

Equity, Empathy, and Empowerment: What Does Your Physical and/or Digital Space Communicate About You *Before You Even Open Your Mouth?*

Have your phone handy for interactive polling!

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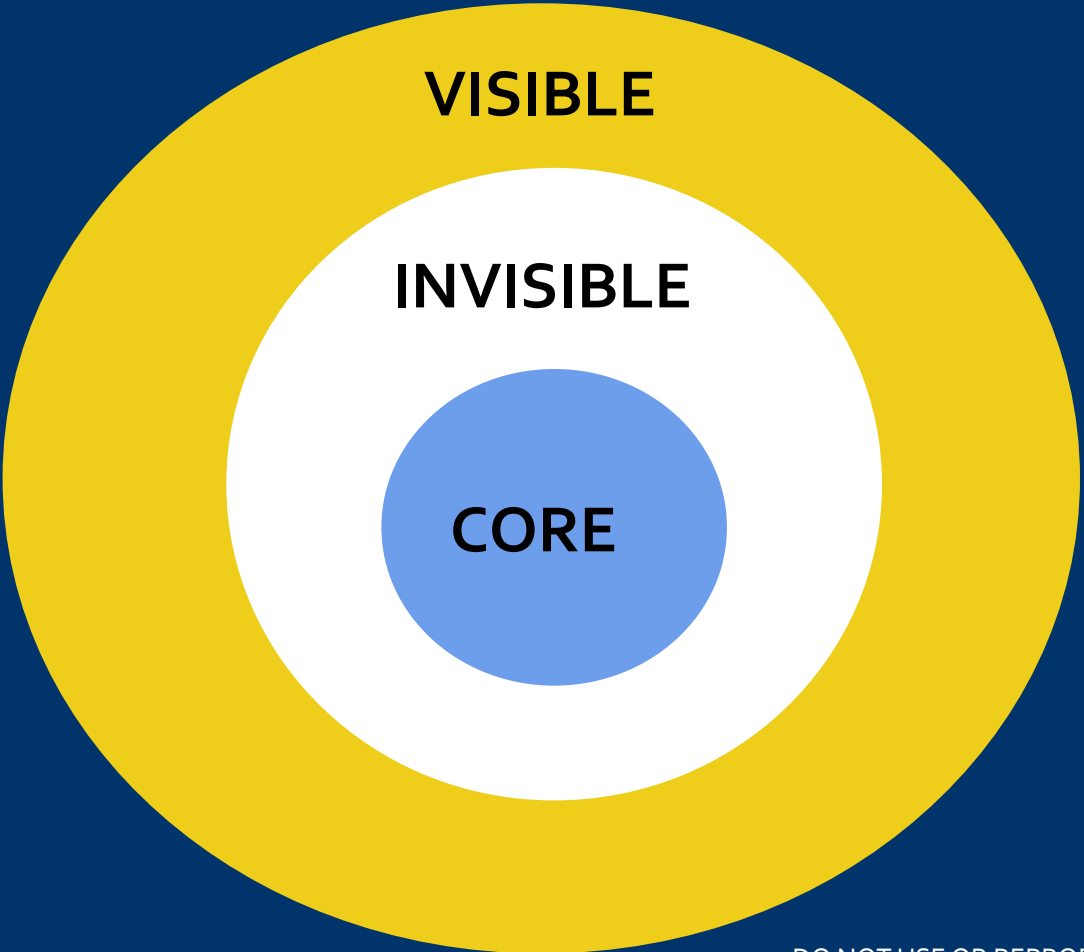


DAEMEN
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A World of Opportunity

“Advisors have a central role to play in creating campus environments that can support the complexity of people’s experience.”

- NACADA



If a student logs into Zoom or walks into your office, what are they seeing directly behind your head?

You May Not Be Able to Control it All...

but consider revisiting what you can!

Tour Your Space with Fresh Eyes

- Lighting
- Furniture
- Layout
- Decor
- Signage
- Workspace



Office Hours/Appointments

Pair/Group Check Ins

Perceived Availability, Responsiveness, and Reliability

Body Language

Equitable Accessibility

Academic Accommodations

Inclusive Terminology

Accessible Formats

Captions Enabled

Mobile Friendly

Mindful Emoji Usage



Clarity

Lens and Privilege

Slang/Jargon

Explicit Expectations

Trigger/Content Warnings



Flexibility

Re-define “Engaged” through Various Opportunities

Religious and Cultural Holidays/Observances

Frequent Policy Reassessment

Support

Explicit Statement of Support

Trauma-Informed Approach

Mindfulness Exercises

Mutual Responsibility for Energy

Clean the Slate



Racially Minoritized Students

Terminology Evolves!

- If you mean more than one race use Black, Indigenous, People of Color (BIPOC); state exactly which race you are speaking about if you are being specific
- Historically Excluded; Historically Oppressed
- When writing about race, Black is always capitalized

Anti-Racist Discussion Rules vs. General Civil Discourse Expectations

Variety of Nuanced Time Management Resources

Advertise Local Culturally Specific Businesses and Public Transportation

Affinity Group Supports

Racially Minoritized Students

Show up at campus cultural events - especially put on by student clubs!

Skin Color Does Not Imply Race/Ethnicity/Nationality

Head Coverings Do Not Imply Religion

Ask **ALL** students for phonetic pronunciation of their names

- *Tas'jaynah = Tah-SHUH-nay*
- *Hoang = Juan*
- *Sayeed = Sigh-ed*
- *Ja'Veana = Jay-Vee-AH-Nuh*
- *Dzifa = Gee-Fuh*

Racially Minoritized Students

Not every Black person uses **African American Vernacular English (AAVE)**, but for those who do, it is its own dialect with its own grammar rules which should be respected as such. Emphasize that it is not less than! You are helping them learn an additional way to communicate in the context of the academic world.

Racelighting - a collective gaslighting surrounding racism that causes people of color to second guess their own reactions to microaggressions/racist situations.

Curious about a different race? Do some research from experts who ARE that race.

Gender Non-Conforming Students

“They”

Last Names

Cisgender

Specific Allyship for the “T” in LGBT



Neurodivergent Students

They are autistic or have ADHD, dyslexia, dyscalculia, dyspraxia, OCD, PTSD, Traumatic Brain Injury or Tourette's Syndrome (non-exhaustive list) and they are the experts!

Neurotypical

Step-by-Step User Guides Using Many Modalities

Think Outside the Box for Interaction/Participation

Neurodivergent Students

- Assess Your Spaces for Stimuli
- Allow Non-disruptive Sensory Stimulation
- Moment to Collect Themselves
- Eye Contact is NOT Necessary for Effective Communication
- Calm, Clear, Concise, and Consistent
- Puzzle Pieces Are Considered Offensive to Many



Accessibility Resources

[Non-accessible document read by JAWS](#) (screen reader)

[PDF Accessibility Guide](#)

[WebAIM: Contrast Checker](#) (for colors on your website/slides)

[Make Your Powerpoint Presentations Accessible to People with Disabilities](#)

[Why You Shouldn't Say "Click Here" for Links](#)

[Test if Your Website Works on Cell Phones](#)

Clarity, Flexibility, Support Resources

[Trigger Warnings | Centre for Teaching Excellence | University of Waterloo](#)

[Transparency in Learning and Teaching Project](#)

[Examining the Why Behind Your Late or Missed Work Policies](#)

[Be Flexible - Center for Excellence in Learning and Teaching](#)

[Tips for Trauma-Informed Pedagogy](#)

[Trauma-Informed Advisement through Psychological First Aid](#)

BIPOC Resources

[Beyond the Food Pantry: Spreading the Word- Supporting Students' Basic Needs with a Syllabus Statement and Welcome Survey](#)

[What is AAVE?](#)

[Make Room for Differences in Language](#)

[Racelighting](#) (2 minute overview video and full scholarly brief)

[Using the right words to address racial disparities in COVID-19](#)

FREE certificate course: [Black Minds Matter Program | Online Course | CORA](#)

Gender Diverse Resources

An educational video meant for university instructors, administrators, and staff by Dr. Sherry Zane of UCONN: [Transcending Difference: Recognizing and Understanding Gender Diversity in the Classroom](#)

[Pronoun Round Etiquette: How to Create Spaces That are More Inclusive](#)

[Common Mistakes Trans Allies Make](#)

[Advising Lesbian, Gay, Bisexual, and Transgender Students in Higher Education](#)

Neurodiversity Resources

[Neurodiversity Definitions](#)

[Ableist History of the Puzzle Piece](#)

[I Prefer That You Say I'm "Disabled" | Dame Magazine](#)

I have done some outside consulting as a trainer for faculty and staff on strategies for supporting autistic students specifically - if you're interested, give me a shout on [LinkedIn](#)!

[For all student populations - Inclusive Academic Advising Best Practices](#)

ADDRESS QUESTIONS TO: LINDSAY R. MASTERS

Please evaluate this
presentation by taking a
picture of the code below!



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ADDITIONAL PRESENTATION REFERENCES

- Boroch, D., and Hope, L. (2009). *Effective practices for promoting the transition of high school students to college: A review of literature with implications for California community college practitioners*. Sacramento, CA: Chancellor's Office of the California Community Colleges.
- Engle, J., Bermeo, A., and O'Brien, C. (2006). *Straight from the source: What works for first-generation college students*. Washington, D.C.: The Pell Institute for the Study of Opportunity in Higher Education.
- Garrison, M., and Zak-Moskal, A. (2014, April). *Understanding the link between student motivation and student retention*. Workshop Presented at D'Youville College's Center for Professional Studies, Buffalo, NY.
- Huber, C. (2014, November). *DRIVE: The surprising truth about motivation*. Workshop presented at D'Youville College's Center for Professional Studies, Buffalo, NY.
- Montgomery, M. (2017, March). *Shifting the vehicles that impact student critical thinking and learning outcomes through a retention lens*. Workshop presented at Daemen College's Center for Excellence in Teaching & Learning Spotlight on Teaching, Amherst, NY.