



# IRIBE INITIATIVE FOR INCLUSION & DIVERSITY IN COMPUTING

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## **Iribe Initiative for Diversity and Inclusion: Faculty Helpful Tips Handout**

The goal of this handout is to help faculty consider actions, language, and other forms of communication that will alienate some students or make them feel less comfortable in the learning environment. Even if these things don't matter to you personally, remember there are many students from many backgrounds who make take what you say, write or do in class differently from how you intended it.

### **Some things to consider:**

- When you use American idioms, explain them for non-native english speakers. This is particularly important when writing exam prompts as some students will lose time trying to decipher language rather than using that time to answer the question. A few examples to get you thinking about the ones you use without thinking:
  - missed the boat
  - head over heels
  - bent out of shape
- Be very careful when using memes, videos, images or various parts of internet culture. When you are selecting these items, consider how others might interpret them and what message they are sending about the culture of computer science on our campus.
- Be very careful about any reference to people:
  - Have you used “he,” “him,” or “you guys” to refer to people who may not be men?
  - Do you use the term “girls” to refer to the women in your class?
  - If you have mentioned someone’s sex/gender or race/ethnicity, was it beneficial or necessary to do so?
    - Do you provide the same kinds of information and descriptions when writing about people of various backgrounds?
- Be inclusive in all language descriptions:
  - Use “Holiday Break” instead of “Christmas Break”
  - Use “House of Worship” instead of “Church”
- Don't overgeneralize (assume others have had the same experiences you have had):
  - Seeing a specific movie
  - Taking family vacations
  - Flying on an airplane
  - Traveling

A recommendation for making sure you are addressing students the way they prefer is to have a quick google form for other survey or paper questionnaire where they are asked to tell you

- The name they prefer to be called
- The pronouns they prefer for themselves
- Their major and/or educational goals
- Also, model this by sharing the corresponding information about yourself



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## References for other ideas of what should and shouldn't be in your course:

- [TLTC sample syllabus](#) includes a section on names/pronouns and self-identification
- [Carnegie Mellon's Eberly Center on Teaching Excellence & Educational Innovation Recommendations](#)
- [The University of North Carolina at Chapel Hill's Writing Center guide](#)
- Standard's Center for Teaching and Learning has a guide on [First Day Teaching Practices](#) that may be useful to you and your [TA](#).
- Other resources that would be helpful for teaching and TA's
  - [Stanford: Growth Mindset in STEM](#)
  - [Stanford: Stereotype Threat Handout](#)
  - [Stanford: Gender Diversity: Why Should Teachers Care?](#)
  - ["I don't teach about diversity. What does diversity have to do with my course, and why should I care?"](#)

## Additional Resources

- [BPCnet Partnering and Departmental Activities](#)
- [Sample Projects and Questions for Intro Computing Classes](#)
- [CS Ed Research](#)
- [Facilitating Challenging Conversations in the Classroom](#)
- [Advice Guide: How to Reach All your Students](#)