

13 Ways To Be More JEDI



On behalf of the JEDI Institute, we share the following ways you can be more JEDI in your workspaces, whether that's in classrooms or labs, counseling offices or libraries, or anywhere else on campus.

You don't have to do all of these, of course! Becoming JEDI is a process. So start with one or two of them and see how each impacts your students' experiences. Then add more when you're ready. No matter what, we are here along the way if you have questions or comments.

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1. Consider posting the college's Diversity Statement in your workspaces. Promote belonging, inclusion and respect. Consider adopting the JEDI syllabi for whichever modality you'll be teaching in (online, on campus, blended/hybrid, Sufflex, or real-time online), in whole or in part: fascc.org/jedi-share-JEDI-syllabi.
2. Look at your course-level disaggregation of data in terms of outcomes: D, F, W.
3. In non-classroom settings, analyze who visits and by which modality—and be sure to disaggregate data by identity, modality, and timeframe and to analyze gaps.
 - Who uses your services?
 - Who is aware of what you provide?
 - How many students do you serve?
 - Who is missing?
 - When and how do you provide services? Examine and challenge practices and procedures. Where did practice come from and why? Is it still relevant and necessary?
4. Get to know the students you serve and understand their experiences and stories. In classes, ask for private introductions of students using index cards on campus or using Brightspace private discussion forum or an assignments link:
 - Think about questions you will ask each student. What information are you interested in and why?

- Think about how to appropriately use student responses to make appropriate connections with them and to provide referrals as needed.
 - Share your non-obvious story with them to build trust.
 - Consider and honor student privacy.
 - Maintain appropriate boundaries.
 - Share the Chosen Name Policy and use chosen names and pronouns. Model correct pronouns and names.
5. Pay attention to the modality that you are using—online, on campus, blended/hybrid, Suffolk, or real-time online—and customize your techniques and methods appropriately.
 6. Consider the language and specific higher education terminology that you use. Define terms, clarify things, ensure redundancy, and eliminate acronyms and jargon.
 7. In classroom settings, consider scheduling and requiring office hour appointments to have a personal check-in as well as a mid-semester check-in with your students. Use early alerts.
 8. Consider removing rigid deadline restrictions and frame how and when you will accept late work. When it comes to assessing how flexible to be with students, apply Alfie Kohn’s technique and “attribute the best possible motives consistent with the facts.” Challenge treatment based on assumptions and apply classroom policies based on equity vs. equality.
 9. Welcome conversations about identity with less judgment and more patience.
 10. Use less labeling language and be more aware of how you describe or stereotype people. Recognize that great diversity exists within groups and identities.
 11. Challenge treatment based on assumptions and apply policies based on equity vs. equality.
 12. Approach learning by asking, “What are students showing us that they know and are able to do, and how can we build from that to help them understand more?” Learn more about effective teaching and working from our own colleagues on the JEDI Institute website: fasc.org/resources-colleagues.
 13. Work with colleagues to suggest and recommend ways to build a culture that supports inclusion. Begin the process of examining learning outcomes, content, examples, and language. Identify collaborators and partners within the institution and in our greater community.

Bonus resources!

- **Every Learner Everywhere: Getting Started with Equity**
everylearnereverywhere.org/resources/getting-started-with-equity-a-guide-for-academic-department-leaders
- **Carnegie Mellon Eberly Center: How to Center DEI in Teaching**
cmu.edu/teaching/designteach/diversityequityinclusion/index.html