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12  
13 **IN THE SUPERIOR COURT OF THE STATE OF ARIZONA**  
14 **IN AND FOR THE COUNTY OF MARICOPA**

15 OWEN ANDERSON, a resident of Arizona;  
16 and D. LADD GUSTAFSON, a resident of  
17 Arizona,

18 Plaintiffs,

19 vs.

20 ARIZONA BOARD OF REGENTS; an  
21 Arizona corporate body,

22 Defendant.

Case No.

**VERIFIED COMPLAINT FOR  
DECLARATORY AND  
INJUNCTIVE RELIEF**

23  
24  
25 **INTRODUCTION**

26 1. This lawsuit seeks declaratory and injunctive relief against the Arizona  
27 Board of Regents (“ABOR”) which has used and is now using public money to prepare  
28 and disseminate mandatory faculty and staff training for its employees that presents forms  
of blame or judgment on the basis of race, ethnicity or sex, in violation of state law. This  
lawsuit further seeks declaratory and injunctive relief against ABOR for compelling the  
speech of public employees by requiring faculty and staff to take an examination  
following a training that presents forms of blame or judgment on the basis of race,  
ethnicity or sex, and answer with Arizona State University’s “correct” answers, in  
violation of the Arizona Constitution.

2. Arizona law prohibits discriminatory practices by the state, state agencies,  
and specifically prohibits government entities—including Arizona State University

1 (“ASU”), from requiring its employees to participate in mandatory training programs that  
2 present any form of “blame or judgment on the basis of race, ethnicity or sex.” A.R.S. §  
3 41-1494. The statute defines “blame or judgment” by seven concepts that can be  
4 summarized as: one person or group of people being treated differently from another  
5 based solely on demographic or immutable characteristics such as race or national origin.  
6 *Id.*

7 3. Blame or judgment also includes such concepts as: that an individual is  
8 responsible for the actions committed by other members of the individual’s race, ethnicity,  
9 or sex; that an individual should feel psychological distress because of his or her  
10 demographic characteristics; and that meritocracy is a racist or sexist tool. These doctrines  
11 are sometimes termed “critical race theory” or “diversity, equity, inclusion and belonging”  
12 (“DEIB”).

13 4. Section 41-1494 permits the state and its entities, such as ASU, to *present*  
14 such ideas—that is, to teach *about* them—but it forbids the state from promulgating,  
15 imposing, endorsing, or requiring its employees to accept, agree with, or support, the  
16 doctrine of blame or judgment.

17 5. Yet despite this unambiguous instruction, ASU has proudly declared its  
18 commitment to promulgating DEIB in many aspects of its operations.<sup>1</sup> ASU publicly  
19 declares that it provides comprehensive DEIB or “inclusive communities” training for  
20 employees, requires such training for all ASU employees, and that such training will  
21 continue.<sup>2</sup> ASU requires this training to be taken by faculty and staff when first hired, and  
22 again every two years.<sup>3</sup>

23 6. The Inclusive Communities training promulgates many forms of blame or  
24 judgment as that phrase is defined in A.R.S. § 41-1494. Requiring employees to take a  
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26 <sup>1</sup> *Inclusiveness at ASU*, ASU Human Resources (Mar. 18, 2024),  
27 <https://cfo.asu.edu/inclusiveness-at-ASU>.

28 <sup>2</sup> *Id.*

<sup>3</sup> *Workplace Inclusiveness Training*, ASU Human Resources (Mar. 18, 2024),  
<https://cfo.asu.edu/OEI-training>.

1 training that presents any form of blame or judgment, and/or spending taxpayer money on  
2 training that presents any form of blame or judgment violates state law.

3 7. After taking the training, employees are required to attest their agreement  
4 with the principles by taking an examination that predetermined the “correct” answers.

5 8. The Inclusive Communities training exam compels the speech of public  
6 employees to support views to which they find objectionable.

### 7 **PARTIES**

8 9. Plaintiff Owen Anderson is a faculty member of ASU and is consequently  
9 required to take the Inclusive Communities training. Anderson is also a resident of  
10 Arizona and a state taxpayer, and therefore is liable for replenishing the public coffers for  
11 unlawful government expenditures.

12 10. Plaintiff D. Ladd Gustafson is a resident of Arizona and a state taxpayer. As  
13 such, Gustafson is liable for replenishing the public coffers for unlawful government  
14 expenditures, including those used to finance ASU.

15 11. Defendant Arizona Board of Regents (“ABOR”) is a state actor that is the  
16 governing body for Arizona State University (“ASU”) and has administrative authority  
17 over ASU. ABOR is ultimately responsible for all personnel policies—including imposing  
18 and maintaining conditions on hiring and/or continued employment—and for decisions by  
19 ASU regarding the expenditure of public funds. ABOR is a corporate body that may be  
20 sued and has a physical address in Maricopa County, Arizona.

### 21 **STANDING, JURISDICTION AND VENUE**

22 12. As taxpaying residents of Arizona, Plaintiffs have standing to enjoin the  
23 illegal expenditure of state funds. *Ethington v. Wright*, 66 Ariz. 382, 386 (1948).

24 13. Plaintiff Anderson is a public employee who is required as a condition of  
25 employment at ASU to take the Inclusive Communities training upon hire and every  
26 subsequent two years. Anderson is required as a condition of employment at ASU to take  
27 an examination following the Inclusive Communities training and agree to ASU’s  
28 “correct” answers on the examination.

1           14.    This Court has jurisdiction over actions seeking declaratory and injunctive  
2 relief pursuant to the Arizona Constitution art. VI, § 14, and A.R.S. §§ 12-123, 12-1801,  
3 and 12-1831.

4           15.    Venue is proper pursuant to A.R.S. § 12-401.

5                                                           **FACTS COMMON TO ALL CLAIMS**

6           16.    ASU promotes Diversity, Equity, Inclusion and Belonging (“DEIB”)  
7 through required training for its faculty and staff.

8           17.    This DEIB training consists of three online training modules for all faculty,  
9 staff, and student workers: (1) Inclusive Communities, (2) preventing harassment and  
10 discrimination, and (3) Title IX duty to report. *Workplace Inclusiveness Training*, ASU  
11 Human Resources (Mar. 18, 2024), <https://cfo.asu.edu/OEI-training>.

12           18.    The three required training modules must be completed within a specified  
13 number of days from the date of hire. *Id.*

14           19.    The Inclusive Communities training is required for all ASU employees, and  
15 it must be completed again at least every two years. *Id.*

16           20.    On or about October 22, 2022, Plaintiff Anderson was notified via email  
17 that ASU was requiring a training on DEIB within 90 days of assignment and reassigned  
18 every two years.

19           21.    On or about November 27, 2022, Anderson received an email stating that  
20 the ASU Inclusive Communities training was due in 45 days, that the training was  
21 required for all ASU employees, and that he must successfully pass the module quiz.

22           22.    Anderson believed that if he failed to complete the Inclusive Communities  
23 training, it could lead to disciplinary action against him.

24           23.    Anderson viewed the online Inclusive Communities training and the  
25 following exam covering the material from the Inclusive Communities training.

26           24.    Anderson believed that if he did not provide the “correct” answers, he  
27 would be reported to his supervisor.

28



1           25.    Anderson is required to take the Inclusive Communities training again every  
2 two years.

3           26.    A complete and accurate copy of the slides from the Inclusive Communities  
4 training are attached hereto as Exhibit A.

5           27.    These slides include, but are not limited to, materials that contain the  
6 following statements or concepts:

- 7           • “[A]cknowledging the history of white supremacy and the social conditions  
8 for it to exist as a structural phenomenon.” Exhibit A, at Slide 2.2 Expert  
9 Perspectives;
- 10          • “How is white supremacy normalized in society.” *Id.*;
- 11          • “[G]iven the socio-historical legacy of racism, sexism, homophobia and  
12 other forms of structural inequality, perceptions of authority and control are  
13 not always granted to minoritized [sic] faculty.” *Id.* at Slide 3.2 Power &  
14 Privilege in the Classroom;
- 15          • “White Fragility.” *Id.* at Slide 5.0 Additional Resources, Readings, Essays  
16 and Articles;
- 17          • “What is White Privilege, Really.” *Id.*;
- 18          • “Explaining White privilege to a broke white person... .” *Id.*;
- 19          • “7 Ways White People Can Combat Their Privilege.” *Id.*;
- 20          • “Racism ... can take the form of ... and include seemingly innocuous  
21 questions or comments, such as asking people of color where they are from  
22 ... .” *Id.* at Slide 5.0 Additional Resources, Race and Racism;
- 23          • “Sexual identities are linked to power, and heterosexuality, the dominant  
24 sexual identity in American culture, is privileged by going largely  
25 unquestioned.” *Id.* at Slide 5.0 Additional Resources, Sexuality and Sexual  
26 Orientation.

27           28.    A complete and accurate copy of the Inclusive Communities video transcript  
28 is attached hereto as Exhibit B.

29           29.    The Inclusive Communities video transcript includes, but is not limited to,  
30 the following statements:

- 31          • “[I]t scares people to talk about white supremacy or to be called a white  
32 supremacist. But if we start thinking about it in terms of whiteness as  
33 something that is culturally neutral and we’re moving it from that neutral  
34 space into a critical space.” *See Exhibit B, at 43;*

- 1 • “[W]e also have to open the space to critique whiteness.” *Id.* at 44;
- 2 • “[W]hite supremacy ... referring to here is the period between the 1500’s
- 3 and the 1800’s that encompasses both Spanish colonization and Euro
- 4 American colonization. And what colonization did, was it really created this
- 5 system of binary thinking. There were folks that were inherently good and
- 6 folks that were inherently bad, and that led to the systems of superiority that
- 7 were then written into the foundational documents of our Nation.” *Id.* at 39–
- 8 40.

9 30. A complete and accurate copy of the Inclusive Communities exam materials  
10 are attached hereto as Exhibit C.

11 31. The exam includes the “correct” answers (reproduced in boldface below)  
12 based on concepts taught in the Inclusive Communities training:

- 13 • “Actions or policies taken by a group or organization without awareness of
- 14 the widespread consequences to many people reflect which form of bias? **a.**
- 15 **Systemic unconscious.**” *Id.* at 3 (bold in original);
- 16 • “**a. True. Feedback:** Intersectionality ... is ... how multiple forms of
- 17 inequality or disadvantage compound themselves and create obstacles that
- 18 are not often understood within conventional ways of thinking. The
- 19 convergence of perceptions and stereotypes of different groups impact how
- 20 we engage others and the larger set of interactions between individuals and
- 21 institutions.” *Id.* at 4;
- 22 • “Which phrase best describes the individual feeling of intellectual
- 23 fraudulence that often cancels out external evidence of success, which is
- 24 systemically rooted in the lack of access to power and privilege for
- 25 marginalized social groups? **a. Imposter syndrome.**” *Id.* at 5 (bold in
- 26 original);
- 27 • “This type of document is often designed with a specific goal in mind. ...
- 28 [I]t is a way of holding organizations, and their people, accountable to those
- with whom they share space. **a. Land Acknowledgement Statement.**” *Id.*
- at 7 (bold in original);
- “This term recognizes the history of inequality that promotes by-laws,
- policies, and social practices that may have advantaged some groups while
- simultaneously preventing members of other groups from accessing similar
- resources. ... **a. Equity.**” *Id.* (bold in original);
- “Bias is informed by fact and not ideologies. ... **b. False.**” *Id.* at 9 (bold in
- original);
- “Which of the following areas of the university should address DEIB? ... **d.**
- DEIB should be part of every facet of the university.**” *Id.* (bold in
- original);
- “To decolonize the university means: a. To examine structures and policies
- that have been oppressive to or have inflicted harm on any community,
- group or culture. b. To create platforms for historically marginalized voices

1 to be heard and to contribute to policy change. c. To create a climate  
2 inclusive to all peoples, cultures and communities. **d. All of the above.**” *Id.*  
3 at 10 (bold in original);

- 4 • “A leadership challenge related to DEIB is: a. Creating an inclusive  
5 environment b. Unconscious manifestations of power and privilege c.  
6 Feeling unempowered as a staff member d. Failure to decolonize university  
7 spaces that are oppressive to historically minoritized communities **e. All of  
8 the above.**” *Id.* (bold in original);
- 9 • “What are some ways that power and privilege can affect staff? ... b.  
10 Asserting decision-making along the line of established hierarchies c. Lack  
11 of inclusiveness ... **e. All of the above.**” *Id.* (bold in original);
- 12 • “This term has been described as ‘small paper cuts that represent all of the  
13 times that someone says or does something that further marginalizes you  
14 because of your identity.’ **a. Microaggressions.**” *Id.* (bold in original);
- 15 • “ASU believes an important way to promote its Charter, Design Aspirations,  
16 and DEIB on campus is through ongoing learning, empathy, and dialogue  
17 about topics related to bias and inclusion. **a. True.**” *Id.* at 11 (bold in  
18 original);
- 19 • “[**a. Transformative Justice**] calls for an overall shift in structural  
20 conditions in ways that redress harm and trauma and creates safe, just  
21 environments where everyone can thrive.” *Id.* (bold in original);
- 22 • “Dominant identities are often interrogated in society and by individuals. ...  
23 **b. False.**” *Id.* (bold in original).

24 32. ASU continues to require faculty and staff to take an examination following  
25 the mandatory Inclusive Communities training.

26 33. ASU continues to require that all ASU employees take the Inclusive  
27 Communities training.

28 34. ASU used taxpayer money to create, implement, conduct, and provide the  
Inclusive Communities training.

### 29 **DECLARATORY AND INJUNCTIVE RELIEF ALLEGATIONS**

30 35. Plaintiffs re-allege and incorporate the preceding paragraphs.

31 36. An actual and substantial controversy exists between Plaintiffs and  
32 Defendant as to their respective legal rights and duties. Plaintiffs contend that the  
33 imposition of the DEIB training requirement violates Arizona law. Plaintiffs are informed  
34 and believe, and on that basis allege, that Defendant contends otherwise. Accordingly,  
35 declaratory relief is appropriate.

1 37. If not enjoined by the Court, Defendant and its agents, representatives, and  
2 employees, will continue to implement the DEIB training requirements described herein,  
3 which will result in irreparable injuries to the Plaintiffs and all Arizona taxpayers in the  
4 form of unlawful conditions on employment and unlawful expenditures of funds which  
5 taxpayers are liable to replenish. Plaintiffs have no plain, speedy, or adequate remedy at  
6 law for such injuries. Accordingly, injunctive relief is appropriate.

7 38. An actual and substantial controversy exists between Plaintiff Anderson and  
8 Defendant as to Anderson’s constitutional rights under the Arizona Constitution.  
9 Anderson contends that requiring that he take the Inclusive Communities exam and attest  
10 agreement to its principles by taking an exam that predetermined the “correct” answers  
11 violates his rights under the Arizona Constitution. Accordingly, declaratory relief is  
12 appropriate.

13 39. If not enjoined by the Court, Defendant and its agents, representatives, and  
14 employees will continue to require the DEIB training exam and compel the predetermined  
15 “correct” answers as described herein, which will result in irreparable injuries to Plaintiff  
16 Anderson in the form of compelled speech that Anderson does not wish to provide.  
17 Anderson has no plain, speedy, or adequate remedy at law for such injuries. Accordingly,  
18 injunctive relief is appropriate.

19  
20 **COUNT 1**  
**ASU Requires Employees to Take a Training**  
**that Presents a Form of Blame or Judgment**  
**(A.R.S. § 41-1494(A)).**

21  
22 40. Plaintiffs re-allege and incorporate the preceding paragraphs.

23 41. Arizona law prohibits the state from “requir[ing] an employee to engage in  
24 training, orientation or therapy that presents **any form** of blame or judgment on the basis  
25 of race, ethnicity or sex.” A.R.S. §41-1494(A) (emphasis added).

26 42. Arizona defines “[b]lame or judgment on the basis of race, ethnicity or sex”  
27 through the following seven concepts:

- 28
1. One race, ethnic group or sex is inherently morally or intellectually superior to another race, ethnic group or sex.

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- 2. An individual, by virtue of the individual’s race, ethnicity or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
- 3. An individual should be invidiously discriminated against or receive adverse treatment solely or partly because of the individual’s race, ethnicity or sex.
- 4. An individual’s moral character is determined by the individual’s race, ethnicity or sex.
- 5. An individual, by virtue of the individual’s race, ethnicity or sex, bears responsibility for actions committed by other members of the same race, ethnic group or sex.
- 6. An individual should feel discomfort, guilt, anguish or any other form of psychological distress because of the individual’s race, ethnicity or sex.
- 7. Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race, ethnic group or sex to oppress members of another race, ethnic group or sex.

A.R.S. § 41-1494(D).

43. The Inclusive Communities training provides discriminatory concepts including, but not limited to: white people are inherently racist and oppressive, whether consciously or unconsciously; heterosexuals are inherently sexist and oppressive, whether consciously or unconsciously; white people should receive adverse treatment solely or partly because of their race or ethnicity; white people bear responsibility for actions committed by other white people; land acknowledgement statements are a way of holding one race or ethnicity responsible for the actions committed by other members of the same race or ethnicity; transformative justice calls for an individual to bear responsibility for actions committed by other members of the same race, ethnic group or sex; and dominant identities (whites or heterosexuals) are treated morally or intellectually superior to other races, ethnic groups or sexes.

1 44. The Inclusive Communities training promulgates several forms of blame or  
2 judgment on the basis of race, ethnicity or sex.

3 45. A violation of state law occurs where **any form** of blame or judgment on the  
4 basis of race, ethnicity or sex occur. A.R.S. § 41-1494(A) (emphasis added).

5 46. ABOR has violated and is continuing to violate A.R.S. § 41-1494(A) by  
6 requiring its employees to take the Inclusive Communities training.

7 47. As an employee of ASU, Plaintiff Anderson was required to take the  
8 Inclusive Communities training. Anderson was therefore required to receive training that  
9 presented many forms of blame or judgment on the basis of race, ethnicity or sex.

10 48. Plaintiff Anderson is required to take the Inclusive Communities training  
11 every two years. Anderson intends to remain employed at ASU into the indefinite future.

12 49. Accordingly, Plaintiffs are entitled to a declaration and injunction that  
13 enjoins Defendant from requiring training that presents any form of blame or judgment  
14 under A.R.S. § 41-1494.

15 **COUNT 2**  
16 **ASU’s Expenditure of Public Funds for Training**  
17 **that Presents a Form of Blame or Judgment is Illegal**  
18 **(A.R.S. § 41-1494(B)).**

19 50. Plaintiffs re-allege and incorporate the preceding paragraphs.

20 51. Arizona law prohibits the “state” from “us[ing] public monies for training,  
21 orientation or therapy that presents **any form** of blame or judgment on the basis of race,  
22 ethnicity or sex.” A.R.S. § 41-1494(B) (emphasis added).

23 52. Arizona defines “blame or judgment on the basis of race, ethnicity or sex”  
24 through the seven concepts described in paragraph 42 above.

25 53. ASU used taxpayer money to create, implement, conduct, and provide the  
26 employee training known as Inclusive Communities.

27 54. The state is prohibited from using public monies for training that presents  
28 any form of blame or judgment on the basis of race, ethnicity or sex.

1 55. The Inclusive Communities training teaches concepts of blame or judgment  
2 on the basis of race, ethnicity or sex.

3 56. Spending public money to develop, administer, and/or require the Inclusive  
4 Communities training is an unlawful expenditure that violates A.R.S. § 41-1494(B).

5 57. Accordingly, Plaintiffs are entitled to a declaration and injunction that  
6 enjoins Defendant from spending public money on training that presents any form of  
7 blame or judgment under A.R.S. § 41-1494.

8 **COUNT 3**  
9 **Arizona Constitution Compelled Speech**  
10 **(Ariz. Const. art. II, § 6).**

11 58. Plaintiffs re-allege and incorporate the preceding paragraphs.

12 59. The Arizona Constitution protects the right to free speech: “Every person  
13 may freely speak, write, and publish on all subjects, being responsible for the abuse of that  
14 right.” Ariz. Const. art. II, § 6.

15 60. The Arizona Constitution’s protection of free speech “provides broader  
16 protections for free speech than the First Amendment.” *Brush & Nib Studio, LC v. City of*  
*Phoenix*, 247 Ariz. 269, 281 ¶ 45 (2019).

17 61. The Arizona Constitution, like the U.S. Constitution, protects both the right  
18 to speak freely and the right to refrain from speaking. *Id.* at 282 ¶ 48.

19 62. The Arizona Constitution protects an individual’s “autonomy over his or her  
20 speech and thus may not be forced to speak a message he or she does not wish to say.” *Id.*  
21 at 283 ¶ 52.

22 63. Here, as a condition of employment with ASU, public employees are  
23 required to take the Inclusive Communities training, and on information and belief,  
24 following the training take an examination.

25 64. On information and belief, employees are required to attest their agreement  
26 with the principles of the Inclusive Communities training by taking an examination that  
27 predetermined the “correct” answers.  
28

1 65. The views and principles in the Inclusive Communities training and  
2 examination are the preferred messages of ASU.

3 66. Plaintiff Anderson does not agree with the views and principles of the  
4 Inclusive Communities training and examination.

5 67. As a result, Plaintiff Anderson is compelled to agree and otherwise attest to  
6 speech he does not agree with or be reported to his supervisor.

7 68. Plaintiff Anderson's requirement to take the Inclusive Communities exam  
8 and offer the predetermined "correct" answer violates Article II, Section 6 of the Arizona  
9 Constitution.

### 10 **REQUEST FOR RELIEF**

11 Plaintiffs respectfully request that this Court take the following actions:

- 12 A. Declare that the Inclusive Communities training presents forms of blame or  
13 judgment on the basis of race, ethnicity or sex in violation of A.R.S. § 41-1494;
- 14 B. Declare that requiring employees, faculty, staff, and/or student workers to take the  
15 Inclusive Communities training violates A.R.S. § 41-1494;
- 16 C. Declare that ABOR unlawfully used public funds to develop, require, administer,  
17 implement, and grade the Inclusive Communities training;
- 18 D. Declare that requiring employees, faculty, staff, and/or student workers to take the  
19 Inclusive Communities examination is unconstitutional;
- 20 E. Permanently enjoin Defendant from requiring either prospective or current  
21 employees, faculty, staff, or student workers, to participate in the Inclusive  
22 Communities training that presents any form of blame or judgment pursuant to  
23 A.R.S. § 41-1494;
- 24 F. Permanently enjoin Defendants from spending public money to impose,  
25 implement, administer, require, or grade the Inclusive Communities training that  
26 presents any form of blame or judgment pursuant to A.R.S. § 41-1494;
- 27 G. Permanently enjoin Defendant from requiring employees, faculty, staff, and/or  
28 student workers from taking the Inclusive Communities examination;



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- H. Award Plaintiffs their costs and attorney fees pursuant to A.R.S. § 12-341, A.R.S. § 12-348, and the private attorney general doctrine; and
- I. Award such other and further relief as may be just and proper.

**RESPECTFULLY SUBMITTED** this 19th day of March 2024.

GOLDWATER INSTITUTE

/s/ Stacy Skankey  
Stacy Skankey (035589)  
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**Verification**

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I, Owen Anderson, declare under penalty of perjury that I am a Plaintiff in this action and I do declare, that to the best of my knowledge, information, and belief, the facts in the foregoing complaint are true and correct.

Dated this 14 day of March 2024.

Owen Anderson  
Owen Anderson

**Verification**

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I, D. Ladd Gustafson, declare under penalty of perjury that I am a Plaintiff in this action and I do declare, that to the best of my knowledge, information, and belief, the facts in the foregoing complaint are true and correct.

Dated this 18 day of March 2024.

  
\_\_\_\_\_  
D. Ladd Gustafson

[Collapse All](#)

## ▼ Module 0: Let's Get Started!

### Introduction

 **Welcome to the Inclusive Communities for Staff Training**

### Instructional Team

 **Meet the Experts**

### Need Help?

 **Acronym Use and Key Terms**

## ▼ Module 1: Welcome to ASU

### Introduction

 **1.0 Module 1 Overview**

### Learning Materials

 **1.1 Diversity, Equity, Inclusion, Belonging (DEIB) at ASU**

### Expert Perspectives

 **1.2 Staff Perspectives**

▼ **Module 2: Power, Privilege and Bias**

 **Introduction**

 **2.0 Module 2 Overview**

 **Learning Materials**

 **2.1 Power, Privilege and Bias**

 **Expert Perspectives**

 **2.2 Expert and Staff Perspectives**

▼ **Module 3: Key Issues Related to Diversity, Equity, Inclusion and Belonging (DEIB)**

 **Introduction**

 **3.0 Module 3 Overview**

 **Learning Materials**

 **3.1 Power and Privilege on Campus and in the Workplace**

 **Expert Perspectives**

 **3.2 Expert Perspectives**

▼ **Module 4: Putting it All Together: How to Combat Challenges Related to DEIB**

 **Introduction**

 **4.0 Module 4 Overview**

 **Learning Materials**

 **4.1 Sympathy and Empathy in Conversations**

 **4.2 Tips for Engaging in Dialogue**

 **Expert Perspectives**

 **4.3 Expert Perspectives**

▼ **Module 5: Additional Resources**

 **Additional Resources**

 **5.0 Additional Resources**

# 1.0 Module 1 Overview

## Module 1

A woman with dark hair is looking through a transparent globe. The globe is illuminated from within, and the background is dark with many small, glowing yellow stars, suggesting a night sky or a digital space.

## Overview

In this module, you will be introduced to the ASU Charter and other key aspects of Diversity, Equity, Inclusion, and Belonging (DEIB) at ASU. Faculty serve in multiple roles as instructors, researchers, mentors, and administrators. Each of these roles are impacted by DEIB. We encourage you to engage the concepts and ideas presented in this training as you amplify DEIB in your teaching, research and service commitments.

## Learning Objectives

By the end of this module, you will be able to:

1. **Describe** the ASU Charter and other key aspects of DEIB at ASU.
2. **Recognize** the Land Acknowledgement and the responsibility we have to Indigenous peoples as the original caretakers of the land ASU occupies.
3. **Define** how ASU understands and promotes a culture of awareness regarding diversity, equity, inclusion and belonging.

# 1.1 Diversity, Equity, Inclusion, Belonging (DEIB) at ASU

## ASU Charter

To understand ASU's culture of DEIB, it is important to comprehend the ASU Charter. The ASU Charter guides many of the initiatives and programs at ASU. The Charter states:



ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and how they **succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities** it serves.

**TIP:** To save an image located in this training, right-click the image that you want to save, and then select "Save Image As."

## ASU Charter

Now that you have read the Charter, you may wonder: what does this mean? Is the Charter an aspiration, responsibility, part of an institutional strategic action plan, or something else? Take a moment to listen to ASU leaders discuss why our commitment to the Charter matters.



## ASU Charter



Download the **"ASU Charter" transcript.** (<https://asuce.instructure.com/courses/5947/files/1083571?wrap=1>)  ([https://asuce.instructure.com/courses/5947/files/1083571/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083571/download?download_frd=1))

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## ASU Design Aspirations

As an educational institution, ASU is responsible for providing world-class learning to its students and for pursuing ground-breaking research and innovative solutions to current social challenges. But how does ASU achieve these goals? Part of the answer is through promoting a culture of DEIB throughout the university, whether in the classroom, in the lab, on the field, or in other social spaces. Our ASU Charter sets the foundation for us to think about how we are addressing race, sex, gender and other biases that lead to disparities in the classroom, workplace, lab, and throughout shared social spaces both on and off campus. The goal of the Charter is to ensure ASU takes proactive steps to dismantle systems, policies, and practices that may limit a person's economic, social, and professional opportunities.

To that end, ASU prides itself in incorporating DEIB in all aspects of the learning, teaching, and research process. Take a moment to familiarize yourself with our eight Design Aspirations. As you consider course design, research development, and how you engage service work at ASU and beyond, ask yourself: which of these design aspirations am I incorporating into my work? How? And, why might they be important to promote the goal(s) of social transformation, DEIB, and innovation?



## EIGHT DESIGN ASPIRATIONS

Eight design aspirations guide the ongoing evolution of ASU as a New American University. These institutional objectives are integrated in innovative ways throughout the university to achieve excellence, access and impact.



## Land Acknowledgement

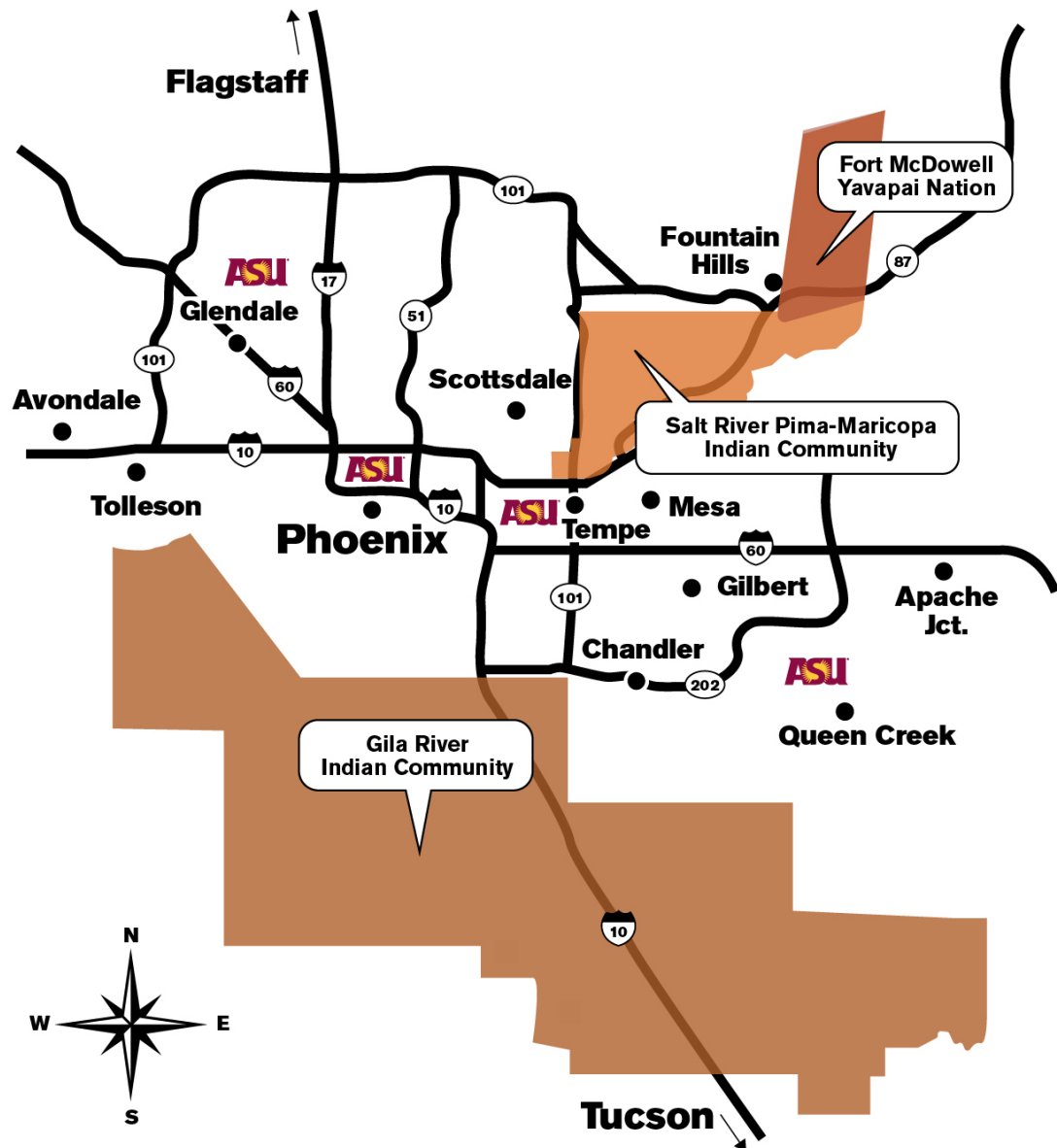
As you may have noticed in its first Design Aspiration, ASU is committed to leveraging our place, which means embracing our local culture, socioeconomic and physical setting. Did you know ASU's four campuses are located in the Salt River Valley on the ancestral territories of Indigenous (i.e. American Indian) peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities?

Arizona is home to many Indigenous and American Indian communities that pre-date the creation of the U.S. nation-state. Indigenous peoples have inhabited the lands that now comprise Arizona as far back as 12,000 years. American Indian and Alaska Native peoples are part of federally recognized groups, also referred to as tribes, bands, rancherias, or corporations, depending on the geographic location and local history. Members of these groups often possess dual citizenship as U.S. citizens and as citizens of their sovereign tribal nations. They also are considered to comprise both a racial group (i.e. American Indian/Alaska Native) and a political group and are among the only groups that can engage in nation-to-nation decision-making directly with the federal government.

Some universities, corporations, and organizations have made it a practice of developing and enacting land acknowledgement statements. For example, the ASU library has its own land acknowledgement.

***The ASU Library acknowledges the twenty-two Native Nations that have inhabited this land for centuries. Arizona State University's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities, whose care and keeping of these lands allows us to be here today. ASU Library acknowledges the sovereignty of these nations and seeks to foster an environment of success and possibility for Native American students and patrons. We are advocates for the incorporation of Indigenous knowledge systems and research methodologies within contemporary library practice. ASU Library welcomes members of the Akimel O'odham and Pee Posh, and all Native nations to the Library.***

A land acknowledgement is often designed with a specific goal in mind. It is more than a way of resisting the erasure of Indigenous histories and working toward honoring and inviting the truth - it is a way of holding organizations, and their people, accountable to those with whom they share space. Remember: for non-Indigenous communities, acknowledging the original inhabitants of the land is a powerful first step



toward showing respect for the Indigenous peoples of the land on which we work and live. Engaging in respectful treatment, partnerships, and other activities with our Indigenous communities is another important step.

**One important note regarding the land acknowledgement:** ASU recognizes its responsibility to communities that have historic social and cultural ties to Arizona. For instance, although not generally federally recognized as a distinct Indigenous group - ASU recognizes the historical ties and role Mexican and Mestizo communities have played in the development of the State and in shaping the language, culture, and history of the southwest. ASU acknowledges and values their contributions to shaping not only our State but our ASU Tempe campus which was once a small Mexican town inhabited by laborers during Arizona's early statehood.

To respect the differences in self-identifying terms used among Indigenous peoples in the U.S., we use the terms Indigenous, American Indian, and Native American somewhat interchangeably while


noting that it is always best to refer to Indigenous peoples by their own preferred term which can include using only their tribal affiliation.

## What is the Difference Between Diversity, Equity, Inclusion, and Belonging?

This training is intended to promote understanding about what we mean at ASU when we refer to DEIB, why it is important, and ASU's commitment to a culture that promotes these principles. We know not everyone is an expert on these terms or topics. Take a moment to review definitions associated with these terms and remember: as our awareness is raised to the impact of various types of conscious and unconscious bias, it is important to keep an open mind and learn how we can be part of the solution that results in greater equity and inclusion for diverse groups of people. Developing a deep understanding of these concepts can help foster a sense of belonging for everyone. In the last module, you will learn how we can utilize dialogue can serve as a way to promote and support DEIB learning and goals.



### Diversity

According to [ASU's Office of Inclusive Excellence](https://inclusion.asu.edu/)  (<https://inclusion.asu.edu/>), ASU defines diversity

*in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning and governance.*

*We recognize that race and gender historically have been markers of diversity in institutions of higher education; we further believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.*

Understanding diversity involves recognizing our own biases and appreciating the complexities of intercultural dynamics by regularly educating ourselves about diverse experiences,

challenges, and viewpoints as well as actively interacting with people from all walks of life.

## Equity



Equity is a term often conflated with equality, but it is not the same. Whereas equality refers to sameness and, more specifically, the sameness of resources and opportunities, equity recognizes the history of inequality promoted by laws, policies, and social practices that may have advantaged some groups while simultaneously preventing members of other groups from accessing similar resources. Equity refers to a system where unequal goods are redistributed to create systems, policies, laws, and social practices that share a greater likelihood of becoming more equal. Equity ensures everyone has access to the same treatment, opportunities, and advancement, where appropriate. It also creates programs and provides resources to those who have been historically disenfranchised, in order to address disparities within a field, system, or setting. It is important to note that equity refers to both a process and an outcome and involves decision-makers and other stakeholders in a system to rise against power dynamics and ensure equitable opportunity and access for different identity groups.

## The Difference Between Equality & Equity

### Equality



### Equity



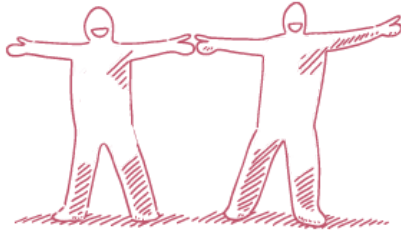
If everyone who took this course was to be given a pair of shoes and everyone was sent the same size shoe, that's equality. Everyone received the same thing and for some people, the shoe fits.

But it might not fit everyone. Equity would be finding out everyone's shoe needs and giving them shoes that meet those specific needs.

## Inclusion



A conscious effort to create an environment where any individual or group can be and feel welcomed, respected, supported, and valued. Inclusion also incorporates diversity in leadership and decision-making. This is a process that respects the dignity of all people. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people.



## Belonging

Refers to an individual's sense of acceptance and comfort within a particular space as a valued member of that community.

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## Political Correctness

Watch the short video below to learn more about political correctness.

### A note about political correctness

A note about political correctness



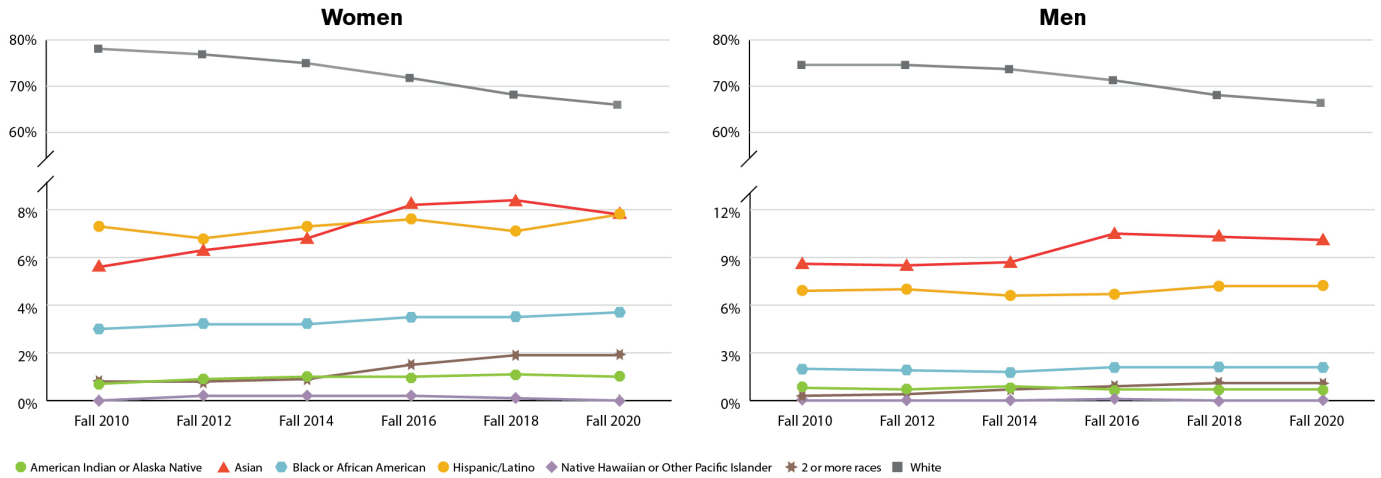
Download the **"A note about political correctness" transcript.**

<https://asuce.instructure.com/courses/5947/files/1083580?wrap=1> ↓

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# What does Diversity at ASU Look Like?

## ASU Total - Faculty





## 1.2 Faculty Perspectives

As part of ASU's Design Aspirations, our university is committed to catalyzing social change by connecting to social needs. We acknowledge that social inequity is woven into social institutions and embedded within individual consciousnesses. Systemic oppression fuses institutional discrimination, personal bias, bigotry, and social prejudice into a complex web of relationships and structures that impact most aspects of life in our society. Social inequity is a structural matter that impacts people and institutions.

Addressing structural inequalities is hard and requires individual willingness to listen, learn, and adapt, as well as institutional fortitude to change from the inside out.

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### What are leadership challenges related to DEIB?

Listen to a panel of ASU experts and university leaders discuss key things to know about DEIB in the workplace and at ASU.

What are leadership challenges related to DEIB?



Download the ["What are leadership challenges related to DEIB?" transcript.](https://asu.instructure.com/courses/5947/files/1083584?wrap=1)

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# 2.0 Module 2 Overview

## Module 2



## Overview

In the last module, you were introduced to the ASU Charter, Design Aspirations, Land Acknowledgement, and definitions of DEIB. We believe education, dialogue, and empathy are the cornerstones to building a strong commitment toward DEIB. Our focus will now shift to the role of intersectionality, power, and privilege in the workplace.

In this module, you will become familiar with the bias quadrant and additional key terms related to DEIB including developing a deeper understanding of intersectionality as it applies to power, privilege and bias. You will explore how power, privilege and bias are related to DEIB and how they manifest consciously and unconsciously among different levels.

## Learning Objectives

By the end of this module, you will be able to:

1. **Define** power, privilege and bias and other key concepts related to DEIB.
2. **Explain** the relationship between intersectionality and promoting DEIB in the classroom, lab, workplace, and beyond.
3. **Apply** power and privilege to various forms of bias as they manifest on multiple levels (e.g. individual, departmental, organizational, and systemic).

## 2.1 Power, Privilege and Bias

At a very basic level, bias is a natural cognitive process where we make associations between separate items. Our biases often take on the values of dominant societal categories to the structural disadvantage of out-groups. This is where biases become problematic - when they are informed by ideologies and incorrect perceptions or stereotypes about communities.

Bias can manifest in different ways: individually, systemically, consciously, and unconsciously. We use a bias quadrant to talk about the ways bias shows up and how you can identify it. Being able to identify bias means you can begin to develop strategies to respond to it, push back against it, support those who experience it, and make sure you are not contributing to it.

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### Power, Privilege and Bias

Power can be defined as the capacity or potential to exert influence to produce the desired effect. Another way to think about power involves being in possession of control, authority, or influence over others. Power presents the ability to shape social practices, expectations, processes, and outcomes. Power and privilege can be related, but they are not the same thing. Privilege is an exertion of power and is defined as a right that only some people have access or availability to because of their social group memberships (sometimes referred to as the 'dominants').

Dynamics of power and privilege are informed by social location, or how individuals are positioned according to their sexual orientation, race, religion, gender, ability, class status and other social identities. Power and privilege reinforce one another, creating the social conditions that maintain advantages for some and disadvantages for others. They inform the development of individual and systemic conscious and unconscious biases.

Individuals and groups differ in the degree of power and privilege they have access to. Differences between and among groups impact expectations around societal roles, how people communicate with others (inside and outside of the social identity groups they are part of) and notions of fairness and justice. Effective communication and relationship building starts by recognizing that differences are contextual, hierarchical and situate access differently for individuals within a given institutional space.

# POWER & PRIVILEGE

As you think about privilege, consider how privilege can enhance access to resources and opportunities. Those in power, generally, have unearned access to things that those not in power, typically members of marginalized groups, do not have access to. This notion of unearned access is where the inequity lies because access is based on an identity someone holds that has traditionally been associated with power.

1

Privilege is generally not visible to those who have it and this lack of awareness can interfere with promoting change related to DEIB

2

Privilege is interconnected with power in our society i.e. those who have privilege have the ability to create/maintain societal norms, often to their benefit at the expense of others, etc.

3

Privilege does not mean that a person has not experienced struggles or that their life has not been difficult

4

Privilege does not mean that you did not work hard for the things you have

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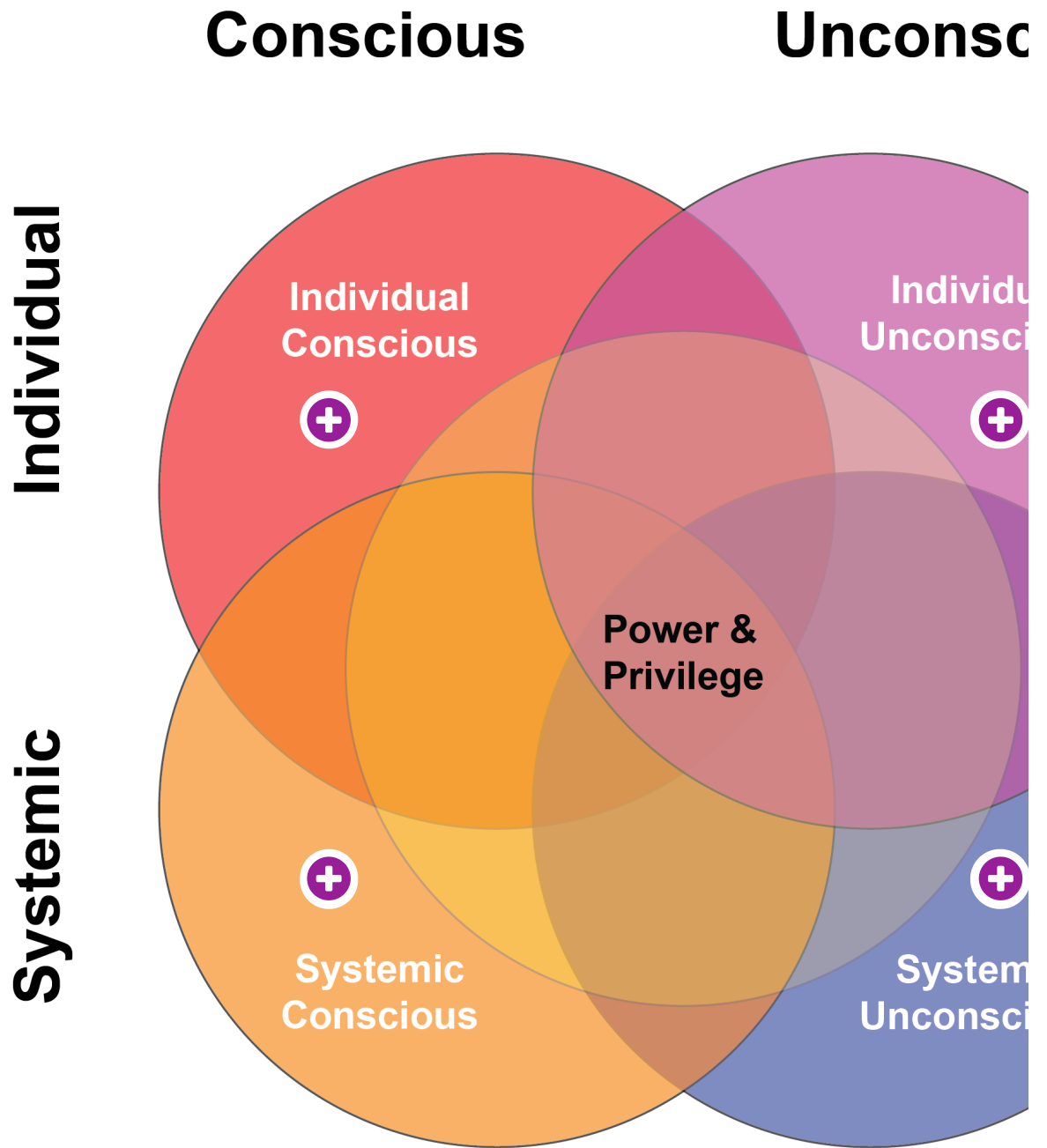
## Bias Quadrant

Bias is something that affects everyone. Whether we encounter bias related to our race, gender, age, social standing, or something else, it is important to understand that bias is a natural part of human nature. Having bias is not inherently a bad thing; in fact, it informs how we engage with the world on a daily basis. Your level of awareness and responses to diversity and bias are what matters.

The bias quadrant contains four intersecting areas of individual (conscious and unconscious) and systemic (conscious and unconscious) bias. Power and privilege is at the center of the quadrant because they intersect and inform how individual and conscious bias manifest. This produces a kaleidoscope effect because these forms of bias are like reflections of each area that create shifting patterns as positions change.

In order to become more open and understanding leaders and neighbors, we need to be able to effectively communicate across human and social differences. In short, we need to see ourselves through the perspectives of others and ensure that we are understanding their perspectives as well. Effective communication requires us to be exposed to ideas and beliefs that may be at odds with our own and at times cause discomfort. This discomfort is part of learning, growing, and building emotional intelligence. Meaningful exchanges are not always easy. They are meant to challenge and push us to critically engage what is being said. In the long term, these exchanges facilitate discussions that lead to a more pluralistic, empathetic, and democratic society.

Engage with the following interactive by clicking on the (+) to review examples and definitions of each of the four quadrants.



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What is the Bias Quadrant?

Listen to ASU faculty experts describe the bias quadrant as a framework for understanding how power and privilege inform individual and systemic bias. The bias quadrant allows you to understand how bias can lead to discriminatory behaviors and policies that persist over time.

## What is the Bias Quadrant?



Download the **["What is the Bias Quadrant" transcript.](#)**

**<https://asu.instructure.com/courses/5947/files/1083547?wrap=1>** 

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How we navigate our individual biases is associated with how systems and institutions reinforce them. It's important to recognize that power is not static; it is always shifting. This means that, depending on the context, individuals are able to access authority or control over others or may experience being marginalized. Authority and control – the core tenets of power – may be disconnected from systemic power. For example, the president of a university has positional power by virtue of the status, prestige and decision-making authority associated with the rank of “president.” Students and staff, as individuals, are perceived to have limited power. However, when students, staff and/or faculty organize into collective bodies, they form a critical mass that allows them to access influence and power disconnected from positions within the system.

## 2.2 Expert Perspectives

Watch the video series below to learn more about what power, privilege, and intersectionality look like in the Academy and how staff can develop language and practices that are welcoming and inclusive for people of diverse backgrounds.

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### How is white supremacy normalized in society?

Listen to ASU faculty experts and graduate students discuss why it's important to begin structural change work by acknowledging the history of white supremacy and the social conditions for it to exist as a structural phenomenon.

#### IC White Supremacy Normalized



Download the ["How is white supremacy normalized in society?" transcript.](https://asu.instructure.com/courses/5947/files/1083542?wrap=1)

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### Kimberlé Crenshaw on Intersectionality

Listen to legal scholar Kimberlé Crenshaw describe how intersectionality, as she originally envisioned, is a metaphor and a prism for understanding everyday conversations about power, difference and justice.

## Kimberlé Crenshaw: What is Intersectionality?



Source: National Association of Independent Schools (NAIS). (2018). *Kimberlé Crenshaw: What is Intersectionality?* <https://www.youtube.com/watch?v=ViDtnfQ9FHc>

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## What is intersectionality & how do we use intersectionality?

Listen to subject matter experts and graduate students talk about the importance of intersectionality.

## What is intersectionality & how do we use intersectionality?





Download the ["What is intersectionality & how do we use intersectionality? transcript.](https://asu.instructure.com/courses/5947/files/1083628?wrap=1)  
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## How do I respect people's social identity in conversation?

Listen to ASU faculty experts and graduate students discuss social identity and how to respectfully acknowledge another person's identity.

### Respect Social Identities



Download the ["How do I respect people's social identity in conversation?" transcript.](https://asu.instructure.com/courses/5947/files/1083543?wrap=1)  
(<https://asu.instructure.com/courses/5947/files/1083543?wrap=1>)\_ ↓  
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## Why are Gender Pronouns so Important?

Pronouns are an expression of the assumptions about one's gender identity made by society. Speaking typically requires us to make many assumptions, not all of which are bad. Sentence construction follows certain agreed-upon rules called grammar, but these rules may vary based on language, region, context, and culture. When talking about people, we use personal pronouns. For example, in English, we use the pronouns she/her/hers, he/him/his, they/them/theirs, and sometimes ze/zir/zirs or ze/hir/hirs. These can also be applied casually to objects; for example, referring to a car

as “she” gives social and cultural meaning to an object that has neither gender nor sex. Sometimes these are just social cues to indicate intimacy with or possession of an object. But think about the larger implications: if someone refers to possessions or objects as “she” what assumptions about women or femininity are at work? Are women, on some level, perceived as objects to be possessed? Assumptions about gender indicate relationships of power that go beyond a personal reference, and they tell us about the way that society values, respects, or idealizes gender relationships and norms.

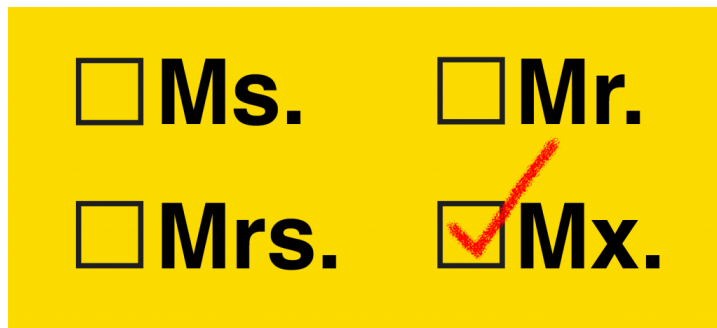
<b>PRONOUNS</b>					
<b>A Helpful Resource</b>					
Pronouns are words that substitute for nouns. Gender pronouns are used in place of a person's name. This list is not exhaustive but is a good place to start!					
<b>Binary and Gender Neutral Pronouns</b>					
	Nominative (Subject)	Objective (Object)	Possessive Adjective	Possessive Pronoun	Reflexive
She	She	Her	Her	Hers	Herself
He	He	Him	His	His	Himself
They	They	Them	Their	Theirs	Themselves
Ze	Ze	Hir	Hir	Hirs	Hirself
Ey	Ey	Em	Eir	Eirs	Eirself

## Should I ask about personal pronouns?

In order to promote inclusion and belonging in the workplace, many offices across campus have encouraged their staff to share their gender pronouns. If you are comfortable doing this, we encourage you to participate in this practice. There is no harm in allowing people to self-identify their pronouns, especially when the goal is to respect people's choices in how they identify. Sometimes it's unclear what personal pronoun a person may prefer. In this case, we recommend listening to how people introduce and identify themselves. If you know the person, and they are comfortable with you, respectfully ask them what they prefer. Sometimes people may have their own preferred pronouns that you are not aware of. Remember, the language we use, even personal pronouns, comes from somewhere. The meanings we have are created over time and with context. It is everyone's responsibility to treat individuals consistent with the gender they identify as. If someone has pronouns that they have made up that fit them best, respecting their pronouns is simple, fair, and effortless. Treating someone the way you'd like to be treated costs you nothing and promotes a culture of inclusion and belonging that aligns with our ASU Charter.

## Honorifics

Honorifics are used out of respect and courtesy for people of position and rank. They exist in English and other languages. Common English honorifics are Mr., Ms., Mrs., Dr., Coach, and Professor. Non-



binary people may choose to use the honorific Mx. as shown in the picture on the right. It can be pronounced as “mix.”

These are just some of the gender pronouns you may identify with and is by no means a comprehensive list. It is important to respect and use one’s gender pronoun. In addition to

this page, check out the [Sex and Gender](https://safesex808.org/sex-gender/) and [Sexual Orientation and LGBTQ+](https://safesex808.org/sexual-orientation-lgbtq/) pages for information about and ways you can respect others’ identities.

## What happens if I misgender someone or incorrectly attach pronouns to someone?

Humans are imperfect. Even when we don’t mean to, we can make mistakes. If you find yourself in a position of having used the incorrect pronouns to refer to a colleague, student, staff, faculty, administrator, or guest the best course of action is to acknowledge your mistake, apologize, and correct your language. Don’t belabor the point by going on and on about how unintentional it was or how bad you feel. This can create an uncomfortable situation for both you and the person you misgendered. Instead, acknowledge your mistake and move on. If it helps, practice in a private setting using different gender pronouns until you become comfortable.

Source: Gender Pronouns. Safesex808.org. (n.d.). <https://safesex808.org/gender-pronouns/>

# 3.0 Module 3 Overview



## Overview

In the last module, you were introduced to the intersection of power, privilege and bias.

In this module, you will learn about dynamics of power that manifest in the classroom, in the work environment and across campus. You will uncover aspects of teaching, learning and mentorship that allow students and faculty to build equitable relationships of trust and care while also exploring what power and privilege look like within the structure of the university.

## Learning Objectives

By the end of this module, you will be able to:


1. **Define** power, privilege, and justice.
2. **Recognize** how hierarchies between students, staff, faculty and administrators are nuanced and require empathy and care to navigate.
3. **Apply** this knowledge to understand how power and privilege can be balanced in the classroom and other campus and professional settings.

# 3.1 Power & Privilege in Student-Faculty Dynamics

Dynamics of power and privilege manifest in student-to-faculty relationships. It's important to hold an ethic of care when navigating these relationships, recognizing that work-life balance is difficult for students and faculty as we often manage full-time work schedules, families, and other commitments outside of the university.

Faculty involvement in student mentoring is critical to their success in academia and beyond. Being an effective advisor requires an awareness of graduate student issues and an acknowledgment of unhealthy mentoring patterns that are woven into the fabric of graduate education. Universities should provide ongoing training on successful advising strategies to support students and faculty.

## Tips for Faculty Mentoring Graduate Students for Career Pathways

Listen to [ASU Graduate College](https://graduate.asu.edu/)  [\(https://graduate.asu.edu/\)](https://graduate.asu.edu/) faculty discuss their mentoring tips for ensuring student success in networking, communication and identifying and using resources.

Tips for Faculty Mentoring Graduate Students for Career Pathways



## 3.2 Power & Privilege in the Classroom

### The Classroom Space

The classroom is a space where dynamics of power and privilege play out in ways that can negatively impact student learning. Power has the ability to shift and travel through different situations and contexts. In the classroom, power is often associated with the course instructor. However, given the socio-historical legacy of racism, sexism, homophobia and other forms of structural inequality, perceptions of authority and control are not always granted to minoritized faculty. Topics related to marginalized groups are frequently left out of the course content. If the faculty member is not able to facilitate discussions about those communities in class, they may defer to minoritized students as experts to educate their peers. The undue pressure on students creates an unequal power dynamic where the burden of teaching is on the student, when the responsibility should be on the instructor.

### Why should students and faculty be concerned about power, privilege, and justice in the classroom?

Listen to graduate students and a subject matter expert discuss dynamics of power and privilege in the classroom and why taking a justice-oriented approach to inclusive pedagogy is important.

Power and privilege in the classroom




Download the **["Why should graduate students be concerned about power, privilege, and justice in the classroom?" transcript.](https://asu.instructure.com/courses/5947/files/1083633?wrap=1)** (<https://asu.instructure.com/courses/5947/files/1083633?wrap=1>)   
([https://asu.instructure.com/courses/5947/files/1083633/download?download\\_frd=1](https://asu.instructure.com/courses/5947/files/1083633/download?download_frd=1))



## 3.3 Power and Privilege on Campus and in the Workplace

Universities are unique environments where power and privilege dynamics are often displayed in interactions between and among administrators, staff and students. While administrators typically have titles such as deans, directors and provosts, staff may include instructional designers, managers, and specialists.

The [College of Education at the University of Iowa](https://education.uiowa.edu/about)  (<https://education.uiowa.edu/about>) suggests these five questions for campus groups to explore the uses of power and privilege at their university. Consider these questions when engaging with students, peers and your own self-reflection.

1. What are power and privilege?
2. How do power and privilege play out in our society, our community, and in our college?
3. How are power and privilege experienced in your life? How does it interfere, mediate, or influence your relationships?
4. How does one confront barriers reinforced by power and privilege?
5. How can you address barriers reinforced by power and privilege as a student, faculty, staff, educator, helping professional, parent, community member?

Administrators and university leaders may be unfamiliar with the complexity of power and privilege and how they influence individual thoughts and actions, especially when it comes to creating policies and procedures. These inform the unrecognized rules and norms that dictate university work life. As film and television producer Franklin Leonard said, "When you're accustomed to privilege, equality feels like oppression."

It takes courage, long-term investments in time and resources for institutions to change. Individuals in leadership have the ability to make effective changes starting with evaluating existing policies and practices, ensuring equitable distribution of resources and workloads, developing inclusive hiring and promotion practices, and engendering a work environment where individuals are empowered to show up as their authentic selves.

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### Ask a Chief Diversity Officer

Listen to Yale University's Chief Diversity Officer, Deborah Stanley-McAulay, describe how university leaders should approach diversity in the campus workplace and the outcomes that managers and employees should expect from diversity training.



## Ask a Chief Diversity Officer



Source: "Ask a Chief Diversity Officer" by [educause](#)

(<https://www.youtube.com/channel/UCf0exrLBOKgZXcXpsoVTbkA>) is licensed under [CC BY-SA 3.0](#)

(<http://creativecommons.org/licenses/by-sa/3.0>).

## 3.4 Expert Perspectives

As part of ASU's Design Aspirations, our university is committed to catalyzing social change by connecting to social needs. We acknowledge that social inequity is woven into social institutions and embedded within individual consciousnesses. Systemic oppression fuses institutional discrimination, personal bias, bigotry and social prejudice into a complex web of relationships and structures that impact most aspects of life in our society.

Addressing structural inequalities is hard and requires individual willingness to listen, learn and adapt, as well as institutional fortitude to change from the inside out.

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### What does power and privilege look like in the academy?

Why are some people on campus given more deference than others? Listen to ASU faculty experts and graduate students discuss how power, privilege and hierarchies exist within the university.

What do power and privilege look like in the academy?



Download the **["What do power and privilege look like in the academy?" transcript.](https://asu.instructure.com/courses/5947/files/1083586?wrap=1)**

**[\(https://asu.instructure.com/courses/5947/files/1083586?wrap=1\)](https://asu.instructure.com/courses/5947/files/1083586?wrap=1)** ↓

**[\(https://asu.instructure.com/courses/5947/files/1083586/download?download\\_frd=1\)](https://asu.instructure.com/courses/5947/files/1083586/download?download_frd=1)**

# 4.0 Module 4 Overview

## Module 4



## Overview

In the last module, you unpacked how inequalities, fueled by systemic oppression, are experienced differently within various race, gender, class, and sexuality categories. A more complex perspective on the intersection of difference is necessary when addressing structural inequalities. While this approach presents challenges for universities when enacting equitable policies, practices and cultural shifts, it ultimately facilitates a deeper sense of belonging and inclusion.

In this module, you will explore techniques for engaging in critical conversations about bias. You will first examine the ways that justice is understood in our society. Then we will work to recognize the difficulties in institutional change work. Finally, we will acknowledge the difference between structural change and performative action.

## Learning Objectives

By the end of this module, you will be able to:

1. **Define** justice in its many forms and locate how individuals and institutions seek justice in a diverse society.
2. **Interpret** how forms of inequality manifest differently for different social identities.
3. **Identify** strategies for developing personal actions that incite social transformation.

# 4.1 Sympathy and Empathy in Conversations

The goal of this training is to confront challenging truths and help you start conversations on issues that are currently facing diverse communities. The materials emphasize the role of building **empathy** and engaging in learning and **dialogue** to promote DEIB. The goal is to provide resources to think of bias in a new way and start to establish human connections with those who appear different.

In the following video, ASU faculty experts and graduate students discuss some of the key components to engaging DEIB in higher education, addressing some of the most difficult historical realities of our society to deepen our understanding of difference.

## What is the difference between sympathy and empathy and why are empathy and dialogue important to DEIB?

Listen to ASU faculty and graduate students talk about the difference between sympathy and empathy.

IC Sympathy Empathy Dialogue DEIB



Download the ["What is the difference between sympathy and empathy and why are empathy and dialogue important to DEIB?" transcript.](https://asu.instructure.com/courses/5947/files/1083587?wrap=1)

<https://asu.instructure.com/courses/5947/files/1083587?wrap=1> ↓

[https://asu.instructure.com/courses/5947/files/1083587/download?download\\_frd=1](https://asu.instructure.com/courses/5947/files/1083587/download?download_frd=1)

Engaging in dialogue, exposing yourself to diverse events as well as new or differing viewpoints, contexts, and experiences can help you achieve empathy. You may be wondering: how can I use dialogue to reduce or address bias about topics and group social histories I don't know very much about? For some, this question can feel paralyzing due to a lack of experience in discussing difference. They may wish to avoid conversation about difference or bias out of a desire to avoid feeling embarrassed or making a mistake. This is not uncommon. It is important to remember there is no perfect, scripted, or ideal way to engage in dialogue on bias. Each situation is different and requires exhibiting genuine interest and cultural humility.

Use the following tips as you practice engaging in critical dialogues related to DEIB. We provide additional resources at the end of the module to help you prepare to facilitate discussions about cultural and social differences in the classroom as well as recommendations for classroom management, pedagogy, and some curricular resources.



## **HELPFUL TIPS TO ENGAGE IN DIALOGUE**

**NEXT**



## 4.2 Tips for Engaging in Dialogue

To practice civility, empathy, and dialogue, we encourage you to begin talking with your friends and family about their perceptions of bias against racial and other categories. Remember to engage in dialogue to deepen your understanding of other perspectives. Challenge yourself to refrain from debate. The key to effective dialogue is responding with respect and empathy while expressing your own perspective. Here are a few easy tips for engaging in respectful conversations.

Interrupting biased comments is one important way to foster equity and inclusion. Yet, it may be difficult to know how to respond. Before you respond, consider the following:

- There is no one right way to respond. Deciding how to respond depends on the situation, the context, the people involved, and your mood, among other things.
- What is your goal? Do you simply want the behavior to stop or also to educate the person?
- The tone of your response affects how you are heard. How we say it is as important as what we say. When people feel attacked, blamed, and judged, they are likely to get defensive and stop listening. Keep your tone non-confrontational and non-judgmental.
- Think about your relationship with the person.
- The context or setting influences how you handle the situation.
- Decide if the behavior warrants a public and/or private response. If a comment is said in front of others, you need to weigh embarrassing the person versus needing to publicly acknowledge the inappropriateness of the comment. Private conversations provide enhanced opportunity for education, but public responses can educate others and make a broader statement. One option is to speak to the individual privately but to talk to the group more generally about appropriate language or stereotypes. Whether in public or private, you have a responsibility to interrupt harmful behavior.
- Age-appropriateness. A person's age can influence the language and level of detail that will have the most impact.

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## Dos and Don'ts for Engaging in Dialogue

The following infographic offers some dos and don'ts for having an effective dialogue.

# HOW TO RESPOND IN DIALOGUE

## DO:

### Show respect for the other person.

Listen for the feelings behind the statement. People may make biased comments when they are feeling frustrated, disappointed, or angry.



### Paraphrase or repeat what they said.

Restating their comment clarifies it for you and for them.



### Be open to new ideas and constructive criticisms.

Provide constructive criticism of your own. The goal is to engage in dialogue that is mutually productive, not a debate that can often decline into tearing down another person.



### Express your feelings.

Tell the person how you feel and if possible, explain why you're offended or uncomfortable. Share your own process. Talk about how you used to say, think or feel similar things but have changed.



### Highlight commonalities.

Point out shared interests, values, experiences, and concerns between the person making the comment and the person they are referring to.



### Ask for more information.

Even if you understand what someone is saying, pretend that you don't and ask them to explain. It forces them to think more about their statements.



### Present your own ideas.

Give information or alternative perspectives. Offer facts to correct or challenge the assumptions. Use experience, analogies, comparisons and metaphors.



### Encourage empathy.

Ask them how they would feel if someone said something like that about their group or their friend/partner/child.



### Separate intent from impact.

Acknowledge that someone may have said something biased or inappropriate without meaning to.



### Consider what's in it for them.

Explain why diversity or that individual can be helpful or valuable.



### Appeal to values and principles.



Source: Adapted from Goodman, D. (2011). *Promoting diversity and Social Justice: Educating People from Privileged Groups*. Routledge.

## 4.3 Expert Perspectives

### Ensuring Justice in a Diverse Society

At its core, justice is about the treatment of people by others. From philosophers and educators to politicians and activists, thinkers have debated how to ensure justice in a diverse society.

Listen to an ASU faculty expert discuss multiple ways of thinking about justice and highlight historical legacies that must be addressed when identifying societal remedies for seeking justice.

What are the tensions between individual freedoms and societal rights?

IC Tensions Freedoms Rights



Download the **["What are the tensions between individual freedoms and societal rights?" transcript.](https://asu.instructure.com/courses/5947/files/1083649?wrap=1)** (<https://asu.instructure.com/courses/5947/files/1083649?wrap=1>)   
([https://asu.instructure.com/courses/5947/files/1083649/download?download\\_frd=1](https://asu.instructure.com/courses/5947/files/1083649/download?download_frd=1))

How can individuals be more responsible for advancing justice in society?

Now, here Dr. Brayboy offer tips for individuals to get to a place of personal responsibility and the consequences of challenging the dominant social order to get there.

## How can individuals be more responsible for advancing justice in soc...



Download the ["How can individuals be more responsible for advancing justice in society?" transcript.](https://asuce.instructure.com/courses/5947/files/1083651?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083651?wrap=1>) [↓](https://asuce.instructure.com/courses/5947/files/1083651/download?download_frd=1)  
([https://asuce.instructure.com/courses/5947/files/1083651/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083651/download?download_frd=1))

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## Structural Change

Structural change involves changing conditions to achieve an equitable distribution of social, political, economic and cultural resources. This is transformative justice, which calls for an overall shift in structural conditions in ways that redress harm and trauma and creates safe, just environments where everyone can thrive.

This work is more than increasing demographic diversity and representation. It is also a recognition of and engagement with diverse perspectives and experiences that go beyond general understandings of social group identities like race, class and gender. Within groups of marginalization, there is a diversity of experiences that often go unrecognized. Additionally, we need to bring into focus the ways that dominant identities are rarely interrogated. In order to recognize the power in action, we have to see the ways that dominant identities, often hidden, structure power relations within institutions and society. Structural change occurs not only when systems change but also when individuals understand the dynamics of power and privilege within those systems.

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## Taking Action

Throughout this training, you have been introduced to several concepts and discussions about DEIB. Perhaps some of this information is not new to you, maybe it is. As you progress beyond this training, ask yourself: how can I ensure that, as staff at ASU, I am doing my part to promote DEIB and honoring our institutional Charter? It is your, and our collective, fundamental responsibility to build a culture of inclusion that promotes DEIB at ASU.

There are many resources—some of which you can find in our Additional Resources page—to help guide individuals and organizations in their work related to DEIB. What we share below are a handful of ideas and principles that might guide individual and organizational action.

**[Integrating DEIB \(https://asu.instructure.com/courses/5947/files/1083652?wrap=1\)](https://asu.instructure.com/courses/5947/files/1083652?wrap=1)**   
**[https://asu.instructure.com/courses/5947/files/1083652/download?download\\_frd=1](https://asu.instructure.com/courses/5947/files/1083652/download?download_frd=1)**

**[Minimize File Preview](#)**



# 5.0 Additional Resources

[Additional Resources](#)

[Race and Racism](#)

[Gender](#)

[Class](#)

[Sexuality and Sexual Orientation](#)

[Disability](#)


[Engaging in Dialogue](#)

This page contains additional resources to help you further explore Diversity, Equity, Inclusion, and Belonging. Resources are organized by topics across the top of the page.

## How to write an Inclusive Email Signature

You may notice staff, faculty and students across ASU have customized their signature lines with their gender pronouns as well as a land acknowledgment. Below we provide recommendations for a sample signature line.


*Sample signature line with Land Acknowledgement:*


**First Name Last Name** (pronouns: they/them/theirs, other [why this matters](#)   
(<https://www.glsen.org/activity/pronouns-guide-glsen>.)

**Title**

**Department Information**

**Land Acknowledgement statement:**

*Option #1:* I live and work on the [ancestral lands](#)   
([https://urldefense.com/v3/https://usdac.us/nativeland\\_!!IKRxdwAv5BmarQ!NpldF9Ehqb3qjTtGLJwP5cvRINOJJJa1mQpa0VaABIGQ66EpassaMSB-dvoeocbmFnu7QxHPA\\$](https://urldefense.com/v3/https://usdac.us/nativeland_!!IKRxdwAv5BmarQ!NpldF9Ehqb3qjTtGLJwP5cvRINOJJJa1mQpa0VaABIGQ66EpassaMSB-dvoeocbmFnu7QxHPA$)) of the Akimel O'odham (Pima) and Pee Posh (Maricopa) peoples and benefit from their ongoing stewardship and place-based knowledge.

*Option #2:* I acknowledge that ASU sits on the [ancestral homelands](#)   
(<https://usdac.us/nativeland>) of those American Indian tribes that have inhabited this land for centuries, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) peoples. I also acknowledge and pay respect to Indigenous elders – past, present, and future – who have stewarded this land throughout the generations.

**Tip:** You can also visit the [ASU Email signature generator](#)  (<https://print.asu.edu/EmailSig/>) to generate your personal ASU email signature.

## Videos

- [I am ASU](https://vimeo.com/166846507) ↗
- [Dispelling Stereotypes](https://inclusion.asu.edu/diversity/dispelling-stereotypes-video-series) ↗
- [Inclusion Video](https://inclusion.asu.edu/committee-campus-inlcusion-videos) ↗
- [Social Cohesion Dialogue](https://csrd.asu.edu/SocialCohesionDialogue) ↗
- [The Danger of a Single Story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en) ↗
- [Conservation Movement: Race, Power & Privilege](https://www.pbs.org/video/conservation-movement-race-power-privilege-1703-ousbax/) ↗

### Additional Videos for Faculty & Graduate Students

- [Students Learn A Powerful Lesson About Privilege](https://www.buzzfeed.com/bmelchior/students-learn-a-powerful-lesson-about-privilege?utm_term=.bjAOnERoV#.bgYxpyE3d)
- [Why Does Privilege Make People So Angry?](https://www.youtube.com/watch?v=qeYpvV3eRhY)









## Readings

### Books








- *Mediocre: The Dangerous Legacy of White Male America* by Ijeoma Oluo
- *The Sum of Us: What Racism Costs Everyone and How We Can Benefit Together* by Heather Mcghee
- *Nice Racism: How Progressive White People Perpetuate Racial Harm* by Robin DiAngelo
- *The Price of Nice: How Good Intentions Maintain Educational Inequity* by Angelina Castagno
- *Misogynoir Transformed: Black Women's Digital Resistance* by Moya Bailey

### Essays and Articles

- [More than words: Acknowledging Indigenous land](https://news.asu.edu/20200702-asu-news-more-words-acknowledging-indigenous-land) ↗
- [Guidelines for Working with Indian Tribes or on Projects Having the Potential to Impact a Tribal Government, its Community or its Members](https://researchintegrity.asu.edu/sites/default/files/2018-04/Guidance-Native-American-Tribal-Consultation.pdf) ↗
- [Culture Card: A Guide to Build Cultural Awareness](https://www.samhsa.gov/resource/dbhis/culture-card-guide-build-cultural-awareness-american-indian-alaska-native) ↗

- [How to Fix Diversity and Equity](https://www.chronicle.com/article/how-to-fix-diversity-and-equity?cid=gen_sign_in)  (https://www.chronicle.com/article/how-to-fix-diversity-and-equity?cid=gen\_sign\_in)
- [Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege](https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/#socialjustice)   
(https://msw.usc.edu/mswusc-blog/diversity-workshop-guide-to-discussing-identity-power-and-privilege/#socialjustice)
- [What is intersectionality, and what does it have to do with me?](https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/)   
(https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/)
- [White Fragility](https://asuce.instructure.com/courses/5947/files/1083557?wrap=1) (https://asuce.instructure.com/courses/5947/files/1083557?wrap=1)   
(https://asuce.instructure.com/courses/5947/files/1083557/download?download\_frd=1)
- [What Is White Privilege, Really?](https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really)  (https://www.learningforjustice.org/magazine/fall-2018/what-is-white-privilege-really)
- [The Privilege of Not Understanding Privilege](https://www.psychologytoday.com/us/blog/feeling-our-way/201702/the-privilege-not-understanding-privilege)   
(https://www.psychologytoday.com/us/blog/feeling-our-way/201702/the-privilege-not-understanding-privilege)
- [How To Talk About Privilege To Someone Who Doesn't Know What That Is](https://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/)   
(https://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/)
- [Explaining White privilege to a broke white person...](https://medschool.duke.edu/sites/medschool.duke.edu/files/field/attachments/explaining_white_privilege_to_a_broke_white_person.pdf)   
(https://medschool.duke.edu/sites/medschool.duke.edu/files/field/attachments/explaining\_white\_privilege\_to\_a\_broke\_white\_person.pdf)
- [7 Ways White People Can Combat Their Privilege](https://www.mic.com/articles/100716/7-ways-white-people-can-combat-their-privilege#.MWI3UjVm7)   
(https://www.mic.com/articles/100716/7-ways-white-people-can-combat-their-privilege#.MWI3UjVm7)

### Additional Readings for Staff:

- [A 5-step framework for having difficult conversations at work](https://officevibe.com/blog/difficult-conversations-at-work)   
(https://officevibe.com/blog/difficult-conversations-at-work)
- [Getting Started with Difficult Conversations](https://www.aauw.org/resources/member/governance-tools/dei-toolkit/difficult-conversations/)   
(https://www.aauw.org/resources/member/governance-tools/dei-toolkit/difficult-conversations/)
- [The win-win of disability inclusion](https://www.ilo.org/infostories/en-GB/Stories/Employment/The-win-win-of-disability-inclusion#the-win-win-of-disability-inclusion)  (https://www.ilo.org/infostories/en-GB/Stories/Employment/The-win-win-of-disability-inclusion#the-win-win-of-disability-inclusion)
- [Disability Inclusion in the Workplace: Why It Matters](https://askearn.org/disability-inclusion-matters/)  (https://askearn.org/disability-inclusion-matters/)
- [Confronting Racism at Work: A Reading List](https://hbr.org/2020/06/confronting-racism-at-work-a-reading-list)  (https://hbr.org/2020/06/confronting-racism-at-work-a-reading-list)
- [What Works: Evidence-Based Ideas to Increase Diversity, Equity, and Inclusion in the Workplace](https://www.umass.edu/employmentequity/what-works-evidence-based-ideas-increase-diversity-equity-and-inclusion-workplace)  (https://www.umass.edu/employmentequity/what-works-evidence-based-ideas-increase-diversity-equity-and-inclusion-workplace)
- [50+ Ideas for Cultivating Diversity and Inclusion at Your Company](https://www.linkedin.com/business/talent/blog/talent-acquisition/ideas-for-cultivating-diversity-)   
(https://www.linkedin.com/business/talent/blog/talent-acquisition/ideas-for-cultivating-diversity-)



**and-inclusion)**

- **Diversity and Inclusion Efforts That Really Work** [↗\(https://hbr.org/2020/05/diversity-and-inclusion-efforts-that-really-work\)](https://hbr.org/2020/05/diversity-and-inclusion-efforts-that-really-work)
- **5 Powerful Ways to Take REAL Action on DEI (Diversity, Equity & Inclusion)** [↗\(https://www.ccl.org/articles/leading-effectively-articles/5-powerful-ways-to-take-real-action-on-dei-diversity-equity-inclusion/\)](https://www.ccl.org/articles/leading-effectively-articles/5-powerful-ways-to-take-real-action-on-dei-diversity-equity-inclusion/)

**Additional Readings for Graduate Students:**

- **Honoring Native Land: A Guide and Call to Acknowledgement** [↗\(https://asuce.instructure.com/courses/5947/files/1083564?wrap=1\)](https://asuce.instructure.com/courses/5947/files/1083564?wrap=1) ↓ [↘\(https://asuce.instructure.com/courses/5947/files/1083564/download?download\\_frd=1\)](https://asuce.instructure.com/courses/5947/files/1083564/download?download_frd=1)
- **Race on Campus** [↗\(https://www.chronicle.com/newsletter/race-on-campus/2021-06-08?fbclid=IwAR0Ob\\_aMYiwWh2PZ\\_na-6xgqWqyhSUX4fVdf2vsEDaVDUGZX4UYO3vLiErM\)](https://www.chronicle.com/newsletter/race-on-campus/2021-06-08?fbclid=IwAR0Ob_aMYiwWh2PZ_na-6xgqWqyhSUX4fVdf2vsEDaVDUGZX4UYO3vLiErM)
- **How Graduate Students Can Demonstrate a Commitment to Diversity in Job Interviews** [↗\(https://www.insidehighered.com/advice/2017/08/21/how-graduate-students-can-demonstrate-commitment-diversity-job-interviews-essay\)](https://www.insidehighered.com/advice/2017/08/21/how-graduate-students-can-demonstrate-commitment-diversity-job-interviews-essay)
- **Advice for how to become a diversity, equity and inclusion leader** [↗\(https://www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion\)](https://www.insidehighered.com/advice/2018/03/26/advice-how-become-diversity-equity-and-inclusion-leader-opinion)




**Additional Readings for Faculty:**

- **New Directions for Diversity, Equity, and Inclusion in Higher Education** [↗\(https://www.psychologicalscience.org/observer/words-to-action\)](https://www.psychologicalscience.org/observer/words-to-action)
- **What Works: Evidence-Based Ideas to Increase Diversity, Equity, and Inclusion in the Workplace** [↗\(https://www.umass.edu/employmentequity/what-works-evidence-based-ideas-increase-diversity-equity-and-inclusion-workplace\)](https://www.umass.edu/employmentequity/what-works-evidence-based-ideas-increase-diversity-equity-and-inclusion-workplace)

**Additional Reading Resources for Teaching (Faculty & Graduate Students):**

- **Tools for Inclusive Teaching** [↗\(https://rossier.usc.edu/news-insights/news/tools-inclusive-teaching\)](https://rossier.usc.edu/news-insights/news/tools-inclusive-teaching)
- **Engaging Your Students on Issues of Race in the United States: Supporting Students and Supporting Learning Outcomes** [↗\(https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Engaging-Your-Students-on-Issues-of-Race-and-Supporting-Student-Outcomes-CTAL-web-version-ptvwx8.pdf\)](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Engaging-Your-Students-on-Issues-of-Race-and-Supporting-Student-Outcomes-CTAL-web-version-ptvwx8.pdf)
- **Difficult Classroom conversations statements** [↗\(https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2016/12/Difficult-Classroom-conversations-statements-1mq3y29.pdf\)](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2016/12/Difficult-Classroom-conversations-statements-1mq3y29.pdf)
- **Diversity and Equity in Learning** [↗\(https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Diversity-and-Equity-in-Learning\\_Jan2016-zm93qx.pdf\)](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Diversity-and-Equity-in-Learning_Jan2016-zm93qx.pdf) and **Teaching and Learning Conversation (TLC): Culturally Responsive Teaching** [↗\(https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Teaching-and-Learning-Conversation-TLC-Culturally-Responsive-Teaching.pdf\)](https://cpb-us-w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Teaching-and-Learning-Conversation-TLC-Culturally-Responsive-Teaching.pdf)



[w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Culturally-Responsive-Teaching-1jy7hnk.pdf](https://w2.wpmucdn.com/sites.udel.edu/dist/c/6655/files/2014/03/Culturally-Responsive-Teaching-1jy7hnk.pdf))

- [Inclusion, Equity, and Access While Teaching Remotely](https://www.niu.edu/flexteaching/resources/inclusion-equity-and-access-while-teaching-remotely.shtml)  (<https://www.niu.edu/flexteaching/resources/inclusion-equity-and-access-while-teaching-remotely.shtml>)
- [Difficult Dialogues](https://cetl.uconn.edu/resources/teaching-your-course/leading-effective-discussions/difficult-dialogues/#)  (<https://cetl.uconn.edu/resources/teaching-your-course/leading-effective-discussions/difficult-dialogues/#>)
- [Privilege, Power, and Justice in the Classroom, Centre for Teaching Support & Innovation, University of Toronto](https://tstp.utoronto.ca/teaching-toolkit/equity-diversity-and-inclusion/privilege-power-and-justice/%20)  (<https://tstp.utoronto.ca/teaching-toolkit/equity-diversity-and-inclusion/privilege-power-and-justice/%20>)








## Websites




- [Association of American Colleges & Universities](https://www.aacu.org/) 
- [Center for Urban Education, Race Equity Center, University of Southern California](https://www.cue-tools.usc.edu/)  (<https://www.cue-tools.usc.edu/>)

### Additional Websites for Teaching:

- [Teaching Tolerance](https://www.tolerance.org/) 
- [University of Michigan's Center for Research on Learning and Teaching](http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies)  (<http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>)

## Podcasts




- [Diverse: In the Margins](https://www.diverseeducation.com/podcasts) 
- [Real Talk: A Diversity in Higher Ed Podcast](https://diversity-in-higher-ed.captivate.fm/) 
- [Intersectionality Matters!](https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908) (<https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908>)
- [2 Dope Queens](https://open.spotify.com/show/3NCZLs09FYiEFB5ukVCRHG?si=GNIIt9L-ITYeexc1Gyo3vyw&nd=1) (<https://open.spotify.com/show/3NCZLs09FYiEFB5ukVCRHG?si=GNIIt9L-ITYeexc1Gyo3vyw&nd=1>)
- [Nice White Parents](https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html) (<https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html>)
- [Seeing White](http://www.sceneonradio.org/seeing-white/) (<http://www.sceneonradio.org/seeing-white/>)
- [Civil Conversations Project](https://www.thecivilconversationsproject.org/) 
- [About Race with Reni Eddo-Lodge](https://podcasts.apple.com/gb/podcast/about-race-with-reni-eddo-lodge/id1353151856) 
- [AfroQueer](https://afroqueerpodcast.com/) 
- [CodeSwitch](https://www.npr.org/podcasts/510312/codeswitch) 
- [Disability Visibility](https://disabilityvisibilityproject.com/podcast/) 

- **[The Guilty Feminist](https://guiltyfeminist.com/episodes/)** 
- **[Finding Our Way](https://www.stitcher.com/podcast/finding-our-way)** 
- **[I Weigh with Jameela Jamil](https://www.earwolf.com/show/i-weigh-with-jameela-jamil/)** 







## Additional Podcasts for Faculty and Staff

- **[Save the People](https://podcasts.apple.com/us/podcast/pod-save-the-people/id1230148653)** (<https://podcasts.apple.com/us/podcast/pod-save-the-people/id1230148653>)
- **[It's Been A Minute with Sam Sanders](https://www.npr.org/podcasts/510317/its-been-a-minute-with-sam-sanders)** (<https://www.npr.org/podcasts/510317/its-been-a-minute-with-sam-sanders>)
- Cornell's **[Inclusive Excellence](https://diversity.cornell.edu/iepodcast)** (<https://diversity.cornell.edu/iepodcast>)
- Florida State University's **[Diversity Talks](https://cge.fsu.edu/diversitytalks)** (<https://cge.fsu.edu/diversitytalks>)
- **[Good Ancestors](http://laylafsaad.com/good-ancestor-podcast)** (<http://laylafsaad.com/good-ancestor-podcast>)
- **[Irresistible \(formerly Healing Justice\)](https://irresistible.org/podcast)** (<https://irresistible.org/podcast>)

## Interactive Apps

- **[Native Land](https://native-land.ca/resources/mobile-app/)**  [App](https://native-land.ca/resources/mobile-app/)
  - The app uses basic geolocation to find your location, retrieves polygons from the <https://native-land.ca>  [website](https://native-land.ca), and provides a searchable list of Indigenous nations
- **[Everyday Racism](https://alltogethernow.org.au/our-work/everyday-racism/)** 
- **[Historypin](https://www.historypin.org/en/)** (<https://www.historypin.org/en/>)

## ASU Office Resources

- **[African and African Faculty and Staff Association](https://inclusion.asu.edu/aaafsa)** 
- **[ASU Alliance of Indigenous Peoples](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/alliance-of-indigenous-peoples)** 
- **[ASU Commission on the Status of Women](https://provost.asu.edu/committees/asu-commission-status-women)** 
- **[ASU Retirees Association \(ASURA\)](https://asura.asu.edu)** 
- **[Asian/Asian Pacific American Student Coalition](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/asian-asian-pacific-american-student-coalition)** (<https://eoss.asu.edu/student-and-cultural-engagement/get-involved/asian-asian-pacific-american-student-coalition>)
- **[Black African Coalition](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/black-african-coalition)** (<https://eoss.asu.edu/student-and-cultural-engagement/get-involved/black-african-coalition>)
- **[Center for the Study of Race and Democracy- Learn More series](https://csrd.asu.edu/Resources?_ga=2.145130996.1522377240.1627962212-2052136470.1616087654)** 
- **[Center for Gender Equity in Science and Technology \(WOC Resources\)](https://cgest.asu.edu/resources?_ga=2.187075816.1522377240.1627962212-)** 

[2052136470.1616087654](https://2052136470.1616087654))

- [What is Implicit Bias?](https://cgest.asu.edu/knowledge/implicitbias) (<https://cgest.asu.edu/knowledge/implicitbias>)
- [Chicano/Latino Faculty & Staff Organization](https://clfsa.asu.edu/) ↗ (<https://clfsa.asu.edu/>)
- [Coalition of International Students](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/coatlition-of-international-students) (<https://eoss.asu.edu/student-and-cultural-engagement/get-involved/coatlition-of-international-students>) ↗ (<https://clfsa.asu.edu/>)
- [Classified Staff Council](https://staffcouncil.asu.edu/) ↗ (<https://staffcouncil.asu.edu/>)
- [DREAMzone](https://eoss.asu.edu/access/dreamzone) ↗ (<https://eoss.asu.edu/access/dreamzone>)
- [Educational Outreach and Student Services](https://eoss.asu.edu/) ↗ (<https://eoss.asu.edu/>)
- [El Concilio](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/el-concilio) (<https://eoss.asu.edu/student-and-cultural-engagement/get-involved/el-concilio>)
- [Faculty Women of Color Caucus](https://inclusion.asu.edu/fwocc) ↗ (<https://inclusion.asu.edu/fwocc>)
- [Faculty Women's Association](https://fwa.org.asu.edu/home) ↗ (<https://fwa.org.asu.edu/home>)
- [Graduate College Diversity Resources](https://graduate.asu.edu/current-students/enrich-your-experience/resources-and-services/diversity-resources?_ga=2.182815206.1522377240.1627962212-2052136470.1616087654) ([https://graduate.asu.edu/current-students/enrich-your-experience/resources-and-services/diversity-resources?\\_ga=2.182815206.1522377240.1627962212-2052136470.1616087654](https://graduate.asu.edu/current-students/enrich-your-experience/resources-and-services/diversity-resources?_ga=2.182815206.1522377240.1627962212-2052136470.1616087654))
- [International Student Engagement](https://eoss.asu.edu/international-student-engagement) (<https://eoss.asu.edu/international-student-engagement>)
- [Office of Inclusion and Community Engagement](https://inclusion.asu.edu/) ↗ (<https://inclusion.asu.edu/>)
- [Office of American Indian Initiatives](https://americanindianaffairs.asu.edu/) ↗ (<https://americanindianaffairs.asu.edu/>)
- [Out@ASU](https://eoss.asu.edu/student-and-cultural-engagement/out-at-asu) ↗ (<https://eoss.asu.edu/student-and-cultural-engagement/out-at-asu>)
- [Pat Tillman Veterans Center](https://veterans.asu.edu/) (<https://veterans.asu.edu/>)
- [Rainbow Coalition](https://eoss.asu.edu/cultural-connections/get-involved/rainbow-coalition) ↗ (<https://eoss.asu.edu/cultural-connections/get-involved/rainbow-coalition>)
- [Safezone](https://eoss.asu.edu/student-and-cultural-engagement/culture/safezone) ↗ (<https://eoss.asu.edu/student-and-cultural-engagement/culture/safezone>)
- [Sexual Violence Awareness, Prevention and Response Resources](https://sexualviolenceprevention.asu.edu/resources) (<https://sexualviolenceprevention.asu.edu/resources>)
- [Southwest Borderlands Initiative](https://provost.asu.edu/initiatives/southwest-borderlands) ↗ (<https://provost.asu.edu/initiatives/southwest-borderlands>)
- [Student Accessibility and Inclusive Learning Services](https://eoss.asu.edu/accessibility) ↗ (<https://eoss.asu.edu/accessibility>)
- [Sun Devil Civility](https://eoss.asu.edu/student-and-cultural-engagement/culture/sun-devil-civility) (<https://eoss.asu.edu/student-and-cultural-engagement/culture/sun-devil-civility>)
- [Title IX](https://sexualviolenceprevention.asu.edu/report/title-IX-coordinator) (<https://sexualviolenceprevention.asu.edu/report/title-IX-coordinator>)
- [Women's Coalition](https://eoss.asu.edu/student-and-cultural-engagement/get-involved/womens-coalition) (<https://eoss.asu.edu/student-and-cultural-engagement/get-involved/womens-coalition>)
- [Other ASU resources](https://uto.asu.edu/security-policies/myasu-updates#2021-04-01%2000:00:00) ↗ (<https://uto.asu.edu/security-policies/myasu-updates#2021-04-01%2000:00:00>) to celebrate diversity through virtual engagement.

## National Organizations

- [American Association of University Women](https://www.aauw.org/) ↗ (<https://www.aauw.org/>)
- [National Women's Studies Association](https://www.nwsa.org/) ↗ (<https://www.nwsa.org/>)

- **National Center for Faculty Development and Diversity**    
(<https://www.facultydiversity.org/institutions/arizona-state-university>).
- **National Diversity Council**  (<http://www.nationaldiversitycouncil.org/>).

# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

Engage in the following resources to learn more about social difference related to race and racism.

## Race and Racism

### What is color-evasiveness?

The term "color-blind" has been used to refer to the disregard of racial characteristics and the treatment of all people equally regardless of race, ethnicity or culture. However, education scholars Dr. Subini Annamma, Dr. Darnell Jackson and Dr. Deb Morrison argue for the use of the term "color-evasiveness" to more accurately suggest that people are simply avoiding substantive discussion or acknowledgment of race. To disregard race ignores years of evidence-based research on social inequities that disproportionately harm people of color. "Color-blind" is also disrespectful in terms of disability and incorrectly labels blindness, associating it with ignorance and passivity.

At ASU, we do not strive to be color-evasive. We recognize and seek to learn about the different historical, contemporary, and political experiences and challenges shared by members of different racial groups. We celebrate the diversity in our state and university and seek to provide a climate of inclusivity to ensure that we are maintaining a welcoming environment for all staff, faculty, students, and guests. Lastly, we believe diversity is a key factor for innovation. Without diversity, ASU would not be able to reach the levels of excellence that allow us to be #1 in innovation.

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### What does racism look like in the workplace?

Explicit racism in the workplace has historically been exhibited through obvious, hostile behaviors including the use of physical and verbal intimidation or abuse. In the modern workplace, racism most often manifests through microaggressions (defined as indirect, subtle or even unintentional acts of discrimination against members of a marginalized group). These can take the form of ignoring or overly criticizing and singling out particular groups of people, stereotyping, "othering," or demonstrating assumptions about their abilities (whether positive or negative) and include seemingly innocuous questions or comments, such as asking people of color where they are

from, touching or commenting on the hair texture or styles of people of color, or complimenting them on how well they speak English.

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## Taking Steps to Eliminate Racism in the Workplace

**[Eliminating Racism in the Workplace \(https://asuce.instructure.com/courses/5947/files/1083592?wrap=1\)](https://asuce.instructure.com/courses/5947/files/1083592?wrap=1)**    
([https://asuce.instructure.com/courses/5947/files/1083592/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083592/download?download_frd=1))

**[Minimize File Preview](#)**



Source: Kandola, B. What is considered racism at work and how do I make a complaint? Pearn Kandola.  
<https://pearnkandola.com/diversity-and-inclusion-hub/bias/what-is-considered-racism-at-work-how-do-i-make-a-complaint/> (<https://pearnkandola.com/diversity-and-inclusion-hub/bias/what-is-considered-racism-at-work-how-do-i-make-a-complaint/>)

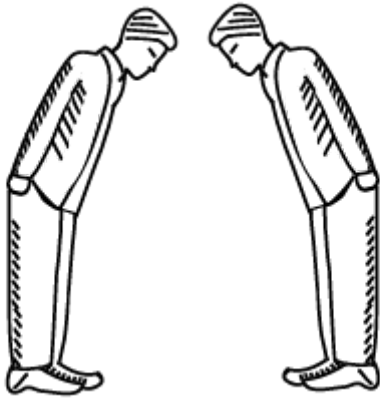
Source: Hirsch, A. Taking steps to eliminate racism in the workplace. SHRM.  
<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural->



[effectiveness/pages/taking-steps-to-eliminate-racism-in-the-workplace.aspx](https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/taking-steps-to-eliminate-racism-in-the-workplace.aspx)

(<https://www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/taking-steps-to-eliminate-racism-in-the-workplace.aspx>)

## HOW TO SHOW RESPECT FOR OTHERS



# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

Engage in the following resources to learn more about social difference related to gender.

## Gender

Gender inequity is a systemic phenomenon impacting people all across the gender spectrum. While understanding the complexity of gender identities and gender expression is important, it is equally important to understand the effects of sexism, patriarchy, and gender bias.

### Expert Perspectives on Gender Expression

#### Experts Perspectives on Gender Expression



Download the **"Expert Perspectives on Gender Expression" transcript.**

**(<https://asu.instructure.com/courses/5947/files/1083556?wrap=1>).** ↓

**([https://asu.instructure.com/courses/5947/files/1083556/download?download\\_frd=1](https://asu.instructure.com/courses/5947/files/1083556/download?download_frd=1))**

# WHEN IS GENDER DIFFERENTIATION FIRST INTRODUCED



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Why are sex and gender different?

## Why are sex and gender different?



Download the **"Why are sex and gender different?" transcript.**

<https://asuce.instructure.com/courses/5947/files/1083552?wrap=1> 

[https://asuce.instructure.com/courses/5947/files/1083552/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083552/download?download_frd=1)

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## What do sexism and misogyny look like?

### What do sexism and misogyny look like?



Download the **"What do sexism and misogyny look like?" transcript.**

<https://asuce.instructure.com/courses/5947/files/1083554?wrap=1> 

([https://asuce.instructure.com/courses/5947/files/1083554/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083554/download?download_frd=1))

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## The Big Picture on Gender

Listen to experts describe the impact of women's participation in the labor force on economic growth around the world.

### AM19 Global Situation Space | The Big Picture on Gender



Source: AM19 Global Situation Space | The Big Picture on Gender by [World Economic Forum](#)   
(<http://www.weforum.org/>) is licensed under [CC BY 3.0](#)  (<http://creativecommons.org/licenses/by/3.0/>).

# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

Engage in the following resources to learn more about social difference related to class.

## Class

The Urban Institute projects an overall 2021 poverty rate of 13.7 percent, meaning that about one in seven Americans may have annual family resources below the poverty threshold. There is no single face of poverty, as poverty can affect anyone, but it does not affect all populations equally. The United States is often referred to as a “middle class” country, but there is no uniform definition of who qualifies as middle class. What we do have is a growing sense of national concern over poverty, class mobility, and opportunity for future Americans.

### Why does class matter today?

Why does class matter today?



Download the **"Why does class matter today?" transcript.**

<https://asuce.instructure.com/courses/5947/files/1083549?wrap=1> ↓

[https://asuce.instructure.com/courses/5947/files/1083549/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083549/download?download_frd=1)

People working multiple jobs challenge the conception of equal opportunity as despite their hard work and involvement in the workforce, many are unable to feed, house, and clothe themselves with security. This is because shifts in government and employment policies have changed the types of support and benefits employees receive and can provide for their family. Since we are all subject to economic trends, shifts in retirement planning, social security, health insurance coverage, and other benefits can affect our social and economic class status. Some of the biggest class challenges faced by workers include having inadequate or inconsistent transportation to work, rising costs of childcare, food or housing insecurity, lack of funds to afford professional or office/work ready clothing, as well having access to resources to work from home or remotely - an issue that became a bigger challenge across the nation with the COVID-19 global pandemic. Some workers lacked adequate technology (including computers, printers, and other essentials) as well as adequate wi-fi and other resources to work from home (for those who were classified as "non-essential workers."). Moreover, food insecurity rose in Arizona as a result of the COVID-19 pandemic, especially among Hispanic households, households with children and households who experienced a job disruption, according to [a survey](#).

<https://news.asu.edu/20201201-arizona-impact-research-shows-pandemic-induced-food-insecurity-rise-arizona> conducted by researchers at Arizona State University's College of Health Solutions. Another aspect that may affect wages and professional mobility may be access to education.

Depending on our economic and class status, our ability to weather economic shifts may fare differently across groups. People of color, as a whole, overwhelmingly constitute a disproportionate amount of households with lower median incomes (and thus, are more likely to work multiple jobs and experience income insecurity, have less savings, and are less likely to meet their healthcare needs). Socioeconomic status and economic security impact everyone - even those from dominant groups. For this reason, it is important to understand how historical policies related to employer benefits and government programs, impact economic security and mobility for everyone.

If you experience economic hardship, please review the following resource: [Staff Helping Staff](#)  
[➔\(https://staffcouncil.asu.edu/programs/staff-helping-staff\)](https://staffcouncil.asu.edu/programs/staff-helping-staff)

# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

Engage in the following resources to learn more about social difference related to sexuality and sexual orientation.

## Sexuality and Sexual Orientation

Sexual identities are affected by society's assumptions, based on sexual norms, about individual sexual expression. These norms originate in a specific set of social, historical, and legal contexts. Sexual identities are linked to power, and heterosexuality, the dominant sexual identity in American culture, is privileged by going largely unquestioned. Beyond heterosexuality, though, is an entire spectrum of sexual identities adhering to different forms of sexual expression, behavior and practice.

### How did we get to LGBTQIA+?

How did we get to LGBTQIA+?



Download the ["How did we get to LGBTQIA+?" transcript](#).

(<https://asuce.instructure.com/courses/5947/files/1083555?wrap=1>) 

([https://asuce.instructure.com/courses/5947/files/1083555/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083555/download?download_frd=1))





**KEY EVENTS IN  
LGBTQIA+  
EQUALITY**

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What does homophobia or anti-gay bias look like?

What does homophobia or anti-gay bias look like?



Download the **"What does homophobia or anti-gay bias look like?" transcript.**

**(<https://asuce.instructure.com/courses/5947/files/1083553?wrap=1>).** ↓

**([https://asuce.instructure.com/courses/5947/files/1083553/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083553/download?download_frd=1))**

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LGBTQ Employees Often Face Hostility in the Workplace

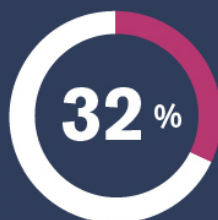
# LGBTQ Hostility in the Workplace



## ONE-FIFTH (20%) of LGBTQ Americans

have experienced discrimination based on sexual orientation or gender identity when applying for jobs, but experiences vary by race and ethnicity:

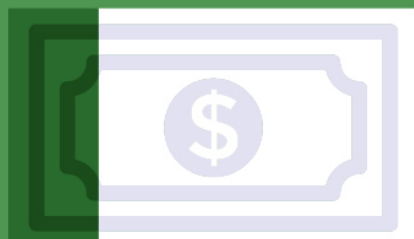
LGBTQ  
who are  
people  
of color



vs



LGBTQ  
people  
who are  
White



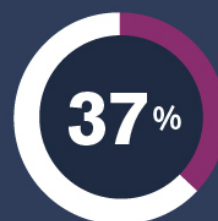
## Pay can also be affected

**22%** of LGBTQ Americans have not been paid equally or promoted at the same rate as their peers.

**LGBTQ**  
people are often  
subjected to  
biased jokes



have heard  
**lesbian or  
gay jokes.**




have heard  
**bisexual  
jokes.**



have heard  
**transgender  
jokes**

Source: *Lesbian, gay, bisexual, and Transgender workplace Issues (QUICK TAKE)*. Catalyst.

<https://www.catalyst.org/research/lesbian-gay-bisexual-and-transgender-workplace-issues/#easy-footnote-bottom-21-4179>  (<https://www.catalyst.org/research/lesbian-gay-bisexual-and-transgender-workplace-issues/#easy-footnote-bottom-21-4179>).

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## Addressing Intersectional Stigma in the Workplace

*The Massachusetts General Hospital Textbook on Diversity and Cultural Sensitivity in Mental Health* offers the following principles to consider when thinking about sexuality and its various intersections:

1. Gender and sexuality exist in continuums with infinite possibilities.
2. The gender and sexuality continuums are separate, yet interrelated realms.
3. The gender continuum breaks down into separate, but not mutually exclusive masculine and feminine continuums.
4. Sexuality is composed of three distinct realms: orientation and attraction, behavior, and identity. These three realms are interrelated but not always aligned.
5. Gender may develop based upon biological sex, but this is not always the case (i.e., transgendered, intersex, androgynous individuals).
6. There are biological, psychological, social, and cultural influences at play in gender and sexual developmental trajectories. Social factors, such as family and peer relationships, robustly shape behavior during preschool and school-age years.
7. Each individual is unique and composed of multiple identities that exist within and interact with other sociocultural realms, such as socioeconomic status, geographic region, race and ethnicity, religious and spiritual affiliation, gender, and sexuality among others.

# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

Engage in the following resources to learn more about social difference related to disability.

## Disability

### What is Disability?

What is Disability?



Download the **"What is Disability?" transcript.**

<https://asuce.instructure.com/courses/5947/files/1083558?wrap=1> ↓

[https://asuce.instructure.com/courses/5947/files/1083558/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083558/download?download_frd=1)

## INVISIBLE DISABILITIES

There are too many invisible disabilities to name them all, but a here are a few that could be affecting employees in your in your organization:

- attention deficit hyperactivity disorder (ADHD)
- autism
- Crohn's disease
- fibromyalgia
- dyslexia
- insomnia
- migraines



Employees with invisible disabilities might:

- take more breaks
- take additional time to complete work
- use a flexible schedule to work during productive hours (for instance, work in evenings)
- have trouble relating to others, appearing socially abrupt or awkward
- look to work in quiet or less distracting workspaces
- need flexibility or additional time off work

# SOCIAL INTEGRATION OF PEOPLE WITH DISABILITIES



# INCLUSIVE PRACTICES FOR PEOPLE WITH DISABILITIES






# 5.0 Additional Resources

[Additional Resources](#)[Race and Racism](#)[Gender](#)[Class](#)[Sexuality and Sexual Orientation](#)[Disability](#)[Engaging in Dialogue](#)

The following resources will help you engage in critical dialogues related to DEIB and help you prepare to facilitate discussions about cultural and social differences in the workplace.


## Overcoming Roadblocks

[Conversation Roadblocks \(https://asuce.instructure.com/courses/5947/files/1083685?wrap=1\)](https://asuce.instructure.com/courses/5947/files/1083685?wrap=1)   
([https://asuce.instructure.com/courses/5947/files/1083685/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083685/download?download_frd=1))

Source: Catalyst, [Conversation Roadblocks](https://www.catalyst.org/research/overcoming-conversation-roadblocks-infographic/)  (<https://www.catalyst.org/research/overcoming-conversation-roadblocks-infographic/>) (October 10, 2019)


## Approaching Tough Conversation with Empathy

[Flip the Script Respond with Heart](https://asuce.instructure.com/courses/5947/files/1083687?wrap=1)

(<https://asuce.instructure.com/courses/5947/files/1083687?wrap=1>)   
([https://asuce.instructure.com/courses/5947/files/1083687/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083687/download?download_frd=1))

Source: Catalyst, [Flip the Script: Respond With Heart, Not Harm, in Tough Conversations](https://www.catalyst.org/research/flip-the-script-respond-with-heart-not-harm-in-tough-conversations/)  (<https://www.catalyst.org/research/flip-the-script-respond-with-heart-not-harm-in-tough-conversations/>) (November 28, 2018)

[Flip-the-Script-Empathy \(https://asuce.instructure.com/courses/5947/files/1083688?wrap=1\)](https://asuce.instructure.com/courses/5947/files/1083688?wrap=1)   
([https://asuce.instructure.com/courses/5947/files/1083688/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083688/download?download_frd=1))

Source: Catalyst, [Flip the script: Empathy in the workplace](https://www.catalyst.org/research/empathy-workplace-infographic/)   
(<https://www.catalyst.org/research/empathy-workplace-infographic/>) (March 15, 2021)

## Combating Sexism in the Workplace

[Flip the Script Women \(https://asuce.instructure.com/courses/5947/files/1083595?wrap=1\)](https://asuce.instructure.com/courses/5947/files/1083595?wrap=1)   
([https://asuce.instructure.com/courses/5947/files/1083595/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083595/download?download_frd=1))

Source: Catalyst, [Flip the Script: Women in the Workplace](https://www.catalyst.org/research/flip-the-script-women-in-the-workplace/)   
(<https://www.catalyst.org/research/flip-the-script-women-in-the-workplace/>) (May 7, 2018)

[Flip the Script\\_Men](https://asuce.instructure.com/courses/5947/files/1083562?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083562?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083562/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083562/download?download_frd=1))

Source: Catalyst, [Flip the Script: Men in the Workplace](https://www.catalyst.org/research/flip-the-script-men-in-the-workplace/) ↗  
(<https://www.catalyst.org/research/flip-the-script-men-in-the-workplace/>)\_(May 7, 2018)

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## Combating Racism and Xenophobia in the Workplace

[Flip the Script\\_Race\\_Ethnicity](https://asuce.instructure.com/courses/5947/files/1083561?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083561?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083561/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083561/download?download_frd=1))

Source: Catalyst, [Flip the Script: Race & Ethnicity in the Workplace](https://www.catalyst.org/research/flip-the-script-race-ethnicity-in-the-workplace/) ↗  
(<https://www.catalyst.org/research/flip-the-script-race-ethnicity-in-the-workplace/>)\_(May 7, 2018)

[Flip the Script\\_Cultural Sensitivity](https://asuce.instructure.com/courses/5947/files/1083588?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083588?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083588/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083588/download?download_frd=1))

Source: Catalyst, [Flip the script: Cultural sensitivity in global workplaces](https://www.catalyst.org/research/cultural-sensitivity-global-infographic/) ↗  
(<https://www.catalyst.org/research/cultural-sensitivity-global-infographic/>)\_(March 30, 2021)

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## Combating Ableism in the Workplace

[Flip\\_The\\_Script\\_Disabilities](https://asuce.instructure.com/courses/5947/files/1083563?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083563?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083563/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083563/download?download_frd=1))

Source: Catalyst, [Flip the Script: Disabilities](https://www.catalyst.org/research/disabilities-workplaces-flip-the-script-infographic/) ↗  
(<https://www.catalyst.org/research/disabilities-workplaces-flip-the-script-infographic/>)\_(September 10, 2019)

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## Combating Homophobia in the Workplace

[Flip\\_The\\_Script\\_Sexual Orientation](https://asuce.instructure.com/courses/5947/files/1083596?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083596?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083596/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083596/download?download_frd=1))

Source: Catalyst, [Flip the Script: Sexual Orientation in the Workplace](https://www.catalyst.org/research/flip-the-script-sexual-orientation-in-the-workplace/) ↗  
(<https://www.catalyst.org/research/flip-the-script-sexual-orientation-in-the-workplace/>)\_(November 9, 2018)

[Flip the Script\\_Transgender Words](https://asuce.instructure.com/courses/5947/files/1083593?wrap=1) (<https://asuce.instructure.com/courses/5947/files/1083593?wrap=1>)\_ ↓  
([https://asuce.instructure.com/courses/5947/files/1083593/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083593/download?download_frd=1))

Source: Catalyst, [Flip the Script: Transgender in the Workplace—Words](https://www.catalyst.org/research/flip-the-script-transgender-in-the-workplace-words/) ↗  
(<https://www.catalyst.org/research/flip-the-script-transgender-in-the-workplace-words/>)\_(December

21, 2018)

**Flip the Script Transgender Actions**

(<https://asuce.instructure.com/courses/5947/files/1083594?wrap=1>)\_ ↓

([https://asuce.instructure.com/courses/5947/files/1083594/download?download\\_frd=1](https://asuce.instructure.com/courses/5947/files/1083594/download?download_frd=1))

Source: Catalyst, **Flip the Script: Transgender in the Workplace—Actions** ↗

(<https://www.catalyst.org/research/flip-the-script-transgender-in-the-workplace-actions/>)\_(December 21, 2018)

Speaker 1 ([00:01](#)):

I think part of what makes ASU distinctive is our charter. There are these three clauses in it. Arizona State University is a comprehensive public research university that will be judged based on whom it includes, rather than on whom it excludes, and how they succeed. Our inclusion at ASU is quite broad. There's a spectrum of political views. There's a spectrum of people who come from different racial and ethnic backgrounds. There's a spectrum of people who come from different economic backgrounds, some people with two parents at home, some people with a single parent at home, some people with grandparents who are raising them. The idea here is actually of an expansive view of inclusion, not a very narrow one. And so part of what we wanted to do was to try to think about that as a big piece of the work. The second clause of our charter is what I often think of as the research clause, advancing research and discovery toward a public good.

Speaker 1 ([00:55](#)):

The third clause of the charter really focuses on taking fundamental responsibility for the communities we serve, and that's social health, cultural, economic. Our work is to be a good community member, a good member of the Arizona citizenry. And so we thought that inclusive communities was a way for us to both think about what we're doing internally, but also as we launch people into the world, is to make sure that they've got some general set of what it means to think about inclusion more broadly. This is no more controlling than any courses that we have, than it is for any kinds of trainings that we are offering in here, but we are asking people to be flexible in their thought and in their mind. We're asking people to be thoughtful in how they're going to engage our students who are predominantly coming from Arizona with a thoughtfulness that says: It's a big state — there's lots of viewpoints. You want, we want you to be open to ensuring that you can respond to them. And so being thoughtful and engaged and inclusive is really part of who ASU is.

Speaker 1 ([02:04](#)):

This is a living document, which for us means that it's going to continue to change as times change. To have our students graduate from this place with a rigorous set of academic teachings and trainings, to want to engage in being part of the larger populace of this state, to be thoughtful about who their friend groups are and how the differences show up and who they work with and for, and to do so in a really respectful and open way, I think would be one of the huge benefits of this work that we're trying to do.

1  
00:00:00,829 --> 00:00:03,412  
(upbeat music)

2  
00:00:08,040 --> 00:00:10,690  
- Welcome to Inclusive  
Communities for Faculty.

3  
00:00:10,690 --> 00:00:13,800  
In 2020, students, staff and faculty

4  
00:00:13,800 --> 00:00:17,360  
across ASU engaged in meaningful dialogues

5  
00:00:17,360 --> 00:00:21,040  
and strategic planning, to  
help them better understand

6  
00:00:21,040 --> 00:00:24,000  
diversity, equity,  
inclusion, and belonging

7  
00:00:24,000 --> 00:00:26,570  
or DEIB at ASU.

8  
00:00:26,570 --> 00:00:28,850  
From university and college communities

9  
00:00:28,850 --> 00:00:32,560  
to unit level groups,  
faculty requested resources

10  
00:00:32,560 --> 00:00:36,210  
and honest discussions around  
the historical and structural

11

00:00:36,210 --> 00:00:40,950  
challenges to integrating DEIB  
into their everyday practice

12

00:00:40,950 --> 00:00:45,520  
as teachers, scholars,  
administrators, and colleagues.

13

00:00:45,520 --> 00:00:47,750  
- To meet this demand,  
the president's office

14

00:00:47,750 --> 00:00:50,420  
partnered with expert  
faculty from across ASU

15

00:00:50,420 --> 00:00:53,480  
to create this experience  
based on a learning series

16

00:00:53,480 --> 00:00:54,790  
called To Be Welcoming.

17

00:00:54,790 --> 00:00:58,160  
Experts expanded topics from  
the To Be Welcoming curriculum

18

00:00:58,160 --> 00:01:00,970  
related to bias and  
inclusion, to deepen learning

19

00:01:00,970 --> 00:01:03,000  
about historical and structural issues,

20

00:01:03,000 --> 00:01:06,400  
such as power and privilege,

and how these forces

21

00:01:06,400 --> 00:01:07,940

manifest in the classroom

22

00:01:07,940 --> 00:01:10,480

and other academic work environments.

23

00:01:10,480 --> 00:01:13,530

- We hope you find this training valuable.

24

00:01:13,530 --> 00:01:15,530

- And we invite you to revisit the content

25

00:01:15,530 --> 00:01:17,120

as often as needed.

26

00:01:17,120 --> 00:01:19,920

Particularly as you revise your courses,

27

00:01:19,920 --> 00:01:23,700

engage committee work to  
incorporate DIEB in your units,

28

00:01:23,700 --> 00:01:27,680

engage with community and  
advance more inclusive approaches

29

00:01:27,680 --> 00:01:29,180

in your research.

30

00:01:29,180 --> 00:01:32,120

- We welcome faculty to  
dialogue about the content

31

00:01:32,120 --> 00:01:35,680  
in their respective communities  
and to reach out to leaders

32  
00:01:35,680 --> 00:01:38,020  
to advance more learning opportunities.

33  
00:01:38,020 --> 00:01:41,802  
- And above all, we are excited  
to join you on this journey.

34  
00:01:41,802 --> 00:01:44,385  
(upbeat music)



1

00:00:03,800 --> 00:00:08,933

One of the things I noticed in my travels around academia was this increasing separation

2

00:00:08,933 --> 00:00:10,333

from society.

3

00:00:10,333 --> 00:00:14,666

You know, harder and harder to translate what the university was doing, harder and harder

4

00:00:14,666 --> 00:00:19,200

for kids that were hard-working kids with B averages from high school to find a pathway.

5

00:00:19,200 --> 00:00:23,433

What we have found, and this is something that I learned the hard way here myself, was

6

00:00:23,433 --> 00:00:28,533

that we the educators have been those that have created these disparities.

7

00:00:28,533 --> 00:00:34,000

We've created these disparities by not figuring out how to educate across the spectrum of

8

00:00:34,000 --> 00:00:35,000

our society.

9

00:00:35,000 --> 00:00:37,100

We narrow, we pick, we select.

10

00:00:37,100 --> 00:00:40,633

So long as we do that, we're going to get these very disparate outcomes.

11

00:00:40,633 --> 00:00:42,200

And so we're trying to work against those outcomes.

12

00:00:42,200 --> 00:00:47,900

When we say an institution that's accessible and defined by whom we include and not exclude,

13

00:00:47,900 --> 00:00:59,933

what we're also saying is that we're an institution that represents the world.

14

00:00:59,933 --> 00:01:06,466

We can talk about individual potential but without thinking seriously about systems attached to that,

15

00:01:06,466 --> 00:01:08,200

it's not really going to work.

16

00:01:08,200 --> 00:01:11,466

Because it's not really true that anyone can grow up and be anything.

17

00:01:11,466 --> 00:01:16,233

So some kid whose parents are Rhodes scholars fundamentally has a different pathway

18

00:01:16,233 --> 00:01:19,766

to life and success than some kid who's working at McDonald's.

19

00:01:19,766 --> 00:01:25,000

We're ensuring that those that are ready are able to participate, regardless of ethnicity,

20

00:01:25,000 --> 00:01:29,933  
background, ZIP code, resource, lack thereof.

21  
00:01:29,933 --> 00:01:33,700  
Kids are able to be on this campus and make  
it their own and understand that they can

22  
00:01:33,700 --> 00:01:38,733  
go to college, they can graduate from college,  
and they can find viable careers

23  
00:01:38,733 --> 00:01:40,366  
to sustain themselves and others.

1

00:00:00,892 --> 00:00:03,475  
(upbeat music)

2

00:00:07,530 --> 00:00:08,640  
- [Narrator] Political correctness

3

00:00:08,640 --> 00:00:11,530  
or being politically correct  
is a term that has been used

4

00:00:11,530 --> 00:00:13,830  
to describe the act of avoiding talking

5

00:00:13,830 --> 00:00:17,370  
in any meaningful depth about  
various forms of oppression

6

00:00:17,370 --> 00:00:20,100  
that exclude or marginalize  
groups of people

7

00:00:20,100 --> 00:00:21,780  
who are socially disadvantaged

8

00:00:21,780 --> 00:00:25,590  
or discriminated against out  
of fear of being impolite.

9

00:00:25,590 --> 00:00:26,590  
- [Instructor] There are many behaviors

10

00:00:26,590 --> 00:00:28,600  
associated with political correctness.

11

00:00:28,600 --> 00:00:30,660

For some, this may look like talking about

12

00:00:30,660 --> 00:00:33,060

social differences in  
ways that are superficial

13

00:00:33,060 --> 00:00:34,360

out of a misguided belief

14

00:00:34,360 --> 00:00:37,380

this is only necessary because  
it's currently in fashion.

15

00:00:37,380 --> 00:00:40,110

This approach to dialogues  
about diversity is offensive

16

00:00:40,110 --> 00:00:42,250

because it shows an  
unwillingness to engage

17

00:00:42,250 --> 00:00:44,170

with any level of depth in learning about

18

00:00:44,170 --> 00:00:46,400

the histories, voices, and experiences

19

00:00:46,400 --> 00:00:49,010

of those who have felt  
socially disenfranchised.

20

00:00:49,010 --> 00:00:51,440

In extreme cases, being  
politically correct

21

00:00:51,440 --> 00:00:53,940

can manifest in the  
derogatory use of language

22

00:00:53,940 --> 00:00:55,670  
that is intended to be inclusive,

23

00:00:55,670 --> 00:00:57,330  
but that is taken up as an insult

24

00:00:57,330 --> 00:00:59,030  
to the group being addressed.

25

00:00:59,030 --> 00:01:00,470  
- [Narrator] In the last example,

26

00:01:00,470 --> 00:01:03,930  
people who participate in  
conversations about DEIB

27

00:01:03,930 --> 00:01:06,440  
with the intent to  
diminish the experiences,

28

00:01:06,440 --> 00:01:08,750  
voices, concerns, or challenges

29

00:01:08,750 --> 00:01:11,430  
of those who belong to a  
socially marginalized group

30

00:01:11,430 --> 00:01:14,750  
may purposefully engage in  
superficial conversations

31

00:01:14,750 --> 00:01:17,830  
about diversity in ways

that mock their experiences

32

00:01:17,830 --> 00:01:20,210

and may use language  
that is inappropriate,

33

00:01:20,210 --> 00:01:23,180

inconsiderate, insensitive, insulting,

34

00:01:23,180 --> 00:01:28,170

demeaning, dehumanizing,  
offensive, prejudice, or tactless.

35

00:01:28,170 --> 00:01:30,650

This kind of behavior usually manifests

36

00:01:30,650 --> 00:01:32,530

when someone is unwilling to learn

37

00:01:32,530 --> 00:01:35,770

or unable to grasp the  
experiences of others,

38

00:01:35,770 --> 00:01:38,850

or it may occur because they  
feel as if their own status

39

00:01:38,850 --> 00:01:41,050

and/or privilege are being threatened

40

00:01:41,050 --> 00:01:43,600

by members of the marginalized group.

41

00:01:43,600 --> 00:01:44,800

- [Instructor] This training is not about

42

00:01:44,800 --> 00:01:46,890  
being politically correct, or avoiding,

43

00:01:46,890 --> 00:01:49,530  
or engaging superficially  
in difficult conversations

44

00:01:49,530 --> 00:01:51,840  
and topics out of a desire to be nice,

45

00:01:51,840 --> 00:01:54,610  
to avoid being impolite,  
or to avoid learning about

46

00:01:54,610 --> 00:01:56,540  
the very real challenges and experiences

47

00:01:56,540 --> 00:01:58,610  
faced by marginalized peoples.

48

00:01:58,610 --> 00:01:59,840  
The modules in this training

49

00:01:59,840 --> 00:02:02,350  
are dedicated to engaging  
in thinking, learning,

50

00:02:02,350 --> 00:02:04,080  
and dialogue about topics

51

00:02:04,080 --> 00:02:05,780  
that may make you feel uncomfortable,

52

00:02:05,780 --> 00:02:07,980  
but that require us to



contend with our discomfort

53

00:02:07,980 --> 00:02:11,548

if we are to truly create an  
inclusive environment at ASU.

54

00:02:11,548 --> 00:02:14,131

(upbeat music)

1

00:00:00,954 --> 00:00:03,537  
(bright music)

2

00:00:07,160 --> 00:00:08,400  
- When I think about students,

3

00:00:08,400 --> 00:00:10,830  
I wanna make sure that all students,

4

00:00:10,830 --> 00:00:13,580  
every student has an  
opportunity to do research,

5

00:00:13,580 --> 00:00:16,390  
that those experiences are equitable,

6

00:00:16,390 --> 00:00:18,170  
they know that they're available,

7

00:00:18,170 --> 00:00:21,700  
and that they get to work  
with a range of faculty.

8

00:00:21,700 --> 00:00:24,460  
So, you know, I don't  
think that there's a space

9

00:00:24,460 --> 00:00:26,770  
that we shouldn't be touching  
when it comes to diversity,

10

00:00:26,770 --> 00:00:28,760  
equity, and inclusion conversations.

11

00:00:28,760 --> 00:00:30,700

- Dr. Brooks, I completely  
concur with you.

12

00:00:30,700 --> 00:00:32,540  
You know, when I think about  
working with our students,

13

00:00:32,540 --> 00:00:35,320  
our undergraduate students,  
our graduate students,

14

00:00:35,320 --> 00:00:37,920  
there is no place in  
which diversity, equity,

15

00:00:37,920 --> 00:00:40,500  
and inclusion cannot be  
a part of the dialogue.

16

00:00:40,500 --> 00:00:42,020  
When I think about our student leaders

17

00:00:42,020 --> 00:00:44,990  
and what's important to them,  
understanding who they are,

18

00:00:44,990 --> 00:00:47,250  
what their passions,  
what their interests are,

19

00:00:47,250 --> 00:00:50,130  
creating space for all of that  
to come into our environment

20

00:00:50,130 --> 00:00:52,960  
in order to influence  
our environment matters.

21

00:00:52,960 --> 00:00:54,670

It becomes a way for us

22

00:00:54,670 --> 00:00:58,500

to continue to foster  
inclusion at the university.

23

00:00:58,500 --> 00:00:59,720

- And as vice provost

24

00:00:59,720 --> 00:01:01,750

for inclusion and community engagement,

25

00:01:01,750 --> 00:01:04,530

diversity, equity, inclusion,  
and belonging are part

26

00:01:04,530 --> 00:01:07,700

of my comprehensive portfolio  
in really thinking about

27

00:01:07,700 --> 00:01:11,230

how do we build what I  
describe as a latticework lift

28

00:01:11,230 --> 00:01:13,320

that across the entire institution,

29

00:01:13,320 --> 00:01:15,680

we're advancing this on every level

30

00:01:15,680 --> 00:01:19,580

and thinking about it as part  
of not the icing on the cake,

31

00:01:19,580 --> 00:01:22,300  
but the entirety of the cake itself.

32

00:01:22,300 --> 00:01:25,130  
- So I would say for me that an experience

33

00:01:25,130 --> 00:01:26,990  
that comes to mind is  
speaking with faculty

34

00:01:26,990 --> 00:01:31,270  
about prioritizing different experiences.

35

00:01:31,270 --> 00:01:34,670  
And when it comes to  
thinking about grad students,

36

00:01:34,670 --> 00:01:37,330  
we really want to develop  
a language, right,

37

00:01:37,330 --> 00:01:39,060  
that doesn't demean

38

00:01:39,060 --> 00:01:41,910  
and doesn't create the  
stratification of hierarchy

39

00:01:41,910 --> 00:01:45,860  
in terms of whose interest,  
whose ideas matter.

40

00:01:45,860 --> 00:01:47,910  
Instead, we wanna have a language

41

00:01:47,910 --> 00:01:50,750  
that is inclusive, but also increases.

42  
00:01:50,750 --> 00:01:52,860  
It expands the conversation.

43  
00:01:52,860 --> 00:01:56,900  
It allows more people to come  
in and hopefully engages folks

44  
00:01:56,900 --> 00:01:58,110  
where they're more receptive

45  
00:01:58,110 --> 00:01:59,920  
to hearing and learning from others.

46  
00:01:59,920 --> 00:02:02,040  
- Yeah, and I think one of the challenges

47  
00:02:02,040 --> 00:02:06,040  
that we face is how to  
speak broadly, right,

48  
00:02:06,040 --> 00:02:09,280  
about diversity, equity,  
and inclusion for everyone,

49  
00:02:09,280 --> 00:02:12,370  
part of our charter, but  
also how do we do the work,

50  
00:02:12,370 --> 00:02:15,380  
thinking about the specificity  
of our different communities

51  
00:02:15,380 --> 00:02:16,630

and what they need.

52

00:02:16,630 --> 00:02:21,010

And I see the work of our  
graduate students and our postdocs

53

00:02:21,010 --> 00:02:23,420

that really from their  
generational standpoint,

54

00:02:23,420 --> 00:02:26,110

they're leading the way in  
thinking about these issues

55

00:02:26,110 --> 00:02:28,130

and the centrality of the relationship

56

00:02:28,130 --> 00:02:31,470

to social justice more broadly

57

00:02:31,470 --> 00:02:33,680

that the work we do at  
the institution threads

58

00:02:33,680 --> 00:02:38,120

into our communities and our  
practice, both in academia,

59

00:02:38,120 --> 00:02:40,900

but also in the world  
in our civic engagement.

60

00:02:40,900 --> 00:02:42,590

- You know, when I think  
about our graduate students

61

00:02:42,590 --> 00:02:44,100  
and their passions for their studies

62  
00:02:44,100 --> 00:02:46,920  
and where they've arrived  
and their academic endeavors,

63  
00:02:46,920 --> 00:02:49,260  
they all come to the  
space at a different point

64  
00:02:49,260 --> 00:02:51,210  
in understanding what  
diversity, inclusion,

65  
00:02:51,210 --> 00:02:53,360  
and equity may or may not be.

66  
00:02:53,360 --> 00:02:56,250  
And so them managing what  
that means for themselves

67  
00:02:56,250 --> 00:02:58,060  
and then depending on the  
role that they're playing,

68  
00:02:58,060 --> 00:03:00,710  
either as their researcher  
or as a student leader

69  
00:03:00,710 --> 00:03:03,570  
or as an education, a  
TA, RA, in a classroom,

70  
00:03:03,570 --> 00:03:05,540  
how are they then managing



71

00:03:05,540 --> 00:03:06,960  
what they understand for themselves

72

00:03:06,960 --> 00:03:08,270  
in relationship to the students

73

00:03:08,270 --> 00:03:09,910  
that they may be engaging with?

74

00:03:09,910 --> 00:03:13,310  
And it's a constant  
evolution for all of us,

75

00:03:13,310 --> 00:03:14,880  
and so thinking about that, I think,

76

00:03:14,880 --> 00:03:16,900  
becomes really challenging  
in understanding

77

00:03:16,900 --> 00:03:20,070  
at what point to be able to push forward,

78

00:03:20,070 --> 00:03:23,160  
but to hold, never letting  
go of the importance

79

00:03:23,160 --> 00:03:25,200  
of diversity, equity, and inclusion

80

00:03:25,200 --> 00:03:27,430  
within their spaces they occupy.

81

00:03:27,430 --> 00:03:29,470  
You know, what I like

about the university is

82

00:03:29,470 --> 00:03:31,860

that it's a space for education,

83

00:03:31,860 --> 00:03:35,140

and so individuals can  
take their own initiative

84

00:03:35,140 --> 00:03:36,460

to either take a class.

85

00:03:36,460 --> 00:03:38,430

It doesn't have to be a  
part of their curriculum.

86

00:03:38,430 --> 00:03:40,790

Pick up a book, right?

87

00:03:40,790 --> 00:03:42,300

Pick up a book.

88

00:03:42,300 --> 00:03:44,355

Nobody has to tell you,  
"You have to know this."

89

00:03:44,355 --> 00:03:45,188

- Right.

90

00:03:45,188 --> 00:03:46,890

- Just go out there.

You know it's important.

91

00:03:46,890 --> 00:03:49,680

Go out there and take  
initiative for your education,

92

00:03:49,680 --> 00:03:50,800  
for your learning.

93

00:03:50,800 --> 00:03:54,130  
- One of the things I've  
been really inspired about is

94

00:03:54,130 --> 00:03:57,470  
how many staff have formed working groups

95

00:03:57,470 --> 00:03:59,490  
and conversation groups, right,

96

00:03:59,490 --> 00:04:03,250  
to really take on reading books,

97

00:04:03,250 --> 00:04:05,930  
but also going to cultural events together

98

00:04:05,930 --> 00:04:08,810  
and looking at the training opportunities

99

00:04:08,810 --> 00:04:12,760  
that they have to really  
increase their toolkit,

100

00:04:12,760 --> 00:04:14,180  
you know, the way that we've talked about,

101

00:04:14,180 --> 00:04:18,140  
specific conversations,  
specific discussions,

102

00:04:18,140 --> 00:04:20,930

specific trainings, but  
also thinking about,

103

00:04:20,930 --> 00:04:22,440  
how do you put it into practice

104

00:04:22,440 --> 00:04:24,750  
and have spaces to talk with one another?

105

00:04:24,750 --> 00:04:27,720  
But to observe and be curious,

106

00:04:27,720 --> 00:04:30,260  
to be able to make the connection

107

00:04:30,260 --> 00:04:34,370  
between the trainings and  
what's actually manifesting

108

00:04:34,370 --> 00:04:36,330  
'cause trainings are a great tool,

109

00:04:36,330 --> 00:04:38,760  
but they're no substitute for being able

110

00:04:38,760 --> 00:04:41,610  
to be in community and  
work through things.

111

00:04:41,610 --> 00:04:43,020  
- Yeah, I agree totally, right?

112

00:04:43,020 --> 00:04:45,880  
I think that we're all saying  
some of the same things,

113

00:04:45,880 --> 00:04:47,060  
learning, right? (laughs)

114

00:04:47,060 --> 00:04:50,850  
Go out there, take a  
risk, try something new.

115

00:04:50,850 --> 00:04:52,770  
We're at a space in higher education,

116

00:04:52,770 --> 00:04:55,130  
this is a place of lifelong learning.

117

00:04:55,130 --> 00:04:56,850  
And so we wanna encourage everyone.

118

00:04:56,850 --> 00:04:59,840  
When I think of faculty, I want  
faculty to go out and read.

119

00:04:59,840 --> 00:05:02,610  
I want them to engage with community.

120

00:05:02,610 --> 00:05:04,130  
Do something of service, right?

121

00:05:04,130 --> 00:05:06,800  
Go out and figure out  
where you can fill a need,

122

00:05:06,800 --> 00:05:09,440  
and use that as a space to learn,

123

00:05:09,440 --> 00:05:12,010  
not just something where you're

doing, but actually learn.

124

00:05:12,010 --> 00:05:14,500

Speak with people. Get to know them.

125

00:05:14,500 --> 00:05:15,990

I think when it comes to students,

126

00:05:15,990 --> 00:05:18,340

it's also thinking about  
what you're teaching,

127

00:05:18,340 --> 00:05:20,400

what your curriculum is saying.

128

00:05:20,400 --> 00:05:22,520

Are there new things  
that you're introducing

129

00:05:22,520 --> 00:05:23,600

to your curriculum?

130

00:05:23,600 --> 00:05:26,120

Paying attention to some of the things

131

00:05:26,120 --> 00:05:27,920

that our students are paying attention to.

132

00:05:27,920 --> 00:05:30,170

So what are those conversations?

133

00:05:30,170 --> 00:05:33,230

Whether it's in pop culture, in sports.

134

00:05:33,230 --> 00:05:34,530

What are those conversations,

135

00:05:34,530 --> 00:05:36,760

and how do you bring  
those into the classroom

136

00:05:36,760 --> 00:05:38,010

and get that two-way learning,

137

00:05:38,010 --> 00:05:40,790

learning from the students  
where they are in this moment,

138

00:05:40,790 --> 00:05:44,530

and being able to use  
our knowledge as faculty

139

00:05:44,530 --> 00:05:45,860

to shed some light,

140

00:05:45,860 --> 00:05:48,770

but also find ways to  
gain new areas, right,

141

00:05:48,770 --> 00:05:53,570

where you can increase your  
breadth as a faculty member

142

00:05:53,570 --> 00:05:55,439

and also support your students better.

143

00:05:55,439 --> 00:05:58,022

(bright music)

1  
00:00:01,078 --> 00:00:03,661  
(bright music)

2  
00:00:08,030 --> 00:00:10,430  
- This video introduces the bias quadrant.

3  
00:00:10,430 --> 00:00:11,820  
For the purposes of this training,

4  
00:00:11,820 --> 00:00:14,930  
we want you to think about bias  
along four different areas,

5  
00:00:14,930 --> 00:00:16,620  
individual and systemic bias

6  
00:00:16,620 --> 00:00:19,250  
as well as conscious and unconscious bias.

7  
00:00:19,250 --> 00:00:20,680  
Let's break this down a bit.

8  
00:00:20,680 --> 00:00:23,860  
When we say individual, we're  
referring to one person,

9  
00:00:23,860 --> 00:00:25,940  
one action or inaction.

10  
00:00:25,940 --> 00:00:28,880  
So this is an individual who  
says something, does something,

11  
00:00:28,880 --> 00:00:31,200



or decides not to do something.

12

00:00:31,200 --> 00:00:32,420

And when we say conscious,

13

00:00:32,420 --> 00:00:35,030

that's referring to an

action or an inaction done

14

00:00:35,030 --> 00:00:37,380

with intention or awareness.

15

00:00:37,380 --> 00:00:39,900

- Individual conscious

actions are something

16

00:00:39,900 --> 00:00:41,520

that you do on purpose.

17

00:00:41,520 --> 00:00:44,980

It means you've used

information you have acquired

18

00:00:44,980 --> 00:00:47,970

from your lived experiences

or some other source

19

00:00:47,970 --> 00:00:50,980

to inform your action and decision-making.

20

00:00:50,980 --> 00:00:52,780

From the individual conscious,

21

00:00:52,780 --> 00:00:55,580

we move to the individual unconscious.

22

00:00:55,580 --> 00:00:59,130

Unconscious refers to things  
that we do or don't do

23

00:00:59,130 --> 00:01:01,650

without actively thinking about it.

24

00:01:01,650 --> 00:01:05,760

Individual unconscious actions  
are things that people do

25

00:01:05,760 --> 00:01:07,970

that they might not be  
aware they're doing,

26

00:01:07,970 --> 00:01:11,800

and they might not think  
about why they do them.

27

00:01:11,800 --> 00:01:15,740

One way to think about it,  
it's as if you're on autopilot.

28

00:01:15,740 --> 00:01:19,330

The key thing to remember about  
systemic-level thinking is

29

00:01:19,330 --> 00:01:21,760

that it's larger than one person,

30

00:01:21,760 --> 00:01:26,760

but it affects a group, a  
society, or even the entire world.

31

00:01:26,870 --> 00:01:29,550

So let's take what we

know about the difference

32

00:01:29,550 --> 00:01:32,260

between the conscious and unconscious

33

00:01:32,260 --> 00:01:36,420

and apply it to what we just  
learned about the systemic.

34

00:01:36,420 --> 00:01:40,810

Systemic consciousness refers  
to the intentional actions

35

00:01:40,810 --> 00:01:44,180

or policies that impact groups of people,

36

00:01:44,180 --> 00:01:47,860

like an institution, a  
legislature, or a community.

37

00:01:47,860 --> 00:01:52,000

For example, if a company  
sets a policy for work attire

38

00:01:52,000 --> 00:01:55,640

that says all employees  
should keep their hair short

39

00:01:55,640 --> 00:02:00,640

and visible at all times, that's  
a conscious systemic action

40

00:02:00,640 --> 00:02:04,250

because it's a policy made by the company,

41

00:02:04,250 --> 00:02:07,550

intended to affect everyone  
working at the company

42

00:02:07,550 --> 00:02:08,960  
during working hours.

43

00:02:08,960 --> 00:02:11,020  
- Which brings us to our last quadrant,

44

00:02:11,020 --> 00:02:12,950  
the systemic unconscious.

45

00:02:12,950 --> 00:02:15,320  
These are motivations or  
consequences of a policy

46

00:02:15,320 --> 00:02:17,690  
that might be hidden, unintended,

47

00:02:17,690 --> 00:02:19,330  
or even just covert and obscured

48

00:02:19,330 --> 00:02:21,520  
by the conscious systemic policy.

49

00:02:21,520 --> 00:02:24,440  
If we return to our short  
hair policy for work,

50

00:02:24,440 --> 00:02:27,050  
it's going to affect different  
people in different ways.

51

00:02:27,050 --> 00:02:28,870  
It might create problems or barriers

52

00:02:28,870 --> 00:02:30,810  
for people who have  
long hair for personal,

53

00:02:30,810 --> 00:02:32,930  
religious, or cultural reasons,

54

00:02:32,930 --> 00:02:35,050  
and it might not create  
problems for people

55

00:02:35,050 --> 00:02:37,570  
who have short hair or no hair at all.

56

00:02:37,570 --> 00:02:39,030  
- This might seem like a lot

57

00:02:39,030 --> 00:02:41,160  
of different terms and concepts,

58

00:02:41,160 --> 00:02:44,520  
but in the end, the bias  
quadrant is an attempt

59

00:02:44,520 --> 00:02:47,370  
to simplify something that's huge,

60

00:02:47,370 --> 00:02:49,890  
overlapping, interconnected,

61

00:02:49,890 --> 00:02:53,040  
and generally blended  
into our everyday lives,

62

00:02:53,040 --> 00:02:56,430

particularly as each category gets applied

63

00:02:56,430 --> 00:02:57,600  
to different groups

64

00:02:57,600 --> 00:03:01,570  
and how individual people's  
complex identities factor

65

00:03:01,570 --> 00:03:03,500  
into the whole process.

66

00:03:03,500 --> 00:03:07,090  
We hope this bias quadrant  
helps you across this training

67

00:03:07,090 --> 00:03:10,500  
and inspires you to think  
about how the policies,

68

00:03:10,500 --> 00:03:14,030  
practices, and protocols  
in your department,

69

00:03:14,030 --> 00:03:18,620  
your workplace, your field are  
a reflection or contribution

70

00:03:18,620 --> 00:03:21,540  
to individual or systemic-level biases.

71

00:03:21,540 --> 00:03:24,230  
Power and privilege reinforce one another

72

00:03:24,230 --> 00:03:26,680  
and affect all levels of bias.

73

00:03:26,680 --> 00:03:29,370

It's important to have  
an intersectional lens

74

00:03:29,370 --> 00:03:32,060

when confronting systemic bias.

75

00:03:32,060 --> 00:03:35,550

This means that when we talk  
about racial difference,

76

00:03:35,550 --> 00:03:39,370

we also have to consider how  
these differences are informed

77

00:03:39,370 --> 00:03:42,690

by gender, age, disability, sexuality,

78

00:03:42,690 --> 00:03:45,470

and other forms of social identities.

79

00:03:45,470 --> 00:03:48,490

- Bias is everywhere, but  
once we start recognizing it,

80

00:03:48,490 --> 00:03:51,120

we can begin to address it  
and seek to establish actions

81

00:03:51,120 --> 00:03:53,251

and practices that promote equity.

82

00:03:53,251 --> 00:03:55,834

(bright music)

1  
00:00:00,016 --> 00:00:02,599  
(upbeat music)

2  
00:00:07,508 --> 00:00:10,419  
- Thank you, Dr. Fonseca-Chavez  
for joining us today.

3  
00:00:10,419 --> 00:00:13,224  
The term white supremacy has been defined

4  
00:00:13,224 --> 00:00:15,450  
as this belief that white people

5  
00:00:15,450 --> 00:00:16,551  
constitute a superior race

6  
00:00:16,551 --> 00:00:18,924  
and therefore should dominate society,

7  
00:00:18,924 --> 00:00:22,576  
which typically is at the exclusion

8  
00:00:22,576 --> 00:00:25,910  
or detriment to people's and  
ethnic groups in particular,

9  
00:00:25,910 --> 00:00:28,583  
Black, Indigenous or Jewish people.

10  
00:00:28,583 --> 00:00:30,858  
More recently, the term has been used

11  
00:00:30,858 --> 00:00:33,147  
to describe efforts of individual actions,



12

00:00:33,147 --> 00:00:36,910

certain xenophobic or racist groups,

13

00:00:36,910 --> 00:00:38,983

but white supremacy has also been used

14

00:00:38,983 --> 00:00:41,340

as a descriptor for a framework,

15

00:00:41,340 --> 00:00:43,840

and that encompasses policies, laws,

16

00:00:43,840 --> 00:00:45,973

and practices that result  
from systemic bias.

17

00:00:45,973 --> 00:00:48,880

So for some, I think hearing the term

18

00:00:48,880 --> 00:00:50,133

feels a little uncomfortable

19

00:00:50,133 --> 00:00:52,933

and can lead to sort of  
a visceral reactions.

20

00:00:52,933 --> 00:00:54,795

- We're always tethered to our past.

21

00:00:54,795 --> 00:00:56,580

And the way that we think

22

00:00:56,580 --> 00:00:57,960

about how we're moving in the future

23

00:00:57,960 --> 00:01:01,056  
is intricately tied to how function

24

00:01:01,056 --> 00:01:03,034  
and form happened long before

25

00:01:03,034 --> 00:01:04,990  
we ever stepped onto this Earth.

26

00:01:04,990 --> 00:01:06,873  
And so the way that I  
think about white supremacy

27

00:01:06,873 --> 00:01:10,487  
in my own work is rooted  
in the colonial period,

28

00:01:10,487 --> 00:01:15,480  
and that is the foundational  
function of the United States.

29

00:01:15,480 --> 00:01:17,510  
And so what I'm referring  
to here is the period

30

00:01:17,510 --> 00:01:20,310  
between the 1500's and the  
1800's that encompasses

31

00:01:20,310 --> 00:01:21,787  
both Spanish colonization

32

00:01:21,787 --> 00:01:25,037  
and Euro American colonization.

33

00:01:25,037 --> 00:01:27,797

And what colonization  
did, was it really created

34

00:01:27,797 --> 00:01:29,600

this system of binary thinking.

35

00:01:29,600 --> 00:01:31,437

There were folks that were inherently good

36

00:01:31,437 --> 00:01:33,127

and folks that were inherently bad,

37

00:01:33,127 --> 00:01:36,477

and that led to the systems of superiority

38

00:01:36,477 --> 00:01:38,170

that were then written

39

00:01:38,170 --> 00:01:40,187

into the foundational  
documents of our Nation.

40

00:01:40,187 --> 00:01:41,997

And so when we think about,

41

00:01:41,997 --> 00:01:45,137

I didn't do that, my ancestors did that.

42

00:01:45,137 --> 00:01:46,920

I don't have a tie to my ancestors.

43

00:01:46,920 --> 00:01:50,470

We do really have to think  
about how our history

44

00:01:50,470 --> 00:01:51,907

and our culture and our laws

45

00:01:51,907 --> 00:01:53,860

and the way that we navigate this world

46

00:01:53,860 --> 00:01:55,560

is tied to those documents.

47

00:01:55,560 --> 00:01:59,604

And so laws, any kind of  
discrimination policies,

48

00:01:59,604 --> 00:02:03,304

racism is often tied to  
the colonial mindset,

49

00:02:03,304 --> 00:02:04,893

you know, and it's also tied

50

00:02:04,893 --> 00:02:09,104

to race, to social class,  
to gender, to sexuality.

51

00:02:09,104 --> 00:02:13,750

And so we really do need to  
think about not white supremacy,

52

00:02:13,750 --> 00:02:16,496

as something that is rooted  
in the KKK for example.

53

00:02:16,496 --> 00:02:17,906

That is a really sort of overt

54

00:02:17,906 --> 00:02:20,706

way of thinking about white supremacy.

55

00:02:20,706 --> 00:02:23,530

But we do need to think about  
those covert ways, right?

56

00:02:23,530 --> 00:02:25,203

How do those systems sort of infiltrate

57

00:02:25,203 --> 00:02:28,356

every level of our society

58

00:02:28,356 --> 00:02:30,820

and how can we move in ways

59

00:02:30,820 --> 00:02:33,356

that help to dismantle white supremacy

60

00:02:33,356 --> 00:02:35,420

and what it means to navigate the world

61

00:02:35,420 --> 00:02:36,900

as somebody differently abled

62

00:02:36,900 --> 00:02:38,770

or somebody who comes  
from a lower social class,

63

00:02:38,770 --> 00:02:41,583

but we haven't talked  
enough about what it means

64

00:02:41,583 --> 00:02:43,882

to navigate the world as a white person.

65

00:02:43,882 --> 00:02:45,805

And I think that that's scary for folks

66

00:02:45,805 --> 00:02:49,294

because it has become so  
normalized over time that we,

67

00:02:49,294 --> 00:02:50,460

you know, when you say,

68

00:02:50,460 --> 00:02:54,000

I think earlier you said that  
this idea that, you know,

69

00:02:54,000 --> 00:02:56,110

it scares people to talk  
about white supremacy

70

00:02:56,110 --> 00:02:57,526

or to be called a white supremacist.

71

00:02:57,526 --> 00:03:00,239

But if we start thinking  
about it in terms of whiteness

72

00:03:00,239 --> 00:03:02,199

as something that is culturally neutral

73

00:03:02,199 --> 00:03:04,590

and we're moving it  
from that neutral space

74

00:03:04,590 --> 00:03:06,020

into a critical space.

75

00:03:06,020 --> 00:03:07,772

I think it's really important  
to move in that way,

76

00:03:07,772 --> 00:03:10,610

because I think that if we  
are trying to be in community

77

00:03:10,610 --> 00:03:11,849

and conversation with another,

78

00:03:11,849 --> 00:03:14,948

we also have to open the  
space to critique whiteness.

79

00:03:14,948 --> 00:03:17,531

(upbeat music)

[https://www.youtube.com/watch?embeds\\_referring\\_euri=https%3A%2F%2Fasuce.instructure.com%2Fcourses%2F5947%2Fpages%2F2-dot-2-expert-perspectives%3Fmodule\\_item\\_id%3D360797&source\\_ve\\_path=Mjg2NjQsMTY0NTAz&feature=emb\\_share&v=ViDtnfQ9FHc](https://www.youtube.com/watch?embeds_referring_euri=https%3A%2F%2Fasuce.instructure.com%2Fcourses%2F5947%2Fpages%2F2-dot-2-expert-perspectives%3Fmodule_item_id%3D360797&source_ve_path=Mjg2NjQsMTY0NTAz&feature=emb_share&v=ViDtnfQ9FHc)



1

00:00:00,971 --> 00:00:04,638  
(upbeat instrumental music)

2

00:00:08,100 --> 00:00:09,970  
- So far, we've been learning about bias

3

00:00:09,970 --> 00:00:11,510  
as it relates to DEIB.

4

00:00:11,510 --> 00:00:13,920  
We know that bias can manifest  
itself in different ways,

5

00:00:13,920 --> 00:00:16,200  
whether it's individually, systemically,

6

00:00:16,200 --> 00:00:18,090  
consciously, or unconsciously.

7

00:00:18,090 --> 00:00:19,010  
And in a few minutes,

8

00:00:19,010 --> 00:00:21,210  
you're going to learn  
about the bias quadrant.

9

00:00:21,210 --> 00:00:24,530  
This will help you to think  
through and talk about the ways

10

00:00:24,530 --> 00:00:27,650  
in which bias can manifest,  
and how you can identify it.

11

00:00:27,650 --> 00:00:28,990

So being able to identify bias

12

00:00:28,990 --> 00:00:31,267

means that you can begin  
to develop strategies

13

00:00:31,267 --> 00:00:33,010

to then respond to it.

14

00:00:33,010 --> 00:00:34,317

You can push back against it,

15

00:00:34,317 --> 00:00:37,860

support those who  
experience it, and make sure

16

00:00:37,860 --> 00:00:40,460

that you're not contributing to it.

17

00:00:40,460 --> 00:00:41,560

It is important to keep in mind

18

00:00:41,560 --> 00:00:43,650

that even though we have  
defined different terms

19

00:00:43,650 --> 00:00:46,020

related to bias and social identities,

20

00:00:46,020 --> 00:00:48,840

individually, social  
identities can overlap

21

00:00:48,840 --> 00:00:52,170

to create unique experiences  
with bias and discrimination

22

00:00:52,170 --> 00:00:55,730  
that impact the lived  
experiences of those around us,

23

00:00:55,730 --> 00:00:57,490  
and this overlap is referred to

24

00:00:57,490 --> 00:00:59,980  
as intersectionality of bias.

25

00:00:59,980 --> 00:01:02,050  
So Hannah, could you  
maybe help us understand

26

00:01:02,050 --> 00:01:03,260  
a little bit more about what we mean

27

00:01:03,260 --> 00:01:05,160  
when we talk about intersectionality?

28

00:01:05,160 --> 00:01:06,090  
- Absolutely.

29

00:01:06,090 --> 00:01:07,990  
Intersectionality helps us understand

30

00:01:07,990 --> 00:01:10,350  
how some social factors, like gender,

31

00:01:10,350 --> 00:01:13,110  
when combined with other  
social factors and identities,

32

00:01:13,110 --> 00:01:15,070

like race, language spoken,

33

00:01:15,070 --> 00:01:17,410  
and even perceived class status,

34

00:01:17,410 --> 00:01:19,130  
influence the type of screening,

35

00:01:19,130 --> 00:01:22,540  
preventative care and access  
to treatment available.

36

00:01:22,540 --> 00:01:26,020  
Overall, scholars who engage  
in this work encourage us

37

00:01:26,020 --> 00:01:30,340  
to think about why understanding  
intersectionality matters

38

00:01:30,340 --> 00:01:33,530  
and how a lack of understanding  
of intersectionality

39

00:01:33,530 --> 00:01:36,310  
can lead to sexist, patriarchal

40

00:01:36,310 --> 00:01:39,980  
or colorblind biases and practices.

41

00:01:44,042 --> 00:01:47,770  
- Intersectionality  
research has grown so much.

42

00:01:47,770 --> 00:01:50,060  
It now includes examinations

43

00:01:50,060 --> 00:01:52,760  
of the relationship  
between the US federal law

44

00:01:52,760 --> 00:01:54,800  
and state law and policy

45

00:01:54,800 --> 00:01:58,770  
to historically disenfranchised  
and minoritized communities.

46

00:01:58,770 --> 00:02:01,530  
For example, early work  
examined the effects

47

00:02:01,530 --> 00:02:03,396  
of policies such as affirmative action,

48

00:02:03,396 --> 00:02:05,790  
reparations, hate speech,

49

00:02:05,790 --> 00:02:09,810  
and even Brown V Board of Education.

50

00:02:09,810 --> 00:02:13,262  
The research now includes  
a much larger international

51

00:02:13,262 --> 00:02:14,840  
and global scope.

52

00:02:14,840 --> 00:02:18,080  
- And with pronounced  
growth in breadth and depth,

53

00:02:18,080 --> 00:02:21,110  
intersectionality as a  
concept and framework

54

00:02:21,110 --> 00:02:25,790  
is useful to many areas beyond  
the field of law and policy.

55

00:02:25,790 --> 00:02:29,010  
It has application for how we  
understand social practices

56

00:02:29,010 --> 00:02:31,528  
and has been used to  
examine the implications

57

00:02:31,528 --> 00:02:34,820  
of policy and practices  
within diverse fields,

58

00:02:34,820 --> 00:02:38,025  
like domestic violence  
work counseling, therapy,

59

00:02:38,025 --> 00:02:43,025  
social work, hiring, organizational  
and leadership studies,

60

00:02:43,310 --> 00:02:47,520  
sociology, public health,  
and even education.

61

00:02:47,520 --> 00:02:48,353  
- Wow.

62

00:02:48,353 --> 00:02:49,530

Well, I really learned a lot from you all

63

00:02:49,530 --> 00:02:50,710

and I hope you all did, too.

64

00:02:50,710 --> 00:02:51,739

Thanks.

65

00:02:51,739 --> 00:02:55,406

(upbeat instrumental music)

1

00:00:00,881 --> 00:00:03,464  
(upbeat music)

2

00:00:08,340 --> 00:00:10,720  
- One of the most common questions we hear

3

00:00:10,720 --> 00:00:14,190  
from people learning about  
DEIB is often a question

4

00:00:14,190 --> 00:00:16,340  
about how to acknowledge or refer

5

00:00:16,340 --> 00:00:19,560  
to specific social identity  
groups with respect.

6

00:00:19,560 --> 00:00:22,860  
We know that the terms like colored people

7

00:00:22,860 --> 00:00:25,700  
are not the same as people of color.

8

00:00:25,700 --> 00:00:29,540  
Today, we gather with the  
hopes that you can help us

9

00:00:29,540 --> 00:00:34,310  
learn more about the evolution  
of language, what terms mean,

10

00:00:34,310 --> 00:00:37,820  
and what is the correct  
term to use when referring

11



00:00:37,820 --> 00:00:39,580  
to particular groups.

12  
00:00:39,580 --> 00:00:41,980  
What are the factors  
that influence which term

13  
00:00:41,980 --> 00:00:44,470  
is appropriate to use?

14  
00:00:44,470 --> 00:00:45,600  
- That's a really great question, Jamal.

15  
00:00:45,600 --> 00:00:46,810  
As we think about language,

16  
00:00:46,810 --> 00:00:49,140  
we have to also understand the evolution

17  
00:00:49,140 --> 00:00:51,750  
as society has continued to evolve,

18  
00:00:51,750 --> 00:00:55,410  
as there has been a  
reclamation of identity

19  
00:00:55,410 --> 00:00:57,430  
for specific communities.

20  
00:00:57,430 --> 00:00:59,660  
- What are some things we should consider

21  
00:00:59,660 --> 00:01:03,070  
when speaking with or  
about disabled peoples

22

00:01:03,070 --> 00:01:04,530  
and their communities?

23

00:01:04,530 --> 00:01:06,490  
- So I think to begin,

24

00:01:06,490 --> 00:01:10,680  
I'll say that disability and  
disabled are not bad words.

25

00:01:10,680 --> 00:01:13,650  
I think sometimes it's taboo  
or shameful to talk about

26

00:01:13,650 --> 00:01:16,220  
ability status, but it  
really shouldn't be,

27

00:01:16,220 --> 00:01:18,970  
we're not here to pity  
the disabled community.

28

00:01:18,970 --> 00:01:22,940  
One, because disability  
is such an umbrella term.

29

00:01:22,940 --> 00:01:26,890  
It can mean visible disabilities,  
invisible disabilities,

30

00:01:26,890 --> 00:01:29,410  
and some people disclose  
and some people don't,

31

00:01:29,410 --> 00:01:32,680  
it's really hard to understand

what disability means

32

00:01:32,680 --> 00:01:34,620  
as a concept.

33

00:01:34,620 --> 00:01:37,650  
- Nakita, Hannah, you all  
have really helped clarify

34

00:01:37,650 --> 00:01:41,120  
a lot of the confusion  
commonly expressed by people

35

00:01:41,120 --> 00:01:43,450  
new to these discussions.

36

00:01:43,450 --> 00:01:46,150  
My final question is  
related to a community

37

00:01:46,150 --> 00:01:49,800  
we typically celebrate  
during the month of June.

38

00:01:49,800 --> 00:01:52,280  
Can you talk a little bit about language

39

00:01:52,280 --> 00:01:55,940  
related to gay, lesbian  
and queer communities?

40

00:01:55,940 --> 00:01:58,100  
What are some of the terms commonly used

41

00:01:58,100 --> 00:01:59,470  
to describe this community?

42

00:01:59,470 --> 00:02:02,480

Is it more appropriate  
to use a particular term?

43

00:02:02,480 --> 00:02:05,810

- So it is an interesting  
umbrella because it encompasses

44

00:02:05,810 --> 00:02:10,810

both gender identity and  
sexual identity and asexuality.

45

00:02:10,940 --> 00:02:14,460

So for instance, we have gay and lesbian,

46

00:02:14,460 --> 00:02:16,320

but we also have transgender.

47

00:02:16,320 --> 00:02:19,200

So for there, we would have  
an example of sexuality

48

00:02:19,200 --> 00:02:21,290

and one of gender identity.

49

00:02:21,290 --> 00:02:25,760

The I in LGBTQIA plus stands for intersex,

50

00:02:25,760 --> 00:02:27,950

which is more biological spectrum.

51

00:02:27,950 --> 00:02:30,660

It also encompasses queer,  
which is one of those

52

00:02:30,660 --> 00:02:34,330  
reclaimed words that for  
some generations was a slur

53

00:02:34,330 --> 00:02:36,680  
to be quite honest,  
but younger generations

54

00:02:36,680 --> 00:02:40,090  
may be using themselves in a prideful way.

55

00:02:40,090 --> 00:02:42,630  
- I think we see queer being  
used as an umbrella term,

56

00:02:42,630 --> 00:02:45,490  
very similar to what we would say trans

57

00:02:45,490 --> 00:02:49,210  
or maybe even the rainbow  
community, in many instances.

58

00:02:49,210 --> 00:02:51,930  
- It's that reclamation  
that you were talking about.

59

00:02:51,930 --> 00:02:53,370  
And from what you just said,

60

00:02:53,370 --> 00:02:58,370  
it seems like it should be LGBTQIAN plus

61

00:02:58,980 --> 00:03:00,620  
in being non-binary.

62

00:03:00,620 --> 00:03:03,290

- Yeah, it's never ending,  
and I think that's the beauty

63

00:03:03,290 --> 00:03:05,600  
about language is that it evolves.

64

00:03:05,600 --> 00:03:09,060  
And if you don't see yourself  
represented in that line,

65

00:03:09,060 --> 00:03:12,140  
you can come up with your new  
language to describe yourself

66

00:03:12,140 --> 00:03:14,350  
in a way that feels most appropriate.

67

00:03:14,350 --> 00:03:17,910  
- You have given us a lot to think about.

68

00:03:17,910 --> 00:03:19,100  
Thank you all, both.

69

00:03:19,100 --> 00:03:21,310  
And thank you so much for your time,

70

00:03:21,310 --> 00:03:23,540  
because this has been  
extremely informative.

71

00:03:23,540 --> 00:03:24,373  
- Thank you, Jamal.

72

00:03:24,373 --> 00:03:25,288  
- Thank you.

73

00:03:25,288 --> 00:03:27,871

(upbeat music)

[https://www.youtube.com/watch?v=NGOB38bs2vA&embeds\\_referring\\_euri=https%3A%2F%2Fasuce.instructure.com%2Fcourses%2F5947%2Fpages%2F3-dot-1-power-and-privilege-in-student-faculty-dynamics%3Fmodule\\_item\\_id%3D360824&feature=emb\\_imp\\_woyt](https://www.youtube.com/watch?v=NGOB38bs2vA&embeds_referring_euri=https%3A%2F%2Fasuce.instructure.com%2Fcourses%2F5947%2Fpages%2F3-dot-1-power-and-privilege-in-student-faculty-dynamics%3Fmodule_item_id%3D360824&feature=emb_imp_woyt)



1

00:00:00,857 --> 00:00:03,440  
(upbeat music)

2

00:00:08,160 --> 00:00:09,770  
- Power and privilege on campus

3

00:00:09,770 --> 00:00:11,480  
can look different for each of us,

4

00:00:11,480 --> 00:00:13,710  
depending on our position on campus.

5

00:00:13,710 --> 00:00:17,080  
For graduate students in  
particular, this can feel tenuous.

6

00:00:17,080 --> 00:00:20,300  
Graduate students wear many hats at once.

7

00:00:20,300 --> 00:00:22,890  
Depending on which hat  
you wear in a space,

8

00:00:22,890 --> 00:00:26,980  
you may feel the consequences  
of your limited power

9

00:00:26,980 --> 00:00:29,140  
compared to those more senior,

10

00:00:29,140 --> 00:00:32,020  
or yourself be the wielder of power.

11

00:00:32,020 --> 00:00:34,680  
- The classroom is a space

where students and faculty

12

00:00:34,680 --> 00:00:37,440

have the opportunity to explore new ways

13

00:00:37,440 --> 00:00:39,150

based on our critical reflection

14

00:00:39,150 --> 00:00:42,300

of what we as an institution have learned.

15

00:00:42,300 --> 00:00:44,700

It is a place for us to practice,

16

00:00:44,700 --> 00:00:48,220

critique, and improve  
through inclusive teaching

17

00:00:48,220 --> 00:00:49,540

and engagement strategies

18

00:00:49,540 --> 00:00:52,100

so that we go out into the community

19

00:00:52,100 --> 00:00:54,770

to put in motion the ASU charter,

20

00:00:54,770 --> 00:00:57,180

beyond the walls of the university.

21

00:00:57,180 --> 00:01:00,680

- Places where grad students  
feel like they have less power

22

00:01:00,680 --> 00:01:03,420

are situations such as  
being a teaching assistant

23

00:01:03,420 --> 00:01:05,000  
or research assistant,

24

00:01:05,000 --> 00:01:06,840  
where you report to a professor

25

00:01:06,840 --> 00:01:09,140  
or another principal investigator.

26

00:01:09,140 --> 00:01:12,160  
This is also the case when  
negotiating pay increases,

27

00:01:12,160 --> 00:01:13,940  
summer funding contracts,

28

00:01:13,940 --> 00:01:17,640  
and asking for time to  
complete certain milestones.

29

00:01:17,640 --> 00:01:19,450  
Students may not feel as though

30

00:01:19,450 --> 00:01:21,590  
they are able to switch supervisors,

31

00:01:21,590 --> 00:01:25,280  
committee members, or advisors  
based on their relationships.

32

00:01:25,280 --> 00:01:28,860  
Remember, four plus one  
students taking graduate courses

33

00:01:28,860 --> 00:01:31,930

are no longer in their  
undergraduate roles.

34

00:01:31,930 --> 00:01:33,480

Wanting to advocate for yourself

35

00:01:33,480 --> 00:01:35,860

or speak out against problematic behavior

36

00:01:35,860 --> 00:01:37,890

while still being professional,

37

00:01:37,890 --> 00:01:40,210

fearing retaliation from an advisor,

38

00:01:40,210 --> 00:01:42,030

department, or funding source

39

00:01:42,030 --> 00:01:43,990

are places where graduate students feel

40

00:01:43,990 --> 00:01:45,590

they have less power.

41

00:01:45,590 --> 00:01:48,000

Students may not realize  
that they have power

42

00:01:48,000 --> 00:01:49,250

in certain situations,

43

00:01:49,250 --> 00:01:51,400

such as relationships with staff members

44

00:01:51,400 --> 00:01:54,220

who perform invisible  
labor at the university,

45

00:01:54,220 --> 00:01:57,100

but do not always carry the same prestige

46

00:01:57,100 --> 00:01:58,810

as faculty members.

47

00:01:58,810 --> 00:02:00,620

Doctoral students receive funding

48

00:02:00,620 --> 00:02:02,890

while master students may not.

49

00:02:02,890 --> 00:02:04,200

As a graduate student,

50

00:02:04,200 --> 00:02:08,020

you have the power to address  
and negotiate your teaching

51

00:02:08,020 --> 00:02:09,720

and research assignments.

52

00:02:09,720 --> 00:02:12,390

You should feel empowered  
to select a committee

53

00:02:12,390 --> 00:02:13,810

who will advocate for you

54

00:02:13,810 --> 00:02:16,630

and support your academic, professional,

55

00:02:16,630 --> 00:02:18,760

and personal endeavors.

56

00:02:18,760 --> 00:02:20,880

You also have access to

57

00:02:20,880 --> 00:02:23,410

the Student Accessibility  
and Learning Services,

58

00:02:23,410 --> 00:02:27,350

or SAILS office, which will  
provide additional resources

59

00:02:27,350 --> 00:02:30,310

to deepen the quality of  
your educational experience

60

00:02:30,310 --> 00:02:34,980

by ensuring accessibility for  
all programs and services.

61

00:02:34,980 --> 00:02:37,610

- As educators, we are preparing students

62

00:02:37,610 --> 00:02:39,540

for a world where power, privilege,

63

00:02:39,540 --> 00:02:43,090

and justice function as an everyday force.

64

00:02:43,090 --> 00:02:45,410

Step into the classroom and be bold,

65

00:02:45,410 --> 00:02:49,970

be brave, and take hold of  
your educational experience.

66

00:02:49,970 --> 00:02:52,800

When you are leading in a  
course as an instructor,

67

00:02:52,800 --> 00:02:55,450

remember that it is your responsibility

68

00:02:55,450 --> 00:02:58,800

to learn more about different  
curricular approaches

69

00:02:58,800 --> 00:03:01,230

that cultivate an inclusive and

70

00:03:01,230 --> 00:03:03,250

equitable learning environment.

71

00:03:03,250 --> 00:03:06,150

- How will you leverage your positionality

72

00:03:06,150 --> 00:03:09,031

as you prepare to change the world?

73

00:03:09,031 --> 00:03:11,614

(upbeat music)

<https://www.youtube.com/watch?v=9YIEDVPFARU>



1  
00:00:00,821 --> 00:00:03,404  
(upbeat music)

2  
00:00:08,090 --> 00:00:10,980  
- Academia can also be an isolating place,

3  
00:00:10,980 --> 00:00:14,870  
and many experience what is  
known as imposter syndrome.

4  
00:00:14,870 --> 00:00:17,490  
This is a collection of  
feelings of inadequacy

5  
00:00:17,490 --> 00:00:20,800  
that persists despite evident success.

6  
00:00:20,800 --> 00:00:22,790  
Women faculty and administrators,

7  
00:00:22,790 --> 00:00:25,950  
particularly those who  
identify as first-generation,

8  
00:00:25,950 --> 00:00:29,470  
women of color, and members  
of the LGBTQ community

9  
00:00:29,470 --> 00:00:31,080  
often report experiencing

10  
00:00:31,080 --> 00:00:33,480  
a sense of intellectual fraudulence

11  
00:00:33,480 --> 00:00:35,540

that cancels out any feelings

12

00:00:35,540 --> 00:00:38,800  
or external evidence of success.

13

00:00:38,800 --> 00:00:40,977  
- Imposter syndrome is systemically rooted

14

00:00:40,977 --> 00:00:45,600  
in the lack of access to power  
and privilege in the academy.

15

00:00:45,600 --> 00:00:48,440  
It kindles anxiety, increases stress,

16

00:00:48,440 --> 00:00:52,100  
and exacerbates feelings of not  
belonging in the University.

17

00:00:52,100 --> 00:00:54,480  
Students are more apt to succeed

18

00:00:54,480 --> 00:00:57,480  
if they see themselves and  
their diverse backgrounds

19

00:00:57,480 --> 00:00:59,470  
represented in the classroom,

20

00:00:59,470 --> 00:01:01,950  
in course content, and among the staff,

21

00:01:01,950 --> 00:01:05,050  
faculty and administrators  
of the University.

22

00:01:05,050 --> 00:01:08,250

- Hierarchies exist in every institution.

23

00:01:08,250 --> 00:01:11,730

In the academy, faculty

experience power differentials

24

00:01:11,730 --> 00:01:13,750

within and across ranks,

25

00:01:13,750 --> 00:01:15,860

from tenured and tenure track faculty,

26

00:01:15,860 --> 00:01:18,670

to research, clinical,

and teaching faculty.

27

00:01:18,670 --> 00:01:21,330

The American Association

of University Professors

28

00:01:21,330 --> 00:01:24,640

reports that there are more

than twice as many instructors

29

00:01:24,640 --> 00:01:27,260

with lower pay and less job security

30

00:01:27,260 --> 00:01:29,203

than their tenure lying colleagues.

31

00:01:34,000 --> 00:01:37,780

While tenure was established

to protect academic freedom,

32

00:01:37,780 --> 00:01:40,212  
it has become a system that maintains

33  
00:01:40,212 --> 00:01:42,670  
disproportionate power and privilege

34  
00:01:42,670 --> 00:01:44,760  
within the faculty ranks,

35  
00:01:44,760 --> 00:01:47,940  
especially given the less  
than average number of women

36  
00:01:47,940 --> 00:01:51,050  
and women of color at  
the higher faculty ranks

37  
00:01:51,050 --> 00:01:53,490  
and the higher  
representation of this group

38  
00:01:53,490 --> 00:01:57,700  
among the ranks of non tenure  
track teaching faculty.

39  
00:01:57,700 --> 00:02:00,550  
- Some research has found  
a strong relationship

40  
00:02:00,550 --> 00:02:03,430  
between organizational  
culture and commitment.

41  
00:02:03,430 --> 00:02:06,360  
The better an employee  
feels about the employer,

42

00:02:06,360 --> 00:02:08,910  
the greater the  
productivity and retention.

43

00:02:08,910 --> 00:02:12,030  
Inclusive leadership through  
increased representation

44

00:02:12,030 --> 00:02:14,880  
of diverse perspectives is necessary

45

00:02:14,880 --> 00:02:18,280  
to cultivate an inclusive  
teaching and learning environment.

46

00:02:18,280 --> 00:02:22,030  
Fostering positive and mutually  
respectful relationships

47

00:02:22,030 --> 00:02:24,210  
between staff, faculty,

48

00:02:24,210 --> 00:02:27,480  
and academic administration  
is also essential

49

00:02:27,480 --> 00:02:30,000  
to cultivating a more inclusive climate.

50

00:02:30,000 --> 00:02:31,710  
Although generations have fought

51

00:02:31,710 --> 00:02:35,010  
to broaden access to higher education,

52

00:02:35,010 --> 00:02:38,037  
privilege continues to  
shape the academy today.

53

00:02:38,037 --> 00:02:40,620  
(upbeat music)

1

00:00:05,750 --> 00:00:10,375

Emotional intelligence generally refers to our ability to recognize, understand, and

2

00:00:10,375 --> 00:00:14,625

manage our own emotions, and to understand and influence the emotions of others.

3

00:00:14,625 --> 00:00:20,250

Empathy is part of being emotionally intelligent, but being emotionally intelligent is not limited

4

00:00:20,250 --> 00:00:21,958

to having empathy for others.

5

00:00:21,958 --> 00:00:26,875

Let me make a distinction between two important terms here: sympathy and empathy.

6

00:00:26,875 --> 00:00:31,875

Often people use the term sympathy to convey pity or a wish to help others, but that's

7

00:00:31,875 --> 00:00:33,458

not what I mean.

8

00:00:33,458 --> 00:00:39,875

Empathy is a cognitive, respectful, intentional, and focused act that allows us to basically

9

00:00:39,875 --> 00:00:42,083

see things from another person's perspective.

10

00:00:42,083 --> 00:00:47,166

It means we understand how their history,

life experiences, and identity may cause them

11

00:00:47,166 --> 00:00:50,333

to experience or understand a situation in a particular way.

12

00:00:50,333 --> 00:00:54,791

This is a bit like putting yourself into someone else's shoes and walking around in them.

13

00:00:54,791 --> 00:00:59,791

Sympathy refers to experiencing a shared emotion or connection with another person.

14

00:00:59,791 --> 00:01:04,791

It means you feel their joy, their pain, their anger, or their sadness.

15

00:01:04,791 --> 00:01:09,458

Developing a healthy sense of sympathy and empathy is important, and certainly presents

16

00:01:09,458 --> 00:01:12,583

implications for increasing one's emotional intelligence.

17

00:01:12,583 --> 00:01:17,208

It's what allows us to connect with others and better understand things from their perspective.

18

00:01:17,208 --> 00:01:20,208

This has important implications for our democracy.

19

00:01:20,208 --> 00:01:24,583

Here's what I mean: if democracy and dialogue functions through distribution or balance



20

00:01:24,583 --> 00:01:27,958

of power, then power is not something which can be balanced with rules.

21

00:01:27,958 --> 00:01:30,958

It requires awareness of ourselves and each other.

22

00:01:30,958 --> 00:01:36,541

In listening to one another, there's the potential for moments of mutual witness, rendering listening

23

00:01:36,541 --> 00:01:37,583

a moral act.

24

00:01:37,583 --> 00:01:42,250

While dialogue and the exchange of stories may break silences, they may also encourage

25

00:01:42,250 --> 00:01:46,666

listeners to view socio-political problems in individualistic terms.

26

00:01:46,666 --> 00:01:51,083

For this reason, it's important to engage dialogue and listening with the goal of being

27

00:01:51,083 --> 00:01:53,750

empathetic, and why dialogue is so valuable.

28

00:01:53,750 --> 00:01:58,083

There are certainly ways you can increase your ability to empathize and sympathize with

29

00:01:58,083 --> 00:01:59,083

others.

30

00:01:59,083 --> 00:02:04,458

Some suggestions include keeping a journal, taking notes, or recording instances in which

31

00:02:04,458 --> 00:02:07,708

you experience or witness empathic thinking or action.

32

00:02:07,708 --> 00:02:12,541

Making an active effort to imagine yourself in other people's situations, listening to

33

00:02:12,541 --> 00:02:16,958

the feelings and needs of the people around you without interrupting, and asking them

34

00:02:16,958 --> 00:02:22,833

about their feelings and needs, seeking opportunities for new experiences, attending events and

35

00:02:22,833 --> 00:02:27,666

settings you might normally avoid or ignore, practicing having a conversation with someone

36

00:02:27,666 --> 00:02:28,166

new.

37

00:02:28,166 --> 00:02:32,916

This means diving deeper than small talk to have talked about topics of substance.

1

00:00:07,125 --> 00:00:08,250

The question of justice,

2

00:00:08,250 --> 00:00:10,958

when framed through an individual lens,

3

00:00:10,958 --> 00:00:14,041

often gets framed as punitive justice,

4

00:00:14,041 --> 00:00:18,416

and we might ask, how  
might we punish someone

5

00:00:18,416 --> 00:00:23,416

for an egregious or harmful  
act that they've perpetrated,

6

00:00:23,541 --> 00:00:28,541

or how do we help someone who  
is the victim of that crime?

7

00:00:29,041 --> 00:00:30,916

- Often, what happens with justice

8

00:00:30,916 --> 00:00:35,333

is it gets framed as rights  
and individual rights,

9

00:00:35,333 --> 00:00:37,083

and for those of us who are interested

10

00:00:37,083 --> 00:00:40,041

in larger conversations  
about civics dialogue,

11

00:00:40,041 --> 00:00:42,750  
or a conversation about civics,

12  
00:00:42,750 --> 00:00:44,333  
we also wanna start to have conversations

13  
00:00:44,333 --> 00:00:46,875  
about responsibility.

14  
00:00:46,875 --> 00:00:50,916  
So in this way, we begin to ask questions,

15  
00:00:50,916 --> 00:00:55,000  
not just about individual  
rights and freedoms,

16  
00:00:56,666 --> 00:00:59,375  
but really, fundamentally,  
about communal ones.

17  
00:01:00,208 --> 00:01:01,791  
So we might begin to think seriously

18  
00:01:01,791 --> 00:01:04,500  
about institutions or structures,

19  
00:01:04,500 --> 00:01:06,083  
and the policies that emanate

20  
00:01:06,083 --> 00:01:07,958  
from those institutions or structures.

21  
00:01:07,958 --> 00:01:12,625  
We might ask, for example, are  
these policies fair or just?

22

00:01:14,250 --> 00:01:17,375

Do these policies account  
for contextual issues,

23

00:01:17,375 --> 00:01:20,541

or historical ones, or cultural ones?

24

00:01:20,541 --> 00:01:25,250

Sometimes people conflate what  
is legal and what is just,

25

00:01:25,250 --> 00:01:29,375

and there are certainly  
instances where that's true,

26

00:01:29,375 --> 00:01:30,583

but it's also true,

27

00:01:30,583 --> 00:01:32,333

and I think that this is really important

28

00:01:32,333 --> 00:01:34,250

when we begin to think about justice,

29

00:01:34,250 --> 00:01:38,333

that what is legal is  
not always what's just.

30

00:01:38,333 --> 00:01:40,750

And so just a couple of examples.

31

00:01:40,750 --> 00:01:45,750

The most common one is a  
historical one, which is slavery.

32

00:01:48,375 --> 00:01:51,958  
Discrimination against  
groups or classes of people

33  
00:01:52,833 --> 00:01:53,666  
are another.

34  
00:01:53,666 --> 00:01:57,250  
For example, it's completely  
legal in some places

35  
00:01:57,250 --> 00:02:02,125  
to discriminate against members  
of the LGBTQI community,

36  
00:02:03,166 --> 00:02:06,833  
and many of us would say that  
that's unjust or problematic.

37  
00:02:06,833 --> 00:02:09,000  
Justice is really about finding ways

38  
00:02:09,000 --> 00:02:13,416  
to engage people in ways that are fair,

39  
00:02:13,416 --> 00:02:18,166  
and have some eye toward  
a betterment of society.

1

00:00:10,041 --> 00:00:11,541

- Really ask questions

2

00:00:11,541 --> 00:00:15,125

about whatever fundamental  
assumptions are in place

3

00:00:15,125 --> 00:00:17,750

that mean society works the way it does.

4

00:00:17,750 --> 00:00:20,250

We might ask questions  
like, "I wonder why."

5

00:00:20,250 --> 00:00:23,583

"I wonder why those  
policies are put into place.

6

00:00:23,583 --> 00:00:26,958

I wonder who benefits from that."

7

00:00:26,958 --> 00:00:29,791

I'm really driven by larger  
notions of curiosity,

8

00:00:29,791 --> 00:00:33,125

so we might actually ask  
individuals to be curious,

9

00:00:33,125 --> 00:00:37,041

and to begin to not take the  
taken-for-granted structures

10

00:00:37,041 --> 00:00:38,333

that are around us

11

00:00:38,333 --> 00:00:40,041  
in as a taken-for-granted way,

12

00:00:40,041 --> 00:00:42,375  
but to say, "I wonder why it's that way."

13

00:00:44,166 --> 00:00:45,833  
we actually have to then show up.

14

00:00:45,833 --> 00:00:47,333  
We have to show up for ourselves,

15

00:00:47,333 --> 00:00:48,833  
and we have to show up for each other,

16

00:00:48,833 --> 00:00:52,750  
and we have to show up in  
asking and being curious

17

00:00:52,750 --> 00:00:56,000  
about what some of these questions are.

18

00:00:58,833 --> 00:01:01,375  
- So one thing is being there.

19

00:01:01,375 --> 00:01:03,291  
The other, in terms of showing up,

20

00:01:03,291 --> 00:01:06,500  
is really what commitments  
are we willing to make,

21

00:01:06,500 --> 00:01:09,541  
not just to ourselves, but to others.



22

00:01:09,541 --> 00:01:13,875

This larger notion of  
being responsible for

23

00:01:13,875 --> 00:01:18,000

means that, well, if I show up for you,

24

00:01:18,000 --> 00:01:19,708

and I become responsible for you,

25

00:01:19,708 --> 00:01:25,625

and I make some commitments  
for you and to you,  
what does that mean?

26

00:01:25,958 --> 00:01:29,416

It takes a collective

27

00:01:29,416 --> 00:01:32,333

to both move social order  
and create new structures.

28

00:01:32,333 --> 00:01:34,375

It also takes a collective

29

00:01:34,375 --> 00:01:36,083

for individuals to be successful.

30

00:01:36,083 --> 00:01:37,333

It disrupts this myth

31

00:01:37,333 --> 00:01:40,791

that individuals are,  
quote, unquote, self-made.

32

00:01:40,791 --> 00:01:43,833

They drive on roads  
that taxpayers pay for,

33

00:01:43,833 --> 00:01:46,583

they fly and are driven around by people

34

00:01:46,583 --> 00:01:49,875

who make sure that planes  
don't crash into each other,

35

00:01:49,875 --> 00:01:53,416

they benefit from other public services,

36

00:01:53,416 --> 00:01:58,416

like water and other utilities,  
from the postal service,

37

00:01:59,083 --> 00:02:02,250

if, in fact, they decide to (audio skips).

38

00:02:02,250 --> 00:02:06,583

from public institutions like  
schools and universities,

39

00:02:06,583 --> 00:02:09,916

where taxpayer dollars  
are going into this.

40

00:02:09,916 --> 00:02:11,250

The consequences of this,

41

00:02:11,250 --> 00:02:14,125

for individuals making choices to show up,

42

00:02:14,125 --> 00:02:18,750  
to be responsible for, to do  
this work and do this effort,

43  
00:02:18,750 --> 00:02:21,833  
is just that everyone becomes stronger,

44  
00:02:21,833 --> 00:02:23,125  
everyone becomes better,

45  
00:02:23,125 --> 00:02:26,333  
everyone becomes better cared for.

46  
00:02:26,333 --> 00:02:28,041  
What does it mean for us to show up

47  
00:02:28,041 --> 00:02:30,125  
and care for someone else's child?

48  
00:02:30,125 --> 00:02:31,166  
We have to move out

49  
00:02:31,166 --> 00:02:35,750  
of the ways we think  
about what our rights are,

50  
00:02:35,750 --> 00:02:37,833  
to think about what our responsibility...

51  
00:02:37,833 --> 00:02:39,000  
individual rights are,

52  
00:02:39,000 --> 00:02:41,458  
to think about what our  
collective responsibilities

53

00:02:41,458 --> 00:02:45,291  
and individual responsibilities  
might be to larger society.

54

00:02:45,291 --> 00:02:47,833  
(lively music)

## Prior Quiz Questions – Faculty Training

### Land Acknowledgement Quiz

1. ASU is located in Indian Country. Indian country is a legal term to recognize traditional lands under the guardianship and stewardship of Indigenous peoples.

- a. True
- b. False

**Feedback:** Indian Country is a term referring to lands that have been ancestrally inhabited by American Indian peoples.

2. How many federally recognized tribes or tribal nations are in the state of Arizona?

- a. 10
- b. 300
- c. 54
- d. 22

**Feedback:** The following tribes are considered to be part of the state of Arizona: 1. Ak-Chin Indian Community 2. Cocopah Indian Tribe 3. Colorado River Indian Tribes\* 4. Fort McDowell Yavapai Nation 5. Fort Mojave Indian Tribe\* 6. Fort Yuma Quechan Tribe 7. Gila River Indian Community 8. Havasupai Tribe 9. Hopi Tribe 10. Hualapai Tribe 11. Kaibab Band of Paiute Indians 12. Navajo Nation\* 13. Pascua Yaqui Tribe 14. Pueblo of Zuni 15. Salt River Pima-Maricopa Indian Community 16. San Carlos Apache Tribe 17. San Juan Southern Paiute Tribe 18. Tohono O'odham Nation 19. Tonto Apache Tribe 20. White Mountain Apache Tribe 21. Yavapai-Apache Tribe 22. Yavapai-Prescott Indian Tribe

3. ASU is primarily situated on the homelands of which Indigenous peoples?

- a. Akimel O'Odham and Pee Posh
- b. Cherokee and Potawatomi
- c. Sami and Maori
- d. None of the above

**Feedback:** If you've flown into the Valley, you have undoubtedly seen the Salt River Project canals that surround the area. Those modern-day canals follow the framework of the canals originally constructed by ancestral Sonoran Desert people, referred collectively as the Huhugam, to make this area both livable and a place where peoples could thrive. ASU acknowledges that the modern-day Indigenous nations that descended from the ancestral peoples are the original inhabitants of this land.

4. Arizona State University recognizes the original inhabitants of these lands and recognizes that they still reside throughout the Phoenix metropolitan area.

a. True

b. False

**Feedback:** In the Fall of 2015 President Crow issued a statement known as “ASU Commitment to American Indian Tribes” (<https://americanindianaffairs.asu.edu/tribal%20relations/office-president>). This statement served as the university’s first land acknowledgement. Land acknowledgements are more than just symbolic rhetoric, they come with a responsibility. This includes learning about the history and cultures of surrounding Indigenous communities, entering into respectful research and learning relationships with these groups and their lands, and honoring the sovereign and self-determination rights of these groups. At ASU, you may be required to undergo a cultural review if you are proposing to engage in research activities with Indigenous communities. This is part of ASU’s commitment to ensuring respectful partnerships and practices with our Indigenous nations.

### Quiz 1

1. The eight design aspirations are institutional objectives that are integrated throughout the university to achieve excellence, access and impact. They include:

a. Conduct use-inspired research

b. Enable student success

c. Be socially embedded

**d. All of the above**

2. Equity refers to both a process and an outcome. It involves \_\_\_\_\_ along with other stakeholders in a system to rise against power dynamics and ensure \_\_\_\_\_ and access for different identity groups.

a. equal opportunity, diversity

**b. decision-makers, equal opportunity**

c. diversity, equal opportunity

d. a strategic action plan, inclusion

3. The concept refers to an individual’s sense of acceptance and comfort within a particular space as a valued member of that community.

- a. Diversity
- b. Equality
- c. Belonging**
- d. Justice

4. Institutional responses like issuing a land acknowledgement and hiring a diversity officer are the only steps needed to respond to individual and systemic issues related to DEIB.

- a. True
- b. False**

**Feedback:** Individual, organizational and systemic level issues impact department or unit-level concerns around climate, policy, practice and values. All of these areas must be evaluated in order for the different levels of the university to take active steps to implement positive solutions.

## Quiz 2

1. Actions or policies taken by a group or organization without awareness of the widespread consequences to many people reflect which form of bias?

- a. Systemic unconscious**
- b. Individual unconscious
- c. Systemic conscious
- d. Individual conscious

2. If you find yourself in a position of having used the incorrect pronouns to refer to someone, what is the best course of action?

- a. Acknowledge your mistake
- b. Apologize
- c. Correct your language
- d. All of the above**

3. What term best describes an ability to exert influence to produce the desired effect or to shape social practices, expectations, processes, and outcomes?

- a. Power**

- b. Privildge
- c. Bia
- d. Intersectionality

4. Intersectionality is a prism for understanding how multiple forms of inequality or disadvantage compound themselves and create obstacles that are not often understood within conventional ways of thinking. On an individual level, intersectionality is also about understanding the relationship between people and history to locate where our social identities - race, class, gender, sexuality, for example - come from and how they inform our interpretation of our experiences and how others are interpreting us.

- a. True
- b. False

**Feedback:** Intersectionality, as defined by legal scholar Kimberlé Crenshaw, is both a metaphor and a prism for understanding how multiple forms of inequality or disadvantage compound themselves and create obstacles that are not often understood within conventional ways of thinking. The convergence of perceptions and stereotypes of different groups impact how we engage others and the larger set of interactions between individuals and institutions.

### Quiz 3

1. To engage an ethical process of student mentoring, faculty should develop a network of support (across the university and within their profession), engage with students through supportive communication, and identify and use resources to advance students' personal and professional development.

- a. True
- b. False

**Feedback:** Innovations in student mentoring are a necessity to solve complex world problems. As such, faculty should stay connected to best practices in student mentoring which include developing a network of support, engaging with students through supportive communication, and identifying university resources to advance student development.

2. In a classroom, even when a topic comes up that an instructor may not be well-versed in, whose responsibility is it to facilitate the discussion?

- a. The instructor
- b. The student who initiated the discussion



c. Students whose lived experience is related to the topic

3. Which phrase best describes the individual feeling of intellectual fraudulence that often cancels out external evidence of success, which is systemically rooted in the lack of access to power and privilege for marginalized social groups?

**a. Imposter syndrome**

b. Individual consciousness

c. Systemic oppression

4. When it comes to teaching and learning, whose responsibility is it to learn more about curricular approaches that cultivate an equitable learning environment?

**a. Faculty and course instructors**

b. Undergraduate students

c. Staff in academic units

## Prior Quiz Questions – Staff Training

### Land Acknowledgement Quiz

1. ASU is located in Indian Country. Indian country is a legal term to recognize traditional lands under the guardianship and stewardship of Indigenous peoples.

- a. **True**
- b. False

**Feedback:** Indian Country is a term referring to lands that have been ancestrally inhabited by American Indian peoples.

2. How many federally recognized tribes or tribal nations are in the state of Arizona?

- a. 10
- b. 300
- c. 54
- d. **22**

**Feedback:** The following tribes are considered to be part of the state of Arizona: 1. Ak-Chin Indian Community 2. Cocopah Indian Tribe 3. Colorado River Indian Tribes\* 4. Fort McDowell Yavapai Nation 5. Fort Mojave Indian Tribe\* 6. Fort Yuma Quechan Tribe 7. Gila River Indian Community 8. Havasupai Tribe 9. Hopi Tribe 10. Hualapai Tribe 11. Kaibab Band of Paiute Indians 12. Navajo Nation\* 13. Pascua Yaqui Tribe 14. Pueblo of Zuni 15. Salt River Pima-Maricopa Indian Community 16. San Carlos Apache Tribe 17. San Juan Southern Paiute Tribe 18. Tohono O'odham Nation 19. Tonto Apache Tribe 20. White Mountain Apache Tribe 21. Yavapai-Apache Tribe 22. Yavapai-Prescott Indian Tribe

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- a. **Akimel O'Odham and Pee Posh**
- b. Cherokee and Potawatomi
- c. Sami and Maori
- d. None of the above

**Feedback:** If you've flown into the Valley, you have undoubtedly seen the Salt River Project canals that surround the area. Those modern-day canals follow the framework of the canals originally constructed by ancestral Sonoran Desert people, referred collectively as the Huhugam, to make this area both livable and a place where peoples could thrive. ASU acknowledges that the modern-day Indigenous nations that descended from the ancestral peoples are the original inhabitants of this land.

4. Arizona State University recognizes the original inhabitants of these lands and recognizes that they still reside throughout the Phoenix metropolitan area.

a. True

b. False

**Feedback:** In the Fall of 2015 President Crow issued a statement known as “ASU Commitment to American Indian Tribes” (<https://americanindianaffairs.asu.edu/tribal%20relations/office-president>). This statement served as the university’s first land acknowledgement. Land acknowledgements are more than just symbolic rhetoric, they come with a responsibility. This includes learning about the history and cultures of surrounding Indigenous communities, entering into respectful research and learning relationships with these groups and their lands, and honoring the sovereign and self-determination rights of these groups. At ASU, you may be required to undergo a cultural review if you are proposing to engage in research activities with Indigenous communities. This is part of ASU’s commitment to ensuring respectful partnerships and practices with our Indigenous nations.

### Quiz 1

1. This type of document is often designed with a specific goal in mind. It is more than a way of resisting the erasure of Indigenous histories and working toward honoring and inviting the truth - it is a way of holding organizations, and their people, accountable to those with whom they share space.

a. Land Acknowledgement Statement

b. Design Aspirations

c. Institutional Charter

d. Mission Statement

2. This term recognizes the history of inequality that promotes by-laws, policies, and social practices that may have advantaged some groups while simultaneously preventing members of other groups from accessing similar resources. As such, this concept refers to a system where unequal goods are redistributed to create systems, policies, laws, and social practices that share a greater likelihood of becoming more equal.

a. Equity

b. Diversity

c. Inclusion

d. Belonging

3. Equity refers to both a process and an outcome. It involves \_\_\_\_\_ along with other stakeholders in a system to rise against power dynamics and ensure equal opportunity and access for different identity groups.

- a. **Decision-makers**
- b. Diversity
- c. Inclusion
- d. A strategic action plan

4. ASU defines representation as the extent to which our students, staff, faculty, and administrators proportionately reflect the regional and national populations served by our public institution.

- a. **True**
- b. False

## Quiz 2

1. Actions or policies taken by a group or organization without awareness of the widespread consequences to many people reflect which form of bias?

- a. **Systemic unconscious**
- b. Individual unconscious
- c. Systemic conscious
- d. Individual conscious

2. If you find yourself in a position of having used the incorrect pronouns to refer to someone, what is the best course of action?

- a. Acknowledge your mistake
- b. Apologize
- c. Correct your language
- d. **All of the above**

3. What term best describes an ability to exert influence to produce the desired effect or to shape social practices, expectations, processes, and outcomes?

- a. Power
- b. Privilege
- c. Bias
- d. Intersectionality

4. Bias is informed by fact and not ideologies.

- a. True
- b. False**

5. \_\_\_\_\_ does not mean you did not work hard for the things you have.

- a. Privilege**
- b. Power
- c. Diversity
- d. Bias

### Quiz 3

1. Diversity training changes individual behaviors.

- a. True
- b. False**

**Feedback:** While completing diversity training does not fundamentally alter an individual's behaviors, it increases awareness of terminology and techniques for beginning DEIB work in an organization. Diversity training also increases skills to apply and reinforce with your work team.

2. Which of the following areas of the university should address DEIB?

- a. Office of Inclusive Excellence
- b. Office of Student Rights and Responsibilities
- c. Office of Human Resources
- d. DEIB should be part of every facet of the university**

3. To decolonize the university means:

- a. To examine structures and policies that have been oppressive to or have inflicted harm on any community, group or culture.
- b. To create platforms for historically marginalized voices to be heard and to contribute to policy change.
- c. To create a climate inclusive to all peoples, cultures and communities.
- d. All of the above**
- e. None of the above

4. A leadership challenge related to DEIB is:

- a. Creating an inclusive environment
- b. Unconscious manifestations of power and privilege
- c. Feeling unempowered as a staff member
- d. Failure to decolonize university spaces that are oppressive to historically minoritized communities
- e. All of the above**
- f. None of the above

5. What are some ways that power and privilege can affect staff?

- a. Promoting policies that are limiting
- b. Asserting decision-making along the line of established hierarchies
- c. Lack of inclusiveness
- d. Silencing staff perspectives
- e. All of the above**
- f. None of the above

#### Quiz 4

1. This term has been described as "small paper cuts that represent all of the times that someone says or does something that further marginalizes you because of your identity."

- a. Microaggressions**

- b. Insults
- c. Empathy
- d. Dialogue
- e. Inclusion

2. ASU believes an important way to promote its Charter, Design Aspirations, and DEIB on campus is through ongoing learning, empathy, and dialogue about topics related to bias and inclusion.

- a. True**
- b. False

3. \_\_\_\_\_ calls for an overall shift in structural conditions in ways that redress harm and trauma and creates safe, just environments where everyone can thrive.

- a. Transformative Justice**
- b. Diversity
- c. Conscious systemic bias
- d. Intersectionality

4. Spotlighting refers to the process of drawing attention to a particular person, without their permission, out of a belief that they are an expert on a topic due to your perceived belief they hold a specific social identity.

- a. True**
- b. False

5. Dominant identities are often interrogated in society and by individuals.

- a. True
- b. False**