

BioSkills Guide

[Clemmons AW, Timbrook J, Herron JC, and Crowe AJ. \(2020\). BioSkills Guide: Development and National Validation of a Tool for Interpreting the Vision and Change Core Competencies. CBE Life Sci Educ 19\(4\): ar44.](#)

Backwards Design

[McTighe, J., & Wiggins, G. \(1999\). Understanding by design: Handbook. Alexandria, VA: Association for Supervision & Curriculum Development.](#)

[McTighe, J., & Thomas, R. \(2003\). Backward design for forward action. Educational Leadership 60\(5\): 52-55.](#)

Readings on Diversity in the STEM Classroom

[Alfasi, M. \(2003\) Promoting the will and skill of students at academic risk: An evaluation of an instructional design geared to foster achievement, self-efficacy and motivation. J Instr Psychol 30\(1\): 28–40.](#)

[Cheryan S, Plaut VC, Davies PG, Steele CM \(2009\). Ambient belonging: how stereotypical cues impact gender participation in computer science. J Pers Soc Psychol 97: 1045.](#)

[Dewsbury B, Brame CJ.\(2019\). Inclusive Teaching. CBE Life Sci Educ 18\(2\):fe2.](#)

[National Science Foundation \(2021\). Women, Minorities, and Persons with Disabilities in Science and Engineering: 2021 \(Special Report NSF 21-321\), Arlington, VA: National Center for Science and Engineering Statistics.
<https://ncses.nsf.gov/pubs/nsf21321>\(accessed 5 Jul 2021\).](#)

[Tanner KD \(2009\). Learning to see inequity in science. CBE Life Sci Educ 8: 265-270.](#)

[Schinske, J., Cardenas, M., & Kaliangara, J. \(2015\). Uncovering scientist stereotypes and their relationships with student race and student success in a diverse, community college setting. CBE Life Sci Educ 14\(3\): ar35.](#)

[Schinske, J. N., Perkins, H., Snyder, A., & Wyer, M. \(2016\). Scientist spotlight homework assignments that shift students' stereotypes of scientists and enhance science identity in a diverse introductory science class. CBE Life Sci Educ 15\(3\): ar47.](#)

Readings on Developing DEI Syllabus Statements

[Carnes M, Fine E, Sheridan J. Promises and Pitfalls of Diversity Statements: Proceed With Caution. *Acad Med*. 2019;94\(1\):20-24.](#)

*Review of studies examining the impact of language used in diversity statements and recommendations for writing effective diversity syllabus statements

[Fuentes MA, Zelaya DG, and Madsen JW. \(2021\). Rethinking the course syllabus: Considerations for promoting equity, diversity, and inclusion. *Teaching of Psychology*. 2021;48\(1\):69-79. doi:10.1177/0098628320959979](#)

*Detailed research-supported guide for integrating DEI into course syllabi

[Gin LE, Scott RA, Pfeiffer LD, Zheng Y, Cooper KM, and Brownell SE. \(2021\). It's in the syllabus...or is it? How biology syllabi can serve as communication tools for creating inclusive classrooms at a large-enrollment research institution. *Adv Physiol Educ* 45 \(2\): 224-240.](#)

*Meta-analysis of biology course syllabi for elements of inclusion; provides a template syllabus designed with diversity and inclusion for adaptation

Resources for developing DEI syllabus statements

<https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html>

*Questions/suggestions to consider; some examples of statements

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

*Some questions to guide development of diversity syllabus statements; also some examples

<https://poorvucenter.yale.edu/DiversityStatements>

*Useful tips and examples

<https://tomprof.stanford.edu/posting/1625>

*Blogpost - "Diversity and Inclusion – Put It in the Syllabus!"
Discusses development of a diversity statement for syllabi for neuroscience courses and STEM in general

https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/example-diversity-statements-for-syllabi.pdf

*Pdf with a few examples and tips from other sources

https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity_InclusionSyllabiSamples.pdf

*Pdf with 12 pages of examples from other institutions

<https://qubeshub.org/collections/post/8927>

*Syllabus review guide for equity-minded practice

https://docs.google.com/document/d/1Pjsc8Kj27SbldF7mYInFlw0s8dMQwm_NpYXurcE4FdU/edit?usp=drivesdk

*Diversifying and decolonizing the syllabi in life and environmental sciences

https://www.lsu.edu/science/diversity/diversity_statement.php

*Short explanation of diversity statements - refers to other resources

<https://diversity.arizona.edu/creating-inclusive-classrooms>

*Compiles resources on inclusive teaching but not directly related to syllabus statements

<https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>

*Mostly about teaching strategies, nothing about syllabus statements but a few relevant links:

https://crlt.umich.edu/sites/default/files/resource_files/GSI_Guidebook/GSI_Guidebook_52.pdf

<https://reinertcenter.com/2017/01/18/features-of-an-inclusive-syllabus/>

<https://biology.duke.edu/uabout-us/diversity-initiatives/diversity-statement-syllabi>

*Institution's statement of diversity to put in syllabi

<https://provost.tufts.edu/celt/the-syllabus-as-a-tool-for-setting-the-climate/>

*How can I use my syllabus as a tool for inclusion? Suggestions and links