WE ARE CSU
Diversity, Inclusion, & Belonging Module
Campus Toolkit

Colorado State University
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CSU DIVERSITY STATEMENT

Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education. The University’s commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.

MISSION

Through community collaboration, we provide leadership, accountability, and education to advance an inclusive university culture that prioritizes equity at individual, organizational, and structural levels.

VISION

Colorado State University will be a modern land grant institution that embodies diversity, equity, inclusion, and social justice as fundamental values that inform our practices so all may access and realize their full potential.
ACCESSING THE MODULE
Students can access the module from their Ram Web account using their CSU eID credentials to log-in. Students will select the “Diversity and Inclusion” menu link and click on the “Diversity, Inclusion and Belonging Module.”

Faculty, Instructors, and Staff interested in the module can request access to a demo by contacting diversitymodule@colostate.edu with their contact information.

Additional information related to access, technical questions, and committee contact please visit the Race Bias and Equity Initiative website.

THE INITIATIVE
The purpose of this initiative is to create a community where students feel valued, included, and ready to learn across differences. Alongside peer institutions across the country, CSU is looking to build a stronger sense of community that cultivates understanding, committed to inclusive excellence, and upholds our principles of community. Since 2010 students have issued demands to CSU administration to require additional education and training related to diversity and equity. The 2010 student demands called attention to campus curriculum, and the desire to have all incoming students take an Ethnic Studies course. Recent 2020 demands continued to seek a shift in the curriculum and more specifically named the request for all students, faculty and staff to participate in some type of diversity and equity training. In Spring 2021 the Race Bias and Equity Initiative (RBEI) Council approved funding to launch the We Are CSU: Diversity Inclusion & Belonging (DIB) Module for our student population.

Striving for inclusive excellence in higher education is a CSU priority and central to our success as a land-grant institution and producing global leaders. The diversity of identities in the student population requires a nuanced approach, yet that nuance is hard to engender in a large student population informed by varying degrees of cultural awareness, fluency, perceptions and learned behaviors.

RELATED INITIATIVES & COORDINATED EFFORTS
The Diversity, Inclusion and Belonging online module is only one effort at Colorado State University that provides an opportunity to engage our students on topics of equity, diversity and inclusion. The module in conjunction with other campus initiatives supports a vision of a CSU that emphasizes inclusive excellence for our entire community. Below are other University initiatives that support these ongoing efforts:

- President’s Rams Read
- DEI Forums
- Inclusive Physical & Virtual Space
- CSU Principles of Community
- Social Justice Leadership Institute
- Creating Inclusive Excellence Program
- Faculty Institute for Inclusive Excellence
- The Institute for Learning and Teaching: Teaching Effectiveness
- Colorado Department of Higher Education: Equity Toolkit
HOW TO USE THIS TOOLKIT
This toolkit intentionally supports the learning that takes place when students complete the Diversity, Inclusion and Belonging online module. This toolkit is designed to serve as a resource that equips our campus community with techniques and skills to engage in a more inclusive campus culture. The toolkit has been designed to support faculty, practitioners and student leaders alike to build upon the topics covered in the module in the following settings.

The Classroom
The toolkit is available to compliment the academic environment. There are useful terms and concepts outlined in the toolkit to inform syllabi development, course content and assignments. Faculty and instructors can also use components of the toolkit to assist in pedagogical development, establish an inclusive learning environment, and for personal self-reflection. The content of this module helps to bring in diverse perspectives that are likely also reflected on campus. Faculty and instructors interested in exploring ways to establish curriculum and co-curricular opportunities that are inclusive and culturally responsive are welcome to check out this resource.

Student Organizations & Programming
The design of this toolkit provides accessible content that can be integrated into programmatic efforts as well as student leadership and development. Whether you are a student leader or campus staff responsible for programming, this toolkit can be tailored to meet the specific needs of your organization, desired goals, and intended outcomes. This toolkit includes various items that connect distinctly to other campus community efforts related to equity, diversity and inclusive excellence.

Student Staff Development
CSU originally piloted this online module with student employees in various units on campus as a way to build community and to gain skills engaging across differences. This toolkit can be an optional tool used by supervisors to support the onboarding, training and ongoing development of student employees. The module supports the Elevate Student Supervision certificate program curriculum with the CSU Career Center.

TOOLKIT FRAMEWORK
At this point, you should have an understanding of the WHY behind this initiative, beginning to see HOW this toolkit supports the vision of CSU. The toolkit utilizes a framework that is designed around points of entry for our campus community inside or outside the classroom. We designed a dynamic curriculum that centers both the teacher and the learner, and the mutualistic relationship between the two.

Discerning the best entry point provides an educational experience that is accessible, engaging and effective. Through self-reflection ask yourself, “Where do I feel most comfortable leading a discussion around topics covered in the module?” Self-awareness is a great place to start as you navigate how to best understand the needs of your audience and your own comfort level. Ask yourself, “Who is my intended audience?” These two simple questions should help you navigate to a starting point in the toolkit. Each level of the framework will have resources that support ongoing learning and development. Once you determine your entry point, you will have the opportunity to tweak and tailor the toolkit resources to meet your needs.

In answering the above, you will land in one of three spots in our framework:
Important Content Notice

Facilitating conversations around topics of diversity, inclusion and belonging can be at times challenging as we work towards creating a safe and inclusive learning environment. As faculty and staff, we have a mutual opportunity to integrate the Diversity, Inclusion and Belonging Module content with the strength to get the conversation going when it falls flat, to respond to challenging moments with integrity and extend compassion to students and oneself. If you feel you need additional training or support, we highly recommend attending trainings and seeking out individual consultations in preparation for course integration to have as much success as possible. You can learn more and sign-up for various trainings at www.diversymodule.colostate.edu.

OVERVIEW OF THE WE ARE CSU: DIVERSITY, INCLUSION AND BELONGING MODULE

The Ever-Fi Diversity Inclusion & Belonging module trains participants on a variety of necessary terms, concepts, and dynamics backed by evidence-based research and theory. The full course equips learners with the information and skills necessary to help foster a respectful and welcoming environment for everyone.
Course Outline & Learning Objectives

<table>
<thead>
<tr>
<th>Topics</th>
<th>Module Description</th>
<th>Learning Objectives</th>
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<tbody>
<tr>
<td><strong>Module 1: Introduction</strong></td>
<td>This module introduces learners to course topics, and the positive impact of education on diversity, equity and inclusion at colleges and universities.</td>
<td>Learners will be able to...</td>
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<tr>
<td>- Welcome to the course</td>
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<td>- Recognize the value of engaging in cultural exchange</td>
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<td>- How the course works</td>
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<td>- Develop a sense of openness to learning about diversity, equity and inclusion topics</td>
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<td>- Course topics and purpose</td>
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<td>- Recognize their beliefs and attitudes are respected</td>
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<td></td>
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<td>- Describe the impact of DEI education on their educational experience and future</td>
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<td>aspirations in their careers and communities</td>
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<td>- Acknowledge the presence of sensitive content and potential triggers within the</td>
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<td>course</td>
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<td><strong>Module 2: Your Identities</strong></td>
<td>This module explores identity through defining different identities, intersectionality and informing students on the complexities around the idea of identity as an evolving attribute. At the end of the module, the learner will feel they have the vocabulary necessary to dialogue and explore this topic further, as well as strategies to communicate respectfully with people who identify differently than them. This module will also explore the concept of bias, how to identify it and allow learners to reflect on the presence of bias in their lives and recognize how to disrupt it.</td>
<td>Learners will be able to...</td>
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<tr>
<td>- Identity</td>
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<td>- Define different identities and intersectionality</td>
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<td>- Multiple identities</td>
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<td>- Recognize the complexity and shifting nature of identity</td>
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<td>- Intersectionality</td>
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<td>- Reflect on their own identities and how it shapes them</td>
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<td>- Identity differences</td>
<td></td>
<td>- Experiment with tools to respectfully communicate with people of differing identities</td>
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<td>- Identifying bias</td>
<td></td>
<td>from their own</td>
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<tr>
<td>- Disrupting personal bias</td>
<td></td>
<td>- Reflect on their levels of personal bias</td>
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<td></td>
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<td>- Recognize how to disrupt bias</td>
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<td><strong>Module 3: Your Influence</strong></td>
<td>Learners explore the specific challenges associated with certain identities, both internal and external. The learner will</td>
<td>Learners will be able to...</td>
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<td>- Identify conflicts</td>
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<td>- Define and give the significance of power, privilege and oppression</td>
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<td>- Power, privilege and oppression</td>
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<td>- Bystander intervention</td>
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<tr>
<td>- Strategies for self-care</td>
<td>reflect on ways in which they hold both power and privilege. They will explore how to get involved when observing aggressions using bystander intervention strategies, to ensure they are contributing to maintaining a positive community where everybody feels safe and welcome. This module also addresses the concepts of self-care and resiliency as resources to rely on when they are the target of biased words and actions.</td>
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<td>- Describe the basic relationship between socio-historical inequalities, power and privilege</td>
<td>- Describe the basic relationship between socio-historical inequalities, power and privilege</td>
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<td>- Reflect on how privilege and power may or may not be a part of the learner’s lived experience</td>
<td>- Reflect on how privilege and power may or may not be a part of the learner’s lived experience</td>
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<td>- Appreciate the complexity of privilege, including the ability for one person to be simultaneously privileged and oppressed</td>
<td>- Appreciate the complexity of privilege, including the ability for one person to be simultaneously privileged and oppressed</td>
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<tr>
<td>- Describe the different ways oppression manifests (Ideological, Internalized, Interpersonal, Institutional)</td>
<td>- Describe the different ways oppression manifests (Ideological, Internalized, Interpersonal, Institutional)</td>
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<tr>
<td>- Build competencies around respectful communication skills</td>
<td>- Build competencies around respectful communication skills</td>
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<tr>
<td>- Explore concepts of resiliency and self-care as personal resources</td>
<td>- Explore concepts of resiliency and self-care as personal resources</td>
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**Module 4: Your Community**

| - Respectful communication | This module empowers learners to take action and develop a culture of respect and belonging within their community. Through personal reflection and application via multiple scenarios, the learner will practice forms of active allyship they can take with them into their community. They will also explore healthy ways to respond when they make mistakes or experience oppression from people in their support group or community. |
| Learners will be able to... | Learners will be able to... |
| - Explore the role of speech in the higher education context with regard to the values of respectful communication and freedom of speech/expression | - Explore the role of speech in the higher education context with regard to the values of respectful communication and freedom of speech/expression |
| - Define respect and dignity and describe its significance to a healthy, inclusive, equitable community | - Define respect and dignity and describe its significance to a healthy, inclusive, equitable community |
| - Feel a responsibility to engage or take action to create an inclusive community | - Feel a responsibility to engage or take action to create an inclusive community |
| - Define key terms: Othering, Microaggressions, Color Blindness, Colorism | - Define key terms: Othering, Microaggressions, Color Blindness, Colorism |
| - Gain experience applying inclusion concepts and definitions to real-world actions and behaviors | - Gain experience applying inclusion concepts and definitions to real-world actions and behaviors |
- Identify opportunities to apply inclusion strategies
- Understand bystander intervention
- Recognize when and how to employ ally behavior

**Module 5: Conclusion**

- Conclusion
- On Campus Resources

This module concludes the ideas presented in the course, providing the learner with resources and an opportunity to opt-in to further campus communications. This module will contain any necessary customizations, as well as house the post-survey and post-assessment.

*Learners will be able to...*
- Feel empowered to get involved
- Familiarize themselves with local resources and options for confidential reporting

*EverFi, 2021*

**TERMS & CONCEPTS**

For a helpful list of definitions for terms and concepts covered in the module please see Definitions under Campus Resources and References at the end of the toolkit.
This level of engagement allows instructors and facilitators to recognize and recall module concepts. Talk About It supports engagement opportunities where individuals can reflect on the concepts in the module, discuss new learning from completing the module and allow members to explore the ways this content is important to them.

- Complete the Diversity, Inclusion and Belonging online module yourself, to have personal reflections and learnings to share with participants.
- Identify a clear purpose for the discussion. This will help shape the discussion and link to course/content goals.
- During discussions ask clear, open-ended but bounded questions that encourage discussion.
  - Avoid asking questions that pose two problems simultaneously.
  - Ask questions that prompt multiple answers rather than short responses or “yes” or “no” responses.
- Prepare specific questions to use if participants are silent or hesitant about speaking. Some examples are below:
  - “What resonates for you?”
  - “Is there anything in particular that you readily relate to?”
  - “What was new for you that you are wondering more about?”
  - “What makes this hard to discuss?”
  - “What points need to be clarified?”
- Include as many participants as possible. Some strategies to increase the number of students participating include:
  - The Round: Give each student an opportunity to respond to a question without interruption or comments. Provide students with the option to pass. After the round, discuss the responses.
  - Think-Pair-Share: Give students a few minutes to respond to a question individually in writing. Divide the group into pairs. Invite the students to share their responses with their partner. Provide explicit directions for the sharing, such as, “Share with each other how it felt to write what you did.” After a designated amount of time, reconvene the group in order to debrief. You can ask for comments about how much their reflections coincided or differed, or ask what questions came up during their pair and share.

Adapted from Colorado State University, Vice President for Diversity Office’s Proactive Strategies for Inclusion Resources Guide

Assignment Suggestions

Written:

- Canvas discussion prompts allow students to reflect on initial thoughts and learning outcomes guided by the module. Pose questions based on course content and/or students’ experiences relating to the learning from the module. An example for course connection might be: “What are your initial thoughts or feelings about the module? What are the ways you think this content is important to or can be applied to your area of study?”
Individual essays provide students with the opportunity to explore and apply content from the module as it relates to their experience at CSU, and their education in a specific field of study. “Please explain at least 3 new concepts you learned from completing the module. How do you think these concepts connect to what you are learning in this course?”

Projects:
- Look through the course syllabus and determine how the content from the module could be used to expand upon, alter, or offer an alternative view of the course material.
- Create a group project that asks students to provide analysis and demonstrate their understanding of key concepts by pointing to different examples in the media (e.g. social media post, YouTube video, podcast, movie, television show, etc.).

Discussion Prompts
- What are your initial takeaways or reflections about the module?
- What are some of the concepts that you learned about for the first time or gained a better understanding of, and why are these concepts important?
- How does this module connect to this course and/or you as a student at CSU?
- Are there things you learned about yourself from completing the module?
- From your perspective, how does the module relate to CSU’s Principles of Community (Inclusion, Integrity, Respect, Service, and Social Justice)?
- In the past and currently, students have made demands of the CSU administration to provide more diversity and inclusion education; the module was part of those demands. Can you understand why this was important for our campus community now that you've taken the module?
- How do you think the modules connect to the content of this course?

Lesson Planning / Activities
- Talk About the Diversity, Inclusion and Belonging Module
- Talk About Who Are You?
- Talk About Where I am From
- Talk About Bias
- Talk About Rest
LESSON PLAN: Talk About the Diversity, Inclusion and Belonging Module

**Audience:** Beginning  
**Time Needed:** 20-25 minutes

**Activity Purpose:** To allow participants to reflect on new concepts learned from completing the Diversity, Inclusion and Belonging Module and share reflections with peers.

**Materials Required:**  
- Slides with discussion prompts (optional)

**Facilitation Instructions:**

Have students take 3 minutes to write down their responses the question below.

- What are your initial reflections from completing the module?

Have students find a partner and take 5 minutes share their reflections with each other. After the 5 minutes, bring the group back together and have a few students share their reflections with the class/group.

Instruct students to find a new partner and share their responses to the question below. Give students 5 minutes with their partners.

- How can having the knowledge/information from the online module impact the CSU community?

After students have shared with a partner, have a few students share their responses with the class/group.

**Take-Aways:** We are all in different places of learning before and after completing the module. The information from the Diversity, Inclusion and Belonging module allows for us as a community to have common knowledge and language to create a more welcoming and inclusive community.
Variation Considerations:
- Online: Use virtual break out groups with a time limit. If you do not have the ability to create virtual break out groups, have individuals utilize the chat and/or verbalize their response to the prompts.
- Extend the time in pairs to allow students to expand on their answers.
- These questions can also be utilized as a discussion prompt for a Canvas assignment.
- If time allows, add the additional question below.
  - How can you apply the information from the module in the classroom/group environment?

Challenges:
- Some students may be more hesitant to share; encourage but do not force. Ensure you are getting multiple voices in the space.
  - To encourage more sharing allow students time to write down reflections before finding a partner.
  - You can also invite in a one word “take away” or one word “how are you feeling” from everyone in the class/group to get voices into the room.
  - You can also encourage sharing in the large group by using a phrase similar to, “I would love to hear from someone who has not shared with the group today.”

Mindful Equity:
- Be prepared for not all students to make the connection that the content from the module provides knowledge and skills that will contribute to inclusive excellence for our CSU community.

Source:
- Charlotte Salinas, Colorado State University, 2021
LESSON PLAN: Talk About: Who Are You?

**Activity Purpose:** To allow participants to reflect on who they are, what it means to hold multiple identities at once and how they engage with one another on a regular basis.

**Materials Required:**
- Something to keep time

**Facilitation Instructions:**
Ask students to find a partner. Encourage students to partner with someone they do not know. With their partner, have them identify who will be person A and person B.

Give students the following instructions:
- For 60 seconds (1 minute) person A will ask person B “Who are you?” repeatedly.
- Person B will answer question with: “I am...” for every response.
- Person A should be actively listening and not asking follow-up questions.

Once they have completed the first round have students switch. Person B will ask “Who are you?” for 60 seconds and person A will answer. They will have the same instructions as the first round.

Have students complete a second round, with the same partner, using the following instructions:
- For 120 seconds (2 minutes) person A will ask person B “Who are you?”
- This time person B can answer any way they would like, and person A can ask follow-up questions.
Once the first round is completed, have students switch. Person B will ask “Who are you?” and person A will answer using the same instructions from the previous round.

After the activity is completed ask students the following questions, in a large group debrief:

- What was it like to ask the questions?
- What was it like to answer the questions?
- What was it like to have someone listen intently to you as you shared “who you are”?
- Which version of the activity was easier for you to answer? Why? (Ask if students have not already addressed this)
- Why is it important that we can share about ourselves in complex ways?
- How does this activity make you think about your daily interactions with people?

**Take-Aways:** We are all complex individuals with multiple identities, life experiences and backgrounds that we want to have affirmed and celebrated. To build a community that embraces the complexities of everyone who is a part of the CSU community, we have a responsibility to invest in one another and learn more about a person than our first impressions.

**Variation Considerations:**
- Online: Use virtual break out groups with a time limit.
- Provide students time to write their reflections about the activity down before the large group discussion.
- Add an additional discussion question that asks students about how this activity relates to the course content.

**Challenges:**
- Students will have a variety of comfort levels sharing about their individual experiences.
- Students will interpret this activity differently so be prepared to utilize different facilitation strategies to support the group in understanding the take-aways.

**Mindful Equity:**
- Some students will have a greater sense of their social identities, and this will affect how they engage and share about holding multiple identities at one time, this may be particularly true for students that hold multiple marginalized identities. Be prepared to balance and encourage students who may not have the same awareness of their social identities.

**Source:**
- Adapted from University of San Francisco Cultural Centers, 2015
LESSON PLAN: Talk About Where I Am From

**Audience:** Beginning  
**Time Needed:** 35-45 minutes

**Activity Purpose:** To allow participants to reflect on where they come from, who and what experiences have contributed to who they are and how these influences/experiences has given them strengths that can positively contribute to the CSU community.

**Materials Required:**
- Where I’m From Poem worksheet

**Facilitation Instructions:**
**Introduction of Activity:** Where we are from is often part of what shapes who we are and who we become. Where you are from becomes part of your story. Today we are going to reflect on where we come from and what that means as part of the CSU community.

Give each student a “Where I’m From” Poem worksheet and ask them to complete the poem. Give students 10-12 minutes to complete this part of the activity. Let students know they will be sharing their poem with other students in the group.

When students have completed their poem, ask them to find a partner (groups of 3 will also work) and share their poems with each other. Allow 3-5 minutes for students to complete this step.

Once that is done, ask the group the following questions:

- What was it like to fill out the poem?
- Were there any sections of the poem that you were surprised were included as part of where you are from? How come?
- What was it like to share your poem with someone else? (Ask if this has not been brought up by students already)
- Were you able to relate to anything your partner shared? How did that feel?

Ask if there are any students that would like to share their poems with the class. Take a few volunteers.
• Note: There may be students who are hesitant to share their poems. A good strategy to encourage students would be to share your own poem first, then invite students to do the same.

After a few students have shared, ask the following wrap up questions:

• What are some of the strengths you gained from where you are from?
• How can those strengths contribute to CSU?
• How can those strengths impact your chosen field of study?

**Take-Aways:** Where we come from influences who we are and who we will continue to become. It is important to take time and reflect on the strengths and areas of growth that are, in part, the result of where we are from. We can utilize the skills and strengths (and the challenges) that have been given to us by the places we come from to positively contribute to our community and future career. Affirm and thank students for sharing.

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**Variation Considerations:**

- Online: Use virtual break out groups with a time limit.
- Discussion question that asks students about how this activity relates to the course content.

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**Challenges:**

- This activity can be very personal for students. Be prepared for students to have a variety of responses to this activity.
- Some students may be hesitant to share because their experience of where they come from are not positive. Be ready to acknowledge a wide variety of experiences and support students through those reflections.

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**Mindful Equity:**

- Some students may not have positive experiences as they reflect on where they are from and may feel challenged to recognize and accept how this has negatively impacted them. Be aware of how identities and systems of oppression may impact the student and shape their personal experiences.

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**Source:**

Charlotte Salinas, Colorado State University, 2021
LESSON PLAN: Talk About Bias

**Audience:** Beginning  
**Time Needed:** 50 minutes

**Activity Purpose:** To provide a framework to discuss unconscious bias and its possible impact on behavior.

**Materials Required:**
- Professor Jerry Kang, TED Talk: "Immaculate Perception"
- PPT Slide with the content:
  "For 3 minutes, reflect on the questions below. Then, in groups of three, discuss the following prompts:
  - Identify something you have been taught to believe (ex: Art is better than science; women are creative; people who go to college are smart, etc.)
  - Identify how you came to believe that (ex: family, media, environment, religion)
  - Identify how this belief could impact your behavior or choices you will make or have made (ex: business will provide for my family so I’m a business major, etc.)"

**Facilitation Instructions:**
Encourage students to complete the Diversity, Inclusion and Belonging online module.

- Set aside 45 minutes of time in your gathering / class period

Frame the topic:
"Today we’re going to talk about unconscious bias and how it shows up in our lives. This was covered somewhat in the Diversity, Inclusion, & Belonging online module you were encouraged to complete, and today we’re going to go a bit further. We’ll start by watching a TED talk together, discussing in small groups, then come together to debrief as a group."

- Watch the TED Talk; remember Closed Captions (referenced above)
  - Encourage students to actively participate (out loud) in the activity Kang facilitates during the Ted Talk."
After the TED Talk, project the PPT slide / prompts (referenced above)
Give 3-5 minutes to reflect / consider the questions; this can be done through writing or quiet meditation.
Split the group into triads; give them 9-12 minutes to discuss the prompts.
Come back together in the large group; consider asking any of the following questions:
  o What insights or learnings did you take away from the talk or the small group time?
  o Is this a topic you have thought about before?
  o Are you able to identify areas where you unconsciously hold and perpetuate bias?
  o Have you experienced what you would identify as unconscious bias from others?
  o Was it easy or difficult to come up with beliefs you hold and how they impact your behavior?
  o How do you think this connects to what we’re talking about in this class/group?
  o How does understanding bias impact your future behavior?
  o How do you think our biases can shift over time?
    • Possible answer: Furthered exposure to difference. Continued increased awareness. Reading, watching different media. Considering who is in your circle and who’s influence is strongest in your life.
    o How can you use this understanding in the future? In your major? In your communities?
Commit to reengaging the topic throughout your time during the semester and/or year.
Wrap up by offering further conversation with you – the facilitator; invite them to continue being aware of their beliefs and behaviors.

Variation Considerations:
  • Online: This activity can be facilitated in much the same way. Consider sending the TED Talk link in the chat and having students watch it on their own. Utilize breakout groups for the triads.

Challenges:
  • Some participants may be reluctant to share with others; invite them to stay in reflection on their own – asking why this is difficult for them to talk about.
  • Some participants may share serious biases they have; be prepared to ask follow-up questions as to how they may feel their biases can shift and what benefit that could bring.

Mindful Equity:
  • The sharing may require trust that has not been established in the group. Keep this in mind as you prepare for class, trainings, or other collaborative spaces
  • Consider if you want to prep students prior to the class/gathering that this will be a topic of the session; invite them to think about it before.

Source:
Emily Ambrose, Colorado State University, 2021
LESSON PLAN: Talk About Rest

**Audience:** Beginning  
**Time Needed:** 20-25 minutes

*NOTE: This activity is created to center students with marginalized identities.

**Activity Purpose:** To allow participants who experience bias and oppression to reflect on the importance of rest and the type of rest that is best for them.

**Materials Required:**  
- PowerPoint slides to project quote and reflection questions

**Facilitation Instructions:**

Introduce Activity: "There is a lot in life that can cause stress and make us feel tired. Day-to-day life and the ways people experience bias and oppression can take a toll on people. Today we are going to talk about self-care, rest and the ways that shows up for each of us."

Giving participants five minutes, open the discussion by asking them to define self-care and offer a rationale. Once the 5 minutes is up open the discussion by asking if anyone would like to share their response.

Once you have taken some responses, share the quote below. Ask students to get into groups of 2-3 for 7-8 minutes to reflect on what this quote means to them. At the end of the time, open the space for students to share their reflections.

- "Caring for myself is not self-indulgence, it’s self-preservation, and that’s an act of political warfare." - Audre Lorde

To start to wrap-up the conversation and give students a few minutes to individually reflect on the following questions.

- What are ways that you find rest and rejuvenation?  
- When is the last time you dedicated time to self-care?  
- When will you create that space again?

Once students are done ask if anyone is willing to share the ways they find rest or practice self-care.
**Take-Aways:** Rest and self-care are critical to our well-being. It is critical that we take time to prioritize ourselves. Exploring the ways that we rest and put ourselves first will allow us to maintain energy, spirit, and resistance to systems of oppression.

**Variation Considerations:**
- Substitute or add different quotes on the topic of self-care to encourage thoughtful self-reflection.
- This activity can also be turned into a written reflection assignment that can be submitted in Canvas.

**Challenges:**
- This activity can generate a strong emotional response from students. The facilitator will need to ensure they are able to provide support by recognizing, acknowledging, and making space for different emotions to reside within the space.
- Some students will have a greater awareness of how systems of oppression impact them. This could lead to an imbalance in the reflections shared during this activity.

**Mindful Equity:**
- Some students will have a greater sense of their social identities, forms of bias and systems of oppression, which may impact how they engage and share about rest and self-care. Be prepared to hold space for students on a spectrum of understanding and emotional vulnerability.
- Remain knowledgeable about campus resources that students might need for support beyond your space.

**Source:**
Charlotte Salinas, Colorado State University, 2021
Explicit: This entry point requires pre-consideration of topics and self-awareness. A willingness to connect the concepts with past, current and future events (campus, locally, nationally, globally)

This level of engagement allows instructors and facilitators to move from recognition and recall of module concepts to understanding. Make Meaning of It supports learning opportunities where individuals can connect the concepts and their importance to self, place and time.

Recommended Facilitation Tips

- Explore the content of the Diversity, Inclusion and Belonging online module, considering how it impacts your work, professional and personal life.
- Be able to articulate why the content matters to groups and communities, and its significance in the present and the future.
- Feelings are a part of the learning process.
  - They will arise and you will need to address them.
  - Understand feelings as a source of information, an avenue for growth and development, and integral to the learning process.
- Find a reasonable balance between challenge and support. Be willing to push the group to take risks support participants/students in this process.
- It is helpful to be aware of general dynamics (e.g. tensions and conflict, power dynamics, communication patterns, who “questions” who, who “educates” who). Some things that observers have noticed:
  - Sometimes students feel hesitant to speak up with authoritative figures in the space.
  - White males tend to speak up more and can readily (and often unintentionally) take up more space.
  - People with marginalized identities often get called upon to “educate” others in the group.
  - Christianity as a dominant religion in the USA can sometimes become the focus.
  - Different people from different backgrounds may speak about the topic in a variety of ways.

Adapted by Fleurette King from University of Michigan Program on Intergroup Relations (IGR)

Assignment Suggestions

**Written:**

- Canvas discussion prompts which elevate from the “what” to “how” and “why.” Pose questions based on course content and/or students’ experiences relating to the concepts of the module. An example for a history course might be: “The reign of Henry VIII was marked by multiple wives, some of whom were divorced and others who were...”
executed. How does this demonstrate power and oppression, and connect to similarities or differences you see today?”

- Essay papers exploring the history and implications of certain disciplines, focusing on how the previous research and frameworks of understanding may result in how disciplines are taught and enacted today. An example for Social Work might be: “How might social identities, biases and socialization of social workers affect the populations they serve? What considerations should be taken into account and explored to support a more culturally competent frame?”

**Projects:**
- Look through the course syllabus and explore which assignments could infuse content from the module.
- Create a poster on the influence of power as it relates to the course content.
- A For points/a grade allow students to do an interpretive project connecting course content and concepts of the module.

**Discussion Prompts**
- For this course/position, we encourage you to complete the module, focusing on diversity, inclusion, bias and belonging. How do you think completing this online module relates to this course/position?
- How do one or two of the concepts show up in your work as a student or as a member of an organization (e.g., stigma, bias, oppression, belonging)?
- What examples have you experienced during your time at CSU which align with what you learned from the module?
- How does this module relate to CSU’s Principles of Community?

**Lesson Planning / Activities** (See Next Page)
- Make Meaning of the Environment Around You
- Make Meaning of an Anti-Oppressive Campus
- Make Meaning of Your Community
LESSON PLAN: Making Meaning of the Environment Around You

**Audience:** Beginning  
**Time Needed:** 20-30 minutes

**Activity Purpose:** To introduce the concept of PAN’ing as it relates to environments around us in connection to concepts from the Diversity, Inclusion and Belonging online module.

**Materials Required:**
- Handout defining PAN’ing: [Panning Handout](#)
- Any news photo of an event taking place

**Facilitation Instructions:**

How to facilitate: Share the link to the PAN’ing handout; discuss the following highlights about PAN’ing:

- It is a skill used to pay attention to dynamics around you and increase situational awareness.
- There is no story or judgement to be made about what is noticed.
- It is about observation and recognizing patterns over time.
- PAN’ing can be internal (paying attention to the reactions or responding inside yourself) or external (paying attention to the happenings in an environment).

Project a photo of a news article or a photo of course content related to the class curriculum. Ask students to PAN details about the photo (e.g., there are two people I perceive to be people of color) – *not* interpretations (e.g., they are happy) or absolute assertions (e.g., they are two people of color).

Once this has been done, have students gather in groups of 3-4 and PAN dynamics of the people in the classroom, ensuring details are identified, not stories or judgements. Keep them in groups for only 5-6 minutes. Once completed, bring group back together to ask the following question

- What is the benefit of a skill like PAN’ing?
- What makes PAN’ing hard to do?
- How does it relate to the concepts in the module? In our CSU community?
- How does it relate to belonging and inclusion?
- How does this relate to the content we are covering in _______ course/group?
Take-Aways: If we can recognize and pay attention to our internal processing and external environment, we have an increased awareness of the dynamics which surround us. This practice makes it possible for us to talk about events in the world and acknowledge where and how people from different identities and backgrounds may be treated differently.

Variation Considerations:
- Online: Use virtual break out groups with a time limit. If you do not have the ability to create virtual break out groups, have individuals utilize the chat and/or verbalize their response to the prompts. Utilize the large group discussion questions after the responses to the prompts.
- Create an opportunity for participants to write PAN’ing details before sharing them with others.
- Design a journal assignment to encourage them to PAN in other environments (i.e., social spaces).
- Extend the time for each part of the activity to provide more time to engage and process.

Challenges:
- Some students may be more hesitant to share; encourage but do not force. Invite multiple voices.

Mindful Equity:
- Different dynamics are all around us and they are not always related to -isms. Explore the possibility they may be, knowingly or unknowingly, related to barriers or pathways that limit who is included and involved, particularly in classrooms, environments, or majors.

Source:
LESSON PLAN: Making Meaning of an Anti-Oppressive Campus

**Audience:** Beginning/ Intermediate  
**Time Needed:** 45 minutes - 1.5 hours

**Activity Purpose:** To facilitate a discussion about how each person can contribute to an anti-oppressive campus and society utilizing the Diversity, Inclusion and Belonging online module and the skills from their academic major.

**Materials Required:**
- How to fight racism with my degree: [https://thebestschools.org/magazine/best-degrees-fight-racism/](https://thebestschools.org/magazine/best-degrees-fight-racism/)

**Facilitation Instructions:**
How to facilitate: Share the link about the best degrees to fight racism (in advance or in the moment). If you share in the moment, provide 5-8 minutes for their review. Then, instruct everyone to create a list of 3 anti-oppressive strategies based on their insights from the module and their academic major. After everyone has created a list, organize the participants into groups of 5-7 to share their lists and discuss the following questions for 20 minutes:

- Which strategies are transferable to a variety of academic majors?
- Of the strategies mentioned, which do you need more education, leadership and resources to implement?
- Which strategies are you doing now?
- Which strategies are unique to certain majors and why?

Once the participants return to the large group, instruct them to present 8-10 strategies and 3 highlights from their conversation.
**Variation Considerations:**

- Online: Use virtual break out groups with a time limit. If you do not have the ability to create virtual break out groups, have individuals utilize the chat and/or verbalize their response to the prompts. Utilize questions from the large group discussion after the responses to the prompts.
- Create an opportunity for participants to write a personal antiracism action plan.
- Design a journal assignment to help them explore healing from bias, oppression, resilience and allyship. It can be optional for participants to share their poem on video, virtual or in-person.
- Extend the time for each part of the activity to provide more time to engage and process.

**Challenges:**

- Some students may be unsure of their academic major. Invite them to choose one for the purpose of the exercise.

**Mindful Equity:**

- Be prepared to help those who do not readily see antiracist work related to certain majors. Give examples outside of the article. Every academic major is related to racist and antiracist work.

**Source:**

Fleurette King, Colorado State University, 2020

*Adapted from a Rams Read lesson plan*
LESSON PLAN: Making Meaning of Your Community Around You

**Audience:** Intermediate  
**Time Needed:** 45 minutes

**Activity Purpose:** To facilitate a discussion about how our proximity to the people around us may shape our decisions, values, insights, etc. and connect to how we are all socialized. This activity challenges students to recognize who is in their “inner circle” and how diversity may/may not show up in their community/decision making.

**Materials Required:**
- Sociogram Activity Handout

**Facilitation Instructions:**
How to facilitate: Pass out handout; ask students to identify the five people with whom they interact with the most/value the opinion of the most. Ask them to fill out the handout with the identities they know/perceive. Allow them 5-7 minutes to complete as much as possible. Once they have filled it out, prompt them with the following questions:

- What do you notice or PAN when you filled out the handout?
- What similarities do you notice?
- What differences do you notice?
- How does this reflect you or not?
- How do you feel this relates to how you make decisions/interact with others?
- What is the value of doing this activity?

**Take-aways and reflections:** How varied is your community around you? What may be impacts of this? What perspectives may be missing or included?
**Variation Considerations:**

- Online: Use a virtual version of the handout. Utilize questions the large group discussion questions after the responses to the prompts.
- Creating an opportunity for participants to write a personal reflection before sharing with the group.
- Extend the time for each part of the activity to provide more time to engage and process.

**Challenges:**

- Some students may feel defensive about the purpose of the activity. Clearly state the desired outcome of the activity: personal reflection and awareness.

**Mindful Equity:**

- Be prepared to engage in conversation around costs and benefits of varied perspectives within communities.

**Source:**

Emily Ambrose & Dr. Hermen Diaz, Colorado State University, 2014
Explicit: This entry point requires a deeper understanding of topics and self-awareness. Stronger facilitation application is necessary with some of these activities, taking the topics to a deeper level of understanding with the students.

This level of engagement asks instructors and facilitators to guide participants as they apply the concepts and ideas to the material world. Apply it invites participants to connect what they have learned thus far to current events, personal experiences, their academic major, among other contexts. Participants develop the ability to assess context of self, place and time, and situate themselves in relation to others. This could be in a current leadership role for a student, small group work on a class project, or in their social environment.

Recommended Facilitation Tips
- Explore your own triggers to different topics; be prepared to respond rather than react to challenging conversations.
- Explore how power shows up in the room (virtual or in person); talk about it openly and how it may be an addition or barrier to productive conversation.
- Be honest, in the moment, paying attention to shifts and breaks in communication. Track the dynamics happening as they occur. Tracking is an advanced facilitation technique which can be challenging and risky for the group.
- If co-facilitating, be aware of the power of modeling for the group our own co-facilitation dynamics. You and your co-facilitator can model open communication and constructive use of conflict. Facilitators lead by example, demonstrating how to share and hold space equitably.

Assignment Suggestions

Written:
- Assign a paper related to an advanced topic in your course, challenging students to critically think about implications of diversity work in the field. If they were to predict where we would go from here, what could the future look like?
- “Write to your congressperson” - challenge students to research a topic of importance to them and make their position known through research and reference to the content in the Diversity, Inclusion and Belonging online module (they do not need to send the letter).

Project:
- Ask students to evaluate social movements related to your course content over time. How have marginalized groups been centered or not throughout the history of the discipline? How or has that changed in recent history?
- Ask student to apply the concepts in the module to something they care about, then present on how they hope to see change over time. What will they do about it?

Discussion Prompts
• Moving beyond defining and recalling key concepts, it’s important to understand how we can apply them to our lives. Consider one of the topics from the module (e.g., bias, inclusion, bullying, identity transition, etc.) and apply it to a situation in your life, going as in-depth as you feel comfortable.

• **Personal Reflection:** Think about a relationship in your life that means a lot to you, how does honesty and feedback come up in that relationship? Is the relationship with someone fairly similar to or different than you? What benefits do you bring to each other’s lives? How does knowing them expand your understanding of yourself and your values?

• In this course/group, we cover ________; how do you see the Principles of Community at CSU being applied in action in this area?

• How do you apply the Principles of Community within your own communities?

**Lesson Planning / Activities (See Next Page)**

• Apply Our Understanding of Bias Activity
• Apply a 21-Day Racial Equity Habit-Building Challenge
• Apply Our Understanding of the Cycle of Socialization to Systemic Change
LESSON PLAN: Apply Our Understanding of Bias Activity

**Audience:** Intermediate  
**Time Needed:** 60 minutes

**Activity Purpose:** To encourage participants to reflect and apply their understanding of bias from the Diversity, Inclusion and Belonging online module.

**Materials Required:**
- WATCH: Dr. Jennifer L. Eberhardt’s Ted Talk “How Racial Bias Works and How to Disrupt it”

**Facilitation Instructions:**

**WATCH**
Dr. Jennifer L. Eberhardt’s Ted Talk “How Racial Bias Works and How to Disrupt it”

**READ**

Each of us is hit with 11 million pieces of information at any one time, but we can only deal with 16-40 of them. Our brains use filters and automatic processing to make sense of all this information! This is a natural process, it’s our brain’s job to organize, categorize, synthesize, and create shortcuts to help manage the huge amounts of information coming at us every second of every day. HOWEVER, it is CULTURE and socialization that cause our brains to add value to those systems of sorting and organizing; in other words, that attach meaning like what is right, wrong, good, bad, beautiful, ugly, safe, dangerous, familiar, strange, etc.

Neuroscience research tells us that it takes our conscious mind about 300 milliseconds to process an image, but only 80 milliseconds for our unconscious to process the same image. This means that before our conscious mind has noticed something, our subconscious mind may be already in action. Our brains are automatic association-making machines – and these “shortcuts” form the foundation of our biases.
The good news? By making consistent, conscious effort to recognize our bias, we can limit how much or how often they show up in our behavior. Jennifer L. Eberhardt refers to this process as “adding friction.” The template below is a journaling tool that you can use to create friction for your subconscious by slowing down and considering what may be guiding your thoughts and behaviors.

**Step 1 | Explore Your Bias**

You can’t know what you don’t know, so take the time to find out! Identifying your biases takes consistent, intentional effort. One way to do this is to take an implicit association test, like those conducted by Harvard’s Project Implicit. While not without critique, these tests can be great starting points, especially if your reaction to the possibility of bias towards particular groups is an automatic, “...but I’m not!”

- Resource: Project Implicit: [https://implicit.harvard.edu/implicit/takeatest.html](https://implicit.harvard.edu/implicit/takeatest.html)

**Step 2 | Reflect on Your Results, and Your Reaction**

Read through the results of your Implicit Association Test (IAT). In a few words, describe your FIRST REACTION. Think about both what emotions you experienced and how you experienced them in your body. List them below.

Most of us believe we are open and accepting, but when faced with evidence of our own bias feel attacked and get defensive. Write yourself a “pep talk” to help you pause to breathe, acknowledge the feelings, and respond rather than react. And know that we all carry forms of biases based on how we have all been socialized.

**Step 3 | Change Your Behavior**

Plan to change your behavior. Now that you know this bias exists, create a short list of specific questions you can ask yourself to stop it from driving your actions and behaviors. The first step is to simply notice when a bias might be surfacing. Then start with asking yourself something simple like, “Why did I do that?” or “Why do I believe that?” or “Would I have made the same decision if _____ were at play?” The key to making such checklists is to make them pointed and specific!

**Variation Considerations:**

- Online: Activity can operate the same way.
- Creating an opportunity for participants to write a personal reflection before sharing with the group.
- Extend the time for each part of the activity to provide more time to engage and process.

**Challenges:**

- Some students may initially feel defensive about the purpose of the activity. Remind students that this is only for their personal reflection and awareness.

**Mindful Equity:**

- Recognize that based upon one's social identities and experiences, students will have different reactions and biases to unpack, which may be different than yours. Approach the activity with openness and understanding and reiterate that we all have biases based on our socialization and be ready to engage dissonance.

**Source:**
Rachel Kiemele, Campus Step Up, Colorado State University, 2021
LESSON PLAN: Apply the 21-Day Racial Equity Habit-Building Challenge

Audience: Intermediate to Advanced  Time Needed: 21 Days

Activity Purpose: To create an opportunity to reflect, discuss and learn about racial equity behavior and actions.

Materials Required:
- Access to computer, email and Wi-Fi

Facilitation Instructions:

Special note about this activity. This activity can be completed by an individual, who can facilitate. Or the facilitator/instructor can have the entire class or team participate in the 21-day racial equity challenge together or as an assignment they can complete on their own. The instructions below are for if a group will experience it together. Please pay attention to the dates for registration and make sure that the dates work for your classroom curriculum and team development timeline.

How to facilitate: Share with the group that you will be going through a 21-day Racial Equity Challenge provided by the Food Solutions group or by the Michigan League for Public Policy. There may be others searchable options that may better suit the curriculum or professional development.

- Each person will need to register to receive the information.
  - 21 Day Racial Equity Challenge
- Facilitate discussion and reflection activities to capitalize the participants’ learning.
- Create a final assignment or activity at the end of the 21 days.
- Create a final assignment or activity at the end of the 21 days.
Variation Considerations:
- Online: Use virtual break out groups with a time limit. If you do not have the ability to create virtual small groups, have individuals complete the worksheet with a time limit, share the answers and utilize the same or similar questions for a large group discussion.
- You can add more time for any part of the activity.
- You can collapse the discussion to occur in pairs/triads or large group.
- If time is a factor, the facilitator can participate in the challenge, and share critical learning activities, tools and reflection for the class or team.
  - How safe were the subcategories that you chose to respond to?
  - Did they yield more diversity in your responses? Why or why not?
  - How did you decide what to respond to?

Challenges:
- The facilitator does not control the entire curriculum, thus may not know how participants will respond, and will need to be equipped to support all participants’ experiences.

Mindful Equity:
- Determine if there are digital/electronic insecurities (computer and Wi-fi access) with students and determine if there are resources available for the student.

Source:
Fleurette King, Thriving Inclusion, 2020 [www.thrivinginclusion.com](http://www.thrivinginclusion.com)
LESSON PLAN: Apply Our Understanding of the Cycle of Socialization to Systemic Change

**Audience:** Intermediate to Advanced  
**Time Needed:** 40-60 minutes

**Activity Purpose:** The purpose of this activity is to have participants apply the concept of socialization to their own lives.

**Materials Required:**
- *Cycle of Socialization* Handout

**Facilitation Instructions:**
How to facilitate: Tell the story of the cycle of socialization by using your own racial or another social identity experience. Each person is to share examples from their life based on each component of the cycle of socialization handout, then relating it to how they see systems play out in environments. Please see the example below on how to personalize the cycle of socialization based on personal religion experience. Each person shares examples from their life based on each component of the cycle of socialization handout.

*Example:*

1. **The beginning:** Born into a Methodist family in a Christian-dominant society.
2. **First socialization:** There is a ritual called baptism of babies, which is a religious ceremony recognized by the church and family. I was baptized before I knew what that was. I went to vacation bible school and church every Sunday.
3. **Institutional and cultural socialization:** Christmas was a very big deal in our family, as was the mythical Santa figure, which is based on a story and perpetuates lies to children to encourage positive behavior throughout the year. Most of my friends celebrated the same holidays I did; I didn't really ask “what” I believed because the narrative was offered and was strong. So much media, movies, advertisement around the holiday – not to mention every other part of the year as well.
4. **Enforcements:** I had a friend who is Jewish in my class, and he wouldn't celebrate. Kids would make fun of him, and he would miss school during his holy holidays. I thought it was weird he didn't celebrate, and I made fun of him with the other kids. I didn't stop to reflect on the legitimacy of his beliefs, or about them at all really...

5. **Results:** Implicitly thinking I was more knowledgeable than others, pitying those who didn't believe what I did at the time. Judgement of others, and appreciation that I had been saved, then thinking everyone else was doomed who didn't follow. This led to division, and closed-mindedness about other worldwide religions.

6. **Actions:** As a society, it allows for policies to be enacted to favor those in the dominant religion; it allows for alliances to be made between only people who believe the same; it can divide through judgement.

7. **Direction for change:** I took a world religion course in college, seeing how similar many were. My roommate practiced Buddhism and I came to know her well and learn about how challenging it can be to be isolated around the holidays. I could begin to see how the privilege of the religion also associated with socioeconomic status and learned more about the history of the religion. I examined my own thoughts and perceptions because of awareness built over exposure and time.

Then, ask the participants do the same with the cycle of socialization based on their personal experience. Provide individual time for them to write highlights of their experience based on the entire cycle of liberation. Once they have identified the highlights, put them in clusters of 3-4 people to share. Debrief as a large group:

1. What insight did you gain from sharing and/or listening to other people’s journey?
2. Based on your highlights, what would you share about your socialization in a poem or visual art? Why would it be important to share?
3. How do you think you have contributed to the socialization of your peers, friends and family regarding different oppressions?
4. What do you hope to change to better understand your socialization that can contribute to eradicating oppression and/or enhancing race relations?
5. How do you see your identities related to policy and rules around you? What can you do to act toward action?

**Variation Considerations:**
- Online: If you can use virtual break out groups with a time limit. If you do not have the ability to create virtual break out groups, have individuals complete the worksheet with a time limit, share the answers and utilize the same or similar questions for a large group discussion.
- If there is more time, you can have the participants share in pairs/triads/quads their highlights on the cycle of socialization.
- Ask for 2-3 volunteers to share with the large group.
- This activity is adaptable for any social identity: race & ethnicity, gender identity and expression, age, sexual/romantic orientations, social economic status, religion/spirituality, nationality, etc.

**Challenges:**
- Participants may have a difficult time identifying highlights in each area but should be encouraged to do their best. Also, participants may feel defensive or protective of their communities, family and experience. Offer support, remind them that we are all products of our socialization and encourage them to do their best.
Mindful Equity:
- When selecting volunteers to share, choose people who will share from both dominant and marginalized backgrounds.

Source:
- Fleurette King, Thriving Inclusion, 2020 www.thrivinginclusion.com
GENERAL RESOURCES

In this section of the Toolkit are helpful suggestions to integrate the Diversity, Inclusion and Belonging framework into existing classrooms, student groups, staff meetings, etc.

INTEGRATING THE DIVERSITY, INCLUSION AND BELONGING ONLINE MODULE LEARNING

Classroom

Depending on what your course topics include, you can do a variety of integration activities with the content from the module. It is suggested that any out-of-classroom experience is eligible for bonus points.

Note: In your syllabus encourage students to complete the Diversity, Inclusion and Belonging Module. This supports Colorado State University’s commitment to inclusive excellence and our shared commitment to upholding and practicing the Principles of Community throughout divisions and departments.

- **STEM Courses:**
  Agricultural Sciences, College of Engineering, Health and Human Sciences, Natural Sciences, Veterinary Medicine and Biomedical Sciences
  - Create a discussion post on Canvas around how bias can affect research and topic areas.
  - Create a discussion post on Canvas specific to the topic of course and the history of how what we know as science came to be, who has been included in those histories and who has been erased and/or oppressed along the way.
    Ex: Medical Apartheid book or video clip
  - Do a project on the importance of critical thought and dissent through diverse perspectives on the advancements in science and technology.
  - Allot time in the class period one or two times through the semester to discuss the critical topics present in the module in relation to current happenings or course content (ex: in a Health and Exercise Science class, discussing the Olympics and the implications on bias and policy).

- **Liberal Arts Courses:**
  Liberal Arts, University-Wide Instructional Programs
  - Create a discussion post or writing assignment overtly aligning course content with concepts in the module (ex: “How does intersectionality show up in To Kill a Mockingbird?”).
  - Explore TED Talks from experts in the field, connecting course content to the DIB concepts and hosting a discussion relevant to the topic of the class.
  - Evaluate each of the sections in the DIB module (Your Identities, Your Influence, Your Community) using your course content, connecting to demonstrated leadership within their communities or environments.

- **Business & Policy Courses:**
  Business, College of Natural Resources
Assign a project to connect environmental and social sustainability, exploring companies or organizations attempting to address these topics.

Evaluate course content in connection to current happenings in different industries. How have companies and agencies responded to historical inequities and moved forward in their approaches?

Engage in a discussion around the tension points and seemingly competing factors in our economic, environmental, and social societies in connection with the topic's areas present in the module.

Student Organizations/Programming

If you hold a leadership role in a student organization or programming board, consider incorporating the Diversity, Inclusion and Belonging Module into your membership expectations. Host a meeting to discuss the content and how it affects the specifics of your student group. See ideas below.

Note: Invite and encourage your members in your organization to complete the Diversity, Inclusion, Belonging on-line Module. This supports Colorado State University's commitment to inclusive excellence and our shared commitment to upholding and practicing the Principles of Community throughout divisions and departments.

- Meetings
  - Host time in your student organization meeting at the beginning of the year or semester to identify how your membership will incorporate the CSU Principles of Community into your annual plans.

- Events
  - When holding and hosting events, consider the speakers and content in terms of who is presenting, be knowledgeable about the content that will be presented, and what the impact might be on different communities, etc.

- Policies and Practices
  - Ask what policies exist and how they might impact a variety of groups and identities, and reflect on how they may unintentionally exclude people. These could include dress codes, discipline processes, bylaws, etc.

Note: Consider using Group Identity Cards as a way to center different experiences when making decisions around events, policies, accessibility, etc.

Student Staff

There are over 6,000 student employees on CSU’s campuses. The supervisors and managers of these employees can utilize the Diversity, Inclusion and Belonging online module as a part of the onboarding process, staff training, staff meetings, etc. The content of the module aligns with identities, influence, engaging across differences and community, all which can contribute to team and group dynamics within department staffs. Below are ideas of how to incorporate the module into student staff training.

- Onboarding
  - After employees have been hired, introduce the Diversity, Inclusion and Belonging online module and explain how the content is relevant to their job position. If you do staff hiring all at once, incorporate the concepts throughout the onboarding process, along with the Principles of Community.

- Staff Meetings
Commit to incorporating concepts from the module into conversations at staff meetings, either talking specifically about the module or using it as a baseline of understanding to connect to the work they are completing as part of their job.

- **Job Descriptions & Staff Evaluations**
  - Include the concepts and language from the module into staff job descriptions and semester/annual evaluations. Incorporating it into a variety of aspects of the work will continue to communicate its importance and reinforce the Principles of Community.
KEY AREAS OF FACILITATION TO CONSIDER

The Goal

It is important that you enter facilitation design process with the end in mind, or as some are familiar, backwards design. Allow the end to inform the means. Throughout facilitation help participants understand the WHY behind the strategy.

Allow personalized learning to take place by shifting from the mindset of “the facilitator knows best” and instead, opt for cooperative learning to take place.

Environment

As we engage across the university in conversation around diversity, inclusion and belonging it is crucial that we consider climate and strive to establish an environment conducive of our intended outcome.

As the facilitator, set the environment up for success by creating initial tone. Some ways to do this include:

1. **Establish clear expectations and goals for interactions (e.g. ground rules)**
   a. Co-create the needs of the learning environment
   b. Clearly state your expectations and establish norms with the group
   c. Speak from the “I’
   d. What’s shared here stays here, what’s learned here leaves here.
   e. Be realistic
   f. Do not promise confidentiality, even if someone from the group contributes this thought to ground rules. Challenge the perspective and have participants consider what confidentiality looks like and means to them.
   g. See examples of ground rules in Table below

2. **Build rapport and community with your participants**

3. **Model inclusive language that acknowledges student differences (e.g. global perspectives)**
   a. Try to prepare by having context of what is happening in the world around you. It is likely that real life will inform how participants are showing up.
      i. Consider recent campus events
      ii. Regional, national, and world news is always helpful.
      iii. Just because it isn’t impacting you doesn’t mean it isn’t impacting others that you’re trying to establish community learning with.

4. **Help students develop awareness of multiple visible and invisible identities in the classroom.**

5. **Address tensions or problematic patterns of interaction.**

Adapted from University of Michigan Center for Research on Learning and Teaching (CRLT). [http://crlt.umich.edu/node/90467](http://crlt.umich.edu/node/90467).
### Establish Ground Rules for Group Conversations

**Fleurette King - Community guidelines** — These are great to provide for the classroom, work teams and group training. (Optional: If the group will be together for weeks or months, ask for and discuss additional ideas to the list over time).

- Participants are contributors
- Practice respect
- Maintain confidentiality
- Conflict is the “juicy” part
- Honest dialogue welcome
- Approach each other
- On Your Own reference - (This is for valuable materials that have been included in the PowerPoint for the participants to engage on their own time- articles, videos...etc.)
- WAIT – (help self-monitor airtime)
  - Why Am I Talking?
  - Why Aren’t I Talking?

**Fleurette King - Additional Community guidelines for virtual/online environments**

- Mute and unmute for participation and noise management
- Utilize the chat
- Participate in the virtual breakout groups
- The facilitator may pop-in, but keep the conversation going
- Writing utensil and paper/digital notebook to complete some activities or assignments
- Complete electronic evaluations (if available)

**Dr. Koritha Mitchell – Class Covenant for a class taught that includes the N-word**

To ensure that our time together is enriching, students will abide by the terms of this agreement. Anyone in our intellectual community can suggest an addition; the group will decide to accept, reject or revise it.

1) The majority of our thinking about the literature will be done outside of class. An hour and twenty minutes is not enough time to appreciate the richness of this material. Remaining enrolled in this course means that you are ready to devote the time, effort and energy to reading and thinking about this literature that it deserves.

2) In this course, we are studying literature. Although we are committed to considering these texts within their historical contexts, we must remain aware that they are creative works and are therefore CRAFTED. We will look at not only the message but also the craft—the artistic elements—that shape the delivery of that message.

3) This class will be free of hate speech regarding sexual orientation, gender expression, race and socio-economic status or background. Inflammatory remarks

**University of Michigan Intergroup Relations Guidelines for Dialogue**

1. **Not sharing outside of the group.** We want to create an atmosphere for open, honest exchange.

2. **Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests and values. We realize that it is these very differences that will increase our awareness and understanding through this process.

3. **We will not demean, devalue, or “put down” people for their experiences, lack of experiences or difference in interpretation of those experiences.**

4. **We will trust that people are always doing the best they can.**

5. **Challenge the idea and not the person.** If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice.

6. **Speak your discomfort.** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
will not go unchecked and will not be tolerated. Each member of this class is responsible for fostering an environment in which people and their ideas are respected. For the same reasons, students will strive to make remarks that are informed by our material and the history that surrounds it.

4) The N-word won’t be used in this class by a person of any race, even if it consistently appears in our texts. The same goes for the "F" word, regardless of a person’s (perceived) sexual orientation or gender expression. And this is simply not a space in which we call people “trash.”

5) Profanity will not be common currency in this class.


<table>
<thead>
<tr>
<th>Iowa State University Discussion Ground Rules for How to be an Antiracist</th>
<th>Colorado State University Office of the Vice President for Diversity Establishing ground rules or guidelines for Inclusive Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize:</strong> We recognize that we must strive to overcome historical and divisive biases, such as racism and sexism, in our society.</td>
<td>In class, instructors can either work with students to generate ground rules or discussion guidelines, or they can present a set of guidelines and then work with students to accept or modify them. Referring back to these community agreements can be very helpful if discussion becomes tense. Some suggestions include the following:</td>
</tr>
<tr>
<td><strong>Acknowledge:</strong> We acknowledge that we are all systematically taught misinformation about our own group(s) and about members of other groups. This is true for everyone, regardless of our group(s).</td>
<td>• Listen respectfully, without interrupting.</td>
</tr>
<tr>
<td><strong>No Blame:</strong> We agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.</td>
<td>• Listen actively and with an ear to understanding others' views. (Don't just think about what you are going to say while someone else is talking.)</td>
</tr>
<tr>
<td><strong>Respect:</strong> We agree to listen respectfully to each other without interruptions. Only one person speaks at a time. However, this does not mean we should ignore problematic statements. See information here on calling in and calling out. Both approaches are valid and can be done with care and respect, with the goal of helping each other learn. We acknowledge that we may be at different stages of learning on the content and discussion topics.</td>
<td>• Criticize ideas, not individuals.</td>
</tr>
<tr>
<td><strong>Individual Experience:</strong> We agree that no one should be required or expected to speak for their whole race or gender. We can't, even if we wanted to.</td>
<td>• Commit to learning, not debating. Comment in order to share information, not to persuade.</td>
</tr>
<tr>
<td><strong>Trust:</strong> Everyone has come to the table to learn, grow and share. We will trust that people are</td>
<td>• Avoid blame, speculation and inflammatory language.</td>
</tr>
<tr>
<td></td>
<td>• Allow everyone the chance to speak.</td>
</tr>
<tr>
<td></td>
<td>• Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.</td>
</tr>
<tr>
<td></td>
<td>• It is important that students agree on the ground rules before discussion begins</td>
</tr>
</tbody>
</table>
doing the best they can; we all make mistakes and have bad days; when these occur, let's challenge and encourage each other to do better. We acknowledge once again that we may be at different stages of learning on the topic.

- **Share the Air:** Share responsibility for including all voices in the discussion. If you have a tendency to dominate discussions, take a step back and help the group invite others to speak. If you tend to stay quiet, challenge yourself to share ideas so others can learn from you. If you are exceedingly quiet, do expect that the facilitator will call on you in meetings to participate.

- **Not Experts:** The facilitators are not experts. They are here to help facilitate the process. They and everyone in the group are here to learn. We also recognize that everyone has an opinion. Opinions, however, are not the same as informed knowledge backed up by research. Depending on the topic and context, both are valid to share but it's important to know the difference. To engage in deep learning, we will want to lean more toward informed knowledge and gain practice reflecting and speaking thoughtfully on difficult topics.

- **Ask for help:** It's okay not to know. Keep in mind that we are all still learning and are bound to make mistakes when approaching a complex task or exploring new ideas. Be open to changing your mind and make space for others to do so as well.

Source: Fleurette King, Community Guidelines, Thriving Inclusion [www.thrivinginclusion.com](http://www.thrivinginclusion.com)

### Understand the norms of your organization, classroom, team, audience

As the facilitator, it is important to know your audience. In preparation, consider participants’ immediate context and ensure you have a general understanding as to who you will be facilitating for (i.e., college students vs. professional staff). Doing so, allows you to prepare for the conversation in ways that are relevant and thoughtfully engage with participants. We are here to learn, every participant will not be on the same journey, nor the same level of understanding. Be mindful of this as you work to create an inclusive space for growth and development, and realize that often times these conversations, activities and assignments are catered to the needs of individuals from more dominant backgrounds.
Your Role

Try to prevent harm by centering impact over intent always. As the facilitator, continuously find ways to encourage participation, learning and growth.

Remember to challenge your participants while holding a supportive learning environment.
- Give them the tools and space to name what they are experiencing
- Have them challenge each other
- As the facilitator model the way, you’re part of this learning process as well

Leverage your role as a facilitator to empower everyone.
- Be mindful of who is taking up space
- Keep track of those who haven’t spoken

Good Facilitation Skills

- Content & process knowledge: doing your own work
- Self-awareness and commitment to learning
- Understand the difference and importance of debate, dialogue and discussion. See table below
- Preparation with flexibility
- Willingness to name race
- Readiness to engage conflict
- Commitment to making room at the table
- Ability to ask probing and meaningful questions and use silence effectively
  - See examples of better question-asking below

<table>
<thead>
<tr>
<th>Effective question (DO)</th>
<th>Ineffective question (Do Not)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share experiences, not opinions</td>
<td>What have your experiences been with immigrants on campus?</td>
</tr>
<tr>
<td>What do you think about immigration?</td>
<td>You mentioned equity. What is an experience that makes you care about equity?</td>
</tr>
<tr>
<td>How do you define the concept of equity? (Unless you are discussing definitions of terms)</td>
<td>Don't you think international students should spend more time with domestic students?</td>
</tr>
<tr>
<td>Share participants' backgrounds, not just concepts</td>
<td>Where have you seen the division between domestic and international students?</td>
</tr>
<tr>
<td>You mentioned equity. What is an experience that makes you care about equity?</td>
<td>Don't you think international students should spend more time with domestic students?</td>
</tr>
<tr>
<td>Evoke feelings and experiences leading to dialogue, not to debate</td>
<td>Why do #blacklivesmatter protest here?</td>
</tr>
<tr>
<td>Where have you seen the division between domestic and international students?</td>
<td>Do not use the word “Why” when trying to understand other’s behaviors, thoughts or choices?</td>
</tr>
<tr>
<td>Invite personal reflection, not answers or philosophical postures</td>
<td>Why do #blacklivesmatter protest here?</td>
</tr>
<tr>
<td>Do not use the word “Why” when trying to understand other’s behaviors, thoughts or choices?</td>
<td>Why do #blacklivesmatter protest here?</td>
</tr>
<tr>
<td>Focus on your sphere of influence</td>
<td>What can we as a group do to learn more about multiracial students' experiences before next week?</td>
</tr>
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<td>What can we as a group do to learn more about multiracial students' experiences before next week?</td>
<td>How could the administration better support multiracial students?</td>
</tr>
<tr>
<td>Use simple and easy-to-remember prompts</td>
<td>You have just been talking about your experience with Greek life, and I am wondering if anyone here has a similar experience or maybe a different experience with Greek Life on that day or in general?</td>
</tr>
<tr>
<td>Tell us a little more about that?</td>
<td></td>
</tr>
<tr>
<td>Provide open-ended questions, and avoid close-ended questions</td>
<td>Please share what led you to decide to join the dialogue group?</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Practice global listening</strong></td>
<td>I’m noticing a lot of energy in the room. I’m wondering if someone who has not spoken yet can share what they’re thinking?</td>
</tr>
<tr>
<td><strong>Avoid demonstrating subject matter expertise unless you DO know</strong></td>
<td>Where or from who have you learned about the situation of Native Americans on your campus? So here are a couple of things to know about Native Americans before we move on. (If you know!)</td>
</tr>
</tbody>
</table>

Other Reminders
- Share stories appropriately
- Equalize power dynamics in dialogue
  - Share airtime
  - Debunk the master narrative
  - Multiparticleity and the counternarrative
  - Neutrality and bias
  - Surface both dominant and counternarratives

<table>
<thead>
<tr>
<th>In DISCUSSION we try to...</th>
<th>In DEBATE we try to...</th>
<th>In DIALOGUE we try to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Ideas</td>
<td>Succeed or win</td>
<td>Broaden our own perspective</td>
</tr>
<tr>
<td>Seek answers</td>
<td>Look for weakness</td>
<td>Look for shared meaning</td>
</tr>
<tr>
<td>Persuade others</td>
<td>Stress disagreement</td>
<td>Find places of agreement</td>
</tr>
<tr>
<td>Enlist others</td>
<td>Defend our opinion</td>
<td>Express paradox and ambiguity</td>
</tr>
<tr>
<td>Share Information</td>
<td>Focus on ‘right’ and ‘wrong’</td>
<td>Bring out areas of ambivalence</td>
</tr>
<tr>
<td>Solve our own and others’ problems</td>
<td>Advocate one perspective or opinion</td>
<td>Allow for and invite differences of opinion</td>
</tr>
<tr>
<td>Give answers</td>
<td>Search for flaws in logic</td>
<td>Ask questions and invite inquiry</td>
</tr>
<tr>
<td>Achieve preset goals</td>
<td>Judge other viewpoints as inferior, invalid or distorted</td>
<td>Discover collective meaning</td>
</tr>
<tr>
<td>Acknowledge feelings, then discount them as inappropriate</td>
<td>Deny other’s feelings</td>
<td>Challenge ourselves and other’s preconceived notions</td>
</tr>
<tr>
<td>Listen for places of disagreement</td>
<td>Listen with a view of countering</td>
<td>Listen without judgement and seek to understand</td>
</tr>
<tr>
<td>Avoid feelings</td>
<td>Discount the validity of feelings</td>
<td>Validate other’s experiences and feelings</td>
</tr>
<tr>
<td>Avoid areas of strong conflict</td>
<td>Focus on conflict and difference as advantage</td>
<td>Articulate areas of conflict and difference</td>
</tr>
<tr>
<td>Retain relationships</td>
<td>Disregard relationships</td>
<td>Build relationships</td>
</tr>
<tr>
<td>Avoid Silence</td>
<td>Use silence to gain advantage</td>
<td>Honor silence</td>
</tr>
</tbody>
</table>

Some questions to ask yourself if you are having trouble staying with dialogue

1. Am I honoring my own experience as valid...or am I feeling defensive about it?
2. Can I trust others to respect differences...or do I suspect others are trying to force me to change?
3. Can I trust myself to be permeable and still maintain integrity...or do I fear that really hearing a different perspective will weaken my position?
4. Am I willing to open myself to the pain of others (and my own pain) ...or am I resisting pain that I really do have the strength to face?
RESOURCES IN THE DIVERSITY, INCLUSION AND BELONGING MODULE

National Resources

Best Colleges
The Four Bodies: A Holistic Toolkit for Coping with Racial Trauma
GLAAD - Transgender Resources
Latinx Therapy
National Museum of African American History and Culture - Talking about Race
National Suicide Prevention Lifeline
NCCSD- National Center for College Students with Disabilities
Therapy For Black Girls
The Trevor Project - Saving Young LGBTQ Lives
University of Illinois, Springfield - Women, Gender, and Sexuality Resources

Organization-Specific Resources

CSU Victim Assistance Team
CSU Women and Gender Advocacy Center
CSU Health Network
Student Diversity Programs and Services
Student Legal Services
Tell Someone and Incidents of Bias
Definitions for Terms and Concepts in the Module:

*Ableism*
Ableism is prejudice and discrimination against people with disabilities.

*Accessibility*
Accessibility is about enabling people with disabilities to participate in everyday life. It includes making sure disabled people can access physical spaces (like having elevators, ramps, benches, larger bathroom stalls with grab bars, and curb cuts), products (like adaptations for cars so people can drive using only their hands and books published in braille so people can read without seeing), and services (like telecommunication relay services that help people use telephones to communicate, or an online course being designed for learners who use screen-reading technologies).

*Accommodation / Reasonable Accommodation*
Making a change so that a person with a disability can have the same opportunities and benefits as people without disabilities is referred to as an accommodation. Accommodations can be made to jobs, facilities, programs, courses, services and many other things. For example, allowing a student to take a break during a long exam in order to check and regulate their blood sugar would typically be considered a reasonable accommodation for an institution to make to allow a student who needs to do so to safely participate in the educational environment.

*Accomplice*
An accomplice is someone who supports a target of oppression when the target is risking themselves in some way.

*Active Listening*
Active listening is a communication technique that helps reduce conflict and build understanding. In active listening, the listener focuses on understanding what the speaker is saying when the speaker is talking. Using a variety of techniques, the listener will demonstrate that they understand the speaker. Typically, this involves reflecting the speaker’s position or emotions, listening as the speaker confirms or corrects and appreciating or validating the speaker.

*Advocate*
An advocate is somebody who publicly supports a change or policy that seeks to dismantle oppression.

*Ageism*
Ageism is prejudice or discrimination on the basis of a person’s age. Stereotypes about what age people are “supposed” to be when engaging in activities or pursuits can have an alienating and limiting impact.

*Allyship*
Being an ally refers to supporting members of oppressed groups and actively trying to change the systems that contribute to oppression. Allyship is a process that involves listening and understanding how power, privilege and oppression are connected. It includes ongoing self-education work.

*Anti-Blackness*
Anti-blackness is racism specifically directed at black people; it includes dehumanization and indifference to suffering. It can be enacted by white people and by other communities of color. Examining anti-blackness is an important part of understanding the unique ways racism impacts black people.

**Antiracism**
Opposed to racism.

**Antisemitism**
Antisemitism includes hostility, discrimination and prejudice toward Jewish people. In many parts of the world, the swastika symbolizes white supremacy and is associated with Nazism and the oppression of Jewish and other people.

**Apparent Disability**
A disability that is observable by others.

**Asexuality**
Asexuality is a sexual orientation. Asexual people generally do not feel a sexual attraction to others, though they may feel romantic attractions.

**Bias**
An inclination for or against an idea, object, group or individual.

**BIPOC**
There is great diversity of experience among people of color. The term BIPOC (Black, Indigenous and People of Color) is used to highlight some of these differences in history and experience.

**Body-Shaming**
Body-shaming is the act of making negative, critical, mocking or humiliating comments about a person’s body size, shape, or proportions. Body-shaming comments include negative talk about weight, build and physical appearance, and can also involve disabilities.

**Bullying**
Bullying is repeated abusive conduct that causes intentional harm, either physical or emotional, to the target. It often involves an imbalance of power between the bullied person and the bully or bullies. Often, emotional distress and/or depression occurs as a result of intense bullying over a period of time.

**Calling In**
Calling in is the practice of recognizing that people make mistakes, of identifying those mistakes and trying to educate and move forward. It can be applied anywhere, although it originated within diversity movements. Proponents of calling in suggest that the process acknowledges that people aren’t perfect and encourages inclusiveness. Critics of calling in say it can reduce accountability for prior bad actions.

**Calling Out**
Calling out is the practice of publicly identifying people or communities who have acted in non-inclusive ways (including discrimination, harassment, bullying and other forms of aggression). Proponents of calling out say it makes an example of
those who have done wrong, forcing them to be accountable for their behavior. Critics of calling out suggest that it can sometimes become a form of bullying or shaming instead of encouraging education and change.

**Cancel Culture**
Cancelling occurs when support is withdrawn from individuals or companies after they’ve done something objectionable or offensive.

**Cis / Cisgender**
Cisgender people have a gender identity that tends to match the sex they were assigned at birth.

**Classism**
Classism is a prejudice against, or in favor of, people belonging to a certain social class. This is most often defined by financial qualities, but can also include prejudice towards job status, education level or other factors.

**Code-Switching**
Alternating between styles of speech, appearance, behavior and expression to accommodate others’ comfort with the expectation it will lead to fair treatment and opportunities.

**Colorism**
In her book *In Search of Our Mothers’ Gardens*, Alice Walker explained colorism as “prejudicial or preferential treatment of same-race people based solely on their skin color.” Colorism affects people of many diverse backgrounds. Usually, colorism privileges people with lighter skin over people with darker skin. Colorism can be enacted by people of all races (Walker, Alice. *In search of our mothers’ gardens*: Womanist prose. Houghton Mifflin Harcourt, 2004).

**Confirmation Bias**
Confirmation bias is a phenomenon where people tend to notice or look for evidence that supports pre-existing beliefs and avoid or overlook evidence that disproves them.

**Cultural Appropriation**
Cultural appropriation happens when people from a dominant culture take an element from an oppressed group’s culture and exploit it for their own benefit or enjoyment. Usually marked by a sense of disrespect or superficiality, classic examples of appropriation include wearing the traditional clothing of a racially marginalized group as a Halloween costume or using a group’s symbols of religious or spiritual significance as decorative accessories.

**Dignity**
Being treated with dignity is commonly expressed as “being treated like a human being” because it’s about recognizing our inherent value as people. Another way to describe it is to be valued for our own sake and treated ethically.

**Disability**
The law generally defines disability as a mental or physical impairment that substantially limits one or more major life activities. Qualified individuals with a disability are protected from discrimination; both disabled and non-disabled people are protected from discrimination based on the perception they are disabled.

**Diversity**
Diversity is about understanding and honoring the ways people are unique. It includes the incredible variety that exists from
one person to another. This variety can come from traits like race, sex, gender, gender identity, color, ability, age, and sexual orientation. Things like appearance, body size, culture, national origin, education and economic background also play a key role in informing who we are and how we think.

**Equality**
Equality means sameness, so treating people equally means treating everyone the same.

** Equity**
Working toward fair outcomes for all people or groups by removing barriers created by unique disadvantages and challenges. It is different from equality, where everyone is treated in the same way. Equality assumes that everyone also starts on equal footing or with the same opportunities. It ignores the inherent disparities amongst individuals and groups.

**Gender Expression**
Gender expression typically refers to the manifestation of a person's gender identity through presentation, mannerisms, or characteristics.

**Gender Identity**
Gender identity is an individual's internal, personal sense (or self-perception) of being male, female, androgynous, agender, third gender, trans, transgender, nonbinary, gender nonconforming or something else entirely.

**Harassment**
Any behavior by a person or persons that is offensive, aggravating or otherwise unwelcome to another person. Some forms of harassment are lawful, and some forms are not, but regardless of legality, harassment may violate an institution's policies or code of conduct.

**Hate Speech**
The American Bar Association defines hate speech as “speech that offends, threatens, or insults groups, based on race, color, religion, national origin, sexual orientation, disability, or other traits.”

**Heteronormativity / Homophobia**
Heteronormativity is the assumption that heterosexuality (being straight) is expected or normal. Homophobia is fear, bias, dislike or discrimination against people based on their status as lesbian, gay, bisexual, pansexual or similar categories.

**Identity Conflict**
Values and beliefs are often tied to the social and cultural groups people are a part of. These groups have many benefits; however, individuals can sometimes experience incompatibilities between their varying values and beliefs, known as identity conflicts.

**Identity Negotiation**
Identity negotiation is the mutual process of establishing “who’s who” in a relationship. For example, a student who identifies as the “class clown” might respond with a joke when a new professor asks them a question on the first day of class. Identity negotiations can occur “automatically,” without much thought, or they can be done on purpose.

**Identity Transition**
An identity transition describes the process of shifting from a particular central identity to a different central identity (or identities). It's important to understand that at any given time, people can experience positive, negative or neutral identity transitions.

**Ideological Oppression**
When oppression is based on the idea that one group is somehow better or more deserving than another, and has some right to control the other group, that is the heart of ideological oppression. Examples: A society considers one group of people hard-working and another group lazy, based on the decade in which they were born.

**Implicit Bias**
Implicit bias involves having an attitude toward or stereotypes about certain groups of people that we form outside of our own conscious awareness.

**Inclusion**
Inclusion is about welcoming all people and ensuring they have equitable access to opportunities, benefits, and services by creating environments of mutual respect where everyone is valued and supported.

**Institutional Oppression**
Oppression happens at an institutional level when ideological oppression becomes woven into the systems and institutions that make society run. Institutional oppression can be seen in common policies and practices, like how people with the least access to money often pay the highest loan or credit card interest rates because they don't have well-established credit histories.

**Internalized Oppression**
When outward negative messages are repeated often enough, people who are targets of oppression may internalize them and believe them to be true. An example of this internalized oppression is believing oneself to be lazy or worthless because those are the societal messages and expectations or expecting members of one's own group to be lazy or worthless.

**Interpersonal Oppression**
Interpersonal oppression plays out between individuals, often when people act out the ideological oppression. Examples include hurtful jokes, microaggressions, disrespectful behavior and discrimination.

**Intersectionality**
Intersectionality is a framework articulated by legal scholar Kimberlé Crenshaw that describes the way that someone holding multiple oppressed or marginalized identities can experience more injustice than someone having any one of those identities would face, including injustice or oppression because of the intersection of those identities.

- Given that the purpose of the toolkit is to support student learning and inform the academic environment, it is crucial to explain the term "intersectionality" with a bit more nuance and specificity. Intersectionality is a complex theoretical concept, and while it is referenced in the module content to describe the confluence of multiple identities, this definition is incomplete and requires additional explanation. Intersectionality is a theoretical lens for evaluating the structural, representational, and political patterns of discrimination and inequality, based on multiple oppressed identities and how they are treated.
Islamophobia
Islamophobia is fear, prejudice or hatred of the religion of Islam or people of Muslim faith. It can result in oppression, discrimination and violence. It affects people who are actually Muslim, as well as people who are perceived to be Muslim, based on their skin color, clothing, or language.

LGBTQIA+
The letters are a shorthand way of describing a diverse community composed of lesbian, gay, bisexual, bigender, trans/transgender, queer, questioning, intersex, agender, asexual, pansexual, gender non-conforming and other people. There are diverse opinions within the intersex community about whether intersex people should be included because, while there are some significant overlaps in experience, there are also major differences.

Marginalized
To consider unimportant or powerless within a society or group.

Microaggressions
Microaggressions are brief, common exchanges that can communicate hostility, disrespect or similar negative messages about an identity. Microaggressions can be hard to recognize because they are often subtle and sometimes unintentional.

Misgendering
Misgendering is the intentional refusal to use the appropriate pronoun to refer to an individual. It is disrespectful and can constitute harassment that violates anti-discrimination policies and laws.

Non-Apparent Disability
Non-apparent disabilities are disabilities that are not obvious or visible. There are many types of non-apparent disabilities, including chronic fatigue, severe allergies, psychosocial disabilities (like depressive or anxiety disorders), neurological disabilities and others.

Nonbinary
Nonbinary is an umbrella term that includes all genders that do not fit precisely (or at all) within female/male or woman/man categories. Trans/transgender people may, or may not, identify as nonbinary.

Oppression
Oppression is undeserved disadvantage (privilege is the opposite side of the coin - unearned advantage). Sometimes oppression is accidental, and sometimes it’s intentional. It can be turned outward against other people, or inward against oneself (referred to as “internalized oppression”). Oppression is a form of injustice that may occur between people, and as part of larger institutions and systems.

Othering
Othering is thinking about a person or a group as “not one of us” based on an aspect of their identity. Othering usually reinforces one group as “in,” dominant, or desirable. To create an equitable, respectful community, it’s helpful to identify where othering happens and work to interrupt it.

Person-First Language
There is a difference of opinion about whether “person with a disability” or “disabled person” is the most respectful language. “Person first” language (“person with a disability”) was popular for many years, however many disability scholars and disabled people argue that it actually makes disability seem more shameful, not less. They find that the “identity-first” language (“disabled person”) typically used in civil rights communities, when chosen by disabled people, is a better choice. Identities and identifying are complicated topics and people don’t always agree. The important thing is to listen to the people facing oppression, be flexible and respect their wishes.

**Power**
When talking about equity and inclusion, power is the ability (1) to direct or influence people’s behavior, (2) to shape the course of events, or (3) to define who and what is considered “normal” - including how “normal” institutions run and how “normal” people behave. This includes the ability to choose how resources are distributed. Power is not inherently bad, but problems arise when access to power is not equitable.

**Privilege**
Privilege describes the set of advantages that a group gains when another group is stereotyped, stigmatized or otherwise oppressed. The benefits may be significant, like more opportunities for education or employment. People may be privileged through no action of their own. People with privilege, like people without privilege, often work hard for what they have. Nevertheless, privileged groups have power over oppressed groups.

**Queer**
A widely used self-identifier referring to a person whose sexual orientation is not heterosexual and/or whose gender identity is not cisgender.

**Racially Marginalized Groups**
Marginalization is about excluding an individual from meaningful participation in the mainstream of life or community. Racial marginalization happens when people face marginalization in whole or in part because of their race. Racially marginalized community members often report a greater perceived pressure to do well and be an exemplary representative of their social group, which contributes to feelings of “not being good enough.”

**Racism**
Racism includes prejudice, antagonism and discrimination based on race, and typically includes the belief that one race is superior to another. In the United States, racism toward people of color has implications for all people, with an impact that is magnified for people of color.

**Referent Power**
Referent power comes from being associated with a desirable person or group. This could include being associated with a well-known professor, being a member of a respected sports team or group on campus or having an identity that is historically associated with authority, like being white or upper class.

**Resilience**
The ability to recover from difficulties, trauma, misfortune, or change.

**Respect**
Respect means to value or have positive feelings for another person—for who they are, their abilities, and their qualities. Respect requires not only giving attention to, but also taking into account, someone’s perspectives and experiences.
**Reward Power/Coercive Power**
Reward power/coercive power (also referred to as institutional power), comes from the ability to reward people for complying or punish them for not complying.

**Self-Care**
Self-care encompasses any number of activities or choices which support an individual’s mental, emotional and/or physical health.

**Sexism**
Sexism is prejudice, stereotyping or discrimination on the basis of sex and/or gender. It includes assumptions and biases about gender roles.

**Sexual Orientation**
Sexual orientation describes someone’s enduring physical, romantic, emotional and/or spiritual attraction to others. Some examples of sexual orientation include straight, lesbian, gay, bisexual, pansexual and asexual.

**Sizeism**
Sizeism is prejudice, antagonism or discrimination based on someone’s body size, weight, shape, proportions or ratio of height to weight (Body Mass Index/BMI).

**Social Power**
This power comes from the capacity to influence others, even when these others try to resist influence.

**Stereotypes / Stereotyping**
Stereotyping occurs when someone forms assumptions about a particular person or group that is based on generalizations. These assumptions can be biased, exaggerated or distorted, and may interfere with our ability to accurately perceive people and events. They affect how we interact with each other and can negatively impact our relationships. They can be harmful because they perpetuate prejudice and may cause us to overlook or mistreat others.

**Stigma**
Stigma is an unjust, negative societal view associated with a group, often based on a trait, condition or aspect of identity.

**Transgender**
An umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the sex they were assigned at birth.

**Transphobia / Transantagonism**
Transphobia is prejudice, antagonism, or discrimination against trans people. Transantagonism includes hostility, aggression and violence. Bathroom harassment is a form of discrimination that may be experienced by trans people, gender nonconforming people and cisgender people who don’t fit stereotypical ideas related to their gender presentation.

Unless otherwise noted, definitions provided by EverFi
SCHEDULING A CONSULT

If you’re sensing some apprehension about integrating this material into what you’re already doing in your classroom, staff, student group, work with our consult team to discuss any of the following:

- How the Diversity Inclusion & Belonging Module connects to your content
- Suggestions on integration activities
- Bridging the module’s relevance through your course/semester experience

Consultation meetings are:

- 30 minutes in length
- Held virtually through Microsoft Teams
- Able to be scheduled at your convenience

How to Schedule a Consult Meeting

Complete this form with the following information:

1. Name
2. Course number/name or student group
3. When you plan to utilize the module
4. How much time you are willing to spend with your students on the module
5. Three possible times available in your schedule over the following two weeks

The team will respond with a Microsoft Teams invitation for one of the three proposed times or will email you to reschedule within three business days.

Consultation Team

Brian J. Moffitt, Ed.D.
Associate Director for Residential Learning
University Housing

Emily Ambrose, M.S.
Assistant Director for Training & Development
Lory Student Center & SLICE

Charlotte Salinas, M.S.
Assistant Director, Orientation
Orientation & Transition Programs
Resources

**Campus Activities**
Office in Lory Student Center, Room 130
(970) 491-6626

**CSU Police Department**
Office in Green Hall
970-491-6425

**Health Network**
(970) 491-7121
https://health.colostate.edu
Mental and Physical Care Services

**International Student and Scholar Services (ISSS)**
Office in Laurel Hall
(970) 491-5917

**Office of Equal Opportunity**
Office in Student Services, Room 101
(970) 491-5836

**Office of Support and Safety Assessment: Tell Someone & Bias Reporting**
Web: http://www.supportandsafety.colostate.edu/about-us
Phone: (970) 491-1350

**Off-Campus Life**
Office in Lory Student Center, Room 274
(970) 491-2248/491-6196
http://ocl.colostate.edu/home

**Orientation and Transition Programs**
Office in east side of stadium (part of Collaborative for Student Achievement)
1415 Meridian Ave
(970) 491-6011

**Student Diversity Programs and Services**
There are several different offices with contact information using link below
https://studentdiversity.colostate.edu/

**Student Resolution Center**
Office in Aggie Village Walnut, 501 W. Lake, Suite A
(970) 491-7165
https://resolutioncenter.colostate.edu/
University Grievance Officer
Richard Eykholt
Office located in Engineering D103
Telephone: 970-491-7366
Email: ugo@colostate.edu

University Housing
Office located in Palmer Center
Telephone: 970.491.4719
Email: housing@colostate.edu
housing.colostate.edu
REFERENCES

Ever-Fi Facilitator Guide: Diversity, Inclusion & Belonging for Students
Everfi.com

Student Supervisor Discussion Guide: DIB Module
CSU Career Center, created by Sarah Roeder & Troy Osborn

Group Identity Cards
Dr. Kathy Obear

Diversity, Inclusion and Belonging Module Citations

Module 2: Your Identity

Your Identities > Multiple Identity Management


Module 3: Your Influence

Your Influence > What Do I Do?


Your Influence > Types of Power


Your Influence > Equity; Two Sides of the Same Coin; Isms & Phobias


Module 4: Your Community

Your Community > Terms to Know

Your Community > Speaking Freely


Your Community > When Language Excludes


