogy, accessibility, and presenting a list of other key terms, the module presents actionable suggestions for course structure. It concludes with links to podcasts, videos, and other resources with a focus on disabled perspectives.
- [Unhandicap Your Language](#)
This brief guide from Colorado State University presents ways to “unhandicap” your language around disability. For each commonly used, less appropriate term, it presents more appropriate alternatives and includes a brief description of why the former should be avoided.
- [Disability Language Style Guide](#)
From the National Center on Disability and Journalism, this is the most comprehensive list of recommendations around disability language. It is organized alphabetically by topic, and first summarizes key background about each term, with a focus on historical and contemporary treatment of disabled individuals, before making suggestions. The top of the page includes links to Spanish, Italian, and Romanian translations of the guide, which is also available as a PDF.
- [Making Academia More Accessible](#)
This article proposes suggestions for increasing the accessibility of conferences and other events in academia, emphasizing that these events are key features of academic work conditions. Following definitions and background on key terms and concepts, the authors describe the process of organizing a full accessible conference, *Ableism in Academia*. It aims to provide needed information as a step-by-step guide for planning and implementing accessible events, with detailed rationale, rundown, and challenges of each decision made.
- [The Accessible Campus](#)
Published by *The Chronicle of Higher Education*, this special issue attends to disability and accessibility in higher education. Divided into three main sections, the issue covers topics including physical and digital educational access for students, working with students to confront ableism and facilitate accommodations in more accessible spaces, and accessibility in the aftermath of the COVID-19 pandemic. It provides a range of perspectives,

including those of students, while presenting general statistics about the state of disability in higher education.

- [Feminist Disability Studies Pedagogy](#)
This article argues for an intersectional approach to accessible pedagogy, which acknowledges the importance of supporting both individual accommodations and broader approaches to accessibility including Universal Design for Learning (UDL). The article highlights the critical entanglements of disability in language and medicine before offering suggestions for more accessible classroom practices and policies. The author emphasizes the necessity of interdependency and collaboration with students to make these inclusive spaces possible.
- [Interdisciplinary Approaches to Disability](#)
Edited by four authors including Emory emerita faculty and disability studies pioneer Rosemarie Garland-Thomson, this edited volume considers how “deep engagement” with disability studies can shape disciplines including humanities, social science, social work, and law. The contributors write about disability theory and praxis from around the world, are disabled people or allies, and present a range of perspectives about approaches to disability to best reflect the diversity of disability studies and its potential in academia.
- [Pedagogy, Disability and Communication: Applying Disability Studies in the Classroom](#)
Drawing from communication and disability studies scholars, this edited collection emphasizes how to improve the communication practices and relationships between disabled and non-disabled students in the classroom to promote inclusion. The authors speak most directly to those in humanities, social science, social policy, public health, and pedagogy fields.
- [How Teaching Shapes Our Thinking About Disabilities](#)
While this edited collection focuses on the experiences of K-12 educators, it provides a unique marriage of research, practice, and autoethnography. The authors highlight the dissonance experienced between their educational training and experiential knowledge with students in schools. They narrate their journeys away from special education and toward critical special education and disability studies. Drawing from these experiences, the authors present models for Disability Studies in Education that focus on both practice and policy.
- [Academic Ableism: Disability and Higher Education](#)

Bringing together disability studies with institutional critique, this book highlights the ways in which disability is created in and by higher education. Moving away from the perspective that disability is in direct conflict with the goals of higher education, this book underscores how ableism is interwoven into the values espoused in higher education, including both perfectionism and physical and mental strength as well as diversity and innovation. The author argues that disability is central to a better higher education system for everyone.

- [Disability Studies and the Inclusive Classroom: Critical Practices for Embracing Diversity in Education](#)
 The third edition of this volume draws from both disability studies and special education to map out inclusive education. The latest edition includes a more detailed discussion of different models of disability and subsequent perspectives on disability. The chapters are organized by dilemmas that require critical thinking through models of inclusive education to address.
- [Disability in Higher Education: A Social Justice Approach](#)
 This book takes a broad perspective on how students, faculty, and staff with disabilities both are viewed and supported on college and university campuses. Foregrounding a social justice lens, this book advocates for accessibility that moves beyond legal access and accommodation to incorporate principles of universal design, intersectionality, and advocacy. The book aims to capture the broad range of spaces and experiences that comprise disability experiences on campus, and provides strategies for addressing ableist assumptions, policies and practices, organizational and physical structures, and attitudes in higher education.
- [Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education](#)
 This book draws a clear connection between disability advocacy that moves beyond accommodations and Universal Design for Learning (UDL). The authors emphasize the utility of UDL for all students, not just those with disabilities, and includes a myriad of resources including: “real-world case studies, active-learning techniques, UDL coaching skills, micro- and macro-level UDL-adoption guidance, and use-them-now resources.”
- [Universal Design in Higher Education: From Principles to Practice](#)
 Across nearly 30 postsecondary institutions, this book highlights the perspectives of more than 40 disabled students, practitioners, and researchers to argue for Universal Design for Learning (UDL) as a key means for promoting inclusive instruction, student services, physical spaces, and

technologies. The book is designed as both a practical resource guide and a material that can be used in higher education courses around disability, diversity, and pedagogy.

- [Rethinking Disability: A Disability Studies Approach to Inclusive Practices](#)
The second edition of this book features the experiences of teachers in general education as they work toward ethical approaches to disability in their classrooms. Foregrounding disability studies, the book highlights the impact of historical and cultural dimensions of disability and its impact in the classroom. In addition to practical suggestions for classroom implementation, the revised edition of the book includes a history of disability, the relationship between disability and technology, and intersectional perspectives on disability.
- [Strategies to Increase Online Student Success for Students with Disabilities](#)
With a focus on online learning, this article emphasizes the importance of accessibility in online course development, which are often resources already heavily utilized by disabled folks pursuing higher education degrees. Comprised of an online student and three alumni, the authors of this article provide video introductions, narrate their experiences, and share strategies for improving accessibility in online courses to support student success.
- [Universal Design for Learning: A Collaborative Framework for Designing Inclusive Curriculum](#)
Foregrounding Universal Design for Learning (UDL), this article presents a stepwise framework for utilizing UDL as a collaborative process between instructors and students to make classrooms more accessible and inclusive. Following a brief history of Universal Design and UDL, the article walks through the framework, presenting a graphic, detailed table, and outline of the four steps: 1) Develop Shared Vision on UDL Principles and Practice; 2) Examine Aspects of Instruction to Reduce Barriers and Develop Flexible Goals for All Students; 3) Plan for and Implement UDL-Based Instruction; 4) Design UDL Instructional Tool Kits; and 5) Assess and Evaluate for Improvement.
- [Disability Studies, Inclusive Pedagogy, and Universal Design for Learning: A Faculty Pilot Experience](#)
From the open-access journal *Disability Studies Quarterly*, this article documents a year-long pilot project among faculty who applied disability studies and Universal Design for Learning (UDL) in their teaching. In collaboration with students, faculty, and staff across the university—including disabled student representatives—the learning group worked

toward collaboration, community building, and institutional transformation. The article highlights the curriculum and insights from participants during and after the process.

- [Creating a Collaborative Culture of Access through the Accessibility Working Group](#)
Presenting an example of an Accessibility Working Group (AWG) in a composition program, this article describes the theories, goals, practices, and challenges faced by the AWG and presents it as a model for cultivating cultures of access in other contexts. Following the central goals of the AWG, the article concludes with an Accessibility Resource Guide and sample philosophies, guiding questions, approaches and strategies, and recommended reading from the members.
- [Examples of Disability Microaggressions in Everyday Life](#)
This concise list from Washington State University Vancouver highlights common ableist microaggressions, organized by general theme, example, and the message it conveys to disabled individuals. It presents a good starting place for identifying and educating about ableist microaggressions that are present in and outside of higher education.
- [Disability Related Microaggressions](#)
This resource presents information about ableist microaggressions, including defining ableism, how to recognize disability-related microaggressions, and how to respond to them with microaffirmations. Throughout, the resource includes helpful graphics that can be downloaded as posters with QR codes that link to additional information. The posters highlight a handful of disability microaggressions to help improve awareness and change behaviors.
- [Mobility International USA \(MIUSA\)](#)
This organization is dedicated to promoting disability rights globally. Partnering with disability activists and allies from around the world, this website contains international news stories and has information on related events, including leadership and learning opportunities. It is a comprehensive resource for disabled students who may be travelling internationally for research or study abroad, or who are interested in engaging in global disability activism.
- [Emory's Disability Studies Initiative \(DSI\)](#)
This webpage is for Emory University's Disability Studies Initiative, a working group of faculty members and students across departments and schools

interested in the social, political, and legal dimensions of disability in their research and at Emory. The website contains useful information about disability studies, links to other resources, and is the best place to find upcoming events including performances, talks, workshops, and reading groups.

AI in the Classroom

Launched in late November 2022, the release of ChatGPT has become nearly synonymous with artificial intelligence (AI) technology in the classroom. According to *The Guardian*, ChatGPT is “trained by AI and machine learning” in order “provide information and answer questions through a conversational interface” (Lock 2022). This powerful technology is therefore “capable of understanding natural human language and generating impressively detailed human-like written text,” leading to heightened concerns around sophisticated plagiarism in higher education (Lock 2022). Although ChatGPT will improve, it continues to lack “nuance, critical-thinking skills or ethical decision-making,” and can also “give entirely wrong answers and present misinformation as fact” (Lock 2022). While ChatGPT is limited to knowledge before a certain cutoff point, other tools like Bing Chat are connected to the Internet and have access to the latest news (Goode 2023). Since it derives its information from across the web, AI tools notably display biases in favor of majority identities, opinions, and narratives (Goode 2023).

Since the release of ChatGPT, the proliferation of other AI tools, and the continued improvement of AI functioning as models are updated and “learn” through use, conversations have abounded in higher education about the potential pitfalls and possibilities of AI use for students and their instructors. In their extensive reporting of AI in higher education, contributors to *The Chronicle of Higher Education* consider implications including: 1) increased attention to equity and ethics in the AI age (Darby 2023); 2) critical reflections on the writing skills undergraduates should develop (Baron 2023); 3) assignments that encourage creativity that AI cannot easily replicate (Lang 2023); 4) ideas for integrating AI into assignments (Torres and Nemeroff 2024); and 5) positive and negative impacts on disabled students, among others. These articles and other resources included below aim to provide a rich scope of conversations around the relationship between AI and inclusivity in the classroom, with ideas about how to thoughtfully shape syllabi, assignments, and course policies accordingly. Students are using AI; it cannot be ignored or avoided. However, instructors can educate themselves on the technologies available to avoid harmful inequities and even promote more accessible classrooms for all students.

For further discussion of this topic, see:

- [Are We Asking the Wrong Questions About ChatGPT?](#)
Drawing from their own classroom experiences, the authors of this article advocate moving away from “policing” use of AI in higher education, and instead finding ways to foster student use of AI that extends, rather than replaces, their thinking. Their recommendations include having students and AI fact check one another and encouraging students to have AI tools like ChatGPT ask them questions rather than provide them with answers.
- [The Case for Slow-Walking Our Use of Generative AI](#)
This article presents four principles for the use of AI in the classroom, including Variety, Transparency, Sequencing, and Reflection. The author further argues that despite the rapidity of AI emergence and growth, educators can and should take the time to explore and test creative and generative ways of incorporating it in their classrooms.
- [Why You Should Rethink Your Resistance to ChatGPT](#)
This article discusses the potential benefits of engaging with AI tools like ChatGPT in higher education, with an emphasis on promoting equity and ethics. The author argues that failing to teach with or simply about AI can exacerbate existing inequalities and inequities as students prepare for a future with increased AI presence and need for AI literacy.
- [AI in the Classroom Is a Problem. Professors Are the Solution.](#)
This article focuses on the specific relationship between AI and writing. As it becomes more challenging to distinguish student writing from writing generated by AI tools like ChatGPT, educators are presented with the chance to critically reflect on how they teach and evaluate student writing. The author therefore makes the case for faculty to attend to writing across genres, in all disciplines, and at all levels.
- [Should You Add an AI Policy to Your Syllabus?](#)
This article presents a step-by-step plan for how to incorporate an AI policy into your syllabus. It provides resources for education about AI, followed by questions and suggestions for self-reflection and assessment of course policies and objectives that may be impacted by student use of AI.
- [4 Steps to Help You Plan for ChatGPT in Your Classroom](#)
This article advocates for instructors to get familiar with AI tools like ChatGPT, even if they do not plan on utilizing them in their course. The article also emphasizes ways to address suspected use of AI other than failing students without discussion or using inconsistent plagiarism detection tools.

- [How Will Artificial Intelligence Change Higher Ed?](#)
This collection of twelve articles presents perspectives on AI in higher education from scholars, administrations, and writers. In answering the same question (How will artificial intelligence change higher education?), the contributors discuss everything from the objectives of higher education to labor and costs to optimistic viewpoints.
- [How to Create Compelling Writing Assignments in a ChatGPT Age](#)
Summarizing Jessica Singer Early's book *Next Generation Genres: Teaching Writing for Civic and Academic Engagement*, this article offers ideas for creative writing assignments outside of narrative, research, and argumentative essays that may be more easily mimicked by AI. These recommendations include artist's statements, public service announcements, and turning-point essays.
- [Positive Uses for ChatGPT in the Higher Education Classroom](#)
From the University of North Texas' Division of Digital Strategy and Innovation, this webpage includes suggestions, resources, and references for higher education faculty looking to incorporate AI tools into their classrooms. They include resources for syllabus design, student surveys around AI use, and comprehensive lists of existing AI tools.
- [Teaching & Learning with ChatGPT: Opportunity or Quagmire? Part I; Part II; Part III](#)
This three-part blog post series from MIT's Teaching + Learning Lab explores the challenges and potential benefits of ChatGPT in higher education. Part I serves as a brief introduction and orientation, Part II seeks to answer the question, "How can we use these AI tools to support and enhance student learning?," and Part III examines academic integrity, student data privacy, and accessibility and equity.
- [Improving Accessibility and Inclusivity](#)
This resource highlights ways in which AI, specifically ChatGPT, can be used by educators to promote accessibility and inclusivity. With step-by-step instructions including screenshots, this resource walks through how to use ChatGPT to generate alternative formats, simplify complex concepts, and provide translations.
- [How ChatGPT Could Help or Hurt Students with Disabilities](#)
This article explores the ways in which AI tools like ChatGPT may impact the learning experiences and outcomes of students with disabilities. The article explores the relationship between accommodations and technology, and

how UDL can help to create classroom environments that proactively discourage against using AI. The article emphasizes that overemphasis on academic integrity can leave out these complex dimensions of accessibility, and that the best course of action is to educate students about AI and to include them when designing subsequent policies around their use.

Additional resources:

- [What is AI Chatbot Phenomenon ChatGPT and Could It Replace Humans?](#)
- [Review: We Put ChatGPT, Bing Chat, and Bard to the Test](#)

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.”

- [8 Ways to Be a Better Ally](#)

Resource from Syracuse University that gives a brief introduction to different ways to be a better ally.

- [Be a Better Ally](#)

Co-written article on allyship from the Harvard Business Review that offers both institutional and interpersonal ways to be a better ally.

Anti-DEI Legislation

On June 29th, 2023, the Supreme Court of the United States (SCOTUS) ruled on two related cases, the Students for Fair Admissions (SFAA) v. Harvard and SFAA v. UNC, which have effectively overturned Affirmative Action and other explicitly race-

conscious admissions policies that have previously aimed to increase diversity in higher education (Hinger 2023). In a 6-3 decision, the majority of the court sided with the SFAA that Harvard and UNC's admissions programs violate the equal protection clause of the 14th Amendment, which states, "No State shall make or enforce any law which shall...deny to any person within its jurisdiction the equal protection of the laws" (National Archives). Notably, the court's decision disregards prior precedent in similar past cases, setting a new precedent for the future that has trickled down across states. According to trackers from *The Chronicle of Education*, there have now been 85 bills introduced and 13 passed into law that impact DEI Offices and Staff, Mandatory DEI Training, Diversity Statements, and Identity-Based Preferences for Hiring and Admissions (Chronicle Staff, 2024). In February 2023, five state senators in Georgia introduced a bill "that would prohibit public colleges from using 'political litmus tests' in admissions or promotions" (Chronicle Staff, 2024). Although the bill failed to pass, in July 2023, the University of Georgia "eliminated the use of diversity statements in hiring and mandatory diversity training" (Gretzinger and Hicks 2024).

In response to these ongoing shifts that have already begun to impact public colleges and universities, and that are shaping the practices of private institutions like Emory, the list of resources below aims to provide examples for creative practices being utilized to help ensure diversity, equity, and inclusion continue in higher education. As the American Civil Liberties Union (ACLU) attests, while Affirmative Action has been an important tool, "it is not the only avenue for ensuring that educational opportunities are open to all" (Hinger 2023). The pieces include further information about anti-DEI legislation, reflections on diversity and accountability in higher education, and systematic studies of tested alternatives to Affirmative Action. Recognizing the relationship of the SCOTUS decision to other diversity- and race-based political actions being taken against higher education in the last decade, the list concludes with resources on bans of Critical Race Theory (CRT).

For further discussion of this topic, see:

- [Moving Beyond the Supreme Court's Affirmative Action Rulings](#)
This article from the ACLU emphasizes the imperative to continue to ensure educational opportunities for people of color despite SCOTUS' recent overturning of Affirmative Action. The article highlights some of the legal dimensions and offers suggestions for how to maintain opportunities for students of color through other means, including ensuring an atmosphere of diversity, equity, and inclusion. It concludes by discussing ramifications outside of higher education, including in the K-12 system.

- [Race-Conscious Affirmative Action: What's Next](#)
This report finds that colleges may be able to foster racial diversity in admission practices by using class-conscious admissions practices. The authors examine six admissions models and their likely impact, including: (1) Academic merit, socioeconomic status, and race/ethnicity; (2) High school class rank, socioeconomic status, and race/ethnicity; (3) Academic merit only; (4) Academic merit and socioeconomic status; (5) High school class rank only; and (6) High school class rank and socioeconomic status.
- [Alternative Strategies to Support a Diverse Student Body: Affirmative Action at Risk](#)
Looking ahead to the impending SCOTUS case that has now overturned Affirmative Action, this article argues for the increased need for colleges and universities to create opportunities for students from racially minoritized and low-income backgrounds. In turn, the authors offer three suggestions for alternative strategies to preserve student diversity: (1) admissions policies that focus on socioeconomic background; (2) recruiting strategies designed to increase student diversity by expanding and broadening the pool of admissible students; and (3) eliminating criteria in the admissions process that highly correlate with race and income.
- [Affirmative Action: Implications for Endowments, Foundations, and the Broader Industry](#)
Similarly preparing for the overturning of Affirmative Action, this article highlights some of the predicted immediate and long term and direct and indirect impacts of the ruling. This piece therefore compiles and presents insights into the impacts on educational institutions as well as foundations and nonprofits that may be entangled in higher education.
- [DEI Statements Are Not About Ideology. They're About Accountability.](#)
This critical piece examines how DEI statements have become entangled in the bureaucracy of higher education, serving as mere political litmus tests. While DEI statements are often bemoaned, the author argues that they can serve as an important mode of accountability for incoming faculty members. Moving toward a model of accountability that sees DEI statements as the introduction to a performance evaluation can help to encourage faculty and institutions to take actionable steps toward furthering the diversity, equity, and inclusion objectives they take as central ideologies.
- [Affirmative Action Alternatives](#)
From *The New York Times*, this interactive piece explores the impact of Affirmative Action on college admissions and subsequent diversity. Through

a range of graphs and tables, the piece highlights the admissions process and its changes over time. The subsequent article then presents hypothetical scenarios for alternative admissions practices to walk the reader through the benefits and drawbacks of approaches following the overturning of Affirmative Action.

- [What to Know About State Laws That Limit or Ban D.E.I. Efforts at Colleges](#)
This article provides a crash course on what DEI entails in higher education and how it's been impacted by the SCOTUS decision and state laws around the country. Following perspectives from individuals involved in DEI initiatives on campuses, the article summarizes the laws that are already in place and how anti-DEI legislation has started to impact colleges and universities.
- [With State Bans on D.E.I., Some Universities Find a Workaround: Rebranding](#)
This article explores the impact of anti-DEI legislation on the language and subsequent resources and services offered to students at higher education institutions. As a workaround, many colleges and universities are rebranding positions and spaces that were formerly designated under DEI. This article therefore presents one creative method for navigating around these laws that are spreading across the U.S.
- [Tracking Higher Ed's Dismantling of DEI](#)
This is one of two anti-DEI legislation trackers offered by *The Chronicle of Higher Education*. This tracker focuses on the specific colleges and universities that have been impacted and summarizes the changes that have occurred so far as reported by *The Chronicle*. It is divided by state and updated frequently.
- [DEI Legislation Tracker](#)
This second, more comprehensive tracker from *The Chronicle of Higher Education* provides visual mapping summaries of anti-DEI legislation across states. By state, it individually tracks each bill that has been introduced, discussed, failed, or signed into law. The names of each bill or law are noted, as well as comprehensible summaries of its impacts.
- [Impacts of Teaching Critical Race Theory and Applying Contact Theory Methods to Student's Cross-Cultural Competency in Diversity Courses](#)
This article examines the outcomes of three different pedagogical methods where cultural competency is a course objective: (1) multiculturalism lecture only, (2) student research and reporting on other cultural groups plus multiculturalism lecture, and (3) cross-cultural conversation partners

applying contact theory plus multiculturalism lecture. The findings largely support the conclusion that colorblind racism is not improved in courses without Critical Race Theory (CRT), suggesting the necessity of incorporating CRT for students across majors.

- [Curriculum, Conflict, and Critical Race Theory](#)
Responding to the increased debates around Critical Race Theory (CRT) in the U.S., this article emphasizes how contentious issues can and should inform decision-making around what students should learn. As the abstract summarizes, “This article addresses CRT and the role it can play in helping to explore past and current racial politics; the value of placing the current controversy within the context of a long history of curriculum conflict; and the need for critical reflection, active collaboration, and courage among educators.”
- [What Critical Race Theory Is, What It Isn't, and Why It Is Important, You Should Know: A Call to Action](#)
This article underscores the history of Critical Race Theory (CRT), and how the expansion of its use has encouraged the examination of structural racism and subsequent equitable changes but has also stirred up a heated debate. To address the latter, the authors seek to dispel myths around CRT and clarify the meaning of the theory. Responding to the forty-one states that have passed anti-CRT legislation, the authors hope this article will foster dialogue about the histories, uses, and potential benefits of CRT in education.

Additional resources:

- [14th Amendment to the U.S. Constitution: Civil Rights \(1868\)](#)
- [SFFA v. Harvard](#)
- [SFFA v. UNC](#)
- [The Supreme Court's Affirmative Action Decision, Explained](#)

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 to 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.
- [Twelve Habits of Anti-Racist Teachers](#)
 Composition and Rhetoric professor Asaoue Inoue details twelve habits of an anti-racist teacher. These dispositions make classrooms and institutions more anti-racist spaces.
- [Making Sense of the Senseless](#)
 This article discusses the role of academics in interpreting the national protests against police violence and racism.
- [Teaching Race: Pedagogy and Practice](#)
 This article offers five important principles to consider about race and racism in course design. They are: (1) encouraging reflexivity; (2) preparing for and welcoming difficulty; (3) meeting students where they are; (4) engaging effective and embodied dimensions of learning; and (4) building a learning community.
- [Whose Culture has Capital? A Critical Race Theory of Cultural Wealth](#)
 This article turns away from a deficits-focused view of Communities of Color as sites of disadvantage, and instead highlights various facets of “cultural wealth” that often go unrecognized in socially marginalized groups.
- [Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Race Divide](#)

In this article, the authors discuss how critical feedback can be provided to minority students while maintaining trust in educational settings and encouraging improved performance.

- [Race, Gender, and Authority in the Workplace: Theory and Research](#)
The article focuses on how race and gender can affect decisions regarding positions of authority in the workplace, and the subsequent impact on earnings.
- [Race and Gender Oppression in the Classroom: The Experiences of Women Faculty of Color with White Male Students](#)
This research investigates the classroom experiences of women faculty of color in a predominantly white academic institution.
- [When Pedagogy is Painful: Teaching in Tumultuous Times](#)
This article discusses the impact of racial tensions in the United States and on campus on engagement in the classroom
- [Enhancing student success and building inclusive classrooms at UCLA: Report to the Executive Vice Chancellor and Provost](#)
This self-study report was commissioned by academic leadership at UCLA to provide recommendations toward building inclusive classrooms.
- [Beyond bigotry: Teaching about unconscious prejudice](#)
Even among those who consciously try to avoid prejudice regarding race, gender, and class, unconscious bias is prevalent. The authors of this article propose informing students about implicit racial bias using online Implicit Association Tests.
- [Barriers and Strategies by White Faculty Who Incorporate Anti-Racist Pedagogy](#)
This article discusses the perceived personal and professional barriers faced by White faculty when engaging in anti-racist educational practices in their classrooms.
- [Sidelines and Separate Spaces: Making Education Anti-Racist for Students of Color](#)

In this article, the author discusses her experiences as a black woman graduate student in confronting the lack of consideration given to efforts that would create anti-racist educational environments for students of color.

- [Antiracist Pedagogy: Definition, Theory, and Professional Development](#)
This article describes the need for not only Anti-racist pedagogy, but also for necessary relevant professional development strategies.
- [Culturally Sustaining Pedagogy in Higher Education: Teaching so that Black Lives Matter](#)
This paper demonstrates how the principles of Black Lives Matter can be used to develop a culturally sustaining pedagogy in higher education settings.
- [Spectacles of Race and Pedagogies of Denial: Anti-Black Racist Pedagogy under the Reign of Neoliberalism](#)
In this article, the author examines how a new neoliberal brand of racism evades notions of race, racial justice, equity and democracy.
- [Dismantling the White Supremacy Embedded in our Classrooms: White Faculty in Pursuit of more Equitable Educational Outcomes](#)
In this article, the author discusses the relationship between racial consciousness and the classroom behaviors of White faculty.
- [From Racial Resistance to Racial Consciousness: Engaging White STEM Faculty in Pedagogical Transformation.](#)
The authors discuss the importance of awareness of racial justice in teaching and course content in the classrooms of White STEM faculty.
- [Educators Question your Level of Cultural Responsiveness.](#)
This article provides a guide for faculty in questioning their practice of culturally responsive teaching strategies.
- [Understanding the Motivation and Transformation of White Culturally Responsive Professors](#)
This article analyzes the factors that motivated White faculty to adopt culturally responsive teaching strategies.
- [Beyond Colorblindness and Multiculturalism: Rethinking Anti-racist Pedagogy in the University Classroom](#)

This essay reflects on the experience of designing and teaching a course on race, gender and politics.

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.

Culturally-Sustaining Pedagogy

Culturally-sustaining pedagogy (CSP) has the explicit goal of supporting multilingualism and multiculturalism in practice and perspective for students and teachers. It seeks to perpetuate, foster, and sustain linguistic, literate, and cultural pluralism as part of the democratic project of schooling. In his 2012 essay, [“Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice,”](#) education scholar [Django Paris](#) reflects on the work of Gloria Ladson-Billing’s research on [culturally-relevant pedagogy](#) and suggests that our pedagogy must be “more than responsive or relevant” to the cultural experiences and practices of young people. Culturally-sustaining pedagogy also draws on the work of Norma Gonzalez, Luis Moll, and Cathy Amanti, who argue that students are “funds of knowledge,” meaning that people are competent and have knowledge, and their life experiences have given them that knowledge. The major claim of [their book](#) is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. CSP allows, invites, and encourages students to use their cultural practices from home in school, enabling students to not only exist in the culture of their school, but also in the culture of their home.

For further discussion of this topic, see:

- [Columbia University’s “Culturally Sustaining Pedagogy: An Introduction”](#)
The Center for Professional Education of Teachers (CPET) at Teacher’s College Columbia University offers a brief introduction to CSP, why it’s needed, and how to get started with this framework in your classroom.
- Django Paris (2021) “Culturally Sustaining Pedagogies and Our Futures,” *The Educational Forum*, 85:4, 364-376, [DOI: 10.1080/00131725.2021.1957634](#).

- Paris, Django, H. Samy Alim. *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. (2017). United States: Teachers College Press.
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93
97. <https://doi.org/10.3102/0013189X12441244>.
- [Project READY: Reimagining Equity & Access for Diverse Youth \(UNC\)](#)
A free online professional development curriculum describes asset-based pedagogical approaches including culturally Relevant Pedagogy and Culturally Sustaining Pedagogy and helps educators assess the extent to which lesson plans, teaching practices incorporate CRP/CSP.

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.



Infographic source: “Decolonize Myself – A First Nation’s Perspective.” See [blog here](#).

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 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.
- [CUE: Equity Syllabus Review Tool](#)
This syllabus review tool from the University of Southern California’s Center for Urban Education is a step-by-step guide for creating a more equitable syllabus. Through guided practices of inquiry, self-assessment, and reflection, this interactive resource allows instructors to sit down and review their syllabi and find spaces for more equitable teaching.
- [What a New University is Doing in Africa to Decolonise the Social Sciences](#)

Seven commitments undertaken to decolonize the social sciences at Africa Leadership University in Mauritius.

- [Decolonizing Your Syllabus? You May Have Missed Some Steps](#)
Material for decolonizing your syllabus from CLEAR, an anticolonial, feminist group of researchers and educators. Gives an overview of decolonization and offers resources for particular disciplines.
- [Do Not 'Decolonize'... If You Are Not Decolonizing: Progressive Language and Planning Beyond a Hollow Academic Rebranding](#)
Blog post from the Critical Ethnic Studies Journal on the illusiveness of decolonizing in higher education. The author offers a host of other measures educators can take without claiming the lofty goal of decolonizing.
- [NYC Stands with Standing Rock Syllabus](#)
Syllabus on Standing Rock from a group of indigenous scholars and activists in New York City. Offers a range of readings on topics related to Standing Rock and beyond.
- [Library Guide on Native Representation, Popular Culture, and Criticism](#)
Library Guide from Greenriver College that includes journal and newspaper articles on various aspects of native representation.
- [It's Not Decolonize, It's Desupremify](#)
In her blogpost, Jolie Brownell offers an alternative for decolonization and argues that our language needs to shift "to reflect what we actually mean."

Additional resources:

- Brown, Adrienne Maree (2017). *Shaping Change, Changing Worlds*. AK Press.
- Paperson, LA. (2017). *A Third University is Possible*. University of Minnesota Press.
- Snelgrove, Corey, Rita Dhamoon, Jeff Corntassel (Cherokee). 2014. "Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations." *Decolonization: Indigeneity, Education & Society* 3 (2): 1-32
- Kauanui, J. Kēhaulani (Kanaka Maoli) and Patrick Wolfe, "Settler Colonialism Then and Now." *Politica & Societa* 2: 235-258.
- Paris, Django. "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice." *Educational Researcher* 41, no. 3 (2012). 93-97.

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 just 10 percent of the undergraduate student body.¹ 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

¹ First-generation college students make up about 10.7 percent of the first-year class at Emory College and 11.4 percent at Oxford, according to data compiled by the Emory News Center (2022-2023). For more information, please see https://news.emory.edu/features/2022/08/er_meet-the-emory-class-of-2026_23-08-2022/.

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.

Full Participation

Full participation, a term developed by the consortium *Imagining America*, is not merely opening the doors of the classroom to accommodate historically excluded students – it is rebuilding the classroom and the institution alongside them (Sturm, et al, 2011). Because CFDE is home to both Community Engaged Learning and

Inclusive Pedagogy and Diversity, we have drawn on full participation as a concept that connects community engaged learning (CEL) with justice, equity, diversity and inclusion (JEDI). The resources below serve as conversation partners for those who are interested in the connections between CEL and JEDI.

For further discussion of this topic, see:

- [Full Participation: Building the Architecture for Diversity and Community-Engagement in Higher Education](#)

This catalyst paper from the Imagining America Consortium by Susan Sturm, Tim Eatman, John Saltmarsh and Adam Bush offers an in-depth analysis on what full participation is and how it can be used to bring about transformative, equitable change in community-university relationships.

- [Transformative Civic Engagement Through Community Organizing](#)
Book by activist and professor of social work Maria Avila that focuses on building fully reciprocal partnerships with community organizations.

- [Partnerships in Service-Learning and Civic Engagement by Robert G. Bringle, Patti H. Clayton, and Mary F. Price](#)

Article by Robert Bringle, Patti Clayton, and Mary Price from *Partnerships: A Journal of Service Learning & Civic Engagement* that explores the different kinds of partnerships and community relationships that exist on (and outside) a university campus. This article offers ways to move from transactional to transformative community partnerships.

- [The Student Companion to Community Engaged Learning](#)

This anthology edited by Daiv Donohoe and Star Plaxton-Moore prepares students to work with diverse individuals and helps them to deepen their understanding of community partnerships. Offering a compilation of readings from over the decades, this book prepares students to consider community engaged learning from a stance of reciprocity and mutuality.

- [The Cambridge Handbook of Service Learning and Community Engagement](#)

This co-authored anthology edited by Corey Dolgon, Taina Mitchell, Timothy Eatman offers a history of service learning and community engagement, as well as best practices for community engaged learning. This book offers ways to build democracy and social justice on your campus and community through community engaged learning.

- [Relationship-Rich Education: How Human Connections Drive Success in College](#)

This book by Peter Felton and Leo M. Lambert argues that moving relationships to the center of undergraduate education helps foster a more successful environment for student learning. In particular, a focus on relationships can help first-generation college students succeed. Drawing on qualitative research with over 400 students, faculty, and staff, this book gives practical advice for educators who want to leverage relationships for undergraduate success.

- [Engaging in Social Partnerships: Democratic Practices for Campus-Community Partnerships](#)

This book by Novella Zett Keith helps educators consider collaborative community partnerships as sites for democratic engagement. Emphasizing the creation of spaces where community groups and higher education can come together, this book offers practical models for building more equitable community partnerships.

Gender Diversity

These resources aim to prepare staff and faculty to better serve genderqueer, trans, and non-binary students by defining each of these identities, discussing the differences between gender, sex, and sexual orientation and by offering strategies to make your classrooms and workspaces more welcoming to people who are gender non-conforming.

For further discussion of this topic, see:

- [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.

- Anti-Trans Legislation Tracker:
<https://freedomforallamericans.org/legislative-tracker/anti-transgender-legislation/>
- Transgender Basics:
<https://gaycenter.org/recovery-health/health/tgnc/>
- Discussion of pronouns:
<https://www.uml.edu/student-services/Multicultural/LGBTQ/pronouns.aspx>
<https://genderneutralpronoun.wordpress.com/tag/ze-and-zir/>
- Emory campus resources:
<https://lgbt.emory.edu/trans/index.html>
- Trans in the South resources:
<https://southernequality.org/resources/transinthesouth/>
- [Student Introduction Cards](#):
This resource is for the first day of class. It allows students to disclose their designated pronouns in a way that makes them feel comfortable and helps the teacher know where and when to use those pronouns.
- [Gender Terms Glossary](#)
This article from *The Washington Post* gives a glossary of terms they use for news stories related to gender diversity. There is also a link in the article to a printable handbook with the same information.
- [Genderbread](#)
Another free, accessible breakdown of various concepts related to gender diversity.
- [Pocket Guide](#)
The Washington Post's Pocket Guide (infographic) to gender identity.
- [Foundational Concepts and Affirming Terminology Related to Sexual Orientation, Gender Identity, and Sex Development](#) (Harvard Medical School)
- [NPR's Guide to Gender Identity Terms](#)

- ['She/They' and Other Pronouns You Might See on Candidate Profiles](#)
(LinkedIn)

Humanized Learning

We understand “Humanized Learning” to mean how faculty can navigate flexibility, caring, and accountability during the continued challenges of living through a pandemic and national and global political tumult. Dr. Torrey Trust (referenced below) explains that to enact humanized learning in a classroom, one must weave together awareness, empathy, presence, and trust. Ultimately, Humanized Learning is about recognizing that your students are humans with full lives (and so are you as the instructor). The goal is to create deep and authentic connections between you and your students and among your students.

For further discussion of this topic, see:

- [Humanizing Learning](#)
This resource is a Google Document from Dr. Torrey Trust that gives ways to humanize learning while teaching online. There are several links within the doc that connect you to other easy-to-use templates.
- [Pre-Class Survey](#)
This is another resource from Dr. Torrey Trust that connects you to a pre-class survey that you can edit to meet your own needs. On the first day of class, asking students to fill out these surveys helps you get to know a fuller picture of your student and any challenges they might encounter in your class.
- [Managing Deadlines](#)
This article from Inside Higher Ed gives tips and alternative submission ideas for helping your students manage deadlines rather than simply meet them.
- [Cinderella Deadlines](#)
This article explains why midnight deadlines may not be the most equitable time for your students.
- [Passes and Windows](#)
This resource helps faculty create assignment passes or deadline windows in their course to help students manage deadlines.

- [Caring for Students Playbook](#)

This playbook is a collaboration between the Online Learning Consortium (OLC), Achieving the Dream (ATD), and the Every Learner Everywhere Network. It is designed to provide instructors with concrete strategies that can be implemented to support students during difficult times.

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 mediation. 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

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."

and hiring practices, performance reviews, opportunities for promotion, mentoring or management styles, and organizational decision-making policies.

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.

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.³ 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:

³ 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>.)



Photo from Higher Priestess, whose blog on color contrast can be found [here](#).

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 continue 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.

- [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/1HTlROLa_n1DH_uDn9O9B3v6MbrJPvomX-4qx4eCzaio/edit
- “Inclusive Teaching Strategies: Reflecting on Your Practice”
<https://docs.google.com/document/d/1QXOsiu5aDsbksadPpt0HqwNLXdLYfQayHa4miQ6PPpM/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 rationale 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.
- [Academe Has a Lot to Learn About How Inclusive Teaching](#)
Article from The Chronicle of Higher Education that articulates why some inclusive teaching practices are more difficult for instructors from historically excluded backgrounds. The article chronicles the experiences of a White male professor and a Black female professor, demonstrating how inclusive practices bolster the former's teaching and evaluations and hinder the latter. It concludes with suggestions on how to balance inclusivity while accounting for the inequities among faculty.
- [Inclusive STEM Teaching Project](#)
Online course for teachers and administrators for undergraduate and secondary education. It is offered several times throughout the year.
- [Defining Inclusive Teaching Practices](#)
Breakout group Google document from DITP workshop. It includes some tips for making your classrooms more inclusive.
- [APA Inclusive Language Guide](#)
From the American Psychological Association (APA), the second edition of their *Inclusive Language Guide* (available to download as a PDF for free) seeks to define key terms around diversity, equity, and inclusion, including the most up-to-date recommendations, informed by advocacy groups and research, on how to write and speak about identity categories. It concludes with commentary on how to recognize and avoid microaggressions in conversation.
- [Evidence-Based Strategies for Improving Diversity and Inclusion in Undergraduate Research Labs](#)
This article provides recommendations for how to promote diversity and inclusion for undergraduates participating in research labs. The authors cover topics including recruitment, selection, and retention of students, and additional tips for mentoring diverse groups of students in laboratory and research settings. Resource provided by DEI Teaching Fellow, Dr. Simba Nkomo.

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_he_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.
- SoRelle, M. E., Addy, T. M., Dube, D., Mitchell, K. A. (2021). *What Inclusive Instructors Do: Principles and Practices for Excellence in College Teaching*. United States: Stylus Publishing.

Indigenous Pedagogies

Indigenous pedagogies stem from pre-colonial approaches to teaching and learning which emphasize: (1) the development of the learner as a whole person; (2) learning through experience; (3) learning through the land; and (4) recognizing the important role that Elders and Traditional Peoples have in passing on knowledge (Trent University). However, as [Dr. Jane Hare](#) explains, it is important not to overgeneralize Indigenous worldviews and pedagogies, as we want to acknowledge that Indigenous peoples have very complex ways of thinking about the world. In the context of teaching and learning, Indigenization involves bringing in Indigenous knowledge systems and approaches (pedagogies) together with Western knowledge systems so that equitable space for both can be explored. Each Indigenous community's values and principles for teaching are unique and complex. As Cornel Pewewardy, Anna Lees, and Hyuny Clark-Shim remind us, these ways relate to specific ecologies in countless locations, so the practices, languages and protocols of one Indigenous community may look very different from another. Yet, Indigenous ways of knowing are frequently engaged in holistic learning with an emphasis on the social, emotional, mental, and spiritual aspects of learning. Many Indigenous worldviews value experiential learning that is land-based, tied to narrative traditions, and promote intergenerational learning.

Beginning in 2017, students, staff, and faculty at Emory led a process to research and develop this [Land Acknowledgment](#) in collaboration with Muscogee scholar and now-retired Emory Professor Craig Womack. The initial recommendation came from Indigenous scholars who convened at Emory during the 2018 Native American Student Initiative gathering. The university officially adopted this land acknowledgement in 2021.

In 2023, The Mellon Foundation awarded Emory University and the College of the Muscogee Nation (CMN) in Oklahoma a \$2.4 million grant that will help develop collaborative and independent programs advancing Native and Indigenous Studies and the preservation of the Mvskoke language in a unique partnership between the two schools. The joint initiative in Native and Indigenous Studies is the only one of its kind in the nation between a tribal college and a private research university. The work of the initiative, and the nature of the partnership between Emory and CMN, is intended as a new approach for scholarship, teaching and collaboration that centers Indigenous knowledge and values in ways that advance all societies (Emory News Center). Under the leadership of Monte Randall, president of the College of the Muscogee Nation, Malinda Maynor Lowery, Cahoon Family Professor of American History at Emory, and Carla Freeman, interim dean of Emory College of Arts and Sciences, the two institutions will forge collaborative learning communities and research initiatives that will connect the respective campuses.

For further discussion of this topic, see:

- [13 Topics in Indigenous Pedagogical Theory](#)
In distinct Indigenous worldviews, 13 is a sacred number related to the 13 yearly moons and the turtle is a symbol of Truth. In this resource, the University of Manitoba, with the help of Indigenous Initiatives Educators, compiled resources related to 13 topics within Indigenous pedagogical theory to help you incorporate the Truth of Indigenous pedagogies into your classroom.
- [Foundations of Indigenous Pedagogies](#)
This webinar, sponsored by Queen's University, features Lindsay Brant and provides an introduction to Indigenous pedagogies, and ways of knowing. It covers the work involved in striking a balance between Western and Indigenous approaches to teaching and learning while offering participants a chance to gather practical ideas for implementation in the classroom environment.
- [Indigenous Teaching and Learning Resources](#)

Western University’s online education series is geared toward university instructors with the goal to increase their understanding of the colonial roots of the academy, the movement to transform universities to be more inclusive of Indigenous peoples, and to inspire them to move toward decolonizing their pedagogies.

- [Integrating Indigenous Pedagogy in Remote Courses](#)
Trent University’s teaching and learning website offers an overview of the terms “Indigenization” and “Indigenous Pedagogies,” with particular emphasis on incorporating these worldviews and practices in remote learning environments.
- [Native American Pedagogies](#)
The Office of Teaching and Learning the University of Denver shares key definitions and terms related to Native American Pedagogies, Tribal Race Theory, and strategies for classroom participation.
- [Rethinking Land Acknowledgements](#)
In this article, UNC and its affiliated scholars ask, “how do we transform land acknowledgments from conscience-clearing rites into meaningful calls to action?”
- [The Transformational Indigenous Praxis Model](#)
This article by Cornel Pewewardy, Anna Lees, and Hyuny Clark-Shim provides steps for working toward decolonizing higher education and reclaiming Indigenous knowledges and learning. The authors highlight key critical thinking theories that should be employed in this work and put forward the Transformational Indigenous Praxis Model (TIPM) with actionable examples for instructors. Resource provided by DEI Teaching Fellow, Dr. Alix Olson.

Additional resources:

- Cornel D. Pewewardy, Anna Lees, Hyuny Clark-Shim (2018). *Wicazo Sa Review* 33.1: “The Transformational Indigenous Praxis Model: Stages for Developing Critical Consciousness in Indigenous Education.”
- Cornel Pewewardy, Anna Lees, Robin Zape-tah-hol-ah Minthorn (2022). Teachers College Press: *Unsettling Settler-Colonial Education: The Transformational Indigenous Praxis Model*.
- Kate McCoy, Eve Tuck, Marcia McKenzie (2016). Routledge: *Land Education: Rethinking Pedagogies of Place from Indigenous, Postcolonial, and Decolonizing Perspectives*.

- Margaret Kovach (2021). Toronto: *Indigenous Methodologies: Characteristics, Conversations, and Contexts*.
- Linda Tuhiwai Smith, Eve Tuck, K. Wayne Yang (2019). Routledge: *Indigenous and Decolonizing Studies in Education: Mapping the Long View*.

Emory and Muscogee resources:

- [College of Muscogee Nation](#)
- [Emory Advancing Chicanos/Hispanic and Native Americans in STEM \(SACNAS\)](#)
- [Emory Task Force on Untold Stories and Disenfranchised Populations](#)
- [Indigenous Language Path Working Group at Emory](#)
- [Mellon Foundation Awards \\$2.4 million to advance Indigenous studies and knowledge with the Muscogee Nation](#)
- [Native American and Indigenous Engagement at Emory](#)
- [Native American and Indigenous Studies at Emory](#)
- [Recognizing Displaced Indigenous Nations](#)

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:

- [Microinterventions Toolkit](#)
This toolkit, developed by Derald Wing Sue, provides a host of strategies for interrupting microaggressions. Some of the tools offered help the microaggressor acknowledge and understand why their actions were harmful. Other strategies help redirect microaggressions using microaffirmations. We often use this tool in our presentations on “Navigating Difficult Discussions,” as it helps instructors deal with implicit or explicit moments of conflict, as they arise.
- [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.

- [Microresistance as a Way to Respond to Microaggressions on Zoom and in Real Life](#)

Article from Faculty Focus that defines microresistance and gives strategies for enacting them in virtual settings. Also provides a comprehensive list of ways to make your Zoom classroom more inclusive.

- [POD Diversity Committee White Paper](#)

This White Paper from the Professional and Organizational Development Network focuses on microaggressions and microresistance.

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.

Navigating Difficult Conversation

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](#)

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 USIP Conflict Styles Assessment Tool](#)

This tool from the United States Institute for Peace offers a brief assessment of your conflict style. If you are interested in engaging conflict more deeply in your class, this tool may be a good place to start thinking about your own approaches to conflict.

- [The Little Book of Conflict Transformation](#)

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 and examples for disrupting conflict and using it to bring about change.

- [Brave Talk: Building Resilient Relationships in the Face of Conflict](#)

When we disagree about fundamental issues, especially issues such as politics or religion, it can be incredibly difficult to maintain close interpersonal relationships. These differences have ended friendships and caused rifts in families. In *Brave Talk*, communications expert Melody Stanford Martin offers just such a tool: impasse. By learning to treat every conflict as if it's an impasse and temporarily suspend our desire to resolve differences, we make space for deeper understanding and stronger ties.

- [A Care Plan for Honest History and Difficult Conversations](#)

A research-based approach for strategies of care that educators, parents and caregivers can practice when teaching honest history or engaging in difficult conversations (SPLC).

- [The Israeli-Palestinian Crisis: Resources for Educators, Caregivers, and School Leaders](#)

This webpage from the New York State Education Department includes a list of resources around support for students and children, including both Resources for Educators and Resources for Parents and Caregivers.

- [Resources for Faculty Addressing Traumatic Current Events](#)

From Kean University, this guide includes links to resources for navigating traumatic events in the classroom, with a specific focus on Israel and Palestine. It highlights the importance of supporting students in and beyond educational dimensions of their well-being.

- [How to Talk About the Israel-Hamas War: Resources for Educators](#)

This regularly updated list of resources includes a brief summary of events in Israel and Palestine since October 7th, 2023 and concludes with links to external resources. These resources cover history and news, handling misinformation and improving media literacy, and caring for students and children as you discuss these events.

- [New Resources for Teaching About the Israel-Hamas War](#)

From *The New York Times*, this updated article contains numerous links to their reporting, including articles, essays, podcasts, and videos. In addition to providing information about the war, the resources emphasize media literacy and dueling historical narratives.

- [Resource for Educators, Families to Discuss the Events in Israel and Gaza with Students](#)

From the San Diego County Office of Education, this webpage includes Teaching Resources, Social and Emotional Resources, and School Culture Resources to help students and children navigate trauma amidst compounding traumatic events around the world, including between Israel and Palestine.

- [Facing History and Ourselves](#)

This comprehensive program offers many resources for individuals, departments, and schools to teach students with critical awareness of the past and their current role in the present historical moment and its future. Their wide array of resources includes a free guide that can be downloaded on Fostering Civil Discourse.

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, 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

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>.

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.

Designing for users who are Deaf or hard of hearing		Designing for users with dyslexia		Designing for users with low vision	
Do...	Don't...	Do...	Don't...	Do...	Don't...
write in plain English Do this.	use complicated words or figures of speech	use images and diagrams to support text	use large blocks of heavy text	use good colour contrasts and a readable font size	use low colour contrasts and small font size
use subtitles or provide transcripts for videos	put content in audio or video only	align text to the left and keep a consistent layout	underline words, use italics or write in capitals	publish all information on web pages	bury information in downloads
use a linear, logical layout	make complex layouts and menus	consider producing materials in other formats (for example, audio or video)	force users to remember things from previous pages - give reminders and prompts	use a combination of colour, shapes and text	only use colour to convey meaning
break up content with sub-headings, images and videos	make users read long blocks of content	keep content short, clear and simple	rely on accurate spelling - use autocorrect or provide suggestions	follow a linear, logical layout	spread content all over a page
let users ask for an interpreter when booking appointments	don't make telephone the only means of contact for users	let users change the contrast between background and text	put too much information in one place	put buttons and notifications in context	separate actions from their context

Designing for users with physical or motor disabilities		Designing for users of screen readers	
Do...	Don't...	Do...	Don't...
make large clickable actions	demand precision	describe images and provide transcripts for video	only show information in an image or video
give form fields space	bunch interactions together	follow a linear, logical layout	spread content all over a page
design for keyboard or speech only use	make dynamic content that requires a lot of mouse movement	structure content using HTML5	rely on text size and placement for structure
design with mobile and touchscreen in mind	have short time out windows	build for keyboard use only	force mouse or screen use
provide shortcuts	tire users with lots of typing and scrolling	write descriptive links and headings	write uninformative links and headings

Infographics source: [Designing for Accessibility](#) via Home Office UK offers [general guidance](#) on how to design more accessible services.

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.
- [Learning and COVID-19](#)
This article discusses how COVID-19 has changed the activities and approaches of colleges and universities toward learning.
- [How to Develop Culturally Responsive Teaching for Distance Learning](#)
This article gives step-by-step instructions on how to develop culturally responsive teaching for virtual learning.
- [Designing an Accessible Online Course](#)
The University of Arkansas's Explore Access developed a toolkit to assist campuses across the country who are moving online virtually in response to COVID-19. The site provides extensive resources to make your online courses accessible for all students.
- [Zoom's Virtual Background Help Fight Inequality](#)
Fontaine advocates that instructors allow their students to use virtual backgrounds for personal confidentiality
- [How to Prevent Zoom-Bombing](#)
Additional tips for securing your Zoom meeting.
- ["Zoombombing" Attacks Disrupt Classes](#)
Online Zoom classes were disrupted by individuals spewing racist, misogynistic or vulgar content. Experts say professors using Zoom should familiarize themselves with the program's settings.

- [Academia in the Time of COVID-19: Towards an Ethics of Care](#)

This article discusses the impact of the COVID-19 crisis on the future of academia's and argues that academia must strive to create a culture of care, help members refocus on essential responsibilities, and redefine excellence in teaching and research










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.

DESIGNING FOR USERS ON THE AUTISM SPECTRUM	
DO...	DON'T...
Use simple colors 	Use bright contrasting colors 
Write in plain language Do this.	Use figure of speech & idioms 
Use simple sentences & bullets 	Create a wall of text 
Make buttons descriptive 	Make buttons vague or unpredictable 
Build simple & consistent layouts 	Build complex & cluttered layouts 
<small>AccessMU Center</small>	<small>MiamiOH.edu/AccessMU</small>

Infographic Source: [Access MU](https://www.accessmu.com/)

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.

- [Support for Neurodivergent Nursing Staff](#)

This website provides resources for neurodivergent staff, student nurses, and their supporters. It includes specific information on supporting individuals with dyslexia, dyspraxia, dyscalculia, autism, and attention deficit hyperactivity disorder (ADHD).

- [Guide to Practice-Based Learning \(PBL\) for Neurodivergent Students](#)

This evidence-based guide presents foundational concepts from practice-based learning to support neurodivergent students. Written by an occupational therapist who is autistic and dyslexic, the guide centers the voices and experiences of neurodiverse individuals through case studies.

- [Neurodiversity: Some Basic Terms and Definitions](#)

From Nick Walker, this is one of the most highly cited pieces for defining neurodiversity (ND). Walker presents some key terms around the neurodiversity movement, including clarifying what terms do and don't mean, and proper and improper usage. The piece also delineates between the ND Movement, ND Paradigm, and Pathology Paradigm. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [Neurodiversity is Diversity](#)

From the American Association of Colleges and Universities (AAC&U), this article argues that neurodiversity is a key component of diversity in higher education. The piece highlights common barriers faced by neurodiverse students, strengths, and actionable ways in which instructors can support them. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [Students with Autism Spectrum Disorders and Their First-Year College Experiences](#)

Using data from two surveys administered by the Higher Education Research Institute at UCLA, this study explores the different experiences of first-year students with autism spectrum disorders (ASD) and learning disabilities (LD).

The main difference reported in that students with ASD were “less likely to engage in risk-taking behaviors, use health services and the writing center.” Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [Building Neurodiversity-Inclusive Postsecondary Campuses: Recommendations for Leaders in Higher Education](#)

Drawing from recommendations for promoting a neurodiversity-inclusive campus that were accepted into the University of California system, this paper outlines inclusive practices at the classroom, department, and college level. Notably, the paper focused on autistic students and those with ADHD. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [The 5 Different Ways People Think](#)

This short video describes the diversity of how humans think, drawing from psychological research to highlight five different ways of thinking: inner speaking, inner seeing, feelings, sensory awareness, and unsymbolized thinking. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [Educating a Neurodiverse World](#)

This TEDx Talk from Brian Kinghorn emphasizes how educational systems, rather than students, should change to promote and support neurodiversity. Kinghorn advocates for students individualizing their learning and projects after learning important foundational material and argues for assessments that are frequent and formative to provide consistent, useful feedback. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

- [Emory Oaks](#)

This is the website for Emory Oaks, Emory’s Center dedicated to supporting autistic students at Emory through Support Navigation and Community Building. Resource provided by DEI Teaching Fellow, Dr. Alex Grizzell.

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

Rethinking Grading

In recent years, educators have begun to put forward theories of grading that make students active participants in the grading process. These different methods—ungrading, labor-based grading, and specifications grading—are designed to help

foster intrinsic motivation among students to master the course material. While students still receive a grade at the end of the semester, they are not passive recipients of that grade. Rather than working for a grade, students become stakeholders in the learning process. While there are many different ways to implement ungrading, generally speaking, the instructor provides ongoing feedback throughout the semester without a grade. The student responds to that feedback throughout the semester with each subsequent assignment. At the end of the semester, a grade is agreed upon by both the instructor and the student through a conversational analysis of their learning process over the semester. With specifications grading, the instructor might outline particular learning criteria. But the student can revise and resubmit their work until it adequately meets those criteria. Finally, labor-based grading is a process whereby the student and instructor agree upon a grade based on the amount of effort the student put into the class. There are markers that help navigate this labor, such as the percentage of assignments completed by the student. In all three of these practices, you and your student may establish a contract at the beginning of the semester that helps the student articulate their goals for the class. You can revisit this contract during your end-of-year conversation. In 2021-2022, CFDE hosted two Rethinking Grading workshops led by faculty who use these practices at Emory. If you would like to view those workshops, please email dtroka@emory.edu for access to our Canvas page.

For further discussion of this topic, see:

- [Grades Can Hinder Learning. What Should Professors Use Instead?](#)
Article from *The Chronicle of Higher Education* on educator Susan Blum's approach to ungrading in her classroom. This piece provides a nice overview of what ungrading is and why it has become a popular approach to grading.
- [Compassionate Grading Policies](#)
This blog by educator Jesse Stommel features several posts on ungrading, as well as presentations. For those interested in getting a broad sense of ungrading, this is a good place to start.
- [Asao Inuoe's Articles and Books on Anti-Racist Assessment Practices](#)
Composition professor Asao Inuoe argues that traditional grading practices foster White Supremacist ideologies in the classroom. Instead, he turns to alternative grading practices like ungrading as anti-racist assessment strategies. This link to his blog gives a list of articles and books that may be helpful if you would like to explore the connection between alternative forms of assessment and anti-racist teaching.

- [The Unintended Consequences of ‘Ungrading:’ Does getting rid of grades make things worse for disadvantaged students?](#)

Article from *The Chronicle of Higher Education* by Beckie Supiano on how ungrading may further disadvantage students. Drawing on the work of educator Robert Talber, Supiano suggests that when we remove grades, we do not give adequate signposts to students that they have mastered (or not) the material. Thus, when they get into other classes with more traditional grading standards, they may not pass the class. Moreover, students who have been historically excluded from higher education may not be as skilled in advocating for themselves in the grading process. Rather than advocating for traditional grading methods, this article offers ways to implement flexible grading (such as specifications grading), while still ensuring that students have mastered the material.

- [Specifications Grading: Why We May Have a Winner](#)

Educator Robert Talbert’s blog on specifications grading, how it works, and why it might provide a “happy medium” between traditional grading and ungrading.

- [Grading for Equity](#)

The second edition of *Grading for Equity* by Joe Feldman argues that grading is an essential component of what needs to be rethought in the attempt to promote equity in the classroom. In the book, he defines equitable grading, describes how it challenges and fits into higher education goals, and offers implementable suggestions for how to incorporate equitable grading practices into your courses to best support the learning goals of both students and faculty. The website includes other resources including an online course.

- [Finding Common Ground with Grading Systems](#)

Considering the various kinds of grading practices instructors may want to employ in their classrooms, this blog post by Robert Talbert summarizes the “common ground” across best practices for grading. The hope is to provide instructors with clarity and confidence as they select a grading system that works best for their course and students. The post is filled with links that elaborate on different grading systems.

- [Standards and Contracts and Competencies, Oh My!](#)

This blog post by David Clark summarizes a handful of alternative assessment options, including Competency-Based Education, Contract and Labor Grading, and Ungrading. He briefly discusses some of the key differences in

grading and assessment that exist between K-12 and higher education, and how that can inform best alternative practices.

Rethinking Rigor

Though we are not yet (as of 2022) in a “post” pandemic world, most students and professors have transitioned back to on-campus teaching and learning. But that transition has been an uneasy one many re-evaluated their standards of rigor during roughly two years of online learning. This year (2021-2022), CFDE held two discussions on upholding rigor and another on “compassionate rigor.” Below is a compilation of national conversations that we have been following as we discern how (or whether) to maintain old notions of “rigor”:

For further discussion of this topic, see:

- [It's Time to Cancel the Word 'Rigor'](#)
Article from The Chronicle of Higher Education on why “rigor” no longer serves as a useful concept for thinking about learning goals.
- [Upholding Rigor at Pandemic U](#)
Article from Inside Higher Ed that argues “rigor” is still a useful concept that should be upheld, even in the midst of a global pandemic.
- [Inflating Grades Vs. Enhancing Performance](#)
Article from Inside Higher Ed by Emory’s Michael Berger on how the pandemic became a time for him to work harder to help his students meet rigorous standards. Instead of relaxing the standards, Berger realized he needed to be more intentional about helping them meet those standards.
- [The Redefinition of Rigor](#)
Article from The Chronicle of Higher Education that reviews that national conversations around rigor and how professors are rethinking it.
- [Reframing Rigor: A Modern Look at Challenge and Support in Higher Education](#)
The article explores case studies with Black male students to look at the concept of “rigor” in the traditional sense, then redefine it through an equity lens that is focused on the learning process rather than the final outcome.
- [Defining Critical Thinking Across Disciplines: An Analysis of Community College Faculty Perspectives](#)

This article surveys different notions of “critical thinking” across disciplines. It concludes with ways we might think about critical thinking (and our assessment of it) in general education courses.

- [A New Definition of Rigor](#)

Short essay from the blog Educatopia on reaching a definition of rigor that challenges students to think about ideas in new and creative ways.

- [A Stunning Level of Student Disconnection](#)

Article from The Chronicle of Higher Education that illuminates the backdrop of the conversations on “rigor.” Since returning to the classroom, a staggering number of students and professors have struggled to adjust.

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.⁵

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

⁵ 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.

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://safespacenetWORK.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 “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.”
- [Calling Out and Calling In](#)
TED Talk from scholar and activist Loretta J. Ross on the difference between Calling Out and Calling In. Ross describes compassionate ways to “call in” those who commit harmful or hateful behavior.

Translanguaging

Bilingual language and literacy development are not linear but dynamic. They are dependent on the relationship of speakers with other people and texts, as well as an individual’s relationship with the learning environment. According to the CUNY-NYS Initiative on Emergent Bilinguals, bilingual students *translanguage* — meaning they make use of their full linguistic repertoires, including features from multiple languages — to meet communicative and academic needs in standard English and other languages, and to learn challenging new content. Translanguaging is increasingly the norm in multilingual communities where European structuralist-era notions of “one language, one people” are thrown into question (García 2007, xxi). Postcolonial and postmodern authors use translanguaging intentionally in powerful ways for critical and literary effect. The trans- prefix communicates the ways that such practices “go beyond” use of state-endorsed named language systems (García and Li Wei, 2014, 42).

For further discussion of this topic, see:

- [NCTE \(2021\) Understanding translanguaging in US literacy classrooms](#)
This brief introduction aims to contextualize and promote translanguaging as an approach to educating bi-/multilingual students in US literacy classrooms.
- [Translanguaging in Education](#)
Translanguaging Pedagogy in the Multilingual Classroom for the Multilingual Students from Multiple Ethnolinguistic Minority Communities.
- [Translanguaging Activities for the Classroom](#)
TL strategies consist of four different states: Static Top Alone; Spinning Top Alone; Static Top Together; Spinning Top Together.
- [CUNY-NYS Initiative on Emergent Bilinguals](#)
Since 2011, CUNY-NYSIEB has developed a wealth of resources which school leaders, teachers, and communities can use to support emergent bilingual learners. The concrete tools and strategies presented here unite theory with practice and respond to needs identified by their partner schools across New York State.

Additional reading:

- Bonacina-Pugh, F., Da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439-471. <https://doi.org/10.1017/S0261444821000173>.
- Fang, F., Zhang, L. J., & Sah, P. K. (2022). Translanguaging in Language Teaching and Learning: Current Practices and Future Directions. *RELC Journal*, 53(2), 305–312. <https://doi.org/10.1177/00336882221114478>.
- Wei, L. (2018). Translanguaging as a Practical Theory of Language, *Applied Linguistics*, 39(1). <https://doi.org/10.1093/applin/amx039>.
- Wei, Garcia (2022). Not a First Language but One Repertoire: Translanguaging as a Decolonizing Project, *RELC Journal* 53(2), 313-324.
- Wong, C., Mazak, M., & Carroll, K (Eds) (2018). Translanguaging in Higher Education: Beyond Monolingual Ideologies, *Applied Linguistics*, 39(3) <https://doi.org/10.1093/applin/amx032>.

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.
- [Institute for Trauma, Adversity, and Resilience in Higher Ed](#)
This webpage from MassBay Community College provides resources for Trauma Informed Pedagogy, including links to key organizations and individuals versed in Trauma Informed Pedagogy, and a list of recent peer-reviewed articles on the topic.
- [Self-Assessment for Educators](#)
This self-assessment, developed by Janice Carello, is intended for educators interested in creating trauma-informed teaching and learning environments. It includes key principles and associated questions to help instructors assess and structure their classrooms.
- [Self-Assessment for Departments](#)
This self-assessment, also developed by Janice Carello, is intended for departments and programs interested in aligning with trauma-informed pedagogical practice. It includes the same key principles and department and program specific questions for assessment.
- [Mays Imad's Publications](#)
This webpage includes publications and interviews by Dr. Mays Imad, a neurobiologist whose research focuses on stress, self-awareness advocacy, and classroom community, and how these impact student learning and success.
- [5 Strategies for Developing a School-Wide Culture of Healing](#)
This resource presents Dr. Shawn Ginwright's principles of healing-centered engagement, a strength-based social-emotional learning strategy for educators and caregivers.
- [Navigating Difficult Conversations](#)
Our CFDE Canvas Knowledge Hub includes a number of workshops and presentations on navigating difficult conversations.

- [Trauma-Informed and Healing-Centered Pedagogy and Engagement](#)
This is a list of teaching resources on trauma-informed and healing-centered engagement teaching, published by Tufts' Center for the Enhancement of Learning and Teaching.
- [An Instructor's Guide for Implementing Trauma-Informed Pedagogy in Higher Education](#)
This webinar by Dr. Dung Mao and Caroline Toscano, published by QMQuality Matters, explains trauma-informed pedagogy and its principles. A checklist of pedagogical suggestions is provided to guide instructors on implementing a trauma-informed learning experience.
- [Trauma-Aware Teaching Checklist](#)
This teaching checklist by Karen Costa helps educators reflect on their teaching around six principles of trauma-informed care developed by SAMHSA (Substance Abuse and Mental Health Services Administration).
- [Examples of Trauma-Informed Teaching and Learning in College Classrooms](#)
This is a list of examples of trauma-informed practices developed by Janice Carello, PhD, LMSW.
- [Principles for Trauma-Informed Teaching and Learning](#)
This list, developed by Dr. Janice Carello, presents eight principles that can support trauma-informed teaching.
- [Types of Trauma: Teaching Tools](#)
This resource from the University of Denver presents a list of different types of trauma and resources to address them in teaching and learning.
- [Why Our Trauma-Informed Teaching Must Be More Culturally Responsive](#)
This article by Helen Thomas in EdSurge discusses how trauma-informed teaching can also be culturally responsive to meet the needs of our diverse students.
- [Role-Clarity and Boundaries for Trauma-Informed Teachers](#)
This article by Alex Shevrin Venet explores how role clarity and boundaries can help instructors enact trauma-informed teaching in ways that support their specific students and teaching situations.
- [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#)
From the Substance Abuse and Mental Health Services Administration's Trauma and Justice Strategic Initiative, this resource from July 2014 provides

readers with a working concept of trauma and details for developing a trauma-informed approach. See pages 10 through 16 for an extensive framework.

- [The Body Keeps the Score](#)

In *The Body Keeps the Score*, Bessel van der Kolk explores traumatic stress using extensive data gathered over the course of 30 years. He reveals how trauma rearranges the brain's wiring—specifically areas dedicated to pleasure, engagement, control, and trust. The book also offers techniques for mitigating the effects of trauma.

- [The Science of How Our Minds and Our Bodies Converge in the Healing of Trauma](#)

For individuals interested in purchasing an electronic or physical version of *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*, Popova provides an extensive book review and includes excerpts that help contextualize the theoretical underpinnings in understanding trauma.

- [Trauma-Informed Online Teaching: Essential for the Coming Academic Year](#)

The New Social Worker, published online, July 3, 2020. This article discusses the benefits of trauma-informed teaching and learning (TITL), an approach of adopting trauma-informed principles to inform educational practice, policies and procedures.

- [How College Students Viewed This Spring's Remote Learning](#)

Inside Higher Ed, May 20, 2020. In-depth surveys conducted before and after courses were offered provide useful information about the importance of a thoughtful mix of flexibility and structure.

- [Trauma-Informed Teaching with Karen Costa](#)

April 22, 2020. In this podcast, Karen Costa discusses how trauma-informed pedagogy can be used to help students during times of crisis.

- [Trauma-Aware Online Teaching](#)

This is a presentation on trauma and trauma-aware teaching methods that provides educators with tools needed to implement these strategies in online classrooms.

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 placed trigger warnings under more scrutiny, the article gives its readers factors to consider whether to abandon trigger warnings all together.