

# BELONGING AND INCLUSION SUMMIT

*“Cultivating a Community Committed  
to Equity-Minded Practices”*

Wednesday, January 19, 2022 | Virtual  
10 a.m. – 2:45 p.m.

[go.osu.edu/slbisummit](https://go.osu.edu/slbisummit)



THE OHIO STATE  
UNIVERSITY  

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OFFICE OF STUDENT LIFE





# ABOUT THE STUDENT LIFE BELONGING AND INCLUSION SUMMIT

The Student Life Belonging and Inclusion Summit is a half-day experience for staff to engage with peers, practices and reflection centered in diversity, equity and inclusion. The inaugural Summit, “Cultivating a Community Committed to Equity-Minded Practices” is intentionally designed for Student Life staff to expand their own awareness of self; to develop skills and tools for equity-minded reflection and practice; and to strengthen the culture of care for staff and students.

As we continue to grapple and overcome multiple inequities magnified by the COVID-19 pandemic and grow together as the Office of Student Life, it is imperative that we commit to understanding and creating work environments that foster equitable and thriving participation of all groups and seek to address issues of oppression, privilege and power. To do this, we must offer ourselves and each other care, being thoughtful and considerate as we move forward in our vision, mission and strategic goals.

## CORE CONTENT AREAS

Through learning and reflection, participants will be able to explore the following core content areas.

**Core Content Area #1:** Exploring and expanding awareness of self and others. Increasing capacity to observe self and our communities – to take notice of and pay attention to patterns within our thoughts, feelings and behaviors and how they affect others in the workplace.

- **Articulate** a foundational understanding of equity and what it means to be equity-minded in the workplace.
- **Reflect** on the systems of socialization that influence one’s multiple identities and sociopolitical perspectives and practices.
- **Connect** and build diverse relationships with new and old Student Life staff.

**Core Content Area #2:** Developing skill sets and capacity for equity-minded reflection and practice. Considering what it means to cultivate equity, deeply and robustly, and learning equity literacy tools that lead to inclusive and meaningful work.

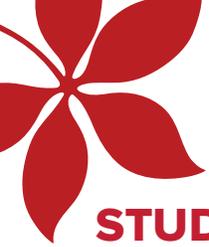
- **Identify** ways to integrate knowledge of social justice, inclusion, oppression, privilege, and power into one’s immediate and long-term practice.
- **Discuss** ways to show up in the workplace as advocates and allies for marginalized people and groups.
- **Discover** how to design activities, events and programs that are fundamentally inclusive and equitable.

**Core Content Area #3:** Strengthening the culture of care for staff and peers. Understanding that the work of belonging and inclusion is critical to the individual success and well-being of each staff member and the collective success and responsibility of the Office of Student Life.

- **Consider** opportunities to show genuine and desired appreciation and care.
- **Feel** empowered to speak up and respond when inequality occurs in the workplace.
- **Examine** nine dimensions of wellness to infuse in staff culture and expectations.

In addition to the core content above, the Summit Committee wants to ensure that your programs have a focus on the Student Life Culture Commitments below:

- Appreciation
- Support
- Connection
- Care



# STUDENT LIFE BELONGING AND INCLUSION SUMMIT COMMITTEE



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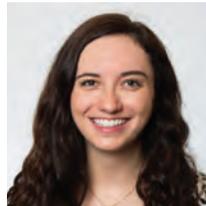
**Yvonne Dulaney**,  
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**Anna Wagner**,  
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**Tiffany Mitchell**,  
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**Pasha Sergeev**,  
Hall Director,  
Residence Life



# SCHEDULE



10 – 10:15 a.m.	Summit Kickoff
10:20 – 11:10 a.m.	Program Sessions I
11:15 – 12:05 p.m.	Program Sessions II
12:05 – 12:30 p.m.	Break
12:30 – 1:30 p.m.	Keynote Address with Q/A Session – Open to Campus Community
1:30 – 1:45 p.m.	Break
1:45 – 2:45 p.m.	Student Life Community Virtual Reflection

## FREQUENTLY ASKED QUESTIONS

### Why do we have a Summit?

As we continue to grapple and overcome multiple inequities magnified by the COVID-19 pandemic and grow together as the Office of Student Life, it is imperative that we commit to understanding and creating work environments that foster equitable and thriving participation of all groups and seek to address issues of oppression, privilege and power. To do this, we must offer ourselves and each other care, being thoughtful and considerate as we move forward in our vision, mission and strategic goals.

### What can I expect to experience at the summit?

By participating in the Summit, you will get to participate in (2) virtual synchronous sessions and six (6) asynchronous sessions led by Student Life colleagues, on topics related to our core content areas that will help you improve your equity-minded professional practice. You will also get to engage with Dr. Shaun Harper with questions and answers after his keynote address, and community reflection sessions for Student Life staff and graduate associates.

### How should I best prepare?

Our number one suggestion to prepare for the Summit is to do the pre-summit reflection questions in this Summit booklet. We want to encourage you to come to the Summit with an open mind, ready to learn and engage with colleagues and expand your professional practice.

### How do I attend the Summit virtually?

The Summit will be occurring virtually, and you can access all Zoom links in this Summit booklet. You will need to register for each session – after clicking and registering, you will receive the confirmation and actual Zoom link to join.

### What can I expect at the reflection sessions?

Following the keynote address, you can expect to be guided through processing and reflection conversations led by members of the Summit Planning Committee. We will reflect on a.) the keynote address, b.) application to your current role and c.) general thoughts and reactions to the Summit.

### If I registered for the Summit but was unable to attend, can I still get access to the programs and resources?

All sessions will be recorded and posted on the Student Life intranet for staff to view after the Summit. In addition, resources for continued learning from the keynote address and program sessions will be available online.



# PROGRAM SESSIONS I

10:20 – 11:10 a.m.

## Tempered Radicalism as a Strategy for Change

Tempered radicals are “individuals who identify with and are committed to their organizations, and are also committed to a cause, community or ideology that is fundamentally different from and possibly at odds with the dominant culture of their organization.” The purpose of this session will be to present information about this strategy for change and how to effectively sustain this practice while acknowledging the challenges of this role at work.

Todd Suddeth, PhD, Executive Director,  
Student Life Multicultural Center

### Target Audience(s):

- Assistant/Associate Directors
- Directors/Managers/Supervisors
- New Professionals/Graduate Associates

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## Intercultural Competence

This interactive session will teach attendees basic principles and skills of intercultural competence and consider ways to apply them in their everyday life. Attendees can then put their newly learned skills to work in an intercultural exercise.

Michaela Dengg, PhD Student,  
Higher Education and Student Affairs

**Target Audience(s):** All Student Life Staff

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## Why Wellness Matters: Exploring the 9 Dimensions, Health Equity and Self-Care

In this session, attendees will explore the nine dimensions of wellness as they relate to intercultural competence and health equity, review data from the Wellness Assessment and discuss simple changes to create a more supportive environment for our students and peers.

Jordan Helcbergier

### Target Audience(s):

- New Professionals/Graduate Associates
- All Student Life Staff

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## An Interactive Workshop on Designing Accessible and Inclusive Programs

How do we ensure that the programs and events we plan are accessible and inclusive for individuals of all abilities? Attendees of this workshop should have one specific program or event that they are connected to in mind. Attendees will learn about some best practices and resources for inclusive design and then will workshop in small groups to apply the principles to their programs to come up with ideas on how the event could be planned to be more inclusive.

Cheryl Lyons, Director and Kelly Bonice, Lead Access Specialist, Student Life Disability Services

**Target Audience(s):** All Student Life Staff

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## Identity-Conscious Supervision in Student Affairs: An Applied Model

This presentation will introduce the Identity Conscious Supervision in Student Affairs Model (Brown, Desai and Elliot, 2020) as well as a variety of models for assessing your current supervision relationships and workplace models. Participants will also engage in reflection about their own supervision style and set application goals for developing a more identity-conscious approach to supervision.

Anna Wagner, Senior Coordinator for Student Leadership Development, Student Activities

**Target Audience(s):** All Student Life Staff

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## PROGRAM SESSIONS II

11:15 a.m. – 12:05 p.m.

### White Caucus for Racial Justice

Following an overview of our socialization into race, racism and anti-racism, this space is intended for white staff members in order to work through guilt and other barriers that hold white people back from effective racial justice work. Anti-racism calls on white people to be active dismantlers of oppression and this caucus will serve as a space for white staff to ask questions, hold each other accountable, and leave with tangible action steps towards racial justice.

Nick Gilbert, Social Justice Engagement Program Specialist, Multicultural Center

**Target Audience(s):** All Student Life Staff

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### Floating Like Butterflies, Stinging Like Bees in Social Justice Education

This session explores the idea of buzz words used in student affairs and how social justice terminology is quickly losing its intended meaning of actively creating inclusive higher education institutions, where marginalized students feel like they matter and belong. The presenter will define how the intention behind the use of social justice terminology differs from the impact on students, and how student affairs practitioners can begin thinking about creating actionable items and prevent the negative impact of buzz words.

Madison Woods, Graduate Teaching Assistant, Multicultural Center

**Target Audience(s):**

- New Professionals/Graduate Associates
- All Student Life Staff

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### Deconstructing and Reconstructing Student Programs Through a Critical Lens

Dominant narratives surround us and influence the work we do with students. This session will introduce a critical framework to help deconstruct our programming by naming ideologies and power relationships we may take for granted. We will also introduce tools to reconstruct by re-imagining programs that foster student agency and build interest convergence. Attendees will have the opportunity to apply these concepts to one of their actual programs or utilize shared examples.

Jen Pelletier, Associate Director, Student Activities

**Target Audience(s):**

- Assistant/Associate Directors
- New Professionals/Graduate Associates

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### Queer as Frat: A Theoretical Investigation of Queer Identities in Fraternity

Sorority and Fraternity Life Staff will provide a thorough review of the literature on fraternal masculinities, the queer college identity and queer fraternity men. The goal of this presentation is to provide practitioners across all Student Life disciplines with a new perspective on what student involvement can be like for our population of queer men in historically white fraternities and other student organizations. Recognizing the impact of hypermasculine cultures on queer men in these organizations can help practitioners build skills around supporting these students, recognizing concerning behaviors and changing fraternity culture long-term.

Hunter Hartwig, Associate Director, Sorority and Fraternity Life

**Target Audience(s):**

- Assistant/Associate Directors
- New Professionals/Graduate Associates

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## KEYNOTE SPEAKER



### Dr. Shaun Harper

#### Cultivating a Campus Community Committed to Equity-Minded Practices

12:30 – 1:30 p.m.

Shaun R. Harper is a Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, president-elect of the American Educational Research Association, and a past president of the Association for the Study of Higher Education.

Dr. Harper’s research focuses primarily on race, gender and other dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities and corporations. He has published over 100 peer-reviewed journal articles and other academic publications. Review of Research in Education, Teachers College Record, Harvard Educational Review, Journal of Higher Education, Journal of College Student Development and Review of Higher Education are some journals in which his research is published. Johns Hopkins University Press is publishing his 13th book, Race Matters in College. His research has been cited in nearly 12,000 published studies.

The New York Times, Los Angeles Times, Washington Post, Wall Street Journal and several thousand other news outlets have quoted Professor Harper and featured his research. He has interviewed on CNN, ESPN and NPR. He has testified to the U.S. House of Representatives, and presented his research at various White House and U.S. Department of Education convenings. He was appointed to President Barack Obama’s My Brother’s Keeper advisory council in 2015 and recognized in Education Week as one of the 10 most influential professors in the field of education in 2017.

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### Student Life Community Virtual Reflection

1:45 – 2:45 p.m.

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## REFLECTION AND NOTES



### Summit Pre-Reflection Questions

As you are preparing for the Belonging and Inclusion Summit, we encourage you to spend time on the following reflection questions so you can best engage with the content.

1. When you are preparing for today's sessions, what of your own identities (i.e., race, gender, sexuality, socio-economic status, national origin, ability status, age, etc.) and life experiences feel like they might be relevant to your engagement in learning more about belonging and inclusion?
2. What aspects of your identities and experiences have you filed away from bringing with you to the Belonging and Inclusion Summit, and please describe why you have consciously done so?
3. How do your identities and experiences impact the work you do on a daily basis?
4. In-group individuals are those who have similar identities, beliefs, thoughts and experiences, such as yourself. Out-group individuals are those who have differing identities, beliefs, thoughts and experiences. Based on this information, how have you navigated engaging and creating spaces for both in and out-group individuals within your department or Student Life, as a whole?
5. If you have privileged identities and experiences, how are you consciously addressing your privileges in your day-to-day role and responsibilities?



# REFLECTION AND NOTES

## Session 1

Session Title: \_\_\_\_\_

Notes:

### Reflection Questions:

1. How do your identities and experiences impact the work you do based on the content provided in this session?
2. Having gone through this session, what strategies will you implement in order to take care of yourself after experiencing how this content may influence your daily role and responsibilities?
3. What are you taking away from this session and how are you applying the content into your day-to-day role and responsibilities? How are you implanting said knowledge into other aspects of your life (i.e., academic, personal, professional, etc.)?
4. In what ways will you hold yourself accountable for further opportunities of development and growth related to this topic of belonging and inclusion?



# REFLECTION AND NOTES

## Session 2

Session Title: \_\_\_\_\_

Notes:

### Reflection Questions:

1. How do your identities and experiences impact the work you do based on the content provided in this session?
2. Having gone through this session, what strategies will you implement in order to take care of yourself after experiencing how this content may influence your daily role and responsibilities?
3. What are you taking away from this session and how are you applying the content into your day-to-day role and responsibilities? How are you implanting said knowledge into other aspects of your life (i.e., academic, personal, professional, etc.)?
4. In what ways will you hold yourself accountable for further opportunities of development and growth related to this topic of belonging and inclusion?



# REFLECTION AND NOTES

## Keynote

Session Title: \_\_\_\_\_

Notes:

## Reflection Questions:

1. How do your identities and experiences impact the work you do based on the content provided in this session?
2. Having gone through this session, what strategies will you implement in order to take care of yourself after experiencing how this content may influence your daily role and responsibilities?
3. What are you taking away from this session and how are you applying the content into your day-to-day role and responsibilities? How are you implanting said knowledge into other aspects of your life (i.e., academic, personal, professional, etc.)?
4. In what ways will you hold yourself accountable for further opportunities of development and growth related to this topic of belonging and inclusion?





## REFLECTION AND NOTES

### End of Summit Reflection Questions

As you conclude your time at the Belonging and Inclusion Summit, we encourage you to use the following questions to reflect on what you learned today.

1. What are you taking away from the Belonging and Inclusion Summit and how are you applying the content into your day-to-day role and responsibilities? How are you implanting said knowledge into other aspects of your life (i.e., academic, personal, professional, etc.)?
2. What immediate opportunities do you foresee as continued areas of individual growth and learning? If you were tasked to put together a 3 to 6-month professional development plan related to belonging and inclusion, what are some elements of focus and why?
3. In what ways will you hold yourself accountable for further opportunities of development and growth related to topics of belonging and inclusion?
4. Through navigating this Belonging and Inclusion Summit, how have you consciously addressed your privileged identities and experiences (for individuals who possess said privilege) within your work? What are you actively doing to create a more inclusive environment for historically marginalized identities and experiences?
5. What are some self-imposed barriers (through policy, procedures, expectations, etc.) that your specific department possess, and how will you work to mitigate said self-imposed challenges?

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### Post-Summit Community Roundtable Reflections

Wednesday, January 26, 2022

**10 – 11 a.m. (Virtual) Register at [go.osu.edu/bisummitreflectmorn](https://go.osu.edu/bisummitreflectmorn)**

**3 – 4 p.m. (Virtual) Register at [go.osu.edu/bisummitreflectafternoon](https://go.osu.edu/bisummitreflectafternoon)**

Reflect on and process your time at the Summit for maximum effectiveness in implementing what you learned. Join the Summit Committee and continue to explore ways in which we can expand our awareness of self; develop skills and tools for equity-minded reflection and practice; and strengthen the culture of care for ourselves, each other and students.

**For additional post-Summit learning and resources visit [go.osu.edu/slbisummit](https://go.osu.edu/slbisummit).**



## DEFINITIONS



**Ableism:** Ableism is a set of beliefs or practices that devalue and discriminate against people with physical, intellectual or psychiatric disabilities and often rests on the assumption that disabled people need to be “fixed” in one form or another. Ableism is intertwined in our culture, due to many limiting beliefs about what disability does or does not mean, how able-bodied people learn to treat people with disabilities and how people with disabilities are often not included at the table for key decisions.

**Antiracism:** Antiracism is the practice of fighting against racism. It entails the practice of conscious decisions to make frequent, consistent and equitable choices daily. It includes becoming actively conscious about race and racism and taking action to end racial inequities. Antiracism calls on individuals to believe that racism is everyone’s problem and we all have a role to play in stopping it.

**Assimilation:** A process by which outsiders (persons who are others by virtue of cultural heritage, gender, age, religious background, etc.) are brought into or made to take on the existing identity of the group into which they are being assimilated. The term has had a negative connotation in recent educational literature, imposing coercion and a failure to recognize and value diversity. It is also understood as a survival technique for individuals or groups.

**Belonging:** Belonging is the feeling of security and support when there is a sense of acceptance, inclusion and identity for a member of a certain group. It is when an individual can bring their authentic self to work. When employees feel like they don’t belong at work, their performance and their personal lives suffer. Creating genuine feelings of belonging for all is a critical factor in improving engagement and performance.

**Bias:** Prejudice; an inclination or preference, especially one that interferes with impartial judgment.

**BIPOC:** Black, Indigenous, People of Color. People of Color, or POC is widely used as an umbrella term for all people of color, but the use of the term BIPOC acknowledges that not all people of color face equal levels of injustice. BIPOC is significant in recognizing that Black and Indigenous people are severely impacted by systemic racial injustices.

**Classism:** Prejudiced thoughts and discriminatory actions based on difference in socioeconomic status and income, usually referred to as class. It most particularly refers to the hierarchical stratification of people by economic status or station.

**Cultural Appropriation:** The adoption or theft of icons, rituals, aesthetic standards, and behavior from one culture or subculture by another. It is generally applied when the subject culture is a minority culture or somehow subordinate in social, political, economic or military status to the appropriating culture. Cultural appropriation often occurs without any real understanding of why the original culture took part in these activities, often converting culturally significant artifacts, practices and beliefs into “meaningless” pop-culture or giving them a significance that is completely different/less nuanced than they would originally have had.

**Discrimination:** Actions, based on conscious or unconscious prejudice, which favor and empower one group over others.

**Diversity:** Socially, it refers to the range of identities. It broadly includes race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, veteran status, physical appearance, etc. It also involves different ideas, perspectives and values.

**Equality:** An attempt at creating fairness by treating everyone equally, regardless of needs. Has an underlying assumption that everyone has an equal starting line so equal distribution of everything will be fair.

**Equity:** The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups.

**Equity-Mindedness:** Refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American higher education.

**Ethnicity:** A social group that shares a common and distinctive culture, religion, language or the like.





## DEFINITIONS



**Gender:** One's self identification, which is not limited to the traditional gender binary.

**Cisgender:** Having a gender that matches one's sex assigned at birth, their bodies and their personal identity. Often referred to as cis-male or cis-female; this term is the antonym to transgender.

**Transgender:** Identifying as a gender other than the gender assigned at birth. This may be a binary or non-binary gender.

**Gender-fluid:** Having a gender that is not static and can vary over time.

**Gender Nonconforming:** Expressing oneself in ways outside of society's binary gender roles.

**Identity:** see definition for Social Identity

**Impostor Syndrome:** Refers to individuals' feelings of not being as capable or adequate as others. Common symptoms of the impostor syndrome phenomenon include feelings of phoniness, self-doubt and inability to take credit for one's accomplishments. The literature has shown that such impostor feelings influence a person's self-esteem, self-efficacy, professional goal directedness, locus of control, mood and relationships with others. This is often common for folks with minoritized identities

**Inclusion:** The act of creating an environment in which any individual or group will be welcomed, respected, supported and valued as a fully participating member. An inclusive and welcoming climate embraces and respects differences.

**Intersectionality:** The ways aspects of identity intersect to create specific experiences, needs, privileges and oppressions. First used by legal scholar Kimberlé Crenshaw in 1989 as an approach largely advanced by women of color, arguing that classifications, such as gender, race, class and others, cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems and are mutually constitutive. Exposing one's multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

**Marginalization:** A process through which an individual or group with distinctive qualities, particularly shared social identities, becomes identified as one that is not accepted fully into the larger group.

**Minoritized:** members of minoritized groups are given less access to societal power and resources because of their group membership.

**Micro-Aggressions:** Commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory racial slights. These messages may be sent: verbally, ("You speak good English"), non-verbally (clutching one's purse more tightly around people from certain race/ethnicity) or environmentally (symbols like the confederate flag or using Native American mascots). Such communications are usually outside the level of conscious awareness of perpetrators.

**Model Minority:** Refers to a minority ethnic, racial or religious group whose members achieve a higher degree of success than the population average. This success is typically measured in income, education and related factors, such as low crime rate and high family stability.

**Oppression:** The systemic and pervasive nature of social inequality woven throughout social institutions, as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures.

**Prejudice:** A prejudgment or preconceived opinion, feeling or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt and is often enacted as discrimination or other negative behavior; or, a set of negative personal beliefs about a social group that leads individuals to prejudge individuals from that group or the group in general, regardless of individual differences among members of that group.

**Privilege:** is an unearned advantage that is granted based in one's dominant social identity group(s) and is denied to members of minoritized groups.





## DEFINITIONS



**Power:** Power is unequally distributed globally and in U.S. society; some individuals or groups wield greater power than others, thereby allowing them greater access to and control over resources. Wealth, Whiteness, citizenship, patriarchy, heterosexism and education are a few key social mechanisms through which power operates.

**Queer:** An umbrella term that can refer to anyone who transgresses society's view of gender or sexuality. (It is important to note that this is a former slur that has been reclaimed by parts of the LGBTQIA+ community, but not everyone is comfortable with it.)

**Race:** A social construct that artificially divides individuals into distinct groups, based on characteristics, such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation or history, ethnic classification and/or the social, economic and political needs of a society at a given period of time. Scientists agree that there is no biological or genetic basis for racial categories.

**Racial Trauma:** Racial Trauma or race-based stress, comes from dealing with racial harassment, racial violence or institutional racism. It can result from major experiences of racism, such as workplace discrimination or hate crimes, or it can be the result of accumulation of many small occurrences, such as macroaggressions.

**Sex:** Biological classification of male or female (based on genetic or physiological features), as opposed to gender.

**Sexism:** Prejudiced thoughts and discriminatory actions based on a difference in sex/gender, usually by men against women.

**Social Identity:** Involves the ways in which one characterizes oneself, the affinities one has with other people, the ways one has learned to behave in stereotyped social settings, the things one values in oneself and in the world, and the norms that one recognizes or accepts governing everyday behavior.

**Social justice:** Social justice constitutes a form of activism, based on principles of equity and inclusion that encompasses a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency, as well as a sense of social responsibility toward and with others.

**Stereotype:** Blanket beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information and are highly generalized.

**Systemic Oppression:** Conscious and unconscious, non-random and organized harassment, discrimination, exploitation, discrimination, prejudice and other forms of unequal treatment that impact different groups.

**Systemic Racism:** Complex interactions of culture, policy and institutions that create and maintain racial inequality in nearly every facet of life for people of color.

**Tolerance:** Acceptance and open-mindedness to different practices, attitudes and cultures; does not necessarily mean agreement with the differences.

**Tokenism:** Hiring or seeking to have representation, such as a few women and/or racial or ethnic minority persons, so as to appear inclusive, while remaining largely homogenous or lacking diversity.

**Unconscious Bias:** Social stereotypes about certain groups of people that individuals form outside of their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize by categorizing.

**Xenophobia:** Hatred or fear of foreigners/strangers or of their politics or culture.





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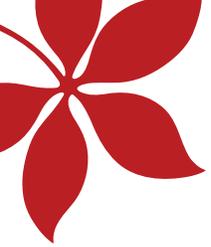
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# THANK YOU!

*The Student Life Belonging and Inclusion Summit Committee would like to thank you for your assistance and support.*

President Kristina Johnson

Student Life Marketing and Communications

Program Session Presenters

Dr. Shaun Harper

## SAVE THE DATE

*Student Life Belonging and Inclusion Summit*

Ohio Union

Wednesday, October 26, 2022

10 a.m. – 4 p.m.

### WE WANT TO HEAR FROM YOU.

Complete a quick 2 minute survey about your experience at the Summit! The Belonging and Inclusion Summit. Planning Committee is interested to learn how we can improve our future engagements and programs.

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