

American Council on Education. ***Get "To The Point": Addressing Inclusion and Freedom of Expression on Campus***, , Available [Here](#). DESCRIPTION: Most college presidents say they strive to promote an inclusive environment on campus while also ensuring the protection of free speech rights, but achieving that balance can be challenging. ACE's Center for Policy Research and Strategy (CPRS) has released the first two briefs in a series that focuses on how presidents and other campus leaders can practically consider and address tensions around inclusion and freedom of expression at their own institutions. The "To the Point" series of briefs is part of a larger effort by ACE to provide a platform for higher education leaders to exchange ideas and best practices and to build awareness and understanding of the opportunities and challenges in balancing these tensions.

Amy Uelmen & Michael Kessler, ***5 Steps to Healing Polarization in the Classroom: Insights and Examples*** (2018), New City Press, Available [Here](#). DESCRIPTION: This practical guide helps faculty and students to foster a learning environment where even the most difficult and divisive issues can be discussed. Examples incorporate the voices and experiences of students.

Charles Camosy, ***Teaching Difficult Conversations: Navigating the Tension***, 51 Conversations on Jesuit Higher Education 12 (2017). Available [Here](#). HIGHLIGHTS:

- "How do we hold together (1) taking into account the personal location of our students, (2) demanding that care be given to the words and language that we use, and (3) having a serious academic conversation with genuinely diverse positions?"
- If it seems like a tension-filled process, that is because it is.
- We must presume we have something to learn from our interlocutors and never dismiss their ideas because of their gender, race, level of privilege, sexual orientation, or social location. We must be open to finding truth in unexpected places.
- Practices for navigating difficult conversation:
  - Avoid binary thinking.
  - Avoid thin and dismissive language.

Faculty Focus, ***Diversity and Inclusion in the College Classroom*** (April 2016), Available [Here](#).

DESCRIPTION: *Diversity and Inclusion in the College Classroom* is a free, downloadable special report featuring 20 articles from faculty teaching at a wide range of institutions throughout the United States and Canada. These articles tackle some of the trickiest challenges in creating an inclusive and respectful learning environment for a community of learners that is growing increasingly diverse. HIGHLIGHTS:

- Managing Hot Moments in the Classroom: Concrete Strategies for Cooling Down Tension
- Seven Bricks to Lay the Foundation for Productive Difficult Dialogues
- Managing Microaggressions in the Classroom

- Creating a Culture of Inclusion in the Online Classroom

Herman B. “Dutch” Leonard, Arnold M. Howitt & Judith B. McLaughlin, *The 2020 Election Season and Aftermath: Preparation in Higher Education Communities* (2020), Harvard College, Available [HERE](#). DESCRIPTION: This paper addresses a range of situations that may arise in higher education spaces during and in the wake of the 2020 election and suggests lines of thought, analysis, and preparation that could help to address these situations. Highlights:

- Think through: 1) what actions or preparations might be taken in advance that would help either to avoid or to cope effectively with potentially negative circumstances that could plausibly arise from the election outcome; and (2) should they actually arise, how best they might be handled.
- Regarding Georgetown’s internal policies, provide in advance clarity about the governance process.
  - For any given set of internal policies, what mechanism will be used to review them if questions are raised over the next weeks?
- Georgetown may face demands (from students, faculty, staff, etc) to take explicit policy positions on disputed issues about the election or post-election process or outcome(s). Some possible actions or policy decisions and statements that institutions might consider in advance of the final day of voting:
  - (Re-)affirm core institutional values
  - (Re-)affirm key institutional policies about who has authority over what issues.
  - Distribute reminders about the availability of counseling and support services for people experiencing anxiety, depression, or distress.
  - Provide training sessions for resident advisors and/or other direct service “front line providers” like peer counselors and operators of student hotlines about how to respond to outpourings of emotion from community members.
  - Consider activating a standing “watch” — a designated group of administrators and/or faculty (rotating so as not to exhaust them) who are continuously monitoring what is happening in the world and its implications for Georgetown and its community.

Joselyn Schultz Lewis & Maureen Walsh, *Difficult Discussions*, Center for New Designs in Learning and Scholarship, Georgetown University (Oct. 25, 2011), Available [Here](#). DESCRIPTION: Instructors are often hesitant to introduce or engage sensitive topics that can create conflict or discomfort in the classroom. This workshop discussed ways these difficult discussions can be turned into meaningful opportunities for learning.

Karen Kimsey-House. *Co-Active Coaching: Changing Business Transforming Lives* (2018). Available [here](#). HIGHLIGHTS:

There are three levels of listening:

- Level I listening is internal listening. In this mode of listening, “awareness is on the individual. We listen to the words of the other person, but our attention is on what it means to us personally. At Level I, the spotlight is on ‘me’: my thoughts, my judgments, my feelings, my conclusion about myself and others. At Level I, there is only one question: What does it mean to me.”

- Level II listening is focused listening, “there is a sharp focus on the other person. At this level of listening, listeners are unattached to self, their agenda, their thoughts, and their opinions.” Level III is titled global listening.
- Level III listening is “sometimes called environmental listening. You notice the temperature, the energy level, the lightness or darkness, both literally and figuratively.”

Thomas Curran, S.J. ***Difficult Conversations... One Bite at a Time***, Conversations on Jesuit Higher

Education: Vol. 51, Art. 5, Available [Here](#). HIGHLIGHTS:

- In my office, I keep a plastic elephant. It’s about 10 inches long and 4 inches high. On its posterior is a tag with this inscription: one bite at a time. I lend this elephant to university personnel especially after having discussions about approaching overwhelming tasks or engaging in difficult conversation. **One bite at a time**. It’s our way of proceeding...we often speak about our way of proceeding. Eating that elephant, one bite at a time, captures, at least for me, how we need to approach having those difficult conversations and engaging those matters that will not disappear on their own.
- In 1546, Ignatius sent three Jesuits to Trent to help address the matters that were pervasive as they were delicate. He instructed the three Jesuits with these five principles: *be slow to speak; listen attentively; seek the truth in what the others are saying; correct misstatements humbly and gently; and allow the conversation the time it needs.*

Teaching Tolerance, ***Let’s Talk: Discussing Race, Racism and Other Difficult Topics with Students***, Teaching Tolerance (2017), Available [Here](#). HIGHLIGHTS: Think about how you will stay

engaged when the topic of race arises:

- Do you feel ill-prepared to talk about race and racism? If so, commit to learning more about the issues by studying history, following current events and brushing up on anti-racism work.
- Do you reroute classroom discussions when you sense discomfort in the room? If so, commit to riding out the discussion next time.
- Do you feel isolated in your teaching about race and racism? If so, commit to identifying a colleague with whom you can co-teach, plan or debrief.
- Do you worry about your ability to answer students’ questions about race and racism? If so, commit to accepting that you don’t have all the answers and embracing the opportunity to learn with your students.
- To facilitate difficult conversations with your students, equip them with strategies they can use to persevere during difficult conversations. Here are some pedagogical approaches to help students learn to sit with their discomfort and to moderate it over time.
  - **Strategy One:** Reiterate -> contemplate -> respire -> communicate
  - **Strategy Two:** Check-in with students
  - **Strategy Three:** Allow time and space to debrief.