

Assumptions and Stereotypes

- *Students will seek help when they are struggling with a class.*
- *Students who are affiliated with a particular group (gender, race, ethnic, etc.) are experts on issues related to that group and feel comfortable being seen as information sources to the rest of the class and the instructor who are not members of that group. AND/OR European American students do not have opinions about issues of race or ethnicity and members of other groups do have opinions about these issues.*
- *All students from a particular group share the same view on an issue, and their perspective will necessarily be different from the majority of the class who are not from that group.*
- *In their reading, students will relate only to characters who resemble them.*
- *Students from certain groups are more likely to: be argumentative or conflictual during class discussions OR not participate in class discussions OR bring a more radical agenda to class discussions.*
- *Students from certain groups are not intellectual, are irresponsible, are satisfied with below average grades, lack ability, have high ability in particular subject areas, etc.*
- *Students from certain backgrounds (e.g., students from urban or rural areas, students who speak with an accent, students from specific racial or ethnic groups) are poor writers.*
- *Poor writing suggests limited intellectual ability.*
- *Older students or students with physical disabilities are slower learners and require more attention from the instructor.*
- *Students whose cultural affiliation is tied to non-English speaking groups are not native English speakers or are bilingual.*

KEY POINTS TO NOTE:

- a) Recognize the power that professors have (that many new profs might be aware of), and how seemingly innocent comments may be perceived in a negative way. Also, that small gestures or comments of support go a long way to build trust in a student who might be alienated otherwise.
- b) Recognize the fact that "ism's" occur among students. Often, especially in discussions, students may say hurtful things without even realizing it. These comments often cause the person who is receiving the comments to withdraw and not participate.
- c) Faculty can be proactive in limiting the damage from such incidents. In order to create an environment conducive to productive discussions, let students know your expectations for the way they communicate with others (including you) in the classroom. As the instructor, you play an important role as a facilitator and supporter in your students' efforts to achieve respectful ways of communicating in the classroom.

Self Test for Implicit Bias

<https://implicit.harvard.edu/implicit/>

Student Comments on Classroom Experiences

- The faculty have low expectations for us.
- The faculty do not care...or do not reach out... or do not have time for us.
- The faculty do not understand that we are different from the white students that they are used to.
- We are not all alike!!
- Some faculty single us out as “experts” or “spokespersons” for our racial or ethnic group.
- The curriculum, and classroom interaction, often exclude us.
- The faculty sometime seem uncomfortable or cautious with us.
- The faculty sometime take overt stances in class against diversity issues and initiatives.

Effective Solutions for Inclusion

- Faculty introduced inclusive curricular material.
- Faculty used more effective pedagogical techniques.
- Faculty encouraged us and had confidence in us.
- Faculty often led and guided discussions of racial issues, and evidently did so in ways that avoided the assignment of “expert” status.

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Guidelines for Class Participation

1. Respect others’ rights to hold opinions and beliefs that differ from your own. Challenge or criticize the idea, not the person.
2. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
3. Be courteous. Don’t interrupt or engage in private conversations while others are speaking.
4. Support your statements. Use evidence and provide a rationale for your points.
5. Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.
6. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.

http://www.crlt.umich.edu/gsis/P4_1.php