

Culture, Race, and Ethnicity

What is It?

Culture, race, and ethnicity in regard to education is understanding that each student brings unique experiences, strengths, and ideas to the classroom. These differences can include race, ethnicity, sexual orientation, gender, socio-economic status, age, ability, religious, political beliefs, or other ideologies. In this way, we can say that culture, race, and ethnicity, or diversity, is the exploration and incorporation of differences in order to enrich learning in the classroom.

What is the Goal?

To recognize and respect the unique experiences, strengths, and ideas that students bring to the classroom.

To explore difference in the classroom in order to facilitate learning.

To incorporate both into course design using varied course materials, teaching methods, and learning activities that accommodate students with a range of learning styles, abilities, experiences, and cultures.

What are the Key Tenets?

1. Culture is “the acquired learning of a group that gives its members a sense of who they are, of belonging, of how they should behave, and of what they should be doing; culture makes that group recognizably different from other groups.”¹
2. Race is not biological. It is a social construct.² It refers to physical differences that groups and cultures *consider* socially significant.³
3. Ethnicity denotes groups, such as Irish, Fijian, or Sioux, etc. that share a common identity-based ancestry, language, or culture. It is often based on religion, beliefs, and customs as well as memories of migration or colonization.⁴
4. Incorporating culture into curriculum should be explicit, safe, and appropriate, as well as credible, and active or experiential.⁵
5. Learning about culture, race, and ethnicity “is a critical learning outcome for all students, not just those in the cultural majority.”⁶ It:
 - a. spurs cognitive growth.⁷
 - b. supports active thinking and intellectual engagement.⁸

¹ Cornes, Alan. Culture from the Inside Out. Boston: Nicholas Brealey, 103. Cf. Gurung, R. (2009). Got culture? Incorporating culture into the curriculum. In R.A.R Gurung and L.R. Prieto (Eds.), *Getting culture: Incorporating diversity across the curriculum*. Sterling, VA: Stylus, 12.

² Cf. Angela Onwuachi-Willig, “Race and Racial Identity Are Social Constructs,” *The New York Times*, September 6, 2016: <https://www.nytimes.com/roomfordebate/2015/06/16/how-fluid-is-racial-identity/race-and-racial-identity-are-social-constructs>; Michael Yudell, Dorothy Roberts, Rob DeSalle, and Sarah Tishkoff. “Taking Race out of Human Genetics.” *Science* 351, no. 6273 (February 5, 2016): 564–65; and Michael James, “Race,” in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta (Metaphysics Research Lab, Stanford University, 2017): <https://plato.stanford.edu/archives/spr2017/entries/race/>; “Race & Ethnicity,” *Gendered Innovations*, Stanford University: <https://genderedinnovations.stanford.edu/terms/race.html>.

³ “Race and Ethnicity,” *American Sociological Association*: <http://www.asanet.org/topics/race-and-ethnicity>.

⁴ Cf. “Race & Ethnicity,” *Gendered Innovations*, Stanford University: <https://genderedinnovations.stanford.edu/terms/race.html>; S. Cornell & Hartmann, D. (2007). *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press; “Race and Ethnicity,” *American Sociological Association*: <http://www.asanet.org/topics/race-and-ethnicity>.

⁵ Gurung, 18–19.

⁶ *Ibid.*, 11.

⁷ Gurin, P., Dey, E.L., Hurtado, S., & Guring, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 335.

⁸ *Ibid.*, 336.

c. encourages democratic participation.⁹

How Can I Incorporate this Framework in My Teaching?

- Become increasingly aware of your identities, fears, and biases as you teach about diversity issues.
- Differentiate between your goals for the class and learner objectives, and be clear with students on the objectives and grading.
- Be inclusive of various learning styles and preferences.
- Create a safe and engaging classroom climate. Clearly written ground rules for discussion and modeling both openness and safety leads to more honest interactions.
- Express interest in the ethnic background of your students.
- Redirect your role in the classroom from instructor to facilitator.
- Include issues of diversity as part of the learning goals of your course and tie current events and local histories into classroom activities.
- Use building blocks and key concepts as a basis for consideration of diversity issues.
- Structure the course so that students learn from interaction with course material, not relying on minority students to educate their peers.
- Connect when possible to students' experience and interests.
- Use relevant exercises and simulations to engage students. Exercises and simulations can allow students to "step outside themselves" and see things from a different perspective.
- Move from lower risk to higher risk activities during the semester.
- Plan classroom discussions at least as carefully as lectures controversial situations.
- Be prepared for conflict and/or reluctance from students as they are being asked to examine long-held beliefs.
- Receive and provide feedback both to individual students and to a class.

Resources (one article, book, website, video):

- Video:
 - "Bringing Cultural Context and Self-Identity into Education," Brian Lozenski: <https://www.youtube.com/watch?v=bX9vgD7iTqw>
 - "Having the Talk," Program for the Study of Ethnicity Race and Culture, Rice University: <https://www.youtube.com/watch?v=tYUeoLMZiGc&index=1&list=PLMokLEkVuCjZLihce3P0-ymt6lVWPGzN>
- Books:
 - Brown, S. C. (2010). Students as cultural beings. In M. Fallon & S.C. Brown (Eds.), *Teaching inclusively in higher education*. (pp. 17-37). Charlotte, NC: Information Age Publishing Inc.
 - Cohn, E. & Gareis, J. (2007). Faculty members as architects: Structuring diversity-accessible courses. In J. Branche, J.W. Mullennix, E.R. Cohn (Eds.), *Diversity across the curriculum*. (pp. 18-22). Bolton, MA: Anker Publishing.
 - Ginsberg, M.B. & Wlodkowski, R.J. (2009). *Diversity & motivation: Culturally responsive teaching in college* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Website:
 - "An Approach for Teaching Diversity," Jim Winship, University of Wisconsin Whitewater: <http://www.uww.edu/learn/aboutdiversity/approachdiversity>

⁹ Ibid., 339.

- “How Diversity Makes Us Smarter,” Katherine W. Phillips, *Scientific American*:
<https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- “6 Ways Teachers Can Foster Cultural Awareness in the Classroom,” Matthew Lynch, *Education Week*:
http://blogs.edweek.org/edweek/education_futures/2014/11/6_ways_teachers_cultural_awareness_in_the_classroom.html
- Articles:
 - Gurin, P., Dey, E.L., Hurtado, S., & Guring, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), 330-366.
 - Gurung, R. (2009). Got culture? Incorporating culture into the curriculum. In R.A.R Gurung and L.R. Prieto (Eds.), *Getting culture: Incorporating diversity across the curriculum* (pp. 11-22). Sterling, VA: Stylus.
 - Rose, D.H. (2006). Universal design for learning in postsecondary education: Reflections on principles and their application. *Journal of Postsecondary Education and Disability*, 19 (2). 135-151.

Establishing Ground Rules

What is It?

Ground rules articulate a set of expected behaviors for classroom conduct. They can be set by the instructor or created by the students themselves (some people believe that students adhere more to ground rules they have played a role in creating).¹

What is the Goal?

Establishing ground rules for classroom interactions and discussions can help to promote an inclusive learning environment for all participants.²

What are the Key Tenets?

1. Learning is maximized when many different viewpoints are expressed in the classroom.
2. It is important for class participants to treat each other with respect.
3. In expressing viewpoints, students should try to raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students.
4. Ground rules hold students accountable for their behavior.³
5. They can prevent issues of incivility.
6. Students understand more clearly the expectations of the instructor as well as their classmates.
7. Students hold each other accountable in a variety of learning scenarios.
8. Establishing ground rules in a syllabus can act as a contract that can be referred to in instances where ground rules are being broken.
9. Rules can create a safe learning environment for course participants where all know that their ideas and viewpoints will be respected.

How Can I Incorporate this Framework in My Teaching?

- Decide what is non-negotiable for you as the instructor.
- Introduce ground rules early in the class.
- Facilitate a conversation around ground rules as a class or present a proposal and allow students to modify it.
- In smaller classes, you might ask: "In this course, I'd like our discussions to be informed, respectful, thoughtful, and engaged. What are the ground rules we should follow to make this happen?"
- In small groups, have students think about past learning environments. Which learning environments were productive? What were the characteristics of that environment? Which learning environments were not productive? What were the characteristics of that environment?
- Ask students to list the conditions needed to ensure that positive characteristics exist in a learning environment. Have them create a similar list of required conditions to prevent negative characteristics.

¹ "Ground Rules," Eberly Center for Teaching Excellence, accessed July 5, 2017, <https://www.cmu.edu/teaching/solveproblem/strat-dontparticipate/groundrules.pdf>

² "Establishing Classroom Ground Rules," The Teaching Center Washington University, accessed July 5, 2017, <https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/establishing-ground-rules/>.

³ "Establishing Ground Rules," Center for Teaching Excellence Cornell University, accessed July 5, 2017, <https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/establishing-ground-rules.html>.

- Reiterate ground rules before discussing a topic that may be heated.

Resources (one article, book, website, video):

- Articles:
 - Braxton, John M. "The Influence of Student Classroom Incivilities on Communal Potential." *NASPA Journal* 45, no. 3 (July 1, 2008): 425–39.
 - Staarman, Judith Kleine. "The Joint Negotiation of Ground Rules: Establishing a Shared Collaborative Practice with New Educational Technology." *Language and Education* 23, no. 1 (February 11, 2009): 79–95.
- Books:
 - Brookfield, Stephen D., and Stephen Preskill. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. Hoboken, NJ: John Wiley & Sons, 2012.
 - Gabelnick, F., Leigh-Smith, B., MacGregor, J., & Matthews, R. *Learning Communities: Reforming Undergraduate Education*. San Francisco: Jossey-Bass, 2004.
 - Davis, B. G. *Tools for Teaching*. San Francisco: Jossey-Bass, 2009.
 - LaSere Erickson, B., Peters, C., & Weltner Strommer, D. *Teaching First-Year College Students*. San Francisco: Jossey-Bass, 2006.
- Videos:
 - "Tough Love: First Day of School," Teaching Channel, <https://www.teachingchannel.org/videos/establishing-classroom-ground-rules>
 - "How to Involve Students in Setting Up Their Own Ground Rules: Herbert Puchta," Cambridge University Press, <https://www.youtube.com/watch?v=uBk4Hq4lEx8>
 - "Setting Ground Rules with Adults in Classroom Environment," WCC Learning Technologies, <https://www.youtube.com/watch?v=uBk4Hq4lEx8>
- Website:
 - "Higher Education Best Practices," National Education Association, <http://www.nea.org/home/33508.htm>
 - "Teaching in Higher Ed Blog," Teaching in Higher Ed, <http://teachinginhighered.com/category/teaching/>

Intersectional Pedagogy

What is It?

Intersectional Pedagogy is a mechanism by which inequality and exclusion are understood, explained, and challenged. It aims to reveal the multiple social locations of an individual so that those locations can be seen as socially constructed “such that they depend on one another for meaning.”¹ A successful intersectional approach, however, takes both aspects of the theory—individual complexity and systemic oppression—and seeks to unveil power while also “making visible the layered complexities of oppression.”²

What is the Goal?

The goal of intersectionality is to offer students new ways of understanding persistent patterns of inequality that both reflect and respect complexity and diversity.³ One aspect of this, pedagogically, is to undo an educational space that perpetuates invisible privilege via course materials and curricular designs.⁴

What are the Key Tenets?

1. Identity is a complex layering of multiple social locations.
2. Intersectionality is a mechanism for unveiling privilege, power, and oppression.
3. Application of intersectionality in the classroom requires an emphasis on political social action.⁵
4. Curriculum must be opened up to multiple voices and perspectives that highlight privilege and oppression.⁶

How Can I Incorporate this Framework in My Teaching?

Effective intersectional pedagogy:

- *conceptualizes intersectionality* as a complex analysis of both privileged and oppressed social identities that simultaneously interact to create systemic inequalities and alter lived experience of prejudice and discrimination, privilege and opportunities, and perspectives from particular social locations;
- *teaches intersectionality across a wide variety of oppressions*; including not only gender and race but also the long list of social identities typically neglected in the curriculum;

¹ Elizabeth R. Cole, “Forward,” in *Intersectional Pedagogy: Complicating Identity and Social Justice*, ed. Kim A. Case (New York: Routledge, 2016), ix–xii.

² Kim A. Case, “Toward an Intersectional Pedagogy Model: Engaged Learning for Social Justice,” in *Intersectional Pedagogy: Complicating Identity and Social Justice*, ed. Kim A. Case (New York: Routledge, 2016), 11.

³ Cole, xi.

⁴ *Ibid.*, 2.

⁵ N. G. Alexander-Floyd, “Disappearing Acts: Reclaiming Intersectionality in the Social Sciences in a Post-Black Feminist Era,” *Feminist Formations*, 24.1 (2012): 1–25.

⁶ S. M. Pliner, C. A. Banks, & A. M. Tapscott, “Intersectional Pedagogy and Transformative Learning,” in *Teaching, Learning and Intersecting Identities in Higher Education*, S. M. Pliner & C. A. Banks, eds. (New York: Peter Lang, 2012): 148–161.

- *aims to uncover invisible intersections*, analyzing the consequences of that invisibility for the privileged and the oppressed, and lifting the veil to make these crucial intersections more visible;
- *includes privilege* as an essential aspect of learning about intersectional theory by extending learning goals to consistently deconstruct privileged identities and how privilege operates to maintain oppression;
- *analyzes power* in teaching about intersectional theory, pushing the boundaries of teaching multiculturalism, diversity oppression, and discrimination;
- *involves educator personal reflection on intersecting identities*, biases, assumptions, and the ways instructor social identity impacts the learning community;
- *encourages student reflection* and writing about their own intersecting identities and careful consideration of how those identities shape their own lives, psychology, perceptions, and behaviors;
- *promotes social action* to dismantle oppression through student learning that extends beyond the classroom walls via service learning, public education projects, community engagement assignments, and ally action for social change;
- *values the voices of the marginalized and oppressed* by avoiding claims of equal validity awarded to all perspectives and maintaining critical analysis of the ways power and privilege limit individual perspectives and experiences with oppression; and
- *infuses intersectional studies across the curriculum*, including a wide variety of disciplines as well as courses not typically associated with diversity content.⁷

Resources (one article, book, website, video):

- Video:
 - “Kimberlé Crenshaw: The Urgency of Intersectionality” (TED Video, 18:49) https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality
- Books:
 - Case, Kim A., ed. *Intersectional Pedagogy: Complicating Identity and Social Justice*. New York: Routledge, 2016.
 - Collins, Patricia Hill, and Sirma Bilge. *Intersectionality*. Cambridge: Polity, 2016.
 - Hancock, Ange-Marie. *Intersectionality: An Intellectual History*. Oxford: Oxford University Press, 2016.
- Website:
 - “Teaching at the Intersections,” Monita K. Bell, *Tolerance.org*, Summer 2016: <http://www.tolerance.org/magazine/number-53-summer-2016/feature/teaching-intersections>
 - “Intersectionality in the Classroom: My Experience Teaching at the Crossroads of Ethnicity and Geners,” Barbara Salera, *DigitalPedagogyLab.com*, <http://www.digitalpedagogylab.com/hybridped/intersectionality-classroom-experience-teaching-crossroads-ethnicity-gender/>
 - “‘We’re all just different!’ How Intersectionality is Being Colonized by White People,” Jamie Utt, *Thinking Race: A Blog about Life as We “See” It...*, April 24, 2017: <https://thinkingraceblog.wordpress.com/>
 - “Kimberlé Crenshaw on intersectionality: ‘I wanted to come up with an everyday metaphor that anyone could use,’” Bim Adewunmi, *NewStatesman*, April 2, 2014: <http://www.newstatesman.com/lifestyle/2014/04/kimberl-crenshaw-intersectionality-i-wanted-come-everyday-metaphor-anyone-could>
- Articles:

⁷ Case, 9.

- Oleksy, Elżbieta H. "Intersectionality at the Cross-Roads." *Women's Studies International Forum* 34, no. 4 (July 1, 2011): 263–70.
- Davis, Dawn Rae. "Unmirroring Pedagogies: Teaching with Intersectional and Transnational Methods in the Women and Gender Studies Classroom." *Feminist Formations*; Baltimore 22, no. 1 (2010): 136–62.
- Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6 (1991): 1241–99.

Religious and Spiritual Diversity

What is It?

Religious and spiritual diversity facilitates positive meaningful relationships between people from different backgrounds and increases appreciative knowledge of other traditions.¹ It is not a matter of imposing faith or morality on anyone. It is, rather, a matter of responding intelligently to the questions of life that students find themselves necessarily asking as they try to make sense of themselves and the world in an era of ever-increasing social, intellectual, and religious complexity.²

What is the Goal?

Religious and spiritual diversity seeks to increase religious literacy, teach to the whole person, and acknowledge the ways in which religion (broadly construed) affects the lives of students. Recognizing that religion is unavoidable, it fosters dialogue, the recognition of difference, and relational spaces of respect.

What are the Key Tenets?

1. Religion is still a significant part of our world.³
2. Religion is educationally unavoidable. It demands objective analysis and critical study.
3. Paying attention to religion has the potential to enhance student learning and to improve higher education as a whole.⁴
4. Becoming religiously, spiritually, and secularly multilingual takes time and effort.
5. Respect for people's diverse religious and nonreligious identities is essential.
6. Mutually inspiring relationships between people of different backgrounds is a key component to fruitful interfaith dialogue.
7. Engaging difference, rather than confrontation or tolerance, is a learned skill.

How Can I Incorporate this Framework in My Teaching?

- By understanding the difference between teaching about religion and teaching religion itself.
- By framing questions in such a way that students begin to think about:
 - an increasingly multifaith world (religious literacy and interfaith etiquette),
 - truth and values in the public domain (framing knowledge and civic engagement),
 - and personal identity and purpose (convictions, character, and vocation).⁵
- Whether religious, secular, spiritual (or something else), teaching to the whole person means framing material in such a way that it—at times—gets at “things that really matter” and how these deeper concerns of life relate to the more practical skills and knowledge that colleges and universities also convey to students.⁶

¹ Cf. “About,” *Interfaith Youth Core*, <https://www.ifyc.org/about>.

² Rhonda Hustedt Jacobsen and Douglas Jacobsen, *No Longer Invisible: Religion in University Education* (Oxford: Oxford University Press, 2012), 30.

³ *Ibid.*, 153.

⁴ *Ibid.*, vii.

⁵ *Ibid.*, 156.

⁶ *Ibid.*

- By confronting student assumptions while also being open and honest about yours, so that “students cultivate the kind of intellectual empathy they need to take seriously the views of ‘others.’”⁷
- Highlight diversity across religious traditions, but also within and among traditions.
- Cultivate respect of and accommodation for diverse religious identities.⁸
- Invite interfaith texts into your curriculum, texts that present a variety of religious viewpoints.
- Encourage student leadership by

Resources (one article, book, website, video):

- Articles:
 - Whittaker, Catharine R., Spencer Salend, and Hala Elhoweris. “Religious Diversity in Schools: Addressing the Issues.” *Intervention in School and Clinic; Austin* 44, no. 5 (May 2009): 314–19.
 - Court, Deborah, and Jack L. Seymour. “What Might Meaningful Interfaith Education Look Like? Exploring Politics, Principles, and Pedagogy.” *Religious Education* 110, no. 5 (October 20, 2015): 517–33.
 - Castelli, Mike. “Faith Dialogue as a Pedagogy for a Post Secular Religious Education.” *Journal of Beliefs & Values* 33, no. 2 (August 1, 2012): 207–16.
- Books:
 - Linda K. Wertheimer. *Faith Ed: Teaching About Religion in an Age of Intolerance*. Boston, MA: Beacon, 2015.
 - Rhonda Hustedt Jacobsen and Douglas Jacobsen. *No Longer Invisible: Religion in University Education*. Oxford: Oxford University Press, 2012.
 - Nash, Robert J. *Religious Pluralism in the Academy: Opening the Dialogue*. Bern, Switzerland: Peter Lang, 2001.
- Videos:
 - Eboo Patel, “Campuses Are the Place for Difficult Conversations About Faith,” *The Chronicle of Higher Education*: <http://www.chronicle.com/article/Campuses-Are-the-Place-for/239058>
 - Drs. Rhonda and Douglas Jacobsen, “No Longer Invisible,” Davis & Elkins College: <https://www.youtube.com/watch?v=YKXWK8QNEFU>
- Website:
 - Interfaith Youth Core, “About,” <https://www.ifyc.org/about>.
 - Spirituality and Religion in Higher Education, “Resources,” <https://www.naspa.org/constituent-groups/kcs/spirituality-and-religion-in-higher-education/resources>.
 - Beyond Tolerance, “About,” <http://www.beyondtolerance.org/welcome>.

⁷ Michelle Lelwica, “Religious Diversity: Challenges and Opportunities in the College Classroom,” *Diversity & Democracy*, 11.1 (Winter 2008): 1–5.

⁸ Eboo Patel, Katie Bringman, and Noah Silverman, “Leadership Practices for Interfaith Excellence in Higher Education,” *Liberal Education*, 101.½ (Winter/Spring 2015): 1–9.

Trans and Gender Nonconforming

What is It?

Transgender theory, as a critical framework, challenges traditional views of identity as categorical in nature. Transgender theory allows scholars to comprehend gender beyond the socially constructed gender binary.¹ The umbrella term “transgender” encompasses a vast array of identities, thus ensuring inclusive approaches that provide discourse on distinctions of identities in order to facilitate productive discussions.²

What is the Goal?

A central aim of transgender theory is to “dismantle the cultural ideologies, social practices, and legal norms that say that certain body parts determine gender identity and gendered social characteristics and roles.”³ In the context of higher education, this dismantling is an essential ingredient not only to a successful classroom but also to flourishing trans and gender-nonconforming students.

What are the Key Tenets?

1. “Transgender” encompasses many different gender presentations and identities
2. Gender is socially constructed
3. Certain body parts do *not* determine gender identity
4. Gender identity is about how we see ourselves. Trans people can identify as gay,
5. straight, bisexual, pansexual, asexual, etc.
6. Gender expression is the external representation of one’s gender identity⁴
7. Sex, Gender identities, and gender expressions are malleable⁵
8. The best way to be an ally is to listen to trans people themselves
9. Language shapes reality, so be careful with pronouns⁶
10. Positive interaction between faculty and trans and gender-nonconforming students is beneficial⁷

How Can I Incorporate this Framework in My Teaching?

- Do not call roll or otherwise read the roster aloud until you have given students a chance to state what they prefer to be called, in case the roster represents a prior name.⁸

¹ Antonio Duran and Z Nicolazzo, “Exploring the Ways Trans* Collegians Navigate Academic, Romantic, and Social Relationships,” *Journal of College Student Development* 58, no. 4 (2017): 526-544.

² Nicholas M. Teich, *Transgender 101: A Simple Guide to a Complex Issue* (New York: Columbia University Press, 2012), 2.

³ Dean Spade, “Some Very Basic Tips for Making Higher Education More Accessible to Trans Students and Rethinking How We Talk about Gendered Bodies,” *Radical Teacher* 92, no. 1 (2011): 57-62.

⁴ Teich, 6.

⁵ Z. Nicolazzo, *Trans* in College: Transgender Students’ Strategies for Navigating Campus Life and the Institutional Politics of Inclusion* (Sterling, VA: Stylus, 2016), 3.

⁶ Nicolazzo, 1.

⁷ Jodi L. Linley, David Nguyen, G. Blue Brazelton, Brianna Becker, Kristen Renn & Michael Woodford, “Faculty as Sources of Support for LGBTQ College Students,” *College Teaching* 64.2 (2016): 55-63.

⁸ Ibid.

- Allow students to self-identify the name they go by and what pronouns they prefer. You can accomplish this with a sign-in sheet and asking them to indicate these terms in writing.
- If you are aware of a student's former name that they do not use, do not use it or reveal it to others.
- Set a tone of respect.
- If you make a mistake about someone's pronoun, correct yourself.
- When someone else makes a pronoun mistake, correct them.
- Never ask personal questions of trans people that you would not ask of others.
- If you meet a student outside the classroom in a setting where they did not already get to self-identify via your seating chart, and you are not sure of the proper pronoun for them, ask. One way to do this is by sharing your own. "I use masculine pronouns. I want to make sure to address you correctly, how do you like to be addressed?"
- Avoid unintentionally outing your student.
- Include, if possible, trans issues on your syllabus.
- Use gender-neutral language whenever possible, but certainly in your syllabus and other general written communication.
- Know your university's policies: Preferred Name Usage (<https://goo.gl/nw825L>) and Pride Portal (<https://goo.gl/WG59RJ>).

Resources (one article, book, website, video):

- Video:
 - "Transforming History," *New York Times*, <https://goo.gl/EQqis4>
 - "Building Safe and Inclusive Schools for Trans*+ and Gender-Creative Youth," *NYU Steinhardt Metropolitan Center and Public Consulting Group*, <https://goo.gl/PQQbR4>
 - "'Ask Me': What LGBTQ Students Want Their Professors to Know," *The Chronicle of Higher Education*, <https://goo.gl/LwwUbB>
- Books:
 - Nicolazzo, Z. *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion*. Sterling, VA: Stylus, 2016.
 - Teich, Nicholas M. *Transgender 101: A Simple Guide to a Complex Issue*. New York: Columbia University Press, 2012.
- Website:
 - Brielle Harbin, "Teaching Beyond the Gender Binary in the University Classroom," Vanderbilt Center for Teaching, <https://goo.gl/ocQGqC>
 - Lesbian, Gay, Transgender Resource Center, "Gender Pronouns," University of Wisconsin, <https://goo.gl/7QnNCP>
- Articles:
 - Antonio Duran and Z Nicolazzo, "Exploring the Ways Trans* Collegians Navigate Academic, Romantic, and Social Relationships," *Journal of College Student Development* 58, no. 4 (2017): 526-544.
 - Jodi L. Linley, David Nguyen, G. Blue Brazelton, Brianna Becker, Kristen Renn & Michael Woodford, "Faculty as Sources of Support for LGBTQ College Students," *College Teaching* 64.2 (2016): 55-63.

- Ellen Bara Stolzenberg and Bryce Hughes, "The Experiences of Incoming Transgender College Students: New Data on Gender Identity," *Association of American Colleges & Universities*, <https://goo.gl/35N79e>
- Samuel Lurie, "Trans-Inclusion Quick Guide," in *Transgender Training and Advocacy*, University of Minnesota Gender and Sexuality Center for Queer and Trans Life, <https://goo.gl/1Vs5ft>
- Comprehensive Model Policy on Transgender Students for Four-Years Colleges and Universities, Trans Students Educational Resource Center, <https://goo.gl/qrffm>
- Hanna Thomas and Anna Hirsch, "A Progressive's Style Guide," in *Sum of Us*, <https://goo.gl/rQnxo7>