



Produced by the White House Initiative on
Educational Excellence for African Americans
U.S. Department of Education

Campus Climate and Student Engagement Toolkit

A resource for college and
university leaders to work with
students to support environments
that are safe, engaged, and
inclusive.





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Note: The U.S. Department of Education does not mandate or prescribe practices, models, or other activities in this toolkit. This toolkit contains examples of, adaptations of, and links to resources created and maintained by other public and private organizations. This information, gathered in part from practitioners, is provided for the reader's convenience and is included here to offer examples of the many resources that educators, parents, advocates, administrators, and other concerned parties may find helpful and use at their discretion. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of this outside information. Further, the inclusion of links to items and examples is not intended to represent or be an endorsement by the U.S. Department of Education of any views expressed, or materials provided.



Dear Supporters of African American Educational Excellence,

I am enthusiastic about your commitment to ensuring that postsecondary institutions and programs are safe and supportive, especially for students from communities that have been historically underrepresented in postsecondary environments. Sustaining a campus climate that centers the experiences of students, positions them as co-facilitators of exceptional learning and development opportunities, and includes supports for all students to engage in campus advocacy is critical to the goals of equitable access to and completion of postsecondary education.

The White House Initiative on Educational Excellence for African Americans was established by President Obama to increase postsecondary success among African Americans. To increase the number of African Americans with postsecondary certificates, credentials and degrees of value, it is important to ensure that higher education institutions and programs of study provide environments that are safe, engaged, and supported—especially in ways that account for the experiences of students from communities historically underrepresented and under-supported at such institutions or within other postsecondary workforce development programs.

To create environments that support the cognitive, social, and emotional development of all students, especially students most often neglected and underrepresented at postsecondary institutions throughout the United States—colleges and universities should take concrete steps to support diversity and inclusion. Central to this work is empowering institution leaders, educators, students, and campus partners to celebrate and center the experiences of students themselves and to engage them in meaningful ways to develop and implement programs, policies, and practices designed to support learning and development.

This campus climate toolkit is designed to assist leaders at postsecondary institutions (and other systems responsible for the learning and development of students) in creating student-centered environments and engaging students in meaningful and transformative ways.

We hope you find the toolkit helpful in supporting campus cultures that are safe, inclusive, and affirming of all members of the community.

Sincerely,

David J. Johns

Executive Director, White House Initiative on Educational Excellence for African Americans

Dear Colleague,

On behalf of U.S. Secretary of Education John King and my colleagues throughout the U.S. Department of Education, I want to thank you for helping all students access and successfully complete postsecondary programs, degrees, and courses of study. It is especially important to support the health and wellbeing of diverse learners to ensure they attain the skills, experience, and credentials needed to ensure success. Above all, we want to acknowledge and praise the commitment you and your campus leaders have made to support healthy campus climates that are safe and accessible to all.

The Office of the Under Secretary has made it a priority to leverage Federal resources so that our country has the best educated, most competitive workforce in the world. This work requires that all policies and programs relating to postsecondary education and adult, and career and technical education prepare matriculating students to lead productive careers. For students to be effective, engaged, and career-ready citizens, it is important that they are meaningfully included in their postsecondary pursuits. Maintaining a campus climate that engages and supports students to the fullest extent possible is central to this work.

Again, thank you for your partnership in creating more inclusive and engaging postsecondary environments and in our shared endeavors to assist students in accessing and completing their postsecondary educational goals.

Sincerely,

Ted Mitchell

Under Secretary, U.S. Department of Education



Dear Higher Education Leaders,

During my tenure at The University of California Santa Cruz (UCSC), the university recognized youth as conscientious, responsible agents of change. UCSC modeled ways in which university administration, faculty, and staff can empower students with full responsibility for shaping and changing campus life. This sense of agency, of having opportunities to address issues important to campus communities, encourages students to become more civically engaged and socially responsible. I owe my successful career to this model of campus culture. Through student organizations, engaged upper-class students, supportive staff and faculty, and funding for the student life divisions and departments, I was able to develop as a young adult with a supportive campus environment. The student agency model truly supports diversity because it respects and encourages all students to find their voice and to contribute their unique experience.

I would have never been prepared to run a national non-profit advocacy organization two weeks after graduation without the student agency model practiced by SOAR/Student Media/Cultural Arts and Diversity (SOMeCA) staff at UCSC. SOMeCA's professional and experienced staff offered leadership training, mentorship, organizational advising, instruction, and project management to students. Now I sit as the youngest person on the President's Advisory Commission on Educational Excellence for African Americans. In every work environment I've experienced discrimination based on my race and gender. The confidence and success I have in building democratic processes, sustaining organizations, power building, electoral politics, event management, and goal setting is because I had the practice and support in college.

I am excited for the opportunity as a member of the President's Advisory Commission on Educational Excellence for African Americans to publish a toolkit that contributes to implementing successful and innovative education reform strategies and practices in America's public schools to ensure that all students, especially African American students receive a rigorous and well-rounded education in safe and healthy environments. Supporting student agency is a critical tool to help our country not only care about a student's performance in a classroom but their civic participation in the real world.

Tiffany Dena Loftin

Commissioner, President's Advisory Commission on Educational Excellence for African Americans

Centering the Experience of Students Matters

Students should be meaningfully engaged in developing and implementing programs, policies, and practices that result in inclusive, supportive, and affirming environments in which diverse learners acquire the skills, experiences, and credentials needed to be successful in school and in life. This is important because:

1

Diverse learners make up an increasing percentage of our postsecondary population;

2

Investing in students during their postsecondary career is economically responsible;

3

Students are experts in their experience and have skills and relationships that should be used to improve communities for all; and

4

Diversity benefits all members of a learning community.

Amplifying the voices of the students most often neglected is necessary in creating campuses that are more supportive for all.

Postsecondary institutions should support student agency¹ by creating the conditions within which all students are seen as capable leaders possessing assets that are valuable in fostering environments and cultures that are safe, engaging, and affirming for all.

Students from historically underrepresented racial, ethnic, sexual, religious, and other “minoritized”² communities can, without support, be subjected to physical, psychological, and/or emotional trauma that acts as a barrier to academic and social success. Student agency is particularly important for the success of institutions charged with supporting students who have been historically underrepresented at postsecondary institutions.

This toolkit is designed to support the work of ensuring postsecondary institutions are environments that celebrate diversity and practice a student agency model that ensures all members of the community feel and are safe, empowered, and supported.



¹ “Agency” refers to the capacity of an individual (or entity) to act in a given environment.

² For additional information, see Harper (2013). “Minoritized” is used instead of “minority” “to signify the social construction of underrepresentation and subordination in U.S. social institutions, including colleges and universities. Persons are not born into a minority status nor are they minoritized in every social milieu (e.g., their families, racially homogeneous friendship groups, or places of religious worship). Instead, they are rendered minorities in particular situations and institutional environments that sustain an overrepresentation of whiteness.”

College and University Leaders' Facilitation of Inclusive Engagement³

Leaders of postsecondary institutions and programs supporting postsecondary success should support campus climates and cultures that are safe and promote inclusive student engagement. Leaders should provide space, in words and action, to facilitate discussion and do the work required to overcome the barriers and biases that sometimes prevent individuals from being engaged and empowered in ways that reveal what they know or are capable of. The following recommendations are designed to support college or university leaders in doing this important work:

Construct Inclusive and Supportive Environments

All employees should ensure all students feel welcome and are supported in cultivating the skills needed to succeed in school and in life. Postsecondary institutions should ensure the policies and practices they have in place facilitate engagement and participation among all students and create climates in which no students are marginalized and alienated.⁴

Administrators and educators should support environments where minoritized students are centered and supported in collaborating with faculty and staff to solve problems and ultimately make a better campus experience for all.

Make a Campus-Wide Commitment to Diversity and Inclusion

If the goal is to create safe, inclusive, and supportive environments, the work cannot solely be the responsibility of minority students and faculty or the organizations that support them. Consider, for example, that multicultural centers and organizations are often the most underfunded campus organizations, and faculty and staff of color are often overburdened with the responsibility of doing this work.⁵ Three tangible steps institutions can take to support this work are:

1. Encourage cultural competency professional development for faculty and staff, and similar training for student leaders to facilitate opportunities and the ability to:
 - a) Examine internal biases and institutional practices and policies that perpetuate inequity;

³ Inclusion is emphasized throughout to highlight the need for institutions to not only increase the number of underrepresented students, but also create environments in which they are safe, supported, and included.

⁴ Harper (2009) describes a need for an institutional "consciousness of the environmental factors that either stifle or enable engagement among racially diverse groups of students" (41). According to Harper, institutions must assume responsibility and examine whether the policies and practices they have in place encourage and facilitate the engagement of all students. This can be achieved through collecting qualitative data on the experiences of students who feel disengaged, and changing policies based on what they express that they need to the extent practicable.

⁵ Read Hirshfield and Joseph (2012) for more on this "taxation" on faculty of color.

- b) Disrupt and revise practices, policies, and support systems that are exclusionary, intolerant, or facilitate harassment.
2. Ensure that all students, particularly those most frequently underrepresented, have opportunities to make decisions on campus life and politics by allowing them to democratically participate in campus life and politics.
3. Promote institution-wide efforts to center the experience of marginalized groups in curricula and programming. This can include:
 - a) Encouraging students to take courses on inequality, social issues, and the histories of often marginalized individuals and communities (like multi-cultural education) and attend diversity--related programs in order to graduate;
 - b) Celebrating campus-wide opportunities to affirm diverse experiences and contributions made beyond traditional affinity months such as Black History Month; and
 - c) Incorporating diverse perspectives and pedagogies in all courses.

Empower Faculty and Staff to Do the Work Required to Support Students

Faculty and staff should understand implicit and explicit interpersonal and institutional forms of bias and examine systems and practices that can result in the isolation and exclusion of minoritized students.⁶ A knowledgeable, caring source of support can inspire and create pathways for students to be engaged. Among the factors that are most critical for faculty and staff to consider are the following:

1. Building positive relationships with students.

Faculty and staff should support the cognitive, social, and emotional development of students. This requires a balance between the responsibilities faculty have to pursue tenure (and otherwise fulfill professional obligations to the college or university or specific departments or institutes within it) and to mentor students, informally and formally.

2. Amplifying student voices.

Provide platforms for minoritized students to describe their experience and to make recommendations for how schools and educators can help to ensure they feel and are safe, engaged, and affirmed and can help to disrupt negative narratives, unearth bias, and otherwise strengthen relationships between and among students and

⁶ See Glossary for more on forms of bias.

faculty and staff. Consider hosting an African American Education Summit ([AfAmEdSummit](#)) to facilitate these conversations and to anchor this work.

3. Supporting advocates.

Faculty and staff who are closely engaged with students are often deeply aware of campus issues. However, many hesitate to respond publicly or advocate on behalf of students to administrators out of fear of sanction, especially non-tenured faculty who could easily lose their positions.⁷ Cultures of transparency should be developed so that faculty and staff can engage in conversations and advocacy about student needs without backlash.

Facilitate Conversations about Climate and Institutional Forms of Bias

Administrators, faculty, and staff should understand how diversity impacts the experiences of students on campus and in the broader community. This is especially true for students from marginalized and historically undersupported communities, as their experiences, languages, and forms of being are often ignored and neglected.⁸ Campus leaders should facilitate discussions on issues of race and racism to mitigate institutional racism and other forms of bias. Suggested things to do include the following:

- Colleges and universities can conduct climate assessments to understand how students experience racism and other forms of bias. Research describes how Black students, for example, feel alienated and experience mental health burdens due to toxic campus climates.⁹
- It is important to give all students opportunities to share their experiences and to be supported and engaged in substantive projects to create safe and inclusive environments. Disaggregating climate assessment data by race, class, gender, and sexuality can identify the unique needs of different groups to ensure that all students feel and are safe, engaged, and supported.¹⁰
- It is important for institutions to provide all students with opportunities to learn the tools and language to approach these topics and understand their historical and contemporary implications. Along with formal assessments, postsecondary

⁷ Harper and Hurtado (2007) further discuss this “consciousness-powerlessness paradox” among racial/ethnic minority staff.

⁸ McGee, E. O., & Stovall, D. (2015). Reimagining Critical Race Theory in Education: Mental Health, Healing, and the Pathway to Liberatory Praxis. *Educational Theory*, 65(5).

⁹ See Harper (2013) and McGee and Stovall (2015) for a review of the various psychoemotional burdens contributing to a “mental health crisis” amongst Black college students in toxic campus climates.

¹⁰ It is critical for campus leaders to understand the concept of intersectionality (see Glossary) in order to meet the needs of different groups of students. Students experience marginalization differently based upon their multiple identities. Institutional leaders must understand how students’ experiences are unique in order to properly support them.

institutions can facilitate regular, structured, safe spaces to engage in difficult conversations about seemingly intractable issues including race, racism, and the collusion therein in America today. For example, all members of the school community should be supported in cultivating better understandings about how racism impacts the lives of both people of color as well as white people. Conversations that cultivate understanding could create bridges between members of privileged and marginalized groups.

- Institutions should seek the support of student experts in facilitating difficult discussions and commit to doing the work, over time, required to move from courageous conversations to actions that disrupt institutional forms of oppression. Institutions should also seek to address instances of race-related stress in a timely, sensitive, and emphatic manner reiterating the importance of student safety and intolerance of hate. Students should be guided to appropriate resources and supports to address residual issues resulting from instances of race-related stress and to ensure postsecondary success.

Four organizations with demonstrated expertise in this work include:

1. [Center for the Study of Race and Equity in Education at the University of Pennsylvania](#)
2. [University of Michigan Program on Intergroup Relations](#)
3. [Pacific Educational Group](#)
4. [Fellowship for Race and Equity in Education \(FREE\)](#)



Support Safe Spaces for Students' Mental Health

It is important to provide students with spaces and resources to discuss, learn from, and ultimately heal from microaggressions¹¹ and other forms of discrimination and bias. Students need a place where they can go to feel safe and affirmed. Individuals doing the working to combat institutional and individual forms of bias and oppression may need mental health support as well as diverse art and other visible representations of student and campus life and legacy. Institutions should consider the following when thinking about social and emotional health and wellbeing:

1. Expand mental health services to ensure that students have access to diverse counselors equipped to support marginalized groups of students and to address institutional and individual forms of bias and oppression.
2. Fund physical safe spaces. Institutions should support students in securing spaces on campus that are safe and provide opportunities for collaborative engagement designed to support cognitive, social, and emotional wellbeing. This includes funding cultural centers and offices students know they can go to and receive support.
3. Support cultural and minority student organizations that provide safe spaces for students to be heard, affirmed, and supported in pursuing postsecondary success in ways that maintain holistic development and success.

Implementing Culturally Inclusive Curricula and Pedagogy

Faculty should promote diversity and inclusion and support student agency by centering and celebrating the contributions of diverse leaders and thinkers outside of traditional affinity months, such as Black History Month.

Incorporating diverse perspectives shows all students that disparate and different experiences matter. Diversity of thought and representation can also challenge students' biased perceptions. Moreover, ignoring the perspectives of scholars of color, women, LGBTQ scholars, and scholars with disabilities can have the unintended consequence of facilitating disengagement, leading students to drop out or perform poorly in class.¹²

Things faculty can do to center diverse perspectives include:

1. Assess students' interests and include them in choosing course content.

¹¹ Microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities that, whether intentional or unintentional, communicate hostile, derogatory, or negative slights and insults toward people of color and other minority groups. While seemingly insignificant in isolated incidences, constant exposure has significant mental health consequences. See Sue et al. (2007) for more information.

¹² Quaye and Harper (2007) describe the need for faculty to be held accountable for implementing culturally inclusive curricula and pedagogy.

2. Value the knowledge that students bring into the classroom.
3. Disrupt hierarchies of what is considered “knowledge,” which usually privilege the perspectives of white, cisgender¹³, heterosexual men.
4. Analyze the processes that have denied scholars from marginalized groups from mainstream academic canons.¹⁴
5. Create a space where marginalized students feel empowered, but not forced, to speak as representatives of their group.

Encourage Representation of Students from Marginalized Groups on Committees Governing Policy and Practice

Students should be provided opportunities to improve, and be supported in the work of improving the communities they belong to and engage with. Colleges and universities should make it a priority to encourage the inclusion of diverse students and support them in voicing their opinions about issues and engaging with faculty and staff to improve programs, policy, and practice. Centering marginalized student voices on committees and student governments is essential to ensuring that administrative decisions support all students affected. This is especially important for hiring, programming, and allocating resources.

Create Systems of Accountability

As institutions increase diversity and inclusion through actions that may include creating new policies and assessing cultural awareness of faculty, staff, and students, it is important to establish systems to ensure accountability. Students should be provided with opportunities to offer feedback and evaluation while institutions should commit to using the feedback provided to improve programs, practices, and policies designed to ensure success for all.

Institutions should consider the following to support ongoing efforts to ensure positive, safe, inclusive climates and cultures:

1. Encouraging faculty and staff to incorporate student voices, adopt inclusive curricula, and do other inclusion-focused work.
2. Ensuring students know how to submit concerns or complaints if they experience harassment or discrimination from peers, faculty, or staff.

¹³ Denoting or relating to a person whose gender identity conforms with the gender that corresponds to their sex assigned at birth.

¹⁴ See Morris (2015) for a discussion on the “denial” and erasure of W.E.B. Du Bois’ groundbreaking contributions to the discipline of sociology in favor of promoting the work of white scholars.

3. Including a cultural competency or diversity and inclusion component to end-of-semester course evaluations for students to assess whether faculty engage in insensitive, discriminatory, or alienating practices.
4. Creating feedback and accountability systems in which students share their perspectives with institutional leaders and such leaders are held accountable for responding in meaningful and measurable ways.
5. Treating students as experts of their experiences and taking their claims and concerns seriously.

Student Leadership Roles in Transforming Institutions

Students, especially those from minoritized communities, should lead in efforts to ensure institutions respond to and are accountable to their unique needs. There are many ways for students to lead, articulate needs, and co-construct safe, inclusive, and supportive environments for all students, including by supporting the recruitment and retention of underrepresented students through organizations and committees, creating cultural and educational campus programming, and community service to strengthen relationships between student groups and surrounding communities. Campus leaders should consider the following ways that students can disrupt and supplant alienating practices and policies sustained by racism and other forms of bias and bigotry at postsecondary institutions throughout the country.

Create and Support Student-Led Organizations

Support or permit the establishment of student-led organizations and coalitions to enhance the experience of students who share the same identity (racial, gender, sexual, religious, etc.) or address a particular community issue (i.e., creating a cultural or minority student organization, organizing against tuition hikes).¹⁵ Encourage students to pursue leadership positions on boards, committees and institutions of influence, e.g. Board of Trustees. Participate in the recruitment and retention of underrepresented students and faculty, the creation of cultural and educational campus programming, and the decision-making of academic and curricular institutional policy. Once a student-led organization or coalition identifies an issue, it should strategize to design solutions, and work with other campus organizations or communities and individuals with influence to advocate for and work

¹⁵ See e.g., the [Students With Agency](#) toolkit developed by the University of California, Santa Cruz for resources on developing and operating agency-focused organizations.

toward positive change.

Actions a student-led organization or coalition may take to develop new policies and practices may include:

- Creating proposals and petitions for new programs, policies and practices.
- Participating in shared governance where student voice is critical to making decisions on programs and policies.
- Expanding student agency in bodies that affect student life.
- Creating a list of priorities that improve current and future student lives.
- Organizing a direct action or peaceful demonstration on campus.
- Encouraging campus conversations about diversity and inclusion.
- Creating events to highlight the particular challenges students are facing.
- Collaborating with other cultural or minority student organizations to promote relationships that embrace diversity and inclusion.

Host Campus Forums to Raise Awareness and Pursue Solutions

Hold open forums to facilitate conversation and strengthen relationships among diverse students, faculty, staff and administration. Highlight the experiences of marginalized student groups and develop strategic plans to support the cognitive, social, and emotional development of such students. Work with the institution to acknowledge issues and the need to enhance students' experiences.

Work with Faculty to Hold the Institution Accountable for the Safety and Success of All

Working with campus administrators not only allows for the formation and strengthening of relationships, it also provides an opportunity to learn about policies and procedures in place that facilitate or discourage institutional change. It also provides an opportunity for student groups to learn which communication and advocacy strategies are most effective in framing demands and desires.

Organize a committee through which students, faculty, staff, and administration work together solely on issues related to enhancing campus climate and improving the experiences of marginalized student groups. This committee should be designed to center students' ideas and recommendations, and provide opportunities for them to strategize implementation with institutional leaders. A committee such as this will ensure that the voices and desires of students from marginalized groups are highlighted and incorporated

in new programs, policies, and practices that will improve their experience as well as the overall campus experience. Such a committee may also be important in identifying faculty allies that students can go to for support.

Form Discussions Using New and Traditional Media

Use media, including new technologies and social media, to voice student concerns, increase outreach, and engage more students. These mediums can provide a platform for holding important discussions and developing more informed accounts of student experiences on campus. Because social media has the capacity to reach many communities, consider this medium as a way to include the broader community outside the campus.

Tap into traditional media outlets as well. Writing in the school newspaper is an effective way to highlight the voices of marginalized students and hold institutions accountable to addressing their needs. For example, a student may write about the mental health toll of dealing with everyday forms of discrimination, or they may highlight policies and practices that are harmful to different students. Through amplifying these stories, students can influence campus discourse and get other students, faculty, staff and administrators thinking about the challenges faced by marginalized groups.

Sustain the Work

It is often said that colleges and universities have poor “institutional memory” when it comes to student activism and working toward transforming campuses. This refers to the process of a certain group of students making a strong push for a short period of time, only to have the institution go back to square one once they graduate. Without developing younger leaders to continue the work, institutions forget progress and later students end up re-inventing the wheel when work has already been done in the past. To sustain the work of campus transformation, consider these three actions:

- **Record-Keeping:** Keep track of the work done each year, including what proposals were written, what conversations were had, and what campaigns were run. The goal is to build on the previous year’s work and use templates already created instead of making younger students start from scratch. Pass down records so the next group of leaders knows where to continue.
- **Mentoring:** Develop intentional relationships between upper- and under-classmen. Research has shown the significance of peer mentors in helping younger students

navigate campus climate and develop strategies to turn frustrations into ideas for creating change.¹⁶ Begin cultivating leadership skills early and encourage students to get involved throughout campus.

- **Letting Younger Students Lead:** Build an “inter-generational” coalition by getting first-through third-year students involved in leadership as well as seniors. Younger students should be familiar with the work and be prepared to sustain progress once older students leave. One strategy is to let third-year students serve as presidents so there will always be a mentor available for guidance.



¹⁶ See Harper (2013) for more information about “peer pedagogies”, teaching tools more experienced students use to help their peers navigate toxic racial climates.

Citations

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Quaye, S. J., & Harper, S. R. (2007). Shifting the Onus from Racial/Ethnic Minority Students to Faculty: Accountability for Culturally Inclusive Pedagogy and Curricula. *Liberal Education*, 19.

Glossary

Bias: Prejudice—implicit and explicit—in favor of or against one thing, person, or group as compared with another. Explicit bias reflects the attitudes and beliefs that one performs at a conscious level, while implicit bias references the behaviors that result from stereotypes and subtle mental processes that often operate below conscious awareness.

Intersectionality: An approach to social issues that recognizes that people exist in multiple social categories (race, class, gender, sexual orientation, religion, disability) at once. The overlap of these categories leads to unique forms of privilege and disadvantage that individuals experience. For example, a Black, cisgender, heterosexual man experiences discrimination differently than a Black transgender woman.

Minoritized groups: An inclusive term to refer to students historically and contemporarily marginalized based upon race, ethnicity, class, gender identity or expression, sexual orientation, religion, or disability. The term “minoritized” is used instead of “minority” to emphasize the process of constructing underrepresentation.

Diversity and inclusion: Respect for and appreciation of differences in race, class, gender, sexual orientation, religion, ability, and other social categories that influence our perspectives, work experiences, and lifestyles.

Engagement: The ways in which students participate in governance and decision-making processes in school, especially in the design of extracurricular programs and learning opportunities.

Safe spaces: A place where anyone can relax and be fully self-expressive, without fear of being made to feel unwelcome by any aspect of their identity.

Institutional memory: The collection of facts, history, experiences, and knowledge held within an organization or group with the purpose of being passed down over time to maintain relevance to and preserve the culture of the organization.

Cultural or minority student organization: Organizations designed to support the recruitment and retention of students from underrepresented groups.

Cultural competency training: Training designed to provide language and tools to faculty, staff, and student leaders to understand and interrupt forms of oppression.

Institutional racism: The ways in which policies and practices of organizations or parts of systems create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create, maintain, or fail to remedy accumulated advantages for a privileged racial group at the expense of a disadvantaged one.

Resources

How to Support LGBT Students on Campus <https://lgbtq.unc.edu/programs-services/safe-zone/how-to-support-lgbt-students>

Students With Agency <http://studentswithagency.ucsc.edu/>

Resource Guide for Student Activism <http://www.aaihs.org/resources/mizzousyllabus/>

Steve Fund Knowledge Center <http://www.stevfund.org/knowledgecenter/>

Availability of Alternate Formats

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling [202.260.0852](tel:202.260.0852) or by contacting the 504 coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited-English-Proficient Persons

If you have difficulty understanding English, you may request language assistance services for Department information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, please call 1-800-USA-LEARN ([1.800.872.5327](tel:1.800.872.5327)) (TTY: 1.800.877.8339) or e-mail us at ED.Language.Assistance@ed.gov. You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC 20202.