

Stetson Community Guidelines

1. This is a safe space. Though this space is safe and secure, there is a difference between safe and comfortable. Just because you are safe does not mean you will feel completely comfortable.
2. What's said here- stays here, what's learned here- leaves here.
3. Always let someone finish their point. Do not interrupt, even when you agree.
4. Speak from your own experience instead of generalizing (“I” instead of “they,” “we,” and “you”).
5. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks – focus on ideas.
6. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
7. Instead of invalidating somebody else’s story with your own spin on her or his experience, share your own story and experience.
8. Listen actively – respect others when they are talking.
9. The goal is not to agree – it is to gain a deeper understanding.

** Stetson Community Guidelines created by the Stetson Multicultural Student Council*

2017 Diversity and Inclusion Training: We Are Hatters!

Get to know your peers better!

Read the descriptions below. See if you can find someone who matches one description. Ask that person to sign their name in that particular box. Each box must be signed by a different person

When you complete **TWO ROWS**, turn the sheet into one of the facilitators for a prize.

Someone who has parents who came from another country and what country it is.	Someone who had to work in high school to help out their family.	Someone who has traveled to 2 or more countries. Find out what countries they are.	Someone who has questioned and challenged other person's usage of the word "retarded"	Someone who is the first in their family to attend college and what motivated them to do so.
Someone who is of bi/multi-racial origin. Find out what their backgrounds are.	Someone who is or has a close friend that is LGBTQ identified.	Someone who has spoken up and intervened when I saw someone being bullied.	Someone you have not met before. Find out their name, where they are from, and major.	Someone who was ever teased about their body size or height.
Someone who has an artistic talent	Someone who has been to a march or protest	FREE SPACE	Someone who considers themselves spiritual	Someone who knows the origins of their family name
Someone who was <u>NOT</u> born in the U.S. Find out which country they were born in.	Someone who is from a different religious/spiritual background from your own. Find out what it is.	Someone who is a middle child in their family and how many siblings they have.	Someone who is fluent in speaking 2 more languages. What are those languages?	Someone who has a hidden and/or visible disability.
Ask someone's gender pronouns. What are they? _____	Someone who is the first in their family to graduate from high school.	Someone who lived most of their life outside of California.	Someone who goes by a name not on their birth certificate.	Someone who has an experience of being stereotyped. What happened?

The Big 9 Identities

Ability

The physical or mental capacity to do something or perform successfully.

Examples: Able bodied, able minded, person with disability (cognitive, physical, emotional, bio-chemical, etc.

Age

How old somebody is.

Examples: Child, Young adult, Middle Age Adult, Elderly, etc.

Ethnicity

Relates to a person or to a large group of people who share a national, cultural, and/or linguistic heritage, whether or not they reside in their countries of origin.

Examples: Irish American, Japanese American, Italian, Multiethnic, Italian, Guatemalan, etc.

Race

A group that is socially defined, but on the basis of physical criteria including skin color and facial features.

Examples: White/Caucasian, Black/African American, Asian/Pacific Islander, Native American, Latinx, Multiracial, etc.

Gender

Gender is an individual's innermost sense of self as "male/masculine," "female/feminine," somewhere in between on the gender spectrum, or somewhere outside of these gender boundaries. Gender is a social construction of how we as a society view one's attitude and physical presentation.

Examples: Woman, Man, Transgender, Genderqueer, Gender Non-conforming, etc.

Body Image/Size

Perception of an individual based on their weight and/or height.

Examples: Tall, Short, Big Frame, Small Frame, Curvy, Slender, Thin, Size of Muscles, etc.

Religion/Spirituality/Worldview

An institutionalized and/or personal system of beliefs and practices relating to the divine/divinities, nature, and/or self.

Examples: Christian, Jewish, Muslim, Hindu, Sikh, Wicca, Buddhist, Agnostic, Atheist, Non-religious, Spiritual, etc.

Sexual Orientation

Sexual and/or romantic attraction toward people based on one's own gender and the gender identity of the person or people to which they are attracted.

Examples: Lesbian, Gay, Bisexual, Heterosexual, Questioning, Poly-amorous, Asexual, Pansexual, etc.

Socioeconomic Status (Social Class)

Social standing or class of an individual or group, often measured as a combination of education, income, and occupation.

Examples: Low-income, Middle class, Wealthy, Poor, Lower-middle, Upper-middle class, Impoverished, etc.

What are your identities?

Write down visible identities

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Write down invisible identities:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Thinking About Our Identities

1. One way my identity group(s) [is| are] commonly misunderstood is _____, I'd want people to know _____
_____ about my identity.

2. One thing I never want to have people believe and/or say about my identity group is

3. Things I like about being a member of my identity group(s) are

4. Things that have been difficult being a member of my identity group(s) are

5. Specific support I'd like from my allies would be _____

Definitions

Microaggressions

A micro-aggression is a brief and commonplace daily verbal, behavioral, or environmental indignity, whether intentional or unintentional, that communicates a: hostile, derogatory, negative slight or insult toward people of marginalized identities.

Bias

- A tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly.

Stereotypes

- Are attitudes, beliefs, feelings and assumptions about a target group that are widespread AND socially sanctioned.
- Can be positive and negative, but all have negative effects.
- Stereotypes support the maintenance of institutionalized oppression by seemingly validating misinformation or beliefs.

Privilege

- When individuals benefit for having membership (or perceived membership) for belonging to certain social groups.

Prejudice

- Prejudice is favorable or unfavorable opinion or feeling about a person or group, usually formed without knowledge, thought or reason.
- It can be based on a single experience, which is then transferred to or assumed about all potential experiences.

Overt Bias

- Forms of bias that are open and observable, not secret or hidden.
- The target of overt oppression is very aware of the intention and action of the oppressive act, and of the oppressive person or group.

Covert Bias

- Forms of bias may be secret, hidden and not openly practiced, or so subtle that they are not readily obvious, even to the intended target.
- The person targeted with covert oppression may not even realize that an oppressive act has occurred until after the fact, nor be aware of who committed the act.
- Often, targets of covert forms of oppression may second guess themselves and their reactions to covert oppression.

The 4 D's

DIRECT

Confront or disagree with the person who made the comment/action

- Name the behavior or the comment
 - "I heard you say.... What did you mean by that?"
 - "That's not ok"
 - "Hey, can I talk to you for a second, over here?"

DELEGATE

Seek the help of friends, or other bystanders

- Report the incident to someone in a position of authority (e.g. professor, staff, supervisor, RA)
- For immediate assistance or to report an incident call Public Safety at 386-822-7300 or use Blue Light phones
- Turn to friend, and ask "Hey, what did you think about what ___ did?"

DISTRACT

Interrupt the behavior by doing any of the following:

- Using humor or sarcasm
- Changing the subject abruptly
 - Example: "Hey don't we have class now?"

DELAY

Confront the person who caused harm at a later time (after processing or when safe to do so)

- Example: "When you said/did _____ earlier, I noticed that people were upset, possibly because ____."

Comfort and support the person(s) targeted

- Example: "I noticed that _____ may have said/did something that upset you earlier, how are you doing?"

Share your own reaction with the person(s) targeted

- Example: "When it happened, I felt upset too."

Scenarios

Scenario #1

You and your colleague grab coffee during one of the class breaks. Your colleague makes an inappropriate comment about one of their student's appearance.

Scenario #2

You are in a department meeting and the Chair is leading a discussion about racial discrimination. In the middle of the discussion the Chair turns to one of your colleagues you don't know and says, "You're a minority. Can you tell us about a time you were discriminated against?"

Scenario #3

You are teaching class. Conversation is going well, with students moving in and out of several topics. Sometimes the whole group is talking and other times separated conversations are happening. At one point you overhear someone say, "That's retarded." You look across the table and notice someone looking uncomfortable, while some people laugh.

For your groups Scenario

Which of the 4 D's would you use? (you can choose more than one)

Direct Delegate Distract Delay

How would you implement your chosen methods of intervention?

Resources

Student Health Services: Promotes optimal health and wellness, disease prevention and provides quality health care that is appropriate, affordable, accessible, and relevant. The staff strives to empower students to be self-directed and well informed and to continually improve the standards of health care.

549 North Bert Fish Avenue

Phone: (386) 822-8150

Fax: (386) 822-8152

Email: healthservices@stetson.edu

Website: <http://www.stetson.edu/administration/health-services/>

Counseling Center: Provides counseling for Stetson students dealing with *mental health concerns*. The Counseling Center can help with a wide range of concerns such as *relationship issues, family problems, homesickness, depression, anxiety, loneliness* and *low self-esteem*. Students may contact the Counseling Center during regular working hours by phone or in person to make an appointment. If a mental health crisis occurs outside of regular business hours, students can contact the on-call counselor by calling Stetson Public Safety at (386) 822-7300.

601 North Bert Fish Avenue

Phone: (386) 822-8900

Website: <http://www.stetson.edu/counseling-center>

Public Safety: Committed to providing Stetson University with a safe environment allowing for an enjoyable experience for students, faculty, and staff. The Department of Public Safety operates 24 hours a day, 365 days a year to ensure your safety. Our officers provide a full range of services including routine patrol of the campus, parking enforcement, safety inspections, and after hour escort services.

405 North Amelia Avenue

Phone: (386) 822-7300

Email: publicsafety@stetson.edu

Website: <http://www.stetson.edu/administration/public-safety/>

Campus Life: Code of Community Standards:

<http://www.stetson.edu/administration/community-standards/cscore.php>

University Administrative Policies:

<https://www.stetson.edu/administration/academic-affairs/adminpolicy.php>

Values Project:

<https://www.stetson.edu/other/planning/values-project.php>

Incident Reporting:

www.stetson.edu/reportit

Contact Us

World: International Learning
635 N. Bert Fish Dr.
Studyabroad@stetson.edu
Facebook/StetsonWORLD



Community Engagement:
609 Bert Fish Dr.
cce@stetson.edu
Facebook/StetsonCenterfor
CommunityEngagement



Office of Diversity and Inclusion,
Cross Cultural Center:
611 Bert Fish Dr.
Tri-c@stetson.edu
Facebook/TriCStetsonUniversity



“Each time someone stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, they send forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.” — *Robert F. Kennedy*