GOOD PRACTICE: TEACHING[1]

The aim of these practices is to make teaching effective and inclusive. With this aim in mind, the following guidelines focus on classroom dynamics and management in order to foster a sense of community in the classroom conducive to learning and critical and creative thinking. Departments should encourage instructors to implement the following guidelines where feasible:

1. Aim to improve the diversity of class syllabi. Online resources, colleagues, and the students themselves may have valuable suggestions. Some resources include: the UPDirectory, the APA Diversity Syllabus Collection, https://thedeviantphilosopher.org, https://diversityreadinglist.org, https://projectvox.org/teaching.

2. Departments should ensure that those involved in teaching know about the workings of bias.

3. When feasible, permit students to introduce themselves. Try to remember their names (with correct pronunciation) and any personal pronouns they choose to disclose and expect their classmates to do the same.
   a. Do not require students to disclose their personal pronouns, disabilities, etc., as this unfairly 'outs' students and places them at risk of marginalization.

4. Treat students as individuals and not as representatives of a category, e.g., "LGBTQ", "African". Do not assume that the person's place of origin, for example, makes them an expert on that particular place.

5. Seek participation from everyone and encourage those who are more hesitant. Give everyone a chance to talk.
   a. If a student asks a question showing advanced knowledge, give other participants the background knowledge required to understand the discussion.
   b. Encourage questions of clarification.
   c. Try to ensure jokes, thought experiments, and examples are intelligible to the whole class, and not only a subgroup within the class, explaining as necessary.
   d. Try a variety of teaching techniques and classroom activities to stimulate class discussion and to encourage student participation in ways that

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[1] Passages in this section have been adapted from the Oxford University Faculty of Law Good Practices Guide available at: https://www.law.ox.ac.uk/research-and-subject-groups/jurisprudence-oxford/good-practices-guidelines as well as from the APA's Good Practices Guide available at: https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/docs/Good_Practices_Guide_2019.pdf

everyone is comfortable with (e.g., some students struggle with speaking in front of the entire class but do well in small groups).

    e. Consider how bias may affect your interaction with students and try to be as just and equitable as possible – this includes time given to the students to talk in class but also the distribution of negative and positive feedback.

    f. Remember that even mentions (as opposed to uses) of slurs and other degrading language can sometimes harm students whose identities are implicated in those slurs.

6. Encourage students to address each other thus fostering politeness and collaboration in class.

    a. Encourage students to listen carefully to their interlocutor.

    b. Encourage students to help each other in class to develop ideas, contribute their knowledge, and so on.

    c. Make sure that students are respectful and courteous.

    d. Quickly address language that is insensitive, dismissive, aggressive or rude.

    e. Aim to create an environment in which students can discuss their experiences and identities without being treated as though those experiences and identities solely define them.

7. Ensure that students are informed about available services for students (e.g., counseling, disabilities, studying support).

8. Try to ensure that all aspects of the class are accessible to everyone - for instance, that classrooms are big enough and accessible by wheelchair, that there are captions in videos, that extra time and private rooms are available for students who need them during exams.

9. Encourage feedback on the class and involve students in suggesting ways to improve it.

10. In graduate student mentoring, to the extent possible avoid creating the impression that departments or advisors have students who are "favorites" on any grounds other than objective merit, especially if such favoritism appears to disadvantage students from traditionally under-represented groups.

11. To the extent possible, aim to give dissertation students prompt feedback on chapters, prospectuses, and other work, so as not to unnecessarily delay their progress. Needless delays disproportionately disadvantage vulnerable and financially insecure students.

12. In graduate student placement, ensure that the placement officer is familiar with issues that candidates from under-represented groups, and especially candidates with disabilities, face.

a. Meet early and often with students and encourage students to talk about these issues while ensuring that everyone is aware of how to report problems in these areas.
b. Consider creating a team of placement mentors covering a range of sub-disciplines.
c. Maintain a collection of job search materials that are accessible to all graduate students.
d. Make available to students resources that can enable them to have effective electronic interviews (e.g., rooms for interviewing with high-speed internet connection).
e. When feasible, provide financial support to students who need resources to lessen the financial burden of the job market (traveling, dossier services, child-care etc.).