

### Prepare

1. Look at your course from multiple viewpoints (gender, nationality, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) and consider how you can adapt, find, or create new materials, activities, and lessons that represent various perspectives accurately.
2. Consider how you can utilize the Calendar of Celebrations to inspire new activities and/or organize your course calendar.
3. Communicate your dedication to diversity in your syllabus and in your opening day remarks.
4. Adapt lessons to utilize multiple teaching styles and accommodate all abilities.

### Sample Diversity Statement for your Syllabi

In this classroom you will be treated with respect and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences.

All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

### Motivational Framework for Culturally Responsive Teaching



### Teach and Model Cultural Competency

1. Be aware of your own culture (experiences, beliefs, values, language, and perceptions).
2. Understand others' cultures.
3. Recognize that there are differences between and within cultures.
4. Compare cultures and draw parallels.
5. Acknowledge your own prejudices and stereotypes (we all have them) and work to change them.
6. Understand your impact on others and improve interactions for greater effectiveness and inclusion.

### Build an Inclusive Classroom

1. Foster psychological trust with students.
  - a. Take the time at the beginning of the semester to get to know each other. Have small groups answer questions and then report to the class.
  - b. Establish, announce, and follow discussion guidelines.
  - c. Include classroom norms in your syllabus.
  - d. Reinforce and follow through on your expectations.
  - e. Step in if you see any student being mistreated or excluded.
  - f. Be mindful of how you set up group work.
  - g. Respectfully correct misinformation.
2. Encourage listening with curiosity vs. judgment.
3. Be aware of your own unconscious bias and how it may influence the way you communicate (microaggressions) or make decisions (giving more "passes" to some student while holding others to a different standard).
4. Use inclusive language. *See D&I Quick Guide for more ideas.*
  - a. They/them/theirs instead of he/she
  - b. Everyone instead of guys
5. Get name pronunciations and pronouns right.
6. Mindfully show respect toward all of your students and particularly your students of color.

## Facilitate Difficult Conversations

1. Think about material you cover that may lead to controversial topics ahead of time (gender, sexuality, religion, politics, genetics, race, ethnicity, etc.)
  - a. Consider if a discussion will add to or detract from your CSLO's before proceeding. If they do support your learning outcomes, don't avoid topics because they may make you uncomfortable.
  - b. Prepare yourself. Make sure you're up-to-date on the topic and prepare to lead students to critically think about the issue at hand.
5. Prepare students ahead of time with trigger warnings!  
*Put these into your calendar ahead of time, as a reminder.*
6. Review discussion expectations, if needed.
7. If things become too heated, have students reflect in writing.
8. Don't let potentially hurtful or ignorant statements go unacknowledged.
9. Ask students to understand another's perspective before reacting.
10. Don't let yourself get too emotional!
  - a. If you do become upset, take a few deep breaths, ask students to reflect in writing, or give the class a short break.
  - b. You may also want to ask for clarification because you may have misunderstood the statement which triggered you.
11. Check-in with students in between classes if you are concerned about how the class ended.
12. Do not punish students (consciously or unconsciously) if they say something ignorant or hurtful. Help guide them to understand the error in their thinking.
13. Take the time to properly reflect on the discussion and apply revelations to your learning outcomes.

Vanderbilt University, "Difficult Dialogues," accessed August 10, 2018. <https://cft.vanderbilt.edu//cft/guides-sub-pages/difficult-dialogues/>.

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## Joint Statement on Civil Discourse and Campus Climate

The SUNY Faculty Council of Community Colleges, the CUNY University Faculty Senate, and the SUNY University Faculty Senate affirm their commitment to foster campus climates that equitably support the diversity that is inherent in our modern, pluralistic society. Our academic communities depend on critical inquiry and the free expression of diverse opinions for the creation of effective and inclusive learning environments. We call upon all members of our academic communities—faculty, staff, and students—to not only engage in, but to encourage, civil discourse that enables the exchange of ideas, however uncomfortable, thus furthering the crucial mission of public higher education to contribute to the greater good.

## Reminders and Additional Suggestions

1. Be mindful of your students who represent diverse cultures. Avoid singling them out in class and potentially making them uncomfortable.
2. Try to keep student costs down. If you can you adopt an OER, use online media, and/or ensure reference materials are in the library?
3. Update your materials and activities to engage today's student!
4. "Privilege Walks" can lead participants to feel ashamed of their circumstances and are best to avoid unless you can be thoughtful in the questions you ask. If you really want to do one, use a video example.
5. Think ahead of time about media, materials, and activities you choose. Try to avoid perpetuating negative stereotypes or triggering feelings of being historically discriminated or abused.
6. Express interest in your students' background and provide opportunities to learn from one another.
7. Honor the presence of non-native English speakers in your class. Be proactive with helping them learn English and take advantage of the opportunity to learn about their native culture.

## Calendar of Celebrations

September – Hispanic Heritage Month  
October – LGBTQ+ Awareness Month  
November – Native American Heritage Month  
December – Religious Awareness Month  
January – Healthy New Year  
February – Black History Month  
March – Women's History Month  
April – Autism and Disability Awareness Month  
May – Asian and Pacific American Heritage Month