

Gender Studies Guidelines for Inclusive Pedagogy

Approved GS Faculty April 7, 2021

- To discuss with whole Gender Studies faculty:
 - What additions/subtractions/modifications do you suggest?
 - Are these guidelines you can commit yourselves to?
 - Here is one specific question that arose in the steering committee meeting. Do we sufficiently address this or do we need a guideline to address this? We need to speak to all students... need to find ways to get past resistance... need to convince students this reality (gender studies vs a more Trumpian perspective, for example) is one worth their time to consider.... so they don't write off gender studies before they even get started...

Purpose

These guidelines serve as a curricular values statement, a guide to faculty teaching elective and required courses in Gender Studies, and a means to hold ourselves accountable for addressing diversity, equity, and inclusion in an ongoing way in our teaching.

Content guidelines

Students should see themselves reflected in our courses. Thus, Gender Studies courses will include authors with a diversity of identities and backgrounds. In addition, courses will implement as many of these steps as is compatible with the course's learning goals:

- Address racism, sexism, ableism, homophobia, transphobia, and other sources of oppression;
- Address intersectionality and overlapping sources of oppression;
- Include voices from outside of academia;
- Include practical implementation of course concepts;
- Include discussion of praxis, civic engagement, activism, and/or healing. Teach in a way that addresses systems of privilege and oppression and that also speaks to hope and joy.

Pedagogy guidelines

To ensure that students with a wide variety of strengths can succeed in our courses, and with the recognition that inclusive pedagogy is often just good pedagogy, Gender Studies courses should incorporate a variety of learning activities, such as:

- Introducing and practicing skills that will be assessed;
- Using both low-stakes assignments and scaffolding for high-stakes assignments;
- Introducing multiple ways for students to demonstrate their learning beyond exams and essays;
- Allowing students some choices in the learning processes of the class;
- Using collaborative activities and encouraging interactive student learning;
- Using new and innovative pedagogical practices, such as experiential learning and new technologies, throughout the learning experience;
- Creating classrooms that are brave spaces that allow students to speak their truths and allows room for students to make mistakes and come to resolution and increased learning following mistakes;

- Including opportunities for purposeful reflection such as synthesis of course content, reflection for personal growth, and on the learning process itself;
- Engaging unfolding current events on campus and in the broader community utilizing course ideas and course concepts;
- Engaging with growing fields of study such as masculinity studies, queer and trans studies, etc.
- Empowering students to find and use their voice for change;
- Actively and intentionally pursuing interdisciplinary opportunities in the design and instruction of the course;
- Building community within the classroom and at CSB/SJU at large;

In short, Gender Studies faculty are committed to continuing to challenge, adapt, and reframe their pedagogy in an ongoing and intentional way.

Guidelines for relating to students

Acknowledging that our work on inclusion is never complete, Gender Studies faculty commit to ongoing training and dialog within the department and beyond. They should take advantage of professional development regarding antiracism, diversity, equity, inclusion, and justice, as well as understanding diverse perspectives, backgrounds, and identities. Particular areas for development include:

- Development of inclusivity statements for course syllabi;
- Modeling for students' self-awareness, self-reflection, and self-growth as an ongoing, lifelong process;
- Understanding microaggressions and learning to address them in a way that provides an opportunity for learning, healing, and growth;
- Participating in Safe Space training and other opportunities to learn about the experiences and needs of students from a variety of backgrounds;
- Recognizing the challenges related to addressing charged topics and learning to welcome these challenges as providing learning edges that provide opportunities for learning and growth for all;
- Attentiveness to students' mental health and well-being;
- Soliciting students' feedback on how a class is going while it's underway;
- Understanding and implementing trauma-informed approaches to pedagogy and oppression;
- Maintaining an ongoing understanding of current LGBTQ+ issues on campus and in the world;
- Working to include students whose views are opposed to the content/philosophy of Gender Studies;
- Ongoing attention to students' social justice concerns on campus.

In addition, we encourage faculty to think about the tone set by their syllabus language and in email and other exchanges with students. We should always use welcoming, supportive, and inclusive language. At the same time, we may need to strike a balance between welcoming language and contractual and transactional language, meant to clearly convey course expectations.

Appendix

This statement was inspired by ongoing campus work to enhance diversity and inclusion such as:

1. The [Student Senates' Call to Action](#): "Outline a policy in your syllabus for students to address microaggressions, racist behaviors, etc. Include action steps that can be taken to address these issues. Provide a feasible method in the syllabus outlining ways for students to go about addressing

microaggressions and other racist behaviors in class. Mistakes are part of the human experience, but they serve as powerful teachers. A way to address these mistakes can bring about change through education.”

2. In accordance with the CSB/SJU Institutional Learning Goals of embrace difference, think deeply, engage globally, serve graciously, and live courageously,¹ CSB/SJU administration, staff, faculty, and students adhere to fostering antiracist and multicultural institutions. The work of promoting antiracist and multicultural institutions is concretely manifested in campus-wide faculty goals, classroom expectations for faculty and students, as well as feedback from students and alumni.
3. The Joint Faculty Senate (JFS) pledges “To the fullest extent possible, in all of our courses, both by the way we interact with students and by the content of our classes, we will explicitly condemn and fight against racism and discrimination of all sorts.”² The JFS also acknowledges “that the very ground on which our institutions are built is the original homeland of the Dakhóta and Anishinaabe peoples. We honor and respect the Indigenous peoples who were forcibly removed from, and who are still connected to this territory.”³

Relevant Resources for Teaching:

[Sample Statement on Diversity and Inclusion \(from Faculty Senate\)](#)

Sample Inclusivity Statement for Syllabus:

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build an inclusive classroom community, I ask that students:

- share their unique experiences, values, and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential all discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the CSB/SJU community.⁴

Feedback: Students should feel free to offer their feedback on CSB/SJU administration, staff, faculty, and student efforts to foster antiracist and multicultural institutions through the following channels: A. faculty office hours, B. End-of-semester student evaluations, C. anonymous course feedback forms, D. official grievances to the administration,⁵ E. through the Black Student Association anonymous Black Box form,⁶ or F. by posting on the bipocatcsbsju Instagram account.

Sample Land acknowledgement statement:

Land Acknowledgement developed by the CSB/SJU Indigenous Students Association for inclusion in CSDI and CSDS courses:

“CSB/SJU occupies the original homeland of the Dakhóta and Anishinaabe peoples. I honor, respect, and acknowledge the Indigenous peoples forcibly removed from this territory, whose connection remains today.”

- Why acknowledgements matter: <https://native-land.ca/territory-acknowledgement/>

- Find out whose land you are on (global map): <https://native-land.ca/>
- Find out whose land you are on (US map):
<http://usg.maps.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2>

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On apologies:

<https://leavingevidence.wordpress.com/2019/12/18/how-to-give-a-good-apology-part-1-the-four-parts-of-accountability/>