

# Appendix

- a) **Include a statement on DEI, in your syllabus, on your website, and on first day of class**

In the syllabus, and on the first day of class, open with a statement such as:

“It is my intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.”

- b) **Land acknowledgement, in your syllabus and on the first day of class**

*Example from Sam Hilborn, student in GGHA:*

UC Davis has a formal land acknowledgement to recognize the Indigenous people who have lived where UC Davis is today. It was written by the Yocha Dehe Wintun Nation and approved by the three Patwin tribes who inhabit(ed) this land. The land acknowledgement is as follows:

*“We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation.*

*The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.”*

Please read the UC Davis land acknowledgement at any public event. It can be read at the beginning of large gatherings, conferences, executive meetings, at the start of your classes, etc.

You may ask yourself, why should I take time to read this? Take a few minutes to watch [this YouTube video](#) that explains why.

Do not only read the land acknowledgement, but think about:

- 1) How the university has negatively impacted American Indians ([Land Grab Universities](#)) and learn about the history of settler colonialism ([A Third University is Possible: Settler Colonialism is a Set of Technologies](#))
- 2) Include inclusive pedagogy in your classes and syllabus
  - a) Opt-in to DEI training courses for inclusive pedagogy
  - b) Include the land acknowledgement in your syllabus and/or beginning of the class
  - c) Using <https://native-land.ca/> or texting (907) 312-5085 with a Canadian or US zip code or city to find out what native land you live or work on
  - d) If appropriate, integrate learning how agriculture has historically and currently relies on Indigenous agricultural resources (land, plant material for breeding, management practices and conservation techniques).
- 3) Strive to build relationships and support Indigenous people, tribes, faculty, and students. (e.g engage with the [Native Nest](#) on campus; watch [Gather Film](#) about reclaiming food sovereignty; buy from [Seka Hills](#), who is owned by Yocha Dehe Wintun Tribe)

c) Clearly **articulate learning goals and objectives**, in syllabus and throughout the quarter

Outline how students and faculty can measure progress towards achieving. Instructors should reflect on whether the learning goals are relevant to students of all backgrounds and if not, why. Set clear expectations, and re-iterate them throughout. Make course due dates, especially for graded work, clear and avoid major changes at all costs. Marginalized students, especially those who also have substantial work or family responsibilities, are especially inconvenienced or hurt by unexpected changes in schedules. Consult with students about the best days of the week and times of day for deadlines. Make late policies clear.

d) **Create a course contract, to be distributed and signed by students**

Below is an example, which include the UC Davis 'Principles of Community':

UC Davis is a diverse community of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. This is what I, [instructor name] would like to foster...and it is my commitment to you to uphold these agreements. As I member of this course, I will (initial below):

\_\_\_\_ I recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground.

\_\_\_\_ I affirm the dignity inherent in all of us, and I will strive to maintain a climate of equity and justice demonstrated by respect for one another.

\_\_\_\_ I affirm the right to freedom of expression within our community. To this end, I will embrace an atmosphere for open, honest exchange.

\_\_\_\_ I recognize and cherish the richness contributed to our lives by our diversity, and will confront and reject all manifestations of discrimination.

\_\_\_\_ I will not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.

\_\_\_\_ I will trust that people are doing the best they can. I will not 'freeze people in time' but leave space for everyone to learn and change through our interactions with one another.

\_\_\_\_ I will challenge the idea and not the person. I acknowledge differences amongst us in backgrounds, skills, interests, and values. I realize that it is these very differences that will increase our awareness and understanding through this process.

\_\_\_\_ I will share my discomfort. If something is bothering me, I will be open and transparent.

\_\_\_\_ I will step up, and step back. I will be mindful of taking up much more space than others.

\_\_\_\_ I understand that we are bound to make lots of mistakes in this class.

\_\_\_\_ I will take pairwork or small group work seriously, and remember that my peers' learning is partly dependent upon my own engagement.

\_\_\_\_ I will make an effort to get to know other students. I will refer to classmates by name and make eye contact with other students.

I will hold myself accountable to upholding this contract.

Name \_\_\_\_\_

Signature \_\_\_\_\_

e) **Learn to pronounce students' names, including their pronouns**

For larger Zoom classes, have students and the instructors insert pronouns next to their name. Also include your own preferred pronouns on your syllabus. Also, take note on the first day of how students pronounce their names, and refer to them by name throughout the course.

f) **Provide DEI, mental health, and counselling resources for students**

\*note to also include brief information about each one of these, and add more\*:

UC Davis Principles of Community:

<https://diversity.ucdavis.edu/principles-community>

UC Davis statement on diversity <https://diversity.ucdavis.edu/uc-statement-diversity>

Student disability center: <https://sdc.ucdavis.edu>

Student health and counseling services: <https://shcs.ucdavis.edu>

g) **Promote equity through course materials**

Consider the costs of textbooks when creating reading lists

- Textbooks can cost a month or more worth of rent each semester for some students. If possible, assign texts that have used or online copies available. Aim to have required textbooks be the book(s) that students will benefit from having on their personal or professional shelves in future scholastic years and/or after graduation.

Diversify course materials

- Think more critically about all the resources available for students to learn about course topic. E.g., articles, podcasts, youtube videos, etc.

Be aware of cultural references and analogies,

- Be aware of your own limited awareness as an instructor. Whether because of generational, cultural, or other differences, students may have very different cultural reference points that you should be sensitive to. Avoid using exclusive examples, such as football or hockey analogies, sports that tend to be heavily dominated by men, or referring to a situation or joke from a show like Seinfeld, Friends, or other show with a white-dominated cast and audience.

Be cognizant of technology expectations to succeed in class.

- Not all students can afford computational resources (high-end laptops), printers, smartphones, specialized software, or even color printing. If learning requires one or more of these more expensive tools, make sure students can feel comfortable approaching you to find accommodations.

Include readings, materials, and opinions from a diverse perspective

- Consider who is represented in the readings in terms of topics covered. Is there a reason why one group or another is not represented or represented frequently? Whenever possible, include multiple perspectives on each topic. Additionally, include materials written and created by people from different perspectives, rather than allowing one author or creator of materials to summarize all perspectives.
- A plant breeding example: discuss how breeding has been done for centuries, by nearly all cultures (i.e. Native Americans), and not just limited to the 'ivory tower'

h) **Make your syllabi visually appealing, equitable, and personal**

To engage students check to ensure that any images or graphics that are used are visible to all students (e.g tag images with verbal descriptions for visually impaired students and avoid color schemes that are difficult for colorblind students to discern).

Add a personal touch to the syllabus to let students know that you are human and approachable; for students who feel less welcome at a university, such statements can make instructors seem more accessible and approachable.

Check use of syllabi terminology; avoid general use of male pronouns and avoid cultural phrasing that does not translate from English easily (e.g. avoid idioms like 'assignment will not be a piece of cake').

Include a statement about preferred names/pronouns, including your own. Transgender, gender diverse, and students in general will know that their identities will be respected in the classroom.

Include a clear statement of your teaching philosophy in your syllabi, particularly how it addresses issues of diversity, inclusion, and overall engagement.

Some examples can be found here:

- <https://libguides.marquette.edu/c.php?g=929222&p=6694387>
- <https://www.amherst.edu/offices/center-teaching-learning/teaching-resources/a---z-resources/syllabi-resources/visually-driven-syllabi>
- [https://drive.google.com/file/d/1y-gHr3wLpc3aO\\_Y6xY4Gc4EdAsT1RpLy/view?usp=sharing](https://drive.google.com/file/d/1y-gHr3wLpc3aO_Y6xY4Gc4EdAsT1RpLy/view?usp=sharing)

i) **Tailor assignments and assessments to promote equity**

Pay attention to grouping students for learning.

- There is no one right strategy for group formation because course settings and student characteristics vary so widely. For each class and for each group assignment consider which combination of individual characteristics will create the best learning environments and then transparently create groups to ensure balance across teams. For larger classes, this will most likely have to be randomized.

Use active learning methods

- Whether problem-centered learning, team-based learning, or one of the many other theoretically informed and empirically tested engagement methods. The Center for Educational Effectiveness (see below) provides numerous opportunities for learning about active learning in a wide array of university settings.

Take advantage of high-impact practices, and formative assessment

- When possible, consider collaborative assignments and projects, engaging students in original research, building in opportunities for service learning and/or community-based learning, and provide opportunities to link learning between courses (e.g. developing an e-portfolio) and between the classroom and work or internship experiences.
- Formative assessment- focuses on process of learning, lower stakes, frequent assessment (e.g. polls, clickers, group peer assessment, discussions, reflections)

j) **Create informal ways to get to know your students and help them get to know you**

There is some student biographical information made available to instructor

- Need to double check this, but provide resources for students.

On the first day of class

- Have students introduce themselves, including their preferred pronouns, and how they pronounce their names. Take note of this, and be sure to use appropriately throughout the course.
- Do the same for yourself.
- Create a relevant icebreaker or two, such as your favorite plant, where you're from, a hobby you've taken up during COVID, etc.

Create a class survey at the beginning to assess background/prior knowledge

- This might include familiarity with specific topics addressed in class
- It could also include surveying students interests with regard to what they want to get out of the course. It is important to be adaptive and respond to student's needs/interests.

Take note of how students are doing throughout the course with regular check-ins

- This could include having students jot down what the 'muddiest' part of the material is at the beginning of each week on a google jamboard.
- Poll students about whether the course is moving too fast, too slow, etc.
- Formative assessments, as described below, are a great way to approach this.

k) Take a more welcoming approach to **office hours**

Clearly indicate your availability for consultation outside of class to students by including contact information, office hours and a welcoming statement in syllabi; many students from marginalized groups assume they should not bother instructors.

For the post-COVID era: Consider re-arranging your office so that you are facing the door, it can be intimidating for students to enter when the instructor's back is facing the entrance.

For in person office hours (post-COVID), consider finding a public space on campus to hold office hours, as it can be intimidating for students to come to an office.

l) Take extended learning courses

- Here you will find a list of upcoming [workshops for faculty](#) and [teaching assistants](#) offered by the [Center for Educational Effectiveness](#). You will see that these address a number of issues, including how to promote classroom community and inclusive environments, how to teach first-generation college students (43% of our undergraduate students are now first-generation), and how to enhance student learning for everyone through your approach to teaching.
- CEE has also developed an extensive collection of [Just-In-Time Teaching \(JITT\) resources](#). The JITT resources are pedagogically grounded, evidence-based, learner-centered and feature an array of considerations, strategies, and teaching suggestions instructors can incorporate into their teaching practices. Each topical area can be read in its entirety, or separately as needs and interests develop.
- CEE is offering the [Course REdesign And Teaching Effectiveness \(CREATE\) Fellows Program](#), a year-long program designed to support faculty engagement in course (re)design/innovation and promote learner-centered, evidence-based teaching practices that foster success for all students on the UC Davis campus
- Especially relevant for remote instruction:  
Many faculty and instructors in the department have found the ACCELERATE course useful <https://cee.ucdavis.edu/courses> . The program is designed to support the creation of inclusive and equitable e-learning environments during the transition of face-to-face courses into online courses. ACCELERATE Asynchronously is meant to inform course transformation efforts for faculty and teaching assistants at various stages of the process, including those who are still exploring opportunities to those who are already in the process of redesign and would like more information on inclusive practices.

Here are some (free!) trainings that would help with this. By posting certificates of completion on websites it can take the "unknown" out of the equation, inviting students to gravitate toward professors who put these values into action and make it public.

<https://hr.ucdavis.edu/departments/learning-dev/certificate/cross-cultural>

<https://hr.ucdavis.edu/departments/learning-dev/certificate/grad-ed>

<https://hr.ucdavis.edu/departments/learning-dev/certificate/implicit-bias>

<https://hr.ucdavis.edu/departments/learning-dev/certificate/diversity>



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