

4. ENSURE EQUAL OPPORTUNITY

- Choose guest speakers and authors for readings with an eye towards diversity. Include guest speakers and readings by individuals who represent diverse identities in terms of gender, race, religion, etc. This strategy helps students to see that all groups can be experts.
- Aim for diversity in classroom participation. Cold call or select volunteers with an eye toward equity, and be conscious about possible bias in feedback or in who is asked to follow up. Recognize the natural tendency to gravitate toward, and to be more comfortable with, people like oneself.
 - Some students may be more comfortable participating in discussion than others; this can be tied to personality and/or cultural norms. To equalize participation, ask questions and give students a few minutes to write down responses. Then cold call on students to respond. This allows more students to participate—not only those who are comfortable responding quickly or speaking publicly.
 - Explicitly ask for “new voices” in the discussion. Request that only students who have not spoken today/this week/this month raise their hands.
 - Wait a bit before calling on students, rather than calling on the first hand you see go up. While the silence can feel awkward, it almost always results in more and more diverse set of hands raised.
- Be conscious of which students contribute what comments so as to avoid praising a student who replicates a remark that was previously stated but without notice, particularly since research suggests that those whose comments are more likely to be overlooked may be students from marginalized groups.
- Be mindful that students may display bias towards each other and may reinforce gendered or other stereotypes. Pay attention to group work to ensure that jobs are distributed without bias (e.g., group leaders are not always men, note takers are not always women).
- Studies show that educators may inadvertently use different language with students who are or are perceived to be struggling, based on race, gender, or background, and that this language matters. For *all* struggling students, use language that suggests that success is within their control, as opposed to a product of fixed ability (e.g. Rather than say “Statistics are really hard for some people”, consider “Statistics feels hard now, because you’re learning” or “The point isn’t to immediately know all; the point is to learn it step by step.”)
- Post all student teaching or research opportunities to ensure that any student who is interested can apply. Recognize the value of diversity when making student selections.

5. EXHIBIT A WILLINGNESS TO LEARN

- Acknowledge openly the potential biases in your own perspective, and ensure a rich dialogue within class by seeking to elicit opinions that differ from your own.
- Consider providing a method for students to give anonymous feedback during the semester about diversity-related concerns. One option is to create or ask IT to create a Google Form that can be adapted for this purpose and included as a link on your syllabus.
- Encourage students to reach out to you during office hours or otherwise to talk about any issues related to identity that may be inhibiting their ability to fully engage in your class.

APPENDIX

CONTEMPORARY LANGUAGE

It may be helpful to know that many marginalized groups' preferred terms have changed over the years. There are several resources for learning about these preferences:

- LGBTQ <http://www.glaad.org/reference/>; <http://goo.gl/lXc1y0>
 - e.g. “gay or lesbian” not “homosexual”
 - e.g. “sexual orientation” not “sexual preference”
- Immigration https://www.raceforward.org/sites/default/files/DTIW_Stylebook.pdf
 - e.g. “undocumented” or “unauthorized” not “illegal” when describing an individual in a country without or beyond authorization and/or documentation
 - e.g. “noncitizen” not “alien” when describing individuals based on their lack of citizenship status (or, when addressing a specific group among noncitizens, more tailored terms like “immigrant” “refugee” or “migrant”)
- Race/ethnicity
 - e.g. Native populations may prefer “Indigenous” to “Indian”
- Note that students may identify with multiple racial and ethnic categories
- Mental Health/Disability <http://ncdj.org/style-guide/>
 - Use person-first language:
 - “people with disabilities” not “handicapped”
 - “a person with an intellectual disability” not “retarded”
 - “a person with schizophrenia” not “a schizophrenic”
 - Avoid expressions that imply that a person with a disability must be a victim or have a poor quality of life. (e.g. “afflicted with/stricken by/suffers from”).
 - Avoid terms like “crazy,” “loony,” “mad,” and “psycho”

STATEMENTS FOR SYLLABUS

Include these paragraphs in your syllabus for both graduate and undergraduate classes:

STUDENTS WITH DISABILITIES

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities (CSD) at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 3rd floor.

HEALTH AND WELLNESS

To access the University's extensive health and mental health resources, contact the NYU Wellness Exchange. You can call its private hotline (**212-443-9999**), available 24 hours a day, seven days a week, to reach out to a professional who can help to address day-to-day challenges as well as other health-related concerns.

BIAS RESPONSE LINE

For any concerns about bias at NYU, contact the NYU Bias Response line at 212-998-2277 or at bias.response@nyu.edu. Or complete the online form at: <https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/bias-response/report-a-bias-incident.html>