ASCCC OERI

Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Audit 9-27-21 Version 1

1.0 Background and Cultural Awareness - A Broad Overview of Why

Teaching and learning is a complicated endeavor, and many different theories can inform pedagogy. According to constructivism theory, students learn by constructing or building upon existing knowledge. Thus, prior knowledge influences how a student learns new information. In this approach, learning is active and recognizes that all knowledge is socially constructed. In addition, since learning occurs within the human mind, each student will have a distinct point of view based on the student's own values and experiences. As a result, complex dynamics exist between culture, identity, context, and the learning experience.

For teaching to be effective and for learning to occur, faculty must be responsive to the experiences that students bring to the learning environment and adapt their pedagogy accordingly. Culturally responsive pedagogy acknowledges the cultural heritage of different ethnic and racial groups and bridges meaningfulness between the students' lived experiences and the college classroom. It incorporates multicultural information and resources that are normative yet transformational. Culturally responsive pedagogy has the ability to teach students to know and praise their own cultural heritages and backgrounds but to also learn about others' heritages and backgrounds as well.

According to Geneva Gay (2018), culturally responsive pedagogy, or culturally responsive teaching, has the following defining characteristics that support student learning and development (Figure 1).

Figure 1. Characteristics of culturally responsive pedagogy.

The qualities of a diversity-rich curriculum can be further summarized into four areas according to Cohn and Mullenix (2007):

- Includes other voices,

- Communicates interconnectedness,
- Values diversity and equity, and
- Promotes transformative thinking.

To support diversity and equity, faculty should include writings, speeches, dialogues, films, and more that originate from people of different social identities, cultural backgrounds, gender, and abilities in their curriculum. The inclusion of other voices has the power to not only validate and affirm students' identities but also to expand students' understanding of the lived experiences of others. By including diverse voices and perspectives, faculty help students understand and appreciate how they are connected to others although they may not share personal experiences, cultural, or geographic backgrounds. In addition, it signals that the students' own diversity is welcomed in the learning environment.

When faculty incorporate diverse curriculum, they communicate to their students that equity, diversity, and inclusion are important values in a global society. As such, a diversity-rich curriculum has the power to support the critical thinking skills of students as they learn to question traditional views or assumptions. Furthermore, a diverse curriculum has the ability to support students as they develop new understandings and knowledge. These new perspectives can lead to transformational thinking, assisting students in becoming valued members of a diverse global society.

Of course, one must determine whether improving the qualitative experience of all students results in improvements in students' learning. In a comprehensive analysis of the impact of ethnic studies curricula at all educational levels, Sleeter (2011) found that

> research on ethnic studies curricula designed for diverse student groups that include White students reports that just infusing representation of racially and ethnically diverse people into curriculum without doing anything else makes only a marginal impact on students' attitudes, in contrast with curricula that teach directly about racism. The large body of research in higher education that examines the impact of various diversity experiences—particularly course-taking and interracial interaction—on "democracy outcomes" reports quite consistently that such courses have a positive impact, particularly when they include cross-group interaction and particularly on White students. Research on the academic impact of ethnic studies curricula designed for diverse student groups, while not voluminous, shows that such curricula, when designed to help students grapple with multiple perspectives, produces higher levels of thinking (19).

In sum, the transformative nature of a culturally responsive pedagogy not only improves learning, but it also creates an environment for all students to develop a wellspring of knowledge, an openness to diverse experiences, and the critical thinking skills so important for society and democracy.

2.0 Examining How We Know What We Know

> Across time and space, our knowledges, lands, bodies, genders, sexualities, cultures and memories have been capitalized, appropriated and commodified by micro and macrosystems of power, regulating the very lives we live. What is claimed as "history" — in our everyday language and in institutions of power — is actually a mono-cultural, Western, "upper" Caste, white, male, straight and binary version of human experience. The tellers of history are those who have always had the powers to speak. (Aruna et al. 1:22)

Knowledge and information must have a source, and the recipient of them does not receive them passively; recipients add new knowledge to what they already know, interpreting it and determining its veracity and relevance based on its source. If academic knowledge is almost exclusively provided by authors who share an origin, perspective, or history, we must ask how we can be assured that our knowledge has not been filtered through a specific lens.

Malina Thiede, open educational resources (OER) librarian at State University of New York Plattsburgh, conducted an analysis of authors for commercial and OER textbooks. Just like commercial textbooks, OER are mostly written by faculty. Thiede's research (Thiede, 2021) questions included the following:

- Does the population of textbook authors—commercial and OER—reflect the composition of the professoriate at large?
- At what point in a faculty's career is that person most likely to be an author of a textbook?
- How does the population of textbook authors compare to the students who use them?

The questions posed are crucial when one is critically analyzing the authorial representations of OER resources. Using OASIS (Openly Available Sources Integrated Search), Thiede collected data on over 400 OER textbook authors and examined data from over 250 commercial textbook authors from four main publishers: Cengage, MacMillan, McGraw Hill, and Pearson). The study disaggregated the textbook author data by gender, race, and rank or role. In addition, the textbook authors' institutions were categorized using the Carnegie Classification. It should be noted that race determinations were made using photos, surnames, and biographical data.

Thiede's analysis revealed that the majority of authors of commercial textbooks are white male professors from R1 and R2 research universities, or "Very High Research Activity" and "High Research Activity" respectively. Although an increase was shown in the percentage of women authors of OER textbooks (almost 50% of OER authors were female as compared to approximately 34% of commercial authors), the results obtained regarding race, rank or role, and Carnegie Classification were similar to commercial textbook authors. Thus, as is the case with commercial texts, the majority of authors of

OER textbooks are white professors from research universities. It should be noted, however, that OER authors are more likely to be from public institutions as compared to commercial authors.

Table 1: Who writes traditional textbooks? Who writes OERs? Data Summary (Thiede, 2021)

Author Characteristic (*percent of professorate)	Commercial Texts	OER Texts
Female (46)	33.9%	49.6%
White (~75)	96.1%	89.6%
Black (6)	0%	2.9%
Asian (12)	2.2%	5.8%
Latinx (6)	1.1%	0.6%

*The National Center for Educational Statistics (NCES) (2020)

Given the disparities in authorship and representation, faculty should consider how to contribute to a transformation and expand open access to resources to truly address diversity, equity, and inclusion. Sarah Lambert (2018) provides a framework for this transition. Lambert identifies and expands on three principles of social justice that may be applied to OER: redistributive justice, recognitive justice, and representational justices.

Lambert notes that providing free textbooks to learners of color in the American two-year college system is redistributive justice in action. It reduces the costs and increases the chances of success for learners who “by circumstance have less” (Lambert, 2018; p. 227)—i.e., they are marginalized in education, workplaces and more broadly in society. In her article, Lambert asks how “open” the textbook is for marginalized learners if indigenous, Hispanic, and learners of color are invisible inside the textbook and perhaps invisible in the whole curriculum. She notes that making edits to include images and cases featuring more diverse communities, businesses, and people will be an act of recognitive justice. Lambert goes on to ask additional questions, including what the implications are if the textbook features people of color, but does not value their perspectives, knowledge or histories and what happens if the textbook takes a white colonial view of black lives or if black stories are told solely by white voices. Lambert argues that the development or selection of a new version of a textbook, or perhaps a new resource altogether, written by people of color where they are free to represent their own views, histories, and knowledges would be an act of representational justice, giving voice to those who are often not heard. The table below summarizes these three principles in the context of open education.

Table 2: Three Principles of Social Justice Applied to Open Education

Social Justice Principle	Open Education Example
Redistributive Justice	Free educational resources, textbooks, or courses to learners who by circumstance of socio-cultural position cannot afford them, particularly learners who could be excluded from education or be more likely to fail due to lack of access to learning materials.
Recognitive Justice	Socio-cultural diversity in the open curriculum. Inclusion of images, case studies, and knowledge of women, first nations people, and whomever is marginalized in any particular national, regional, or learning context. Recognition of diverse views and experiences as legitimate within open assignments and feedback.
Representational Justice	Self-determination of marginalized people and groups to speak for themselves and not have their stories told by others. Co-construction of OER texts and resources about learners of color by learners of color, about women's experiences by women, about gay experiences by gay identifying people. Facilitation to ensure quiet and minority views have equal air-time in open online discussions.

Faculty should consider the ways in which OER have or have not broken-down barriers and the existing power structures. As one reviews and adopts OER, one should consider whose voices are centered and whose knowledge is traditionally considered reliable.

3.0 ASCCC OERI Response and Resolutions

To support faculty as they implement a culturally responsive and anti-racist pedagogy, the Academic Senate for California Community Colleges Open Educational Resources Initiative (ASCCC OERI), in response to Resolution 09.05 adopted in Spring 2021 (Developing an Anti-Racism, Diversity, Equity, and Inclusion Curriculum Audit Process), has been tasked with the development of the following:

- an audit process and review framework to evaluate existing open educational resources to ensure that ASCCC OERI-supported open

educational resources are inclusive, diverse, equitable, and anti-racist (IDEA).
- a curriculum audit process and review framework to assess instructional materials for equity, inclusiveness, diversity, and anti- racism and make the process and framework available for local consideration, modification, and implementation.

In the interest of addressing this resolution in a timely manner, the ASCCC OERI formed a work group in the summer of 2021 to develop a draft process that could inform new OER projects and, potentially, be piloted in the near future.

During its first meeting, the workgroup acknowledged that the proposed audit would likely be one of many IDEA-related resources the ASCCC might pursue. Companion resources would likely include an IDEA framework for discipline texts, syllabi, student projects and assignments, and teaching practices. Additionally, the workgroup concluded that the framework must be dynamic and, as such, recommended that an iterative process for review and improvement also be developed.

The audit process or framework outlined here is intended to be applicable to all disciplines and accessible to all faculty. While the ultimate goal is to facilitate an in-depth and comprehensive analysis of resources, elements that are more superficial in nature have been included to provide explicit approaches to improving resources. The ASCCC OERI hopes that this tool will encourage faculty to not only address issues of inequity in academia but also promote a transformative reconsideration of how we know what we know and how education has been shaped by those who have been historically recognized as the experts.

4.0 Guiding Principles for Improving Resources

The following are principles to guide collective efforts as faculty work to not only improve existing but also create new educational resources that reflect the diversity of student perspectives and experiences:

- Design and present resources always with students in mind.
- Ensure content supports students and provides space for, and valuing of, their own contribution to collective learning and knowledge.
- Strive for meaningful inclusion of diverse populations to ensure that their perspectives and their experiences are reflected and valued.
- Develop resources that contribute to a learning environment that facilitates student learning and growth.
- Support students as they examine society as a system and the role that they play in perpetuating or changing the system.
- Facilitate students' ability to challenge their own knowledge and opinions, process the discomfort, and, if warranted, choose to change.

- Assist students in understanding how information is created, validated, and disseminated, including their role in this process, and how to critically examine evidence and responsibly share information.

5.0 Brief Introduction to the Framework

This framework is designed to be a practical starting point for creating new OER and assessing and editing existing OER for IDEA. However, before attempting a textbook revision through the lens of IDEA, one must have some understanding of what should be revised. Although the framework will, to a certain extent, provide areas to consider and evaluate, one would ideally have a background in the concepts of IDEA. This document seeks to explain some of the background concepts, but additional participation in training on equity, cultural awareness, inclusion, and anti-racism would be useful. As a place to start, or for further in-depth resources on various aspects of the framework, the "Deeper Dive Considerations and Further Resources Section" at the end of this document should be helpful.

Each section of the framework notes a broad category to assess different elements, e.g., illustrations and photos and appropriate terminology. Each component of the audit framework is broken into two sections: "restorative requirements" and "elements for consideration." Some sections cover sensitive content. Since the aim is to restore and include voices that have been excluded and marginalized, elements and explanations have been included to hopefully reduce misunderstandings and signal positive intent. For each section, the goal is to meet the "restorative requirements." The "elements for consideration" section offers areas to assess, tips, and examples that will help meet the requirements.

The following are a few ways to approach using the framework:

- If addressing all the components of the framework seem overwhelming, start small. For example, a relatively easy and impactful way to change a resource is to review the images and, when appropriate, replace images with more inclusive images.
- Choose an OER commonly used for a specific course and work through the framework to see what changes need to be made.
- Assess a resource by looking at it through a discipline-specific lens.
- Create a group of people from across campus with knowledge of IDEA to assess a work using the framework.

As more people use the framework, ideas and examples on how to use it will be added to this document. Hopefully, familiarity with and use of the framework will facilitate thoughtful reflections and, consequently, revisions.

Consider the excerpt below from a biology text and how it could be revised to be more consistent with IDEA principles.

Melissa loves wearing high heels when she goes out at night, like the stiletto heels shown in Figure 14.1.1. She knows they are not the most practical shoes, but she likes how they look. Lately, she has been experiencing pain in the balls of her feet — the area just behind the toes. Even when she trades her heels for comfortable sneakers, it still hurts when she stands or walks.

Figure 14.1.1: Image used with permission (CC By 2.0; stokpic; via flickr.com).

6.0 Audit Framework

6.1 Illustrations and Photos

Restorative Requirements

When illustrations and photos are reflective of diverse populations, students are able to see themselves, or people like them, in the learning materials. At the same time, visuals should not serve to perpetuate stereotypes.

Elements for Consideration

- Examine the number of images and illustrations and the individuals and populations represented therein. Ensure that all populations are equitably represented throughout the resource.
- Analyze the role, depiction, connotation, expressions of authority, and purpose of the people represented in the image. Ensure that images do not perpetuate stereotypes. Examine the background or setting of the image to assess whether it depicts anything that may be perceived as negative.

- Consider diversity on a section or chapter level and also in the work as a whole. Although it is impossible to represent every population in every illustration or photo, the resource as a whole provide a diversity of images and illustrations.
- Include images of people in a variety of actions where the context of the image does not relate to their identity. For example, show a person in a wheelchair eating cotton candy in a section of a biology text discussing carbohydrates or an image of parents with their child who has Down's Syndrome in the context of a general discussion of parenting or family.

Photo by Nathan Anderson on Unsplash

6.2 Example Names

Restorative Requirements

Names of people are often needed for examples, exercises, and scenarios, and they should represent various countries of origin, ethnicities, genders, and races and be properly portrayed. At the same time, negative comparisons or stereotypes associated with particular names and national origins or ethnicities should be avoided.

Elements for Consideration

- Consider the diversity and overall representation on a quantitative and qualitative basis.
- Determine whether names indicative of a particular race, ethnicity, or national origin are associated with stereotypes or negative concepts.
- Seek other opinions, including those of students, when necessary.
- Seek out name pronunciations, if in doubt, when recording video presentations or lectures.

6.3 Gender-Inclusive Language and Use of Pronouns

Restorative Requirements

Gender inclusivity is important because all students should be able to see themselves represented. Gender inclusive language can refer to the use of gender-neutral pronouns or language that intentionally dispels gender stereotypes.

Elements for Consideration

- Pay attention to connotations and make sure that gender stereotypes are not perpetuated. If in doubt, ask for another opinion.
- Use pronouns clearly. If using them or they pronouns confuses the context, for example, singular vs. plural, change the wording to reflect the situation clearly.
- Explicitly state what pronouns an individual uses, if appropriate.
- Consider reducing the use of pronouns and rewriting sentences to eliminate pronouns.
- Avoid making assumptions about an individual’s gender.

Example for 6.1 - 6.3

The photo and description that follow are found in the textbook Human Biology. The modified image and description are the result of applying elements 6.1, 6.2, and 6.3 to the image introduced in section 5. The example uses different skin tones, them or their pronouns, and a name common in several different cultures. In addition, the earlier image linked the decision to wear impractical clothing to one gender. An alternative approach to modifying the narrative would be to remove pronouns entirely, avoiding the use of gendered pronouns, as well as them and their.

Amari loves wearing high heels when they go out at night, like the stiletto heels shown in Figure 14.1.1. Amari uses gender-neutral pronouns, such as they, them, and their. They know high heels are not the most practical shoes, but they like how they look. Lately, Amari has been experiencing pain in the balls of their feet—the area just behind the toes. Even when they trade heels for comfortable sneakers, it still hurts when they stand or walk.

Figure 14.1.1: high heels

Heels by Agnali via Pixaby.com; pixabay license

6.4 Historical, Pioneering, or Current Researchers and Studies in the Field

Restorative Requirements

Referencing discipline contributors—e.g., researchers, scholars, academics—with backgrounds similar to those of students both validates and affirms the students as student-scholars and invites them into the academic conversation. Recognize that all people carry around biases that affect what they include and exclude. Counteract these biases by actively seeking out achievements and discipline contributions from all cultures and countries.

Elements for Consideration

- Examine the diversity of included contributors in the discipline. If diversity is lacking, seek diversity in the contributions mentioned.
- Include current, more diverse contributors for balance when possible and relevant where historical contributors are not diverse.
- Avoid isolating diverse contributors to specific sections, e.g., “multicultural impacts on psychology.”
- Include examples of and references to historically underrepresented groups, such as Arabic contributors to mathematics and astronomy.

6.5 References/Bibliography and Credits to Diverse Researchers/Authors

Restorative Requirements

Including referenced papers and data from diverse authors, researchers, and organizations is another way to validate and affirm underrepresented student populations. Note that diversity may not be perceptible in some of the references.

Elements for Consideration

- Where diversity is perceptible, seek out more diverse references, papers, and data sources.
- Seek out specific efforts and programs to drive inclusive citation.
- If less formal, in-text mentions of specific researchers or studies are included, these references should be as diverse as possible.

6.6. Applications, Examples, and Problem Scenarios that Relate to Diverse Audiences

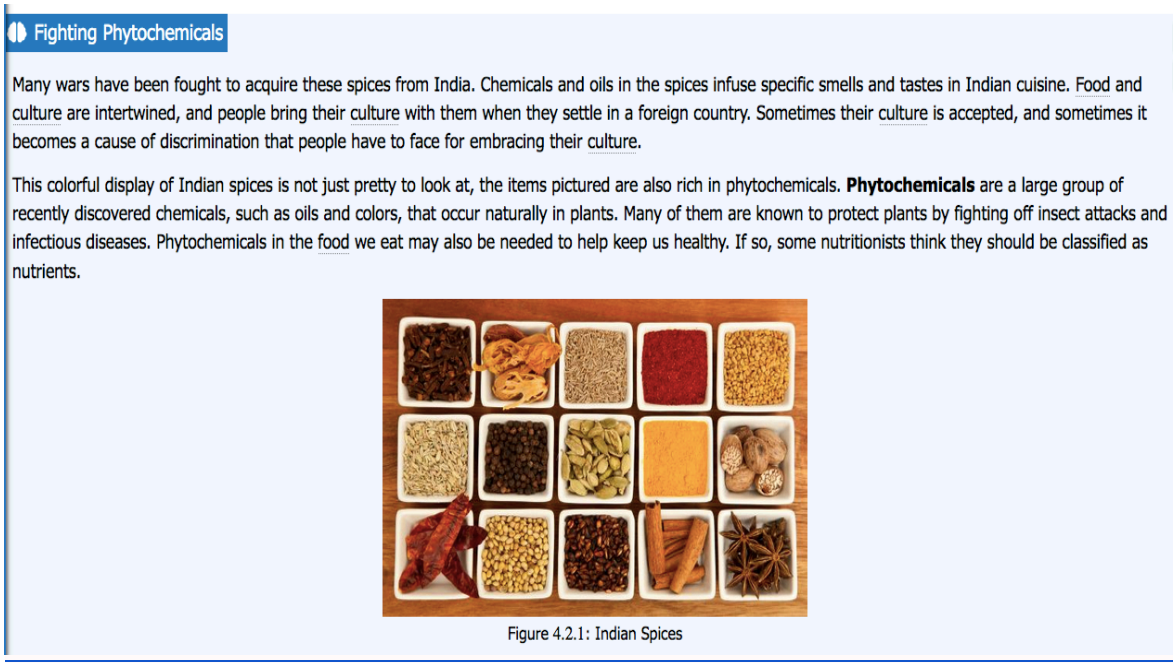
Restorative Requirements

When using real-world examples, one should include diverse and relatable examples for students and to avoid stereotypes. This should be done on a chapter or section basis in the resource as well as holistically. Examples that rely on cultural knowledge will not be understandable by everyone and should be appropriately explained.

Elements for Consideration

- Review, and potentially have students review, problems and exercises, giving special consideration to their context and inclusivity.
- Analyze terminology, contexts, and situations presented in problems and applications to ensure that they are comprehensible by all populations.
- Write and use examples that include diverse people, organizations, geographies, and situations.

- Avoid negative stereotypes or sensitive subjects in problems and applications unless the subject matter demands it.
    - For example, a section on mental health may require statistics on suicide rates, but a math textbook can likely employ an example that does not rely on such sensitive material.
    - Be mindful when creating exercises that require specific knowledge, context, or frame of reference.
    - Examine and adjust assumptions and expectations about prior knowledge, especially regarding knowledge from different subjects or cultural contexts. For example, in a history course, do not assume that everyone has read *The Red Badge of Courage* or has seen *Saving Private Ryan*; in an astronomy course, do not assume students have cooked when discussing heating or cooling. Even very common cultural elements such as Harry Potter, Disney, or popular game shows are not universal. An example that is inclusive and informative and requires no previous knowledge can be found in the open Human Biology textbook section on "Fighting Phytochemicals."



Fighting Phytochemicals

Many wars have been fought to acquire these spices from India. Chemicals and oils in the spices infuse specific smells and tastes in Indian cuisine. Food and culture are intertwined, and people bring their culture with them when they settle in a foreign country. Sometimes their culture is accepted, and sometimes it becomes a cause of discrimination that people have to face for embracing their culture.

This colorful display of Indian spices is not just pretty to look at, the items pictured are also rich in phytochemicals. **Phytochemicals** are a large group of recently discovered chemicals, such as oils and colors, that occur naturally in plants. Many of them are known to protect plants by fighting off insect attacks and infectious diseases. Phytochemicals in the food we eat may also be needed to help keep us healthy. If so, some nutritionists think they should be classified as nutrients.

6.7 Appropriate Terminology

Restorative Requirements

References to people, groups, populations, categories, conditions, and disabilities should use appropriate verbiage and not contain derogatory, colloquial, inappropriate, or otherwise incorrect language. For historical uses that must remain in place, consider adding context, such as "a widely used term at the time." Ensure that quotations or paraphrases using outdated terms are attributed, contextualized, and limited.

Elements for Consideration

- Identify any outmoded or incorrect terminology and replace or reframe the terminology.
- Insert context, attribution, or quotations for historical references if needed.
- Identify and use the best terminology at the time. Terminology changes regularly and acceptability is not universal. Consult style guides as necessary; note they may conflict. Do not feel obligated to use the latest term if it is not widely used or is controversial.
- Define outmoded terminology in historical situations—e.g., court cases, laws, or articles—using quotations or annotated with contextual information. For example, the use of “illegal alien” in a discussion of law can be framed as “as stated in the decision” or something similar.
- Avoid idioms or colloquialisms that may lead to misconceptions among those who natively speak other languages or who may not have the educational or cultural context to understand them. While “hitting the books” and “break a leg” may have clear meanings to most speakers of English raised in the United States, those meanings are not universal and a literal interpretation of such phrases could create not only confusion, but fear of bodily harm. Clarify the context and use of common idioms or colloquialisms when they appear so that students may understand them better. Alternatively, consider limiting or eliminating the use of idioms.

6.8 Keyword, Glossary, and Metadata Representation

Restorative Requirements

Keywords and glossary terms signal high priority to students, and, as such, one should ensure that diverse topics and terms are appropriately represented in these sections.

Elements for Consideration

- Analyze keyword lists and glossaries and identify core terms that are not represented or highlighted.
- Assess whether software is negatively impacting the resource’s index. Book indexes are usually not fully representative of book content; they are often built by software, and search capabilities change their priority and comprehensiveness.
- Consider alternative phrasings and terminology to reduce misunderstanding.
- Add keywords that specifically highlight issues important to underrepresented groups.

6.9 Balanced Perspectives on Issues, Events, and Concepts That Are Relevant to Underrepresented Groups

Restorative Requirements

Diverse populations experience issues such as social problems, health issues, political issues, business practices, and economic conditions that may differ from the mainstream. Representing these issues in a balanced manner allows for all perspectives to be examined.

Elements for Consideration

- Include diverse perspectives when presenting controversies, arguments, and opinions for each topic or concept covered. A variety of perspectives will expose students to different points of view and widen the context.
- Do not stigmatize individuals having a specific condition, occupation, experience, or background.
- Be aware that certain controversial topics, when necessary to include, should be described in a balanced manner.
    - If a discipline has accepted a specific position on a topic—e.g., climate change, sexual orientation being partially determined biologically—describe that position. Consider alternative points of view in relation to the discipline adopted position and explain rationale for the position.
    - If a sociopolitical issue without a consensus must be described—e.g., campus carry, voting rights—include a balanced viewpoint by providing differing perspectives on the issue.
    - Avoid characterizations that lead to generalization, such as “rural communities tend to support gun rights.” If a generalization must be stated, provide a reference to support that generalization and additional context for understanding. Also, include any counterpoints from within that generalization.

7.0 Deeper Dive Considerations and Additional Resources

Deeper Dive

As faculty continue to consider how to best improve their instructional resources, the following questions are designed to support their efforts. Discipline specific questions may arise as faculty continue to make improvements. The following list is a work in progress and will be expanded upon in the near future.

For all courses,

- Where can you include a more diverse and underrepresented voice in a meaningful way?
- Who has a stake in the issues or content being discussed? Are they present?
- Are there other voices that have a place in the conversation beyond the usual?
- Will these new voices play a significant role in what will be included or assessed?
- Where are the biases and how do we counteract?

For humanities, literature, and language courses,

- Are there other classics that have a place in your course alongside period pieces or perspectives?
- Is there a classic from a BIPOC (Black, Indigenous, and People of Color) voice that incorporates your learning goals?
- What essential context needs to be given to elements of the canon or must-covers?

For courses in the social sciences,

- Do histories include perspectives of multiple peoples?
- Are political perspectives and positions inclusive of multiple parties?

For science, technology, engineering, and mathematics courses,

- Referencing theory and concepts by the scientist's or theorist's name elevates the person over the concept. When appropriate, shift attention to the concept by using descriptions that signify the reason the concept is important. For example, Boyle's Law for gases could be referred to as the Pressure-Volume Law.

Additional Resources

Because faculty may not be familiar with every aspect of IDEA or the framework, a list of helpful resources has been included. Some resources offer a deeper dive into various aspects of IDEA. Many of the resources can help with specific sections of the framework. The below list is curated and is not meant to be comprehensive.

Images:

- Image Resources for Inclusive Representation
- Sources of stock photos featuring people of color
- Sources of free LGBTQ stock photos

Gender-Inclusive Language and Pronouns:

- GLSEN Pronoun Guide
- GLSEN Gender Terminology Guide
- Gender-Inclusive Biology - Curriculum Ideas

Current researchers/studies in the field:

- 500 Queer Scientists
- Scientist Spotlights Initiative

References/bibliography, and credits to diverse researchers/authors:

- Cite Black Women

Appropriate Terminology:

- CSU Diversity Style Guide
- GLAAD Media Reference Guide
- National Association of Black Journalists Style Guide
- Racial Equity Tools Glossary
- Religion Stylebook
- Style Guide: Reporting on Mental Health
- GLSEN Pronoun Guide
- GLSEN Gender Terminology Guide
- Disability Language Style Guide

Other Helpful Resources:

- Introduction to Women's Studies Textbook
- Introduction to Women, Gender, Sexuality Studies

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