

## Guidelines for Anti-Racism in the Classroom

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There are multiple, in-depth resources on designing Inclusive Classrooms, including:

- The SLHS's Equity and Inclusion's Inclusivity in the Classroom Guide
- Guides from the [University of Arizona](#). There are quite a few resources here, including information relative to [Universal Design](#), specific ideas for structuring your courses and syllabi, information about accessibility, and more.

Some key suggestions for inclusive course design include:

- **Land Acknowledgement:** Every faculty member should have a land acknowledgement at the beginning of their syllabus and should read it out loud on the first day of class:

"The University of Arizona resides on ancestral lands of the Tohono O'odham nation, where many today continuously reside in their ancestral land. We acknowledge the privilege it is to teach and learn in this region and we express our gratitude to the nation."

- **Provide Clear Expectations**
  - **For success in the course (e.g., rubrics, expectations for seeking help, participation)**
  - **For discussions within class (e.g., ground rules:** resist the desire to interrupt, consider others' perspectives, use "I" statements)
  - **For ways to address each other** (e.g., be clear about the preferred ways to communicate – email? – course chat? – office hours? - use of pronouns she/her/hers?- forms of address – Dr.? – first name? – Hey There?)
- **Design Multiple Ways for Students to Demonstrate Learning**
  - **Active Learning Strategies** provide ways for students to build within-class communities and can detract from feelings of otherness and not belonging.
  - **Provide regular feedback.** Students who only get feedback on a midterm have almost nothing to work with in terms of knowing how to improve their performance, including knowing what they are doing well.
  - **Provide a range of opportunities for learning and assessment.** If you only assess using multiple choice tests/quizzes, you are likely not capturing your class's full range of abilities.

**In your own teaching, it is imperative to EXAMINE YOUR OWN BIASES – we all have them.**

- **Address students in the same way (e.g., if you want to use their names, you have to know them).**
  - Only knowing/using the names of certain students makes them stand out and leaves other students feeling left out
  - Practice the pronunciation of names until you get them right. Continually mispronouncing BIPOC students' names is a microaggression.

- **Use anonymous grading practices**
- **Create and follow your policies on your syllabus relative to late work, regrading, etc.**
  - Changing your policies can be interpreted as showing favoritism
- **Take data on how often you interact with students in your class, and change what you are doing if you find you are only interacting with a subset of students.**
- **Create ways to share opportunities with ALL students**
  - Posting announcements for lab experiences, scholarships, etc. makes sure that there isn't a bias in terms of who hears about the experiences.