

# Chapter 1


## Professional Directives and Personal Capacities for Culturally Responsive Instructors: A Call to Action

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### ABSTRACT

*In a time where higher education institutions seek to be more culturally responsive (CR), inclusive pedagogies are needed to respond to the diversification of higher education. Although faculty are seeking training, many institutions need specific sys-*

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*tems, support services, and new practices that will assist in facilitating pedagogically inclusive practices. This chapter discusses the current practices, challenges, and culturally responsive teaching directives needed to foster inclusive learning spaces. Building on previous research and Muñiz's (2020) competencies, this chapter offers foundational directives and capacities on effective ways to adopt and implement inclusive practices. Specifically, the roles of positioning cultural competency with cultural humility, embracing cultural humility, understanding intersectionality, and adopting a liberatory pedagogy are explored. Offering details of important pillars to position culturally responsive teaching (CRT), the chapter offers a sample application to a key academic disposition, sense of belonging.*

## **INTRODUCTION**

The changing demographics in higher education have challenged campuses to respond to a more diverse student body. Despite these efforts, BIPOC and first-generation (FG) students continue to struggle, calling on more thoughtful and strategic approaches to ensure their success. We assert that part of the solution is preparing culturally responsive instructors (CRIs) and propose teaching frameworks and competencies that can assist with this important endeavor. Complementing this work, we provide personal capacities that facilitate CR practice. Guided by key frameworks and culturally responsive teaching (CRT) competencies, the directives entail positioning cultural competency with cultural humility, embracing cultural humility, understanding intersectionality, and adopting a liberatory pedagogy. We conclude by applying the CRT competencies, directives, and capacities to an important academic disposition -- a sense of belonging.

## **HIGHER EDUCATION: CHANGES IN DEMOGRAPHICS AND STUDENT EXPERIENCES**

The racial and ethnic demographics of the United States are shifting rapidly, with minoritized populations making up much of the population growth (U.S. Census Bureau, 2020). Today, minoritized individuals account for 50 percent of the population of people 18 years of age and younger and are projected to account for the majority of the U.S. population by 2040 (U.S. Census Bureau, 2020). These macro-demographic changes are also reflected on college campuses where student

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