



UNC CHARLOTTE

BELK COLLEGE *of* BUSINESS

RACIAL DIVERSITY, INCLUSION, AND EQUITY TOOLKIT



Introduction



Solange Tricanowicz

Faculty/Staff Racial Equity Task
Force Chair

Faculty and Staff,

Part of The Belk College of Business' shared values is to foster an environment that is based on mutual respect, broadens understanding, and builds trust. As educators and professionals who support students, it is our responsibility to do this effectively, with diversity and inclusion in mind.

The purpose of this toolkit is to provide Belk College faculty and staff some ideas on how to create an inclusive learning environment for our students, while also presenting ideas and recommendations on how to be more inclusive as professionals. These resources, ideas and recommendations are not an exhaustive, and we see this toolkit growing in the future. But for now, I hope that you engage with this toolkit, discuss with your colleagues about what you've learned, and implement your own strategies and tactics to embrace diversity and bolster inclusion in the Belk College of Business.

“FOR THERE IS ALWAYS LIGHT,
IF ONLY WE’RE BRAVE ENOUGH TO SEE IT
IF ONLY WE’RE BRAVE ENOUGH TO BE IT”

Excerpt from “The Hill We Climb”

Amanda Gorman, the nation's first-ever youth poet laureate

Read at the inauguration of President Joe Biden on January 20, 2021

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WHO ARE WE? (BCOB DEMOGRAPHICS)

On the following pages you will find information as it relates to the demographic make-up of the students enrolled in a Belk College program. A few things to note while reading this information:

- All information is from the Fall 2020 enrollment period.
- UNCC information was obtained directly from the UNCC Factbook. This is publicly accessible and you can view it here:
<https://ir-analytics.uncc.edu/fact-book>
- City and state information was obtained via U.S. Census sources. The data included only percentages for the demographic groups we are addressing.

Definition of Terms:

- URM, or Underrepresented Minority = Racial and ethnic groups that are typically underrepresented in U.S. higher education settings. This includes: Native American (or American Indian), African American, Hispanic/Latino, and Pacific Islander.
- Non-Resident Alien = This refers to international students who are not citizens of the United States. Due to federal reporting standards, racial and ethnicity data is not recorded by schools for these students.

If you have questions regarding this data or would like to request demographic data on Belk College faculty, please contact Blake Horridge, Director of Academic Planning and Accreditation (bhorridg@uncc.edu).

BELK COLLEGE OF BUSINESS- ALL COLLEGE DEMOGRAPHIC BREAKDOWN

Group	Non-Resident Alien	Percent	Unknown	Percent Unknown	Hispanic	Percent Hispanic	American Indian	Percent American Indian	Asian	Percent Asian	African American	Percent African American	Pacific Islander	Percent Pacific Islander	White	Percent White	2+ Races	Percent 2+ Races	Total	Percentage URM
Belk Undergrad	112	2.89%	60	1.55%	437	11.28%	11	0.28%	366	9.45%	489	12.62%	4	0.10%	2232	57.61%	163	4.21%	3874	24.29%
Belk Grad	201	21.25%	29	3.07%	63	6.66%	0	0.00%	92	9.73%	123	13.00%	0	0.00%	415	43.87%	23	2.43%	946	19.66%
Belk Certificates	10	12.50%	3	3.75%	5	6.25%	0	0.00%	11	13.75%	12	15.00%	0	0.00%	37	46.25%	2	2.50%	80	21.25%
Belk Total	323	6.59%	92	1.88%	505	10.31%	11	0.22%	469	9.57%	624	12.73%	4	0.08%	2684	54.78%	188	3.84%	4900	23.35%
UNCC UNDG	509	2.11%	412	1.70%	2891	11.96%	61	0.25%	2077	8.59%	3928	16.25%	22	0.09%	13103	54.20%	1172	4.85%	24175	28.55%
UNCC GRAD	1073	17.97%	113	1.89%	357	5.98%	13	0.22%	272	4.56%	927	15.53%	4	0.07%	3056	51.18%	156	2.61%	5971	21.79%
UNCC	1582	5.25%	522	1.73%	3248	10.77%	74	0.25%	2349	7.79%	4855	16.10%	26	0.09%	16159	53.60%	1328	4.41%	30146	27.21%
Charlotte	n/a	n/a	n/a	n/a		14.30%		0.40%		6.50%		35.20%		0.10%		48.80%		2.80%		50.00%
Mecklenburg County	n/a	n/a	n/a	n/a		13.80%		0.80%		6.30%		33.00%		0.10%		57.30%		2.50%		47.70%
NC	n/a	n/a	n/a	n/a		9.80%		1.60%		3.20%		22.20%		0.10%		70.60%		2.30%		33.70%

Group	Male	Percent Male	Female	Percent Female	Total
Belk Undergrad	2481	64.04%	1393	35.96%	3874
Belk Grad	559	59.09%	387	40.91%	946
Belk Certificates	42	52.50%	38	47.50%	80
Belk Total	3082	62.90%	1818	37.10%	4900
UNCC UNDG	12874	53.25%	11301	46.75%	24175
UNCC GRAD	2353	39.41%	3618	60.59%	5971
UNCC	15227	50.51%	14919	49.49%	30146
Charlotte		48.10%		51.90%	
Mecklenburg County		48.10%		51.90%	
NC		48.60%		51.40%	

BELK COLLEGE OF BUSINESS- UNDERGRADUATE PROGRAM DEMOGRAPHIC BREAKDOWN

	Non-Resident Alien	Percent Non-Res	Unknown	Percent Unknown	Hispanic	Percent Hispanic	American Indian	Percent American Indian	Asian	Percent Asian	African American	Percent African American	Pacific Islander	Percent Pacific Islander	White	Percent White	2+ Races	Percent 2+ Races	Total	Percent URM
Majors																				
Accounting	13	3.85%	6	1.78%	41	12.13%	1	0.30%	37	10.95%	35	10.36%	0	0.00%	188	55.62%	17	5.03%	338	22.78%
Business Analytics	4	4.40%	3	3.30%	4	4.40%	0	0.00%	14	15.38%	8	8.79%	0	0.00%	55	60.44%	3	3.30%	91	13.19%
Econ major	3	3.16%	0	0.00%	13	13.68%	0	0.00%	8	8.42%	10	10.53%	0	0.00%	55	57.89%	6	6.32%	95	24.21%
Finance Major	29	5.35%	6	1.11%	60	11.07%	1	0.18%	55	10.15%	53	9.78%	0	0.00%	326	60.15%	12	2.21%	542	21.03%
International Business	7	8.05%	3	3.45%	23	26.44%	0	0.00%	9	10.34%	10	11.49%	0	0.00%	31	35.63%	4	4.60%	87	37.93%
Management Major	1	0.40%	6	2.38%	28	11.11%	1	0.40%	17	6.75%	38	15.08%	0	0.00%	151	59.92%	10	3.97%	252	26.59%
MIS Major	4	3.33%	3	2.50%	12	10.00%	0	0.00%	19	15.83%	21	17.50%	0	0.00%	58	48.33%	3	2.50%	120	27.50%
Marketing Major	2	0.62%	5	1.55%	38	11.80%	3	0.93%	23	7.14%	40	12.42%	0	0.00%	202	62.73%	9	2.80%	322	25.16%
OSC Major	5	4.39%	0	0.00%	11	9.65%	0	0.00%	4	3.51%	10	8.77%	0	0.00%	81	71.05%	3	2.63%	114	18.42%
Totals	68	3.47%	32	1.63%	230	11.73%	6	0.31%	186	9.48%	225	11.47%	0	0.00%	1147	58.49%	67	3.42%	1961	23.51%
Pre-Majors																				
Pre-Accounting	4	2.00%	6	3.00%	27	13.50%	0	0.00%	22	11.00%	37	18.50%	0	0.00%	94	47.00%	10	5.00%	200	32.00%
Pre-Business	34	2.12%	19	1.18%	170	10.59%	5	0.31%	148	9.22%	214	13.33%	4	0.25%	934	58.16%	78	4.86%	1606	24.47%
Pre-Econ	6	5.61%	3	2.80%	10	9.35%	0	0.00%	10	9.35%	13	12.15%	0	0.00%	57	53.27%	8	7.48%	107	21.50%
Totals	44	2.30%	28	1.46%	207	10.82%	5	0.26%	180	9.41%	264	13.80%	4	0.21%	1085	56.72%	96	5.02%	1913	25.09%
All Undergrad	112	2.89%	60	1.55%	437	11.28%	11	0.28%	366	9.45%	489	12.62%	4	0.10%	2232	57.61%	163	4.21%	3874	24.29%
UNCC UNDG	509	2.11%	412	1.70%	2891	11.96%	61	0.25%	2077	8.59%	3928	16.25%	22	0.09%	13103	54.20%	1172	4.85%	24175	28.55%
UNCC GRAD	1073	17.97%	113	1.89%	357	5.98%	13	0.22%	272	4.56%	927	15.53%	4	0.07%	3056	51.18%	156	2.61%	5971	21.79%
UNCC	1582	5.25%	522	1.73%	3248	10.77%	74	0.25%	2349	7.79%	4855	16.10%	26	0.09%	16159	53.60%	1328	4.41%	30146	27.21%
Charlotte	n/a	n/a	n/a	n/a		14.30%		0.40%		6.50%		35.20%		0.10%		48.80%		2.80%		50.00%
Mecklenburg County	n/a	n/a	n/a	n/a		13.80%		0.80%		6.30%		33%		0.10%		57.30%		2.50%		47.70%
NC	n/a	n/a	n/a	n/a		9.80%		1.60%		3.20%		22.20%		0.10%		70.60%		2.30%		33.70%

BELK COLLEGE OF BUSINESS- GRADUATE PROGRAM DEMOGRAPHIC BREAKDOWN

Program	Non-Resident Alien	Percent	Unknown	Percent Unknown	Hispanic	Percent Hispanic	American Indian	Percent American Indian	Asian	Percent Asian	African American	Percent African American	Pacific Islander	Percent Pacific Islander	White	Percent White	2+ Races	Percent 2+ Races	Total	Percentage URM
MACC	5	8.33%	0	0.00%	6	10.00%	0	0.00%	8	13.33%	3	5.00%	0	0.00%	36	60.00%	2	3.33%	60	15.00%
MBA	101	22.20%	17	3.74%	31	6.81%	0	0.00%	36	7.91%	59	12.97%	0	0.00%	200	43.96%	11	2.42%	455	19.78%
DBA	1	1.47%	2	2.94%	1	1.47%	0	0.00%	6	8.82%	28	41.18%	0	0.00%	26	38.24%	4	5.88%	68	42.65%
PhD	15	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	15	0.00%
MS Econ	8	19.05%	2	4.76%	4	9.52%	0	0.00%	3	7.14%	4	9.52%	0	0.00%	21	50.00%	0	0.00%	42	19.05%
MS Management	1	1.85%	1	1.85%	6	11.11%	0	0.00%	2	3.70%	14	25.93%	0	0.00%	28	51.85%	2	3.70%	54	37.04%
Math Finance	21	28.77%	0	0.00%	6	8.22%	0	0.00%	10	13.70%	5	6.85%	0	0.00%	29	39.73%	2	2.74%	73	15.07%
Real Estate	1	3.03%	3	9.09%	1	3.03%	0	0.00%	1	3.03%	5	15.15%	0	0.00%	22	66.67%	0	0.00%	33	18.18%
DSBA	48	32.88%	4	2.74%	8	5.48%	0	0.00%	26	17.81%	5	3.42%	0	0.00%	53	36.30%	2	1.37%	146	8.90%
BCOB Grad Total	201	21.25%	29	3.07%	63	6.66%	0	0.00%	92	9.73%	123	13.00%	0	0.00%	415	43.87%	23	2.43%	946	19.66%
UNCC UNDG	509	2.11%	412	1.70%	2891	11.96%	61	0.25%	2077	8.59%	3928	16.25%	22	0.09%	13103	54.20%	1172	4.85%	24175	28.55%
UNCC GRAD	1073	17.97%	113	1.89%	357	5.98%	13	0.22%	272	4.56%	927	15.53%	4	0.07%	3056	51.18%	156	2.61%	5971	21.79%
UNCC	1582	5.25%	522	1.73%	3248	10.77%	74	0.25%	2349	7.79%	4855	16.10%	26	0.09%	16159	53.60%	1328	4.41%	30146	27.21%
Charlotte	n/a	n/a	n/a	n/a		14.30%		0.40%		6.50%		35.20%		0.10%		48.80%		2.80%		50.00%
Mecklenburg Cour	n/a	n/a	n/a	n/a		13.80%		0.80%		6.30%		33%		0.10%		57.30%		2.50%		47.70%
NC	n/a	n/a	n/a	n/a		9.80%		1.60%		3.20%		22.20%		0.10%		70.60%		2.30%		33.70%

Program	Male	Percent Male	Female	Percent Female	Total
MACC	28	46.67%	32	53.33%	60
MBA	282	61.98%	173	38.02%	455
DBA	33	48.53%	35	51.47%	68
PhD	7	46.67%	8	53.33%	15
MS Econ	32	76.19%	10	23.81%	42
MS Management	19	35.19%	35	64.81%	54
Math Finance	52	71.23%	21	28.77%	73
Real Estate	22	66.67%	11	33.33%	33
DSBA	84	57.53%	62	42.47%	146
BCOB Grad Total	559	59.09%	387	40.91%	946
UNCC UNDG	12874	53.25%	11301	46.75%	24175
UNCC GRAD	2353	39.41%	3618	60.59%	5971
UNCC	15227	50.51%	14919	49.49%	30146
Charlotte		48.10%		51.90%	
Mecklenburg County		48.10%		51.90%	
NC		48.60%		51.40%	

BELK COLLEGE OF BUSINESS- GRADUATE CERTIFICATE PROGRAM DEMOGRAPHIC BREAKDOWN

Program	Non-Resident Alien	Percent Non-Res	Unknown	Percent Unknown	Hispanic	Percent Hispanic	American Indian	Percent American Indian	Asian	Percent Asian	African American	Percent African American	Pacific Islander	Percent Pacific Islander	White	Percent White	2+ Races	Percent 2+ Races	Total	Percent URM
DSBA Certificate	6	11.76%	2	3.92%	2	3.92%	0	0.00%	11	21.57%	7	13.73%	0	0.00%	22	43.14%	1	1.96%	51	17.65%
Applied Econometrics	2	40.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	20.00%	0	0.00%	1	20.00%	1	20.00%	5	20.00%
Business Analytics	1	9.09%	0	0.00%	1	9.09%	0	0.00%	0	0.00%	2	18.18%	0	0.00%	7	63.64%	0	0.00%	11	27.27%
Entrepreneurship	1	25.00%	0	0.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	50.00%	0	0.00%	4	25.00%
Real Estate	0	0.00%	1	11.11%	1	11.11%	0	0.00%	0	0.00%	2	22.22%	0	0.00%	5	55.56%	0	0.00%	9	33.33%
Total	10	12.50%	3	3.75%	5	6.25%	0	0.00%	11	13.75%	12	15.00%	0	0.00%	37	46.25%	2	2.50%	80	21.25%

Program	Male	Percent Male	Female	Percent Female	Total
DSBA Certificate	29	56.86%	22	43.14%	51
Applied Econometrics	2	40.00%	3	60.00%	5
Business Analytics	3	27.27%	8	72.73%	11
Entrepreneurship	1	25.00%	3	75.00%	4
Real Estate	7	77.78%	2	22.22%	9
Total	42	52.50%	38	47.50%	80

LEARNING ABOUT SYSTEMIC RACISM

INTRODUCTION

The following section provides resources that include reflection questions, readings, videos, podcast episodes, and web resources surrounding systemic racism. Racial inequities are in all systems, processes, and institutions in our society. This section illuminates inequities through facts, data, and lived experiences. If we plan to work through a racial equity lens, we have to pay attention to the many ways racial inequity exist and how we can work to dismantle it.

RACE AND RACIAL IDENTITY

Reflect

- What is race to you?
- Is race science based or is race a social construct?
- How does your race impact you on a day-to-day basis?
- Are there any unique events that have occurred exclusively because of your race?

Read

- [Race and Racial Identity Are Social Constructs](#)
- [Talking about Race](#)

Watch

- [Unpacking My Baggage: Re-framing Racial Identity](#)
- [Growing Pains from TEDxYouth@Davenport](#)

Listen

- [NPR's Tony Cox four-part series exploring issues of American identity](#)

INTERSECTIONALITY

Reflect

- What identities do you maintain that could possibly intersect?
- How do you believe is the impact on your life?

Read

- [Why Intersectionality Matters More in 2020](#)

Watch

- [TED Talk featuring Kimberlé Crenshaw](#), intersectionality and violence against black women
- [Three – Minute video](#) that defines intersectionality and provides an example of how intersectionality impacts individuals differently

Listen

- [this podcast](#) on how COVID-19 is revealing intersectional vulnerabilities and gaps in our systems

LEVELS OF RACISM

Reflect

- How has your life been impacted by racism?

Read

- [Levels on which racism exists](#)
- [Historical Foundations Of Race](#)
- [Undoing racism-By Design](#)

Watch

- [Systemic Racism Explained](#)

UNDERSTANDING BIAS

Reflect

- What are some of your biases (positive or negative)?
- When was the last time you recognized one of your biases?
- What happened?
- What will you do going forward to be more aware of your biases?

Read

- [Cognitive Biases: What They Are and How They Affect You](#)
- [Take the Harvard Implicit Bias test](#)

Watch

- [Watch the video Let's Talk Bias](#)

Listen

- [NPR podcast from Emily Kwong on unconscious bias](#)

PRIVILEGED: WHO ME?

Reflect

- What types of privilege do you have?
- How has privilege (or lack of) impacted your life?
- What will you do to be more aware of your privilege in the future?
- How will you use your privilege in the future to help others?

Read

- [Who Gets to Be Afraid in America?](#)

Watch

- [White Privilege: Unpacking the Invisible Knapsack](#)
- "Hello Privilege. It's Me, Chelsea" – Interview with Chelsea Handler ([Part 1](#) and [Part 2](#))
- [Unequal Opportunity Race](#)- African American Policy Forum video

Listen

- [Addressing White Privilege](#) Podcast

ENVIRONMENTAL JUSTICE

Reflect

- Are there neighborhoods in your city/town that are exposed to environmental injustice?
- After listening to Frank Stasio discuss NC water supply, do you believe more should be done to limit the contamination that adversely impacts certain North Carolina demographic groups?
- If you believe steps should be taken, what sanctions should be imposed on corporations and other polluters who violate limitations designed to protect these groups?
- How will you work to support individuals most affected by environmental injustices?

Read

- What is [Environmental Racism](#)?
- [Environmental Justice as a Public Health Issue](#)
- Read [North Carolina's Environmental History Is Littered With Racial Injustice](#) to learn how residents have suffered as a result of their proximity to animal feeding operations
- Read the article about the Historic West End to find out how they are [fighting pollution with data](#)

Watch

- Watch this [short video](#) explaining environmental justice

Listen

- Frank Stasio, radio host of The State of Things, North Carolina Public Radio, talk about environmental justice and how it [impacts NC's drinking water](#)

SCHOOL TO PRISON PIPELINE

Reflect

- If today was your first time hearing about the school-to-prison pipeline, what were your initial thoughts and reactions?
- How do you think the school to-prison pipeline affects the education gap?
- How do your biases create inequities for students?

Read

- Pro Publica Data of County School District Trends ([Anson](#), [Cabarrus](#), [Charlotte-Mecklenburg](#) and [Iredell-Statesville](#))
- [North Carolina's School-to-Prison Pipeline](#)
- Read this [article](#) about how the school-to-prison pipeline continues today despite local, state and national efforts to change the disciplinary practices
- [Check out](#) this study to better understand how Black girls are being pushed out of school with suspension rates six times those of white girls

Watch

- Watch [this video](#) outlining the school-to-prison pipeline and how it disproportionately impacts students of color
- Dr. Williams discusses, [in this TEDx video](#), using the school system as a tool for empowering young men of color through the lens of restorative justice

- [This TED Talk](#) featuring Dr. Monique Morris, author and social justice scholar focusing on the experience of Black girls in the education system

Listen

- Bob Kim [discusses](#) Supreme Court cases that continue to shape our education system

SEGREGATION

Reflect

- What are your thoughts in regard to segregation?

Read

- The Economist, [Segregation in America](#)
- Read [Segregation Had to Be Invented](#) to see how policies and practices have contributed to a segregated North Carolina
- Review [The Racial Dot Map](#) that provides a visualization of geographic distribution, population density and racial diversity of people throughout the United States
- Read the [Leading on Opportunity](#) executive summary to learn more how to create a more equitable Charlotte community

HOUSING AFFORDABILITY & HOMELESSNESS

Reflect

- Think on your own experiences of home. How does this history of land ownership affect your economic situation?
- Is your neighborhood racially integrated or segregated?
- How have property values and demographics in your community changed over time?

Read

- Review the [North Carolina Housing Coalition County Profile](#)
- Read the [Center for American Progress 2019 article](#) to see how structural racism in the U.S. housing system has contributed to stark and persistent racial disparities in wealth and financial well-being, especially between Black and white households.

Watch

- Watch The Roots [How Redlining Shaped Black America As We Know It.](#)

Listen

- ['The Color Of Law' Details How U.S. Housing Policies Created Segregation](#)

FINANCIAL STABILITY & THE WEALTH GAP

Reflect

- Do you know of other massacres similar to the 1921 Tulsa Race massacre?
- How do massacres and other similar violent events shape our country's wealth gap?
- How do derogatory phrases directed toward Black women, such as "the welfare queen," disregard actual challenges faced by African American women due to the wealth gap and institutional racism?

Read

- View [this interactive map](#) to see income inequality in Charlotte-Mecklenburg and Anson, Cabarrus, Iredell and Union counties.
- [Read this article](#) from the Brookings Institution examining the Black-White wealth gap
- [Read this article](#) from The Harvard Gazette discussing the financial fallout from the destruction of the 1921 Tulsa Race Massacre
- Take a look at [Asset Types Held by Race](#), by Jenna Ross, author at Visual Capitalist
- [Explore these nine charts](#) on wealth inequality in America via the Urban Institute

Watch

- Watch [How America Created its Shameful Wealth Gap](#)

Listen

- Listen to the [Wealth Gap in U.S.](#) to learn what is driving economic inequality and examine how race and zip code affect prosperity
- [Listen to this quick excerpt](#) from NPR's *All Things Considered* about how recent protests placed a spotlight on wealth inequality

Did You Know?

- In the U.S., the average Black family – with just over \$3,500 – owns just 2% of the wealth of the average white family, with nearly \$147,000. In other words, the average white family has 41 times more wealth than the average Black family.
- Black households headed by a person with a college degree have [less than 70 percent of the wealth](#) of households headed by a white person who did not finish college.
- Whites owning homes have nearly \$140,000 more in net worth than Black homeowners.
- White households with bachelor or post-graduate degrees are more than three times as wealthy as Black households with the same degree attainment.
- 72% of whites own homes while only 42% of Blacks are homeowners.
- White households report a median income of \$55,656 – nearly \$20,000 more than Black households.

Source: *Racial Wealth Divide Report*

TRAUMA TO HEALING

Reflect

- After watching the five-minute video about racial trauma, did your opinion on racial trauma change?
- Have you ever considered how micro aggressions affect an individual's daily life?
- How can you become an ally to help lessen the impact of racial trauma on colleagues, friends and strangers?

Read

- Read [The Link Between Racism and PTSD](#) article from Psychology Today by Dr. Monnica T. Williams
- Read this list of [8 ways to practice self-care](#) to support you and your loved ones when you are personally affected by racism

Watch

- [Take five minutes](#) to watch this video about racial trauma and the effect racism has on an individual's mental and physical health

Listen

- Listen to [Therapy for Black Girls Podcast](#). Hosted by Dr. Joy Harden Bradford, a licensed psychologist, it provides resources to work through racial trauma, information on how we can advocate for ourselves and how that might look different for each of us

LEGAL SYSTEM INEQUITIES

Reflect

- Close your eyes and envision your ideal community. What does it look like? What do you see? What can you touch? How do you feel?
- In your vision for an ideal community did you see prisons? Are people being arrested and incarcerated? Are there armed law enforcement and police? If not, how can we get our society to share and implement your vision?

Read

- According to [The Sentencing Project](#), one out of every three Black males born today can expect to be imprisoned during his lifetime, as compared to one out of every 17 white males
- Use the [interactive map](#) to view arrest rates for marijuana possession in Anson, Cabarrus, Iredell, Mecklenburg and Union counties
- Read ["Fatal Force,"](#) a Washington Post article with a database of every fatal shooting made by a police officer nationwide since 2015.

Watch

- Watch [this TED Talk](#) by Baratunde Thurston, writer, activist and comedian who explores the phenomenon of white Americans calling the police on Black Americans who have committed the crime of "living while black."
- Watch [The Origins of Law Enforcement in America](#). Khalil Gibran Muhammad and Chenjerai Kumanyika explain how American policing grew out of efforts to control the labor of poor and enslaved people in the 19th century and beyond.

Listen

- Listen [to this podcast](#) from Black Lives Matter addressing the killing of Breonna Taylor, the Say Her Name movement, and police violence against Black communities

EARLY CHILDHOOD EDUCATION

Reflect

- How have you discussed race with young children in the past? If you have not, what has kept you away from these conversations?
- Understanding the importance of these conversations with children early on, will you change your approach moving forward?
- After watching the video of the doll test, what was your initial reaction or thoughts?
- What challenges do you feel white teachers could potentially face when teaching Black students?

Read

- Read chapter 23, “*White Teachers and the Power to Transform: Early Childhood Educators and the Potential for Lasting Harm,*” from the book [The Guide for White Women Who Teach Black Boys](#) by Dr. Eddie Moore Jr., Ali Michael and Marguerite W. Penick-Parks
- Children watch and listen to adults for racial cues. Begin conversations using [this age-appropriate guide](#) for talking to very young children about race
- For reading time, choose a culturally responsive book like the ones at [Lee & Low Books About Everyone, For Everyone.](#)

Watch

- Watch this clip from [Anderson Cooper 360](#), which reveals children’s attitudes and biases toward race

Listen

- Listen to [Bias Isn’t Just a Police Problem, It’s A Preschool Problem](#), an NPR ED podcast with Cory Turner
- Listen to the podcast about the dangers of [deficit thinking](#) with Zaretta Hammond, author of *Culture Responsive Teaching and the Brain*

TALKING ABOUT RACE IS CHALLENGING FOR SOME PEOPLE. HERE’S WHY.

Reflect

- How can white people build their tolerance for racial discomfort?
- Why do you believe it is so hard for white people to discuss race?
- Does the phrase “white fragility” upset you? If so, why?

Read

- [What is White Fragility?](#)
- [Take this short quiz](#) from Dr. Robin DiAngelo, professor and author of *White Fragility: Why It's So Hard for White People to Talk about Racism*, to see if you exhibit white fragility traits

- Review this list of [28 common racist attitudes](#) and behaviors that indicate a detour or wrong turn into white guilt, denial or defensiveness

Watch

- Watch this video of professor and author Dr. Robin DiAngelo talk about [How White Fragility Reinforces Racism](#)

Listen

- Check out season 2, episode 2 of [How Race Was Made](#) on the “Seeing White” podcast
- Listen to NPR’s [Interrupt the Systems](#) conversation with Dr. Robin DiAngelo as she shares ideas about ways that white people can use their power and voices to make a difference

ALLYSHIP

Reflect

- One aspect of allyship is about listening and valuing personal narratives. As an aspiring ally, how will you work toward this?
- There is a huge difference between being an ally and being a savior. How will you ensure working with marginalized groups as an ally versus working for praise?

Read

- From Amélie Lamont’s *Guide to Allyship*, the [Do’s and Don’ts of Allyship](#)
- How to be a better ally in the workplace in the article [“Allyship - The Key To Unlocking The Power Of Diversity”](#) from Sheree Atcheson

Watch

- Franchesca Ramsey, actress, comedian and activist, on the [5 Tips For Being An Ally](#)

Listen

- Listen to entrepreneur and business consultant Jennifer Brown discuss the [Allyship Continuum](#) and learn how you can go from apathetic to an advocate

BUILDING A RACE EQUITY CULTURE

Reflect

- What assumptions do you make about certain people?
- What assumptions do you want to overcome?
- Who do you need to know better so you can see them as more than a stereotype?
- How might you forge an authentic, respectful and inclusive friendship with that person?

Read

- A [number of studies](#) show that involving diverse voices improves performance, problem solving and decision making.
- [Lack of diverse representation](#) in C-Suite, upper management and board roles
- [Awake to Woke to Work: Building a Race Equity Culture](#), from Equity in the Center
- [Building a Race Equity Culture in the Social Sector](#) 2-pager
- [The importance of achieving racial equity in the work place](#)

- [Glossary of Racial Equity Terms](#)

Watch

- [#InclusionStartsWithI](#) video about the importance of a positive, inclusive work environment

Listen

- [The Harvard Business Review discussion](#) on how race affects your workplace

RACIAL EQUITY TOOLS

Reflect

- Do you believe that there are differences between an antiracist and an ally? If so, what are the differences?
- How can you incorporate racial equity tools into your personal and professional life?
- How will you begin the discussion about race in your community?
- What challenges do you expect to encounter when leading these discussions?

Read

- [Beginner's Guide to Asset Framing](#)
- [Putting asset-framing into practice](#)
- [Being Antiracist](#) article from the National Museum from African American History and Culture
- Race Forward's [10 Ways to Start a Conversation About Race](#)

Listen

- [Listen](#) to this podcast, hosted by NPR, featuring Ibram X. Kendi, the author of the New York Times bestseller How to Be an Antiracist.

Review

- [Racial Equity Tools](#)

DIVERSITY AND INCLUSION IN THE WORKPLACE

- [Embedding DEI in the Culture presented by Thermo Fisher](#)
- [Inclusive Leadership presented by Dow Chemical](#)
- [Aligning Business and Inclusion Strategies presented by Walmart](#)
- [Panel Discussion – Ask the DEI Experts from Lowe's, Cadillac, McDonalds, and J B Hunt](#)
- [Unconscious Bias in the Workplace, What it is and How to Manage it presented by J B Hunt](#)

Resources from

- *The Racial Equity 21-Day Challenge created by the United Way of Central Carolinas*
- *Louisiana Tech University Diversity & Inclusion in the Workplace Conference*

CREATING INCLUSIVE LEARNING ENVIRONMENTS

"Sense of belonging is, at the most basic level, whether or not students feel respected, valued, accepted, cared for, included, and that they matter, in the classroom, at college, or in their chosen career path" (Strayhorn, 2012).

INTRODUCTION

Creating inclusive environments where students feel a sense of belonging is an important responsibility of faculty and staff. Whether through course design or through an inclusive classroom environment, students ultimately learn better when they feel included and represented, and with more collaborative modes of learning that acknowledge students' personal experiences (Kaplan & Miller 2007; O'Brien-Richardson, 2019). The information below provides varied resources to aid in creating this environment. Whether you are new faculty or seasoned faculty, seeking major diversity revisions to your course or just some incremental changes, these resources can be implemented with ease.

WHAT IS AN INCLUSIVE ENVIRONMENT?

An inclusive classroom is an environment where (Kaplan and Miller 2007):

1. "Students feel supported intellectually and academically"
2. "Students are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education"

HOW DO YOU CREATE AND SUSTAIN AN INCLUSIVE ENVIRONMENT IN THE CLASSROOM?

[Tanner 2013](#) suggests:

1. Learn and use student names
2. Integrate culturally diverse and relevant examples
3. Work in stations or small groups
4. Use varied active-learning strategies
5. Be explicit about promoting access and equity for all students
6. Do not judge responses
7. Establish classroom community

Others suggest:

8. [Provide a psychologically safe space for students to learn and speak](#)
9. [Be mindful of the language used](#)
10. [Be aware of problematic assumptions](#)
11. [Consider a diversity checklist for your courses](#)

WHAT ARE THE BENEFITS OF AN INCLUSIVE ENVIRONMENT?

1. [Facilitates full student participation, belonging, and learning](#)
2. [Influences positively the mental health of students](#)
3. Prepares students for a diverse workplace

WHAT ARE THE PRINCIPLES OF AN INCLUSIVE ENVIRONMENT? [\(Iowa State University\)](#)

1. Respect
2. Purpose
3. Cooperation
4. Richness of diversity
5. Freedom from discrimination
6. Honest and respectful expression of ideas

WHAT ARE THE TOUCH POINTS OF AN INCLUSIVE ENVIRONMENT?

1. **Syllabus**
[Conduct a syllabus review](#)
2. **Canvas**
Use icons to represent a diversity of students. Include an inclusive statement on the home page. Demonstrate inclusion in your welcome video or message.
3. **Seating**
[“In-person classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships.”](#)
4. **Names**
Learn student names and the proper pronunciation. Calling students by their preferred name will help create an inclusive environment.
5. **Screens**
In virtual spaces, your appearance and background can be used to provide an inclusive environment as well as provide classroom discussion.
6. **Guests**
Invite guest speakers that represent diverse backgrounds to provide speakers relatable to students. Students should at some point be able to see themselves in the classroom speakers.
7. **Course Materials**
[Use multiple and diverse examples](#). Choose course materials with [diverse protagonists](#). “When the leader archetype is very narrowly defined, it not only hinders the ability of students who don’t share those characteristics to identify with the protagonist, it also reinforces stereotypes about who ‘real leaders’ are.” ([Colleen Ammerman](#)). In the absence of course materials with diverse protagonists, add discussion or debrief questions that encourage conversation around diversity.

INCLUSIVE VIRTUAL CLASSROOMS

1. [Ways to be more inclusive in Zoom](#)
2. [Adopt inclusive norms related to online video participation](#)

REFERENCES AND RESOURCES

Iowa State University. Principles of Community. Iowa State University Diversity, Equity, and Inclusion. <https://www.diversity.iastate.edu/connect/principles>

[Hogan, K. A. & Sathy, V. \(April 7, 2020\). 8 Ways to Be More Inclusive in Your Zoom Teaching. The Chronicle of Higher Education.](#)

[Hurtado, S. & Alvarado, A. & Guillermo-Wann, C. \(2018\). Creating Inclusive Environments: The Mediating Effect of Faculty and Staff Validation on the Relationship of Discrimination/Bias to Students' Sense of Belonging. JCSCORE. 1. 59-81. 10.15763/issn.2642-2387.2015.1.1.59-81.](#)

Kaplan, M. & Miller, A. T. (Eds.). (2007). Special Issue: Scholarship of multicultural teaching and learning. *New Directions for Teaching and Learning*, (111).

Perry, B. L., Harp, K. L. H., & Oser, C. B. (2013). Racial and Gender Discrimination in the Stress Process: Implications for African American Women's Health and Well-Being. *Sociological Perspectives*, 56(1), 25–48. <https://doi.org/10.1525/sop.2012.56.1.25>

[Saunders, S. & Kardia, D. \(1997\). Creating Inclusive College Classrooms. Center for Research on Learning & Teaching University of Michigan.](#)

[Shroeder, R. \(August 26, 2020\). Thoughts on Creating an Inclusive Environment in Online Classes. Inside Higher Ed.](#)

[Tanner, Kimberly D. \(2013\). Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. CBE--Life Sciences Education, 12, 322-331.](#)

[Wadhvani, S. \(March 11, 2021\). What Happens When Students Can Personally Relate to Case Protagonists. Harvard Business Review.](#)

[Iowa State University: Inclusive Learning Environment Strategies](#)

[Iowa State University: Strategies to Create an Inclusive Classroom](#)
[The Ohio State University: Sense of Belonging in the College Classroom](#)

[University of Arizona: Creating Inclusive Classrooms](#)

[University of Arizona: Creating Inclusive Learning Environments](#)

[Yale University: Inclusive Class Climate](#)

[Yale University: Classroom Climate Handout](#)

[Yale University: Classroom Seating Arrangements](#)

TOOLS FOR STAFF MEMBERS

INTRODUCTION

The following section provides resources on various administrative tasks that staff, and some faculty, may interact with. The first part of this section includes an acronym T.H.I.N.K. D.E.I. that can be used in every day work that staff members engage in. It is encouraged that staff members remember this acronym and incorporate this lens into their work.

THINK DEI

In all interactions, it is encouraged that staff **THINK** with **DEI**

- Is the **T**iming considerate of religious, cultural, and social events?
 - Who has been served by this event, policy or initiative **H**istorically and can that audience expand through external or internal inclusion where it has not existed previously?
 - Is the mode of engagement **I**nclusive to diverse populations?
 - Do communication methods **N**urture an inclusive environment?
 - Are you consistently pursuing **K**nowledge to recognize inequity?
-
- **D**etermine: where your biases exist and combat them
 - **E**xamine: factual information
 - **I**mpact: consider positive and negative outcomes for underrepresented populations

STAFF & ADMINISTRATIVE OPERATIONS

As staff operate with internal and external partners, they should consider the role that inclusion can play in each of the following areas:

- **EVENT PLANNING**
 - Guest speakers
 - Do speakers represent the identities of our college population?
 - Do companies represented include those with underrepresented ownership or leadership?
 - Event accessibility
 - Would a student with socioeconomic concerns have difficulty with this event?
 - Is a registrant able to request event accommodations?
 - Are there options for attendees with different abilities to attend and participate in the event?
 - Are alternate dietary options available (where applicable)?
 - Location and time
 - For a series of events, is there variety in time and format that could accommodate a student who was working or caregiving, or an alternate format where a student could access material?

• COMMUNICATION

- **Language** [in all forms of written/verbal communication - emails, evaluations, reports, virtual or face-to-face meetings, presentations]
 - Greetings - Do not discriminate against gender identities and/or groups. Refrain from “hey guys” and instead use “hi team” or “hello everyone.”
 - Acknowledgement - Transparency is key. Failing to be transparent or completely ignoring diversity and inclusion in your communications altogether could be perceived as unethical.
 - Active Listening - Listen to your audience and look at their non-verbal cues. Ask yourself: how is my audience reacting?
 - Avoid -
 - Idioms, industry jargon and acronyms can exclude someone who may not have specialized knowledge of a particular subject and impede effective communication as a result. Many idioms don’t translate well from country to country.
 - Mental health diagnoses (bipolar, PTSD) terms to describe everyday behaviors. Casual use of these terms underplays the impact of individual’s experiences with a mental disorder.
 - Interrupting others. Being interrupted can make the speaker feel that her point is of little value. Be patient and give the speaker your full attention until they finish.
 - Ask yourself...How might someone from a different background see this? How will this be viewed in 10 or 100 years? Is this inclusive and welcoming? Is the language plain and easy to understand? Am I making assumptions (especially regarding those who are different from me)? Am I asking an inappropriate question? Am I excluding anyone? How are my tone and non-verbal cues?
- **Imagery** [in PowerPoint Presentations, marketing materials, reports]
 - Fonts - Refrain from using decorative or cursive fonts. Larger text, shorter line lengths, taller line heights, and increased letter spacing can help all users have a better reading experience. Ask yourself - Is your text easy to read?
 - Images - If you choose to use an image, try to incorporate diverse stock photos and use alternate text for all non-text content. If you use a photo, ask yourself: does the image selection accurately reflect the event and diversity of the population without tokenizing?
 - Colors and their meanings can be lost either through cultural differences or color blindness, you should always add a non-color identifier. For example: in a graph use patterns or an icon to draw attention.
- Resources for Communication
 - [How to Communicate Diversity and Inclusion When You Aren’t Quite There Yet](#)
 - [6 Communication Tips That Promote Workplace Diversity](#)
 - [11 Way to Develop a More Inclusive Communication Style at Work](#)
 - [Guide to Inclusive Leadership](#)
 - [Inclusive Language Principles](#)
 - [Designing for Accessibility and Inclusion](#)
 - [Culturally Inclusive Communication in the Workplace](#)
 - [5 Things You Can Do to Make Your Communication More Inclusive Today](#)

• VENDOR SELECTION

- Minority Owned Businesses
 - Among vendors with similar offering and like pricing, is there consideration for vendor ownership and supporting minority owned businesses?

• INCLUSIVE INTERACTIONS

- **Staff to Student Interaction**
 - Participate in universally-available or University-led training programs to gain an understanding of diverse perspectives and use this knowledge to guide your student interaction:
 - Here are a few examples at UNC Charlotte: [Safe Zone Training](#), [Universal Design Training](#), [Green Zone Training](#)
 - In interactions with students, purposefully offer opportunities that students value:
 - The ability to cultivate relationships
 - The opportunity to share opinions
 - Flexibility in interactions with the college
- **Peer to Peer**
 - Commit to learning about other experiences including learning about staff experiences that might be different from your own (affinity groups, training and learning opportunities, purposeful conversations)
 - Examples: Belk College of Business Black Faculty/ Staff Affinity Group, [Racial Equity 21-day Challenge](#)
 - [Coursera](#) has many different diversity, equity and inclusion topics from top universities
 - Be an active ally
 - *Allies are non-members of the target group they support by serving as resources or advocates who work for social justice (Dickerson, 2019)*
 - Understand your own privilege (things you don't experience because of who you are as compared to those in a community you seek to support)
 - Do your homework to understand the issues in the communities you want to support
 - Speak up- support others with your voice and privilege but don't speak over the community you want to support
 - Realize you'll make mistakes and learn from them
- **Supervisory Relationships**
 - Supervisors should assign/ divide responsibilities fairly, including:
 - Evaluating who does office housework/ administrative tasks
 - Purposefully dividing high-visibility assignments among all employees, and not just the early volunteers or those who always do it
 - Supervisors should spend time developing EQ skills including empathy, compassion and engagement
 - Consider inequity and exclusion that employees might experience
 - Create a psychologically safe environment for underrepresented employees

- Examine how current policies line up with best practices for inclusion in regards to all relevant employee groups
- Talk with direct reports about the 4 following factors that are critical to inclusion:
 - They feel like their opinion counts
 - They feel like their job is important
 - They feel like their supervisor cares about them as a person
 - They have the opportunity to do what they do best every day
- As supervisors are hiring and designing jobs:
 - Make pathways to promotion clear and metric-based
 - Examine every staff role opening for inclusive language and a hiring plan that identifies and recruits talent that is representative of the college population and avoids stereotypes or signals that could lead underrepresented populations to question “fit”
 - Look at the hiring committee for diverse representation
 - Seek value alignment over “fit”
- **Interactions Resources & References:**
 - [Ensuring Equity in the Workplace](#)
 - [Creating an Engaged Culture](#)
 - [Ways Companies Can Embrace Diversity in the Workplace](#)
 - [5 Tips for Being an Ally](#)
 - Lewis, R.E., 2020. [The Employer Anti-Racism & Gender Equality Scorecard](#): Advancing Equality and Equity in the Workplace, Community, and Academia
 - Dickerson, K. C. (2019, September 30). “It Absolutely Impacts Every Day”: Diversity Allies Connect Racial History and Current Climate at a Southern Professional School. *Journal of Diversity in Higher Education*. Advance online publication. <http://dx.doi.org/10.1037/dhe0000149>

• DATA & ASSESSMENT

- **Linking Quantitative and Qualitative Data**
 - When reviewing an initiative (process, event, communication, etc), consider both qualitative and quantitative data. Qualitative data allows for an understanding of depth of experience and quantitative allows you to gain data points/snapshots. Both are important to ensure diverse approaches to initiatives
- **Connecting Assessment Strategies**
 - Consider how your data intersects with other outcomes such as student success, satisfaction, retention, graduation rates. Our students don’t live in a vacuum or view campus operations as silos so available data may help inform your strategies for diversity, inclusion, and equity.
- **Mapping Institutional Diversity Efforts**

- Are there other offices/units within the college that are pursuing initiatives or assessments that connect to your objectives? Reach out to determine what they've learned and what accommodations you may need to make as you pursue your initiative.
- **Become aware of the data collection resources available to you:**
 - Systems- Connect, [Banner](#), [Banner Administration](#), [Report Central](#), [DegreeWorks](#), [Office of Institutional Research](#)
 - Students- Ask them what they want, need, and about their experiences ([Qualtrics](#), emails, google forms, etc)
- **Data and Assessment Resources:**
 - Hurtado, S. and Halualani, R., 2014. Diversity assessment, accountability, and action: Going beyond the numbers. *Diversity & Democracy*, 17(4), pp.8-11.

INCORPORATING RACIAL DIVERSITY INTO THE CLASSROOM

ACTIVITIES FOR BUILDING CULTURAL COMPETENCIES IN OUR STUDENTS AND OURSELVES

Reflect

- Can my students and I recognize our own biases and/or cultural experiences from a place of non-judgment?
- Do I fully understand and appreciate the challenges faced by varied populations?
- What is the concept of intersectionality? What course activities can be incorporated to address the intersectionality?
- How can cultural competencies be introduced into courses?

Read

- [Diversity and Inclusion in the College Classroom](#) (pages 7-8)
- Australian Attorney-General Department, (2010), AVERT family violence: Collaborative responses in the family law system. Intersectionality Exercise. Retrieved from: <http://www.avertfamilyviolence.com.au/wp-content/uploads/sites/4/2013/06/Intersectionality.pdf>
- [Cultural Competence and Cultural Humility in Cross-Cultural Exchange Activities](#)
- [Intercultural Competence Toolkit](#)
- [You belong here: making diversity, equity and inclusion a mission in the classroom](#)

DIVERSITY AND INCLUSION ACTIVITIES

"The following resources are part of a curated selection of Diversity, Equity and Inclusion educational resources maintained by the UH Center for Diversity and Inclusion."

https://www.uh.edu/cdi/diversity_education/resources/case-studies/

- [Diversity and Inclusion activities](#)
- [Awareness Activities](#)
- [COR 101 Multi-culturalism Stereotype Exercise](#)
- [Privilege Walk](#)
- [Economic and Social Justice: A Human Rights Perspective](#)
- [Culture Bingo - With Answers](#)
- [Identity and Diversity: How does the world see you?](#)
- [Inclusion Activities Book](#)
- [The Person I least Want to Be](#)
- [Perception Game](#)
- [Practicing Inclusion: Icebreakers and Team Builders for Diversity](#)

WAYS TO PROMOTE A MORE INCLUSIVE CLASSROOM

Reflect

1. How can I:

- promote a positive classroom climate?
- embrace student diversity?
- encourage student interactions?
- foster a community of learners?
- Handle classroom challenges?
- create classroom spaces and activities that help foster inclusion?

2. What strategies can I implement for:

- for students with disabilities?
- non-native English speaking students?
- first-generation college students?
- various intersectionalities across many areas of otherness?

3. Do my syllabus and course design reflect teaching practices that embrace a broader perspective on inclusion?

Read

- [Five ways to promote a more inclusive classroom](#)
- [An inclusive classroom framework: resources, onboarding approach, and ongoing programs](#)
- [Creating Inclusive College Classrooms](#)
- [Guide for inclusive teaching at Columbia](#)
- [Easy to implement strategies for disabilities in the college classroom](#)
- [Helping faculty develop strategies for increasing access and inclusion in Higher Ed classrooms](#)
- [Strategies address one classroom challenge...but benefit many students](#)
- [Inclusion by design: Survey your syllabus and course design](#)
- [Syllabi: Leveling the playing field](#)
- [Breaking the code of silence about race in the classroom](#)
- [Strategies for creating a more inclusive classroom](#)
- [Initiating classroom dialogue about race: A narrative framework](#)
- [Inclusive teaching and learning online](#)

ACTIVITIES FOR BUILDING D & I COMPETENCIES IN STUDENTS AND OURSELVES

Reflect

- Does my course reflect a diverse society and world?
- Does my syllabus set the tone for diversity and inclusion?
- What survey approach should I create for connecting with students?
- Is my course media accessible?
- Do I use inclusive language?
- Do I offer inclusive office hours?
- Have I set expectations for valuing diverse viewpoints?
- Do I engage students in a small-group introductions activity?

Read

- [Inclusive teaching practices toolkit](#)
- [10 Inclusive teaching practices](#)
- [Diversity competency examples](#)

ACTIVITIES AND PRACTICES TO CREATE A POSITIVE CLASSROOM CLIMATE FOR DIVERSITY

Reflect

- Do I treat every student equally?
- What classroom teaching approach should be used?
- Am I sensitive to classroom diversity issues?
- Is my language inclusive?
- Can I handle microaggressions in the classroom?
- Are clear ground rules established for class discussions?

Read

- [Creating a positive classroom climate for diversity](#)
- [Inclusive classroom climate](#)

OPEN STAX RESOURCES

INTRODUCTION

Openstax provides free college textbooks. Content is available from their website:

<https://openstax.org/>. Many of their course offerings include content that could be useful for bringing topics related to racial justice, diversity and inclusion into courses in business and economics. Openstax textbooks could serve as the main course text or provide supplemental content for particular topics. Their open access model is ideally suited to selecting an individual chapter or even a section of a chapter to augment the main course text.

Openstax is committed to diversity and inclusion and seeks to incorporate diversity and inclusion in all of their offerings. The link to Openstax diversity statement is provided below:

<https://openstax.org/blog/our-commitment-diversity-equity-and-inclusion-openstax-textbooks>

Listed below are five openstax textbooks containing relevant content.

I. BUSINESS ETHICS BOOK

Chapter 8: Recognizing and Respecting the Rights of All

The chapter title accurately conveys the content. Sections 8.1 and 8.4 are particularly relevant to discussions involving racial equity, situations faced by minorities in the workplace and the consequences of discrimination.

Introduction

8.1 Diversity and Inclusion in the Workforce

8.2 Accommodating Different Abilities and Faiths

8.3 Sexual Identification and Orientation

8.4 Income Inequalities Management

II. MANAGEMENT BOOK

There are two relevant chapters in the management book Chapter 6 covering international management includes content related to cultural issues. Chapter 12 deals with organizational diversity.

Chapter 6: International Management

The relevant content from chapter 6 is found in sections 6.4 and 6.5. Section 6.4 provides relevant background and a discussion of the issues, section 6.5 recommended assignments.

6.4 Cultural Stereotyping and Social Institutions

6.5 Cross-Cultural Assignments

Chapter 12: Diversity in Organizations

All of chapter 12 covers important diversity concepts and issues. The chapter includes topic cover for relevant issues as well as techniques for effectively managing in a diverse environment. The chapter outline is provided below:

Introduction

12.1 An Introduction to Workplace Diversity

12.2 Diversity and the Workforce

12.3 Diversity and Its Impact on Companies

- 12.4 Challenges of Diversity
- 12.5 Key Diversity Theories
- 12.6 Benefits and Challenges of Workplace Diversity
- 12.7 Recommendations for Managing Diversity

III. ORGANIZATION BEHAVIOR

Chapter 2 Individual and Cultural Differences

Although all of the material from chapter 2 is relevant to some degree, section 2.1 focuses most directly on relationships between individuals' cultural and racial backgrounds and performance.

- 2.1 Individual and Cultural Factors in Employee Performance

Chapter 5 Diversity in Organizations

All of chapter 5 covers relevant diversity related content. Sections 5.3 and 5.4 address very concrete issues related to diversity including both advantages and challenges. These sections provide balanced coverage for a number of controversial and challenging topics.

- Introduction
- 5.1 An Introduction to Workplace Diversity
- 5.2 Diversity and the Workforce
- 5.3 Diversity and Its Impact on Companies
- 5.4 Challenges of Diversity
- 5.5 Key Diversity Theories
- 5.6 Benefits and Challenges of Workplace Diversity
- 5.7 Recommendations for Managing Diversity

IV. BUSINESS LAW TEXTBOOK

Chapter 9 Employment and Labor Law

Section 9.3 on equal opportunity in employment provides an excellent overview of current statutes and important legal decisions in all areas aspects of discrimination.

- 9.1 Employment, Worker Protection, and Immigration Law
- 9.2 Labor Law
- 9.3 Equal Opportunity in Employment

V. ECONOMICS TEXTBOOK

Chapter 14 Labor Markets and Income

This chapter which covers the basic coverage of labor markets includes two relevant sections related to diversity and racial justice: section 14.5 covering discrimination and 14.6 dealing with immigration.

- 14.5 Employment Discrimination
- 14.6 Immigration

Chapter 15 Poverty and Economic Inequality

Sections 15.2 and 15.3 deal with issues related to government policies and their impact on poverty. Analysis of the potential for government policies to impede efforts to escape poverty are particularly relevant. Section 15.4 includes coverage of issues directly related to discrimination and income

inequality and section 15.5 includes coverage related relationship between a child's background and economic success.

15.2 The Poverty Trap

15.3 The Safety Net

15.4 Income Inequality: Measurement and Causes

15.5 Government Policies to Reduce Income Inequality

Chapter 21 Unemployment

Section 21.2 breaks down unemployment rates by racial/ethnic group and gender.

21.2 Patterns of Unemployment

NOT LIGHT, BUT FIRE BOOK RESOURCE

Not Light, But Fire: How to Lead Meaningful Race Conversations In Classroom, Matthew R. Kay, Stenhouse Publishers

Addressing race and racism in the classroom evokes understandable anxiety among faculty. Author Matthew Kay addresses this anxiety, encouraging us to own and move beyond our fears. Kay offers guidance for creating classroom environments that are conducive to genuine communication. He then shares experience gained by applying these techniques in classroom activities sharing what he considers as both “wins and losses”. Topic coverage begins with techniques aimed at cultivating the ability to truly listen and progresses to advice on how to lead discussions confronting societies most troubling racial issues. Kay’s book is relevant for faculty members ranging from those who are just beginning to bring conversations on race and racism to the classroom up to veterans with a high comfort level for engaging these topics. While the book is written primarily for faculty teaching in the humanities and social sciences, the techniques provide practical advice for all faculty and facilitators wishing to engage in conversations concerning race and the effects of racism.

STUDENT EXPERIENCE PROJECT AND CO-PILOT ASCEND

UNC Charlotte participation in the Student Experience Project (SEP) is widely documented and recognized across campus. SEP, a collaboration among six universities, seeks to implement insights from social psychology research which demonstrates the positive impact from experiences of community and belonging on student prospects for progressing through academic challenges to degree completion. Co-Pilot Ascend, although lesser known, is a successful faculty engagement project offering a survey tool created by PERTS (Project for Education Research that Scales) to provide faculty with timely feedback on student perceptions of the class environment. While Co-Pilot Ascend can be implemented as a stand alone program, it is recommended that the program be partnered with SEP. Co-Pilot Ascend surveys students at multiple points during the semester on six dimensions: Identity Safety, Institutional Growth Mindset, Self-Efficacy, Social Belonging, Social Connectedness, and Trust and Fairness. Faculty members receive input and coaching for interventions to help improve student connections. The project has been used extensively by the Biology department where faculty members report massive gains in student sense of belonging. David Frantzreb, in the Office of Undergraduate Education is the contact person and can be reached at rfrantzr@uncc.edu



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BELK COLLEGE *of* BUSINESS

RACIAL DIVERSITY, INCLUSION, AND EQUITY TOOLKIT

Created by the 2020-2021 BCOB Diversity Committee in Partnership with Co-Chairs of the 2020-2021 BCOB Racial Diversity Task Force

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