

Resources and Support for Students:

[Student Outreach and Support](#): Students can receive ongoing assistance by contacting the case management team Monday through Friday at 315-443-4357, [emailing Student Outreach and Support](#), or making an [online referral](#) for yourself or a colleague.

[Barnes Center at The Arch](#): Students can receive confidential counseling 24 hours a day, seven days a week by calling 315-443-8000.

[Hendricks Chapel](#): All campus community members can access additional services and support by calling 315-443-2901 or [visiting its website for chaplaincy information](#).

[STOP Bias and Hate Initiative](#): The University has a robust reporting system designed to empower individuals to alert appropriate officials to incidents that may be motivated by bias, including posts on social media. The STOP Bias and Hate Initiative webpage outlines resources to report and receive support for such incidents. You may also elect to [report a bias-motivated incident](#) directly to the Department of Public Safety via the options on the Report a Crime webpage.

[Report a Crime or Threat](#): To report a crime or suspicious activity, call 315.443.2224. Anonymous tips can be reported to DPS through the [Silent Witness tool](#) or the [Orange Safe](#) mobile app.

Additional resources include:

- [Office of Diversity and Inclusion](#)
- [Intercultural Collective](#)
- [Muslim Student Life](#)
- [Syracuse Hillel](#)
- [Center for International Services](#)

Teaching in Traumatic Times

We have drawn much of this information from the Teaching and Learning Lab at Harvard University's School of Education. Note that we have also included a separate section that briefly introduce you to handling "hot" moments in the classroom. This document can be found at [Maxwell's DEIA Answers page](#) and we will continue to add additional resources as we learn about them.

[Trauma-Informed Practices for Post-Secondary Education: A Guide](#) (*Education Northwest*)

22-page guide; core values of trauma-informed practice: safety, trustworthiness, choice and control, collaboration, and empowerment; includes classroom-level strategies, guidance on compassion fatigue

[Examples of Trauma-Informed Teaching and Learning Principles in College Classrooms](#) (*Janice Carello*)

1-page guide with key principles (Physical, Emotional, Social & Academic Safety; Trustworthiness & Transparency; Support & Connection; Collaboration & Mutuality; Empowerment, Voice & Choice; Social Justice; Resilience, Growth & Change) and specific practices to enact them.

[Teaching in Times of National Racial Trauma: What Can Faculty Do?](#) (HGSE Teaching & Learning Lab)
1-page post by Dr. Aaliyah El-Amin about ways of addressing national racial trauma in class

[ACT to Sustain Learning](#) (Stanford Center for Teaching and Learning)
Webpage, [1-p. infographic](#), and [8-p. guide](#) on strategies for navigating the potential impact of election results on students and subsequent periods of uncertainty: Anticipate the need to support students; Create space for students to process their reactions; and Tie current events to course learning.

[Are You Experiencing Compassion Fatigue?](#) (American Psychological Association)
~4-page guide with strategies such as recognizing the signs of compassion fatigue, examining self-care beliefs, and connecting with colleagues.

Engaging with the Israel-Palestine Conflict

[Processing Attacks in Israel and the Outbreak of War in the Region](#) (Facing History and Ourselves)
A short lesson plan for educators to “guide students as they process the loss of life, learn strategies for following breaking news responsibly, and consider how they can take care of themselves and others.”

[Israel-Palestine: Avoiding Antisemitic and Islamophobic Hate Speech](#) (Solutions Not Sides)
A basic introductory framing for individuals trying to discuss what is happening in “Israel-Palestine without falling into Anti-Semitic and Anti-Muslim tropes and speech.”

Discussing Difficult Topics

[Guide for Handling Hot Moments](#) (University of Michigan CRLT)
2-page guide; broad ideas to consider: “Think ahead about how you might handle challenging classroom dynamics; If tensions arise, acknowledge them, in the moment or later; Be flexible with your plans”; includes specific strategies: e.g., giving students time to gather their thoughts in writing, checking in outside of class, and connecting with your own support network

[Guidelines for Discussing Difficult or High-Stakes Topics](#) (University of Michigan CRLT)
~4-page guide for planning & facilitating discussions on difficult topics; strategies include: identify a clear purpose, establish guidelines, active facilitation, summarize discussion & gather student feedback

[Facilitating Hot Moments in Classroom Discussion](#) (HGSE Teaching & Learning Lab)
4-page guide created by Dr. Aaliyah El-Amin and Kimberly Osagie; includes pre-discussion self-assessment and example facilitator language for responding in the moment

[Difficult Dialogues](#) (Vanderbilt Center for Teaching and Learning)
~5-page guide with specific protocols: critical incident questionnaire (reflective evaluation prompts for after a hot moment), 5-minute rule (explore a marginalized perspective for a finite time), fishbowl exercise (observe small group discussion and reflect back what is heard). Protocols drawn from [Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education](#) (University of Alaska)

Anti-Racist, Equitable Teaching

[Eight Actions to Reduce Racism in College Classrooms](#) (American Assn. of Univ. Professors)

~4-page article by Shaun Harper and Charles Davis III; Actions: 1) Recognize implicit biases and remediate racial illiteracy; 2) Don't be surprised when a black male student writes well; 3) Stop expecting the Latina student to speak for all Latinos; 4) Quit thinking all Asian American students are the same; 5) Be aware that stereotype threat may be occurring among students of color; 6) Meaningfully integrate diverse cultures and peoples into curriculum; 7) Responsibly address racial tensions; 8) Recognize that you and your colleagues share much responsibility for racial inequities.

[Inclusive Teaching Strategies \[5 Principles with Checklists\]](#) (University of Michigan CRLT)

6-page handout on inclusive teaching principles (including for remote teaching): 1) Critical Engagement of Difference: acknowledging students' identities and assets; 2) Academic Belonging; 3) Transparency: clear communication around norms and criteria for learning; 4) Structured Interactions: develop protocols that support equitable access and contribution; 5) Flexibility: respond and adapt to changing circumstances and engage empathetically.

[Anti-Racist Discussion Pedagogy](#) (Packback)

30-page guide; includes anti-racist self-reflection prompts for instructors, guidelines for implementing a critical discussion pedagogy, and suggestions for building a holistically anti-racist classroom

HOT Moments

Hot moments, or "HOT" moments, are characterized by being Heated, Offensive, and/or Tense. Hot moments occur when people's feelings, often conflictual, rise to a point that threatens teaching and learning. They can emerge during discussions of topics individuals feel deeply about or as a result of classroom dynamics in any field. Here's a breakdown of these types of moments:

- **Heated moments** involve yelling, accusations, or name-calling, signaling a clear rupture in the course.
- **Offensive moments** occur when something offensive is said, such as racial slurs, offensive comments, or inappropriate jokes, potentially leading to silence or withdrawal.
- **Tense moments** may be challenging to identify, characterized by a shift in the atmosphere without an immediate reaction. These moments are often marked by silence or student discomfort.

It's important to note that these categories are not mutually exclusive, and a moment can be both heated, offensive, and tense simultaneously.

Developing Your Response to HOT Moments

When HOT moments occur, students look to the instructor to address them. How instructors respond or follow up will determine whether learning is impeded or not. Seizing HOT moments as opportunities for growth and learning, and working with students (and TAs, if applicable), ensures that the class can move forward in productive and fruitful ways.

In managing these difficult situations, there are two essential challenges:

- To manage ourselves to make these moments useful.
- To find the teaching opportunities to help students learn in and from the moment.

Strategies for Navigating HOT Moments

Before Class

Anticipate HOT moments by:

- Establishing class norms, discussion guidelines, and/or content warnings to clarify classroom etiquette and interaction expectations.
- Reflecting on the course material and previous iterations of the course to identify materials that might spark HOT moments.
- Providing supplementary course materials and discussion prompts to preempt or provide context for potential HOT moments.
- Considering the current social climate and context that might contribute to HOT moments.

During Class

Respond to HOT moments by:

- Initiating a reflective pause to allow students to process the situation and its causes.
- Returning to the course material to recenter the discussion on shared content.
- Revisiting community guidelines or class norms to remind students of agreed-upon expectations.
- Using questions to encourage students to think critically about their responses and contributions.

After Class

Address HOT moments after the fact by:

- Engaging students in asynchronous discussion spaces to continue and refocus the discussion.
- Starting the next class with a reflective pause to assess what happened and how to proceed.
- Setting up 1-1 meetings to address specific concerns or provide individual support.
- Sharing reflections with students to model reflective thinking.
- Accepting responsibility for participating in and potentially causing a HOT moment and taking steps to move forward.

These strategies can help instructors navigate HOT moments effectively, promoting a positive classroom environment and ensuring that learning continues even in challenging situations.

References and Resources

["Navigating Hot Moments"](#), Source: Center for Teaching and Learning, Columbia University

["Hot Moments in the Classroom"](#), Source: Center for Research on Learning and Teaching (CRLT), University of Michigan

["Hot Moments in the Classroom"](#), Source: Eberly Center for Teaching Excellence & Educational Innovation, Carnegie Mellon University

["Teaching Controversial Topics"](#), Source: Poorvu Center for Teaching and Learning, Yale University