

Culturally Responsive Classroom Practices

Approved by the Mission College Academic Senate on May 19, 2022

The Mission Academic Senate recommends faculty follow these equity-minded practices as appropriate for their classes and disciplines; encourages faculty to engage in professional development to support these classroom practices; and requests continued and increased support by the College for professional development to support this work.

- Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, SES, religion, ideological, age, and abilities perspectives.
- Explore and select open education resources and low-cost textbooks and materials for a reduction of costs when feasible.
- Ensure textbooks and materials are accessible.
- Shift language from impersonal verbiage and descriptions to warm, culturally responsive content.
- Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves; humankind not mankind).
- Communicate in the syllabus
 - intention to create a classroom where students are cared for and valued as learners
 - desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success
 - belief that all students are expected to succeed
 - the value of students' diverse backgrounds as sources of learning and knowledge
- Provide structure while making room for students' needs and allowing for flexibility (for example, using flexible deadlines or deadlines that avoid harsh penalties for late work)
- Be a warm demander and co-learner with students.
- Understand and be sensitive to students' lived experiences.
- Create learning environments where students become active agents in their own learning.
- Actively promote awareness and critical examination of students' assumptions, beliefs, and privilege
- Build on students' diverse backgrounds and use collaborative classroom activities that create community; incorporate collaborative engagement opportunities (e.g., group work, peer to peer work, pair shares, etc.)
- Introduce global perspectives where possible; make connections to students' international experiences and encourage students' international observations
- Embrace DEIA discussions, value cross-functional input, and solicit interdisciplinary feedback.
- Collaborate with student services faculty and classified professionals to prioritize student needs in a hands-on approach that addresses the whole student
- Connect students with campus resources and use warm handoffs whenever possible
- Use culturally responsive practices and a social justice lens in all disciplines.