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Advancing Inclusion and Anti-Racism in the College Classroom

A RUBRIC AND RESOURCE
GUIDE FOR INSTRUCTORS

Berkeley
UNIVERSITY OF CALIFORNIA



DEPARTMENT *of* ENVIRONMENTAL
SCIENCE, POLICY, AND MANAGEMENT

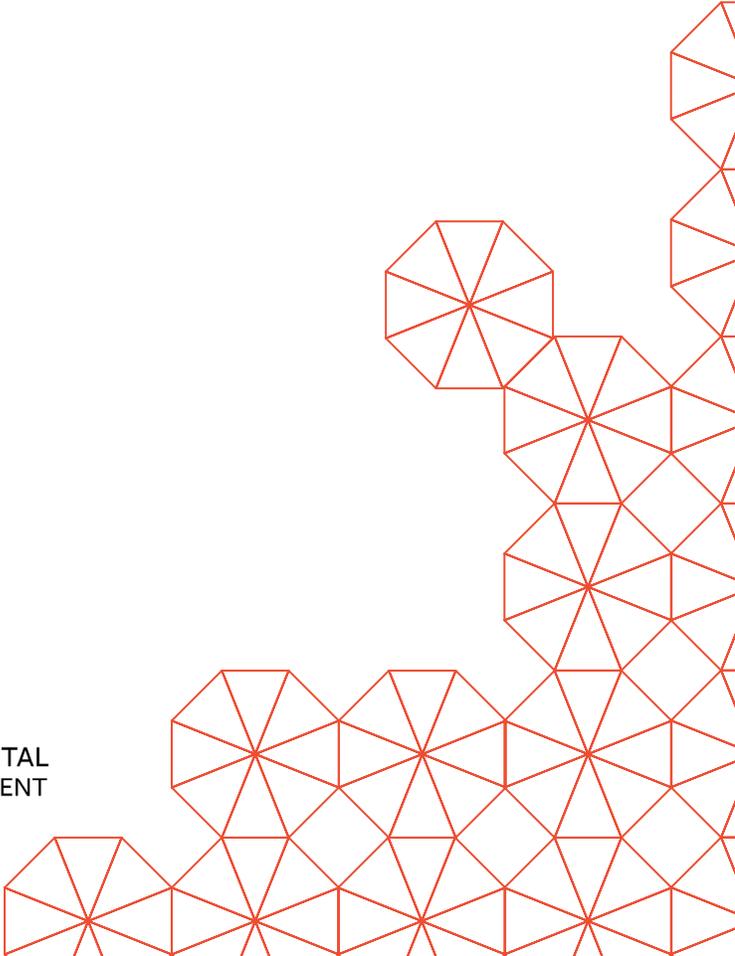


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Introduction

Practices in our classrooms change the course of students' academic trajectories, self-confidence, and ultimately, their perceptions of how they are respected or included in our broader society. Our teaching practices, especially in large introductory classes that can act as gatekeepers, have a multiplicative impact on our students' lives—for good, or for bad.

While several tools for designing effective learning experiences already exist, few tools address for anti-racist pedagogy. Anti-racist pedagogy enhances learning and facilitates positive, meaningful experiences for all students—minoritized and dominant communities alike. All students benefit from equitable teaching approaches that center student experiences and incorporate a critical and justice-focused lens within the classroom. As instructors, we have a unique opportunity and responsibility to move toward anti-racist teaching practices.

This tool aims to support instructors in developing anti-racist approaches to course design and teaching practices in the undergraduate and graduate setting. It offers an accessible, and user-friendly entry-point for instructors interested in considering how their instructional choices impact student outcomes. The resource guide provides instructors a range of ideas and options to help instructors through a process of modifying their courses. The guide is meant for self-assessment, rather than for others to score courses or instructors, and is designed to facilitate progressive refinement toward anti-racist teaching over time.

How to use this tool

- This tool identifies 30 topics that enable instructors to focus on specific areas of their teaching practice.
- For each topic, we provide guidance at two levels: **Level 1** reflects actions taken by an instructor who is beginning to make some changes or reflect on these topics; **Level 2** adds to Level 1 and reflects actions consistent with a more substantial redesign.
- **Relevant resources** for each topic allow instructors to engage more deeply. These resources provide entry-points into the education research literature and offer instructor-friendly introductions to topics that may be unfamiliar to some (e.g., on implicit biases).
- To ease implementation, the guide provides a list of **sample activities** or design choices relevant for small or large classes, especially in an environmental science context.

This resource guide presents a set of resources and guidelines for instructors that enables multiple entry-points into anti-racist pedagogy. Developed in collaboration between University of California, Berkeley's Department of Environmental Science, Policy, and Management and the Center for Teaching & Learning, this tool situates itself in the context of 2021, but remains a living document to be further developed by others and customized to the circumstances of other departments, campuses, and disciplines.

Summary



I. Write syllabus to focus on learning, promote belonging and growth, and emphasize high expectations

Subsection	Level 1	Level 2
1. Clarity and student-centering of learning outcomes	<ul style="list-style-type: none">□ Present learning outcome goals in syllabus.□ State outcomes as action statements to specify what students who master the class will take away.□ Represent learning objectives (e.g., course skill, topic, or concept) in one or more formative assessments in the course.	<ul style="list-style-type: none">□ Level 1 items.□ Instructors and students co-determine learning outcomes.
2. Tone and student valuation	<ul style="list-style-type: none">□ Directly state a goal to promote a sense of belonging and inclusivity.*Use a writing tone that welcomes diverse student perspectives	<ul style="list-style-type: none">□ Level 1 items.□ Course activities or assessments clearly indicate how course will incorporate student perspectives.
3. Effective learning habits	<ul style="list-style-type: none">□ Include in syllabus guidance on process skills and study skills that important for success.	<ul style="list-style-type: none">□ Level 1 items.□ Syllabus includes opportunities to explicitly develop process/study skills through activities or revision of work.
4. Basic needs and student resources	<ul style="list-style-type: none">□ Provide descriptions and contact information about on-campus resources (e.g., for housing, food security, mental health, protection from harassment and sexual assault).	<ul style="list-style-type: none">□ Level 1 items.□ Syllabus offers instructor support in discussing/supporting student needs in these areas.
5. Disability and universal access	<ul style="list-style-type: none">□ Explicitly state in syllabus support for disability, including links to tangible campus disability resources.	<ul style="list-style-type: none">□ Level 1 items.□ Design all assignments and activities are universally designed to be accessible to all students via multiple options for participation and engagement.
6. Peer-to-peer support and teamwork	<ul style="list-style-type: none">□ Provide mechanisms for peer support or establishment of peer groups.□ The syllabus includes a statement emphasizing the value of teamwork.	<ul style="list-style-type: none">□ Level 1 items.□ Instructor and students co-create community guidelines or team contracts, which are used to support open and brave discussions and work.□ Detail incentives for using these support mechanisms.

II.

Explore student and instructor positionality

Subsection	Level 1	Level 2
1. Center students' lived experiences through course design	<ul style="list-style-type: none">❑ Welcome lived experiences of students in course activities or assignments.	<ul style="list-style-type: none">❑ Level 1 items.❑ Depending on course size and structure, engage students in co-creating or choosing some elements of the course design, activities, or assessments.❑ In instructor introductions, model naming one's own identities and cultural background and naming how that informs one's approach to the topic and role in the classroom.❑ Acknowledge identity-based privileges (e.g., if they exist around race, gender, class, citizenship, etc.).
2. Recognize instructor implicit bias, privilege and positionality	<ul style="list-style-type: none">❑ Instructor identifies implicit biases and, through self-reflection or self-assessment, their impact on learning.❑ Include at least one learning activity emphasizing stereotype threats.	<ul style="list-style-type: none">❑ Level 1 items.❑ Instructor self-reports steps taken (which may or may not be described on the syllabus) to minimize the impact of instructor's implicit biases on student interactions/assessment.

III.

Design assessments to match learning outcomes and provide student flexibility

1. Late work and attendance policies	<ul style="list-style-type: none">❑ Provide a calendar of important due dates.❑ Describe a late policy that allows students some flexibility in dropping assignments, possibly with penalties.	<ul style="list-style-type: none">❑ Level 1 items.❑ Ensure syllabus normalizes and expects challenges to student participation.❑ Employ grading practices that support flexibility and accountability in students' submission of work.
2. Extra credit	<ul style="list-style-type: none">❑ Ensure that extra credit, when included, is equally available to all students (e.g., does not favor students who have more time to complete additional assignments outside of class) and does not demand additional time beyond that already allocated to in-class time or regular course assignments.	<ul style="list-style-type: none">❑ Level 1 items.❑ Avoid extra credit in favor of flexibility with regular assignments (see above) that permits students to make up missed assignments or revise submissions.
3. Grading and rubrics	<ul style="list-style-type: none">❑ Present a grading rubric or checklist that aligns with learning objectives for some assignments.	<ul style="list-style-type: none">❑ Level 1 items.❑ Deploy a grading rubric or checklist aligned with learning objectives for all assignments.❑ Use rubrics to provide meaningful student feedback and backwards-design teaching.
4. Grading approach	<ul style="list-style-type: none">❑ Use a grading approach that encourages learners toward progress, including holistic	<ul style="list-style-type: none">❑ Break down large assignments into components to facilitate ongoing feedback

Subsection	Level 1	Level 2
	modalities and steps (e.g., beginning, emerging, proficient).Level 1 items.	and opportunities to improve work.
5. Assessments	<ul style="list-style-type: none"> ❑ Offer variability in formative and summative assessments, in terms of both level of learning and format of assignment. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Provide students with some choice over which assignments they submit for grading. ❑ Present opportunities for revision.
6. Examples of high-quality work	<ul style="list-style-type: none"> ❑ Provide examples of high- and/or low-quality work for some key assessments. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Provide students with opportunities to peer-discuss prior or apply grading rubrics to student work.

IV.

Establish an inclusive learning environment for all students

1. Student identity	<ul style="list-style-type: none"> ❑ Give students opportunities to privately specify their name and pronouns at the beginning of the course. ❑ Use each student's preferred name and pronoun. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Encourage students to privately provide a short optional biography with information about themselves and their goals.
2. Course costs	<ul style="list-style-type: none"> ❑ Ensure that course materials are affordable. ❑ Ensure that field and lab experiences have moderate fees, or waivers are available. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Ensure course materials are free. ❑ Provide field or lab experiences at no cost to students.
3. Relationship building	<ul style="list-style-type: none"> ❑ Provide opportunities for students and instructors to get to know each other as individuals. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Incorporate this information into teaching.
4. Instructor accessibility	<ul style="list-style-type: none"> ❑ Clearly communicate available office/student hours. ❑ Allow students to communicate using other means. ❑ Respond to student questions and concerns, and state boundaries on accessibility (e.g., not responding to emails on weekends). 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Provide office/student hours in both group and individual formats. ❑ Offer virtual office hours.
5. Acknowledge and address potential student trauma	<ul style="list-style-type: none"> ❑ Normalize students being able to take small breaks from learning as needed. ❑ Explicitly acknowledge diverse experiences and challenges faced by students (e.g., caregiving, financial challenges, racist actions by others, etc.) as they complete class material. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Acknowledge and discuss difficult issues affecting students' lives. ❑ Provide structure in-class opportunities for student check-ins and reflection.

V.

Communicate and reinforce norms and expectations for interactions, participation or engagement

Subsection	Level 1	Level 2
1. Proactive communication	<ul style="list-style-type: none">□ Communicate with students about issues with attendance, participation, and class performance.□ Commend students for excellent engagement, performance, and/or improvement.	<ul style="list-style-type: none">□ Level 1 items.□ Highlight student welfare inside and outside the class. <p>*State instructor's process for addressing student concerns that arise.</p>
2. Conflict resolution	<ul style="list-style-type: none">□ Implement practices to address conflicts between students or between students and instructors.	<ul style="list-style-type: none">□ Level 1 items.□ Co-develop with students practices to address conflicts between students or between students and instructors.
3. Community guidelines	<ul style="list-style-type: none">□ Provide community guidelines that foster an atmosphere of mutual respect, collaborative inquiry, and belonging, including how to deal with challenging material that may provoke strong student opinions or identity-based negative reactions.	<ul style="list-style-type: none">□ Level 1 items.□ Co-create with students and deploy community guidelines designed to support open and brave discussions, when applicable.

VI.

Use student feedback and outcomes to enhance teaching and learning

1. Student feedback	<ul style="list-style-type: none">□ Clarify how and when students can provide feedback on course structure and experience.	<ul style="list-style-type: none">□ Level 1 items.□ Explain how feedback will be used to improve instruction.
2. Systematic analysis of teaching and student learning	<ul style="list-style-type: none">□ Embed assessments to investigate how students learn in the class. Identify topics, skills, or concepts that particularly challenge students. Determine whether some groups navigate these challenges differently than other student groups, or ways in which the course may privilege certain student groups over others.	<ul style="list-style-type: none">□ Level 1 items.□ Collect over multiple semesters evidence of student learning to identify patterns and themes of student learning and experiences.□ Conduct structured interviews with students, alumni, faculty, teaching staff, and other colleagues to develop a richer understanding of teaching and learning.

VII.

Orient curricular materials explicitly toward social justice

1. Examine historical and contemporary injustices that disproportionately impact certain societal groups, and examine positive examples of social justice appropriate to course content	<ul style="list-style-type: none">□ Define social justice and, in ways relevant to class, address strategies to mitigate injustices.□ Present a list of topics related to social justice themes that engage students with class content.	<ul style="list-style-type: none">□ Level 1 items.□ Invite students to suggest readings or bring in articles to share with the class related to social justice-themes.□ Encourage students to co-create assignments with explicit social-justice goals or community partnerships.
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Subsection	Level 1	Level 2
2. Addressing (in) justice and intersectionality	<ul style="list-style-type: none"> ❑ Provide one course component that critically examines various forms of (in) justice and reflects on intersectionality. ❑ Provide opportunities to reflect on identity, bias, and privilege, and to incorporate new understandings into practice. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Provide multiple course components that critically examine various forms of (in) justice, and that encourage ongoing self-reflection and intersectional approaches. ❑ Integrate into entire curriculum understandings of bias, identity, and privilege in scientific practice.

VIII. Focus curricular materials toward anti-colonialism

1. Incorporate multiple methods for students to demonstrate knowledge	<ul style="list-style-type: none"> ❑ Examine and revise course syllabi for varied methods of student response, communication, and composition/ construction of knowledge. Ask if the course favors one format, such as public speaking or academic writing, over others. When assessing student knowledge, ask if assessments favor one testing format, such as quizzes or essay writing, over others. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Provide one or more assessments that offer students opportunity to choose preferred formats from a prepared list.
2. Explicitly examine politics and values around knowledge production in the discipline	<ul style="list-style-type: none"> ❑ Incorporate multiple means of knowledge generation in course syllabi. Make space for knowledge sources well-recognized outside of traditional academia, like storytelling, poetry, interviews, memoirs, etc. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Critically explore with students how the discipline/class centers dominant approaches to knowledge production. Provide opportunities for critical reflection or engagement with alternative epistemologies.
3. Alternative epistemologies	<ul style="list-style-type: none"> ❑ Include in curriculum alternative epistemologies or views on course topics through written or recorded material. ❑ Present alternative viewpoints respectfully as contemporary, and exclude outdated or stereotyped portrayals of communities or issues. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Include alternative epistemologies without imposing additional service burdens on, for example, non-white instructors or community members, except through long-term and transparent relationship building.

IX. Make curricular materials anti-racist

1. Share vocabulary and understanding of various racisms (structural, individual, etc.)	<ul style="list-style-type: none"> ❑ Include content that encourages understanding different types of racism in the discipline. 	<ul style="list-style-type: none"> ❑ Level 1 items. ❑ Class explicitly develops shared vocabulary and encourages the understanding of how racisms have been/are perpetuated by the field/discipline, as well as how various racisms can be addressed.
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Subsection	Level 1	Level 2
2. Critically examine white supremacy	<ul style="list-style-type: none"> Reflect on teaching practices and assumptions that may implicitly or explicitly promote white supremacy. 	<ul style="list-style-type: none"> Level 1 items. Require students to reflect on and discuss manifestations of white supremacy in the discipline or field. Task students with sharing uncommon, unexpected, or unrecognized contributions to the discipline or field.
3. Examine BIPOC scholarly and historical contributions	<ul style="list-style-type: none"> Include significant representation of BIPOC scholarship throughout the curriculum. 	<ul style="list-style-type: none"> Level 1 items. Explicitly center BIPOC contributions throughout the curriculum and teach non-white histories of a field.

X.

Include Indigenous perspectives

1. Acknowledge land and sovereignty	<ul style="list-style-type: none"> Critically reflect on whether/how the institution and class depend on land and resources that once belonged or currently belong to Indigenous peoples. Read about the history of the institution's origins and land. 	<ul style="list-style-type: none"> Level 1 items. Include a land acknowledgment in the syllabus and teaching, developed in collaboration with local stakeholders and institutions. Orient class projects toward repairing or addressing relevant past injustices.
2. Engage with community and land	<ul style="list-style-type: none"> In class materials, promote relational values between people, land, and nature. Offer views that dismantle notions that separate people and nature as entities. 	<ul style="list-style-type: none"> Level 1 items. Include activities that directly engage with land and nature.

I.

Write syllabus to be learning focused, promote belonging and growth, and emphasize high expectations

1. Clarity and student-centering of learning outcomes

Level 1

- ❑ Present learning outcome goals in syllabus.
- ❑ State outcomes as action statements to specify what students who master the class will take away.
- ❑ Represent learning objectives (e.g., course skill, topic, or concept) in one or more formative assessments in the course.

Level 2

- ❑ Level 1 items.
- ❑ Co-determine learning outcomes with students.

Examples and Ideas:

- ❑ In the first week of a small class, invite students to articulate their desired outcomes and goals from the class, and discuss how these goals fit with the course design. Schedule course meetings to cover topics supported by the students.
- ❑ In a larger class, determine the topic and structure of at least one lecture based on student feedback.

Resources for Instructors:

- Berkeley CTL resource on writing effective learning objectives: <https://teaching.berkeley.edu/resources/course-design-guide/establish-course-level-learning-objectives>.
- Berkeley CTL on course design: <https://teaching.berkeley.edu/resources/course-design-guide>.
- Examples of LOs that are student-centered, measurable, and actionable LOs: <https://www.cmu.edu/teaching/designteach/design/learningobjectives-samples/index.html>.
- Resource from UC Davis (see sections on writing LOs and designing assessments): <https://canvas.ucdavis.edu/courses/34528/pages/writing-good-learning-outcomes>.
- Wiggins, G., and McTighe, J. (2005). Understanding by Design: <https://www.ascd.org/books/understanding-by-design-expanded-2nd-edition>.
- Fink, L.D. (2013). A Self-Directed Guide to Designing Courses for Significant Learning: <http://www.bu.edu/sph/files/2011/06/selfdirected1.pdf>.
- Weimer, M. (2002). Learner-Centered Teaching: Five Key Changes to Practice.
- Angelo, T.A., and Cross, K.P. (1993). Classroom Assessment Techniques: a Handbook for College Teachers.

2. Tone and student valuation

Level 1

- ❑ Directly state a goal to promote a sense of belonging and inclusivity.
*Use a writing tone that welcomes diverse student perspectives

Level 2

- ❑ Level 1 items.
- ❑ Course activities or assessments clearly indicate how course will incorporate student perspectives.

Examples and Ideas:

- ❑ Provide opportunities for students to share information on themselves and their needs via a survey or handwritten index card.
- ❑ Assign tasks that require students to draw on their lived experiences (e.g., connecting past experiences in city parks to an essay on the health impacts of biodiversity).

Resources for Instructors:

- Syllabus Review Tool, a downloadable guide on syllabus language and tone: <http://cue-equitytools.usc.edu>.
- Syllabus example, Humanizing Online Courses: <https://brocansky.com/humanizing/liquidsyllabus>.

3. Effective learning habits

Level 1

- ❑ Include in syllabus guidance on process skills and study skills that important for success.

Level 2

- ❑ Level 1 items.
- ❑ Syllabus includes opportunities to explicitly develop process/study skills through activities or revision of work.

Examples and Ideas:

- ❑ Provide guides for how to study effectively for exams.
- ❑ Discuss how to read journal articles before introducing primary literature.
- ❑ Give students who performed poorly on an assessment a self-reflection form to explore the skills / actions they did / did not take in preparing for the assignment.

Resources for Instructors:

- The Purpose of a Syllabus: <http://cte.unm.edu/assets/docs/resources/parkes-on-syllabus.pdf>.

4. Basic needs and student resources

Level 1

- ❑ Provide descriptions and contact information about on-campus resources (e.g., for housing, food security, mental health, protection from harassment and sexual assault).

Level 2

- ❑ Level 1 items.
- ❑ Syllabus offers instructor support in discussing/supporting student needs in these areas.

Examples and Ideas:

- ❑ Use a positive tone to describe support in accessing these resources.
- ❑ Provide a statement encouraging students to use supporting resources to promote physical and mental wellness, showing that student wellbeing is prioritized above course grades.

Resources for Instructors:

- For further discussion on tone, see for example: <http://cue-equitytools.usc.edu> (particularly the downloadable appendix).

5. Disability and universal access

Level 1

- ❑ Explicitly state in syllabus support for disability, including links to tangible campus disability resources.

Level 2

- ❑ Level 1 items.
- ❑ Design all assignments and activities are universally designed to be accessible to all students via multiple options for participation and engagement.

Examples and Ideas:

- ❑ Assign field journals that are completed either via visual observations or auditory observations.
- ❑ Allow discussion participation to be synchronous or asynchronous via web platform.

Resources for Instructors:

- Resource on what accommodations may or may not look like in learning spaces: <https://dsp.berkeley.edu/faculty/resources-faculty/teaching-and-inclusive-design>.
- Example syllabi statements: <https://www.bates.edu/accessible-education/faculty/sample-syllabus-statement>.
- CTL handout on Universal Design for Learning (access requires Cal ID): https://docs.google.com/document/d/1ymzqEZXplDM6g7noH7kX_8mjinHsd6TvPWTUOdhoY_5Q/edit?usp=sharing.

6. Peer-to-peer support and teamwork

Level 1

- ❑ Describe mechanisms for peer support or establishment of peer groups.
- ❑ Include in syllabus a statement emphasizing the value of teamwork.

Level 2

- ❑ Level 1 items.
- ❑ Co-create community guidelines or team contracts to support open and brave discussions and work.
- ❑ Detail incentives for using these support mechanisms.

Examples and Ideas:

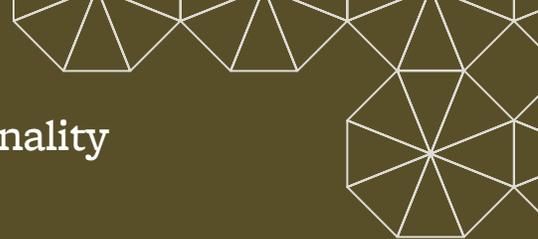
- ❑ Set up a web forum, learning circles, study groups, etc. (e.g., breakout rooms, think-pair-share, group assignments).
- ❑ Use the forum to support student peer review of draft work prior to submission for grading.

Resources for Instructors:

- Group Work: <https://poorvucenter.yale.edu/GroupWork>.
- Heller, P., and Hollabaugh, H. (1992). Teaching problem solving through cooperative grouping. Part 2: Designing problems and structuring groups. *American Journal of Physics*. 60(7), 637-644.
- Michaelson, L.K., and Black, R.H. (1994). Building learning teams: The key to harnessing the power of small groups in higher education. In *Collaborative Learning: A Sourcebook for Higher Education*, Vol. 2, pp. 65-81. State College, PA: National Center for Teaching, Learning, and Assessment.
- Michaelson, L.K., Fink, L.D., and Knight, A. (1997). Designing effective group activities: Lessons for classroom teaching and faculty development. In D. Dezure (ed.) *To Improve the Academy*, Vol. 16, pp. 373-398. Stillwater, OK: POD Network.
- Student Teams in the Engineering Classroom and Beyond: Setting up students for success: https://crlt.umich.edu/sites/default/files/resource_files/CRLT_no29.pdf.
- Making Group Contracts: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts>.

II.

Explore student and instructor positionality



1. Center students' lived experiences through course design

Level 1

- ❑ Welcome lived experiences of students in course activities or assignments.

Level 2

- ❑ Level 1 items.
- ❑ Depending on course size and structure, engage students in co-creating or choosing some elements of the course design, activities, or assessments.
- ❑ In instructor introductions, model naming one's own identities and cultural background and naming how that informs one's approach to the topic and role in the classroom.
- ❑ Acknowledge identity-based privileges (e.g., if they exist around race, gender, class, citizenship, etc.).

Examples and Ideas:

- ❑ Assign an open-ended natural history journal centered in a local place.
- ❑ Assign a research project enabling students to interview family members for their experiences of climate change.
- ❑ Give students opportunities to submit questions for inclusion on exams.

Resources for Instructors:

- Group Work: <https://poorvucenter.yale.edu/GroupWork>.
- Heller, P., and Hollabaugh, H. (1992). Teaching problem solving through cooperative grouping. Part 2: Designing problems and structuring groups. *American Journal of Physics*. 60(7), 637-644.
- Michaelson, L.K., and Black, R.H. (1994). Building learning teams: The key to harnessing the power of small groups in higher education. In *Collaborative Learning: A Sourcebook for Higher Education*, Vol. 2, pp. 65-81. State College, PA: National Center for Teaching, Learning, and Assessment.
- Michaelson, L.K., Fink, L.D., and Knight, A. (1997). Designing effective group activities: Lessons for classroom teaching and faculty development. In D. Dezure (ed.) *To Improve the Academy*, Vol. 16, pp. 373-398. Stillwater, OK: POD Network.
- Student Teams in the Engineering Classroom and Beyond: Setting up students for success: https://crlt.umich.edu/sites/default/files/resource_files/CRLT_no29.pdf.
- CBE-LSE Teaching Guide (see group work guide): <https://lse.ascb.org/evidence-based-teaching-guides/inclusive-teaching>.

2. Recognize instructor implicit bias, privilege and positionality

Level 1

- ❑ Instructor identifies implicit biases and, through self-reflection or self-assessment, their impact on learning.
- ❑ Include at least one learning activity emphasizing stereotype threats.

Level 2

- ❑ Level 1 items.
- ❑ Instructor self-reports steps taken (which may or may not be described on the syllabus) to minimize the impact of instructor's implicit biases on student interactions/ assessment.

Examples and Ideas:

- ❑ Set the tone for classroom climate and learning environment by crafting a diversity and inclusion statement to include in the syllabus.
- ❑ Write about how learners can expect to navigate the learning environment and how the instructor will support students of all backgrounds and communities.

Resources for Instructors:

- Stereotype threat definitions: <https://advisingmatters.berkeley.edu/understanding-stereotype-threat>.
- Tips for writing a diversity and inclusion statement: <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>.
- Example diversity and inclusion statements: https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity_InclusionSyllabiSamples.pdf.
- Steele, C. (2010). Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do. <https://wnnorton.com/books/Whistling-Vivaldi>.

III.

Design assessments to match learning outcomes and provide student flexibility

1. Late work and attendance policies

Level 1

- ❑ Provide a calendar of important due dates.
- ❑ Describe a late policy that allows students some flexibility in dropping assignments, possibly with penalties.

Level 2

- ❑ Level 1 items.
- ❑ Ensure syllabus normalizes and expects challenges to student participation.
- ❑ Employ grading practices that support flexibility and accountability in students' submission of work.

Examples and Ideas:

- ❑ Allow students to either miss with no penalty, or submit late without excuse, a set number of assignments in order to support family emergencies, work scheduling, etc.

Resources for Instructors:

- Schinke, J., and Tanner, K. (2014). Teach More by Grading Less (or Differently): <https://www.lifescied.org/doi/pdf/10.1187/cbe.cbe-14-03-0054>.
- Nilson, L. (2014). Specifications Grading: Restoring Rigor, Motivating Students.
- Specifications Grading, summary article, Inside Higher Ed: <https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay>.
- Antiracist Writing Assessment Ecologies: Teaching & Assessing Writing for a Socially Just Future: <https://wac.colostate.edu/books/perspectives/inoue>.
- Labor-Based Grading Contracts: Building Equity & Inclusion in the Compassionate Writing Classroom: <https://wac.colostate.edu/books/perspectives/labor>.
- Feldman, J. (2018). Grading for Equity. First chapter: <https://gradingforequity.org/wp-content/uploads/2018/08/grading-for-equity-prologue-chp-1.pdf>.
- Grading for Equity, summary article, Inside Higher Ed: <https://www.insidehighered.com/views/2020/01/27/advice-how-make-grading-more-equitable-opinion>.
- Blum, S. (2020). Ungrading: Why Rating Students Undermines Learning (and What to Do Instead): <https://wvupressonline.com/node/844>.
- Ungrading, summary article, Inside Higher Ed: <https://www.insidehighered.com/news/2019/04/02/professors-reflections-their-experiences-ungrading-spark-renewed-interest-student>.

2. Extra credit

Level 1

- ❑ Ensure that extra credit, when included, is equally available to all students (e.g., does not favor students who have more time to complete additional assignments outside of class) and does not demand additional time beyond that already allocated to in-class time or regular course assignments.

Level 2

- ❑ Level 1 items.
- ❑ Avoid extra credit in favor of flexibility with regular assignments (see above) that permits students to make up missed assignments or revise submissions.

Examples and Ideas:

- ❑ Provide an extra credit question on an exam or an extra credit assignment to complete during class or section time.

Resources for Instructors:

- Feldman, J. (2018). Grading for Equity. First chapter: <https://gradingforequity.org/wp-content/uploads/2018/08/grading-for-equity-prologue-chp-1.pdf>.
- Grading for Equity, summary article, Inside Higher Ed: <https://www.insidehighered.com/views/2020/01/27/advice-how-make-grading-more-equitable-opinion>.

3. Grading and rubrics

Level 1

- ❑ Present a grading rubric or checklist that aligns with learning objectives for some assignments.

Level 2

- ❑ Level 1 items.
- ❑ Deploy a grading rubric or checklist aligned with learning objectives for all assignments.
- ❑ Use rubrics to provide meaningful student feedback and backwards-design teaching.

Examples and Ideas:

- ❑ Share rubrics with students in advance of grading.
- ❑ Have students use rubrics to pre-assess drafts of theirs or their peers' work prior to final grading.

Resources for Instructors:

- Allen, D., and Tanner, K. (2006). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *CBE—Life Sciences Education*, 5(3), 197-203.
- Berkeley CTL's resource on rubrics: <https://teaching.berkeley.edu/resources/course-design-guide/design-effective-assessments/assessment-rubrics>.

4. Grading approach

Level 1

- ❑ Use a grading approach that encourages learners toward progress, including holistic modalities and steps (e.g., beginning, emerging, proficient).

Level 2

- ❑ Level 1 items.
- ❑ Break down large assignments into components to facilitate ongoing feedback and opportunities to improve work.

Examples and Ideas:

- ❑ Use specifications grading instead of a points-based grading system.

Resources for Instructors:

- Schinkse, J., and Tanner, K. (2014). Teach More by Grading Less (or Differently): <https://www.lifescied.org/doi/pdf/10.1187/cbe.cbe-14-03-0054>.
- Nilson, L. (2014). Specifications Grading: Restoring Rigor, Motivating Students.
- Specifications Grading, summary article, Inside Higher Ed: <https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay>.
- Antiracist Writing Assessment Ecologies: Teaching & Assessing Writing for a Socially Just Future: <https://wac.colostate.edu/books/perspectives/inoue>.
- Labor-Based Grading Contracts: Building Equity & Inclusion in the Compassionate Writing Classroom: <https://wac.colostate.edu/books/perspectives/labor>.
- Feldman, J. (2018). Grading for Equity. First chapter: <https://gradingforequity.org/wp-content/uploads/2018/08/grading-for-equity-prologue-chp-1.pdf>.
- Grading for Equity, summary article, Inside Higher Ed: <https://www.insidehighered.com/views/2020/01/27/advice-how-make-grading-more-equitable-opinion>.
- Blum, S. (2020). Ungrading: Why Rating Students Undermines Learning (and What to Do Instead): <https://wvupressonline.com/node/844>.
- Ungrading, summary article, Inside Higher Ed: <https://www.insidehighered.com/news/2019/04/02/professors-reflections-their-experiences-ungrading-spark-renewed-interest-student>.

5. Assessments

Level 1

- ❑ Offer variability in formative and summative assessments, in terms of both level of learning and format of assignment.

Level 2

- ❑ Level 1 items.
- ❑ Provide students with some choice over which assignments they submit for grading.
- ❑ Present opportunities for revision.

Examples and Ideas:

- ❑ Have students choose among different assignments to demonstrate mastery. Review and return submitted work to students for revision and final grading.

Resources for Instructors:

- Angelo, T.A., and Cross, K.P. (1993). Classroom Assessment Techniques: A Handbook for College Teachers.
- Berkeley CTL resource on equitable assessments (access requires Cal ID): https://docs.google.com/document/d/1ymzqEZxpIDM6g7noH7kX_8mjinHsd6TvPWTUOdhoY_5Q/edit?usp=sharing.
- Designing effective assessments: <https://teaching.berkeley.edu/resources/course-design-guide/design-effective-assessments>.
- Tanner, K., and Allen D (2004). Approaches to biology teaching and learning: from assays to assessments—on collecting evidence in science teaching. Cell Biol Educ 3, 69-74.
- Crowe, A., Dirks, C., and Wenderoth, M. P. (2008). Biology in bloom: implementing Bloom's taxonomy to enhance student learning in biology. CBE—Life Sciences Education, 7(4), 368-381.
- CBE-LSE Teaching Guides (see group “metacognition” guide): <https://lse.ascb.org/evidence-based-teaching-guides/student-metacognition>.

6. Examples of high-quality work

Level 1

- ❑ Provide examples of high- and/or low-quality work for some key assessments.

Level 2

- ❑ Level 1 items.
- ❑ Provide students with opportunities to peer-discuss prior or apply grading rubrics to student work.

Examples and Ideas:

- ❑ Share with students essay responses, some of which received 'A' and others of which received 'C's, from prior course years..
- ❑ Have students discuss and grade the essays, then compare their application of the rubric to that of the instructor.

Resources for Instructors:

- Atkinson, R. K., Derry, S. J., Renkl, A., and Wortham, D. (2000). Learning from examples: Instructional principles from the worked examples research. *Review of Educational Research* , 70 (2), 181-214.
- Chi, M. T., H., Bassok, M., Lewis, M. W., Reimann, P., and Glaser, R. (1989). Self-explanations: How students study and use examples in learning to solve problems. *Cognitive Science*, 13, 145-182.
- Schworm, S., and Renkl, A. (2007). Learning argumentation skills through the use of prompts for self-explaining examples. *Journal of Educational Psychology*, 99 , 285-296.

IV.

Establish an inclusive learning environment for all students

1. Student Identity

Level 1

- ❑ Give students opportunities to privately specify their name and pronouns at the beginning of the course.
- ❑ Use each student's preferred name and pronoun.

Level 2

- ❑ Level 1 items.
- ❑ Encourage students to privately provide a short optional biography with information about themselves and their goals.

Examples and Ideas:

- ❑ Students make tent cards with their name and pronouns on the first day of class and display them throughout the first couple weeks and/or for guest lecturers. Ask participants in online classes to use the pronoun function in Zoom if they want to.

Resources for Instructors:

- Poore-Pariseau, C. (2020). Support Pronoun Disclosure When Students Are Ready: <https://onlinelibrary.wiley.com/doi/epdf/10.1002/dhe.30971>.

2. Course costs

Level 1

- Ensure that course materials are affordable.
- Ensure moderate fees or waivers options for that field and lab experiences.

Level 2

- Level 1 items.
- Ensure course materials are free.
- Provide field or lab experiences at no cost to students.

Examples and Ideas:

- In field classes, use local sites that students can access by walking/bus are used.
- Use free online textbooks or free web resources.

Resources for Instructors:

- Jenkins, J., et al. (2020). Textbook Broke: Textbook Affordability as a Social Justice Issue: <https://jime.open.ac.uk/articles/10.5334/jime.549>.

3. Relationship building

Level 1

- Provide opportunities for students and instructors to get to know each other as individuals.

Level 2

- Level 1 items.
- Incorporate this information into teaching.

Examples and Ideas:

- Include at least one activity designed for instructors to learn about students (e.g., name placard, introductory biography, 1:1 meeting, etc.).

Resources for Instructors:

- Community Building Activities: <https://onehe.org/equity-unbound>.
- Classroom Icebreakers: <https://www.cultofpedagogy.com/classroom-icebreakers>.

4. Instructor accessibility

Level 1

- Clearly communicate available office/student hours.
- Allow students to communicate using other means.
- Respond to student questions and concerns, and state boundaries on accessibility (e.g., not responding to emails on weekends).

Level 2

- Level 1 items.
- Provide office/student hours in both group and individual formats.
- Offer virtual office hours.

Examples and Ideas:

- Regularly remind students of office hours and highlight successful outcomes from them.
- Allow students to book private online meetings using a service like Calendly.

Resources for Instructors:

- Teach the Earth (2007). Immediacy in the Classroom: Research and Practical Implications: <https://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html>.
- Lundberg, C. A., and Schreiner, L. A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: An analysis by student race/ethnicity. *Journal of College Student Development*, 45(5), 549-565.
- Witt, P. L., et al. (2004). A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs*, 71(2), 184-207.
- Micari, M., and Calkins, S. (2021). Is it OK to ask? The impact of instructor openness to questions on student help-seeking and academic outcomes. *Active Learning in Higher Education*, 22(2), 143-157.
- Consider language and framing, including around email and office hours: Harrison, C. D., Nguyen, T. A., et al. (2019). Investigating instructor talk in novel contexts: Widespread use, unexpected categories, and an emergent sampling strategy. *CBE—Life Sciences Education*, 18(3), ar47.

5. Acknowledge and address potential student trauma

Level 1

- ❑ Normalize students being able to take small breaks from learning as needed.
- ❑ Explicitly acknowledge diverse experiences and challenges faced by students (caregiving, financial challenges, racist actions by others, etc.) as they complete class material.

Level 2

- ❑ Level 1 items.
- ❑ Acknowledge and discuss difficult issues affecting students' lives.
- ❑ Provide in-class opportunities for student check-ins and reflection.

Examples and Ideas:

- ❑ Use 5 minutes at the beginning of each class to check in with students and/or discuss contemporary societal issues.
- ❑ Provide option to collaboratively shift class policies and power structures as needed (e.g., in response to pandemic).

Resources for Instructors:

- Trauma-Informed Teaching: <https://academiccommons.columbia.edu/doi/10.7916/d8-gc9d-na95>.
- Fostering a Spirit of Collaboration: <https://laureliversonhitchcock.org/2020/06/08/fostering-a-spirit-of-collaboration-with-social-work-students-during-the-covid-19-pandemic>.

V.

Communicate and reinforce norms and expectations for interactions, participation or engagement

1. Proactive communication

Level 1

- ❑ Communicate with students about issues with attendance, participation, and class performance.
- ❑ Commend students for excellent engagement, performance, and/or improvement.

Level 2

- ❑ Level 1 items.
 - ❑ Highlight student welfare inside and outside the class.
- *State instructor's process for addressing student concerns that arise.

Examples and Ideas:

- ❑ Monitor student attendance and submission of materials to provide interventions for missing/struggling students.
- ❑ Privately praise students for high quality work.

Resources for Instructors:

- Consider language and framing, including around email and office hours: Harrison, C. D., et al. (2019). Investigating instructor talk in novel contexts: Widespread use, unexpected categories, and an emergent sampling strategy. *CBE—Life Sciences Education*, 18(3), ar47. <https://www.lifescied.org/doi/full/10.1187/cbe.18-10-0215>.

2. Conflict resolution

Level 1

- ❑ Implement practices to address conflicts between students or between students and instructors.

Level 2

- ❑ Level 1 items.
- ❑ Co-develop with students practices to address conflicts between students or between students and instructors.

Examples and Ideas:

- ❑ Have students write a team contract with peers for any group projects or small group work occurring in the class.
- ❑ On controversial topics, co-create ground rules for discussion with students.

Resources for Instructors:

- Landis, K. (ed.) (2008). Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education: https://cdn.vanderbilt.edu/vu-wpo/wp-content/uploads/sites/59/2017/03/01130311/Start_Talking_full_book_pdf.pdf.

3. Community Guidelines

Level 1

- ❑ Provide community guidelines that foster an atmosphere of mutual respect, collaborative inquiry, and belonging, including how to deal with challenging material that may provoke strong student opinions or identity-based negative reactions.

Level 2

- ❑ Level 1 items.
- ❑ Co-create with students and deploy community guidelines designed to support open and brave discussions, if applicable.

Examples and Ideas:

- ❑ After the first class session, have small student groups work out team contracts or discussion guidelines. Discuss results in the larger group in a future class session.

Resources for Instructors:

- Guidelines for Classroom Interactions: <https://crlt.umich.edu/examples-discussion-guidelines>.
- Guidelines for Discussing Difficult or High-Stakes Topics: <https://crlt.umich.edu/publinks/generalguidelines>.

VI.

Use student feedback and outcomes to enhance teaching and learning

1. Student feedback

Level 1

- ❑ Clarify how and when students can provide feedback on course structure and experience.

Level 2

- ❑ Level 1 items.
- ❑ Explain how feedback will be used to improve instruction.

Examples and Ideas:

- ❑ Provide an anonymous mid-semester assessment (what should I stop/start/continue doing?).
- ❑ The mid-semester assessment includes questions such as: “Are the community guidelines we established serving the class? Are there any that we need to adjust?”
- ❑ Check in personally with students on how they are doing when providing individual feedback.

Resources for Instructors:

- Rando, W. L. (2001). Writing teaching assessment questions for precision and reflection. *New Directions for Teaching and Learning*, 2001(87), 77-83. <https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.30>.
- Davis, B. G. (2009). *Tools for teaching*. (see Part X).
- CTL Spotlight article: Mid-Semester Check-in: <https://teaching.berkeley.edu/news/spotlight-teaching-and-learning-mid-semester-check>.

2. Systematic analysis of teaching and student learning

Level 1

- ❑ Embed assessments to investigate how students learn in the class. Identify topics, skills, or concepts that particularly challenge students. Determine whether some groups navigate these challenges differently than other student groups, or ways in which the course may privilege certain student groups over others.

Level 2

- ❑ Level 1 items.
- ❑ Collect over multiple semesters evidence of student learning to identify patterns and themes of student learning and experiences.
- ❑ Conduct structured interviews with students, alumni, faculty, teaching staff, and other colleagues to develop a richer understanding of teaching and learning.

Examples and Ideas:

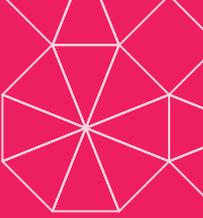
- ❑ Connect students to affinity-based mentoring/tutoring groups.
- ❑ Change demography of teaching team to better match student needs.

Resources for Instructors:

- Gershenson, S., et al. (2016). Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations. <https://www.sciencedirect.com/science/article/abs/pii/S0272775715300959>.
- ACUE (2020). Advancing Academic Equity at Broward College: Improved Course Completion and Passing, Particularly Among Pell-eligible and Black Students; Gender Gaps in Achievement and Participation in Multiple Introductory Biology Classrooms. https://acue.org/wp-content/uploads/2020/06/ACUE_Broward-Tech-Report_100120.pdf.
- Jordt, H., et al. (2017). Values Affirmation Intervention Reduces Achievement Gap between Underrepresented Minority and White Students in Introductory Biology Classes.
- Scholarship of Teaching and Learning: <https://my.vanderbilt.edu/sot/understanding-sot/scholarship-of-teaching-and-learning>.
- Scholarship of Teaching and Learning: <https://facultydevelopment.kennesaw.edu/scholarly-teaching/scholarship-teaching-learning.php>.
- Walter, G., and Cohen, G. (2007). A question of belonging: Race, social fit, and achievement. <https://doi.org/10.1037/0022-3514.92.1.82>.
- Crouch, C., et al. (2004). Classroom Demonstrations: Learning tools or entertainment? <https://works.swarthmore.edu/cgi/viewcontent.cgi?article=1202&context=fac-physics>.
- Smith, M.K., et al. (2009). Why Peer Discussion Improves Student Performance on In-Class Concept Questions: <https://www.science.org/doi/abs/10.1126/science.1165919>.
- Cohen, G., et al. (1999) The Mentor's Dilemma: Providing critical feedback across the racial divide: https://ed.stanford.edu/sites/default/files/the_mentors_dilemma.pdf.
- Micari, M., and Calkins, S. (2019). Is it OK to ask? The impact of instructor openness to questions on student help-seeking and academic outcomes: <https://journals.sagepub.com/doi/abs/10.1177/1469787419846620>.
- Walsh, K., et al. (2019). Equivalent but not the same: Teaching and learning in full semester and condensed summer courses: <https://doi.org/10.1080/87567555.2019.1579702>.

VII.

Orient curricular materials explicitly toward social justice



1. Examine historical and contemporary injustices that disproportionately impact certain societal groups, and examine positive examples of social justice appropriate to course content

Level 1

- ❑ Define social justice and, in ways relevant to class, address strategies to mitigate injustices.
- ❑ Present a list of topics related to social justice themes that engage students with class content.

Level 2

- ❑ Level 1 items.
- ❑ Invite students to suggest readings or bring in articles to share with the class related to social justice-themes.
- ❑ Encourage students to co-create assignments with explicit social-justice goals or community partnerships.

Examples and Ideas:

- ❑ Depending on class size, have a student or groups assemble readings or lead discussion or class about a social justice issue.
- ❑ Present students with counterfactuals: What would more socially just scenarios look like? What if power had been distributed equitably among groups? Would unjust outcomes differ? Co-create elements of your course with students.

Resources for Instructors:

- California Teachers Association, resources on social justice teaching: <https://www.cta.org/our-advocacy/social-justice/social-justice-resources>.
- Cult of Pedagogy, A Collection of Resources for Teaching Social Justice: <https://www.cultofpedagogy.com/social-justice-resources>.
- Learning for Justice Classroom Resources: <https://www.learningforjustice.org/classroom-resources>.
- Journal Committed to Social Change on Race and Ethnicity (JCSCORE): <https://journals.shareok.org/jcscore>.
- Taylor, S.D., et al. (2019). The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice Pedagogy. Journal Committed to Social Change on Race and Ethnicity, 5(2): 133: <https://vtechworks.lib.vt.edu/bitstream/handle/10919/98422/SocialJusticeHigherEducation.pdf?sequence=1&isAllowed=y>.

2. Addressing (in) justice and intersectionality

Level 1

- ❑ Provide one course component that critically examines various forms of (in)justice and reflects on intersectionality.
- ❑ Provide opportunities to reflect on identity, bias, and privilege, and to incorporate new understandings into practice.

Level 2

- ❑ Level 1 items.
- ❑ Provide multiple course components that critically examine various forms of (in)justice; and that encourage ongoing self-reflection and intersectional approaches.
- ❑ Integrate into entire curriculum understandings of bias, identity, and privilege in scientific practice.

Examples and Ideas:

- ❑ In smaller classes, facilitate class discussion that explores underrepresented scholarly perspectives. Ask questions such as: What's missing in seminal scholarship in terms of scientific process, topics, or representations? Why is that the case? This may uncover structural barriers to determining what credible scholarship looks like in a discipline.
- ❑ In large classes, assignments ask students to describe personal experience or reflect upon the applicability of content to their lives and experiences (e.g., How has this affected or not affected your personal life? or How would this topic be viewed differently by a person in group X?).
- ❑ In labs, choose topics or activities that link to contemporary societal issues (e.g., luxury effect on biodiversity, equity issues in conservation planning).

Resources for Instructors:

- Inclusive Pedagogy Toolkit: Power: <https://cndls.georgetown.edu/inclusive-pedagogy/ip-toolkit/power>.
- Awareness of Implicit Bias: <https://poorvucenter.yale.edu/ImplicitBiasAwareness>.
- Awareness of Socioeconomic Diversity: <https://poorvucenter.yale.edu/SocioeconomicDiversityAwareness>.
- Love, B. (2020). We Want To Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom: <https://www.penguinrandomhouse.com/books/622408/we-want-to-do-more-than-survive-by-bettina-love>.
- Abolitionist Teaching Network: <https://abolitionistteachingnetwork.org>.
- Blakeney, A. (2005). Antiracist Pedagogy: Definition, Theory, and Professional Development. *Journal of Curriculum and Pedagogy*, 2(1): 119-132.

VIII.

Focus curricular materials toward anti-colonialism

1. Incorporate multiple methods for students to demonstrate knowledge

Level 1

- ❑ Examine and revise course syllabi for varied methods of student response, communication, and composition/construction of knowledge.
- ❑ Ask if the course favors one format, such as public speaking or academic writing, over others. When assessing student knowledge, consider whether assessments favor one testing format, such as quizzes or essay writing, over others.

Level 2

- ❑ Level 1 items.
- ❑ Provide one or more assessments that offer students opportunity to choose preferred formats from a prepared list.

Examples and Ideas:

- ❑ Students may choose to demonstrate their knowledge in the form of a video diary, portfolio, podcast, website, collaborative assignment, or other alternative assessment format.

Resources for Instructors:

- Barron, N., and Grimm, N. (2002). Addressing Racial Diversity in a Writing Center: Stories and Lessons from Two Beginners. pgs 55-61.
- Pimentel, O. (2017). The Myth of the Colorblind Writing Classroom: White Instructors Confront White Privilege in Their Classrooms. pgs 113-116: <https://wac.colostate.edu/docs/books/antiracist/pimentel.pdf>.
- Bawarshi, A., and Pelkowski, S. (1999). Postcolonialism and the Idea of a Writing Center. pgs. 50-55: <https://www.jstor.org/stable/43442836>.
- Universal Design for Learning: <https://www.cast.org/impact/universal-design-for-learning-udl>.
- Jones, K., and Okun, T. (2001). Dismantling Racism: A Workbook for Social Change Groups: https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf.
- Explore example multimedia course assignments: <https://americancultures.berkeley.edu/cdf/student-projects>.

2. Explicitly examine politics and values around knowledge production in the discipline

Level 1

- ❑ Incorporate multiple means of knowledge generation in course syllabi. Make space for knowledge sources well-recognized outside of traditional academia, like storytelling, poetry, interviews, memoirs, etc.

Level 2

- ❑ Level 1 items.
- ❑ Critically explore with students how the discipline/class centers dominant approaches to knowledge production. Provide opportunities for critical reflection or engagement with alternative epistemologies.

Examples and Ideas:

- ❑ Discuss the following in class: How was this finding or principle generated, and by whom? Were/are other sources of knowledge relevant, but not considered valid or valued (e.g., Indigenous knowledge)? Whose perspectives are valued, and not valued, and why? How do academic and non-academic communities align or differ in their findings or interpretations for the topic?

Resources for Instructors:

- Smith, M., et al. (2019). Indigenous and Decolonizing Studies in Education: Mapping the Long View: <https://www.routledge.com/Indigenous-and-Decolonizing-Studies-in-Education-Mapping-the-Long-View/Smith-Tuck-Yang/p/book/9781138585867>.

3. Alternative epistemologies

Level 1

- ❑ Include in curriculum alternative epistemologies or views on course topics through written or recorded material.
- ❑ Present alternative viewpoints respectfully as contemporary, and exclude outdated or stereotyped portrayals of communities or issues.

Level 2

- ❑ Level 1 items.
- ❑ Include alternative epistemologies without imposing additional service burdens on, for example, non-white instructors or community members, except through long-term and transparent relationship building.

Examples and Ideas:

- ❑ Share Indigenous viewpoints on a topic through transcriptions or recordings of community member voices, and ask students to reflect on how these viewpoints differ or reinforce other ideas learned in the class.

Resources for Instructors:

- An Introduction to Diverse Epistemologies: https://lah.elearningontario.ca/CMS/public/exported_courses/HZT4U/exported/HZT4UU03/HZT4UU03/HZT4UU03A03/_content.html.

IX.

Make curricular materials anti-racist

1. Share vocabulary and understanding of various racisms (structural, individual, etc.)

Level 1

- ❑ Include content that encourages the understanding of different types of racism in the discipline.

Level 2

- ❑ Level 1 items.
- ❑ Explicitly develop a shared vocabulary and encourage the understanding of how racisms have been/are perpetuated by the field/discipline, as well as how various racisms can be addressed.

Examples and Ideas:

- ❑ Include content specifying the role of the discipline in both perpetuating these types of racisms and addressing them.
- ❑ Facilitate a discussion around classroom/community norms, asking questions like: What community attributes will facilitate a productive and honest discussion about how racist and anti-racist actions and behaviors influence our discipline?

Resources for Instructors:

- Guidelines for Classroom Interactions, CRLT: <https://crlt.umich.edu/examples-discussion-guidelines>.
- How should I talk about racism in my mostly white classroom? <https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom>.
- Talking with students about racism, The Chronicle of Higher Education (access requires log in): https://www.chronicle.com/newsletter/teaching/2020-06-18?cid2=gen_login_refresh&cid=gen_sign_in.
- Harbin, M.B., et al. (2019). Teaching Race, Racism, and Racial Justice: Pedagogical Principles and Classroom Strategies for Course Instructors.
- Brookfield, S. (2018). Teaching Race: How to Help Students Unmask and Challenge Racism.

2. Critically examine white supremacy

Level 1

- ❑ Reflect on teaching practices and assumptions that may implicitly or explicitly promote white supremacy.

Level 2

- ❑ Level 1 items.
- ❑ Require students to reflect on and discuss manifestations of white supremacy in the discipline or field.
- ❑ Task students with sharing uncommon, unexpected, or unrecognized contributions to the discipline or field.

Examples and Ideas:

- ❑ Ask students: Who comes to mind when thinking of a typical scholar in your discipline or field? What visible and invisible attributes does this image embody and represent? What can students, as emerging scholars in their field, do to shift the discipline toward a more inclusive understanding of typical scholars and form of practice?
- ❑ Highlight unrecognized scholarly contributions through class presentations, discussion board responses, or small group discussions.
- ❑ Ask whether class practices require students and instructors to privilege individualized contributions, written contributions, knowledge only obtained from expert sources, or treat students as being in low power positions relative to instructors.

Resources for Instructors:

- Feldman, J. (2018). Grading for Equity. First chapter: <https://gradingforequity.org/wp-content/uploads/2018/08/grading-for-equity-prologue-chp-1.pdf>.
- Antiracist Writing Assessment Ecologies: Teaching & Assessing Writing for a Socially Just Future: <https://wac.colostate.edu/books/perspectives/inoue>.
- Inoue, A.B. (2019). Labor-Based Grading Contracts: Building Equity & Inclusion in the Compassionate Writing Classroom: <https://wac.colostate.edu/books/perspectives/labor>.
- Blakeney, A.M. (2005). Antiracist Pedagogy: Definition, Theory, and Professional Development. *Journal of Curriculum and Pedagogy*, 2(1): 119-132.
- Practicing Anti-Racist Pedagogy: <https://sites.lsa.umich.edu/inclusive-teaching/anti-racist-practices>.
- Fritzgerald, A. (2020). Antiracism and Universal Design for Learning: Building Expressways to Success. <http://castpublishing.org/books-media/antiracism-universal-design-learning>.
- Jones, K., and Okun, T. (2001). Dismantling Racism: A Workbook for Social Change Groups. https://www.dismantlingracism.org/uploads/4/3/5/7/43579015/okun_-_white_sup_culture.pdf.

3. Examine BIPOC scholarly and historical contributions

Level 1

- ❑ Include significant representation of BIPOC (Black, Indigenous, and people of color) scholarship throughout the curriculum.

Level 2

- ❑ Level 1 items.
- ❑ Explicitly center BIPOC contributions throughout the curriculum and teach non-white histories of a field.

Examples and Ideas:

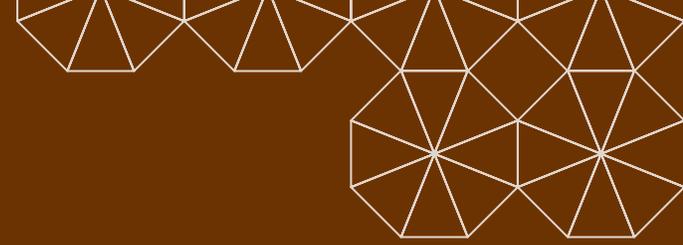
- ❑ Examine ethical violations against BIPOC scholars in environmental fields, teach alternative ways of acquiring knowledge, e.g., compare botanical history through Braiding Sweetgrass contrasted with Linnean taxonomy.
- ❑ Celebrate contributions from BIPOC scholars by highlighting particular individuals.

Resources for Instructors:

- Scientist Spotlights Initiative and assignments: <https://scientistspotlights.org>.



Include Indigenous perspectives



1. Land acknowledgment and sovereignty

Level 1

- ❑ Critically reflect on whether/how the institution and class depend on land and resources that once belonged or currently belong to Indigenous peoples.
- ❑ Read about the history of the institution's origins and land.

Level 2

- ❑ Level 1 items.
- ❑ Include a land acknowledgment in the syllabus and teaching, developed in collaboration with local stakeholders and institutions.
- ❑ Orient class projects toward repairing or addressing relevant past injustices.

Examples and Ideas:

- ❑ Provide a land acknowledgment at the beginning of the semester and highlight the challenges and limitations of making one.

Resources for Instructors:

- An example land acknowledgment for UC Berkeley: <https://cejce.berkeley.edu/ohloneland>.
- Action Required: Using a Land Acknowledgment: <https://www.youtube.com/watch?v=TmBeU42fhxE>.
- Are You Planning to Do a Land Acknowledgment? <https://americanindiansinchildrensliterature.blogspot.com/2019/03/are-you-planning-to-do-land.html>.
- Examples of land acknowledgements in higher education: <https://nai.nd.edu/land-acknowledgement/what-is-a-land-acknowledgment>.
- What are land acknowledgements and why do they matter? <https://locallove.ca/issues/what-are-land-acknowledgements-and-why-do-they-matter>.
- Lee, et al. (2020). Land Grab Universities. High Country News: <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>.

2. Engagement with community and land

Level 1

- ❑ In class materials, promote relational values between people, land, and nature.
- ❑ Offer views that dismantle notions that separate people and nature as entities.

Level 2

- ❑ Level 1 items.
- ❑ Include activities that directly engage with land and nature.

Examples and Ideas:

- ❑ Student projects must consider the ethical and environmental impacts of their work as part of each assignment.
- ❑ Classes include a field component (observation, journaling, etc.) to promote direct positive student engagement with nature.

Resources for Instructors:

- Rethinking Conservation for Nature and People: https://wwf.panda.org/wwf_news/?395791/Rethinking-conservation-for-people-nature.
- Leslie, C.W. (2005). Into The Field: A Guide to Locally Focused Teaching; Place-Based Education Connecting Classrooms & Communities
- Gorecki, L., and Doyle-Jones, C. (2021). Centering voices: weaving indigenous perspectives in teacher education. <http://dx.doi.org/10.33524/cjar.v21i3.536>.
- RunningHawk Johnson, S. (2020). Centering the Indigenous in Science Education: Possibilities and Limitations of Decolonizing the Academy. https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/25609/RunningHawkJohnson_oregon_0171A_12713.pdf.



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