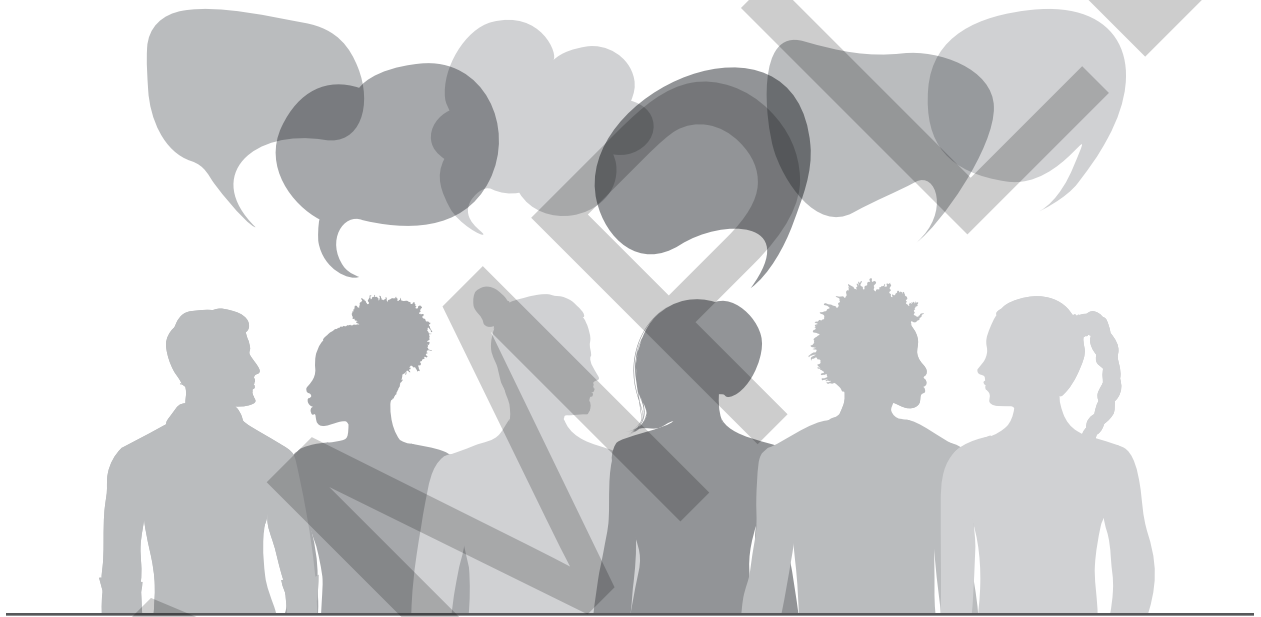


THE  
**Campus Community**  
*Inclusion* Package

Purposeful Efforts, Creative Initiatives & Awareness-Raising Tools



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A large, intricate maze graphic in shades of gray, composed of thick, curved lines that form a complex path. The maze is centered on the page and serves as a background for the main quote.

**“Diversity is about all of us, and about us having to figure out how to walk through this world together.”**

– *Jacqueline Woodson, author and recent recipient of a MacArthur Genius Grant*



# Diversity and Inclusion

## Training, Programming and Awareness Tools





## Understanding the Impact of “Weathering”

“I remember being a college student, hearing about the deaths of young black people like Trayvon Martin... and feeling pressured to process these instances of racial injustice while also combating the racism that was directed toward me and other students of color on my campus,” wrote Adrienne Green for *The Atlantic*. “I had to confront all of this while also trying to achieve in the classroom. My solution: endurance.”

Campus community members like Green are not only navigating the day-to-day stresses of trying to succeed, there is an additional stress that comes from having to maneuver against discrimination and bias. This can lead to “weathering,” the stress or emotional tax involved with navigating discrimination, which can have long-term health effects, including sleep problems, heart disease, diabetes and accelerated aging.

“Weathering the cumulative effects of living in a society characterized by white dominance and privilege produces a kind of physical and mental wear-and-tear that contributes to a host of psychological and physical ailments. We have documented alarming occurrences of anxiety, stress, depression and thoughts of suicide, as well as a host of physical ailments like hair loss, diabetes and heart disease,”

— Ebony McGee, assistant professor of diversity and urban schooling at Vanderbilt University and co-author of a recent study on black students and mental health

### Protecting Students and Helping Them Cope

How can we better assist students who are weathering discrimination? To relieve the stress of coping with discrimination, effective strategies may include:

- Directly confronting those who make biased remarks
- Sharing experiences with those with the same identity (or identities)
- Seeking community support
- Using religious or spiritual practice for support
- Understanding how discrimination works in educational contexts

What are some other ways we can assist students who are weathering discrimination? Jot your thoughts here:

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Source: *The Atlantic*, 1/21/16

### “Double Consciousness”

This term was coined by W.E.B. Du Bois and is described by author Adrienne Green in *The Atlantic* as “whereby black people are essentially forced to have two identities and pressured to view themselves as they’re perceived by their non-black peers.”



## Commonali-TIES

When we talk about diversity, there is much discussion about differences and learning from those things that make us unique. This is incredibly valuable. However, so too is looking at shared traits, the commonalities – or Commonali-TIES – among many different people.

### The Activity:

- Pair up participants using a random method, such as those with birth dates closest to one another or those who both pick the same number out of a hat. It's important that these assignments be random.
- Then, discuss how diversity is about appreciating and learning from our differences, while it's also important to see what we have in common. This activity will help participants do just that.
- Give the pairs pen and paper to record their findings.
- Let them know that they have 10 minutes to find as many Commonali-TIES as possible, whether it's their birth order, race, age, major, music preference, sports team affinity or any number of other factors. Encourage them to look at multiple angles of one another's personality and humanity!
- After the 10 minutes are up, ask willing participants to share what they learned when talking with their partner. Was this a simple task? Difficult? Why was that?

We all have differences and commonalities that make up the fabric of our campus and greater community. Sometimes focusing on those traits we share can help us get to the meatier discussions about those characteristics that make us different – and special, indeed.





## Where Do I Stand?

As you do self-work to determine your own thoughts and feelings surrounding diversity- and inclusion-related topics, ask yourself questions like the following. Be *very* honest with your answers – there are no grades or judgments. The only result you’re looking for is a baseline of where you stand and what you still want to work on and learn.

Is there something in my past that makes me feel biased against a particular group(s)? If so, what is it?

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Is there something in my past that makes me feel an affinity with a particular group(s)? If so, what is it?

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What group(s) do I know little about?

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How do my values impact my take on diversity and social justice?

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How does fear play into my view of diversity and social justice?

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## Where Do I Stand? *(continued)*

How do I serve as an ally to a particular group(s)?

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What parts of my background do I take pride in? Are there any components that are lesser known or that I'm not particularly proud of?

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Growing up, who are some of the people that had the most profound impact on me regarding issues of diversity and social justice?

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What five diversity/social justice topics do I **need** to learn more about? Which five do I **want** to learn about? Is there a difference between these two lists?

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
_____	
_____	
_____	



## Increasing Cultural Competence

Our world continues to become more and more diverse. And developing cultural competence is so important in a wide array of circumstances, whether we're living in community with others, serving in a healthcare setting, educating children, interacting with diverse people in our workplace and more. As the quote below says, it involves "understanding and appropriately responding to the unique combination of cultural variables" that people bring to our interactions.

How can you increase your cultural competence? Some key skill-developing actions include...

**Get to Know Your Community.** What ethnicities, races, religions and more are represented on campus? What languages are spoken? Instead of using anecdotal evidence, based solely on who you interact with, consider tapping into campus demographic information. This will help you focus your cultural learning opportunities to intentionally learn about different groups through campus events, readings and engaging with others.

**Know Your Cultural Identities and Beliefs.** How aware are you of various cultural issues, from accents to actions? What do you believe? How do these things influence your view of other cultures? Putting in some self-work to enhance your self-awareness can help identify the areas where you may need more work.

**Learn to Engage Beyond the Surface.** When interacting with people from different cultures than yours, do you keep the conversation polite and superficial? Being respectful and not "grilling" someone makes sense. However, as the time feels right, you can learn more through simple questions about things like what they're involved with, what they like to do, what they're reading, how they celebrate, what they hope for, what challenges they face and much more.

Cultural norms can impact so much, from communication styles to familial roles and everything in between. Becoming culturally competent requires us to be humble and take a hard look at what we *don't* know, while being open to continuously learning. It helps us be more open, understanding and aware members of the increasingly global workforce and society. And becoming culturally competent also makes our worlds much larger and richer.

"Cultural competence involves understanding and appropriately responding to the unique combination of cultural variables—including ability, age, beliefs, ethnicity, experience, gender, gender identity, linguistic background, national origin, race, religion, sexual orientation and socioeconomic status—that the professional and client/patient/student bring to interactions. Developing cultural competence is a dynamic and complex process requiring ongoing self-assessment and continuous expansion of one's cultural knowledge. It evolves over time, beginning with an understanding of one's own culture, continuing through interactions with individuals from various cultures, and extending through one's own expansion of knowledge."

– ASHA (American Speech-Language-Hearing Association) Practice Portal on Cultural Competence

Sources: *The ASHA Leader*, Nov. 2014; ASHA Cultural Competence Checklist, 2010



## Cultural Competence: A Personal Goals Checklist

This checklist can help you track the efforts you're making to increase your own cultural competence by taking advantage of various learning opportunities and engaging with others. This is just the tip of the iceberg, so feel free to add your own cultural competence goals, too!

- Have a conversation with someone about their background
- Share details about my background when someone asks
- Volunteer to help with an event that supports a diverse group
- Attend a campus program about a culture I know little about
- Learn a few words in another language
- Participate in a rally or march in support of a group's rights
- Respond if someone says something offensive about another culture
- Be open to feedback about my own cultural approach
- Learn a cultural art form such as dance, writing, painting, music, etc.
- Go to a museum to see a cultural exhibit
- Watch an educational documentary or movie and discuss it afterward
- Eat a type of cultural food that I've never tried before
- Read a book to learn more about a different culture
- Learn about family structures within a different culture
- Find out how gender roles play out within a different culture
- Discover how cultural norms influence communication within a different culture
- Add your own goal:
- Add your own goal:
- Add your own goal:
- Add your own goal:
- Add your own goal:

Culture can be anything from ethnicity to religion to sexual orientation and much more. There are multiple cultures evident on our campus, so dig in and learn with respect.



## A Warm Welcome

As we explore issues of diversity, the language of welcomes comes into play. Introductions. Listening. Appreciation. Belonging. *Inclusion*.

We are all in the position to welcome other people at one point or another, from meetings to workshops to classes, clubs, social gatherings, service opportunities and many other scenarios. Thinking intentionally about the welcomes we create can lead to a greater sense of campus and community inclusion.

### Materials:

- Multicolor sticky notes
- Pens

### The Activity:

- Ahead of time, draw a large outline of a tree on newsprint and tape it to the wall. Or use a white board or chalkboard.
- Explain to your group that you'd like everyone to think about what a warm welcome means to them, in the context of being welcoming and inclusive of all different people. See the boxed examples to help get participants thinking.
- Ask willing participants to share a few of their thoughts.
- Then, encourage everyone to write various ideas on sticky notes about what could contribute to the creation of a welcoming environment.
- Have them stick these to the tree outline when they're done.
- Participants should then be given a chance to look over all the submissions to see what their peers wrote down.
- Ask the large group to share some of their common observations. Were there similar themes? Were suggestions easy to implement? Did anything in particular stick out to them?
- Encourage participants to think about strategies that they could adapt to their own organizations, social situations and more to help create environments of inclusion and a true welcome.

### Belonging

Searching for a sense of belongings can be a potent force. People want to belong to something bigger than themselves, whether it's a group of close friends, an organization or a community in which they take pride.

### Welcoming Ideas

- Hearing names from a variety of cultures used in examples, case studies, etc.
- Using phrases from different languages
- Being listened to
- Having talents and ideas recognized
- Encouraging questions
- Being introduced to lingo and traditions
- No one making assumptions about us
- Having language include gender identity, religion, ability, race, sexual orientation, etc.
- Having our names remembered
- Seeing that others want to know our stories



# Intersectionality: Combined Identities and Their Impacts

We are all unique convergences of experiences and backgrounds that include gender, class, race, sexual orientation, ethnicity, religion, age, ability and more. These intersecting identities can make for complex combinations that impact the way we navigate and experience society, sometimes facing oppression in the process.

That's why our campus inclusion efforts need to take intersectionality into consideration. No one person can solely be labeled "a gay man" or "a Latina woman." Intersecting, often non-dominant identities, can lead some people to feel marginalized, stressed and challenged.

Here are some situations that illustrate how intersecting identities can have an impact:

- For a person with mobility issues (identity #1), getting to an off-campus psychiatrist to work on mental health concerns (identity #2) involves figuring out adequate transportation
- For a LGBTQIA+ person (identity #1) who is African-American (identity #2), it's a real concern about who they can turn to for help coping with racism that they experience if their family members rejected them when they came out
- For a female (identity #1) coming from a low socio-economic background (identity #2), buying a suit for job interviews may be an economic hurdle that can impact employment

**"Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times, that framework erases what happens to people who are subject to all of these things."**

– Dr. Kimberlé Williams Crenshaw, in an interview with Columbia Law School

## The Activity:

- Work with your group to brainstorm some other situations where intersecting identities could have an impact. This type of awareness provides a more tuned in lens.
- Consider watching a TED Talk called "The Urgency of Intersectionality" by Dr. Kimberlé Williams Crenshaw. She is the one who coined the term "intersectionality," originally to explain the oppression of African-American women. The TED Talk is available at <http://bit.ly/2fRHITc>. This can be an excellent conversation starter and primer on the topic of intersectionality

**"There is no such thing as a single-issue struggle, because we do not live single-issue lives."**

– Audre Lorde



## Intersectionality Worksheet

What are *your* intersecting identities? Perhaps you're a female who is Latina, middle-aged, partially disabled due to a back injury, middle class, a mother, an educator, Unitarian... Jot down your identities in the spaces below.

Once you've done that, draw a line from one identity to another, writing how that intersection has impacted you along the line. For instance, using the example above, if you drew a line from Latina to Unitarian, the impact could be something like "People often ask why I'm not Catholic because they think all Latinx people must be Catholic."



## Expectations, Pressures and “Shoulds”

When it comes to political, racial, religious and other issues, individuals often face a great deal of pressure – from society, peers, family members and others – to think and behave in certain ways. These expectations or “shoulds” can interfere with their own critical reasoning skills and expressing how they truly think and feel.

For instance, those “shoulds” can manifest in statements such as...

- You’re a black woman, so you should feel like this
- You’ve lived without a father, so you should feel this way toward men
- You’re a lesbian, so you should look like this
- You’re Jewish, so you should believe this
- You grew up in the city, so you should act like this
- You are older, so you should know better
- You’re a Democrat, so you should side with this

### Discussion Prompts:

To explore these expectations, pressures and “shoulds,” provide an intro to the topic (see above).

Then, ask participants to write down some of these that they feel expected to follow.

Once they’re done, you can explore certain discussion prompts, such as...

- Where does the pressure to conform to these expectations, pressures and “shoulds” come from? (society, family, educators, etc.)
- Which of them – if any – feel okay and natural?
- Which of them feel like you’d like to flip the switch?
- How might you go about responding to each one?
- What makes you nervous about doing that?
- What makes you feel empowered about doing that?

Through it all, encourage participants to be the versions of themselves that *they* want to be, rather than always responding to societal expectations, pressures and shoulds. It’s important to provide support as they develop their own, strong individual voices.

As participants explore these prompts, there will likely be a gamut of emotions involved, from anger to fear to frustration. Be prepared for this and allow individuals to feel what they’re going to feel, rather than trying to convince them otherwise. It’s all part of the process.





# How to Practice Diversity and Inclusion

## Campus Initiatives and Virtual Tools







**BEST PRACTICES**

# National Day of Racial Healing

Many people are interested in discussing the impact of racism and the need for racial healing within our society, yet may not be sure where to begin. The National Day of Racial Healing (NDORH) provides opportunities, resources and more to help navigate these important conversations.

The *National Day of Racial Healing Conversation Guide* from the W.K. Kellogg Foundation explains that racial healing is supported through...

- “Respectful dialogue
- Recognition and affirmation of people and their experiences
- Connectedness to individual cultures, histories, and practice
- The sense of agency, nurtured through racial justice activism”

The *Guide* goes on to outline conversation guidelines that can help facilitate meaningful conversations. They include...

- Reinforce the purpose of the conversation to explore, to listen and to learn from each other
- Set agreements to encourage dialogue, mutual respect and deep listening to what others share
- Open the conversation to help everyone get to know one another
- Deepen the conversation using questions such as those in the *Guide*
- Bring the conversation to a meaningful close

An Individual Action Kit can help people determine what they’d like to do on their own, such as...

- Engaging your inner circle of friends, family and colleagues
- Sparking conversations among children
- Activating your social network
- Getting your town talking

Some of these initiatives may work most effectively in person, yet the majority of them can also work well in today’s virtual environment.

More information and ideas about how to bring racial healing to your community can be found at: [DayOfRacialHealing.org](http://DayOfRacialHealing.org).

## Resources from the W.K. Kellogg Foundation

- The *Conversation Guide* can be downloaded at: <https://bit.ly/33XKsVA>
- An Individual Action Kit can be downloaded at: <https://bit.ly/2SWNPpK>

“Remember... Racial healing is an ongoing process, supportive of wholeness in individuals, communities and societies. It benefits all people because, regardless of background, we live in and are impacted by the narratives and conditions present throughout this increasingly interconnected world. This process provides opportunities to acknowledge the tremendous damage inflicted by individual and systemic racism. When grounded in empathy and oriented toward equity, it has restorative potential to affirm the inherent value of all people.”

**Source:** *National Day of Racial Healing Conversation Guide*, 1/21/20, <https://bit.ly/33XKsVA>



**BEST PRACTICES**

## The Inclusive Recruitment and Retention Conference at Grand Valley State U.

Recruiting and retaining a diverse work force is one of the main challenges facing today’s employers, Kristie Scanlon, the employer relations coordinator at Grand Valley State University (MI), told *GVNext*.

That’s one of the reasons that the institution’s Division of Inclusion & Equity partnered with the Career Center to host area employers at an Inclusive Recruitment and Retention Conference. The goal was to help local companies create better cultures for the diverse students who will end up working with them, reported *Inside Higher Ed*.

Topics covered during the conference have included:

- 1 in 5: Destigmatizing Mental Health in the Workplace
- Breaking Taboos: Interfaith in the Workplace
- Inclusion & Equity Tools: Informing Planning, Assessment and Inclusive Practices
- Understanding Racial Equity through the Cycle of Socialization
- When Fit is Unfair: Retaining Women of Color in Your Organization
- Hiring People on the Autism Spectrum
- LGBTQIA+ and Ally Employee Resource Groups: How They Can Help Support LGBTQIA+ Recruitment and Retention Efforts
- White Consciousness & White Fragility

Discussion/Caucus Groups were also held to allow participants to meet in small groups to discuss and develop strategies for moving forward with their organization’s inclusion and equity work. This involved processing information and working to implement action plans.

Overall, “Grand Valley State University is committed to advancing equity and inclusion within our institution and the communities where our students and graduates live and work,” explained the conference website. “As such, we are offering this educational conference for employer and agency partners, which can help you foster more equitable, and inclusive work environments within your organizations, and positively impact your diversity recruitment efforts.”

Learn more about the conference and the topics covered here: <https://bit.ly/3j2vIt0>.

**Sources:** *GVNext*, 7/30/19; GVSU Career Center, [www.gvsu.edu/careers/](http://www.gvsu.edu/careers/); *Inside Higher Ed*, 3/6/20

**“We created this educational conference for our employer and agency partners to help foster a more equitable and inclusive work environment for their employees.”**

– Kristie Scanlon, Employer Relations Coordinator, Grand Valley State University

**Source:** *GVNext*, 7/30/19

Local companies can request continuous trainings through Grand Valley State, Marlene Kowalski-Braun, associate vice president for inclusion and student support, told *Inside Higher Ed*. The idea is to provide companies with tools they can use to work with any community.

Trainings have included LGBTQ issues, Latinx culture and more.

“Our hope is that, by working with them, we motivate them to think about hiring diverse students and how that can benefit them,” Kowalski-Braun said. “

**Source:** *Inside Higher Ed*, 3/6/20



POSTER

# Respect

You can download a full-color, print-ready version of this poster via the instructions on page 1.

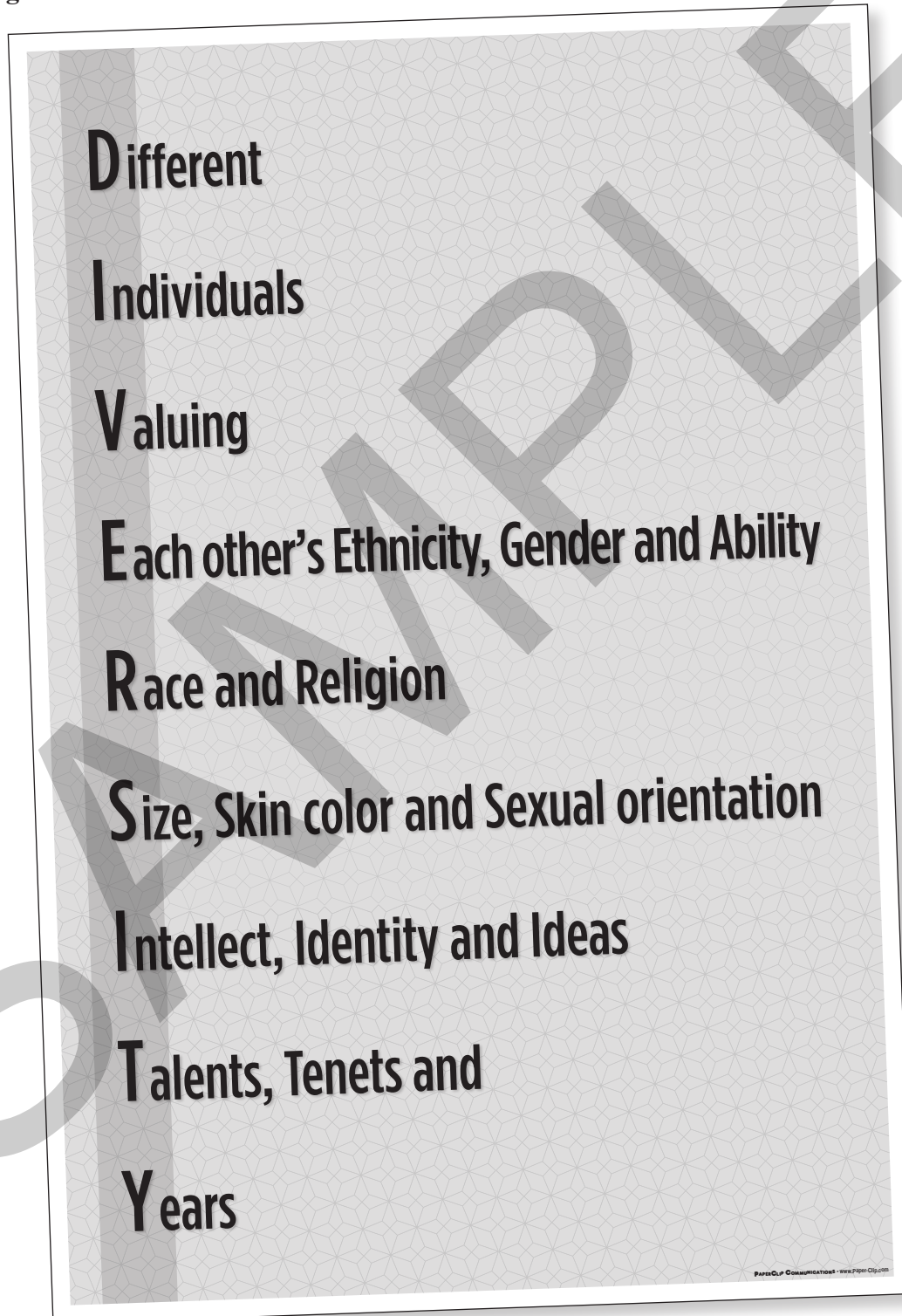




POSTER

# Diversity

You can download a full-color, print-ready version of this poster via the instructions on page 1.

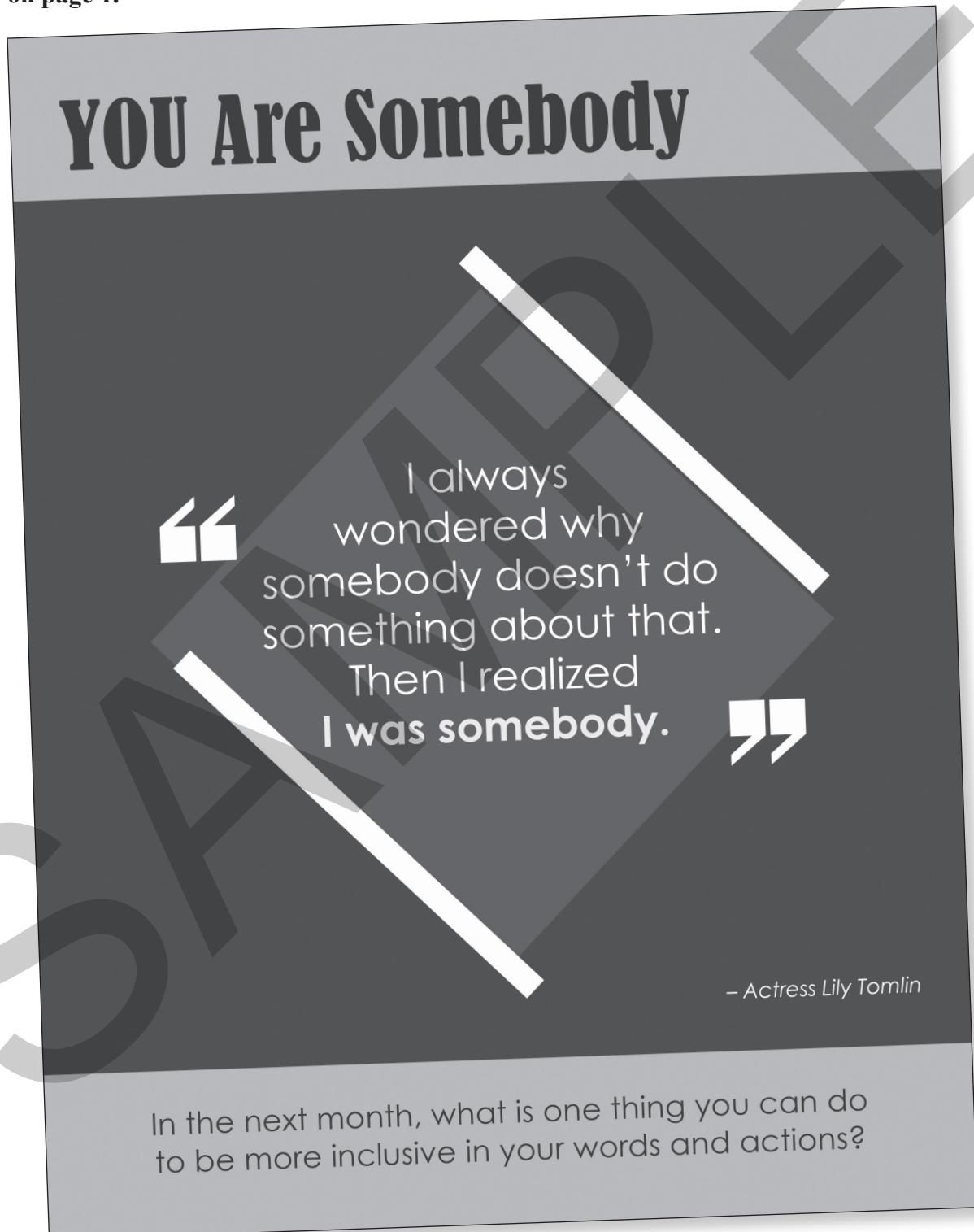




POSTER

## You Are Somebody

You can download a full-color, print-ready version of this poster via the instructions on page 1.







POSTER

# We Use Language That's Inclusive, Respectful & Kind

You can download a full-color, print-ready version of this poster via the instructions on page 1.

## *We Use Language That's* **INCLUSIVE, RESPECTFUL & KIND**

Using inclusive language helps people feel like they matter and belong while also being appreciated for their differences. It shows that you value, accept and respect them. For example...

Don't assume that everyone comes from two parent households. And don't assume that everyone has both a mother and a father.

Don't comment on people's bodies directly or indirectly. You never know who may be struggling with body image issues.

When talking about someone in a position of influence, don't always use male pronouns. And don't always use female pronouns when referring to "traditionally female" positions.

Don't assume that an averted gaze is a sign of disinterest or disrespect. Direct eye contact is considered disrespectful by some cultures.

Don't rely on "people-harming humor" to get an easy laugh.

Make every attempt to use preferred pronouns if people share their preferences, as this can be an important part of their identity.

Make sure that when you talk about siblings, you also include only children in the conversation.

Don't assume that all romantic relationships are heterosexual. Figure out comfortable language that includes all types of relationships.

Avoid words used within popular culture such as "retarded" or "gay" or "ghetto." These can be harmful and alienate some people.

Don't criticize someone who is late publicly. It may be a cultural thing rather than a purposeful lack of respect.

Don't just use student culture references that apply to traditional-aged students. Adult student learners may feel excluded if you do.

Use examples from a variety of religions and don't take it as a fact that everyone believes in a higher being.

Infuse names from different cultural backgrounds when providing examples or case studies.



POSTER

## **We Listen to One Another**

You can download a full-color, print-ready version of this poster via the instructions on page 1.

# **We LISTEN to One Another**

**Don't focus solely on what you're going to say next. Of course you want to be heard.**

The person you're talking with likely does, too!

**So, try not to interrupt.**

**And listen intently.**

Can you reflect what someone just said?

**Yes?**

**You're actively listening!**

**No?**

**You're focusing more on what YOU want to say.**

**It's critical that we listen to one another in order to move forward.**