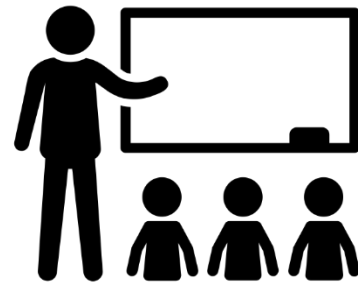


CREATING AN INCLUSIVE CLASSROOM



Action items for instructors

DEVELOP YOUR COURSE WITH INCLUSIVITY IN MIND

Re-examine your syllabus

- ☐ Use inclusive language
- ☐ Establish clear goals and expectations
- ☐ Incorporate flexibility in your assignment policies
- ☐ Allow for an option of accessing material with a reduced financial burden (ie: textbook on reserve, okay to use older edition)

Consider your content

- ☐ Incorporate diverse characters in your stock images
- ☐ Highlight diverse contributors in the field you are working in
- ☐ Include multiple examples that all students are likely to be familiar with

SET THE TONE AT THE BEGINNING OF THE SEMESTER

- ☐ Introduce yourself to your students
- ☐ Get to know your students: names, interests, values
- ☐ Set class norms and discussion guidelines

CONTINUE TO ENGAGE THROUGHOUT THE TERM

Encourage participation and contributions from all voices

- ☐ Allow for multiple ways for students to contribute
- ☐ Keep track of who is speaking during a discussion and explicitly encourage those who haven't already spoken yet to do so
- ☐ Work in small groups or do a think-pair-share before opening discussions to the larger classroom
- ☐ Don't immediately judge answers - either shutting them down as wrong or over-praising them as the best idea ever
- ☐ Explicitly say that you would like to create an inclusive classroom and seek out feedback from your students on how you can improve

Check-in with your students

- ☐ Reach out to students who have filed a disability accommodation form to see how things are going
- ☐ Give students an anonymous poll to see how they're feeling halfway through the semester
- ☐ Remind students what office hours are for and encourage them to use them

Observe your surroundings throughout the semester

- ☐ Examine physical spaces where you will interact with students. Try to make them as inclusive as possible
- ☐ Evaluate the non-content talk in the classroom based on your class norms. Re-orient if it is inconsistent with the course culture you have set out to establish

CREATING AN INCLUSIVE RESEARCH GROUP



Action items for group leaders

SET A GROUP CULTURE

- ☐ Be explicit about topics you are willing to discuss or advise on.
- ☐ Encourage group members to share their past experiences and how those experiences relate to topics of interest.
- ☐ Encourage group members to get together outside of work.

PROVIDE RESOURCES AND CLEAR POLICIES

- ☐ Establish an information repository for group members (e.g., on Google Drive, Dropbox).
- ☐ Explicitly define your expectations around teaching and service.
- ☐ Write down and follow up on commitments you make.
- ☐ Ensure equitable distribution of group tasks (e.g., maintaining lab and office spaces, updating the group website, etc.)

RUN INCLUSIVE GROUP MEETINGS

- ☐ Make sure all members of your group have an opportunity to participate.
- ☐ Be cognizant of and interrupt interruptions.
- ☐ Use the correct gender pronouns for group members, and correct others as appropriate.
- ☐ Affirm the work of students presenting at group meetings.
- ☐ Give constructive feedback.

COMMUNICATE EFFECTIVELY

- ☐ Remember that communication styles vary from person to person.
- ☐ Try to understand how your group members' style(s) may differ from your own.

CONNECT YOUR GROUP MEMBERS TO OPPORTUNITIES

- ☐ Consistently provide opportunities (conferences presentations, co-authorship, guest lectures, etc.) to your group members.
- ☐ Introduce students and postdocs to your network.
- ☐ Give credit to contributing group members in your presentations.

ASK FOR INPUT

- ☐ Provide a forum for students to give suggestions on group policies and meeting structure. Adjust accordingly.

CREATING INCLUSIVE PEER RELATIONSHIPS



Action items for graduate students

RECRUITMENT

- ☐ Participate in the recruitment process.
- ☐ Provide honest answers and feedback to questions posed by prospective students (e.g., regarding research group culture).

PEER MENTORING

- ☐ Get involved in graduate student leadership groups and organize or propose a formal mentoring structure.
- ☐ Participate in mentoring relationships.
- ☐ Volunteer for leadership positions to take an active role in the ongoing improvement of the mentoring program, e.g., to train incoming mentors.
- ☐ Organize daily micro-meetings with your research group to talk through progress, hold-ups, and next steps.

WORKSHOPS AND/OR PANELS

- ☐ Advocate for workshops, trainings, panels that address diversity and inclusion issues.
- ☐ Participate in panels and workshops.

SOCIAL OUTINGS AND RETREATS

- ☐ Set up a Facebook group for your cohort.
- ☐ Organize a recurring research group event for all graduate students.
- ☐ Suggest rotating inclusive social activities and times for group outings (i.e., not just happy hour).

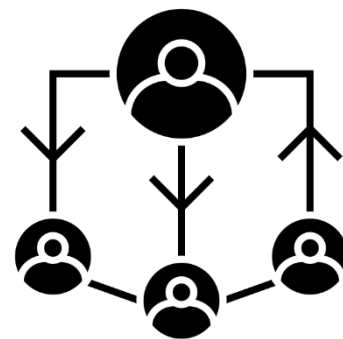
STRESS AND CONFLICT RESOLUTION

- ☐ If you are the target of a microaggression: consider the context and explain how the statement or behavior made you feel if you are comfortable doing so. Using “I” statements can help communicate problems without accusation.
- ☐ If you are a bystander, be an ally to the target of the microaggression, let them know their feelings are justified and important, and ask them how you can help. Let the target of the microaggression speak for themselves.
- ☐ If you are the microaggressor, try not to be defensive, to reflect on where the microaggression came from, and take responsibility for increasing your understanding of your own unconscious bias.

IDENTITY AND SUPPORT GROUPS

- ☐ Become involved in graduate student leadership to organize identity and support groups.
- ☐ Send out a poll to determine what identity and support groups people might be interested in or need.

CREATING INCLUSIVE PEER RELATIONSHIPS



Action items for departments, faculty, and Pls

RECRUITMENT

- ☐ Invite current graduate students to help with the recruitment process. Encourage all members of your research group/graduate student population to get involved.
- ☐ Be available to answer questions from prospective graduate students.

PEER MENTORING

- ☐ Develop a formal peer mentoring program and/or encourage students to participate in an existing program.
- ☐ Provide mentor training sessions to train new mentors on what to expect or hire a veteran mentor to organize and provide a training session.

WORKSHOPS AND/OR PANELS

- ☐ Apply for diversity and inclusion-focused grants to fund workshops, panels, and trainings related to diversity and inclusion.
- ☐ Organize workshops and panels related to diversity and inclusion.

SOCIAL OUTINGS AND RETREATS

- ☐ Plan and organize social activities that appeal to students from various cultural, social, or religious backgrounds.
- ☐ Switch up the time of social outings, as well as the social outing itself, to engage all students.
- ☐ Send out a poll to determine the best time and preferred activity - make sure to rotate through social activities and clarify that such social outings are optional.

STRESS AND CONFLICT RESOLUTION

- ☐ Designate a group meeting to openly discuss microaggressions and unconscious bias.
- ☐ Make sure that your students know you are available to anyone affected by microaggressions. Make students aware of other relevant resources on campus.
- ☐ Meet privately with any student who is accused or observed initiating microaggressions.
- ☐ Organize an interactive theatre performance focused on microaggressions.
- ☐ Organize a training on bystander intervention to help graduate students identify and speak out about harassment, biased behavior/prejudice, or violence.

IDENTITY AND SUPPORT GROUPS

- ☐ List support groups with other resources available to students on department websites or newsletters.
- ☐ Invite representatives from support groups to 'plug' their group at an orientation event.
- ☐ Engage with identity and support groups for feedback about the inclusivity of the department/program, if students are comfortable providing such feedback.