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K-STATE 1 FIRST

First-Year Seminar Faculty Guide

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K-STATE

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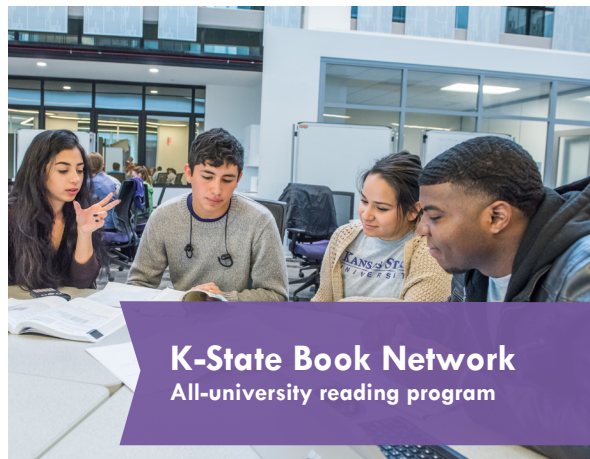
Chapter 1: An Introduction to K-State First

K-State First Mission

K-State First is an integrated effort to create an outstanding university experience for every first-year student at Kansas State University. The program provides new students with a transition to college-level learning and college life in four important ways:

- By fostering campus community and feelings of belonging.
- By offering opportunities for diverse activities and interactions.
- By raising academic expectations with engagement and compassion.
- By empowering students with a strong sense of personal responsibility and social agency.

Bringing together exciting small classes taught by exceptional faculty with a vibrant student life experience, K-State First helps students establish the foundation for a successful college career.



We know that the first year of college is a big deal for our incoming students. A positive transition to university-level learning and the college experience in general can set students on the path to academic success, degree attainment, and satisfaction and achievement in their careers and personal lives. The first year is also the place where students are most likely to encounter obstacles that could deter them from the learning and degree they seek.

Core Programs

K-State First has four core programs for first-year students:

- Connecting Across Topics (CAT) Communities
- First-Year Seminars (FYS)
- Guide to Personal Success (GPS)
- K-State Book Network (KSBN)

K-State First is also an advocate for first-year students and an important source for connection and communication among the various programs and opportunities for incoming students.

CAT Communities

Designed around students' academic interests, these learning communities allow first-year students to meet friends and work with experienced faculty in a specialized area of study. The same 22 students are enrolled in two general education classes together and a one-hour connections class.

FYS

A small group of 22 students fulfill a general education requirement while making the academic and social transition to college life.

GPS

A mentoring program, GPS matches a student with a faculty, staff member or graduate student to serve as a professional point of reference throughout the student's first year.

KSBN

An all-university reading program that selects a common book for the academic year, KSBN connects all first-year students at K-State. It provides incoming students with a shared academic experience that helps open the conversation with professors, staff, administrators and other students.

History

In 2008, we piloted a first-year experience model by offering First-Year Seminars, small classes designed to help first-year students adjust to university life and expectations. In 2009, we introduced our mentoring program, GPS, by pairing incoming students with faculty and staff. We officially launched K-State First in 2010, introducing then KSBN and CAT Communities. K-State First expanded again in 2016 by adding First-Year Seminar sections of University Experience and creating the Student Success CAT Communities.



Chapter 2: Purpose of First-Year Seminars

First-Year Seminar Philosophy

All First-Year Seminar (FYS) courses at K-State have common elements and goals within the classroom. We ask you to help us meet these aims. The purpose of the FYS program is to help students make the transition to university courses and college-level learning. As part of this effort, FYS classes focus attention on the intellectual and social skills students need to flourish at the university. As a place to ask questions about the university and practice the skills needed to succeed as a first-year student, these courses provide support for the transition into college life and the K-State community.

Emphasis on first-year students

Only first-year students can enroll in these small, 22-person classes. We want these courses to be a place for first-year students to connect with each other and with a faculty member from their first semester of college.

Academic content

Each seminar is a special section of a regular, academic, general education class. Although the academic content varies among the seminars, each seminar focuses on a distinctive, college-level academic subject. The most important goal of these seminars is to provide fundamental support to K-State's academic mission and its focus on student learning.

Common elements

The FYS classes are connected to each other as part of a larger FYS Program. All seminars are designed to introduce students to the academic standards of college-level work and K-State's undergraduate student learning outcomes. They emphasize critical thinking, communication, community building and the application of learning. First-Year Seminars also provide students with the opportunity to attend at least three co-curricular activities.

High-quality instruction

The FYS Program has a strong, skilled and dedicated faculty. These faculty members are part of a team of instructors who are coordinated at the university level and work with each other to plan, design, teach and assess the FYS Program. These instructors, drawn from all over campus, are pedagogically excellent, experienced and interested in undergraduate education at K-State. They are among the best instructors at the university.

Active learning

With their small size and community focus, the First-Year Seminars invite and encourage an active learning environment. The seminars devote significant portions of class time to hands-on learning, group discussions, problem-solving, inquiry-based learning, and activities that provide students with opportunities to develop their critical thinking and communication skills. The FYS's are also academic spaces that encourage students to collaborate, interact and develop relationships with their peers and professors.

Common Components for All FYS

- 1 Syllabus including common Student Learning Outcomes (SLOs)
- 2 An attendance policy
- 3 Regular use of active learning pedagogy
- 4 Participation in common reading program (KSBN)
- 5 Attendance at least one programwide event, one course-specific event, and one other event



Student Learning Outcomes

All FYS share four basic SLOs: critical-thinking, communication, community building and application of learning. Our programwide SLOs (listed below) should appear on your FYS syllabus. You may tailor them to fit your particular academic content or goals for the course.

Upon successful completion of a first-year seminar, students will be able to:

Think critically

Explain the implications and/or significance of material learned in the course.

Communicate effectively

Express their own understanding of course content in respectful dialogue with others and with engagement, imagination and self-reflection.

Build community

Interact effectively with faculty and peers to learn and to help others to learn.

Apply learning

Use the skills and knowledge learned in the class to solve new problems, answer questions or identify areas for further investigation.

Assessing SLOs

All K-State First faculty are encouraged to participate in K-State First's SLO assessment plan. Assessment methods may vary between courses, and further information can be found on the K-State Online faculty site. Results will be combined with all other courses assessing the same outcome to create an aggregate report of student learning for each SLO.

Sample Course Description

Here is a sample course description.

"Welcome to Great Books! In most respects, this section of ENGL 287 will be similar to the other sections offered at K-State. In a few, hopefully exciting ways, however, our class will be a little different. It's smaller (22 students), and it's a class designed for first-year students only. The smaller class size should encourage an active learning environment throughout the semester. The focus on first-year students means that we should be able to use this class to talk about the transition to college-level learning and college life."



Sample Attendance Policies

Here are two sample attendance policies.

1. "In addition to careful reading, I expect good attendance and active participation in class exercises and discussions. As a First-Year Seminar, Great Books emphasizes active learning, student involvement and student experiences. You will be at the center of the teaching and learning that happens during our open, student-centered class conversations and activities, and your attendance is absolutely essential to the learning that happens here.

"Thus, I take roll religiously. I believe in class attendance. Irregular attendance will hurt your grade and may cause you to fail. I understand that every once in a while circumstances may make it impossible for you to attend. If you miss one or two classes during the semester, don't worry about it. If you miss more than that, your attendance will hurt your grade. To be specific, students who miss no class and no events will earn 5 extra credit points. Students who miss two weeks of class or six class sessions will receive zero points for attendance (10% of your grade). Students who miss more than three weeks of class (nine or more classes) automatically fail the course."

2. "Attendance and Participation: The Psychology of Prejudice CAT Community is designed to provide a relatively small number of students with the opportunity to learn about and discuss issues related to stereotypes, prejudice and discrimination. This information cannot be acquired by students who do not attend or who do not engage in class. For that reason, student participation and engagement will count heavily in the course grade. To earn full points, students must attend every class and be engaged in the day's topic. This does not mean that students must make a certain number of comments or ask a certain number of questions, but it must be obvious that students are on task and paying attention. Two points may be earned in each class for attendance (1 point) and participation (1 point) such that 30 course points may be earned for attendance and participation over the 15 class periods."



Chapter 3: Thinking About the Classroom

Best Practices

As no two First-Year Seminars are alike, we cannot provide a step-by-step guide that delineates exactly how you should plan your course. However, we can offer a list of practices that have worked well.

In general, a FYS classroom should invite first-year students into the university community while engaging them academically and socially. To accomplish these goals, we suggest the following strategies:

Encourage active learning.

- Host lively discussions.
- Arrange field trips.
- Engage students in research.

Challenge students, but offer support.

- Hold high expectations.
- Help students reach realistic learning goals.
- Encourage risk-taking but offer clear feedback.

Have a holistic approach to student success.

- Understand that students have lives apart from the classroom.
- Develop opportunities for both cognitive and social development.
- Create an environment for students to mutually support one another.

In addition to these components, FYS classes also should promote student development through college success strategies.

Examples of such strategies:

- Learning faculty expectations
- Understanding and celebrating diversity
- Discovering our Strengths
- Learning to think critically
- Engaging in Readings
- Understanding writing practices and process

Activities and lesson plans that address these types of success strategies can be found in this guide and in our textbook, *Your Journey to First-Year Success*, at k-state.edu/first/resources.

Ideas for Your FYS Class

- 1 Connect your class with real-world situations or design activities around the preprofessional interests of your students.
- 2 Infuse your class with the student success ideas, lessons and practices that will help your students learn the skills and the knowledge they need to succeed in your course and your discipline.
- 3 Do something with your students early in the semester. Get coursework from them early and give some feedback right away. The first three weeks can be crucial for success.



Planning a Co-Curricular Event or Field Trip

Co-curricular events are a great way to get students engaged in their community and practice their skills. Consider taking them to the Beach Museum of Art or an off-campus site within the state. Funding is available to help pay for the cost of a Co-curricular event. Funding request forms are available on our website at k-state.edu/first/resources.

General Guidelines:

For our K-State First CAT Communities and First-Year Seminars, our program requires a minimum of three outside of the classroom co-curricular events. These can range from short field trips to local businesses, theatre performances, lectures, athletic games, or exhibits and tours.

One of these events should connect to the K-State Book Network (KSBN) common book of the year. Often KSBN will bring the author and provide a large campuswide event for all of our classes, but there is also typically a series of faculty/staff lectures and other events related to the book that could be used as well.

One of these events should have a focus on diversity/inclusion as a way to enhance students' understanding of their identities and to prepare them to work with a diverse group of peers at the university and in their future careers. This will help to build students' cultural competency skills and further engage with the intercultural learning initiatives happening across the university. Depending on the common read for the year, that event might also overlap with this category as well.

We also recommend that one event have a more specific focus on building the community within your class. Hiking the Konza, escape room puzzling, Challenge Course adventures, attending athletic events, or even something simple like a bowling night gives students the chance to get to know each other better and build up their communication and collaboration skills.

Co-Curricular Reflection:

One of the most powerful learning components of the co-curricular events happens when students are given the opportunity to reflect on the experience together. You can create an assignment with three or four reflection questions to gauge the impact on each student individually, and also set aside some class time to discuss their thoughts about the event and connect it more fully to your class outcomes and goals. This integration of the co-curricular event outcomes will help students build a bridge between their academics and lived experiences.

Scheduling:

To make sure the majority of your students are able to attend all three events and to provide us the necessary time for scheduling and reservations, we recommend that you plan your co-curricular events as you prep your course and include them in your syllabus. This gives your students the chance to get the events scheduled into their calendars right away, and if there is a time conflict you can work together to plan a make-up activity with them.

Funding:

K-State First is typically able to fund one co-curricular event per class at about \$10 per student. Our funds are limited, so this funding is offered on a first come, first served basis. If you plan on taking your class to an event that costs money, we recommend you fill out our field trip funding form at the beginning of the semester. Also, please keep in mind that food is not an allowable expense.

K-State First is often able to leverage our campus and community connections to find discounts and expedite reservations. We will need at least two week's notice before the event as this will allow us to do things like buy a packet of tickets for an event, reserve a van for travel, or schedule a tour or visit at a facility. Please call our office at 785-532-1501 or email kstatefirst@k-state.edu to work directly with our office on scheduling, funding, and logistics for your co-curricular events.

Using the KSBN Book

KSBN is designed to provide a common experience to help first-year students transition from high school to college, grow academically and socially, and share something with all other first-year students. How you integrate the book into your course is entirely up to you. The events that go along with the books are geared to help students bond over their common reading experience, and learn new things about the book, related themes, K-State and the Manhattan community. It can be a great way for first-year students to find common ground and start a conversation both inside and outside the classroom.

Whether you want your students to read the entirety of the novel or have specific sections you want to cover, we recommend including that in your syllabus and tying an assignment or class discussion to the book. If you want to explore specific themes but feel unprepared to cover the content or to lead the conversation, a member of the KSBN committee or campus partner can visit your class to help with the facilitation. Tying one of your co-curricular events to the KSBN book also works if you are unable to integrate the book into the course itself. For more specific suggestions, ideas, discussion questions, or activities, please check out the KSBN teaching and resource guide at k-state.edu/first/resources.

Creating Community and Engaging Students

Research demonstrates that students learn best in an environment where they feel connected with those around them and are asked to become co-constructors of their learning through active classroom engagement. Here are some ideas for creating classroom community and designing active learning experiences.

“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.” — From Seven Principles for Good Practice in Undergraduate Education (Chickering and Gamson, 1987).

Consider seating arrangements: When possible, have your students sit in a circle or a horseshoe arrangement. These types of arrangements promote face-to-face interaction among students and enhance student-teacher interactions. These arrangements also ensure that every student sits on the front row of the class, which makes them more likely to participate in the learning.

Structure lessons to promote engagement: Start with something at the beginning of the lessons to intrigue students about the day’s content. Interweave content with challenging activities or opportunities for engagement. End with a review of the material as a way to help students draw connections with what they have learned.

Incorporate activities that are both “hands-on” and “minds-on:” Classroom activities are not just a way of entertaining students or keeping them awake — they are excellent teaching methods to keep students challenged and engaged. Countless types of activities or projects can be effective; below are a few simple ideas to get you started:

- **Journal or reflective writing:** Give students a question or writing prompt related to the day’s topic, and ask them to write down their initial thoughts in one or two minutes. This can be used to kick off a class discussion, or as time for students to review something they have learned.
- **Think-pair-share:** This is a simple, easy way of inviting discussion. Present a question or discussion topic. Give students a few seconds to formulate their own answer, then have them turn to a partner and discuss their thoughts. You can then have students share their ideas with the rest of the class or use their pair-share discussion as the foundation for your next activity or large group discussion.
- **Scenario-based learning:** Present students with a difficult real-world challenge, and ask them to apply theory or concepts learned in the course to determine a solution.
- **Minute speeches:** Distribute slips of paper to students. Each slip should contain one topic, such as a concept from an article they have read or a term they should review for an exam. Give students five minutes to prepare a one-minute speech on that topic. They can use their books or notes, or even work in partners if you choose. Then, have students share their mini speeches with the class.
- **Illustrative quotes:** Bring in copies of an article (or any text) you would like students to discuss. Have students spend the first 10 minutes or so reading through the article and highlighting/underlining quotes that they especially agree with, disagree with, find interesting or find particularly difficult to understand. Whether you discuss in groups or the whole class, students now have something to contribute. They can discuss/question/affirm the points they’ve underlined.
- **Inside-outside circles:** Divide students into two even groups. Have one group stand in a circle facing the outside of the classroom, and the other group stand in a circle facing the inside of the classroom. Everyone should have one person standing directly in front of them. Provide students with a discussion topic, either orally or through a note card. They should discuss the topic with the person across from them for 30-60 seconds. Then, ask the members of one circle to rotate one person to the left. Students can repeat the same activity, only with a different partner or topic.

Fostering a Diverse Learning Environment

“It is not our differences that divide us. It is our inability to recognize, accept and celebrate those differences.”

— Audre Lorde

What is Diversity?

How can we define diversity in a meaningful way, and how can we integrate it into our classrooms so we’re not just checking off the “diversity” box?

Creating a space where all of our students are valued and celebrated is an essential component for an effective learning environment. This also allows us the chance to demonstrate to our students the value and importance of diverse perspectives to prepare them for the world outside of the university.

“On average, holding all other variables constant, students who perceived that the curriculum reflected diversity were more likely to perceive that the institution had achieved a positive climate for diversity.” (Mayhew, Grunwald & Dey, 2011, p. 525) ¹

“Indeed, one frequently hears faculty say, ‘I do not care what color my students are,’ presumably thinking the issue of race has been laid to rest. Telling a minority student that race doesn’t matter means little. Minority youth will identify forms of bias that people in the majority do not observe; they may, in fact, sometimes believe there is prejudice where none exists. But their feelings are, in the words of sociologist W. I. Thomas, ‘real in their consequences.’ These feelings and their consequences thus cannot be dismissed out of hand.” (Tapia & Johnson, 2011, p. 487) ²

Highlighted below are definitions for diversity, inclusion, equity and intercultural learning that many of your students might be familiar with. Explore and consider some of the ways these can be connected and incorporated to the work you do in and outside of the classroom at K-State:

- **Diversity** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity and gender — the groups that most often come to mind when the term “diversity” is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives, and values. ³
- **Inclusion** is active, intentional and ongoing engagement with diversity — in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect — in ways that increase awareness, content knowledge, cognitive sophistication and empathic understanding of the complex ways individuals interact within systems and institutions. ⁴
- **Equity** is the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. ⁵
- **Intercultural learning** is about strengthening my awareness of myself, my awareness of others, and how I respond, behave and reflect when I am around people like me or different from me. Intercultural learning is not about changing who we are or what we value. It is about being able to work successfully in community with others who are different than us both in the classroom, professionally and personally.

¹ Mayhew, M. J., Grunwald, H. E., & Dey, E. L. (2011). Curriculum matters: Creating a positive climate for diversity from the student perspective. In S. R. Harper & S. Hurtado (Eds.), *Racial and ethnic diversity in higher education* (3rd ed., pp. 515–529). Boston, MA: Pearson Learning Solutions.

² Tapia, R., & Johnson, C. (2011). Minority students in science and math: What universities still do not understand about race in America. In S. R. Harper & S. Hurtado (Eds.), *Racial and ethnic diversity in higher education* (3rd ed., pp. 484–491). Boston, MA: Pearson Learning Solutions.

³ UC Berkeley Center for Equity, Inclusion and Diversity, Glossary of Terms.

⁴ Association of American Colleges and Universities. (n.d.). Making excellence inclusive. Retrieved from www.aacu.org/making-excellence-inclusive.

⁵ Applied Research Center. (2009). Catalytic change: Lessons learned from the racial justice grantmaking assessment (PDF). Retrieved from http://racialequity.org/docs/Racial_justice_assessment_loresFINAL.pdf.

Why is Diversity and Inclusion Important for Me and My Students?

At K-State, the students, staff and faculty are your community. We all have different backgrounds but we are working together with the common goal of furthering our education and continually engaging in critical thinking. This is an easier task when working respectfully with a group of people. Part of being an educated person is knowing about others and working effectively with people who are different from you — college is a great place for students to gain practice for their future professional work and place in diverse communities.

While the overall goal is to have communities that are equitable and allow us all to thrive in the world, engaging with diversity has direct positive effects on individuals as well. Much research has shown that there are many positive outcomes when diverse interactions are practiced throughout college.

Some of these benefits include **broadening interests and building social self-confidence** by adapting to unfamiliar social situations, **accelerating and deepening learning** by helping individuals to step outside of their comfort zone through interaction and collaboration with more people who are different, **strengthening critical thinking skills** by seeking out a variety of perspectives to see all sides of an issue, **stimulating creative thinking** by generating ideas with others who have diverse perspectives, and **enhancing career success** to prepare students for a global society where they can solve problems and collaborate with diverse co-workers, customers and clients.⁶

In a 2013 study, researchers found that frequent diversity interactions fostered considerable growth for individuals in their leadership skills, psychological well-being, intellectual engagement and intercultural effectiveness.⁷ Some of the specific ways that diversity and intercultural interactions can benefit students are highlighted below:

Leadership skills:

- Consciousness of self — awareness of values, emotions, and attitudes that motivate one to take action.
- Congruence — actions are consistent with one's most deeply held beliefs and convictions.
- Commitment — energy that motivates one to serve and drives the collective effort.
- Collaboration — working effectively with others in a common effort.
- Common purpose — working with shared goals and values to achieve the task at hand.
- Controversy with civility — recognition that viewpoint differences are inevitable and that these differences must be aired with respect.
- Citizenship — responsibility for and connections with the community and society.
- Change — ability to adapt to environments and situations that are constantly evolving.

Psychological well-being:

- Autonomy — sense of self-determination and independence.
- Environmental mastery — capacity to effectively manage one's life and surrounding world.
- Personal growth — sense of continued growth and development as a person.
- Positive relations with others — quality interpersonal relationships.
- Purpose in life — identifying and working toward a particular life purpose.
- Self-acceptance — positive evaluation of self and one's own attributes.

Intercultural effectiveness:

- Relativistic appreciation — cognizance of both similarities and differences across people and groups.
- Comfort with differences — level of comfort with diverse individuals.
- Diversity of contact — interest and intent to participate in diverse cultural and social activities.

⁶ Cuseo, J. & Thompson, A. (2015). *Humanity, Diversity & The Liberal Arts: The Foundation of a College Education* (2nd ed.). Dubuque, IA: Kendall Hunt.

⁷ Bowman, N. A. (2013). How Much Diversity is Enough? The Curvilinear Relationship Between College Diversity Interactions and First-Year Student Outcomes. *Research in Higher Education*, 54 (8), 874-894.

Creating an Inclusive Classroom Environment

"I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom ... education that connects the will to know with the will to become. Learning is a place where paradise can be created."

— Bell Hooks

Kansas State University is committed to celebrating diversity and inclusion. This is part of the Wildcat Way and is emphasized in our Principles of Community.

Take a few minutes on your own to read through the principles, and answer these questions:

- 1 What does this principle mean to you?
- 2 How can you integrate this into your classroom?

Kansas State University Principles of Community

Kansas State University is a land-grant, public research university committed to teaching and learning, research, and service to the people of Kansas, the nation, and the world. Our collective mission is best accomplished when every member of the university community acknowledges and practices the following principles:

We affirm the inherent dignity and value of every person and strive to maintain an atmosphere of justice based on respect for each other.

We affirm the value of human diversity and inclusion for community. We stand united against all forms of discrimination.

We affirm the right of each person to freely express thoughts and opinions in a spirit of civility and decency. We believe that diversity of views enriches our learning environment, and we promote open expression within a climate of courtesy, sensitivity, and mutual respect.

We affirm the value of honesty and integrity. We will operate with honesty in all professional endeavors and expect the same from our colleagues.

We acknowledge that we are a part of multiple communities, and we have an obligation to be engaged in a positive way with our civic partners.

We recognize our individual obligations to the university community and to the principles that sustain it. We will each strive to contribute to a positive spirit that affirms learning and growth for all members of the community.

These principles have been endorsed by the following university governance bodies:

- Student Governing Association
- Graduate Student Council
- Graduate Council
- Faculty Senate
- University Support Staff Senate



Richard B. Myers
President



Charles S. Taber
Provost and Executive Vice President

Where Do I Start?

In the classroom or at events, we have the chance to explore our common humanity and the ways we can work together to create meaning and shape our culture while also exploring our differences.

When working with students in your classes, you can use the following strategies to help them learn cooperatively and engage with a diverse group of peers in a meaningful way:

- Intentionally form groups that include students from diverse cultural backgrounds.
- Assign interdependent roles to each member to ensure everyone has equal status and equal opportunity to participate.
- Pursue a shared common goal through collaboration rather than competition.⁸

Group work like this can help students to not only complete tasks and reach their goals, but a chance to have positive interactions that will reduce prejudice and promote friendships.

Classroom Ground Rules and Courageous Conversations

Set ground rules early in the class for maintaining productive discourse. Make sure that students demonstrate a mutual respect for one another, know each other's names, and that they take the opportunity to listen and articulate the viewpoints of others.

We can't make some of these conversations easier, but we do have tips for making them more productive.

Steps to a productive courageous conversation:

- 1 Identify what you want out of the conversation — If the answer is "I don't know," it's a sure bet that you'll have trouble when you try to talk about it. And it will probably be hard for others to follow what you are saying.
- 2 Make it safe to talk — Be mindful of the mental, emotional and physical safety of you and the person you are talking to. This means picking a location where the person you are talking to has the freedom to express themselves without judgement or humiliation.
- 3 Ask simple, unbiased, open ended questions (and give people time to answer them) — A good question is, "What do you think of my roommate?" A bad question is, "Why do you hate my roommate? Is it because they're gay?" If a conversation is really difficult, folks may need time to take a breath and think things through, so don't rush them if it takes a while for them to respond.
- 4 Use I statements — Saying, "You act like ..." is an accusation that can put people on edge and turn them off. "I feel uncomfortable when ..." avoids blaming someone and keeps communication moving forward.
- 5 Encourage Listening — Stop talking, put down the phone, face the speaker, and truly hear their words. Listen to them the way you want them to listen to you. Every once in a while give a nonverbal signal to let people know you are listening. Better yet, every once in a while summarize what you heard to make sure you're on track. "OK, so what I hear you saying is ..."

Three-F Method

I FELT ... I FOUND ... I FEEL — Going through these three steps can help you to shape the conversation and make it clear that there are ways to grow and change.

For example: A friend or someone you know makes a homophobic comment. Below is a potential way to respond ...

- 1 I FELT ... that way (or have heard that said) when I was younger.
- 2 But then I FOUND ... out that 29% of LGB youth had attempted suicide at least once in 2015 compared to 6% of heterosexual youth.
- 3 Now I FEEL ... that I have to speak up so no one feels unwelcome or unsafe in our community.

⁸ Cuseo, J., et al. (2016). *Thriving in College & Beyond: Research-based Strategies for Academic Success and Personal Development*. Dubuque, IA: Kendall Hunt. Thompson, A., & Cuseo, J. (2014). *Diversity & The College Experience*. Dubuque, IA: Kendall Hunt.

Preventing and Responding to Discrimination and Prejudice

Hate crimes and discrimination are not to be ignored or tolerated. But if you see this happening inside or out of the classroom, what actions can you take? What can you do to prevent or intercede during these incidences?

Return to K-State's inclusive nondiscrimination policy:

Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations.⁹

While any instance of discrimination is unacceptable and might reflect poorly on your experience at K-State, these instances also allow you the opportunity to unite with your students, faculty, staff and administrators to create a positive impact on your community. Some steps you and your students can take might be to attend diverse events, training sessions, workshops, symposiums, movies, guest speakers, etc.

Also keep in mind that there are many campus resources available to help anyone, students and faculty/staff, that has had to deal with discrimination or harassment, including the Office of Institutional Equality, the Office of Student Life, the Center for Advocacy Response and Education (CARE), the LGBT Resource Center, and the K-State Police.

⁹ "Kansas State University," Notice of Nondiscrimination | Kansas State University. August 29, 2017. Accessed March 19, 2018. <http://www.k-state.edu/nondiscrimination/>.

Chapter 4: Additional Resources

Text suggestion for your course

Consider using our K-State First textbook, *Your Journey to First-Year Success*, in your course. The textbook is designed to help students explore university expectations and to teach them the skills necessary to succeed while at K-State. The textbook incorporates numerous reflection activities throughout each chapter, designed to keep students focused on the reading and thinking about what they are learning. It includes three major sections: Introducing the University Community, Finding Your Purpose, and Practicing Student Success Skills, along with a section that includes additional resources for further reading. You do not need to use the entire book. Instead explore what is offered and use the sections that you find most useful to your students and your course.

You can find *Your Journey to First-Year Success* on our website, k-state.edu/first/resources.

Campus events and activities

To help get your students involved in campus events, here is a list of places to find out about what's going on at K-State.

Week of Welcome: wow.k-state.edu

Landon Lecture Series: k-state.edu/lectures/landon

Lou Douglas Lectures: k-state.edu/ufm/LouDouglas.htm

Campus support offices

Here is a list of offices on campus where you can direct students if they require additional support.

One Stop Shop for Student Success, Division of Student Life: k-state.edu/onestop

Student Access Center: k-state.edu/accesscenter

University Success Center: k-state.edu/successcenter

Counseling Services: k-state.edu/counseling

Center for Student Involvement: k-state.edu/student-involvement

Office of Student Life: k-state.edu/studentlife

Additional reading

Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook For College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993.

Bain, Ken. *What the Best College Teachers Do*. Cambridge: Harvard UP, 2004.

Kuh, George D., et al. *Student Success in College: Creating Conditions That Matter*. San Francisco: Jossey-Bass, 2005.

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 2007.

Pascarella, Ernest T. and Patrick T. Terenzini. *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass, 2005.

GENERAL TIMELINE

SPRING

- Attend K-State First faculty development workshops, including a May Information Meeting.

SUMMER

- Consider contacting your students prior to the beginning of the semester.
- Send a copy of syllabus to Greg Eiselein at eiselei@k-state.edu.

FALL

- Sign faculty consent form online
- Attend K-State First faculty meetings.
- Attend programwide KSBN event.
- Participate in K-State First's SLO assessment plan.

WINTER

- Consider evaluating the semester in preparation for next fall.
- Enjoy your break!





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