

Welcome to your new teaching role at KU! This Canvas course will guide you through everything you need to do to complete your Graduate Teaching Orientation.

Key Deadlines

Summary of required training tasks and deadlines

Task	Deadline
Complete Essential Modules	Monday, August 11 by 1:00 PM
Attend In-Person Orientation Day	Monday, August 11
Complete Policy Tutorial & Breakout Modules	Sunday, August 17 (end of day)
Attend a Follow-Up Session	Between September 8 and October 10

Required Tasks

You will complete the following five tasks as part of your orientation:

1. **Complete the Essential Modules (~2 hours total)**
Two short learning modules that introduce strategies for creating a student-centered classroom and assessing student learning.
2. **Attend the In-Person Orientation Conference**
Monday, August 11, 9:00 AM - 3:15 PM (see full schedule in Task 2 module)
3. **Complete the Policy Tutorial (~1 hour)**
A series of short quizzes covering KU policies relevant to your teaching.
4. **Complete 3 Breakout Modules of Your Choice (~3 hours total)**
Choose the topics that best fit your teaching role.
5. **Attend One Follow-Up Session (1 hour)**
You'll receive a sign-up link Sept. 2nd.

Start with the next page by clicking [next] to meet your Center for Teaching Excellence contact, Kaila, and learn more about the KU teaching community!

KU has a wide range of resources to support your teaching and your students' well-being. As a GTA, you're often in a position to notice when a student might need support and to help connect them to the right place.

We've included two downloadable guides to help you:

- Know what resources are available
- Understand when and how to refer students for support

Downloads:

1. Campus Resources Guide (PDF)

A full list of KU support services for students and instructors, including contact info and website links.

[\[Download: Campus Resources – Fall 2025\]](#)

← See Page 37

2. Student Support Interventions (PDF)

A quick-reference guide to help you recognize signs a student may need academic, mental health, or financial support and what you can do in response.

[\[Download: Student Support Interventions\]](#)

← See Page 44

This page is a great one to reference throughout the semester. You don't have to have all the answers, just know where to start.

[Next] get started with your first task, completing two short modules that will help you feel more prepared to step into the classroom.

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To prepare for Orientation Day, complete two Canvas modules that introduce core teaching strategies used across KU. These modules will help you create a student-centered classroom and support effective student learning, skills that matter no matter what kind of GTA role you're stepping into.

You'll also reflect on what you're learning, and we'll use those reflections during small group discussions at the in-person orientation.

What to Do

Complete **Essential Module 1: Creating a Student-Centered and Responsive Classroom**

Complete **Essential Module 2: Assessing Student Learning with Clarity and Purpose**

Submit the short reflection survey at the end of each module

Due: Monday, August 11 @ 1:00 PM

How Long Will It Take?

- **EM1:** ~1 hour
- **EM2:** ~1 hour

You can complete them in one sitting or break them into smaller chunks.

Why It Matters

These two modules provide a foundation for your teaching at KU. They'll help you:

- Recognize teaching practices you can use from day one
- Reflect on how learning happens and how you'll know if it's happening
- Come to Orientation Day ready to contribute to your small group discussion

When you are ready, click [Next] to dive into the first module: Creating a Student-Centered and Responsive Classroom. You'll explore strategies to help set the tone for a motivating and respectful learning environment from day one.

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Welcome to the **Creating a Student-Centered and Responsive Classroom** module! The learning environment you help shape can make a significant impact on student engagement and success. This module introduces practices and strategies to help you design a classroom climate that supports all students through clear communication, broad participation structures, accessibility, and attention to student well-being. As a new GTA, you'll explore practical ways to foster a respectful, motivating, and responsive space for learning, regardless of your specific teaching role.

Module Goals

By the end of this module, you will be able to:

- Create a learning environment that supports student motivation, respect, and a sense of belonging.
- Facilitate productive conversations on complex or sensitive topics with care and clarity.
- Apply strategies from Universal Design for Learning (UDL) to make your course materials more accessible and flexible.
- Connect students to campus resources that support their academic and personal success.

Module Overview:

1. Read pages EM1.1 to EM1.4.
2. Complete reflection survey EM1.5 by Monday, August 11th, 1 PM CDT.

Reflective Moment:

Before diving in, take a moment to reflect on your past experiences as a student and envision your new role as an instructor. *What motivated you in your classes? How did instructors create a positive and motivating learning environment? Keep these experiences in mind as you work through the module. How might you apply the strategies you encounter here in your own teaching?*

Ok, done reflecting? Click [Next] to explore student-centered practices that can help you support engagement and belonging no matter your teaching context.

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We recognize that most GTAs (~85% in 2023) will not teach in a role that allows full control over course content and design, especially in their first year. This list of concrete strategies is designed with that in mind. Regardless of your specific responsibilities, you'll find several approaches to help foster a student-centered, engaging, and respectful classroom environment. For GTAs with more experience or course design control, additional resources are included below. **Explore the sections that best suit your teaching context.**

1. Use Welcoming and Clear Language

Why it matters: The way we talk to and about students helps shape how comfortable and welcome they feel in the classroom. Clear and intentional language also reduces confusion and helps students focus on learning.

Examples:

- Choose phrases like “Hey folks/all/everyone” for mixed-gender groups.
- Refer to breaks by their seasonal names (e.g., “winter break”).
- Avoid or explain idiomatic expressions, especially in exam prompts, to ensure all students can focus on the content rather than decoding unfamiliar language.
- Help students feel seen by using their names. Instead of traditional roll calls, consider using name tents, notecards, or discussion board introductions to learn how students prefer to be addressed. These strategies offer students more agency and help create a welcoming classroom environment from the start.

2. Create Transparency

Why it matters: When students understand the purpose behind what you're asking them to do, they're more likely to stay motivated, complete tasks successfully, and ask questions. Transparent expectations also help students better manage their time and priorities.

Examples:

- Clarify learning goals, assignment rationale, and success criteria.
- Demystify assignment expectations by providing clear goals, task explanations, steps for completion, and criteria for high-quality work.
- Let students know how to participate and when/how they can reach you outside of class.
- In writing assignments, explain the importance of students' ideas versus shared information and guide those accustomed to prioritizing expertise over original thought.
- Offer guidance on how students ought to allocate time to assignments and prioritize various out-of-class tasks.
- Dedicate time in class for students to ask questions about assignments and expectations.

3. Build Rapport

Why it matters: When students feel that their instructor knows them and is approachable, they are more likely to attend class, participate, and ask for help. A strong sense of connection supports motivation and trust.

Examples:

- Know and use students' names in-class and when responding to messages or posts on Canvas.
- Incorporate icebreakers and peer learning.
- Ask students to reflect on how their learning is enhanced by interaction with classmates (e.g., “What did you learn from someone else in today's discussion?”).
- Task students to work in pairs or small groups on brief, well-defined activities (with a timeline and specific goals/outcomes).

4. Support a Sense of Belonging

Why it matters: Students are more engaged when they feel like their presence and contributions matter. Creating opportunities for students to connect their own experiences to course material helps them stay invested and confident in their learning.

Examples:

- Use an early-term questionnaire to learn about your students' backgrounds, goals, interests, and communication preferences. A simple online form or document can help you organize responses and refer back throughout the semester. You can use this information to tailor examples, feedback, and assignments to make course content more relevant and engaging.
- Encourage early-term office hour visits and clearly communicate how they'll be structured. You might start with brief 5-minute sign-ups for introductions, shift to content-focused meetings mid-semester, and wrap up with informal working sessions (with snacks) where students can collaborate and get support.
- Begin discussions by asking for concrete observations (e.g., describing an image, passage, or diagram) before moving to analytical questions. This establishes a common starting point, highlights diverse perspectives, and models desired analytical processes.
- Avoid generalizations in class.
- Acknowledge the contributions of all students during class discussions, and intentionally highlight the work of scholars from various backgrounds in your course materials.
- Try to accompany verbal instructions with a written version. Providing information in multiple formats supports students with different processing styles and language backgrounds.
- Create structured opportunities for students to provide feedback on their experience of the learning environment and contribute ideas for improving it.
- Invite students to identify examples from their own arenas of knowledge or expertise to illustrate course concepts.
- Express care for students' well-being and provide information about campus resources. Share this [list of support services](#) via the syllabus, Canvas, or directly with students facing challenges.
- Acknowledge campus events or incidents that may affect students' sense of being welcome and supported.

5. Create Structure and Support During Discussions

Why it matters: Structured discussions help all students feel prepared to participate especially those who are still building confidence or aren't sure what's expected. Providing time to think, clear goals, and opportunities to work in small groups makes it easier for everyone to engage meaningfully.

Examples:

- Initiate discussions by clearly outlining the purpose, learning objectives, and prompts. Communicate these elements explicitly with students and revisit them as necessary throughout the discussion.
- Establish ground rules or "learning contracts" where students define responsibilities and expectations for themselves and you. Collaborate with students on these guidelines, referring to them before initial discussions and revisiting them as necessary.
- Highlight the importance of respecting others' perspectives, avoiding generalizations, and being careful not to ask others to 'represent' a group you perceive them to belong to.
- Be an active facilitator (reward questions, correct misinformation, reference relevant material, make connections to stated learning goals and other course concepts).
- Include everyone in a larger class discussion through think-pair-shares or small group discussions. After, a small group or pair discussion, consider asking students to share something they learned from someone else.
- Include a range of voices during a facilitated discussion by taking a queue, asking to hear from those who have not spoken, or waiting until several hands are raised to call on anyone.
- Give all students time to gather their thoughts in writing before discussing them with the whole group.
- Save time at the end of the discussion to summarize it, and gather student feedback (e.g., a "minute" reflection paper, an exit slip about the muddiest point).

Additional resources for experienced GTAs with course content and design control

- **Syllabus and Course Design:** Use the [KU syllabus guide](#) to build a clear, student-centered course. A well-structured syllabus can help set expectations, support transparency, and establish a welcoming classroom tone from the very beginning.
- **Assignment Design for Engagement:** Use the [Designing a Student-Centered Assignment](#) tool to create assignments that give all students the opportunity to demonstrate their learning in meaningful ways.

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See Page 48

Whew, that was a lot! Remember, you don't have to do everything at once. Start with what feels manageable and build from there. You'll have a chance to talk through these ideas with other GTAs and an experienced instructor during the Orientation discussion session. When you're ready, click [Next] to explore strategies for facilitating complex and sensitive conversations in the classroom.

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Discussions about difficult or controversial topics whether connected to course content or prompted by current events require intentional planning and careful facilitation. These strategies will help you create a respectful, student-centered classroom environment that supports open dialogue, thoughtful reflection, and meaningful learning.

1. Commit to a Respectful, Student-Centered Climate:

- Acknowledge a range of perspectives and emotions around the topic.
- Encourage open dialogue and the thoughtful exchange of ideas to promote critical thinking.
- Prepare in advance for difficult discussions when possible.

2. Scaffold Challenging Conversations for Students:

- Encourage students to listen and understand before responding. Ask them to restate opposing views or ask clarifying questions.
- Actively guide the conversation: correct misinformation, connect to course materials, and refocus when needed.
- Use strategies like think-pair-share, small groups, or reflective writing to make space for everyone to engage.
- Address tense moments directly and use them as opportunities for learning.
- Build community through structured peer interaction. For example, ask students to reflect on something they learned from a classmate.
- End with a quick reflection activity (e.g., a “minute paper” or exit slip) to reinforce key ideas and gather feedback.

3. Apologize Effectively if Needed:

- Don’t minimize or qualify your apology.
- Take responsibility for harm caused.
- Explain how you’ll move forward and avoid repeating the issue.

1. Responding to Particularly Complex Topics or Crises:

- Be aware that some students may be more personally affected by current events or classroom topics than others. These students may feel distressed, unwelcome, or emotionally fatigued, which can impact their ability to engage.
- Create space for empathy and acknowledgment without expecting students to speak on behalf of a group.
- Avoid language or examples that may reinforce broad generalizations about individuals or groups.
- Intervene if comments or behaviors undermine the learning environment.
- Offer time and space for reflection, and remind students of campus support resources.
- Practice and model strategies for managing emotional fatigue both for yourself and your students.

2. Inform Yourself on Course-Relevant Issues:

- Stay informed on issues relevant to your course and discipline.
- Model the kind of respectful engagement and critical thinking you want students to develop.
- Reflect on how your background and experiences may shape your approach to teaching and discussion.

1. Sample Ground Rules to Establish With Your Students:

- Value intellectual humility and recognize that we all have more to learn.
- Challenge ideas, not individuals.
- Listen with attention and speak with respect.
- Use evidence to support your points.
- Share air time and speak up if something causes harm.

For a deeper exploration, work through the **optional** Breakout Module on Guiding Conversations About Complex Social Issues in the Classroom.

You're almost done with this module! The strategies you've explored so far, building a student-centered learning environment, supporting engagement, and navigating complex conversations, are all part of designing a learning experience where all students can participate and succeed. Click [Next] to learn how to reduce barriers and support accessible learning for everyone.

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Design for accessibility involves eliminating unnecessary learning barriers to ensure all individuals can access course opportunities. Courses mindful of accessibility are generally better for all students.

Design flexible access and engagement methods:

1. **Engagement Options:** Provide various ways for students to engage with the course. Allow choices aligned with their interests.
2. **Information Representation:** Offer various ways to represent information. Use multiple formats for content presentation, interpretation of language/symbols, and comprehension of material.
3. **Demonstration of Learning:** Allow multiple options for students to demonstrate learning. Consider alternatives like creating a documentary film instead of a paper or a portfolio with reflections instead of an exam.

For an in-depth exploration of UDL, refer to the Breakout Module, "Principles of Universal Design for Learning." Learn instructional strategies to ensure all students engage with the material in a way that suits them best.

Ensure content accessibility:

1. **Document Formats:** Use scanned documents with OCR capability or accessible formats like Word, PowerPoint, or Excel.
2. **Video Accessibility:** [Create videos with Kaltura](#) for captioning or provide descriptions/transcripts for visual/video content.
3. [Refer to this guide](#) for making documents, videos, and websites accessible to a broad audience.

You've made it to the final step of this module! Click [Next] to complete a short reflection survey and think through how you might apply what you've learned in your own teaching. After that, take a break if you need to, then move on to Essential Module 2: Assessing Student Learning with Clarity and Purpose.

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Orientation Day is Monday, August 11

Time: 9:00 AM – 3:15 PM

Location: Budig Hall and Wescoe Hall (details in the full schedule on next page of module)

Before You Arrive

- Complete both **Essential Modules** in Canvas
- Submit the **reflection surveys** at the end of each module
- During Orientation, you'll complete a few quick **exit surveys in Canvas**
 - *These help us track attendance and reflect on the day*
 - *If you haven't already, log into Canvas on your phone or device you plan to bring*

What to Bring

- A **pen** – you'll receive a discussion handout to take notes
- **Optional: a notebook or laptop** if you prefer to take additional notes
- Any **questions or reflections** from the Essential Modules
- **Curiosity and an open mind**
- A **refillable water bottle** – water stations will be available

What to Wear

Dress **comfortably and in layers**. You'll be walking between Budig and Wescoe (they're close), so **comfortable shoes** are recommended.

Getting There

- **Closest available free parking:** Lot 90 (approx. 9-minute walk to Budig Hall)
- If you don't have a KU parking permit, Lot 90 is your best option.
- Be sure to check the [KU Parking website](#) for current rates and updates.

Dietary Notes

- We'll provide light refreshments in the morning, plus lunch and beverages. **Dairy-free, gluten-free, vegetarian, and vegan options** will be available. Dietary accommodations will be clearly labeled.

Now that you know what to expect and how to prepare, click [Next] to view the full Orientation Day schedule including session times, locations, and what's happening throughout the day.

APPLYING PRINCIPLES OF EFFECTIVE AND STUDENT-CENTERED TEACHING

New GTA Discussion Session | Monday, August 11 | 1:00-2:30 PM

The goal of this session is meant to give you space to discuss how to apply the strategies learned in the two Essential Modules (Creating a Student-Centered and Responsive Classroom and Assessing Student Learning with Clarity and Purpose) completed prior to the session via Canvas. Together with your peers and an experienced GTA facilitator, you'll talk through strategies, questions, and examples from your own experience to help you feel more confident and prepared for the semester ahead.

Session Objectives:

1. Meet and connect with other new GTAs
2. Think critically about how to engage and motivate students
3. Explore practical strategies for creating a supportive learning environment
4. Reflect on how to assess student learning and support growth

DISCUSSION 1. MELTING THE ICE (OBJECTIVE 1)

Share your name, discipline, and one concern or question you have about your new GTA role or getting started this semester. Be prepared to share with the large group.

DISCUSSION 2. WHAT MOTIVATES LEARNING (OBJECTIVE 2)

Reflect on a time when a class or instructor helped you stay motivated to learn.

- What was motivating about the experience?
- How did the instructor structure the class, or interact with students?
- What did you take away that might inform your own teaching?

Discuss in your small group and be prepared to share with the large group.

Notes

DISCUSSION 3. CREATING A SUPPORTIVE LEARNING ENVIRONMENT (OBJECTIVES 2 & 3)

Think about Module 1

- What kind of classroom climate do you hope to create?
- What ideas stood out to you for fostering engagement?
- What practices or strategies do you feel ready to try in your own teaching context?
- What have instructors' done in the past that worked (or didn't work) for you?

Discuss in your small group and be prepared to share with the large group.

Notes:

DISCUSSION 4. ASSESSING STUDENT LEARNING / OBJECTIVES 4

Think about Module 2

- How do you know if students are learning what you are teaching?
- What small strategies can you use to check for understanding?
- What can you do to recognize and support students who are struggling?

Discuss in your small group and be prepared to share with the large group.

Notes:

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To round out your preparation as a new GTA, you'll complete a short tutorial that introduces core KU policies related to your teaching role. These policies help set expectations and clarify responsibilities, no matter what kind of GTA position you're stepping into.

You'll work through four quizzes based on real-world scenarios. All the answers can be found on the *Teaching-Related Policies and Practices for GTAs* page, so you'll get to know where to find important information before you need it. The correct answers are those that align with official university policy, as summarized in that resource.

What to Do

- Open the [Teaching-Related Policies and Practices for GTAs](#) page in a separate tab.
- Work through each quiz and the final exit survey. You must score 100% on each quiz, but don't worry, you can use the policy page as a reference and try again if needed.

Due: Sunday, August 17 (end of day)

Estimated time to complete: 1–2 hours

Work at your own pace, and take breaks as needed.

When you're ready, click [Next] to get started with the first quiz!

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To round out your GTA preparation, you'll complete **three Breakout Modules** of your choosing. These short, focused modules introduce practical teaching strategies aligned with specific GTA roles, from guiding discussions to grading student writing to teaching labs or online courses.

Deadline

Complete 3 modules by end-of-day Sunday, August 17.

Each module ends with a short reflection survey to help you apply what you've learned. Your responses help us track your completion.

What to Do

- **Review the list of modules below.** Each has a short description to help you decide what's most relevant to your teaching role.
- **Choose three modules.** You can click on the module title to begin.
- **Read through each module and complete the reflection survey** at the end.

Each module takes about 40–60 minutes.

Pro Tips for Choosing Modules

- If you're teaching online, in a lab, or leading discussions, look for those role-specific modules.
- If you'll grade writing, teach one-on-one, or be expected to lecture, we've got you covered.
- You can always choose something outside your current role if it sounds interesting or helpful!

Breakout Modules List (with clickable titles)

Choose 3 Breakout Modules to Complete	
1. Teaching Online Learn strategies for creating effective online and hybrid courses.	8. Motivating Students Develop teaching strategies and activities that motivate students in mandatory courses.
2. Guiding Discussions Develop skills to lead classroom discussions, initiate student engagement, and formulate effective discussion questions.	9. Teaching Problem-Solving (for Engineering GTAs) Learn how to teach problem-solving skills using active learning principles in the technical classroom.
3. Guiding Conversations about Complex Social Issues Support student learning through thoughtful discussion of social and cultural differences. This module helps you prepare to guide respectful conversations even when topics are emotionally charged or challenging.	10. Setting the Tone Familiarize yourself with strategies for building relationships with students during the first weeks.
4. How to Grade Student Writing Explore strategies for grading student writing and managing workload.	11. Teaching in the U.S. as an International GTA Explore expectations for teaching in a U.S. university, effective English communication, and collaboration with supervisors.
5. Embedding Accessibility through UDL (for GTAs with some control over course design) Gain an introduction to Universal Design for Learning (UDL) and strategies for implementing it in your instruction to meet various learner needs.	12. Teaching Natural Science Labs Learn strategies and best practices for teaching in natural science labs, fostering engaging and interactive learning.
6. Creating Authentic Research Assignments (for GTAs with some control over course design) Incorporate academic research aspects into your teaching to help students think like scholars in your field.	13. Teaching Music One-on-one Cover strategies for building relationships, designing personalized lesson plans, and providing constructive feedback in one-on-one music teaching.
7. Lecturing Understand how to facilitate effective student learning through engaging lectures.	14. Teaching in a Triangle: You, the Students, and the Professor

Choose three modules that align with your role and complete them by end-of-day on August 17, including the reflection survey at the end of each module.

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Guiding Conversations About Complex Social Issues in the Classroom

Navigating complex or sensitive conversations is a vital teaching skill, especially when course topics intersect with students' varied experiences and perspectives. This module prepares instructors to facilitate thoughtful discussion around social and cultural differences, helping students build the skills needed to engage constructively across perspectives and consider how identity and experience shape viewpoints.

You'll find resources here to support you in leading conversations related to race, gender, sexuality, disability, and other aspects of social and cultural experience. These topics are well within the scope of academic freedom, and instructors are supported in thoughtfully addressing them as part of their teaching and disciplinary expertise.

These discussions play an important role in students' development as critical thinkers and community members who can engage thoughtfully with the complex world around them. Rather than treating such discussions as side topics, instructors can integrate them into their teaching practice to foster deeper understanding and meaningful dialogue.

In this breakout module, you will:

- Learn strategies for guiding respectful conversations on complex topics
- Practice responding to comments that may create tension or misunderstanding
- Explore the benefits of establishing discussion norms early in the semester
- Reflect on how your own experiences and perspectives shape classroom dynamics
- Identify common challenges that arise when students engage with issues related to ability, language, class, gender, race, and other social differences

This module draws on Teaching Tolerance. Let's Talk: A Guide to Facilitating Critical Conversations With Students. Montgomery: The Southern Poverty Law Center, 2019.

Completion of this breakout module is optional. To complete a breakout module, you must read through the module pages and complete the reflection survey at the end of the module by the end-of-day on Aug 17th. If the content of this module does not align with your GTA role, go back to the [Choosing a Breakout Module Guidance Page](#) to find a module better for you.

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Where to Start: Three Steps

While you can't control others' actions or guarantee a completely comfortable space for everyone, there are effective strategies to help facilitate meaningful and respectful discussions on complex topics.

Step 1: Build Foundational Knowledge

Familiarize yourself with relevant scholarship and listen to a range of perspectives including those shaped by race, gender, ability, and other aspects of identity. Developing a broader understanding of these experiences will help you connect ideas across contexts and foster more thoughtful dialogue in your classroom.

Step 2: Set Ground Rules and Anticipate Challenges

Establish clear expectations for classroom discussions to promote respectful and productive dialogue. Be prepared for challenges such as when students or instructors lack the language to talk about experiences related to gender or disability. Thoughtful preparation can support more inclusive participation and help students engage across differences.

Step 3: Prepare to Navigate Charged Classroom Moments

Equip yourself with strategies to respond when classroom conversations become emotionally charged or unexpectedly tense. These moments can feel disruptive, but with preparation, they also offer opportunities for modeling reflection and maintaining a supportive learning environment.

Techniques such as de-escalation, active listening, and redirecting the conversation toward constructive engagement can help you manage these situations effectively and keep learning on track.

By implementing these steps, you can create a classroom environment that supports students in examining complex social and cultural issues; fostering growth, reflection, and deeper understanding.

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Step 1: Know Your Stuff

To effectively lead classroom discussions on complex topics, it's important to develop both content knowledge and self-awareness. This means going beyond surface-level understanding to reflect on how your own experiences and perspectives shape your teaching and how students' experiences may differ from your own.

Assess Your Readiness

Reflect on Personal Comfort

Consider how comfortable you feel discussing topics such as race, disability, gender, and other aspects of social and cultural identity. Recognizing where you feel confident and where you may need more preparation can help guide your growth as an instructor.

Explore Your Own Perspective

List Aspects of Your Identity

Think about your experiences in relation to factors like race, gender, ability, socioeconomic background, language, and nationality.

- How have your experiences shaped your assumptions or ways of interacting in the classroom?
- In what areas might your background differ from your students' lived experiences?

Evaluate Your Comfort Level

- What topics related to your course content feel hardest to address? Why?
- Where do you feel most prepared to facilitate discussion?
- How might you continue developing your readiness to engage across a range of perspectives?

Address Areas for Growth

Commit to Continued Learning

Identify areas where you feel less confident and seek out opportunities to learn more whether through reading, discussion, or campus resources.

Create a Supportive Learning Environment

Consider how your classroom policies, activities, and discussion practices can support respectful engagement and encourage all students to participate.

Reflection Questions:

- What concerns do I have about guiding classroom conversations on complex topics?
- What knowledge, strategies, or support would help me feel more prepared?
- How can I design my classroom to support dialogue and reflection?

Connect with Others

Build Community Support

- Talk with colleagues about how they approach classroom dialogue and sensitive topics.
- Participate in teaching-focused communities or forums that explore strategies for addressing social and cultural issues in the classroom.

Plan Ahead

Prepare for Emotional Responses

Difficult topics can sometimes evoke strong emotions. Having a plan for how you'll respond with compassion and clarity can help maintain a respectful learning environment.

Use Structured Activities

Consider having go-to tools like reflective writing, deep listening exercises, or discussion protocols to help students re-engage when tensions arise.

By reflecting on your own experiences and preparing thoughtfully, you'll be better equipped to guide respectful, reflective classroom conversations about social and cultural issues that impact students' lives and learning.

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Step 2: Pedagogical Approaches to Teaching Across Differences

Gathering Students on Common Ground

Tense or emotionally charged moments in classroom discussions often arise from misunderstandings, unfamiliarity with the topic, or lack of experience engaging with different perspectives. For example, a student may struggle to articulate their thoughts on gender or disability not out of bad intent, but because they haven't previously been asked to think critically about those issues. At the same time, students with lived experience of marginalization may find it difficult to express their experiences without shared language or frameworks. None of us including instructors are perfect. That's why establishing a shared foundation and building discussion skills early in the semester is essential.

Start with Your Syllabus

Setting the tone for respectful engagement begins before the first class meeting. Your syllabus is a powerful tool for establishing expectations and creating a learning environment where students know how to engage thoughtfully with one another.

- Consider including a section on classroom discussion expectations or community agreement.
- You might also outline procedures for addressing challenging or sensitive topics.
- Clearly stated norms provide a foundation for the kinds of discussions you hope to facilitate and give you something to point back to if classroom expectations are not met.

Visit [CTE's "Preparing Your Syllabus" page](#) for examples and guidance on designing course policies that support constructive classroom dialogue from the start.

Setting the Stage for Respectful Dialogue

Start Early with Ground Rules

- Involve students in developing expectations for open, respectful conversation.
- Ask what norms or guidelines will help them feel comfortable participating.
- Revisit these norms periodically to maintain accountability.

Model and Teach Communication Skills

- Demonstrate empathy, active listening, and respectful disagreement.
- Use classroom activities (e.g., role plays, discussion prompts) to build trust and practice skills for navigating disagreement.

Encourage Ongoing Reflection

- Use brief write-ups, group debriefs, or class check-ins to help students reflect on how discussion practices are working.
- Discuss both successes and areas for improvement.

Introduce Complex Topics Gradually

- Begin with accessible or lower-stakes discussion topics.
- As students develop confidence and communication tools, introduce more challenging themes.

Use Purposeful Questions

- Employ Socratic questioning, open-ended prompts, and requests for clarification to help students examine assumptions and consider multiple viewpoints.

Incorporate Multiple Perspectives

- Select course materials that reflect a range of lived experiences and viewpoints, particularly those that relate to the themes of your course.
- Encourage students to consider how different backgrounds might shape interpretations of course content.

Create a Supportive Learning Environment

- Arrange seating so all students can see and hear one another.
- Use classroom visuals, examples, and case studies that reflect varied life experiences and social perspectives.

Teaching Tools & Resources

See Page 51

- [Discussion Ground Rules Handout](#) – This resource provides sample discussion norms and practical strategies for establishing shared expectations with your students.
- [Responding to Strong Emotions](#) – A quick-reference table to help instructors navigate emotional dynamics during class. See Page 52
- **Content Warnings in the Classroom** – [University of Michigan guide](#) with strategies for supporting student well-being through transparent communication.

Optional Readings for Instructor Preparation

These texts reflect specific perspectives and are intended for instructor reflection, not student assignments.

- Carol Anderson's [White Rage: The Unspoken Truth of Our Racial Divide](#)
- Derald Wing Sue's [Race Talk and the Conspiracy of Silence](#)
- Tasha Souza's [Responding to Microaggressions in the Classroom \(Faculty Focus\)](#)

By implementing these approaches, you can create a classroom environment that supports meaningful, respectful exploration of social and cultural issues helping students build the communication, reflection, and reasoning skills that serve them well beyond your course.

Step 3: Responding to Charged Moments in the Classroom

Emotionally charged moments in class can emerge suddenly, often sparked by misunderstanding, surprise, or personal experiences that hit close to home. While these moments can feel disruptive, they also provide powerful opportunities for modeling critical thinking, respectful dialogue, and compassionate leadership. With preparation and care, you can respond in ways that keep learning on track while supporting students' development.

Strategies for Maintaining a Constructive Atmosphere

Preparation is key. Establishing norms, setting clear expectations, and modeling respectful communication help students engage thoughtfully and reduce the likelihood of conflict.

Acknowledge discomfort without shutting it down. Let students know that discomfort is sometimes part of learning, and that your role is to support productive conversation even when emotions run high.

Frame discussion focus. Topics such as racism, ableism, or gender discrimination are not up for debate in terms of their existence. Instead, center conversations around understanding lived experiences, examining systems, or exploring solutions.

Encourage a problem-solving mindset. If a conversation becomes stuck, shift the focus from disagreement to exploration. For example:

- *What questions do we still have?*
- *What additional context might help us understand this issue more fully?*

Responding in the Moment

- **Pause to process:** If a comment catches you off guard, take a moment. Count to 10 silently or jot down a note. You don't have to respond immediately.
- **Ask clarifying questions:** Phrases like "Can you say more about what you meant by that?" or "Is this what you intended to say?" can prompt reflection and help redirect without escalating.
- **Depersonalize:** Refer to "the last comment" rather than naming a student. Critique ideas, not individuals.
- **Use reflection:** Ask students to take 1–2 minutes to write about what just happened and how it connects to course themes. This de-escalates tension while keeping learning active.
- **Center course goals:** Bring the moment back to your course content:
 - *"This is exactly the kind of tension our readings help us understand."*
 - *"Let's think about how this aligns with the evidence we've discussed."*

After Class

- Follow up with directly involved students to check in and support continued learning.
- Reflect on the moment yourself, or debrief with a trusted colleague for perspective and support.

Microaggressions and Emotional Dynamics

Students sometimes make harmful comments unintentionally especially when grappling with unfamiliar perspectives. You can prepare to address these moments in ways that support both impacted students and the classroom as a whole.

- **Acknowledge harm without assigning blame:**
"Let's pause here. What was just said could be interpreted in a way that leaves out important perspectives."

- **Use common experiences to guide reflection:**

“Many people share this viewpoint. Why might others experience it differently?”

- **Name emotional responses without judgment:**

“It sounds like this topic brings up strong emotions. Let’s take a moment to reflect before continuing.”

Microaggressions are often subtle or unintentional comments that negatively affect others based on identity. Left unaddressed, they can erode classroom trust and participation. Instructors don’t need to have all the answers—but recognizing the impact and responding with care is essential.

As Dr. Derald Wing Sue notes, conversations about identity are not only intellectual—they engage emotion, memory, and lived experience. Pausing to acknowledge this can help de-escalate tension and keep conversations meaningful.

Use the [Responding to Microaggressions Handout](#) for examples and response strategies.

See Page 53

Tips for Moving Forward

- Use anonymous index cards or exit tickets to gather feedback after tense moments. These can guide how you revisit the issue in the next class.
- Facilitate a class-wide debrief with the prompt: *“What just happened here?”*
- Build in regular opportunities for individual and group reflection to maintain open communication and adjust class norms if needed.

Campus Safety Resources

The University of Kansas offers resources for instructors concerned about student disruptions, threats, harassment, assault, discrimination, disability accommodation, or mental and physical health.

Refer to the attached document, [Where to Go When You Are Concerned About a Student](#), for contacts and referral guidance.

See Page 55

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Moving Necessary Conversations Online

Online learning environments offer unique advantages and distinct challenges when it comes to facilitating necessary conversations about identity, equity, and systemic differences.

Asynchronous discussions allow students time to reflect, organize their thoughts, and seek out resources before responding. This can be empowering for students who may hesitate to speak in real-time, such as introverts or English-language learners. It also allows themes to develop over time, making it easier to revisit current events or evolving issues with nuance.

At the same time, **digital spaces can feel impersonal**, which may lead students to phrase things hastily or harshly. Because online comments are visible and lasting, it's important to monitor tone, reinforce norms, and respond promptly if issues arise.

Keeping Online Discussions Productive

Establish Clear Expectations

Start by outlining discussion guidelines that promote respect, accountability, and reflection. These might include:

- Respect others' opinions, even in disagreement.
- Challenge ideas, not individuals.
- Give credit when referencing someone else's ideas or words.
- Avoid sarcasm or language that can be misinterpreted.
- Take time to read others' posts fully before responding.

Create Space for Shared Norms

Invite students to co-create or reflect on discussion norms at the beginning of the course. Example norms might include:

- "Disagreeing is okay; disrespect is not."
- "If you're referencing course readings or outside sources, be specific and cite them."
- "Assume good intent, but also acknowledge impact."

Example: Online Discussion Policy

Doug Ward, from the KU Center for Teaching Excellence, offers this model for online discussions in his *Digital Content Strategy* course (feel free to adapt it for your own course):

"As with all live and online discussions, please be considerate of others. Appreciate others' differences and differences of opinion. Don't berate others' thoughts or comments. By all means, challenge assumptions and interpretations—but do so in a collegial manner. Great ideas often evolve from disagreement, but no one is served by put-downs or snarky commentary. We all have different levels of knowledge depending on the topic, so be helpful and use common sense. Also keep in mind that written comments can come across in unintended ways. Again, be considerate."

Monitoring and Responding

- **Check in regularly.** Monitor posts to ensure tone and content align with course expectations.
- **Intervene early.** If a comment seems hurtful or inappropriate, respond with curiosity and guidance rather than punishment. You might say, *"Let's step back—how else might we approach this question in a way that invites multiple perspectives?"*
- **Protect impacted students.** Consider private follow-ups when necessary to support students who may feel harmed or excluded by comments.

By setting expectations early and responding with care, you can foster a virtual environment that supports thoughtful dialogue whether conversations are happening in real-time or over the course of a week.

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Universal design for learning (UDL) is a teaching approach that works to meet the needs and abilities of all learners and eliminates unnecessary barriers in the learning process. Employing the principles of UDL means developing a flexible learning environment in which information is presented in various ways, students engage in learning in multiple ways, and students are provided options when demonstrating their learning. Providing students with multiple means of perceiving, comprehending, and expressing their learning allows students to engage with the material in a way that most benefits them, and also encourages students to engage with the material to improve in areas in which their skills are not as strong. This breakout module will provide you with an introduction to UDL and a series of strategies you can use to implement UDL in your instruction.

After completing this module, you will be able to:

- Describe UDL and the associated guidelines
- Employ instructional strategies that align with UDL principles
- Employ general instructional practices that will benefit various learner groups

To complete a breakout module, you must read through the modules pages and complete the reflection survey at the end of the module by the end-of-day on Aug 17th. If the content of this module does not align with your GTA role, go back to the [Choosing a Breakout Module Guidance Page](#) to find a module better for you.

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This particular UDL approach offers diverse ways for learners to be involved with course content, their peers, and the instructor. By building in different engagement opportunities, you can help learners see the relevance of disciplinary knowledge in their academic, professional, and personal lives. **Read through the suggested strategies below and choose 2-3 that you would like to employ in your teaching.**

1. Build in opportunities for learners to provide their input on how classroom tasks are designed.

- Ask for periodic, informal feedback on whether students see class activities as relating to their attainment of course outcomes.
- Provide students with opportunities to research, understand, and teach their peers about course concepts and topics.
- Let students decide whether certain tasks (i.e., discussions) will occur online or face-to-face.

2. Include variety in classroom activities to integrate learners' different experiences, backgrounds, and cultural contexts.

- In example scenarios or problems, use a variety of names, settings, or cultural references.
- Invite students to share their experiences, but don't ask a student to "represent" a group.
- Ground classroom activities in a variety of social, professional, or cultural contexts beyond the classroom.

3. Build activities that ask learners to engage with a "real" audience and have a clear real-world purpose.

- Use experiential learning strategies to highlight the relevance of course content.
- Ask students to identify the potential real-world audiences or applications they see in their work.
- Share examples of past students' coursework and how it met learning outcomes while being authentic to real-life situations.

4. Divide long-term course or assignment goals into smaller short-term objectives.

- Break final projects into stages that students can develop and receive feedback on throughout the course.
- Link existing tasks into an overarching task to help students see content connections.
- Ask students to break an assignment into manageable parts with a timeline for completion.

5. Require learners to reframe course objectives into their own personal learning outcomes.

- Begin the course by prompting learners to align course outcomes with their own goals.
- Connect course outcomes to specific tasks and have students share how well they met these outcomes at the conclusion of these tasks.
- Wrap up the course by asking students to reflect (in writing, in the discussion, or in the video) on how the outcomes impacted their personal learning.

6. Construct linked tasks with varying degrees of difficulty that require learners to work toward similar course goals or outcomes.

- Build small (e.g. activities) and large (e.g. papers, exams) tasks that address course outcomes.
- Vary activities—easy to difficult, difficult to easy, or a variety of challenges—within a course session/time period.
- Use constructive alignment to link all learning activities to course outcomes.

7. Give learners feedback frequently and in a timely manner.

- Provide feedback using rubrics - this may expedite assessment while clearly indicating students' progress.
- Stagger an assignment's due dates if possible to reduce feedback load.
- Pair students to provide formative peer feedback based on a rubric or task guidelines.

8. Give learners resources to help them cope with "subject phobias."

- Share support tools, such as department/campus tutoring or coaching, writing center, library help, and online resources.
- Emphasize a growth mindset, replacing "I'm not good at X" with "I'm still learning about X."

- Share concrete, discipline-specific examples of how past students have coped with challenging learning situations or experiences.

Broader principles from National Center on Universal Design. (2014). *Principle 3: Provide multiple means of engagement*. Retrieved from <https://udlguidelines.cast.org/engagement>

Handout developed by Amanda Nichols Hess, Christina Moore, and Judy Ableser, CETL, Oakland University. Retrieved from https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/QuickNotes/UDL_EngagementQNFeb9.pdf

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This particular UDL approach focuses on giving learners or guiding learners to, content in a variety of formats. By providing key information in different ways, you can help your learners build important disciplinary knowledge and develop ways of thinking about the course content. **Read through the suggested strategies below and choose 2-3 that you would like to employ in your teaching.**

1. Pre-teach important vocabulary terms in ways that connect to prior knowledge.
 - Offer a glossary of key terms at the beginning of the course, unit, or week.
 - Link to online resources where students can find definitions of key terms.
 - Assign key vocabulary terms to students and ask them to teach these terms to the class.
2. Give learners resources like videos, animations, and simulations that they can control in sound and speed.
 - Record your lectures for students to review later using easy software such as [Kaltura](#).
 - Use recording resources available through the [Media Production Studio](#).
 - Ask students to find and share helpful resources on the open web that may be useful for others.
3. Provide transcripts for video clips.
 - Use a free subtitle tool—such as Zoom and Kaltura—to caption videos. Be sure to review any automatically-generated transcripts and correct errors!
 - Upload PDF transcripts of any videos in Canvas or link to them with video content.
4. Highlight relationships between important components or ideas.
 - Use a concept map to highlight relationships between course ideas throughout the semester.
 - Provide short videos that emphasize or highlight relationships between course concepts, especially when introducing new ideas.
 - Have students respond to in-class or online prompts that ask them to connect key ideas or themes.
5. Point out the structural elements of a text to learners.
 - Annotate and highlight a text and share it with learners as a PDF for review and reference.
 - Design class activities that scaffold students' understanding of disciplinary text features with decreasing levels of instructor support.
 - Provide short videos that highlight key text features for review and reference.
6. Support learners in accessing and using multiple representations of the same information.
 - Record lectures using Kaltura or Zoom and share recordings in Canvas.
 - Provide links to text resources that address the same ideas and content for varying levels of learners.
 - Use a variety of quantitative representations to demonstrate a single statistical or numerical concept (e.g. map, table, graphs, formula).
7. Chunk information into smaller content to help learners develop their knowledge.
 - Dissect course content into segments that can construct topical/conceptual units within a class. Explicitly highlight the connections between these content chunks.
 - Use Canvas tools to break up content.
 - Break content into 15-minute chunks, with clear start/end points and short mental/physical breaks.

Broader principles from National Center on Universal Design. (2014). *Principle 1: Provide multiple means of representation*. Retrieved from <https://udlguidelines.cast.org/representation>

Handout developed by Amanda Nichols Hess, Christina Moore, and Judy Ableser, CETL, Oakland University. Retrieved from https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/QuickNotes/UDL_RepresentationQNFeb9.pdf

This particular approach focuses on offering learners diverse ways to express their understanding and skill development as a result of course experiences. By providing a number of ways for learners to demonstrate their new knowledge, you can help them to more fully attain course outcomes. **Read through the suggested strategies below and choose 2-3 that you would like to employ in your teaching.**

1. Create materials that allow learners to interact with the content at their own paces (e.g. rewind, fast forward, pause).

- Use video content that students can control the playback speed.
- Supplement any video content with text content (e.g. transcript, captions).
- Include section breaks during long breaks, or indicate stopping points if students need a break.

2. Build opportunities for learners to communicate their knowledge in a variety of formats where appropriate and relevant.

- Create tasks that can be done in writing or through presentations (e.g. in-class/online presentations).
- Supplement writing assignments with presentation-based tasks where students can demonstrate learning through speaking.
- Allow students to pre-record presentations so they can refine their work.

3. Provide learners with many examples of ways to solve problems or address issues with real life and academic examples.

- Begin or end class sessions with instances of disciplinary knowledge being used to solve real issues.
- Pose problems to students and ask them to identify innovative ways others have solved them.
- Share how you apply your disciplinary knowledge in authentic situations, or ask students to write or speak about their experiences with course content outside of the classroom.

4. Give feedback in different formats.

- Use SpeedGrader in Canvas to record a video for feedback.
- Offer synchronous sessions in-person or through Zoom or Teams to meet with students to discuss progress.

5. Provide graphic organizers or templates for learners to use to organize course content and information.

- Use templates provided through free websites (studenthandouts.com/graphic-organizers/) or built using the tools in word/PowerPoint to build graphic organizers for students to use as they work toward course outcomes.
- Share and utilize student work ([with permission](#)) to illustrate task/course outcomes.
- Scaffold student tasks at the course outset and gradually remove this support as the course progresses.

6. Pose questions to learners that ask them to reflect and self-monitor progress.

- Ask students to reflect on their learning at the end of each class (e.g. exit slip, feedback form).
- At key points, prompt students to consider how they've met the course outcomes.
- Create a task that asks students to regularly reflect on their learning, such as a reflection journal.

7. Share checklist and guides for note-taking with learners.

- Provide lecture outlines in advance of or after class sessions so students can review content.
- Build note-taking abilities by providing students with progressively less-structured note guides.
- Share note-taking methods, such as Cornell Notes for effective note-taking (coe.jmu.edu/learningtoolbox/cornellnotes.html).

8. Assess student work using checklists and scoring rubrics, and share examples of annotated student work with learners.

- Create scoring rubrics that students can use to work toward course outcomes.
- Align course outcomes with all categories on task rubrics or checklists.
- Offer anonymous examples of past students' work ([with permission](#)), and highlight successful work toward course outcomes.

Broader principles from National Center on Universal Design. (2014). *Principle 2: Provide multiple means of action and expression*. Retrieved from <https://udlguidelines.cast.org/action-expression>

Handout developed by Amanda Nichols Hess, Christina Moore, and Judy Ableser, CETL, Oakland University. Retrieved from https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/QuickNotes/UDL_ActionExpressionQNFeb9.pdf

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As an international student, you bring valuable experience to the University of Kansas (KU) and your classroom. As one KU international GTA put it, "What you get to bring to the classroom is an authenticity about experiences growing up with another world view in a country that many will not ever go to. I bring those perspectives into my classroom as a way of opening perspectives and conversations about parts of life that they may not have considered before."

You may feel nervous about teaching in another country or in another language; maybe you are even teaching for the first time ever! This module is about what to expect teaching in a university in the U.S., tips for communicating effectively with students, and how to work well with supervisors and professors.

After completing this module, you will be able to:

- Explain the main characteristics of U.S. university classrooms and students
- Identify areas of difference and similarity between your educational experience and the U.S. education system
- Manage the expectations of your supervising professor and students
- Better understand and perform your role as a GTA at KU
- Communicate more effectively across language and cultural barriers that you encounter

To complete a breakout module, you must read through the modules pages and complete the reflection survey at the end of the module by the end-of-day on Aug 17th. If the content of this module does not align with your GTA role, go back to the [Choosing a Breakout Module Guidance Page](#) to find a module better for you.

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Listen to the podcast on "Navigating Cultural and Language Barriers as an International GTA" featuring two international graduate teaching assistants (GTAs) at the University of Kansas. Andriyana Baran from the Department of Slavic, German, and Eurasian Studies; and Kyungmin Jung from Film and Media Studies share their experiences and strategies for overcoming challenges.

Action:

- [Listen to the podcast here.](#)
- [Read the transcript here.](#)

Below are some key insights and advice for new GTAs shared during the conversation:

- **Overcoming Language Barriers:**

- Practice switching between languages to improve fluency.
- Write down idioms and phrases, read extensively, and practice with peers.
- Build a support network within the community to enhance language skills and confidence.

- **Building Connections:**

- Engage with departmental colleagues and supervisors for advice and support.
- Participate in informal discussions and events to foster relationships.
- Join communities like CTE's International Teaching Assistant Learning Community (ITALC) for additional support and resources.

- **Balancing Academic and Personal Life:**

- Prioritize preparation to manage teaching anxiety.
- Set specific goals each semester to improve teaching skills.
- Dedicate specific times for research and study to avoid burnout.

- **Managing Cultural Differences:**

- Understand and adapt to different teaching approaches and classroom dynamics.
- Encourage students to ask questions and admit when you don't have all the answers.
- Be aware of and address cultural differences in attendance policies and student responsibilities.

- **Handling Classroom Challenges:**

- Establish clear discussion rules to maintain a respectful and productive environment.
- Address microaggressions and emotional responses proactively.
- Focus on solutions and encourage diverse viewpoints during discussions.

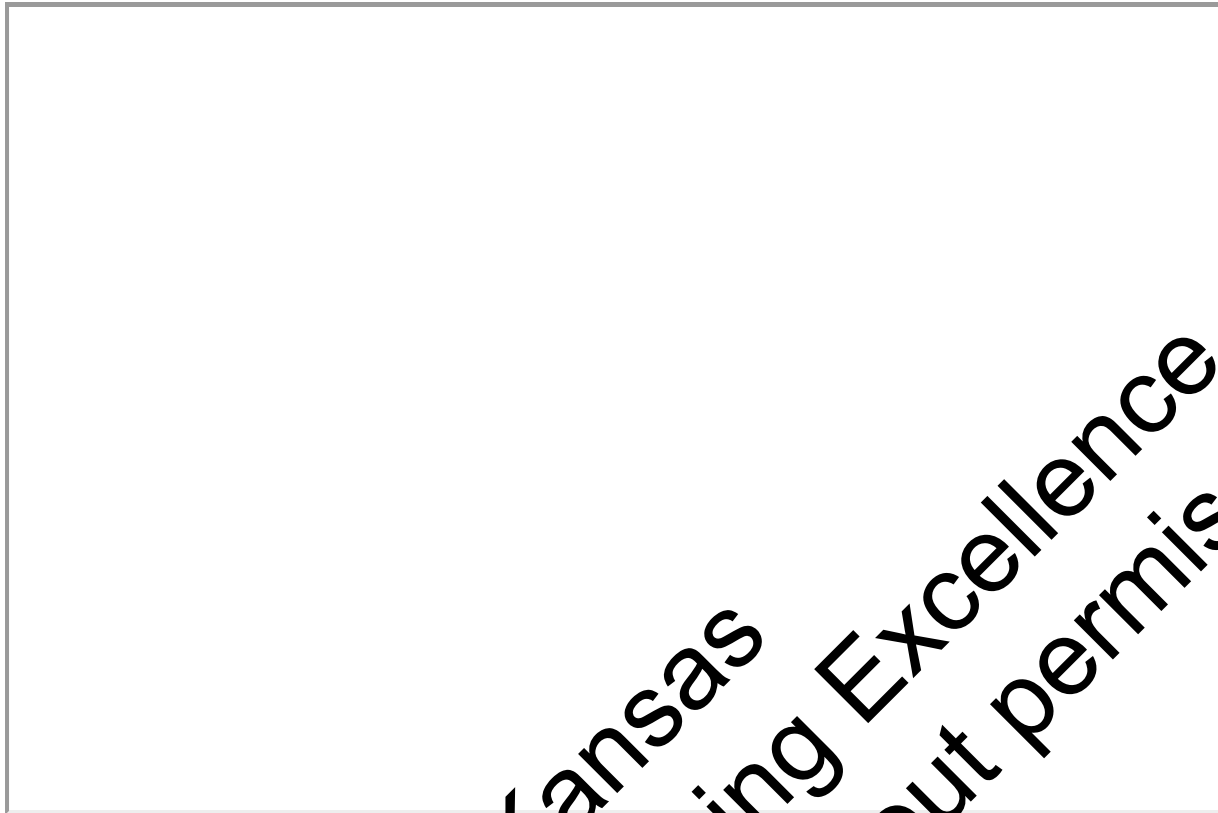
- **Navigating Personal Well-being:**

- Seek support from campus resources and avoid struggling alone.
- Connect with friends, family, and others who share similar experiences.
- Recognize and celebrate personal accomplishments, such as navigating the visa process and adjusting to a new country.

By following these insights and advice, new GTAs can better navigate their roles, create inclusive and effective learning environments, and maintain a healthy balance between their academic and personal lives.

Communicating effectively with your students is extremely important, and you may be nervous about this if English isn't your first language or if you speak with a different accent than American students are used to.

- **First, watch this video below for 10 tips about how to communicate more effectively with your students.**



Here are the slides used in the presentation: [CTE International GTL communication.pptx](#)

- Many American students and some faculty have had little experience interacting with people from other countries or cultural backgrounds. Sadly, as an instructor, you may encounter students who ask discriminatory or ignorant questions or even make racist or xenophobic comments about you or other students. Even when these things are done out of ignorance, this behavior is not acceptable. This reading gives guidance on how to respond when people make these types of remarks: [Responding to Microaggressions.pdf](#)
- If you do not feel comfortable responding directly to the student or you need guidance about what to do, you should first go to your supervising professor for advice. If this does not resolve the situation or perhaps a professor is the one making the discriminatory comment, you may want to seek advice from the Office of Diversity, Equity, Inclusion, and Belonging (diversity@ku.edu) or International Support Services (iss@ku.edu). We want you to feel valued and safe here at KU!

Additional *Optional* Resources about American English:

- [Here is a handout from Vanderbilt](#) with common English phrases for the classroom and advice on language for "office hours."
- [This website focuses on pronunciation skills](#) for American English. Improving your stress, intonation, and rhythm in speaking American English will make a big difference in your comprehensibility.
- [This website is excellent for listening and pronunciation practice.](#) Book recommendation: English Communication for International Teaching Assistants (2nd edition) by Gorsuch, Meyers, Pickering & Griffiee (2012).

Additional *Optional* Resources about Discrimination or Mistreatment:

- Below is an online tutorial that explains Addressing Racial Bias and Microaggressions in Online Environments.



- As a GTA, you have representation from the GTA labor union, the Graduate Teaching Assistant Coalition (GTAC). Your employment is governed by a contract negotiated by GTAC with the university. GTAC also provides support and representations for students who have problems with their departments or the university. If you have questions about your rights as a student worker or you have a problem related to your job that the university is not resolving, you can reach out to GTAC through [their website](#).

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Campus Resources

Center for Community Outreach (CCO)	2
Center for Online & Distance Learning (CODL)	2
Instructional Design	2
Media Production	2
Exam Proctoring	2
Center for Service Learning (CSL)	3
The Student Resources	3
Counseling and Psychological Services (CAPS)	3
Educational Technology	3
Canvas Resources for Students	4
Canvas Resources for Instructors	4
Hawk Link	4
(Jayhawk Academic) Advising	4
Center for Undergraduate Research & Fellowships	5
Sexual Assault Prevention and Education Center	5
Spencer Art Museum	5
Resources for Teaching at the Museum	6
Resources for Learning & Research at the Museum	6
Student Access Center (SAC)	6
Instructor Center	6
Wingspan: Center for Learning and Writing Support	7
For Undergraduate Students	7
For Graduate Students	7

Center for Community Outreach (CCO)

Volunteering in the community



<https://cco.ku.edu/>



cco@ku.edu



785-864-4073

The CCO works with a variety of student groups, organizations, and local non-profits to address the needs of the community. Their programs provide meaningful service opportunities for students, address various needs through collaborative partnerships, and strengthen the community through education and advocacy.

[Volunteer at KU](#) is the CCO's platform to allow students to find volunteer needs specific to their interests and programs.

Their [list of community partners](#) offers a starting point for volunteer opportunities for individual students and potential classroom collaborations.

Center for Online & Distance Learning (CODL)

Creating engaging online and hybrid classes, media production resources, exam proctoring



<https://codl.ku.edu/>



codl@ku.edu



785-864-1000

Their free services help instructors at KU deliver quality learning experiences that ensure excellence in online, hybrid, and flexible courses.

They offer resources in:

Instructional Design

- [Designing your online classroom](#)

Media Production

- Creating your own [media content](#) for students (recorded lectures, interactive PowerPoints, educational podcasts)
- [The Media Production Studio](#) provides sound booths, green screens, teleprompters, and light kits

[Exam Proctoring](#)

Center for Service Learning (CSL)

Creating community partnerships, integrating service-learning in the classroom



<https://csl.ku.edu/>



csl@ku.edu



785-864-0960

The Center for Service Learning collaborates with community and campus partners to foster the development of students into engaged global citizens through experiential learning and civic engagement opportunities.

The Student Resources page offers information about the resources they offer including:

- Strategies for integrating social change into the classroom
- A [Community Engagement toolbox](#)
- The Service-Learning Code of Ethics
- Strategies for implementing experiential learning in the classroom

Counseling and Psychological Services (CAPS)

Psychiatry, Crisis Support, Groups and Workshops, Support Resources



<https://caps.ku.edu/>



(785) 864-2277

CAPS Personal Counseling Services can help students with issues related to adjusting to college and other psychological, interpersonal, and family problems. Individual sessions, group sessions and psychiatric services are available.

[Resources for academic concerns, eating disorders, food or housing insecurity, substance abuse, etc.](#)

[List of low-cost mental health care on campus and in the community](#)

Educational Technology


Canvas and other teaching and learning technology tools



<https://technology.ku.edu/catalog/educational-technologists>



itedtech@ku.edu; for after-hours support itcsc@ku.edu

 785-864-2600; for after-hours support 785-864-8080

KU IT Educational Technologists provide insight and expertise in helping instructors choose the most effective tools and resources to meet their teaching and technology needs and achieve their desired curriculum outcomes.

In addition to assisting instructors with choosing the best technology tools to engage students and meet the curriculum goals for individual courses, the Educational Technology staff provides technical support and coaching for the Canvas learning management system. And they provide guidance on technology tools for hybrid and remote teaching and learning.

[Canvas Resources for Students](#)
[Canvas Resources for Instructors](#)

Hawk Link

Support for first-gen, rural, transfer, Tribal, and other underrepresented students

 <https://hawklink.ku.edu/>

 hawklink@ku.edu

Hawk Link offers personalized and community-based support to help Jayhawks thrive from their first semester through graduation. The program is open to all KU students and provides focused support for students who are first-generation, Tribal Citizens, transfer or readmitted, or rural, or part of other scholar communities. Services include: One-on-one planning and support, Help navigating campus systems and applications, connection to KU and community resources, Encouragement and outreach to prevent barriers to success, and A supportive space to explore academic and personal goals.

Jayhawk Academic Advising
Jayhawk GPS

 <https://advising.ku.edu/>

 advising@ku.edu

 785-864-2834

Jayhawk Academic Advising is the advising home for (undergraduate) Jayhawks. They offer both appointments and drop-in advising.

[Jayhawk GPS](#) can be used by students as a central hub for all their advising contacts. Instructors can use Jayhawk GPS to connect with more people in a struggling student's academic support network.

Center for Undergraduate Research & Fellowships

Resources for undergraduate student research & fellowships



<https://fellowships.ku.edu/>



curf@ku.edu



785-864-5733

The Center for Undergraduate Research & Fellowships is a unit of Academic Success dedicated to guiding students through the process of applying for scholarships and other funding opportunities.

Sexual Assault Prevention and Education Center

National, local, and campus resources available to all KU students



<https://sapec.ku.edu/>



sapec@ku.edu



785-864-5879

The Sexual Assault Prevention and Education Center promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus wide collaboration.

[Resources](#)

Spencer Art Museum

Tailored class visits, Engaging teaching and learning programs, Research experiences



<https://www.spencerart.ku.edu/university>



Celka Straughn straughn@ku.edu



785.864.0136

The Spencer Museum of Art provides a dynamic learning and research environment that benefits the University of Kansas community. Faculty, staff, and students can connect with the Spencer through guided class visits tailored to specific curricula or more in-depth collaborative projects that span semesters. Programs such as graduate internships and the Spencer Student Advisory Board provide further opportunities for students to engage with the Museum.

Resources for Teaching at the Museum

- [Link](#) to bring your class to visit the museum
- [Database](#) for museum curricula to use in your classes
- The [online collection](#)

Resources for Learning & Research at the Museum

- [Undergraduate and graduate positions](#) to work, intern, and volunteer
- [Student Fellowships and Awards](#)

[Tips](#) for Searching the Spencer Museum of Art's Collection Online

Student Access Center (SAC)

Learning accommodations process, instructor resources for creating accessible course



<https://access.ku.edu/>



access@ku.edu



785-864-4064

The Student Access Center assists students with disabilities by facilitating accommodations that remove barriers to their academic success.

Instructor Center



<https://access.ku.edu/instructor-center>

The Instructor Center serves as a central hub designed to provide faculty and instructors at KU with essential information about the accommodation process. The best way to ensure equal access for all students is for instructors to design courses with accessibility in mind. In the Course Accessibility section of the link above, instructors will find information on making specific parts of their courses accessible--such as online content, media, and print resources.

Wingspan: Center for Learning and Writing Support

Writing-related classroom workshops, Undergraduate and Graduate writing support



writing@ku.edu



785-864-7733

For Undergraduate Students



<https://writing.ku.edu/undergraduate-students>

The KU Writing Center can help all undergraduate writers to develop their writing practice through face-to-face or online consultations, written feedback, writing guides, write-ins, thesis/dissertation accelerators, writing groups, coaching and more.

For Graduate Students



<https://writing.ku.edu/graduate-students>

Graduate students can benefit from writing center support from their first year through completing their thesis or dissertation through face-to-face or online consultations, written feedback, writing guides, workshops and more.

[Instructor support](#)

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Student Support Interventions

<u>Academic</u>				
Reasons to Intervene	Intervention	Additional Info	Resources	Important Dates
Student has poor attendance	Email student and/or contact student's academic advisor	If a student misses one week of classes, it is best practice to email the student, remind them of your attendance policy, and encourage them to return to class.	University Excused Absence Policy	Throughout the course of the semester.
Student fails to submit assignments	Email student and/or contact student's academic advisor	You can find a student's advisor by going through Jayhawk OPS . Click the "Staff login" button. Log in with your KU ID and go to "professor home." Click on the student's name. This will show you who the student's academic advisor is. Click on and create email.	Academic Advisor	First two weeks of classes WP1 due date
Student has had unsuccessful performance on assignments	Email student to ask how you can support them; offer your office hours as a place they can go for help. Encourage student to seek support	You can find a student's advisor by going through Jayhawk OPS . Click the "Staff login" button. Log in with your KU ID and go to "professor home." Click on the student's name. This will show you who the student's academic advisor is. Click on and create email.	Office Hours Tutoring Center Academic Advisor	First two weeks of classes
Student has inconsistent attendance, is missing assignments, and fails to respond to emails	Email student and/or contact student's academic advisor. Submit Care Referral	You can find a student's advisor by going through Jayhawk OPS . Click the "Staff login" button. Log in with your KU ID and go to "professor home." Click on the student's name. This will show you who the student's academic advisor is. Click on and create email.	Care Referral Academic Advisor University Excused Absence Policy	

Mental and Physical Health				
Reasons to Intervene	Intervention	Resource	Important Dates	Additional Info
Student struggles to pay attention or engage in classroom activities. Student falls asleep in class	Email student and/or submit a Care Referral	Care Referral Academic Advisor		You can find a student's advisor by going through Jaxhawk GPS . Click the "Staff login" button. Login with your KU ID and go to "professor home." Click on the student's name. This will show you who the student's academic advisor is. Click on and create email.
A significant change in appearance (poor hygiene, weight gain/loss) or personality	Email student and/or submit a Care Referral	Care Referral		Be direct and specific about your concerns in non-judgmental and caring terms. For example, "You seem more stressed than normal, and I am concerned about you. Do you want to talk with me about what is going on?"
Student expresses to you that they are dealing with serious mental or physical health issues	Submit a Care Referral	Care Referral Counseling and Psychological Services		
Student with stellar attendance begins to miss class regularly.	Email student and/or submit a Care Referral	Care Referral* University Excused Absence Policy		*If student doesn't respond and continues to miss class submit a Care Referral
Occurrence of a recent loss or other crisis (e.g., relationship breakup, death of a friend or family member, academic failure, physical illness, sexual violence)	Submit a Care Referral	Care Referral Counseling and Psychological Services		Be direct and specific about your concerns in non-judgmental and caring terms. For example, "You seem more stressed than normal, and I am concerned about you. Do you want to talk with me about what is going on?"

Expressions of loneliness or fear, such as avoidance or apprehension about being alone	Submit a Care Referral	Care Referral Counseling and Psychological Services		
Expressions of hopelessness (statements such as "there's no use trying" or "what's the point?")	Submit a Care Referral	Care Referral Counseling and Psychological Services		If you are concerned about suicide, ask directly if the student is thinking about suicide.
Indirect statements or written reflections about death or suicide	Submit a Care Referral and/or inform student about Counseling and Psychological Services.	Care Referral Counseling and Psychological Services		If you are concerned about suicide, ask directly if the student is thinking about suicide.
Emotions (sadness, nervousness, fearfulness, etc.) that are displayed to an extreme degree or for a prolonged period of time	Submit a Care Referral and/or inform student about Counseling and Psychological Services.	Care Referral Counseling and Psychological Services		Be direct and specific about your concerns in non-judgmental and caring terms. For example, "You seem more stressed than normal, and I am concerned about you. Do you want to talk with me about what is going on?"
Extreme anger or hostility	Submit a Care Referral and/or inform student about Counseling and Psychological Services.	Care Referral Counseling and Psychological Services		If the student is at imminent risk for harm to self or others, call 911 or assist the student with getting to the nearest emergency room.
Student has medical emergency in the classroom	Call 911			Do your best to stay calm.

*Please note that you are a mandatory reporter. You must fill out a [Care Referral](#) if a student shares with you that they, or someone they know, have experienced [sexual assault](#).

Financial				
Reasons to Intervene	Intervention	Resource	Important Dates	Additional Info
Student has expressed inability to purchase electronic device and/or textbooks	Direct student to contact their financial aid counselor.	To find a student's financial aid counselor, go here	Look for students who may be missing an electronic device early on in the semester	Laptops can also be checked out from KU Libraries
Student expresses they are hungry/low on food/ unable to afford groceries	Share resources	Campus Cupboard Just Food Westwood House Cupboard Harvesters		Ecumenical Campus Ministries provides a free Veggie Lunch every Thursday from 11:30AM-1:00PM. While KU classes are in session.
Student's hygiene indicates they may need access to showers/soap/laundry detergent	Share resources	Campus Cupboard		Campus Cupboard provides toiletries and hygiene products.

Important Resource Phone Numbers
<ul style="list-style-type: none"> • Counseling & Psychological Services (CAPS): 785-864-2277 • Student Access Center: 785-864-2811 • KU Student Housing: 785-864-4560 • Watkins Health Services: 785-864-3500 • Title IX Coordinator: 785-864-4114 • Sexual Assault Prevention and Education Center: 785-864-5870 • CARE Coordinator, Sexual Violence Survivors: 785-864-9155 • National and Kansas Suicide Prevention Lifeline: 1-800-273-8255, 785-841-2345 KU • Public Safety Office: 785-864-5900 • Emergency 911/Lawrence Police Department

Designing a Student-Centered Assignment

We typically think about assessments and assignments as a mechanism for gauging student learning, but they can do much more than that! The way you assess student learning is a major determinant of how students spend their time on a course, and assessments that take the form of assignments typically produce more robust learning than timed exams. They are also a valuable avenue for generating student excitement and understanding of "what all the learning is for." This handout provides guidance on how to design engaging assignments that provide all students the opportunity to demonstrate their learning.

I. Identify learning goal

A well-designed assignment is aligned with one or more course learning goals, or the outcomes you want your students to achieve by the end of the course. To identify one or more goals to focus on in your assignment, ask yourself:

- What do you want your students to be able to do by the end of your course?
- Are the goals relevant to all learners? Do goals match the needs of students who take the class? How do you know?

Identify one or more goals that you will focus on in your assignment.

II. Consider how students can demonstrate understanding

The next step is to identify an assignment (or set of assignments) that provide opportunities for students to demonstrate their achievement of course goals. Ask yourself:

- How would you know if students have achieved the learning goals? What should they be able to do?
- How can your assessments/assignments create opportunities for students to demonstrate their achievement of the goals?

Describe your assignment concept:

III. Planning supporting learning experiences and materials

The next step is to identify the learning experiences and materials students will need to successfully complete your assignment (and achieve the learning goals). Ask yourself:

- What steps would YOU take to successfully complete this assignment? What knowledge and/or skills will students need to perform effectively?
- What activities will equip students with the needed knowledge & skills?
- What needs to be taught or "coached" so that students have the necessary knowledge and skills? How could you accomplish this?

IV. Additional considerations for refining your assignment plans

Past performance: Have you used this assignment in the past?

- If so, how well are students meeting course outcomes? Are some students struggling more than others?
- What feedback from students have you received about the assignment? How might that inform the design?

Student Choice and Ownership: Reflect on the ways in which you are allowing students to demonstrate their learning to you.

- Are there opportunities for students to introduce their own knowledge and experience (e.g., creating ways for students to engage with material and make it their own, as well as share own unique perspectives)
- Are there ways to introduce flexibility/learner choice into the assignment, such as choosing their own topic or how they demonstrate their learning (e.g., a paper, a video, a podcast)?

Transparency: Consider what strategies you will use to help students understand assignment expectations and criteria.

- How will you help students understand the purpose of this assignment?
- How will you make sure students understand the steps involved in the assignment: what to do, and how to do it?
- How will you make sure students understand your expectations for excellent work on this assignment, and your criteria for evaluating it (e.g., rubrics, examples of exemplary work)? Are there opportunities for student self-evaluation?

Accessibility of Materials: Reflect on how students access the assignment the necessary materials.

- Are there ways you have addressed how students access content and materials, with the goal of making them more accessible?
- How have you considered technology access or the cost of course materials?

Relationships and rapport: Will there be group work associated with the assignment? If so, reflect on how students will need to and benefit from interacting with one another or with you while working through the assignment.

- What can you do help student develop relationships and rapport within their groups?
- What sorts of guidelines and goals could you give students for within-class interactions (e.g., attendance, listening/speaking, other behaviors)? How could students be involved in setting guidelines and goals?
- What guidelines could you give (or co-develop with) students for out-of-class group work (e.g., communication, dividing work, timeliness)?

Teaching the Whole Student/Supporting Success: Consider what you can do to foster student success on the assignment.

- What do you do to help students feel comfortable reaching out to you for support?
- How can you design your deadlines and policies to help students balance classwork with life demands outside your class?
- Have you considered timing of assignment steps to avoid conflicts with holidays, major assignments in other classes students are likely to be taking (especially within majors)?
- Are there ways to build flexibility/assignment choices that are available to all students when they need them (e.g., choose to submit 3 of 5 assignment options, opportunities to redo assignments, an amnesty day or other “escape valves”?)
- Will there be opportunities for you to identify students who are struggling early in the process?
- How can you create opportunities for feedback, growth and improvement (e.g., revisions)?

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CREATING AND RETURNING TO GROUND RULES FOR CLASS DISCUSSIONS

Establishing ground rules early in the semester can help create a classroom climate that encourages respectful, thoughtful, and open dialogue. Instructors can involve students in co-creating these agreements, revisiting them periodically as classroom dynamics evolve. Below are sample ground rules you might share or adapt with your students.

SAMPLE GROUND RULES

Principles for Constructive Engagement (adapted from *Is Everyone Really Equal?*).

- You don't know what you don't know. Strive for intellectual humility.
- Everyone has an opinion. Opinions are not the same as informed knowledge.
- Let go of personal anecdotal evidence and look at broader societal patterns.
- Notice your own defensive reactions, and attempt to use these reactions as entry points for gaining deeper self-knowledge.
- Recognize how your social context (such as race, class, gender, or ability) may inform your reactions to class material and others.

Guidelines from the University of Michigan Center for Research on Teaching and Learning:

- Respect others' rights to hold beliefs and opinions different from your own. Challenge ideas, not individuals.
- Listen carefully to others, even when you disagree. Reflect attention and care in your responses.
- Be courteous—avoid interrupting and refrain from side conversations while others are speaking.
- Support your points with evidence, or examples, not just personal opinion.
- Make space for all voices: if you speak often, pause; if you tend to hold back, try to contribute.
- If something is said that you find concerning or potentially harmful, speak up—don't assume someone else will.

STRATEGIES FOR BUILDING AND REVISITING GROUND RULES

- Co-create norms with students during the first week by asking: What do you need from others to feel comfortable participating?
- Write the list on the board or a shared doc, and revisit it before particularly challenging discussions.
- Use a mid-semester feedback survey to check how well students feel the class is upholding the norms.
- Model accountability by referring to the norms yourself and acknowledging when they are (or are not) being upheld.

For more examples, see: <http://crlt.umich.edu/node/58410>

Discussing Complex Topics with Students

Use this graphic organizer to think ahead about how you can create emotional safety in your classroom. The suggested strategies are general; use your knowledge of yourself, your students, and your classroom culture to create a specific and personalized plan.

RESPONDING TO STRONG EMOTIONS

EMOTION	STRATEGIES TO USE IN THE MOMENT	YOUR PLAN
Pain/Suffering/Anger	<p>Check in with the students.</p> <p>Model the tone of voice you expect from students.</p> <p>If crying or angry students want to share what they are feeling, allow them to do so. If they are unable to contribute to the class discussion, respectfully acknowledge their emotions and continue with the lesson.</p>	
Blame	<p>Remind students that the systems that benefit from and sustain inequity took a long time to build. These systems hurt all of us, but we can work together to end them.</p>	
Guilt	<p>Have students specify what they feel responsible for.</p> <p>Make sure that students are realistic in accepting responsibility primarily for their own actions and future efforts, even while considering the broader past actions of their identity groups.</p>	
Shame	<p>Encourage students to share what is humiliating or dishonorable. Ask questions that offer students an opportunity to provide a solution to the action, thought or behavior perpetuating their belief.</p>	
Confusion or Denial	<p>When students appear to be operating from a place of misinformation or ignorance about a particular group of people, ask questions anchored in class content or introduce accurate and objective facts for consideration.</p>	

Adapted from *Let's Talk: A Guide to Facilitating Critical Conversations with Students* (Southern Poverty Law Center, 2019).

Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (*from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014*). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending. The context of the relationship and situation is critical.** Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born	<ul style="list-style-type: none"> "Where are you from or where were you born?" "You speak English very well." "What are you? You're so interesting looking!" A person asking an Asian American or Latino American to teach them words in their native language. Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. 	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender	<ul style="list-style-type: none"> "You are a credit to your race." "Wow! How did you become so good in math?" To an Asian person, "You must be good in math, can you help me with this problem?" To a woman of color: "I would have never guessed that you were a scientist." 	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.	<ul style="list-style-type: none"> "When I look at you, I don't see color." "There is only one race, the human race." "America is a melting pot." "I don't believe in race." Denying the experiences of students by questioning the credibility/validity of their stories. 	<p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color's racial/ethnic experience and history. Denying the individual as a racial/cultural being.</p>
Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.	<ul style="list-style-type: none"> A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. A store owner following a customer of color around the store. Someone crosses to the other side of the street to avoid a person of color. While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>
Denial of Individual Racism/sexism/Heterosexism A statement made when bias is denied	<ul style="list-style-type: none"> "I'm not racist. I have several Black friends." "As a woman, I know what you go through as a racial minority." To a person of color: "Are you sure you were being followed in the store? I can't believe it." 	<p>I could never be racist because I have friends of color. Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>
Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics	<ul style="list-style-type: none"> "I believe the most qualified person should get the job." "Of course he'll get tenure, even though he hasn't published much—he's Black!" "Men and women have equal opportunities for achievement." "Gender plays no part in who we hire." "America is the land of opportunity." "Everyone can succeed in this society, if they work hard enough." "Affirmative action is racist." 	<p>People of color are given extra unfair benefits because of their race.</p> <p>The playing field is even so if women cannot make it, the problem is with them.</p> <p>People of color are lazy and/or incompetent and need to work harder.</p>

Tool: Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
Pathologizing Cultural Values/Communication Styles The notion that the values and communication styles of the dominant/White culture are ideal/"normal".	<ul style="list-style-type: none"> To an Asian, Latino or Native American: <i>"Why are you so quiet? We want to know what you think. Be more verbal."</i> <i>"Speak up more."</i> Asking a Black person: <i>"Why do you have to be so loud/animated? Just calm down."</i> <i>"Why are you always angry?"</i> anytime race is brought up in the classroom discussion. Dismissing an individual who brings up race/culture in work/school setting. 	Assimilate to dominant culture. Leave your cultural baggage outside. There is no room for difference.
Second-Class Citizen Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.	<ul style="list-style-type: none"> Faculty of color mistaken for a service worker. Not wanting to sit by someone because of his/her color. Female doctor mistaken for a nurse. Being ignored at a store counter as attention is given to the White customer. Saying <i>"You people..."</i> An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person's specific area of research. An advisor sends an email to another work colleague describing another individual as a <i>"good Black scientist."</i> Raising your voice or speaking slowly when addressing a blind student. In class, an instructor tends to call on male students more frequently than female ones. 	People of color are servants to Whites. They couldn't possibly occupy high status positions. Women occupy nurturing positions. Whites are more valued customers than people of color. You don't belong. You are a lesser being. A person with a disability is defined as lesser in all aspects of physical and mental functioning. The contributions of female students are less worthy than the contributions of male students.
Sexist/Heterosexist Language Terms that exclude or degrade women and LGBT persons.	<ul style="list-style-type: none"> Use of the pronoun <i>"he"</i> to refer to all people. Being constantly reminded by a coworker that <i>"we are only women."</i> Being forced to choose Male or Female when completing basic forms. Two options for relationship status: married or single. A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay. 	Male experience is universal. Female experience is invisible. LGBT categories are not recognized. LGBT partnerships are invisible. Men who do not fit male stereotypes are inferior.
Traditional Gender Role Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.	<ul style="list-style-type: none"> When a female student asks a male professor for extra help on an engineering assignment, he asks <i>"What do you need to learn on this for anyway?"</i> <i>"You're a girl, you don't have to be good at math."</i> A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger. An advisor asks a female student if she is planning on having children while in postdoctoral training. Shows surprise when a feminine woman turns out to be lesbian. Labeling an assertive female committee chair/dean as a <i>"bitch"</i> while describing a male counterpart as a <i>"forceful leader."</i> 	Women are less capable in math and science. Women should be married during child-bearing ages because that is their primary purpose. Women are out of line when they are aggressive.

Where to go when you have a concern about a student?

KEY: 1= contact initially 2= contact for further consultations R= options for referring students to get help on campus		Dept. of Public Safety	Counseling & Psychological Services	Student of Concern Review (SCRT)*	Program Coordinator Dept. Chair	Student Health Services	Human Resources	Student Access Center	KU CARE Coordinator	Office of Civil Rights & Title IX
<i>Your concern is about a student who:</i>		864-5900	864-2277	864-4060		864-9500	864-4946	864-4064	864-9255	864-6414
Mental and Physical Health	Is having difficulty due to illness or death in family		R		1			R		
	Appears to have a chronic illness or immediate medical problem	Call 911 if severe		2	2	R		R		
	Appears to have an eating disorder		R	1		R				
	Shows signs of alcohol or drug abuse		R	1						
	Seems overly emotional (e.g. aggressive, depressed, demanding, suspicious)		R	1	2					
	Talks about homicide or suicide	1	R							
Disabilities	May have a disability							R		
	Appears to have a learning problem; may need diagnostic evaluation							R		
	Has a serious problem with test/presentation anxiety							R		
	Needs help with test taking, learning strategies, time management, tutoring							R		
Harassment, assault, & discrimination	Reports sexual harassment or civil rights discrimination		R				R			1
	Is a victim of sexual assault visit sapec.ku.edu/resources1		R			R			R	2
	Is a victim of violence, stalking, or intimidation		R			R			R	2
Disruptions and Threats	Continuously disrupts class and refuses to stop				1			R		
	Displays anger or hostility inappropriately		R	2	1					
	Writes or verbalizes a direct threat to another person	1		1	2					
	Poses an immediate threat to self or others	Call 911	R	2	2					
other	Is suspected of cheating				1					

*Submit a concern (care report) at studentaffairs.ku.edu/student-concern-review-team

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