

## Barriers & Hesitations Reflection

The purpose of this activity is to have you reflect on your own concerns regarding adopting and expanding your use of inclusive teaching principles and practices into your teaching context. Place a checkmark next to any of the items that are a concern for you.

### Concerns expressed by instructors

- Lack of time to cover course topics\***. “I have so much material to cover; I don’t have time to focus on diversity and inclusion, too.”
- Lack of Resources\***. “I don’t have access to resources on diversity, equity, and inclusion topics that I could easily integrate into my course”
- Lack of confidence in discussing DEI^\***. “I don’t have the necessary skills or knowledge to talk about sensitive or controversial subjects. / I’d rather avoid it altogether than do it wrong.”
- Physical Fatigue**. “I’m too tired/taxed to deal with this.”/ “I am already doing so much in outreach and recruitment, I don’t also have time and energy here”
- Emotional Fatigue**: “I’m already doing disproportionate labor around DEI and I’m drained.”
- Lack of skills for managing classroom conflict\***. “I don’t have the necessary skills to talk handle hot topics controversial subjects. / “I wouldn’t know what to do if there was a conflict in the classroom”
- Perception that others will view me as biased/not neutral**: “I don’t want to be seen as self-serving or biased because of the identities others perceive I hold.”
- Fear of the unknown\***: “I’m not sure what could happen and I’d rather stick with what I know works”/ “I really don’t want to ‘rock the boat’”
- Repercussions for your career**. “I don’t know how this will impact my tenure, student evaluations, perceptions among my peers, service load?”/ “I’m not sure if promoting diversity, equity & inclusion will be viewed favorably in my tenure review or will it seem more like a distraction”
- Other:**

### Concerns expressed by instructors representing disciplinary culture

- Lack of relevance**. “This doesn’t apply to my discipline.” /
- Belief that STEM is a “pure” or scientific space that can and should be stripped of political and cultural concerns**: “Politics don’t belong in the STEM classroom”
- Belief that success is the result of individual talent, training, and motivation**; “I don’t actually need to do this. If students just try hard, they can succeed in my class.”
- Belief in a ‘difference-blind’ ideal**. “Isn’t it more fair to ignore student differences so I can treat everyone the same way?” or “If I focus on the concerns of underrepresented students, won’t I just be tokenizing or marginalizing them further?”

**Concerns about coddling students.** “Students are too sensitive. Learning/[my discipline]/the real world is challenging. We shouldn’t put so much effort into making them feel comfortable/making it easy for them.”

**Other**

### Concerns expressed by students

**Classroom size and layout inhibit authentic classroom dialogue\*:** “I can’t get my students to engage in meaningful conversations with a class as large as mine.” / “I can’t do much besides lecture with the chairs bolted to the ground.”

**Fear of making student feel more tokenized or excluded\*:** “I don’t want to put my students of color in a situation where they’ll have to speak for their entire race.” / “I worry that the women will feel like they don’t belong.”

**Concern that students’ who are less aware of their own identity won’t understand what I am trying to accomplish\*:** “It’s hard to engage students in my courses on diversity-related topics because they are a pretty homogeneous group.” / “My students really haven’t had much chance to reflect on their identities and it won’t go over well.”

**Lack of relevance:** “My students won’t see the relevance and will feel like it is a waste of time.”

**Concerns about “reverse discrimination.”** “If I focus on the concerns of underrepresented students, won’t I then just marginalize or exclude majority students?”

**Other:**

\*Adapted from Salazar, M. D. C., Norton, A. S., & Tuitt, F. A. (2010). 12: Weaving promising practices for inclusive excellence into the higher education classroom. *To improve the academy*, 28(1), 208-226.

^DEI= Diversity, Equity, and Inclusion

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