

As a faculty member, you play a critical role in deciding what climate you would like your classroom to have and you have the opportunity to set the tone. As the leader in the classroom and manager of Graduate Student Instructors of discussion sections you have the responsibility to balance the free exchange of ideas with maintaining a safe and welcoming environment for all students regardless of their background. Please find below a list of some actions you can take to create an inclusive classroom. Each suggestion includes related links to resources for more detailed information. Additional resources can be found at <http://mep.berkeley.edu/classroom>. This handout is downloadable here: <http://mep.berkeley.edu/7ways>

- 1. Welcome and Know Your Students:** Learn to pronounce your student's full name correctly. Student should not feel the need to shorten or change her or his name in order to make it easier for faculty or GSIs to pronounce it. If you have a large class, consider inviting students to write their names phonetically on index cards at the beginning of the semester and/or use name tents.
  - Palmer, M. (circa 2007). Not quite 101 ways to learning students' names. *University of Virginia Teaching Resource Center*. Retrieved from [http://trc.virginia.edu/Publications/Teaching\\_Concerns/Misc\\_Tips/Learn\\_Names.pdf](http://trc.virginia.edu/Publications/Teaching_Concerns/Misc_Tips/Learn_Names.pdf)
  - Carnegie Mellon University. (2013) Tips for Learning Students' Names. *Teaching Excellence & Educational Innovation*. Retrieved from <http://www.cmu.edu/teaching/resources/studentnames.html>
- 2. Address Bias in the Classroom:** Resist the urge to be a bystander when biased comments arise in your classroom. Use resources such as UC Berkeley's Principles of Community to help create norms for communication in your class. Plan to talk about these issues, despite false perceptions that students are not "ready" to engage.
  - UC Berkeley's Principles of Community <http://www.berkeley.edu/about/principles.shtml>
  - University of North Carolina. (September 2004). Teaching Controversial Issues. *For your consideration*. Retrieved from <http://cfe.unc.edu/pdfs/FYC21.pdf>
  - Warren, L. (circa 2006). Managing hot moments in the classroom. *Derek Bok Center for Teaching and Learning*. Retrieved <http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html>
  - MEP Classroom web page: Engaging with Diversity Topics <http://mep.berkeley.edu/classroom#engaging>
- 3. Curricular & Learning Materials:** Review all learning materials, ensuring that they are free of bias whether in implicit or explicit forms. If you find bias in required materials, commit to encouraging students to recognize and analyze it. Invite your students to critically question it. Teach about the ways people or institutions in your subject areas have used their knowledge to be inclusive in a multicultural world.
  - Northern Illinois University. (2013). About multicultural curriculum transformation. *Office of the Provost*. Retrieved from <http://www.niu.edu/mct/about/index.shtml>
  - Saunders, S., Kardia, D. (2012). Creating inclusive college classrooms. *Center for Research on Learning and Teaching*. Retrieved from [http://www.crlt.umich.edu/gsis/p3\\_1](http://www.crlt.umich.edu/gsis/p3_1)
  - Cornell University. (circa 2011). Strategies for Helping Students Develop Critical Thinking Skills. *Center for Teaching Excellence*. Retrieved from <http://www.cte.cornell.edu/documents/cte/CTE%20Helping%20Students%20Develop%20Critical%20Thinking%20Skills.pdf>
  - Paul, R., Elder, L. (2006). Miniature guide to critical thinking: Concepts & tools. Dillon Beach, CA: Foundation for Critical Thinking. Retrieved from [http://www.criticalthinking.org/files/Concepts\\_Tools.pdf](http://www.criticalthinking.org/files/Concepts_Tools.pdf)
- 4. (Continue to) Develop Self-Awareness:** Reject notions such as "color-blindness" or that our social identities have little to no impacts on our daily lives. Understand that you may unintentionally react differently when in a room full of people who are more like you than more unlike you. Be open and honest about this reality, because those shifts inevitably inform the experiences of the diversity of the students in your classes. Denying the impacts of the many aspects of diversity, denies people validation of the whole student.
  - University of North Carolina. (1998). Teaching for Inclusion. *Center for Teaching and Learning*. Retrieved from [http://www.crlt.umich.edu/gsis/p3\\_2](http://www.crlt.umich.edu/gsis/p3_2)

- Kardia, D. B., Wright, M. C. (2004). Instructor Identity: The Impact of Gender and Race on Faculty Experiences with Teaching. *Center for Research on Learning and Teaching*. Retrieved from [http://www.crlt.umich.edu/publinks/CRLT\\_no19.pdf](http://www.crlt.umich.edu/publinks/CRLT_no19.pdf)
5. **Know the relationship between *intent* and *impact*:** Faculty members hold a great deal of power within their classrooms; as the course instructor, and possibly based on their social identities. Faculty have the luxury of referring and responding to intended messages, regardless of the impact on others. Take responsibility for and learn from the impacts of what you say and do because unconscious bias is by definition, unintentional. Unconscious bias, however, hurts just as much as intentional bias.
- Quick youtube video: <http://youtu.be/gFqG4frpzGc>
  - MEP workshop on Unconscious Bias <http://mep.berkeley.edu/workshops/ftsl>
6. **Inclusive Teaching Strategies:** Use techniques to actively engage students in your classroom such as “Flipping the Classroom”, use of clicker technology, and varying classroom discussions by size. Assign small teams of students to work together to encourage students to meet and work with others beyond their immediate friends.
- MEP Classroom web page resources on "flipping the classroom" <http://mep.berkeley.edu/classroom#flip>
  - Center for Teaching and Learning’s web page on using groups <http://teaching.berkeley.edu/using-groups-classes-encouraging-study-groups>
7. **Fight for Equity for All Students:** Fight for equity for *all* underrepresented or disenfranchised students. Equity is not a game of choice. For example, one cannot fight effectively for racial equity while failing to confront gender inequity.
- Lorde, A. (1983). There is no Hierarchy of Oppressions. *International Books for Children Bulletin*, 14.
  - Gorski, P. C. & Goodman, R. D. (2011): Is There a “Hierarchy of Oppression” in U.S. Multicultural Teacher Education Coursework?, *Action in Teacher Education*, 33:5-6, 455-475

Based on Gorski, P. (2010). Beyond celebrating diversity: Twenty things I can do to be a better multicultural educator. Retrieved from <http://www.edchange.org/handouts/20things.doc>

## ADDITIONAL RESOURCES:

Multicultural Education Program:

<http://mep.berkeley.edu/classroom>

<http://mep.berkeley.edu/classroom/basri>

Center for Teaching and Learning:

<http://teaching.berkeley.edu>

Graduate Student Instructor Teaching & Resource Center:

<http://gsi.berkeley.edu>