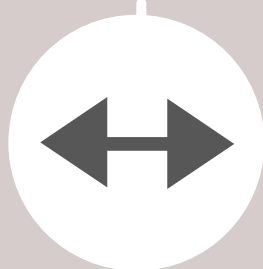


PLANNING THE CONVERSATION



DO plan wisely.

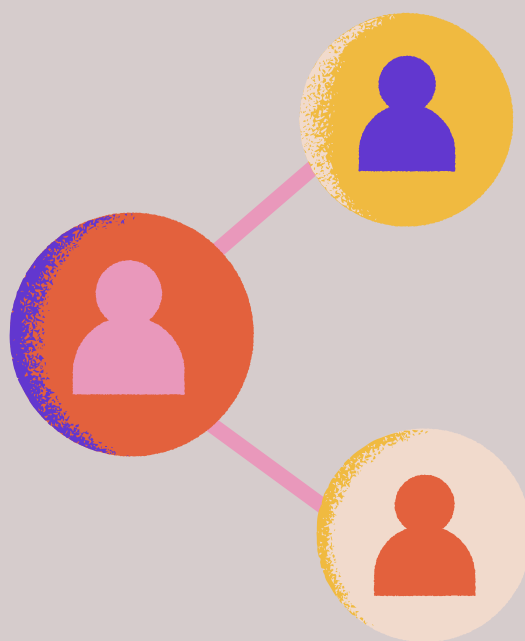


A single course discussion will not fully resolve these historical trends of inequities.

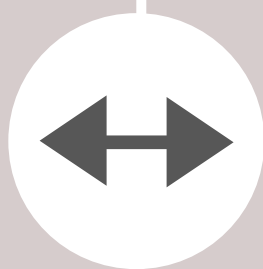
DO build a support network, among faculty, university colleagues, etc.



Challenge yourself. Are you asking for advice only from people very similar to yourself?



DO outline more than one possible response and seek help if needed.

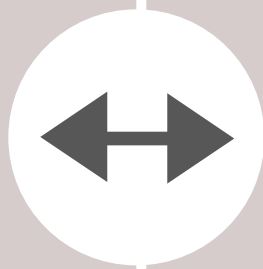


USF's Center for Innovative Teaching and Learning (CITL) offers resources for inclusive teaching and difficult conversations.

STARTING THE CONVERSATION



DO
acknowledge
events when
they occur in the
news.



Students may
already be
thinking about
them.
Encouraging
discussion is
affirming.



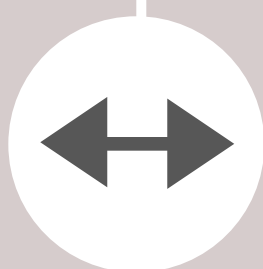
DO
affirm parameters
of inclusive
conversation.



Hope Wheel verbs
can help frame the
conversation.



BE
honest and
acknowledge
your depth of
understanding
in the topic.



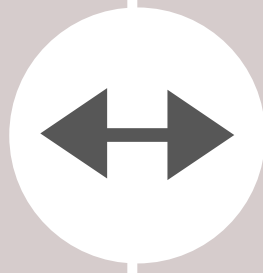
Your thoughtful
approach can
contribute to an
inclusive and
equitable learning
environment.

- Sue, D. W. (2013). Race talk: The psychology of racial dialogues. *American Psychologist*, 68(8), 663.
- Matthews, L., Jessup, N., & Sears, R. (2021). "Looking for 'us'": Power reimagined in mathematics learning for Black communities in the pandemic. *Educational Studies in Mathematics*. <https://doi.org/10.1007/s10649-021-10106-4>

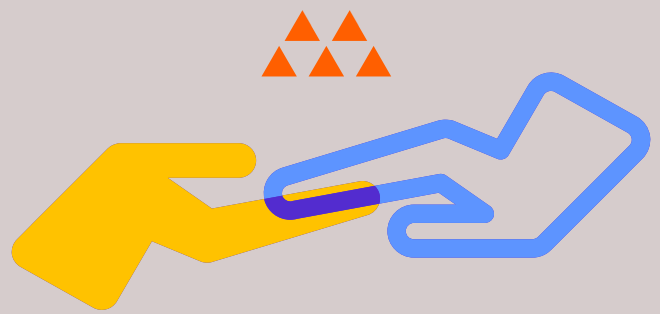
AUTHENTIC ENGAGEMENT



ACKNOWLEDGE
that the USF
community is a
microcosm of
larger
communities.



Students live and
interact in these
larger
communities.



AFFIRM
the different
perspectives of
students.



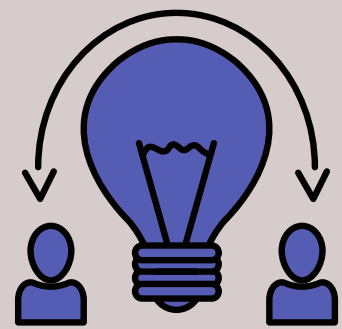
Events will not
affect all students
in the same way.



DO
make
connections to
relevant course
subject matter.



Students benefit
from learning how
various disciplines
can impact these
events, e.g.,
cultural, historical,
political, scientific
contexts.



COMMON ASSUMPTIONS TO AVOID



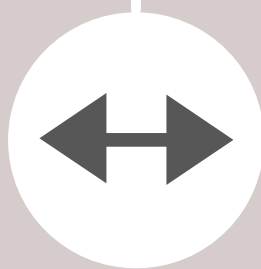
DON'T generalize about cultural, gender, and racial groups.



Not all experiences of people from a specific group are the same.



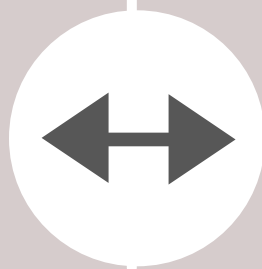
DON'T assume that all disabilities are visible.



Disabilities can be invisible or “hidden.” Invalidating someone’s disability can discourage them from seeking the accommodations they may need.



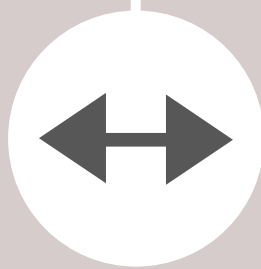
DON'T look towards a particular student as a “representative” of a group that was involved in a specific event.



A student’s general appearance may not align with their specific identity or background.



DON'T act surprised by a student’s accomplishments.



Deficit language and assumptions about “glass ceilings” have been shown to be harmful to student performance.