



Australian  
National  
University



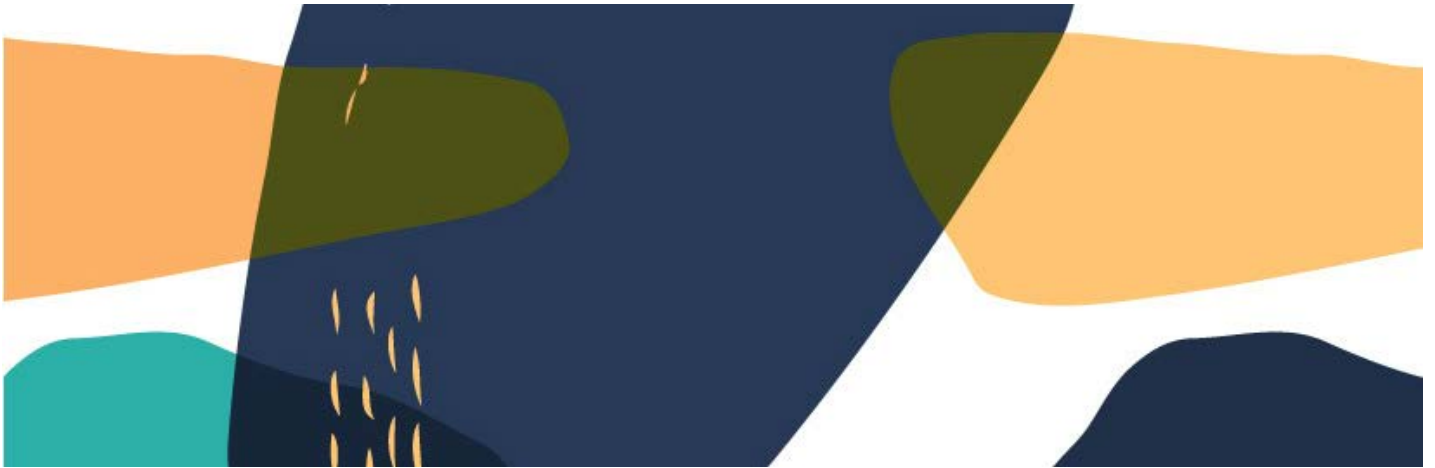
GENDER-INCLUSIVE HANDBOOK  
EVERY VOICE PROJECT

ANU Gender Institute  
ANU Centre for Learning and Teaching

# CONTENTS

<b>1. Acknowledgements</b>	<b>1</b>
<b>2. Introduction</b>	<b>2</b>
<b>3. Gender-inclusive pedagogy</b>	<b>3</b>
» Interactive learning	
<b>4. Social Belonging</b>	<b>4</b>
» What is it and why is it important?	
» What can undermine a student's sense of belonging?	
» Gender identity	
» Stereotype threat	
» Sexism and Bias	5
» LGBTQI+ Social Belonging	
» Inclusive language	
<b>5. Inclusive-teaching Strategies</b>	<b>6</b>
» Establishing class culture	
» Setting the tone	
» Managing Verbal Contributions in Class	7
» Managing Group Learning	
• Team Charter	8
• Group work: maintenance and evaluations	
• Organising group composition	
» Creating social belonging online	
• Establishing social presence	
• Encourage peer-to-peer interactions	
• Signal community values	9
» Creating Inclusive Curriculum	
• Authority	
• Course Design	
• Co-constructing learning experiences	
» Supporting student parents	10
• Student parent demographics	
• Challenges faced by student parents	
• Challenges faced by breast/chest-feeding parents	
• What is ANU's policy for student parents?	11
• Parent-inclusive language	
• How can I support student parents?	
<b>6. Addressing challenging behaviours</b>	<b>12</b>
» Sexual harassment	
» Responding to bias and harassment in class	13
» Responding to harassment directed at staff	
• Strategies for in-class interventions	
<b>7. Gender-inclusive teaching in the ANU Colleges</b>	<b>15</b>
<b>8. Bibliography</b>	<b>21</b>

# ACKNOWLEDGEMENTS

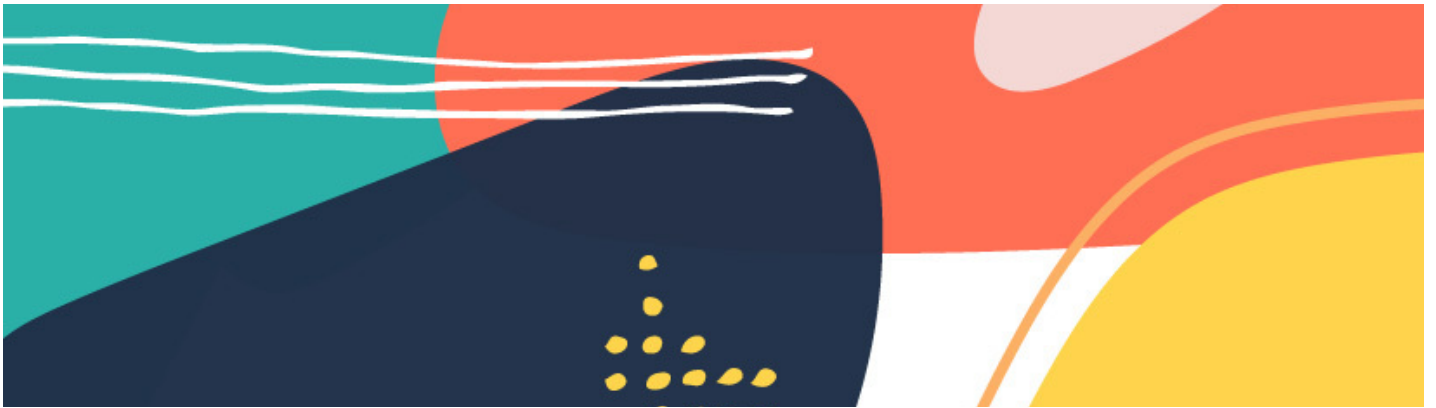


This project is the culmination of efforts by academic and professional staff members across the ANU. Principal thanks must go to the ANU Gender Institute and the Centre for Learning and Teaching for funding the project, with particular thanks to Dr Fiona Jenkins, Professor Margaret Jolly, and Dr Kim Blackmore. The College-based content was developed by a team of impressive early-career researchers with experience in teaching, social justice, and gender equity. Profound thanks to Ellen Lynch and Sophie Burgess from CECS, Dr Jessica Hambly from ANU COL, Yossi Bokor from COS, Niamh Campbell from CHM, Isabel Mudford from CASS, and Tevvi Bullock and Glynnis-Anne Buckley from CAP. The multimedia and graphic design work by Rafael Florez and Françoise Muller elevated the project offerings and played a significant role in engaging and compelling the ANU community. CLT team members Dr Joseph Hughes, Melinda Drummond, William Scates Frances, and Karlene Dickens provided immeasurable support and insight. Expertise, support, and advice from Sue Webeck and the Respectful Relationships Unit, Sophie Baker at NECTAR, Victoria Firth-Smith, Dr Rebecca Williamson and Andrea Butler from the Family Friendly Committee, contributed greatly to the project; we thoroughly encourage ANU staff to engage with their work.

The project would not have been a success without the patronage and contributions of generous educators from the university. From CECS we are indebted to Dr Katherine Daniell, Professor Nick Birbilis, Dr Amy McLennan, Jenny Simmons, and Dr Cathy Ayres. The ANU COL provided support through the remarkable efforts of Dr Cassandra Steer, Professor Imogen Saunders, Professor Margaret Thornton, Dr Ntina Tzouvala, Dr Dilan Thampapillai, Su Robertson, and Dr Wayne Morgan. We are grateful for the support and guidance from COS staff, in particular Dr Anna Cowan, Dr Pierre Portal, Dr Linda Stahl, and Professor Joseph Hope. From CHM we would like to acknowledge the incredible work and support of Dr Julia Ellyard, Dr Alison Kevan, Vinuri Wijedasa, and Dr Ekavi Georgousopoulou. The staff at CASS, in particular Professor Celia Roberts, Dr Katrine Beauregard, Rachel Heng-Walters, Rebecca Ng, Joelle Le, and Dr Geoff Hinchcliffe provided invaluable support and insight. From CAP, we are enormously appreciative of the help and inspiration offered by Dr Bina D'Costa, Professor Toni Erskine, Dr Roald Maliangkay, Professor Sharon Bell, Alison Cumming-Thom, Dr Sharon Bessel, Dr Amy King, Dr Kirsten Ainley, and Dr Carolyn Hendricks.

Finally, we would like to acknowledge all the staff members who attended workshops, shared their ideas, and committed to enacting new strategies for including and uplifting their students. The work you do is vital and your students will change the world.

# INTRODUCTION



The case for gender-inclusive education has been developed, debated, and defended long before Virginia Woolf argued for “a room of one’s own” and long after Kofi Annan declared it the means for reducing poverty. Gender-inclusive education has been couched as an individual human right, a national economic imperative, a cultural necessity, and a pathway to peace. Early discourse centred upon the plight of women, and the ways in which access to education could assure personal, economic, and political liberty. The emerging acknowledgement of the oppression of binary gender constructs has since informed a reappraisal of gender-inclusive education as not merely advocacy for women, but all students who do not conform to traditional, binary gender roles and identities. This project advocates for higher education that is inclusive of every voice. While gender is the lens through which we consider inclusivity, it is our goal to appreciate the ways in which gender identity intersects with variables such as age, culture, ethnicity, ability, and sexuality, to name a few.

The recommendations presented in this handbook are therefore ones that help teaching staff foster a sense of belonging and community through strategies that encourage respect, interactivity, and engagement. This approach will not only uplift female and gender minority students, but all students will feel the academic and social benefits of belonging to a vibrant, inclusive Australian National University.

This project is one of the ANU’s many endeavours to achieve equity. A core component of the current strategic plan involves “[creating] and [modifying] our practice, policies and culture so that admission, retention, and success for students and staff is based on ability and endeavour, whatever their backgrounds or identities” (“Strategic Plan 2019 – 2022”). This ethos and initiative has been championed and furthered by groups such as the Respectful Relationships Unit, the Family Friendly Committee, NECTAR, the Centre for Learning and Teaching, Chancellery, and the various diversity and inclusion working groups leading the way in the Colleges of ANU (to name but a few). A critical aim of this project is to highlight and celebrate the achievements and services of these groups, who offer inspiration and insight into a gender-inclusive future for ANU.

## The purpose of this handbook

This handbook is for any ANU student or staff member involved or interested in teaching undergraduate and postgraduate students engaged in coursework. Its purpose is to promote gender-inclusive teaching through an exploration of

contemporary research on the challenges faced by female or gender minority students, and to provide practical strategies and solutions for addressing these challenges. In order to achieve gender-inclusivity in the classroom, one must also appreciate the unique contextual factors that impede or encourage inclusivity. The handbook is thus divided into two major sections:

- > Universal challenges to gender-inclusivity in higher education and strategies to address these challenges
- > Gender-inclusive teaching in the ANU Colleges

The first section explores the pervasive issues of stereotype threat, harassment, sexism, bias, representation, and the experiences of student parents. The strategies proposed to address these range from small facilitation techniques that can be immediately implemented by an educator, to big-picture approaches to assessment, syllabus, and course design.

This section also includes details of services, policies, and procedures relevant to supporting students, which can be useful to new staff, or staff encountering specific issues for the first time.

The second section engages with gender-inclusive teaching in the ANU Colleges.

These chapters include details of the gender-inclusive initiatives already underway in the Colleges, a precis of challenges to gender-inclusive teaching unique to the College, and a series of tips and strategies for creating inclusive environments.

The College-specific chapters have been developed in collaboration with early career researchers who are active members of the respective Colleges. These chapters, like this project and handbook, are designed to highlight the expertise and innovation already at play in the Colleges. As the ANU progresses with its vision for equity, it is vital that educators are bolstered by the knowledge that their efforts to be gender-inclusive are part of a wider cultural movement. The strategies and solutions for creating gender-inclusive learning experiences and environments can be found already in operation at ANU, and the purpose of this handbook is to ensure that all educators are aware of, inspired by, and empowered to adopt these approaches to teaching. The current strategic plan observes that “we continue to make progress on gender equity, but have much work still to do”. This handbook, by curating the expertise and advice of ANU’s own staff, can provide the resources and tools for any educator to continue this important work.

# GENDER-INCLUSIVE PEDAGOGY



Gender-inclusive pedagogy is informed by the work of feminist pedagogical thinkers and proponents of critical pedagogy. The purpose and practice of feminist pedagogy is to develop

*“curriculum and instruction that validate the voices, experiences, and viewpoints of all students [ . . . ]”* (Capobianco 2007, p.2).

There is a keen emphasis on illuminating power relations and notions of authority in relation to knowledge (Naskali, Keskitalo-Foley 2019). The educator is therefore positioned as a facilitator who empowers students to construct, rather than merely ‘consume’, knowledge (Capobianco 2007; Naskali, Keskitalo-Foley 2019). Power dynamics within the classroom are disrupted by the recognition that each individual student has unique experience and knowledge that can enrich the learning of their peers. This recognition manifests itself in the form of dialogic, participatory, collaborative and interactive approaches to teaching and learning (Ngan-Ling Chow et al 2003).

Mainstream higher education pedagogy often consists of direct instruction in the form of lectures. A critical pedagogical approach perceives the passive reception of direct instruction as a process by which the student is conditioned to disregard theirs or their peers’ perspectives and defer to the authority of the teacher without question (Freire 2014). Direct instruction is nevertheless a vital component of teaching and learning, as the educator curates and elucidates vital sources, concepts and ideas. A balance should therefore be struck between direct instruction and complementary interactive activities in which students apply, deconstruct, and contextualise concepts, ideas, or information.

## Interactive learning

Interactive learning at the ANU involves fostering interactions between students, teaching staff and their students, and students and content. Wasley observes that “students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college” (2006, p.39).

The myriad benefits specific to collaborative work include, but are not limited to, the enhancement of student learning, the refinement of communication and collaborative skills, and the cultivation of strong student communities (Keyes, Burns 2008). Despite these benefits, there is well-documented reticence among students to participate in collaborative or dialogic activities (Deslauriers et al 2019; Weinstein et al 2013). This is often due to students’ belief that they cannot learn anything from their peers (Deslauriers et al 2019).

Preference for direct instruction derives from the fluency with which a lecturer communicates information; students feel they understand and retain more information in this context (Deslauriers et al 2019). Actual learning, however, can belie perceptions of learning, and the cognitive struggle associated with student-led learning and collaboration is more likely to result in deeper cognitive processing (Deslauriers et al 2019).

The key for mediating student resistance is for educators to articulate the ways in which collaborative and dialogic activities can benefit learning and support an inclusive space.

# SOCIAL BELONGING



## What is it and why is it important?

Social belonging in higher education refers to the extent to which a student needs and experiences positive relationships with peers and staff, and considers themselves to be a legitimate member of the learning community (Banchefsky et al 2019; Patterson Silver Wolf 2017; Walton, Cohen 2011).

The absence of these positive relationships, in conjunction with social exclusion, can result in “belonging uncertainty” (Patterson Silver Wolf 2017, p.777). Belonging uncertainty can affect a student’s wellbeing, learning, and the likelihood of completing their studies (Patterson Silver Wolf 2017; Walton, Cohen 2011).

A sense of a belonging is a basic human need, and a vital precondition for learning. Unfortunately, ethnic and gender minority students are more likely to struggle to develop a sense of belonging (Walton, Cohen 2011). A number of scholars argue that this is because the higher education system continues to value, legitimise, and exclusively cater to the white, male, heteronormative student (Burke, 2017; Savigny 2019). There are complexities to this argument that are not within the parameters of this handbook to explore, but it is worth noting that the conditions required to be a “typical” undergraduate student often entail privileged personal circumstances.

The “typical” undergraduate is assumed to be young (25 years being the point at which a student is defined as “mature-aged”) and unencumbered by economic burdens, familial duties, or disabilities that might prohibit their attendance in class and their capacity for a full time study load. The student is fluent in English and an assertive participant, who thinks rationally and works independently. The student could easily be of any gender, sexuality, ability or ethnicity – but they enjoy privileges and exhibit character traits more likely to be associated with white, heteronormative masculinity.

These associations are important, because students live in a world of stereotypes, socialisation, and inequitable access to education. They may bring these associations and assumptions (however baseless) to class, and that can have a profound impact on whether they see themselves, and are treated by their peers, as a “legitimate” student who belongs in the learning community.

## What can undermine a student’s sense of social belonging?

### Gender identity

The importance of gender identity in relation to a student’s feelings of legitimacy and belonging in higher education cannot be understated. Certain disciplines can be perceived as gendered, partly due to the predominance of a particular gender group participating in study and research of that discipline, and partly due to conceptions of the “suitability” of particular genders to a specific field (Ray et al 2018). Education, for example, is a discipline in which 65% or more researchers identify as female (Australian Research Council 2019). It is popularly conceived of as a “feminised” discipline – both in terms of its dominant workforce and the emphasis on the (supposedly) “feminine” pursuits of collaboration, pastoral care, nurturing, and communal good (Kelleher et al 2011). STEM subjects, in particular Computer Science, Engineering, and Physics, are often characterised as “masculine” due to beliefs about intellectual difficulty (Farrell, McHugh 2017).

Students internalise these gender characterisations and are in part motivated to select a discipline, or avoid a discipline, based on beliefs about a discipline’s compatibility with their gender identity (Farrell, McHugh 2017). When a student selects a discipline that is deemed incompatible with their gender identity, they can be burdened with the task of proving their suitability in the face of stereotypes.

### Stereotype threat

“Stereotype threat” involves reminding students of negative intellectual stereotypes associated with their category of identity. This “reminder” can be communicated verbally and through academic materials, and it can occur to students who identify with a visible, numeric minority within the student body.

A number of studies indicate that these reminders significantly impede students’ learning and their ability to demonstrate that learning in high-stress, evaluative situations, such as assessment or large group discussions (Thoman et al, 2013; Taylor, Walton, 2011).

Students expend mental energy on “disproving” the stereotype and fearing that they will affirm the stereotype and render a disservice to others in that category of identity. This detracts from the energy, confidence, and focus available for the task at hand, thereby diminishing student performance. It also undermines their sense of belonging, as they are struggling to prove their legitimacy as members of the student cohort.

## Sexism and Bias

Sexism manifests in myriad forms, but can be understood through the broad categorisations of “hostile sexism” and “benevolent sexism”. Hostile sexism involves “explicit prejudice and dislike of women” (Wakefield et al 2012, p.423). Benevolent sexism, on the other hand “incorporates the stereotype that women are warm yet incapable, and they should thus be cherished and looked after in a chivalrous manner by men” (Wakefield et al 2012, p.423; Glicke, Fiske 1997).

Benevolent sexism may appear on the surface as kindly in intention, but the attitude is informed by stratified beliefs of gender. These beliefs, and attitudes of benevolent sexism more generally, are indicators of likely sexual harassment and gendered violence behaviours and rape myth acceptance (Wakefield et al 2012; Glicke, Fiske 1997).

Benevolent sexism requires women to perform a kind of warm, dependant femininity that reinforces the power imbalance between the chivalrous “helper” and the incapable woman. When women do not conform to this ideology, they face “social sanctions” and often fear (quite likely) hostile repercussions (Beddoes, Schimpf 2018).

Sexism can occur at an institutional level, as well as on an interpersonal level. It remains true that within academia, the work of female and gender diverse authors is cited less than their male counterparts and they are less likely to be invited to speak at conferences or seminars (Savigny 2019). Women or gender diverse scholars of colour are even less likely to receive citations or invitations (Savigny 2019).

Experiencing sexism at university can have major ramifications for the health, wellbeing, engagement in learning, and academic performance of the targeted student. It can trigger physical responses, including accelerated heart rate and spikes in stress hormones. When exposed to a sexist aggressor or a sexist environment in the long term, these physical responses can translate into chronic or acute stress, which in turn impacts mental and physical health.

In instances in which benevolent sexism is prevalent in a learning environment, some students may be motivated to disprove the stereotype that women are incapable and require help from men. In conjunction with the cognitive load associated with disproving a stereotype, these students may not seek the help they need (Wakefield et al 2012). Their academic performance subsequently suffers. It should be noted that male-identifying students can be impacted by discourses of benevolent sexism; they may avoid

seeking needed help with their studies as such action could be interpreted (in this ideology) as undermining their masculinity.

These discussions of sexism, while useful, need to be considered in conjunction with the recognition that sexism perpetuates generalisations about gender and sexuality. This can include endorsing gender-binaries, which misrecognise and exclude LGBTQI+ identities entirely.

## LGBTQI+ social belonging

In the wider Australian community, LGBTQI+ people are more likely to report feelings of alienation, isolation, and disconnection from communities (Hillier et al 2010).

Challenges to a sense of belonging persist in higher education and can be correlated with lower educational outcomes for LGBTQI+ students (Sansone 2019; Goldberg et al 2019).

Discrimination and marginalisation are significant factors that affect sense of belonging (Pearce 2017). Trans students (binary and non-binary) often report pressure and anxiety to dress and behave in accordance with gender norms, including through the use of binary pronouns (Catalano, 2015).

Non-binary students in particular “experience anxiety about whether they should reveal the name and pronouns they use” and often accept being misgendered to avoid discrimination (Goldberg et al 2019, p.32). It should be noted that there is an “association between outness and sense of belonging”, and gender inclusive learning environments contribute to students’ decision to open about their identity (Goldberg et al 2019, p.59).

Educators who articulate university policy and personal supportiveness of gender inclusivity are more able to cultivate a greater sense of belonging and improved academic performance in gender diverse students.

## Inclusive Language

Using masculine generic language – such as “mankind” and “guys” – reinforces the legitimacy of the male student and excludes other gender identities (Copp, Kleinman 2008; Koeser, Sczeny 2014; Sczeny et al 2015).

Gender-inclusive language, however, can be a vehicle for reducing cognitive and behavioural male biases, combatting stereotypes, and increasing the visibility of gender diverse students (Koeser, Sczeny 2014). There are links between gender beliefs and language, and the language of a teacher can thus communicate inclusive or sexist/discriminatory attitudes (Koeser, Sczeny 2014).

Gender-inclusive language is, however, a more recent social phenomenon, and the workings of habit, rather than gender beliefs, can inform the use of masculine generic language. Habits can nevertheless be changed through the formulation of intentions to utilise gender-inclusive language as an expression of inclusive attitudes (Sczeny et al 2015).



# INCLUSIVE-TEACHING STRATEGIES



## Establishing Class Culture

The strategies proposed in this handbook require the educator to establish a class culture of respect which is co-signed by all students. Consistent with feminist pedagogies of empowering students, the process of establishing a class culture must be co-constructed with the students.

In the first instance, it can be useful to conduct activities to help students appreciate the diversity of perspectives in the room. The teacher could create a “culture map” activity in which students identify their ancestry. In face-to-face classes this could involve marking a printed map; in online classes this could be achieved by creating an interactive map through Poll Everywhere or through the annotation function in zoom. Short activities like this produce a quick, visual representation of diversity. This is just one example of many ice-breaker activities an educator could run to demonstrate diversity, but there are a range of options to explore, including running personality quizzes or polls on study habits and sharing the results with the class.

Respectful cultures require definitions of respectful and inclusive behaviours, and students will have different understandings of what this should look like in different classes. Reaching an understanding of respectful behaviour can be achieved through activities in which students co-construct guidelines for interactions. These guidelines should “include suggestions for behaviours on the part of the professor and the students, both as class participants and as discussion co-facilitators” (Copp, Kleinman 2008, p.104). Not only does this approach empower students, but it provides you with data on the way in which your students like to learn and receive feedback, and you can design your teaching accordingly. There are a number of ways in which a “charter”, “guidelines”, or “code of conduct” can be produced by the student group. In face-to-face classes this can involve students writing ideas on post-it notes and then organising the class notes into common themes. In online classes this activity can be run through zoom whiteboard or padlet. The educator can then collect and collate the ideas into a list of guidelines, or they can ask the students to synthesise the suggestions and develop the list as a group.

Co-constructed guidelines are powerful indicators to students about the expectations of their classmates and teaching staff. They are also a useful tool for educators, who can refer to the guidelines and remind students of the social contract they entered into at the beginning of the semester.

## Setting the tone

Co-constructing guidelines and demonstrating diversity are activities that indicate your investment in creating an inclusive environment for students. These simple signals are powerful for students who are at risk of belonging uncertainty. You might also consider the following strategies:

- > Introduce yourself and your preferred pronouns. Let the students know that you are keen to call them by their preferred name and pronouns, and that they can contact you privately with this information if they are comfortable.
- > Alert students to the services available to them. This might include explaining the availability of counselling sessions and the process for accessing Respectful Relationships Unit. Encourage students to contact you if they need help and do not know where to find it. While you are not responsible for managing mental health/wellbeing care for students, you should be able to connect them with the supports available at the university.
- > Explore what it means to be a “professional” in your field. Your students might have come from a highly competitive, individualised learning environment. Articulate their collaborative responsibilities and the ways in which collegial, respectful, and collaborative behaviours are expected and esteemed in their future careers.



- > Establish processes for feedback, “office hours”, and the ways in which students are encouraged to communicate with you. This helps you set boundaries around your availability, but also indicates that you value communication with students.
- > Invite students to engage in a critical appraisal of the course. Whose voices are represented? Whose voices are valued? This is particularly useful if you are teaching into a course that you did not design or is designed according to industry accreditation standards. It is exceedingly difficult to represent every perspective on every topic included in a course, but facilitating that conversation with students will cultivate critical thinking skills and recognise those voices excluded from the formal course content. We can run the risk of invalidating diverse perspectives if we do not acknowledge the omissions in course content.

Setting the tone at the beginning of semester is important. It is also important to reiterate these points intermittently throughout the semester, as they may be more salient at different times in the semester (particularly in relation to accessing ANU support services).

## Managing Verbal Contributions in Class

A classic strategy for inviting student participation is to ask the student cohort a question. A common phenomenon reported in lectures and tutorials, however, is that a select few students will accept the invitation to contribute and attempt to answer the question. As the semester unfolds, these same students become regular contributors, some students will participate infrequently, and many others will opt to listen to their peers and refrain from active participation.

There are many reasons why this may occur, but factors worth considering are students’ proclivity to challenge or threat appraisals of stressful situations, and their perception of a “locus of control” (Sarrasin et al 2014).

Studies indicate that people react differently to stressful situations depending on whether they perceive them to be a challenge that they can manage, or as a threatening situation wherein control is held by external forces (authority figures or even “chance”) (Sarrasin et al 2014). Gender identity contributes to the inclination towards challenge or threat appraisals, as “male students may score higher in challenge appraisals, and female students higher in feminine traits and threat appraisals” (Sarrasin et al 2014, p.125).

Students of any gender identity may express feminine or masculine traits, but they are more likely to express traits that correlate with the gender norms associated with their gender identity (i.e. women are more likely to report feminine traits and men are more likely to report masculine traits).

Students from lower educational backgrounds are even more likely to express traits associated with their gender. These proclivities matter in the context of education because they inform student responses to stressful situations, which include being invited to contribute an answer in front

of the cohort and the instructor. A student with feminine traits may perceive answering a question in public as a “threat” – moreso if the instructor “cold-calls” students, thereby reducing their locus of control. Instructors thus need to encourage student participation in such a way that they are less likely to perceive contributing as a threatening experience in which they do not have control.

Another justification for this approach is the evidence that suggests that female university students are more likely to report lower confidence in speaking and lower academic self-esteem than their male counterparts (Pulford et al, 2018). Female students are also more inclined to upwards social comparisons (compare themselves with students they perceive to be more advanced academically) whereas male students are more likely to make downward social comparisons (only compare themselves with peers that they perceive are less academically capable) (Pulford et al, 2018). These comparisons inform lower confidence and academic self-esteem, and produce significant barriers to contributing publically to tutorial and lecture discussions.

Consider activities that minimise the social-cost of providing a flawed response. These may include:

- > Think/pair/share activities in which students have time to consider their ideas, share them with one other person so they have the opportunity to soundboard and validate the idea, then invite the pairs to share their conclusions with the larger group.
- > Provide opportunities for written responses. This can be done using educational technologies like Poll Everywhere and Padlet, as well as Moodle tools and zoom tools when teaching online. Written responses minimizes communication anxieties that might otherwise prevent a student from contributing.
- > Model the thinking process in front of students so that trial and error becomes a normalized and destigmatized part of learning. Rather than asking for the answer directly, ask students to talk through ways in which they can test or access an idea.

## Managing group learning

Wasley states that “Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college” (2006, p.39). The myriad benefits specific to collaborative work include, but are not limited to, the enhancement of student learning, the refinement of communication and collaborative skills, and the cultivation of strong student communities (Keyes, Burns 2008). Despite these benefits, there is well-documented reticence for implementing group work, in part due to student resistance to collaboration (Weinstein et al 2013). This resistance is informed by the perception that group work often involves inequitable distribution of effort (Rogat, Adams-Wiggins 2014). In order to counteract these perceptions, a convener must assure students that each group member will be held accountable for their contributions,

and that the process of working in a team will yield benefits to learning that cannot be attained by working individually.

There are a number of strategies an educator can adopt to encourage positive peer interactions.

## Team Charter

A team charter is a group work activity designed to establish a code of practice. It would occur in tutorials and involve students working collaboratively on a document that set out the conduct, expectations and processes of the group. Students are more likely to meet their peers' expectations if they have been made explicit before beginning group work, and this activity clarifies exactly what is considered reasonable group member behaviour.

The key components of a charter include:

1. Identifying Deadlines and Deliverables
2. Articulating Performance Expectations (what grade or learning outcomes matter to the group?)
3. Meeting Schedule (when will they meet? How will they meet?)
4. Communication/File Management
5. Team Roles
6. Decision Making and Conflict Resolution (will they make decision by consensus? By majority?)

Student disputes are less likely to happen or become easier to navigate if the group has agreed to certain processes before embarking on their collaborative work.

## Group work: maintenance and evaluations

In order to ensure effective and equitable group work, conveners and tutors can implement group work maintenance evaluation processes. These processes require students to provide regular reflections and evaluations on their performance and the work of their team mates. Students are directed to contemplate the nature of successful group dynamics and constructive, collaborative behaviour.

The group maintenance task can be conducted as short sessions throughout a course. On at least two occasions, the convener/tutor will spend time with each group and evaluate their progress. The inclusion of these group maintenance tasks in assessment incentivises students to engage authentically with the process, ultimately ensuring more powerful reflection and conscious interactions. The involvement of the convener/tutor in periodically assessing groups using this same metric assures that the students are reporting accurately and reasonably. Examples of the metrics used in this kind of evaluation include:

- > “how well the group achieved its task as stated;
- > how well you think you contributed to achieve the group task;
- > how well the group functioned as a group;
- > how well you think you performed as a group member” (Bryan 2018, p.151)

These metrics involve specific, descriptive criteria in which students assess how well each individual:

- > “listened to others;
- > extrapolated salient points from muddled contributions;
- > enabled shy members to contribute; or
- > applied a technique for dealing with unproductive disharmony within the group” (Bryan 2018, p.151)

## Organising Group Composition

The way we organise groups can impact on the experience of each student within the group. We want students to have experience working with diverse people - after all, we are preparing them for future work in which they need the skills to collaborate with many different colleagues and stakeholders. We also want to avoid invoking stereotype threat - so how do we get the balance right? Here are some suggestions:

1. **Avoid putting minority students on their own in a group.** It is better to have two female students in one group, and no female students in another group, rather than isolating and distributing a single female student per group. This principle extends beyond gender. For example, international students might be excluded if there are differences in language fluency. You can avoid that exclusion by making sure there is more than one international student in a group, thereby creating an imperative for the group to develop alternative communication strategies.
2. **Allow students to select ONE group partner.** Groups can be created by allowing students to self-select a partner, then the convener matches pairs to form groups of four. This way they have a friendly peer to ensure that they don't feel excluded from the group, and still have the opportunity to work with diverse students.
3. **Devise roles for the group work and mandate the rotation of those roles in different tasks.** This strategy ensures that each group member has the opportunity to refine their skills in different areas. It also prevents dominant students from taking control of the entire process, as you have made provision for less dominant students to take the lead at certain stages of the activity.

## Creating social belonging online

Remote or Multimode delivery can create so many educational opportunities, but there are some challenges to these educational models. The transactional distance intrinsic to online education can diminish students' psychological connection to their courses (Jaggars, Xu 2016). There are ways, however, to mediate these challenges and cultivate social belonging amongst the student cohort.

## Establishing social presence

In essence, students need to feel that their online convener is a "real person". One very quick way to establish your presence is to post a photo of yourself on the course page. Even more effective is to post a video of yourself - let students hear you and see you. The quality of the video does not matter.

## Encourage peer-to-peer interactions

Promote positive and meaningful online contributions and interactions by students through the use of discussion fora. If your assessment regime allows, include activities in which students need to respond to their peers with ideas that reflect their beliefs, add insight to the conversation, and provide evidence to support their perspective. Student participation in interpersonal exchanges is a strong predictor of academic performance, therefore it behoves an educator to provide these opportunities as much as possible (Jaggars, Xu 2016).

## Signal community values

The ways in which classroom spaces and visuals can invoke stereotype threat was explored in the "social belonging" chapter of this handbook. An online course site is a similar space in which visuals can communicate the values of the learning community. Displaying graphics such as the ANU ally network or personalised messages about an inclusive ethos are strong signals to students that you are receptive to their needs and supportive of their identities. Privileging these signals on your Wattle site indicates your priorities and sets the tone for the kinds of interactions expected on the site. If you deliver the co-constructing guidelines activity, you can display those prominently on the Wattle site - reminding students that they had a voice in the shaping of their inclusive and respectful community.

## Creating Inclusive Curriculum

The previous chapter on social belonging discussed gender identity and associations or dissociations with areas of study. Educators can reinforce the notion that certain gender identities form the "ideal" scholar through the way in which the curriculum and syllabus are designed.

## Authority

The authoritative voices and figureheads featured in the curriculum exemplify the ideal scholar. If only one gender or racial identity is represented in these authoritative voices, then students may infer that the legitimate scholar must belong to that category of identity. Historical inequities often inform the over-representation of certain voices in "canonical" scholarship, and educators can face the difficult task of ensuring students understand the canon while introducing diverse perspectives. Some options for including diverse authoritative voices include:

- > Reviewing the authors included in the syllabus and reflect on "who is included/excluded?"
- > Partnering "foundational" texts with contemporary responses from diverse authors

- > Include content, hypotheticals, and examples in which authority-figures in the field are from diverse backgrounds
- > Invite diverse guest lecturers to speak to the students
- > If you are a female or gender-diverse author, feel encouraged to put your research on the syllabus - it is documented that male academics are inclined to feature and cite their own work, but female and gender-diverse authors demonstrate reluctance.

## Course Design

Time restraints and accreditation requirements can impose limitations on the scope of a course. The way in which a subject is framed can communicate a political position on what content and perspectives are deemed important. Educators should consider not only whose voices are validated, but how gender identity is constructed by the subject. For example, a course on war poetry that does not explore female subjectivities privileges a certain experience of war as more "worthy" of study. Some options to address the challenges of course scope include:

- > Asking students to engage in a critical discussion about the content included in the course. This could be particularly useful if the educator does not have control over the course design. The conversation acknowledges diversity issues and empowers students to identify and address issues as they go forth in their studies and in their professions.
- > Consider reframing the course to include a gendered or "decolonising" lens.
- > Work with colleagues to identify courses that students are likely to attend in their program of study. If you are not in a position to change your course, encourage students to consider it in partnership or dialogue with a course that does provide alternative or critical perspectives on the content.

## Co-constructing learning experiences

The structure of traditional university courses affirms the authority of the teaching staff and the syllabus, but feminist pedagogy encourages authority to be shared with the students. This can be activated in a course through a "co-construction of the curriculum" approach, in which students are given choices (or freedom) to select the direction of the course. An educator can take an incremental approach to co-constructing the curriculum:

- > Provide a limited number of choices from which the students can select topics or readings
- > Designate one week of the semester to a relevant topic proposed by students



- > Incorporate problem-based learning in which the students are tasked with finding solutions. Facilitators can provide gentle assistance in these tasks, but the responsibility for learning is referred to the students.
- > Identify the topics for each week but assign the responsibility of selecting the readings/guiding the discussion/choosing the activities to rotating student groups

## Supporting student parents

### Student Parent Demographics

Among the diverse students that comprise the undergraduate and postgraduate cohorts at ANU are people with caring responsibilities, many of whom are parents. Although the exact number of ANU student parents is not publically available, data from other Western societies suggest that a third of students care for a dependent (Moreau 2016). Higher education can be an enriching experience for student parents. For many student mothers, for example, formal study offers a sense of fulfilment and value beyond the confines of, and expectations associated with, their parental role (Brooks 2015; Quinn 2003). Furthermore, a number of parents conceive of their studious efforts as an important method of modelling positive behaviour to their children (Marandet, Wainwright 2009). Student parents can be among the most successful academic performers, reinforcing the adage that “if you want something done, ask a busy person”. Nevertheless, there are significant challenges that can impede the performance and impact the wellbeing of student parents.

### Challenges faced by Student Parents

As discussed in earlier chapters, social belonging is a significant factor for engagement and learning. Student parents, however, often report feelings of exclusion or marginalisation from their peers (Marandet, Wainwright 2009; Moreau 2016). It is more difficult to enjoy an on-campus social life due to parental responsibilities and a lack of child-friendly student events.

Student parents are the nontypical academic subject, and as such they often feel positioned as “others” (Moreau 2016). This is compounded by the fact that a disproportionate amount of student parents are from low-income, non-white or first generation families (Moreau 2016; Robertson et al 2019).

Expectations around student behaviour, such as attendance to classes and availability for off-campus learning experiences, can reflect assumptions about student family life. Similarly, infrastructure communicates to student parents whether or not their family status is compatible with student life. For example, lack of available childcare and rooms for feeding, expressing, and changing infants can be a disincentive for student parents to attend campus or field trips. The late release of timetables can prevent students from securing the childcare they need to attend class. Other disincentives include lack of pram access in lecture or tutorial rooms, or desks that do not accommodate pregnant students.

Students may not communicate their status as parents unless they require extensions, cannot attend class, or need to bring their child to class. Student parents often express concerns that their parental status only becomes visible to peers and teaching staff, and are thus defined, by the “crisis” moments of parenthood (Moreau 2016, p.913). This can result in anxiety for students who feel their personal circumstances compromise their appearance of professionalism and commitment to their studies (Marandet, Wainwright 2009; Moreau 2016).

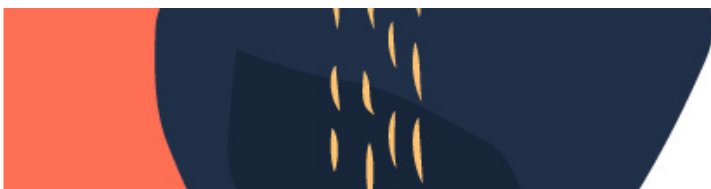
The anxiety and guilt associated with academic expectations are comingled with the pressure of parenthood. Discourses of “intensive mothering”, for example, cause many female-identifying students to regard their studies as self-indulgence, taking precious time and care away from their children (Brooks 2015). Guilt is a predominant emotion reported by these student parents, and those of working-class backgrounds are more likely to experience anxiety and shame regarding the adequacy of their parenting than their middle class counterparts (Brooks 2015).

While mothers report the highest levels of guilt, cultural factors interpose in the experience of this emotion in relation to parental roles. Whatever unique sources of pressure faced by the ANU student parent, it is apparent that they are potentially burdened with anxiety which can, in turn, interfere with their learning.

### Challenges faced by Chest/Breast feeding Parents

A number of studies indicate that the parent’s capacity to feed their baby with human milk is impacted by the return to work or study (Mackenzie West et al 2016; Robertson et al 2019). There are a number of health benefits associated with chest/breast feeding, and the goal of an inclusive university is to ensure that students are supported to chest/breast feed for as long as they wish. Only a fraction of women, however, continue breastfeeding after resuming work (Robertson et al 2019).[1] Specific challenges for student parents include access to a private space for expressing or feeding, access to lactation breaks in their schedule, having to carry a pump, access to refrigeration for storing milk, and the aforementioned awareness of the perception of peers and teaching staff (Robertson et al 2019).

While students have the right to chest/breast feed at ANU in public, and should be encouraged to exercise their right, many prefer to do so in a private space. A parent must feel relaxed in order to stimulate a “let-down”, for example, and bathroom stalls or cars pose challenges to hygiene and comfort (Mackenzie West et al. 2016). Another impediment to chest/breast feeding is access to lactation breaks. Feeding or expressing can take up to twenty minutes if not longer, not including the time involved commuting to and from a private space, cleaning the pump, or any particular needs of the infant. Students with classes in close succession, or long classes or laboratory sessions may struggle to schedule lactation breaks without missing sections of a class, arriving late to class, or opting to listen to a class online (which is not compatible with laboratory sessions, for example). Field trips or off-campus learning events are even more challenging for students who chest/breast feed because there can be limited access to private space and lactation breaks.



## What is ANU's policy for student parents?

The ANU "Children on campus" policy states that supervisors and lecturers will "reasonably consider requests from staff or students respectively to bring children into a classroom or the workplace" (ANU, "Policy: children on campus").

The policy notes that the following factors are relevant to the lecturer's or supervisor's decision:

- > the parent/carers' needs;
- > fellow workers or students requirements;
- > the child's age;
- > health and safety of the child;
- > duration and frequency requested;
- > environment and health and safety issues for the child and others;
- > reasons for the request; and
- > the subject matter being taught

The lecturer or supervisor must consider a number of variables when determining whether a student can bring their child to class. Laboratories, for example, are not considered a safe space for an infant.

The Family Friendly Committee is working tirelessly to improve conditions for parents at ANU, through the development of policy, checklists for supervisors and mothers, and the compilation and review of all parenting spaces available at ANU. You can find all the details by visiting this website: <http://genderinstitute.anu.edu.au/parents-and-carers>

Student parents are entitled to an Educational Access Plan (EAP) if they are chest/breast feeding. Lecturers receive the confidential EAPs of the students in their classes.

## Parent-Inclusive Language

ANU celebrates diversity among its student body, and that diversity extends to student parents. While many students will identify as "mothers" or "fathers", using these terms alone to describe parenthood excludes those who do not identify with gender-binaries.

Dinour notes that "heterosexual and woman-focused lactation language [. . .] can misgender, isolate, and harm transmasculine parents and non-heteronormative families" (2019, p.524). It is therefore recommended to use the terms "breast/chest feeding" and "human/parent's milk", rather than "breastfeeding" and "mother's milk" to describe lactation. When discussing childbirth, use the terms "gestational" or "birthing" parent rather than "mother", and the terms "nongestational" or "nonbirthing" parent rather than "father" (Dinour 2019, p.527).

This non-gendered language is particularly important in clinical or abstract academic discussions of childbirth and parenthood, both to recognise the identities of students in the class, and to model inclusive behaviour for students entering clinical practice. When working with student parents, defer to non-gendered language until the student volunteers their preferred nomenclature.

## How can I support student parents?

- > **Take the time to articulate your support for student parents at the beginning of the semester in lectures, tutorials, and on Wattle.** Make the policy on inclusivity clear, identify which seats might be most accommodating for student parents, invite student parents to talk with you if they feel comfortable, and give directions to the closest parenting spaces. Avoid identifying individuals and make sure your teaching team have all the information to help their students.
- > **Check your EAPs** and determine if you need to make adjustments or alternative options for student parents and chest/breast feeding students. This might include offering an alternative exam time so as not to coincide with lactation breaks.
- > If you identify a student parent in your class who does not have an EAP, **encourage and guide them to contact Access and Inclusion.** It should be noted that some cultures regard chest/breast feeding as a deeply private affair. When approaching a student, be mindful of the sensitivity of the topic. For example, "I noticed that you have carer responsibilities, did you know that you are entitled to an Educational Access Plan? An EAP means we can offer student parents flexible arrangements so that they can fulfil any parental tasks without missing out".
- > **Be wary of publically confronting a student who arrives late to class,** especially if they have an EAP. If you are concerned, raise the issue with the student privately, using non-judgemental language. For example, "I noticed you haven't been able to make the beginning of the class, is there anything I can do to help?"
- > There will be times when it is not appropriate for students to bring their infant to class, and in these instances it is important **to communicate the reasons to the student, express support for them, and provide alternative options** to ensure minimal impact on their access to learning.
- > **Try and schedule breaks for students** if you have a long class. While a 20 minute break may not be feasible, consider ways to minimise the impact of the lactation break on the student's learning. Provide extra notes, and if operating group activities, encourage the group to recap any essential points.
- > **Use inclusive language** to describe parenthood. Do not worry if you make a mistake, simply acknowledge it and correct yourself. Language habits take practice to overcome, and students respect the efforts you make to be inclusive.

# ADDRESSING CHALLENGING BEHAVIOURS



## Sexual harassment

Sexual harassment and gendered violence is prevalent in Australia, with nearly a fifth of all women having experienced sexual assault or related threats, (Australian Institute of Health and Welfare 2018, p.x). The 'Change the course' university survey revealed that 51% of students had experienced sexual harassment in 2016 (Australian Human Rights Commission 2017, p.3).

A 2018 report in the US on the experiences of women STEM students found that 33% of undergraduates and 43% of graduate students experienced sexual harassment (Bartos, Ives 2019). Bartos and Ives observe that "these numbers rise for 'women of colour' and/or 'sexual minority women' and 'gender-nonconforming women'" (2019, p.349). Trans students, for example, experience "greater levels of harassment and discrimination" than their cisgender counterparts (Goldberg et al 2017, p.33).

In the UK, 37% of female students and 12% of male students reported experiencing sexual harassment on campus (Whitley, Page 2015). There is an emerging consensus that stratified beliefs about gender are key indicators of attitudes to sexual violence (Lei et al, 2014; Turchik, Edwards 2012; Crittenden et al 2017; Posadas 2017).

The Victorian Royal Commission into Family Violence, for example, concluded that family violence was primarily caused by "deeply rooted [...] power imbalances that are reinforced by gender norms and stereotypes" (2016, p.2).

The 'Change the course' survey results prompted Universities Australia to develop an action plan, entitled 'Respect. Now. Always', to address the disturbing culture persisting within the education sector (Universities Australia 2018).

In 2019, ANU launched a 'Sexual Violence Prevention Strategy' through the Respectful Relationships Unit, committing to creating

an "ANU free from violence" in which students and staff "experience equality" and are "empowered and respected where they live, learn, work, and socialise" (Respectful Relationships Unit, 2019).

This vision recognises the impact that experiencing sexism, violence, and harassment can have on learning. A recurring theme in the previous discussions about sexism, discrimination, and stereotype threat has been the ways in which these forms of persecution create significant cognitive load, anxiety, and distress, thereby diminishing academic performance.

In sum, a student cannot learn if they do not feel safe or if they are not respected as legitimate members of the student cohort. The ANU has identified a number of outcomes as indicators that ANU is a safe environment for students and staff, many of which speak to the role of teaching staff:

- > All members of the ANU Community are aware of the causes and forms of sexual violence, who is affected by violence, and the impact of violence on victim-survivors.
- > Our community is supported to develop attitudes and beliefs that reject gender inequality and violence.
- > All members of the ANU Community actively engage in prevention efforts, both as participants and facilitators.
- > Our community, particularly male members of our community, are supported to develop skills to actively challenge attitudes and behaviours that enable violence, including challenging rigid gender roles, gender inequality, sexism and discrimination.

- > The prevalence of violence on campus is significantly reduced and all members of the ANU Community live free of fear. Our community members feel safe and included — in their office or lab, residential hall or college, club or society, in online spaces and in participating in or attending ANU events.
- > All members of the ANU Community live and practice confident and respectful relationships while at the University
- > Our community is equipped with the knowledge and skills that inform and shape healthy, safe, equal and respectful relationships.
- > All members of the ANU Community are aware of the disclosure and reporting processes and support services available
- > Our community knows how to access support and to disclose and report incidents of sexual violence at the University.
- > Victim-survivors feel comfortable to disclose and to report incidents to the University and are satisfied with the University response if they choose to do so.
- > Victim-survivors feel they are supported throughout any processes they choose to engage in at the University. Victim-survivors who report the incident to ANU responders feel that the process was timely, accessible and effective.

The inclusive strategies detailed in this handbook are useful tools for achieving these outcomes. If a student confides in their lecturer, tutor, or supervising staff member that they have been harassed, the first goal is to ascertain their safety and indicate support for the student. A student should be advised of counselling and support services available to them.

#### Direct students to the Respectful Relationships Unit services

If you or the student is in immediate danger call 000 for Police. If you or the student needs immediate medical attention call 000 for Ambulance.

## Responding to bias and harassment in class

Incidents of sexual harassment or sexist or discriminatory commentary may occur publically, during a session. The way in which an educator manages that incident can have serious ramifications for the engagement, wellbeing, and future interactions of the entire cohort. Studies by Guy Boysen indicate the need for tertiary educators to assume responsibility for intervening in instances of bias for a number of key reasons. Ignoring bias can be perceived by students as condoning bias, whereas confronting bias can reduce sexism and promote an inclusive community (Boysen 2012; Boysen 2013). Students are more likely to perceive an intervening educator as more effective and more 'knowledgeable' (Boysen 2013, p.304). If a student intervenes, the cohort are more likely to deem the educator as less effective and less knowledgeable, and it creates an ingroup and outgroup dynamic between the student being confronted and their peers (which can impact negatively on that student's sense of belonging and capacity to self-reflect) (Tajfel 1982). Finally, it is of particular importance that an educator intervene when a female student is the target of bias, as male students (and female students with "weak gender identification") are more

likely to perceive that student as a "complainant" (Boysen 2013; Dodd 2001).

The good news is that students appreciate any response that confronts bias, and while challenging it can be uncomfortable and the "right" words can be difficult to find, the educator can feel reassured that they are helping by acknowledging that there is a problem.

## Responding to harassment directed at staff

It can be very confronting and distressing to be the target of harassment by a student. It can make the educator feel unsafe, uncomfortable, and like their authority has been undermined. The most important thing for the individual to do is look after themselves as befits their personal preference. Some recommended approaches involve talking to a counsellor, or a trusted friend, family member, colleague, or supervisor. ANU staff have a range of options for accessing counselling through the EAP.

If you are a colleague who learns about this behaviour, encourage the individual to seek counselling and to report the issue to their supervisor. The ANU is committed to ensuring staff safety, and any individual who reports harassment should be able to rely on the university to manage the situation, reprimand or discipline the student (if appropriate), and provide a safe teaching environment.

## Strategies for in-class interventions

It should be said from the outset that the hurt experienced cannot be undone, but it can be addressed and the individual can feel empowered again. A significant challenge for the individual is returning to teach the class and the student. While support and protection is offered by the university and colleagues, it is nevertheless a brave and daunting act to return to the classroom. For some it may be too traumatic. The strategies included below are merely suggestions, they may not be suitable for every situation or every educator and it should be emphasised that there is no wrong way to cope with harassment. The following suggestions are just some ways of responding to harassment in the moment that it occurs. Sexist or sexualised commentary can be incredibly surprising and fear-inducing, and often we struggle for words in the moment. The intention behind these suggestions is to empower the targeted individual by reasserting authority as an educator and reinforcing the inclusive and respectful culture that the individual has championed in their teaching.

The responses offered below are somewhat depersonalised and hypothetical. The educator does not need to concede that they are affected or disempowered by the comment if they do not wish, and they can continue to demonstrate their authority in relation to the education and safety of the class. This is not to say that the educator should avoid expressing personal feelings, merely that there are options for addressing a deeply personal attack without having to be vulnerable about one's emotional state in front of a group of people.

Respond to a disrespectful remark by asking questions in a calm voice:

- > "Are you aware that that kind of comment fits the definition of sexual harassment?"
- > "What does that comment mean?"
- > If the comment is a sexist joke, ask the question: "I'm not sure why that is meant to be funny, can you explain what that joke means?"

- > “How do you think that kind of comment would make a person feel?”
- > “We speak respectfully to each other in this classroom, do you think that comment was respectful?”

The purpose of asking these questions is to educate the student and illuminate the sexist and harmful features of sexual harassment. Often students have not received education about what constitutes harassment, and in a culture which normalises and minimises harassment and sexism, a student may be unaware of, or thoughtless about, the harm they are causing. By employing the well-worn pedagogical strategy of asking questions, the educator requires the student to analyse their comments critically and articulate the consequences and motivations behind the comment. The students in the cohort benefit from observing this exercise and reflecting on the issue. The student that volunteered the comment is likely to experience embarrassment in this process, which (coupled with the critical reflection) may inspire a change of attitude or behaviour so as to avoid causing harm or future embarrassment. Furthermore, if the educator invokes the cohort of students as a community of respect, the student’s behaviour is situated as socially

unacceptable and aberrant from the cultural norms of that community. In other words, the student risks ostracism if they continue to harass the educator or their peers.

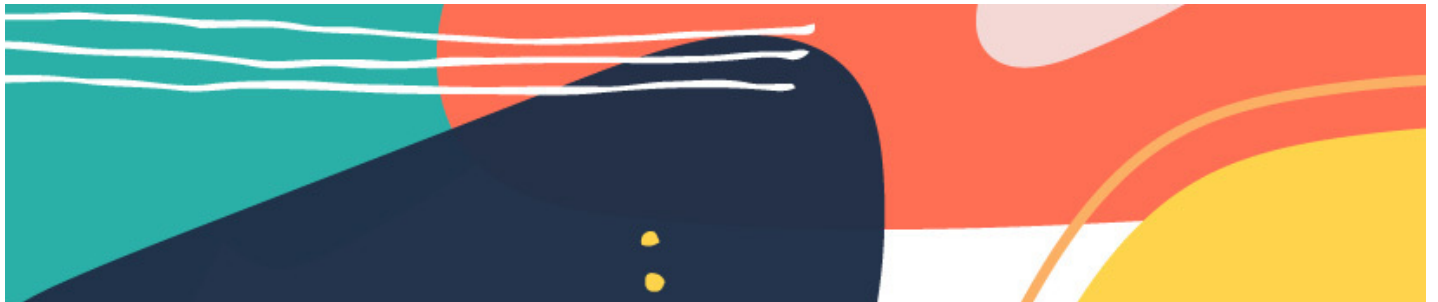
In some circumstances, a student will reiterate or stand by their comment. In these situations there is little to be gained from pursuing a dialogue in the heat of the moment. In order to assert calm authority, it may be best to respond with the following:

- > “This conversation is one that we will pursue without taking more of the other students’ time.”
- > “I will offer a full response to your comment in due time.”
- > “Irrespective of whether you agree, that comment creates an uncomfortable environment to which I won’t expose the class.”

The latter response can be used as a preamble to asking a student to leave the class until further notice. This is a reasonable choice to make if the educator feels that the student is hostile, that they cannot continue teaching or are uncomfortable in the presence of that student, or if the student is becoming disruptive.



# GENDER- INCLUSIVE TEACHING IN THE ANU COLLEGES



## College of Engineering and Computer Science

### What positive actions are being taken in the College?

- > Gender Equity in Engineering and Computer Science (GEECS) is a network available to all female and gender diverse staff in CECS. The group meets regularly to cultivate community, support, and belonging in the College.
- > The College has articulated a goal of 50:50 participation by 2030
- > The Diversity and Inclusion Committee was established in 2018 and is overseen by the Associate Dean (Diversity and Inclusion). This committee oversees initiatives in the College designed to improve inclusion of diverse students and staff.
- > The “Diversity Bits and Bytes: Community and Culture in CECS” blog features articles that support diverse staff, announce events, and celebrates and shares ideas on how to promote inclusivity and diversity in the College.
- > CECS is a partner with ANU Fifty50, a student-led organisation designed to promote equal participation in STEM. The organisation is involved in community engagement and mentoring programs.

### What challenges are specific to the College?

- > Unequal gender representation among staff and within the student cohort can reinforce beliefs about who “belongs” in CECS.
- > Attrition rates of female-identifying students versus male-identifying students would suggest that there are factors and dynamics that unequally affect the learning and motivation of female-identifying students.

- > Female-identifying students have expressed in feedback that “women-only” tutorials is not a desirable solution for addressing the gendered challenges that undermine learning and motivation.
- > The cultures of Engineering and Computer Science industries are still characterised by members as heavily male and middle class. This characterisation can deter or intimidate diverse students.
- > Group work is a common activity in the College and presents challenges for mediating student bias and encouraging equal participation.
- > There is a tendency in the industry to privilege the application of topics to narrow or stereotypically “masculine” areas of interest.

### What teaching strategies can we adopt to address those challenges?

- > Consider providing diverse application areas and examples in class so that students’ diverse interests are engaged
- > Consider organising group work so there is diversity in each group, but make sure that you do not leave a minority student alone in a group. Structure group tasks in such a way that each group member can perform intellectually challenging work as well as the report-writing work. This might include rotating roles.
- > Host explicit discussions about belonging and identity in the profession. Encourage students to identify with the area of study and promote diverse role models and interests through the visual materials placed around the classroom or on the LMS (Wattle/Piazza)
- > Be explicit and train students in constructive collaborative behaviours (listening, inviting opinions, sharing ideas etc). Connect these behaviours to their identities as a scientist and as a future professional – industries demand and reward collaborative work.

- > Including questions for class reps around inclusivity in the course. This will help to gain student feedback on what is working and inform new strategies for encouraging inclusion.
- > Encourage students to access the range of ANU services available to support them through the studies, such as Access and Inclusion and ANU Counselling.
- > Consider who is represented as an authority in the field. How can the materials, case studies, guest lecturers, visual materials, and scientists discussed in the course reflect gender diversity in the field? How do they represent gender more generally? For example, hyper-sexualisation of female characters in computer games can reinforce gender norms and power dynamics.

## College of Health and Medicine and the College of Science

### What positive actions are being taken in the College?

- > Parental Leave – ANU Enterprise Agreement 2017-2021
  - > Under the new entitlements, following the birth of a child, eligible staff who have worked at ANU longer than 12 months, can apply for up to 26 weeks' of paid leave.
  - > If your partner gives birth, or you become one of two adoptive or foster parents, or legal guardians, you can access up to 26 weeks paid leave to be the primary carer of that child.
  - > Importantly, your partner does not need to be an ANU employee for you to access primary carer partner leave.
  - > The new entitlements are available for all couples, including those in defacto or same-sex relationships.
- > Programs and initiatives in place, such as Science in Australia Gender Equity (SAGE) pilot.
- > Equity and Diversity Essentials (EDHR01) Workshop available to all ANU staff
- > Understanding Unconscious Bias (EDHR03) Workshop available to all professional and academic staff
- > Science joining the SAGE pilot, ANU has:
  - > Expanded parental leave entitlements to include up to 26 weeks of paid parental leave for partners.

- > Increased funding through the Carer's Career Development Assistance Fund to support staff with caring commitments to participate in conferences or workshops.
- > Appointed a Dean of Staff, to assist staff in the early resolution of potential cases of discrimination.

### What challenges are specific to the Colleges?

- > Challenges associated with inclusion of gender-diverse students. Staff report that the general culture of some courses makes students feel excluded.
- > Staff have reported issues with students undermining female-identifying tutors. This is particularly pronounced in disciplines perceived by students as “masculine” and “harder”.
- > Issues associated with condescending discourse (and/or “mansplaining”) by students to other students.
- > Issues associated with the number of women employed at more senior academic levels (Levels D and E). Although there is a more even-distribution at the undergraduate/postgraduate level, parity has not been achieved in more senior levels (it should be noted that there is insufficient or no data on gender diverse staff).
  - > A recent study has claimed that nearly half of females are leaving science jobs after their first child (Cech, Blair-Loy 2019).
  - > The absence of senior female-identifying staff in STEM removes a source of visible role models for existing and aspiring scientists.
  - > Even with mentoring, women in STEM still have higher attrition rates than their male colleagues.

### What teaching strategies can we adopt to address those challenges?

- > Make explicit with your student group that work needs to be done to create a cultural shift in STEM, and that they are empowered agents in that change. Invite them to co-construct values and expectations of the learning cohort which will inspire a positive culture.
- > Consider who is represented as an authority in the field. How can the materials, case studies, guest lecturers, visual materials, and scientists discussed in the course reflect gender diversity in the field?
- > Consider organising group work so there is diversity in each group, but make sure that you do not leave a minority student alone in a group. Structure group tasks in such a way that each group member can perform intellectually challenging work as well as the report-writing work. This might include rotating roles.

- > Be explicit and train students in constructive collaborative behaviours (listening, inviting opinions, sharing ideas etc). Connect these behaviours to their identities as a scientist and as a future professional – industries demand and reward collaborative work.
- > Use gender-inclusive language in examples and case studies (e.g., they/them), rather than (he/him or she/her).
- > Encourage tutors to share their personal pronouns and/or communicate their willingness to adopt the pronouns and names preferred by their students. Encourage the use of pronouns on emails and during class via zoom.

## College of Arts & the Social Sciences

### What positive actions are being taken in the College?

- > The ARC funded project “Gendered Excellence in the Social Sciences”, led by Professor Fiona Jenkins, Marian Sawyer, and Helen Keane considers five discipline areas and the impact of “women’s limited influence and status in these key fields of research” and how that affects “our capacity to grapple with the social and political changes necessary for progress toward gender equality”.
- > The CASS Gender Equity Sub-Committee performs key duties, including supporting mentoring and access to grants.
- > The College participates in the SAGE initiative to explore options for advancing gender equity in Australian STEM disciplines

### What challenges are specific to the College?

- > Many courses engage with topics related to gender, violence, and trauma. A key challenge is navigating these topics and generating sensitive and safe class discussions.
- > Many staff members report lacking confidence in supporting gender diverse students in class.
- > It can be challenging to strike a balance between “academic freedom” and “political correctness” during discussions about gender and politics.
- > Staff who teach languages report challenges in speaking inclusively while teaching gendered language conventions

- > Staff report lack of confidence with supporting students who disclose mental health issues or incidents of sexual misconduct

### What teaching strategies can we adopt to address those challenges?

- > Managing safe discussions about sensitive topics can be aided by providing sufficient forewarning to students before class begins, either at the beginning of semester or the week preceding. Forewarning allows the student to discreetly “opt out” or communicate with teaching staff to request observational-only participation. If discussion topics are central to the learning outcomes for the course, make this explicit at the beginning of the course and reiterate your willingness to support anyone who is troubled by the content. Frequently signal the ANU Counselling services and encourage any student to explore an EAP if their needs would be better suited to adjusted assessment arrangements. Before conducting discussions, set explicit expectations regarding sensitive language use and protocols for listening and responding.
- > Support gender diverse students by flagging the importance of inclusivity at the beginning of the class, sharing your pronouns (via zoom/email) and willingness to accommodate people’s personal pronouns and names, and consider the inclusion of gender-diverse scholars and curriculum materials that are respectful in the representation of gender-diverse peoples. Consider putting the ANU Ally rainbow signs on the Wattle site and as posters in the classroom space.
- > In heated political discussions that are relevant to students’ study, consider requiring protocols for discourse. Remind students that the purpose of the discussion is to aid learning, and learning cannot occur if student wellbeing is threatened. If students are presenting worldviews that may be upsetting to other students, recommend discussing the argument in descriptive rather than categorical language (i.e. “this is wrong because...” versus “this argument follows this logic...”). Create rhetorical exercises in which students must explain the impact of an argument on any identity implicated in the discussion. This is not to control student worldviews, but to foreground the importance of kindness during academic discussions and to discourage students from ad hominem approaches to argument.

- > When teaching languages with gendered grammatical conventions, consider facilitating a critical discussion about the impacts of these conventions on ideas, practices, and people within the language system. The challenges of binary language structures cannot be resolved in your class, but a critical lens supports students to reflect on their understanding of gender and ensures recognition within the class of gender-diverse identities.
- > Students who disclose mental health issues should be encouraged to access ANU Counselling. If the issue impacts their learning or assessment, encourage the student to apply for an EAP. Your goal is to support them in achieving the learning outcomes and support them to develop reasonable adjustments that will allow them to complete the course and demonstrate those outcomes. Students who disclose sexual misconduct should be encouraged to access the Respectful Relationships Unit. Ask the student what they need from you in the course, and where possible try to accommodate their request. More strategies can be found in the “Addressing Challenging Behaviours” section of this handbook.

## College of Law

### What positive actions are being taken in the College?

**Australia’s first Gender Identity and Sexuality Moot** - CoL hosted Australia’s first Gender Identity and Sexuality Moot in October 2020, with presiding judges including former High Court of Australia judge the Honourable Michael Kirby. The online moot was an initiative of Law Reform and Social Justice (LRSJ), an ANU student-led research and policy group.

**Gender-focussed Courses** - Courses include, #MeToo and the Law, Law and Development; Feminist and Critical Legal Theory.

**Curated curriculum resources and outlines** - Professor Margaret Thornton is working to make curated, inclusive curriculum resources and outlines available to all staff.

**Inspiring Women of ANU Law** - The theme of International Women’s Day 2020, #EachforEqual, is drawn from a notion of “collective individualism”. To mark International Women’s Day 2020, the ANU College of Law celebrates some of the ANU Law academics, staff, students and alumnae who contribute each day to our reputation as a world-leading institution for legal education and research.

**Women in Law Organisation** - The Women in Law Organisation (“WILO”) is a student-run mentoring program for female law students currently studying at the ANU. The program pairs these students with professional women in the legal sector as a means to empower and develop women studying law.

### What challenges are specific to the College?

**Curricula and Representation** - The legal world remains very masculine and students not feeling seen - or not seeing themselves - in the law is a continuing challenge to inclusivity. Some examples of this are: hegemony of specialisations and academic skills that bears gendered implications; curricula that do not reflect the diversity of the student body; exclusionary language.

**Verbal Contributions in Class** - Impediments to belonging, including background, identity and associated bullying and harassment, disrupt student access to learning and are significant structural factors which need to be accounted for in the design and format of teaching the law. Efforts to minimise the social cost of an intellectual error are critical in helping students feel confident to participate and make verbal contributions in class.

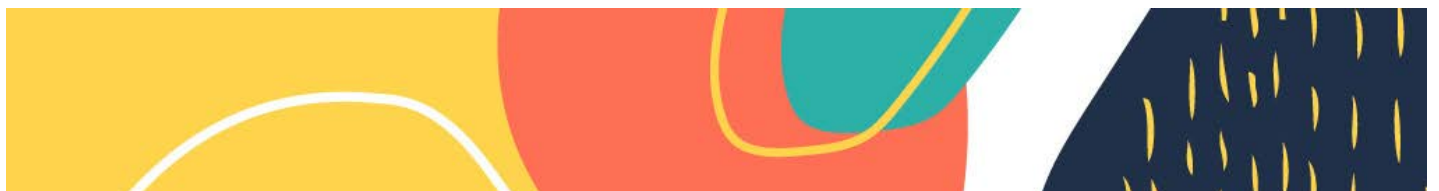
**Assessment Design** - Assessments that are gender exclusive, or those which do not provide avenues for self-evaluation or expert feedback, are likely to act as a barrier to student success and will therefore ossify existing barriers.

**Remote Learning** - The shift to remote learning has offered new hurdles to inclusive teaching while providing its own opportunities. One of the greatest challenges of facilitated discussions, both online and in-person, is the question of an effective response to a student who behaves in an inappropriate manner in the classroom setting. At the same time, if breakout rooms or forum conversations are not actively monitored, they can create an uncomfortable or negative atmosphere. Further, law school often expects that students speak only if they have a fully formed argument – given the additional challenges to inclusion and diversity posed through remote learning, legal academics and teachers need to shift the way some questions are asked.

### What teaching strategies can we adopt to address those challenges?

#### Curricula and Representation:

- > The question ‘who is being heard’ should be asked not just in the classroom but also in the materials presented for study.



- > Actively naming the gendered nature of case law, for example, provides an opening for critical thinking that should form the foundation of teaching and learning.
- > Similarly, when designing hypothetical scenarios for discussion, it is important to examine the way that gender could play a role in both the conversation and interpretation of the scenario.

### Verbal Contributions in Class:

- > Small, scaffolding tasks like “think, pair, share” can provide students with a safe sounding-board for their ideas before they present them to a larger group.
- > In the early stages of a course it can help to provide students with notice that they will need to contribute, giving them time to prepare their response.
- > A convenor can model supportive discursive behaviour by expressing appreciation when students attempt answers and verbalising the importance of trying and making mistakes.

### Assessment Design:

- > Assessment is the most effective tool for student engagement because students are invested in their performance. The implementation of a diversity of assessment tasks, with useful rubrics and a practical or applied format, is more likely to promote deep learning than heavily weighted tasks that test memory or rank existing skills.
- > When creating assessments, it is important to consider the way that evaluation and feedback activities contribute to or hinder student learning, as well as inclusion and diversity.
- > Convenors can design assessment tasks which compel students to adopt gender lenses.

### Remote Learning:

- > Students have more capacity to choose the nature of their engagement with class discussion and tools like forums, which can serve to democratise the discussion and minimise the dominance of a single voice.
- > One of the most effective ways to approach such a situation is by establishing classroom norms from the beginning, possibly through a student charter, and ensure that when such behaviour arises that it is the facilitator rather than other students who respond (because silence usually acts as an endorsement).

## College of Asia & the Pacific

### What positive actions are being taken in the College?

**Syllabi Review** - Dr Amy King has led a Coral Bell school review of gender diversity within course reading lists and syllabi, and the school is developing strategies and initiatives to introduce diverse voices.

**Women in Asia-Pacific Security Research Seminar Series** - Professor Evelyn Goh has been awarded an ANU Gender Institute Grant 2020-21 for her project, the “Women in Asia-Pacific Security Research” (WIAPSR) seminar series, an extension of Professor Goh’s 2018-19 “ANU Women in International Security” initiative. The WIAPSR series features research events including webinars by senior scholars, virtual research seminars by Early Career Researchers, and Zoom book clubs.

**ANU Asia-Pacific Week - “Women in Diplomacy”** - The Australian National University’s Asia Pacific Week is an interdisciplinary conference aimed at high-achieving students and young professionals from around the world who have an interest in Asia and the Pacific. In 2020, the final day featured a panel on “Women in Diplomacy”, moderated by CAP Dean Professor Sharon Bell.

**“Inspiring women of CAP”** - To mark International Women’s Day each year, ANU College of Asia and the Pacific celebrates some of the staff, students and alumnae who make CAP a world-leading institution for research and teaching on Asia and the Pacific.

**Decolonial Possibilities** - “Decolonising the Academy: Trans-Indigenous Possibilities” is a project that brings together Indigenous scholars from across Australia, the Pacific and Asia, in an evolving and expanding dialogue about what it means to practise decolonial academic work.

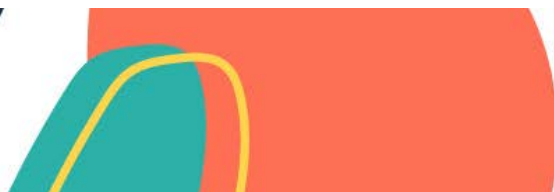
### What challenges are specific to the College?

**Including LGBTQI+ students and staff** - Key challenges include building and fostering enhanced and trustful relationships, supporting and including gender diverse students, facilitating discussions on sensitive topics with potentially affected students.

**Mental health and disclosure/addressing harassment** - Key challenges include intervening in instances of bias and harassment, helping students deal with isolation.

**Representation** – Key challenges include ensuring diverse voices are validated in each course, fostering environments of equal social belonging, developing and promoting the empowerment of female and gender diverse students, and creating enabling environments for them to become leaders in their fields.

**Hybrid teaching and learning** – Key challenges include addressing equity and access issues in a 2020/hybrid



environment, constructing inclusive online spaces through zoom and the LMS (Wattle), supporting students with caring responsibilities and/or challenging home lives.

## What teaching strategies can we adopt to address those challenges?

### Including LGBTQI+ students and staff

- > Recognise the diversity and complexities of people's gender identities, gender expressions, biological sex and sexual orientations.
- > Seek to create and foster a fully LGBTQI+ inclusive curriculum and classroom (consider gender/s, race/s, ability/ies, sexuality/ies).
- > Challenge heteronormative or gendered assumptions.
- > Attend ANU Ally Training and Respectful Relationships Training, commit to understanding LGBTQI+ terminology, myths and challenges, and be prepared to stay informed on LGBTQI+ topics and challenges.
- > Have an ability to respect privacy and understand confidentiality.
- > Use person-centred language, and show you are an ally by including your personal gender pronouns in your title (e.g. in zoom classes, email signatures).

### Mental health and disclosure/addressing harassment

- > Set expectations about inclusive behaviour at the start of the course, and remind students of ANU's Student Code of Conduct.
- > Familiarise yourself with ANU procedures and support services, in particular the Respectful Relationships Unit and ANU Counselling.
- > Recognise that students often face multiple barriers to learning.
- > The student/s should be consulted, supported, and provide input and consent on possible next steps to address challenging interpersonal situations. For more information, consult the "Addressing Challenging Behaviours" section of this Handbook.
- > Inform the student that an EAP may be an option for them, and that they can further discuss impacts to their learning with Access and Inclusion.
- > Monitor ongoing classroom dynamics in case further intervention is required.

## Representation

- > Acknowledge historical and contemporary inequalities within the discipline, e.g. acknowledge the historical and ongoing structural inequalities which foster conditions for, and expectations of, the dominance of certain groups/voices.
- > Highlight positive changes and emphasise that in class, every students' voice is equally valid.
- > Provide opportunities for all students to engage through structured class activities, which give cues about when to participate.
- > Ask for contributions and encourage responses to class debate which adopt a gender lens / feminist perspective / intersectional perspective.
- > Audit the class reading list and seek to include more gender and intersectionally diverse resources in your course.
- > Consider the way course materials (case studies etc) represent gender, and how certain identities and subjectivities are represented throughout the course.

### Hybrid teaching and learning:

- > Clearly communicate your willingness to support diverse students at frequent junctures throughout the course.
- > Clearly signal "office hours" on Wattle, in which students can book times to talk with you.
- > Seek to develop and adopt inclusive assessment tasks. This might include a diverse range of tasks in order to cater to different individuals' strengths, or create flexibility around time-bounded tasks. Oral presentations can pose challenges if students do not have access to a private, quiet space at the scheduled time. Consider accepting recorded presentations, podcasts, or slideshows with snippets of recorded audio.
- > Encourage care communities in CAP where students assist each other.





## Bibliography

Australian National University, "[Policy: children on campus](https://policies.anu.edu.au/ppl/document/ANUP_000387)", ANU Policy Library, retrieved 2 January 2020, <[https://policies.anu.edu.au/ppl/document/ANUP\\_000387](https://policies.anu.edu.au/ppl/document/ANUP_000387)>

Australian National University, "[Policy: student complaint resolution](https://policies.anu.edu.au/ppl/document/ANUP_000468)", ANU Policy Library, retrieved 2 January 2020, <[https://policies.anu.edu.au/ppl/document/ANUP\\_000468](https://policies.anu.edu.au/ppl/document/ANUP_000468)>

Australian Research Council 2019, *Gender and the research workforce. Excellence in research for Australia*, Canberra.

Banchefsky, S, Lewis, K, Ito, T 2019, "The role of social and ability belonging in men's and women's pSTEM persistence," *Frontiers in Psychology*, vol. 10, pp. 1-16.

Bartos, A, Ives, S 2019, "More than 'silly stories': sexual harassment as academic training," *GeoHumanities*, vol. 5, no. 2, pp. 342-354.

Beddoes, K, Schimpf, C 2018, "What's wrong with fairness? How discourses in higher education literature support gender inequalities," *Discourse: Studies in the Cultural Politics of Education*, vol. 39, no. 1, pp. 31-40.

Boysen, G 2012, "Teacher and student perceptions of microaggressions in the classroom," *College Teaching*, vol. 60, pp. 122-129.

Boysen, G 2013, "Confronting math stereotypes in the classroom: its effect on female college students' sexism and perceptions of confronters," *Sex Roles*, vol. 69, pp. 297-307.

Brooks, R 2015, "Social and spatial disparities in emotional responses to education: feelings of 'guilt' among student-parents," *British Educational Research Journal*, vol. 41, no. 3, pp. 505-519.

Burke, P 2017, "Difference in higher education pedagogies: gender, emotion and shame," *Gender and Education*, vol. 29, no. 4, pp. 430-444.

Capobianco, B 2007, "Science teachers' attempts at integrating feminist pedagogy through collaborative action research," *Journal of Research in Science Teaching*, vol. 44, no. 1, pp. 1-32.

Catalano, D 2015, "'Trans enough?' The pressure trans men negotiate in higher education," *TSQ: Transgender Studies Quarterly*, vol. 2, pp. 411-430.

Copp, M, Kleinman, S 2008, "Practicing what we teach: feminist strategies for teaching about sexism," *Feminist Teacher*, vol. 18, no. 2, pp. 101-124.

Crittenden C, Policastro C, Eigenberg H, "Attitudes toward dating violence: how does sexual identity influence perceptions among college students?" *Journal of Aggression, Maltreatment & Trauma*, vol. 26, no. 7, pp.804-824.

Deslauriers, L, McCarty, L, Miller, K, Callaghan, K, Kestin, G 2019, "Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom," paper presented at the Proceedings of the National Academy of Sciences of the United States of America (PNAS).

Dinour, L 2019, "Speaking out on 'Breastfeeding' terminology: recommendations for gender-inclusive language in research and reporting," *Breastfeeding Medicine*, vol. 14, no. 8, pp. 523-532.

Dodd, E, Giuliano, T, Boutell, J, Moran, B 2001, "Respected or rejected: perceptions of women who confront sexist remarks," *Sex Roles*, vol. 45, pp. 567-577.

Edwards K, Shea H, Barboza Barela A 2018, "Comprehensive sexual violence prevention education", in *New Directions for Student Services*, vol. 2018, no. 161, pp. 47-58.

Farrell, L, McHugh, L 2017, "Examining gender-STEM bias among STEM and non-STEM students using the implicit relational assessment procedure (IRAP)," *Journal of Contextual Behavioral Science*, vol. 6, pp. 80-90.

Freire, P 2014, *Pedagogy of the oppressed: 30th anniversary edition*, Bloomsbury Publishing, New York.

Glicke, P, Fiske, S 1997, "Hostile and benevolent sexism: measuring ambivalent sexist attitudes toward women," *Psychology of Women Quarterly*, vol. 21, no. 1, pp. 119-135.

Goldberg, A, Beemyn, G, Smith, J 2019, "What is needed, what is valued: trans students' perspective on trans-inclusive policies and practices in higher education," *Journal of Educational and Psychological Consultation*, vol. 29, no. 1, pp. 27-67.



- Hillier, L, Jones, T, Monagle, M, Overton, N, Gahan, L, Blackman, J, Mitchell, A 2010, Writing themselves in 3: the third national study on the sexual health and wellbeing of same sex attracted and gender questioning young people, La Trobe University, Melbourne.
- Jaggars, S, Xu, Di 2016, "How do online course design features influence student performance?" *Computers & Education*, pp. 270-284.
- Kelleher, F, Severin, F, Khaahloe, M, Samson, M, De, A, Afamasaga-Wright, T, Sedere, U 2011, *Women and the teaching profession: exploring the feminisation debate*, UNESCO, London.
- Keyes, M, Burns, K 2008, "Group learning in law," *Griffith Law Review*, vol. 17.
- Koeser, S, Sczesny, S 2014, "Promoting gender-fair language: the impact of arguments on language use, attitudes, and cognitions," *Journal of Language and Social Psychology*, vol. 33, no. 5, pp. 548-560.
- Lei M, Simons R, Simons L, Edmond M 2014, "Gender equality and violent behaviour: how neighborhood gender equality influences the gender gap in violence", *Violence and Victims*, vol. 29, no. 1, pp. 89-108.
- Marandet, E, Wainwright, E 2009, "Discourses of integration and exclusion: equal opportunities for university students with dependent children?" *Space and Polity*, vol. 13, no. 2, pp. 109-125.
- Mackenzie West, J, Power, J, Hayward, K, Joy, P 2016, "An exploratory thematic analysis of the breastfeeding experience of students at a Canadian university," *Journal of Human Lactation*, vol. 33, no. 1, pp. 205-213.
- Moreau, M 2016, "Regulating the student body/ies: University policies and student parents," *British Educational Research Journal*, vol. 45, no. 5, pp. 906-925.
- Naskali, P, Keskitalo-Foley, S 2019, "Mainstream university pedagogy in feminist perspective," *Gender and Education*, vol. 31, no. 1, pp. 100-116.
- Ngan-Ling Chow, E, Fleck, C, Fan, G, Joseph, J, Lyter, D 2003, "Exploring critical feminist pedagogy: infusing dialogue, participation, and experience in teaching and learning," *Teaching Sociology*, Vol. 31, no. 3, pp. 259-275.
- Patterson Silver Wolf, D, Perkins, J, Butler-Barnes, S, Walker, T 2017, "Social belonging and college retention: results from a quasi-experimental pilot study," *Journal of College Student Development*, vol. 58, no. 5, pp. 777-782.
- Pearce, J 2017, "English classrooms and curricular justice for the recognition of LGBT individuals: what can teachers do?" *Australian Journal of Teacher Education*, vol. 42, no. 9, pp. 77-92.
- Posadas J 2017, "Teaching the cause of rape culture: toxic masculinity", *Journal of Feminist Studies in Religion*, vol. 33, no. 1, pp. 177-179.
- Pulford, B, Woodward, D, Taylor, E 2018, "Do social comparisons in academic settings relate to gender and academic self-confidence?" *Social Psychology of Education: an International Journal*, vol. 21, no. 3, pp.677-690.
- Quinn, J 2015, "The dynamics of the protected space: spatial concepts and women students," *British Journal of Sociology of Education*, vol. 24, no. 4, pp. 449-461.
- Ray, S, Galvan, O, Zarestky, J 2018, "Gender-inclusive educational programs for workforce development," *Adult Learning*, vol. 29, no. 3, pp. 94-103.
- Robertson, M, Keene, S, Benning, S 2019, "Supporting breastfeeding students: insights and ethical considerations for postsecondary institutions," *Journal of Human Lactation*, vol. 1, no. 6, pp. 1-6.
- Sansone, D 2019, "LGBT students: new evidence on demographics and educational outcomes," *Economics of Education Review*, vol. 73, pp. 1-7.
- Sarrasin, O, Mayor, E, Faniko, K 2014, "Gender traits and cognitive appraisal in young adults: the mediating role of locus of control", *Sex Roles*, vol. 70, no.3-4, pp. 122-133.
- Savigny, H 2019, "Cultural sexism and the UK higher education sector," *Journal of Gender Studies*, vol. 28, no. 6, pp. 661-673.
- Sczesny, S, Moser, F, Wood, W 2015, "Beyond sexist beliefs: how do people decide to use gender-inclusive language?" *Personality and Social Psychology Bulletin*, vol. 41, no. 7, pp. 943-954.
- Tajfel, H 1982, "Social psychology of intergroup relations," *Annual Review of Psychology*, vol. 3, pp. 1-39.





Taylor, V, Walton, G 2011, "Stereotype threat undermines academic learning," *Personality and Social Psychology Bulletin*, vol. 37, no.8, pp. 1055-1067.

Thoman, D, Smith, J, Brown, E, Chase, J, Lee, J 2013, "Beyond performance: a motivational experiences model of stereotype threat," *Educational Psychology Review*, vol. 25, no. 2, pp.211-243.

Turchick J, Edwards K 2012, "Myths about male rape: a literature review", *Psychology of Men & Masculinity*, vol. 13, no. 2, pp. 211-226.

Universities Australia 2018, "Respect. Now. Always.", Universities Australia, retrieved 29 September 2018, <<https://www.universitiesaustralia.edu.au/uniparticipationquality/students/Student-safety/Respect--Now--Always-#.W68i1WgzbIV>>

Wakefield, J, Hopkins, N, Greenwood, R 2012, "Thanks but no thanks: women's avoidance of help-seeking in the context of a dependency-related stereotype," *Psychology of Women Quarterly*, vol. 36, no. 4, pp. 423-431.

Walton, G, Cohen, G 2011, "A brief social-belonging intervention improves academic and health outcomes of minority students," *Science*, vol. 331, no. 6023, pp. 1447-1451.

Wasley, P 2006, "Underrepresented students benefit most from 'engagement'," *The Chronicle of Higher Education*, vol. 53, no. 13, A39.

Whitley, L, Page, T 2015, "Sexism at the centre: locating the problem of sexual harassment," *New Formations*, pp. 34-53.



CONTACT

Centre for Learning and Teaching  
Kelly Frame  
[kelly.frame@anu.edu.au](mailto:kelly.frame@anu.edu.au)