

Resources on Equity and Anti-Racism

We are providing resources on equity and anti-racism to help broaden the understanding of race and racism including how racism and anti-blackness have manifested and are manifesting in people's lives – personally, societally, systemically, and institutionally – and how to cultivate anti-racism and better support black, indigenous, people of color (BIPOC), including queer people of color. The list also includes sections pertaining to the intersecting processes of inequity and oppression. The list culminates in a selection of self-care resources and sources for connecting with community. The ultimate goal of these resources is to provide overall support in response to recent violent acts of racism, as well as to promote awareness, responsibility, and action for the past, present, and future.

This list of resources on equity and anti-racism should not be thought of as the official list, but as a compilation of offerings from members of The Coalition of Diversity, Equity, and Inclusion Officers, who stand in solidarity to combat racism and to support the hearts of all those affected. Please continue to search beyond this list and explore the very rich and long history of anti-racism and scholarship that exists.

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UNDERSTANDING RACE AND RACISM

- A [list](#) of TED talks on racism and being anti-racist
 - Of note: Baratunde Thurston’s [talk](#) on the power of language and race
 - Of note: Kimberle Crenshaw’s [talk](#) on intersectionality
- On The History of White Supremacy: ["Introduction" and "Lynching in America: From Popular Justice to Racial Terror"](#); read section ["Confronting Lynching"](#)
- [Project 1619](#) from the New York Times (and the associated [podcast](#))
- [Talking about Race](#) from the National Museum of African American History and Culture
- [Video](#): A very basic understanding of structural racism (this is accessible for kids, too!)

Segregation and Economic Inequality

- [Color of Law: A Forgotten History of How Our Government Segregated America](#)
- [HOLC Redlining Maps: The persistent structure of segregation and economic inequality](#)
- [Housing Segregation is Everything](#)
- [Mapping Inequality: Redlining in New Deal America](#)
- [Segregated by Design](#) (Digital cartoon version of Richard Rothstein’s Color of Law, produced by Austin digital creator Mark Lopez and narrated by Rothstein)
- [Segregation Forever?: The Continued Underrepresentation of Black and Latino Undergraduates at the Nation’s 101 Most Selective Public Colleges and Universities](#) – The Education Trust
- [Systemic Inequality: How America’s Structural Racism Helped Create the Black-White Wealth Gap](#)

DISCUSSIONS AT THE UNIVERSITY OF TEXAS AT AUSTIN

- [A More Diverse and Welcoming Campus](#) – Interim UT Austin President Jay Hartzell’s message announcing a series of initiatives to encourage a more diverse and welcoming campus
- ["History of the Black Experience"](#) – course by Dr. Leonard Moore, Vice President for Diversity and Community Engagement, UT Austin
- ["Managing in the Age of George Floyd and Breonna Taylor"](#) – webinar by Dr. Leonard Moore, Vice President for Diversity and Community Engagement, UT Austin
- [UT Racial Geography Tour](#) – Dr. Edmund T. Gordon, Vice Provost for Diversity & Associate Professor, African and African Diaspora Studies, UT Austin
- The history of "The Eyes of Texas" from the [Texas Exes](#) and from [Texas Monthly](#)

(Discussions at UT Austin – cont.)

- [The Assault of 2 Pandemics – COVID & Racism: Grappling with Hurt, Rage, & Healing](#), a virtual talk hosted by UT College of Pharmacy Assistant Dean of Diversity and Inclusion Skyller Walkes, Ph.D.
- [As Austin museums react to the Black Lives Movement, bigger issues emerge](#) – by Mary K. Cantrell with comment from UT Austin’s African and African Diaspora Studies Chair Dr. Cherise Smith
- [Black in Academia: An Interview with UT Astronomer Keith Hawkins](#), by Kelly P. Franklin
- [Statues, Statues, They All Fall Down](#) – Dr. Eddie Chambers, College of Fine Arts, UT Austin, writes about the removal of the statue of Edward Colston, and the links of this activism to the Black Lives Matter protests
- [Uncomfortable Conversations with a Black Man](#) – Emmanuel Acho
- [We can’t breathe at work either: John Henryism and the health impact of racism](#), Dr. Richard Reddick, Associate Dean for Equity, Community Engagement, and Outreach, College of Education, UT Austin, Fortune.com.
- [When is Enough, Enough?](#) (June 5, 2020), Dr. Kevin Cokley, Director of the Institute for Urban Policy Research and Analysis, UT Austin, UT News.

CONTEXT FOR CURRENT DEMONSTRATIONS

- [Anti-Racism Resources for All Ages](#)
- [Are Prisons Obsolete?](#) by Angela Davis
- [Background Check: Investigating George Floyd’s Criminal Record](#) (The question of past arrests often surfaces among people who want to rationalize police officers’ actions when Black men are killed in custody.) – Snopes
- “Black Lives Matter” or “All Lives Matter” — [an explanation](#)
- [#BlackLivesMatter Resources](#) – curated by Dr. Tia C. Madkins, College of Education
- [Don’t Talk to us about Looting](#) Activist and Women’s March leader Tamika Mallory shut down any arguments against the ongoing Black Lives Matter protests and explained what the uprising is really about.
- [The emotional impact of watching white people wake up to racism in real time](#) – by Natalie Morris
- [How 2020 could shape the conversation on race in the U.S.?](#) The PBS NewsHour asked Americans in person and through social media for their views on how the country should be talking about race during the 2020 presidential campaign.
- [How Can We Win?](#) On Saturday May 30th, filmmaker and photographer David Jones of David Jones Media decided to use his art to try and explain the events that are currently impacting our lives. On day two, Sunday the 31st, he captured these powerful words from his dear friend author Kimberly Jones and felt the world couldn’t wait for the full-length documentary, they needed to hear them now.

(Context for Current Demonstrations – cont.)

- The Next American Revolution: Sustainable Activism for the Twenty-First Century by Grace Lee Boggs
- [Race Relations in the U.S.](#) Gallup Historical Trends (through 2020) on Black and White perspectives on race relations and racial issues.
- Reproducing Racism by Daria Roithmayr
- [Rayshard Brooks: Another Black Man Smeared in Viral Social Media Posts After His Death](#) – Snopes
- [A Timeline of Events that Led to the 2020 ‘Fed Up’-Rising](#) – by Michael Harriot When Affirmative Action was White: An Untold History of Racial Inequality in Twentieth-Century America by Ira Katznelson

HOW TO BETTER SUPPORT BLACK, INDIGENOUS, PEOPLE OF COLOR (BIPOC), INCLUDING QUEER PEOPLE OF COLOR THROUGH ANTI-RACISM AWARENESS AND ACTION

- On Abolition and the Call to #DefundthePolice: [Mariame Kaba’s brilliant NYT op-ed](#), and [the Zine and FAQ from MPD150](#). You may also reference [8toAbolition](#).
- [Academics for Black Lives](#) (There are various links to actions/steps non-Black academics can take as well as links to register for a week of training on undoing anti-black racism and white supremacy both within the academy and in general.
- On Anti-Blackness in South Asian Community:
 - [Blackness in Brown Spaces](#)
 - [Indian Support for George Floyd, While We Remain Silent on Violence at Home, Is Hypocritical, Performative Wokeness](#)
 - [South Asians in the US must support #BlackLivesMatter, but first undo your own anti-Blackness](#)
 - [South Asians for Black Lives, a Call for Action, Accountability, and Introspection](#) - on links between anti-Blackness and Casteism
 - Steps Forward: [South Asian and Black Lives](#)
 - We also encourage you to check out the links (also above) to South Asian organizations leading the work, like [Equality Labs](#), [Grassroots Asians Rising](#), and [DRUM NYC](#).
- [Anti-racism Resources for White People](#)
- [Asian Americans Reflect on Racism During the Pandemic and the Need for Equality](#)
- [#BlackLivesMatter Micro-Syllabus](#)
- [Dear White People: Here are 5 Uncomfortable Truths Black Colleagues Need You to Know](#) – by Dana Brownlee
- [How the civil rights movement opened the door to immigrants of color](#) – on the links between Black struggle and Desi diaspora
- [NAACP resources on coronavirus](#)
- [ON “SELFISH SOLIDARITY”](#) – Beginning to talk to our communities

(How to Better Support BIPOC, including Queer People of Color – cont.)

- [The Relationship Between Structural Racism and Black-White Disparities in Fatal Police Shootings at the State Level](#)
- [The time tax put on scientists of colour](#)
- [Towards a Racially Just Workplace](#), by Laura Morgan-Roberts and Anthony J. Mayo
- [We can't breathe at work, either: John Henryism and the health impact of racism](#) – by Dr. Rich Reddick, Associate Dean for Equity, Community Engagement, and Outreach, College of Education, UT Austin

ANTI-RACISM WORK AND PRACTICING SOLIDARITY

- [Addressing Racial Privilege: A Mental Model for White Anti-Racists](#)
- [Affirming Black Lives Without Inducing Trauma](#)
- [If You See Something, Do Something Instead of Calling the Cops](#)
- [Resources for Engaging in Anti-Racism Work](#)
- [We are Living in a Racist Pandemic](#)
- [What to Do Instead of Calling the Police](#)

ANTI-RACISM COURSES/TEACHINGS/TRAININGS

Training (Click here for more options)

- [These 7 Courses Will Teach You How To Be Anti-Racist](#) – Lauren Steele, Fast Company (June 16, 2020)
- [Advancing Equity: Maximizing Learning in Diverse Classrooms](#) Watch this webinar for discussing practical, classroom-based strategies for teacher and child agency in the service of social and racial justice.
- [Black Lives Matter At School](#) The webinar is a national coalition organizing for racial justice in education. We encourage all educators, students, parents, unions, and community organizations to join the annual week of action during the first week of February each year.
- [Courageous Conversation, Beyond Diversity: Introduction to Courageous Conversation & a Foundation for Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities.](#)
- [Eight Lessons for Talking About Race, Racism, and Racial Justice](#) As we strive to improve conversations about race, racism, and racial justice in this country, the environment in which we're speaking seems to be constantly shifting. Yet, these conversations are more important than ever. We've put together some advice on finding entry points based on research, experience, and the input of partners from around the country. This is by no means a complete list, but it is a starting point for moving these discussions forward.

(Anti-racism Courses/Teachings/Trainings – cont.)

- [A History of Race and Racism in America](#) A selection of readings from Dr. Ibram X. Kendi of the historical impact of slavery in the United States. The list provides a broad historical sweep and includes literature related to health outcomes and biology.
- [How do families raise actively anti-racist children?](#) A new uprising across the country demanding racial justice is a powerful reminder that families of all backgrounds need to be pro-active in raising children to understand racism and discrimination, and helping our kids to be a force for anti-racist change in the world.
- [Let's Talk! Discussing Race, Racism and Other Difficult Topics With Students](#) The webinar will provide guidance on how to have relevant and rigorous conversations with students about race, racism and other important topics.
- [Moving Your Organization to be Anti-Racist Webinar](#) National Juvenile Justice Network has committed to engaging in self-analyses to reflect on how our organizations can better undo the systemic racism in society.
- [Project Implicit, Harvard Implicit Association Test.](#)
- [Race and Cultural Diversity in American Life and History](#) – by James D. Anderson, University of Illinois (available virtually or for free)
- [W.K. Kellogg Foundation, National Day of Racial Healing Conversation Guide \(January 22, 2019\).](#)

INTERSECTIONALITY BETWEEN THE BLACK LIVES MATTER MOVEMENT AND HONORING PRIDE MONTH

- [7 black LGBTQ leaders in honor of Juneteenth and Pride month](#) – CNN.com
- [8 Inspiring Queer Black Icons You Should Know About](#) – Pride.com
- [Andrea Jenkins, the first black trans woman in the U.S. to hold public office, on what we need to do to stop violence against trans women](#) – NBC News, THINK
- [Bayard Rustin: The Man who Organized the March on Washington](#) – NPR, Code Sw!tch
- [Five Trailblazers You Should Know: Pride Edition, National Museum of African American History & Culture](#)
- [Honoring Black LGBTQ Icons](#) – GLAD Legal Advocates & Defenders blog [New Smithsonian places African American LGBT community in full view, Center for Black Equity](#)

RACIAL TRAUMA AND OTHER HEALTH-RELATED MATTERS AND RESOURCES

- [Anti-racism in Medicine Collection](#) – The Association of American Medical Colleges website provides resource readings that speak to structural racism and oppression in healthcare, while underscoring actionable knowledge. You'll find their explanation contained in this blurb from the website: "The new Anti-racism (Racial Trauma and Other Health-related Matters and Resources – cont.)"

in Medicine Collection within MedEdPORTAL provides educators with practice-based, peer-reviewed resources to teach anti-racist knowledge and clinical skills, elevates the educational scholarship of anti-racist curricula, and aims to convene a community of collaborators dedicated to the elimination of racism within medical education.”

- [Diversity, Equity, and Inclusion That Matter](#)
- [Majority Taxes — Toward Antiracist Allyship in Medicine](#)
- [The Weathering Hypothesis and the Health of African-American Women and Infants: Evidence and Speculations](#)
- [This Is What Racial Trauma Does To The Body And Brain](#)

BOOKS/REPORTS/ARTICLES

Books/Reports

- An African American and Latinx History of the United States – by Paul Ortiz
 - America’s Original Sin: Racism, White Privilege and the Bridge to a New America – by Jim Wallis
 - [Art and Culture in Communities: Systems of Support, Policy Brief No.3 of the Culture, Creativity, and Communities Program](#) – by Maria-Rosario Jackson, Ph.D., Joaquin Herranz, Jr., and Florence Kabwasa-Green (2003), The Urban Institute, Washington DC
 - The Assassination of Fred Hampton: How the FBI and the Chicago Police Murdered a Black Panther – by Jeffrey Haas
 - Beloved (1987) – by Toni Morrison
 - [Between the World and Me](#), - by Ta-Nahesi Coates
 - Black Feminist Thought (1990) – by Patricia Hill Collins
 - [Black Girls Matter: Pushed Out, Overpoliced and Underprotected](#), African American Policy Forum (2015)
 - A Black Women’s History of the United States (2020), The University of Texas, Department of History – by Daina Berry and Kali Nicole Gross
 - Blindspot: Hidden Biases of Good People (2013) – by Mahzarin Banaji and Anthony G. Greenwald
 - The Bluest Eye (1970) – by Toni Morrison
 - [Born A Crime](#) by Trevor Noah: Noah’s book reads like an episode of his late night show which is to say it’s informative, compelling, and well researched. This is a must read for those looking to understand race and class.
 - [Children of Blood and Bones](#) – by Tomi Adeyemi: Science fiction is a powerful tool for exploring problems from the distance we normally aren’t afforded with day-to-day life. This first part of the electric new trilogy explores issues of fear, revenge, and what it takes to build a new future.
 - Citizen: An American Lyric (2014) – by Claudia Rankine
- (Books/Reports – cont.)

- Dark Matters: On the Surveillance of Blackness (2015), The University of Texas at Austin, African and African Diaspora Studies – by Simone Browne
 - Don't Call Us Dead (2017) – by Danez Smith
 - Diversity across the Curriculum: A Guide for Faculty in Higher Education (2007) – by Jerome Branche, John Mullennix, and Ellen Cohn
 - [Emergent Strategy: Shaping Change, Changing Worlds](#) – by Adrienne Maree Brown (2017)
 - [Erasing Institutional Bias: How to Create Systemic Change for Organizational Inclusion](#) – by Tiffany Jana and Ashley Diaz Mejias
 - [Fatal Intervention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century](#) – by Dorothy Roberts (2012)
 - The Fire Next Time (1963) – by James Baldwin
 - [Free Cyntoia](#) – by Cyntoia Brown-Long: Everyone from Rihanna to Kim Kardashian was tweeting about Cyntoia Brown-Long, the young woman incarcerated for defending herself against her abuser and a sexual predator. Cyntoia's story is one that many women share—and this book sheds light on how systems set up to protect us, fail us time and time again.
 - [Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement](#), - by Angela Y. Davis
 - Have Black Lives Ever Mattered? By Mumia Abu-Jamal
 - [The Hate U Give](#), - by Angie Thomas
 - [Hidden Figures \(Young Reader's Edition\)](#), - by Margo Lee Shetterly
 - [How to be an Anti-Racist](#), - by Ibram Kendi
 - How We Fight for Our Lives – by Saeed Jones
 - An Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz
 - [The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness](#) – by Rhonda B. Magee (2019)
 - [Just Mercy](#) – by Bryan Stevenson: You've likely heard the story of someone who served decades in prison for a crime they didn't commit. How does that happen and how do we ensure people don't disappear behind the bars and into bureaucratic systems that value process more than justice?
 - King Me (2013) – by Roger Reeves, The University of Texas, Department of English
 - Lab Girl – by Hope Jahren
 - Lies My Teacher Told Me – by James W. Loewen
 - Maud Martha (1953, novel) – by Gwendolyn Brooks
 - Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor – by Llayla Saad
 - The Meaning of Freedom (2012) – by Angela Davis
 - Memoir of a Race Traitor (1994) – by Mab Segrest
 - [Men We Reaped](#) by Jesmyn Ward: America often equates Black to mean urban America when more of us live in “middle America” and the deep South than anywhere else. Ward is a literary artist who spins the stories of
- (Books/Reports – cont.)

Black men in Mississippi with so much love and a deep desire to protect those she loves.

- The New Jim Crow: Mass Incarceration In The Age of Colorblindness (2010) – by Michelle Alexander
- People’s History of the United States – by Howard Zinn
- [Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing](#), - by Joy a Degruy
- Race and Real Estate (Transgressing Boundaries: Studies in Black Politics and Black Communities) (2015) – by Adrienne Brown and Valerie Smith
- Race in the College Classroom (2002) – by Bonnie TuSmith and Maureen T. Reddy
- [Race, Work, and Leadership: New Perspectives on the Black Experience](#) – Laura Morgan Roberts, Anthony J. Mayo, and David A. Thomas
- Racial Formation in the United States 3rd Edition (2020) – by Michael Omi and Howard Winant
- [The Racial Healing Handbook: Practical Activities to Help You Challenge Privilege, Confront Systemic Racism, and Engage in Collective Healing](#) – by Anneliese A. Singh (2019)
- Radical Dharma: Talking Race, Love, and Liberation (2016) – by Rev. Angel Kyodo Williams, Lama Rod Owens, and Jasmine Syedullah
- [Say Her Name: Resisting Police Brutality Against Black Women](#), African American Policy Forum (July 2015)
- Seeing White – by Jean Halley/Amy Eshleman/Ramya Mahadevan Vijaya
- Sister Outsider (1984) – by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo: This book unpacks some of the biggest racial issues facing the United States today, including white privilege, microaggressions, police brutality, the Black Lives Matter movement, and so much more. Simple, straightforward, and razor-sharp, this book is an accessible and friendly user guide for anyone trying to understand identity, representation, and racism in modern day America.
- Soledad Brother: The Prison Letters of George Jackson (1970) – by George Jackson
- [Stamped from the Beginning](#), - by Ibram Kendi (and the young adult version: [Stamped](#), by Jason Reynolds and Ibram Kendi) The author uses the life stories of five major American intellectuals to offer a window into the contentious debates between assimilationists and segregationists and between racists and antiracists.
- [Unafraid of the Dark](#) – by Rosemary L Bray: Racism feels like this big scary monster which can make some of us feel like we don’t know where to begin in dismantling it and others feel it’s not relevant to them at all. Bray sets the record straight with these vignettes and anecdotes about what racism looks like in practice but also how police interventions can work to alleviate the pressures.

(Books/Reports – cont.)

- When They Call You a Terrorist: A Black Lives Matter Memoir – by Patrisse Kahn-Cullors and Asha Bandele
 - [Whistling Vivaldi: How Stereotypes Affect Us and What we Can Do](#), - by Claude M. Steele (a book to read to understand stereotype threat and implicit bias)
 - [White Fragility: Why It's So Hard for White People to Talk About Racism](#) – by Robin DiAngelo and Michael Eric Dyson: The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality.
 - White Rage: The Unspoken Truth of Our Racial Divide – by Carol Anderson
 - White Trash: The 400 Year Untold History of Class in America – by Nancy Isenberg
 - Why Are All the Black Kids Sitting Together in the Cafeteria? – by Beverly Daniel Tatum
 - A Young People's History of the United States – by Howard Zinn
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Other Suggested Books

- [An Anti-Racist Reading List](#) (lots of books here)
 - [Books to help you talk to your kids about racism](#)
 - Delve into this [antiracist reading list](#).
 - [Fiction & Non-Fiction Books](#) (Click here for a more complete list)
 - Mine these reading lists posted to [Medium](#), [Goodreads](#), [Johns Hopkins](#), [UC Davis](#), [She Geeks Out](#), and the [American Library Association](#) to find your next great read.
 - Check out a book from the [UT Multicultural Engagement Center \(MEC\) lending library](#)
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Articles by author

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- Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students, Journal of Negro Education, 69(1/2), 60-73.

Articles by title

- [Blacks in Leadership: Harder Than It Should Have Been](#) – survey data of 28 Black Executives
- [Characteristics of White Supremacy Culture](#) – identifies 13 damaging characteristics (practices) within organizations

(Articles by title)

- [COVID-19: Investing in Black Lives and Livelihoods](#) – insights on the disproportionate impact on Black communities
 - [Diversity Practices: Challenges and Strategies](#) – From Darden’s Ideas Blog
 - ["The History and Meaning of Juneteenth"](#)
 - [How US Companies Can Support Employees of Color Through the Pandemic](#) – identifies several practices to engage within any organization
 - ["Juneteenth is a Reminder That Freedom Wasn’t Just Handed Over,"](#)
 - [Maintaining Professionalism In The Age of Black Death Is.... A Lot Your Black Colleagues May Look Like They’re Okay – Chances Are They’re Not Black Employees Deserve a Day](#) – Insights from Upwork’s Head of Diversity, Inclusion, and Belonging and their inaugural Black Excellence Summit
 - [National Museum of African American History and Culture](#)
 - [Diversity and Inclusion in the College Classroom](#), Faculty Focus,
 - [Showing Up for Racial Justice, How to Show Up.](#)
 - [Stop Asking People Of Color To Explain Racism–Pick Up One Of These Books Instead](#)
 - [Why So Many Organizations Stay White](#) – 5-Part HBR Series
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DOCUMENTARIES/MOVIES/VIDEOS/PODCASTS/TED Talks

[Documentaries](#) (Click here for more options)

- [13th](#) (available on Netflix) – directed by Ava DuVernay. Many cite The New Jim Crow (book by Michelle Alexander) as what woke them up to the extreme injustice in our criminal justice system and arguably 13th would be the documentary version of that, exposing how deep-rooted institutionalized racism is in our society. 13th is an examination of the U.S. prison system and how the country’s history of racial inequity drives the high rate of incarceration in America. The documentary combines archival footage with testimony from activities and scholars.
- [Ethnic Notions](#) (1987) Marion Riggs – a documentary of racial stereotypes in America. Covering more than one hundred years of United States history, traces the evolution of Black American caricatures and stereotypes that have fueled anti-Black prejudice. (Available in UT Austin’s College of Fine Arts Library.)
- [I Am Not Your Negro](#) (available on Prime Video): James Baldwin has provided novels, personal essays, and prose to last many lifetimes. The film adaptation explores the extended history of racism through Baldwin’s recollections and personal observations.
- [King in The Wilderness](#) (available on HBO): A portrait of Martin Luther King Jr. during the last years of his life, from his part in the Voting Rights Act of 1965 to his assassination in 1968.

(Documentaries – cont.)

- [LA92](#) (available on Netflix): It's important that we never lose sight of the legacy of police violence. To understand the righteous anger of the Black community, learn more about the LA riots following the Rodney King trial.
 - [Overview of Juneteenth.](#)
 - [Race: The Power of an Illusion](#) – A PBS 3-part series on Race
 - [The Black Panthers: Vanguard of the Revolution](#) (available [online](#) until 7/4/2020): It is the first feature-length documentary to shed light on the Black Panther Party — and all its reviled, adored, misunderstood, and mythologized history.
 - [The Black Power Mixtape 1967-1975](#): The Black Liberation movement of the late 20th century is riddled with stereotypes and propaganda causing many to believe that the movement died following the assassinations of Malcolm X and Martin Luther King Jr. This documentary sets the record straight from the source with powerful interviews and recollections.
 - [The Kalief Browder Story](#) (available on Netflix): For many of us, protesting is a right we take for granted. For those in the belly of our criminal justice system, advocating for yourself can be deadly. We must honor Kalief's sacrifice by knowing his story and ending cash bail.
 - [The Uncomfortable Truth](#) (available on Prime Video): When the award-winning filmmaker of "An Ordinary Hero", Loki Mulholland, dives into the 400 year history of institutional racism in America he is confronted with the shocking reality that his family helped start it all from the very beginning.
 - [Thoughts on this Week's Events from Trevor Noah](#)
 - Understand the history of enslavement and its link to modern mass incarceration: for example, view the Peabody Award-winning documentary [True Justice](#) and the Michael B. Jordan movie [Just Mercy](#), both available for free this month.
 - [Werk Documentary](#) – Experiences of Black women working in predominately white workspaces.
 - [When I Rise](#) – a documentary about the experiences of Barbara Smith Conrad, Precursor and opera superstar, regarding her removal from the College of Fine Arts' annual opera.
-

Movies (Click here for more options)

- American Son (Netflix)
 - The Black Power Mixtape 1967-1975 (2011), Göran Olsson
 - Bless their Little Hearts (1983)
 - [Blindspotting](#) (available on Hulu): Blindspotting takes a hard look at race and gentrification. Bursting with energy, style, and humor, and infused with the spirit of rap, hip hop, and spoken word, Blindspotting is a provocative hometown love letter that glistens with humanity.
 - Bush Mama (1979), Haile Gerima.
- (Movies – cont.)

- Daughters of the Dust (1991), Julie Dash.
 - [Do The Right Thing](#): Eric Garner and George Floyd have both drawn connections to a fiction character who preceded them both: Radio Raheem of Spike Lee's Do The Right Thing. The film masterfully highlights where unrest stems from and what leads to the rage felt in uprisings and rebellions.
 - Eyes on the Prize: American's Civil Rights Era 1954-1965 (1987), Henry Hampton
 - [Fruitvale Station](#) (available on Netflix): When advocating around police brutality, we often lose touch with the humanity of those we fight for. In this masterful film, we see a glimpse of what is stolen from us each time police use excessive force.
 - [The Hate U Give](#) (Free rent on Youtube): The Hate U Give is Angie Thomas's first novel about a teenage girl who grapples with racism, police brutality, and activism after witnessing her black friend murdered by the police.
 - Hidden Figures
 - [If Beale Street Could Talk](#) (available on Hulu): Activism can be very glorified by those privileged to be advocating from the abstract. This film—part love story, part drama—gives us a look into what is truly at stake for those facing wrongful incarceration head on.
 - The Innocence Files (Netflix)
 - Killer of Sheep (1978), Charles Burnett
 - Malcom X (1992), Spike Lee
 - Maya Angelou: And Still I Rise (2016)
 - Selma
 - [When They See Us \(Ava DuVernay\) — Netflix.](#)
 - Who Killed Malcolm X? (Netflix)
 - Within our Gates (1920), Oscar Micheaux
-

Videos

- [Addressing Anti-Blackness on Campus: Implications for Educators and Institutions](#)
 - [Brené with Ibram X. Kendi on How to Be an Antiracist](#) – UT alumna and 2020 University Commencement Speaker Brené Brown talks with professor Ibram X. Kendi, New York Times bestselling author of How to Be an Antiracist and the Director of the Antiracist Research and Policy Center at American University
 - [Dear Bruh: A Eulogy. A Baptism. A Call to Action](#) (2020) – Dr. Ya'Ke Smith, The University of Texas, Department of RTF
 - [Fighting Hate from Home: Fighting Racism as a Multiracial Jewish Community – Video discussion hosted by the Anti-Defamation League \(ADL\) on fighting racism as a multiracial Jewish Community with Ilana Kaufman, Executive Director of the](#)
- (Videos – cont.)

Jews of Color Field Building Initiative, Gamal Palmer, Schusterman Fellow 2019, Ginna Green, political consultant and strategist, and ADL CEO Jonathan Greenblatt.

- [How Studying Privilege Systems Can Strengthen Compassion \(Peggy McIntosh at TEDxTimberlaneSchools\) — YouTube.](#)
 - [Juneteenth 2020: Educating Texans About the Emancipation Holiday](#) – by Karina Kling, Spectrum News (June 19, 2020)
 - [What is Systemic Racism?](#)
-

Podcasts (Click here for more options)

- [About Race](#)
- [Cite Black Women Collective Podcast](#) A bi-weekly podcast, discussing the acknowledgment of Black women’s ideas and intellectual contributions both inside and outside academia.
- [Code Switch](#) Hosted by journalists of color, the podcast tackles the subject of race head-on. It explores how it impacts every part of society — from politics and pop culture to history, sports and everything in between. This podcast makes ALL OF US part of the conversation — because we're all part of the story.
- [Fare of the Free Child](#) Fare of the Free Child is a weekly-published podcast community centering Black people, Indigenous people, and People of Color in liberatory living and learning practices. With a particular interest in unschooling and the Self-Directed Education movement, Akilah S. Richards and guests discuss the fears and the fares (costs) of raising free black and brown children in a world that tends to diminish, dehumanize, and disappear them.
- [Intersectionality Matters!](#) Host Kimberlé Crenshaw (a leading scholar of critical race theory) explores different topics through an intersectional lens. The most recent episodes are part of a series about COVID-19, titled “Under the Blacklight.”
- [Joy, Pain and Juneteenth](#) – an New York Times interview with Daina Berry, UT Austin, Department of History
- [Momentum: A Race Forward Podcast](#) Learn from the people at the frontlines of the racial justice movement--organizational leaders and community activists--with hosts Chevon and Hiba.
- [Our National Conversation About Conversations About Race](#) Co-discussants [Anna Holmes](#), [Baratunde Thurston](#), [Raquel Cepeda](#) and [Tanner Colby](#) host a lively multiracial, interracial conversation about the ways we can’t talk, don’t talk, would rather not talk, but intermittently, fitfully, embarrassingly do talk about culture, identity, politics, power, and privilege in our pre-post-yet-still-very-racial America. This show is "About Race."
- [Pod Save the People](#)

(Podcasts – cont.)

- [Seeing White](#) Scene on Radio is a podcast that tells stories exploring human experience and American society. Produced and hosted by John Biewen, Scene on Radio comes from the [Center for Documentary Studies](#) (CDS) at Duke University and is distributed by PRX. Season 2, the Peabody-nominate Seeing White, Biewen and collaborator Chenjerai Kumanyika explored solutions and responses to America's deep history of white supremacy.
-

[TED Talks](#) (Click here for a more complete playlist)

- Eve Abrams's [The Human Stories Beyond Mass Incarceration](#): The United States locks up more people than any other country in the world and somewhere between one and four percent of those in prison are likely innocent. That's 87,000 brothers, sisters, mothers and fathers -- predominantly African American. Abrams shares touching stories of those impacted by mass incarceration and calls on us all to take a stand and ensure that the justice system works for everyone.
- Kimberle Crenshaw on [The Urgency of Intersectionality](#): Following 2016, 'intersectionality' became quite the buzzword, yet gets used out of context often by both the Right and Left alike. Hear from the black woman who coined the term in the '80s as to how we use intersectionality to defend Black women.
- T. Morgan Dixon and Vanessa Garrison on [The Trauma of Systemic Racism is Killing Black Women](#): Racism is traumatic. Oftentimes we are focused so much on legislative changes and urgent calls to action, that we neglect the emotional well-being of Black people everywhere facing PTSD from this cyclical violence. Dive more into self-care as radical preservation with this joint TED talk.
- Rayna Gordon's [Don't Be A Savior, Be An Ally](#): Sometimes with the best intentions we still fall short. Hear from Rayna about thoughtful allyship that seeks to uplift and support not take over or "save."
- Heather McGhee's [Racism Has A Cost for Everyone](#): My liberation is bound in yours. This is not a feel good statement but a reality when it comes to how racism impacts policy, budgets, and prevents us from achieving a society that works for us all
- Verna Meyers on [How To Overcome Our Biases? Walk Towards Them](#): #AllLivesMatter is the new color blind and both terms are proof that people fear being accused of biases more than they feel committed to addressing them. Let's lose the shame and take bold steps deeper into your allyship.
- Bryan Stevenson's [We Need To Talk About An Injustice](#): Bryan Stevenson is one of the leading racial justice advocates, working with people incarcerated on death row. If anyone can diagnose recent injustices and understand the steps forward it would be him.

(TED Talks – cont.)

- Beverly Daniel Tatum’s [Is My Skin Brown Because I Drank Chocolate Milk?](#): We can trace the difficulty many adults have in talking about racism to the silencing of their questions in childhood. You can’t solve the problem of racism in our society without talking about it. Age-appropriate conversations with young children are one way parents and teachers can begin to interrupt the cycle of racism.
- Baratunde Thurston on [How To Deconstruct Racism, One Headline At A Time](#): Racism isn’t funny, but in this TED talk you’ll learn about the pervasive [nature](#) of racism and laugh out loud way more times than you’ll be able to count.

SELF-CARE RESOURCES

We each bring our own beliefs, experiences, and feelings to our anti-racist work – a work that is difficult and demanding. Our ongoing commitment to actively think about and take action against racism, combined with a sense of urgency and deep caring, adds pressure and stress to our daily lives. The emotional impact of this work is real, therefore it is vital that we all practice “self-care” to benefit our overall health and quality of life.

- [For people taking action against racism](#)
- [For Black people](#)
- [For Black academics](#)
- [For Girls of Color in Academia](#)
- [For White people](#)
- [Self-Care for People of Color after Psychological Trauma](#)
- [Self-Care Tips for Black People Who Are Struggling with this Very Painful Week](#)
- [Students of Color Are Not OK. Here’s How Colleges Can Support Them](#)
- [Surviving & Resisting Hate: A Toolkit for People of Color](#)

CONNECTING WITH COMMUNITY

- [Anti-Racism Resources for Asian Americans](#)
- [Black Lives Matter](#)
- [Coalition of Anti-Racist Whites \(CARW\)](#)
- [European Dissent](#)
- [National Black Justice Coalition](#)
- [National Association for the Advancement of Colored People](#)
- [Non-Black Latinx Resources on Anti-Blackness](#)
- [Showing Up for Racial Justice \(SURJ\)](#)

DO (& Support Others to)

- Affirm identities
- Respect pronouns and names and share your own
- Find, read, share, and credit posts and articles by people who are directly affected by oppression
- Speak only from your own experience and listen to each other's different experiences
- Talk with and give tools to organizations you partner with to be more inclusive and affirming
- Consider when you are speaking, reading, and doing outreach that women and LGBTQIA+ people also include people of color, people with disabilities, undocumented people, and people of other historically marginalized identities -- our experiences are different
- Research about identities that are new to you -- ask questions at the GSC
- Apologize if someone calls you in/out and make the effort to prevent future harm
- Share these strategies with people who share your privileged identities

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DON'T (& Support Others Not to)

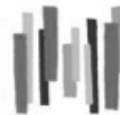
- Make assumptions about folks' identities, pronouns, and names
- Appropriate and discredit ideas and thoughts from leaders within marginalized groups
- Generalize the experiences of those directly affected based on a few encounters
- Say you can relate to or understand experiences you don't have
- Jump in with a solution and take control of conversations surrounding discrimination and oppression that you don't experience
- Assume oppressed people don't already have solutions and strategies
- Ask personal or invasive questions about folks' identities -- it can be exhausting for folks to have to explain basic questions about their identities and have to constantly justify their identities
- Be defensive if someone gives you constructive feedback
- Do nothing and perpetuate cycles of intentional or unintentional oppression

These are a few steps to end racism, sexism, homophobia, ableism, classism, transphobia, biphobia and other forms of discrimination

"I change myself, I change the world" -Gloria Anzaldúa

Gender and Sexuality Center

William C. Powers, Jr. Student Activity Center (WCP) Suite 2.112
512) 232-1831 | www.utgsc.org | gsc@austin.utexas.edu



THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT

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THE UNIVERSITY OF TEXAS AT AUSTIN
DIVISION OF DIVERSITY AND
COMMUNITY ENGAGEMENT

AUGUST 2022



DIFFICULT CONVERSATIONS ABOUT DEI

LBJ School of Public Affairs Orientation

YEO JU CHOI

Director of Diversity Education

Division of Diversity and Community Engagement

Engagement Reminders

1

Listen Actively

2

Speak From Your Own Experiences

3

Challenge Respectfully

4

Participate to Your Fullest Ability

5

Agreement is Not the Goal

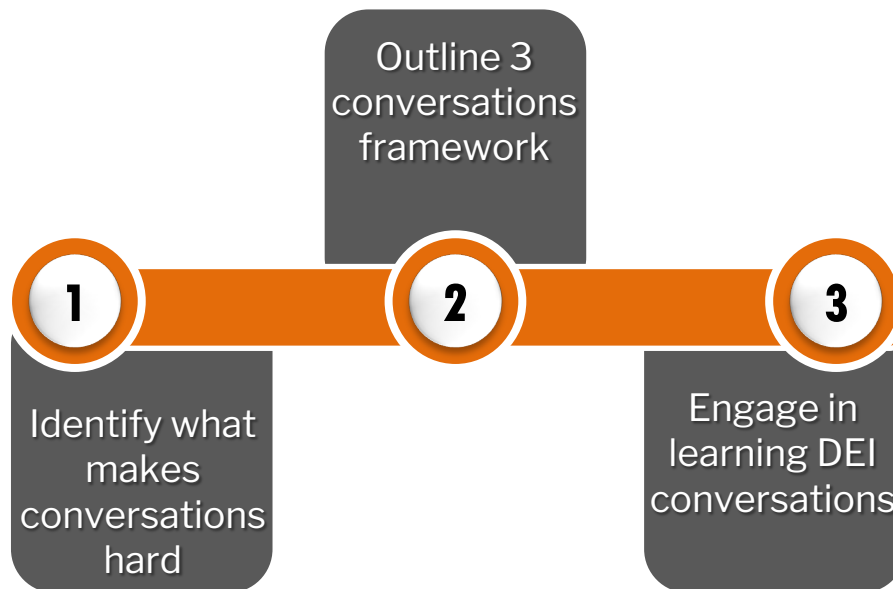
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Be Conscious of Body Language

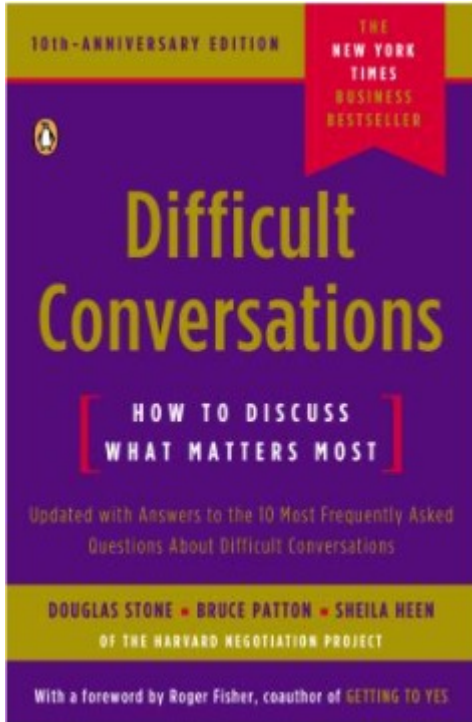
7

Take Space & Make Space

Learning Objectives



About the Book



- Classic business management book on communication
- Based on 15 years of research at the Harvard Negotiation Project

What is a difficult conversation?

YJC: Why did you remove the videos?

Comms 1 and 2: [Silence]

YJC: Were the videos not snazzy enough?

Comms 1: Yes, you have to remember that people have really short attention spans, and they're not going to watch a 2-minute video that is just a clip of a recorded session

Comms 2: Maybe we could edit together a promo video with lots of interesting cuts that would keep folks' attention.

YJC: Great. And I noticed that with the pictures gone now, we have just walls of text. Why did you remove the photos?

Comms 1: They weren't serving a purpose in your content, and we had concerns about accessibility. If the photos are just decorative, they're creating barriers for people who are accessing the site through a screen reader.

YJC: Got it. I was trying to hide my wordiness with pictures, but I guess I'll just have to cut down my words.
[Laughter]

Comms 1: There's a great website where you can copy/paste your text, and the site will determine how accessible your writing is. We aim for about a 9th grade reading level, and you were a little above that.

YJC: Wow, could you link me to that?

What is a difficult conversation?

YJC: Look at this hat I bought. [Hat says, “We belong here.”]

SN: Why would you wear that? Wouldn't that invite more negative attention?

YJC: I wanted to support this message, and I don't know where I'd wear the hat, but I like it.

SN: I don't understand why you would do something like this. We just switched daycare drop off and pick up so that you wouldn't worry about Asian-targeted road rage in the evening traffic. Where would you wear this hat?

YJC: Why don't you understand what this hat means to me? I hear what you're saying, that you want me to be careful, but I also want you to trust my judgment that I wouldn't wear it in places where I'd find hostility. Maybe I'd wear it to a march or a community gathering. The point is that I like the message.

SN: I'm sorry. I didn't understand that you got the hat more as a symbol rather than as something you would wear outside publicly. I know you worry a lot about your safety, and I couldn't understand why you would wear something that might draw negative attention that would increase your risk.

Reflection

Reflect on the last difficult conversation you had. What happened?

What made it difficult?

How has the conversation impacted the way you've engaged with that person and/or topic since?

In an ideal world, would the conversation have gone differently? In what way?

What do you hope to learn in this session?

The Three Conversations

What Happened

Feelings

Identity

The Learning Conversation: From “I understand” to “Help me Understand”

Can you say more about how you see things?

Could you say more about why this is important to you?

Ask questions about the three conversations

Paraphrase for clarity

Acknowledge their feelings

Problem solve together

What impact have my actions had on you?

How are you feeling about this?

Case studies



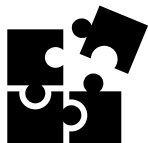
Groups 1-8: Scenario 1

Groups 8-16: Scenario 2

Groups : 17-24: Scenario 3

Groups 24+: Scenario 4

Takeaways



Be mindful of the various elements present in difficult conversations



Prepare for conversations using the three conversation framework



Strive to have learning conversations about DEI

Resources

- Office for Inclusion and Equity
www.equity.utexas.edu
- Department of Investigation and Adjudication
<https://compliance.utexas.edu/departments-investigation-and-adjudication>
- Gender and Sexuality Center
<https://diversity.utexas.edu/genderandsexuality>
- Disability and Access
<https://diversity.utexas.edu/disability/>
- TITLE IX
<https://titleix.utexas.edu/>
- OMBUDS
<https://ombuds.utexas.edu/>
- Student Veteran Services
<https://deanofstudents.utexas.edu/veterans/>
- BeVocal
<https://www.wellnessnetwork.utexas.edu/BeVocal/index.html>
- Counseling and Mental Health Center
<https://cmhc.utexas.edu/diversitycoordinators.html>

Difficult Conversations about DEI
Reflection Discussion Breakout Group Instructions

- Look at the difficult conversation you shared in the pre-session survey
- Share with each other what was happening in each of the 3 conversations.
 - Was there disagreement about what had happened?
 - Was either person making assumptions?
 - What was each person feeling?
 - Did either person express what they were feeling? If they did, did they share everything they were feeling?
 - Did this conversation rock the participants' sense of identity? How?
- How much of the three conversations were you aware of at the time?

Difficult Conversations about DEI

Scenario 1: Cameron

Cameron, a gender-fluid person who uses he/him, she/her, and they/them pronouns, began their first class excited because they saw that the professor had shared his pronouns on the syllabus. On the first day of class, the professor asked everyone to introduce themselves with their names and pronouns. When Cameron shared her pronouns, the professor looked at her with a genuine look of confusion. After an awkward pause, the professor responded, “So how should I refer to you?” Cameron repeated their pronouns, but this did not seem to help the professor. By the time the professor moved on, Cameron was uncomfortable with the class’ scrutiny and was unable to take part in the discussion. Cameron knows that in order for him to be able to participate in the course in a meaningful way, he needs to have a conversation about pronouns with this professor, but he dreads the inevitable questions that will invade his privacy and is worried about further hurt that may come out of the conversation.

- From Cameron’s perspective, what happened? From the professor’s perspective?
- We have this story from Cameron’s perspective. How did she feel?
- Imagine this story from the professor’s perspective. How did he feel?
- What is at stake for Cameron during this exchange about their identity? For the professor?
- Imagine that Cameron has prepared for their conversation with the professor by walking through the questions above. How might they open the conversation once they’re in the professor’s office?

Difficult Conversations about DEI

Scenario 2: Andrés

Andrés, a graduate student in an elite program, has begun to question whether he belongs in his program. Against the context of the politically charged climate in the U.S., Andrés has engaged in several conversations with his peers regarding politics. Andrés has become uncomfortable with his peers' assumption that because he is Latinx, Andrés votes Democrat. Andrés grew up in a conservative Catholic family, and he was in alignment with the Catholic Church on many politically contentious issues. In fact, Andrés has always considered himself to be a conservative. His peers' assumption that he agrees with their liberal views has created several awkward moments in conversations when Andrés has had to decide whether to share his true views or to allow his peers' assumptions to go unchallenged. So far, he's managed by abruptly ending the conversations and then avoiding those topics. This conflict has been weighing upon him for days, and he's starting to wonder if he belongs in this cohort of learners.

- From Andrés' perspective, what happened in those awkward conversations? From his classmates'?
- We know that Andrés feels conflicted—what other emotions do you think he might be feeling?
- What feelings might come up for his peers if Andrés decided to talk to them about his concerns?
- What core identity statements are at stake for Andrés? For his classmate?
- How might Andrés approach the conversation with his classmate? What are the key points that he needs to convey?

Difficult Conversations about DEI

Scenario 3: Emily

Emily, an Asian American woman, is typing furiously in Slack to her friend about something that their professor has just said in class. She's so angry that she's shaking, and she's trying to hide behind her laptop even as she wishes she could throw it at the professor's head. Emily loved this class and genuinely respected the professor, but just moments ago, when highlighting an insight, the professor had said, "The kimono has been opened." No one else had batted an eye. Great, Emily thinks, of course she's the only one to have noticed. What's worse, her friend that she's typing furiously to hadn't been paying attention and had missed what the professor had said and could offer only what sounded to Emily like hollow words of support. How the heck do people like this get tenured? Why did he have to use that phrase? Why did no one else notice? During break, Emily packs up her bag and walks out of class. Her professor writes her a warm email after class checking in on her, asking if everything is okay. Now Emily has to decide how to respond.

- What was the fallout of the professors' comment? Do you think the professor was aware of the impact his phrase had on Emily?
- What is Emily feeling (besides anger)?
- How do you anticipate the professor would feel if Emily shared how she had felt?
- What core identity statements are at stake for Emily? What core identity statements for the professor might be shaken when Emily has the conversation with him?
- Should she respond by email or ask to have a face-to-face meeting? Or ask for a mediator? What is the best next step and what resources are available to her?

Difficult Conversations about DEI

Scenario 4: Kevin

Early in his first semester, Kevin, an African American man, walked out of a required leadership class with a sinking feeling. He was unhappy with his participation in the class and was worried about the impression he had made on his classmates. The class had been discussing a case involving a disagreement between a white female manager and her African American male subordinate. The two-part case presented each character's side of the story, and the class had gotten into a tense discussion over the merits of each character's position. Going into the class, Kevin had not felt that either character was fully wrong or right and had not taken sides. To his surprise, however, during the class debate, Kevin found himself defending the African American subordinate. After class, Kevin reflected that he hadn't wanted to go into the class simply as a voice for African Americans; he had wanted to be viewed as someone who was reasonable and rational. Now, this early in the program, he worried that his classmates' view of him had been set by this discussion.

- From Kevin's perspective, what happened? What does he think his classmates will have perceived to have happened?
- What is Kevin feeling?
- What assumptions, if any, is Kevin making about his classmates?
- Is it possible that his classmates were making assumptions about the case? About Kevin?
- What core identity statements are at stake for Kevin?
- What would exploring these questions allow Kevin to do in his future class discussions? Should he bring up these questions with his classmates? How so?

MARCH 2022



DIFFICULT CONVERSATIONS ABOUT DEI

UT University Health Services & Counseling and Mental Health Center

YEO JU CHOI

Division of Diversity and Community Engagement

Engagement Reminders

1

Listen Actively

2

Speak From Your Own Experiences

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Challenge Respectfully

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Participate to Your Fullest Ability

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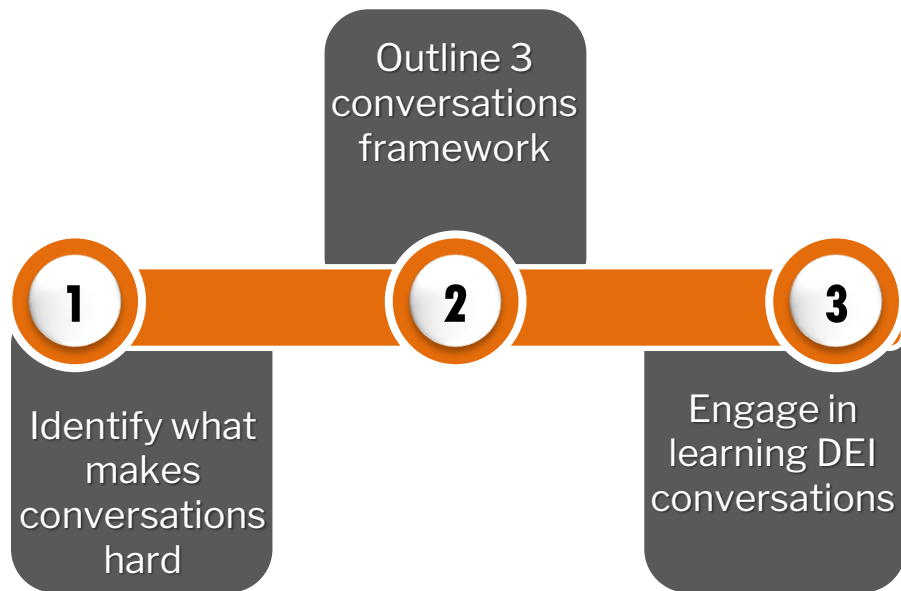
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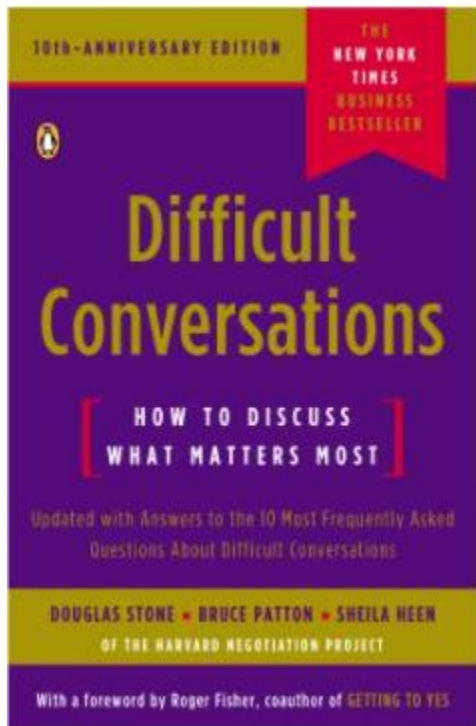
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Take Space & Make Space

Learning Objectives



About the Book



- Classic business management book on communication
- Based on 15 years of research at the Harvard Negotiation Project

What makes a conversation difficult?

What makes a conversation difficult?

Conflict

Emotions

Value judgments

Defensiveness

Why should we have difficult conversations?

Why should we have difficult conversations?

Talk about what matters

Invest in the relationships that matter

Reach understanding

Build resilience

What is a difficult conversation? (Example 1)

If you look at this Excel sheet, I've pulled numbers for our region's average, national average, as well as your average. In addition to those averages, I've also calculated the percent of our total regional volume that you directly impacted in the last quarter.

What are your first thoughts about the data?

It doesn't look good, I knew I had been struggling, but I didn't know it was that bad. As you know, I've been trying to balance work with caring for my sick brother.

I did consider that, and I know that that has been a challenge. If you look at the data time range, you'll see that the drop in your numbers predates your brother's illness.

I think that when you are at your best, you are *the* best, so what I want us to work out is what may have been keeping you from your best in the last year, and what we can do to get you back to doing great work.

Besides conveying my investment in your development, I also want you to understand that if you're not able to improve your performance in the next six months, your role will be at risk.

What is a difficult conversation? (Example 2)

The Diversity and Inclusion Committee would like our org to commit to increasing diversity in our company through dedicated efforts in recruitment, retention, and leadership development.

This is a very important topic, and thank you for your work on this. I have been thinking about this as well and discussing with our HR, and I believe that we already have very fair evaluation systems with publicized rubrics for anyone to see and discuss with their managers. We are already looking at candidates and employees as individuals, not through their identities.

It's great that we have those publicized rubrics, but I wonder if we have built in bias into those rubrics or if managers are applying those rubrics through a biased lens. I don't believe that we would see the great demographic disparities between our individual contributors and leadership if we didn't have biased evaluation systems.

I had a part in developing many of those evaluation systems, and I can tell you that everyone involved in those processes was committed to creating systems that would help us find the best candidates.

The Three Conversations

What Happened

Feelings

Identity

Seen Through the Three Conversations

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Paraphrase for clarity

Acknowledge their feelings

Problem solve together

What impact have my actions had on you?

How are you feeling about this?

Takeaways



Be mindful of the various elements present in difficult conversations



Prepare for conversations using the three conversation framework



Strive to have learning conversations about DEI

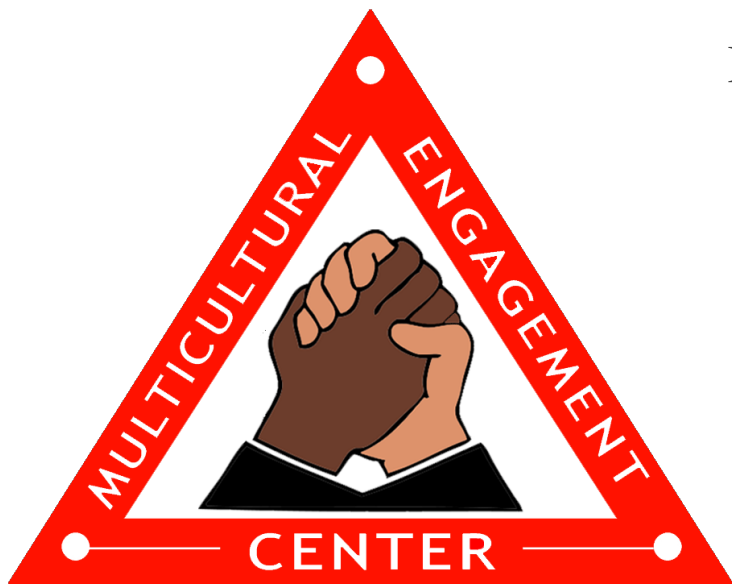
Resources

- Office for Inclusion and Equity
www.equity.utexas.edu
- University Compliance Services
www.reportlineweb.com/utaustin
- Department of Investigation and Adjudication
<https://compliance.utexas.edu/department-investigation-and-adjudication>
- ADA
diversity.utexas.edu/disability-resources/contact-the-university-ada-coordinators/
- SSD
<https://diversity.utexas.edu/disability/>
- TITLE IX
<https://titleix.utexas.edu/>
- OMBUDS
<https://ombuds.utexas.edu/>

THIS IS WHO I AM: IDENTITY EXPLORATION

Multicultural Engagement Center | Division of Diversity & Community Engagement
The University of Texas at Austin

Multicultural Engagement Center (MEC)



The MEC, a unit within the Division of Diversity and Community Engagement, is a student resource office that supports a culturally diverse campus and helps cultivate a positive campus climate.

Located in:

William C. Powers, Jr. Student Activity
Center (WCP)

1st Floor Suite 1.102

Learning Outcomes

- Students will be able to identify social factors that shape their identity.
- Students will be able to differentiate between their individual social identities and perceived group identities.
- Students will be able to understand the importance of seeking out their own narratives.

Community Guidelines

- Express thoughts using “I” statements
- What’s said here stays here, what’s learned here leaves here
- Commit to engage
- Be mindful of time when sharing
- Share, even if you feel like you don't have the right words
- Respect silence

Who am I?

- *Identity* – how we define/categorize ourselves
 - “A category into which one falls, and to which one feels one belongs, provides a definition of who one is in terms of the defining characteristic” (Hogg, Terry, & White, 1995).
- We have multiple identities that define who we are.
- Our identities can change over time.

Role Identity Examples:

- Parent
- Sibling
- Friend

Occupational Identity Examples:

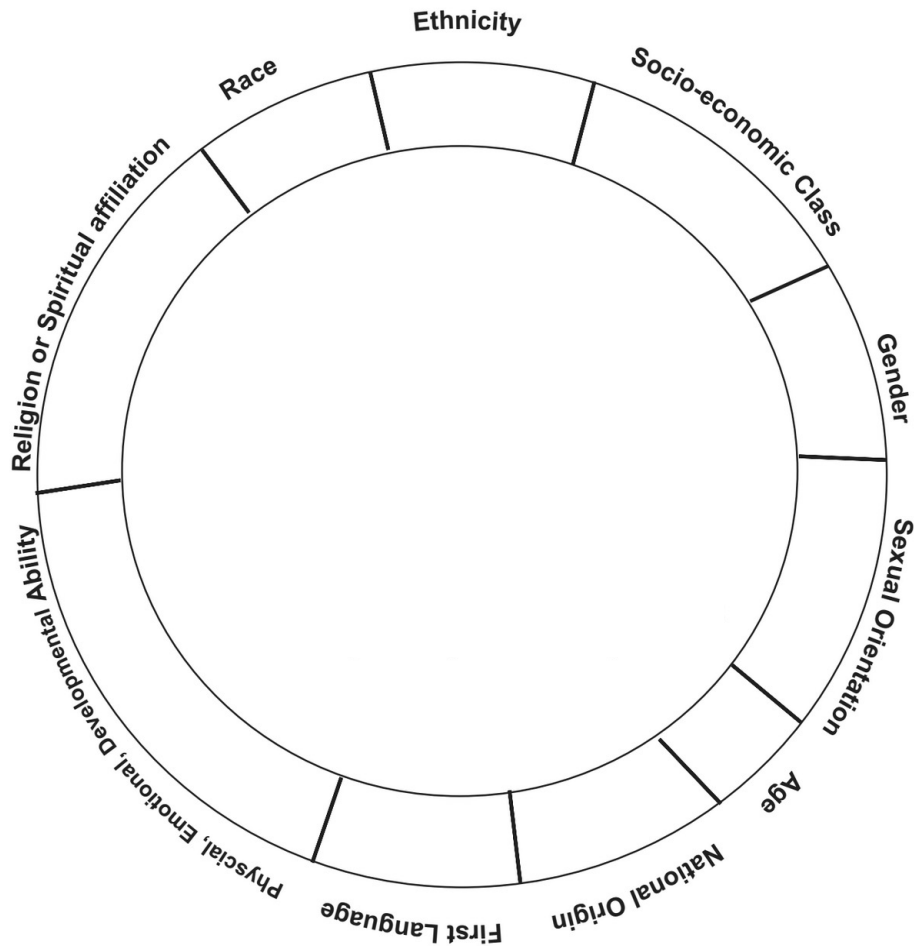
- Teacher
- Accountant
- Student

Social Identity Examples:

- Race and ethnicity
- Gender
- Religion

Social Identity Wheel Activity

- Take a moment and fill out the outer spaces of the circle.



Social Identity Wheel Activity

- Take a moment to write how you identify for each of the listed categories.

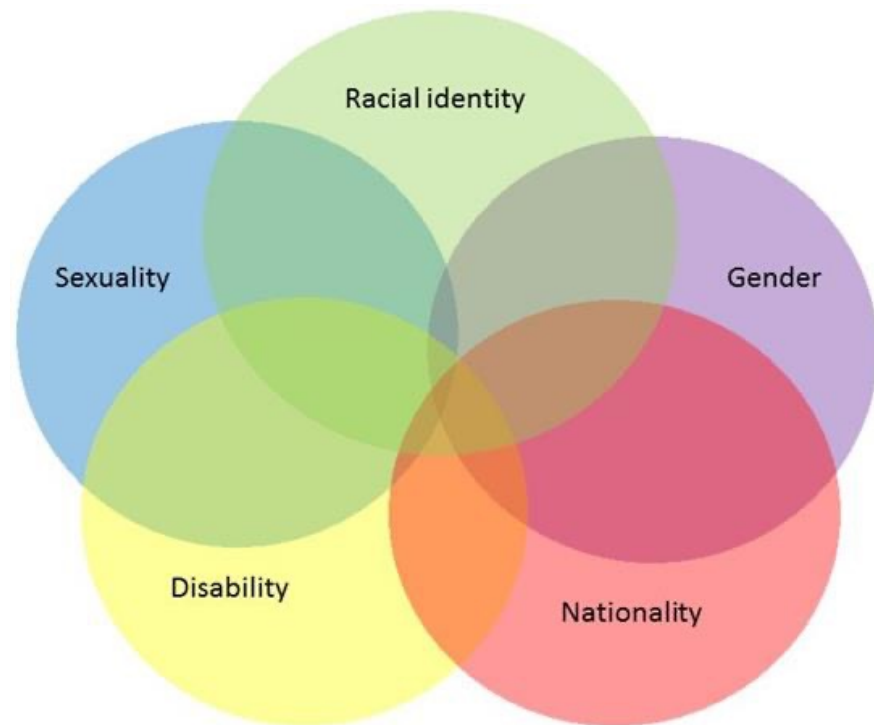
- Race
- Ethnicity
- Socio Economic Class
- Gender
- Sexual Orientation
- Age
- National Origin
- First Language
- Physical, Emotional, Developmental Ability
- Religion or Spiritual Identity

Discussion Questions

1. What part of your identity do you think about the most?
2. What part of your identity do you think about the least?
3. What part of your identity would you like to further explore?

Intersectionality

- Coined by Kimberle Crenshaw in 1989
- Intersectionality describes how race, class, gender, and other individual characteristics “intersect” with one another and overlap.
- "Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things" (Crenshaw, 2017).





✨ **BOOBERELLA** ✨

@TE_AMO_COURT



There are 2 types of ppl in this world smh



Mercedes S. Johnson

8h · 🌐

I just offered a candidate \$85,000 for a job. Had a budget of \$130K.

I offered her that because that's what she asked for. & I personally don't have the bandwidth to give lessons on salary negotiation.

Here's the lesson: ALWAYS ASK FOR THE SALARY YOU WANT (DESERVE), no matter how large you think it might be. You never know how much money a company has to work with.

[#beconfident](#)



You Retweeted



Briana Johnson - techie

@uhhbre

Had a junior software engineer ask for a very low a salary range. She will be shocked when this offer comes through.

We are paying your worth over here 🙌

8:03 AM · 1/25/22 · Twitter for iPhone

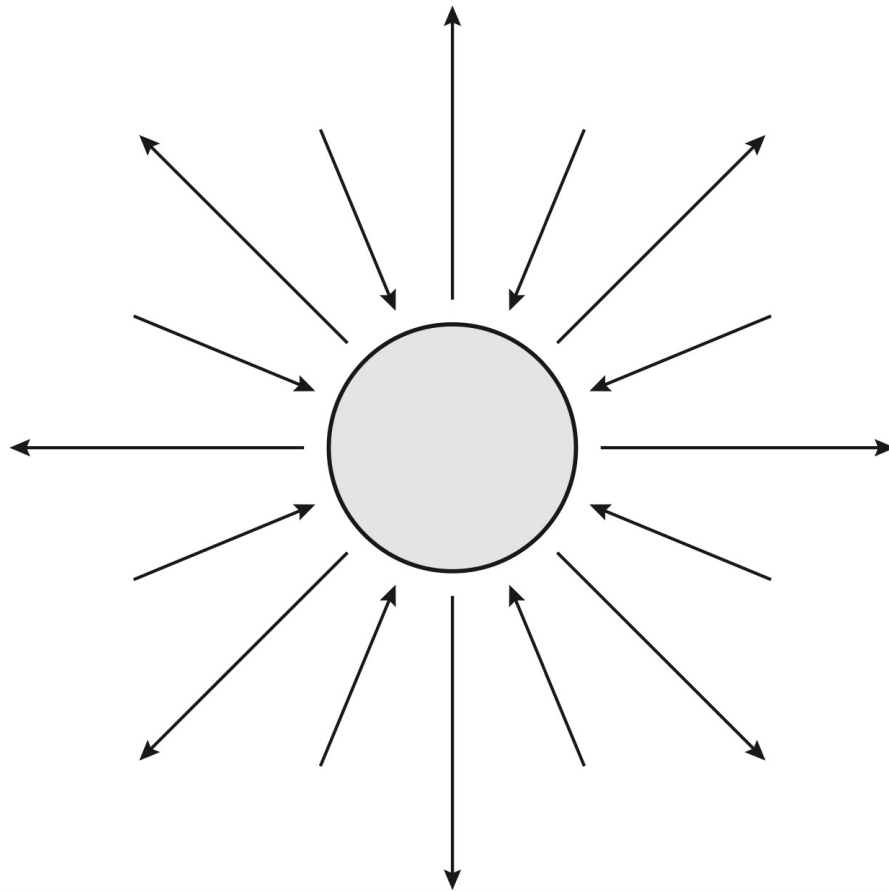
1,441 Retweets 185 Quote Tweets 18.7K Likes

9:21 PM · Jan 28, 2022



Starburst Identity Chart Activity

- Write your name in the circle.
- At the end of the arrows pointing **outward**, write words or phrases that describe **what you consider to be key aspects of your identity**.
- At the end of the arrows pointing **inward**, write words or phrases others might use to describe you.
- Add more arrows as needed.



Discussion Questions

1. Which identities have had the strongest effect on how you see yourself as a person?
2. What are common assumptions you hear based on your identities?
3. How have/haven't those assumptions shaped you?

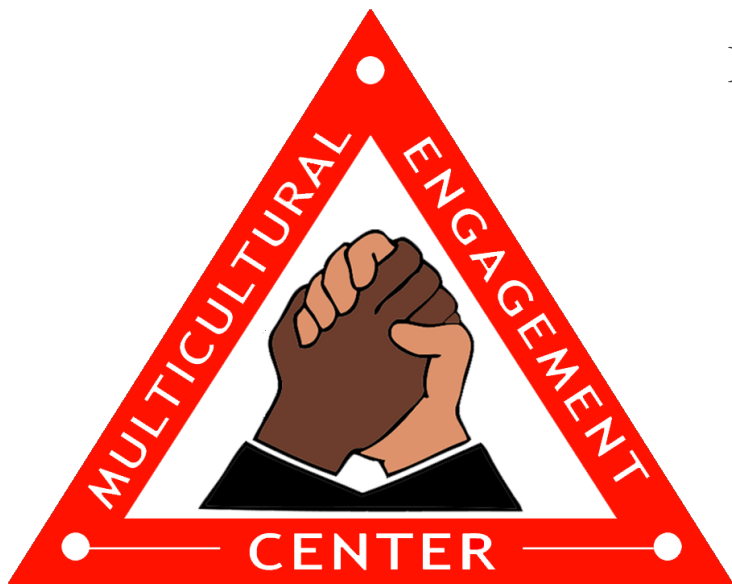
Campus Resources

- Participate in MEC agency community meetings
- Attend workshops/events hosted by Gender and Sexuality Center, Be Vocal, Disability and Access, Leadership and Ethics Institute, Counseling and Mental Health Center
- DDCE Programs/Initiatives - Study Abroad, Longhorn Center for Academic Equity, Fearless Leadership Institute, Latina/x and Indigenous Leadership Institute, Heman Sweatt Center for Black Males
- Take multiple courses in African and African Diaspora Studies (AADS), Women's and Gender Studies (WGS), Native American and Indigenous Studies (NAIS), Latino Studies (MALS), LGBTQ Studies, Center for Asian American Studies (CAAS), International Relations and Global Studies

IMPLICIT BIAS: INCREASING A LEVEL OF MINDFULNESS IN OUR PRACTICES AND SOCIAL SPACES

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1st Floor Suite 1.102

Learning Outcomes

- Participants will understand the definition of implicit bias.
- Participants will understand the importance of learning about implicit bias.
- Participants will develop knowledge and awareness of how implicit bias can show up in the spaces they occupy.
- Participants will learn various ways on how to address their implicit biases.

Community Guidelines

- Express thoughts using “I” statements
- What’s said here stays here, what’s learned here leaves here
- Commit to engage
- Be mindful of time when sharing
- Share, even if you feel like you don't have the right words
- Respect silence
- Camera on/off – up to you!
- Please do not take a screenshot without permission

Defining “Implicit” and “Bias”

- Implicit (“unconscious) – refers to something outside of our conscious awareness
- Bias - simply means an evaluation, belief, or preference

What is Implicit Bias?

Implicit bias – refers to **attitudes and stereotypes** about certain groups of people that we form **outside of our own conscious awareness** that **affect** our understanding, actions, and decisions in an unconscious manner.

Exercise 1

Peanut butter and _____

Hamburger and _____

Salt and _____

Hot and _____

Dogs and _____

Night and _____

Exercise 2

“If you can read this paragraph, it’s because our minds are very good at putting together pieces of information in a way that is easy for us to make sense of. Our minds do this automatically, without our conscious control.”

Discussion Question

Where do you think our implicit biases come from?

Discussion - The Impacts of Implicit Bias

- What are examples of implicit associations we make?
- What impact does implicit bias have in the following settings:
 - Interpersonal relationship
 - School settings
 - Workplace
 - Healthcare



Interrupting Our Implicit Bias – SPACE2 Model of Mindful Inclusion

- **Slowing Down** – being mindful and considerate in your response to others
- **Perspective Taking** – actively imagining the thoughts and feelings of others
- **Asking Yourself** – active self-questioning to challenge your assumption
- **Cultural Intelligence** – interpreting a person’s behavior through their cultural lens rather than your own
- **Exemplars** – identifying counter-stereotypical individuals
- **Expand** – the formation of diverse friendships

Scenario

You're the president of an honors student organization and it's time to review applications for membership.

- How can implicit bias show up in this scenario?
- What are ways to be more mindful and address potential implicit biases?

Campus Resources

- Participate in MEC agency community meetings
- Attend workshops/events hosted by Gender and Sexuality Center, Be Vocal, Services for Students with Disabilities, Leadership and Ethics Institute, Counseling and Mental Health Center
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Workshops & Feedback

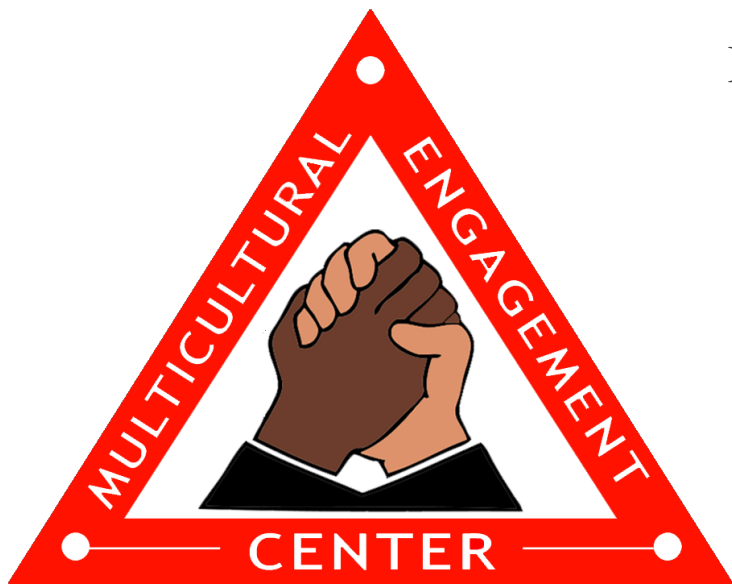
- Identity Development
- Power & Privilege
- Microaggressions
- Implicit Bias



MICROAGGRESSIONS: UNDERSTANDING IMPACTS OF OUR WORDS AND ACTIONS

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Learning Outcomes

- Participants will understand the definition of microaggressions
- Participants will become mindful of the long-term impact of microaggressions on their peers
- Participants will be empowered to engage in meaningful conversations with others about reducing harm and providing care for their peers

Community Guidelines

- Express thoughts using “I” statements
- What’s said here stays here, what’s learned here leaves here
- Commit to engage
- Be mindful of time when sharing
- Share, even if you feel like you don't have the right words
- Respect silence

What are microaggressions?

- Chester Pierce, Harvard Psychiatrist , 1970
- Micro-aggressions are the brief and everyday slights, insults, and indignities and/or denigrating messages sent by well-intentioned people who are unaware of the hidden messages they communicate.

(Derald Wing Sue, Columbia University)

Different Forms of Microaggressions

- Microassault – verbal or nonverbal attack meant to hurt someone of a marginalized group (on a conscious level)
- Microinsult – verbal or nonverbal communication that convey rudeness and insensitivity
- Microinvalidation – communications that nullify or invalidate the real experiences, thoughts, or feelings of those in marginalized groups



Decoding the Microaggression

- What was Paul trying to ask Franchesca?
- What can the question "Where are you from" imply?
- How did Franchesca choose to respond?

Microaggressions

- What are some examples of microaggressions you have experienced or witnessed?
 - Assuming you are in the wrong room
 - Surprised you can/cannot speak a certain language
 - Expecting you to perform well or not on an academic assignment
 - Being told you are “exotic” or “foreign”
 - Assuming your pronouns/misgendering someone

Intent vs. Impact

- Intent
 - Microaggressions can come from stereotypes, assumptions, lack of info, learned behavior, media, etc.
- Impact
 - Prejudice
 - Sense of belonging
 - Stress

Long Term Impact

- Social
 - Relationships with peers
 - Retention in groups
- Emotional/Psychological
 - Questioning worthiness/belonging
 - Feelings of sadness, anger, stress, uncertainty, fear
- Physical
 - Accelerated aging
 - Migraines

How can we do better?

[What to avoid]

- Responding with hostility
- Giving full attention to the individual causing the microaggression rather than the person experiencing the microaggressions
- Focusing on:
 - The intent of the micro-aggressor
 - What each person said or did
 - Who's right or wrong

How can we do better?

[When microaggressions happen]

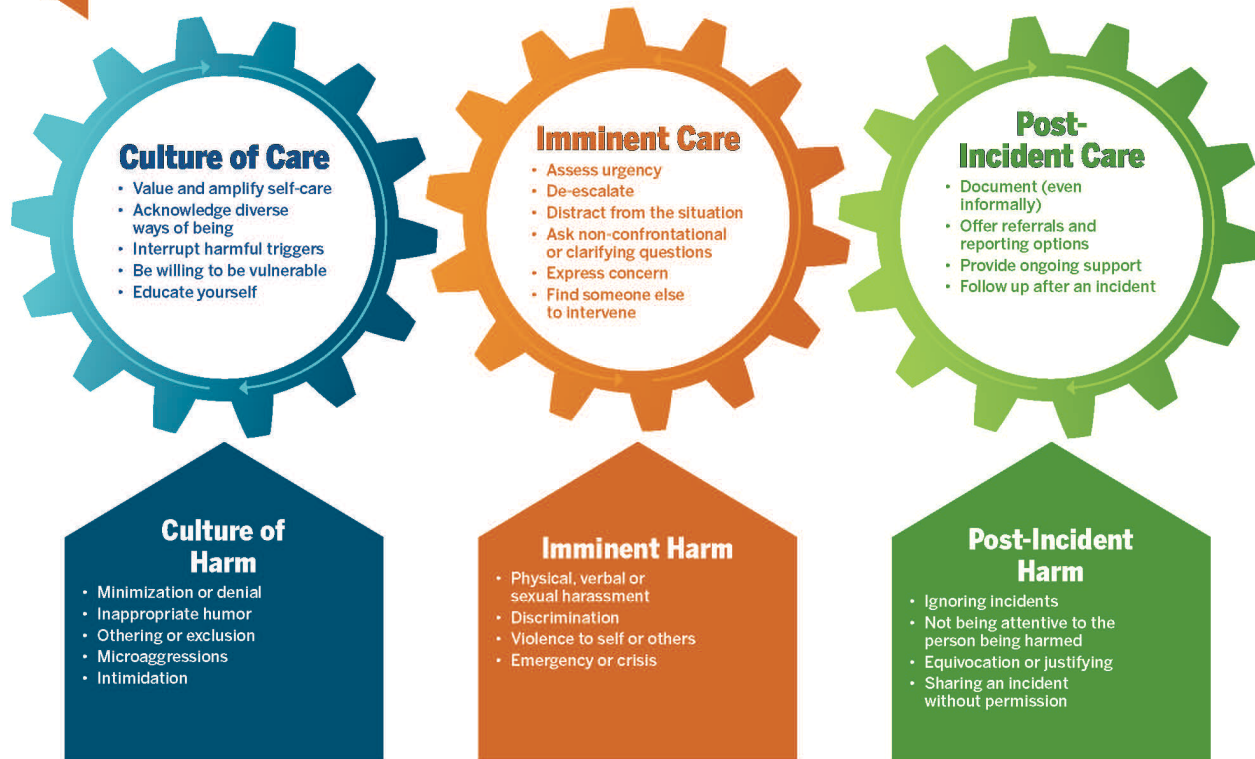
- Acknowledge the moment and the impact
- Empathy not defensiveness
- Listen
- Reflect on feelings and pursue action/learning

How can we do better?

[Before microaggressions happen]

- Recognize and reflect on your own biases, interactions, and behaviors
- Understand the definition of microaggressions
- Understand the intent vs. Impact
- Understand your own triggers and unpack them

Be VOCAL Spectrum of Care and Harm



Campus Resources

- Participate in MEC agency community meetings
- Attend workshops/events hosted by Gender and Sexuality Center, Be Vocal, Services for Students with Disabilities, Leadership and Ethics Institute, Counseling and Mental Health Center
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Upcoming Workshops & Feedback

Fall 2021

- Implicit Bias (11/3)



White Privilege: Unpacking the Invisible Knapsack

Peggy McIntosh, 1989

The following is an excerpt from Peggy McIntosh's essay, where she lists conditions that she can count on based on her skin color that her African American co-workers cannot. Read through the list and pick the top 5 that stand out the most to you and discuss.

To read the full article, please see: https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf

To see an analogous list of cisgender and heterosexual privileges, please see: https://docs.google.com/document/d/122P2gtkszZn-NvzD_hm8TpxR7dgaC7OXDAYCY2Ci2og/edit

I have come to see white privilege as an invisible package of unearned assets which I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

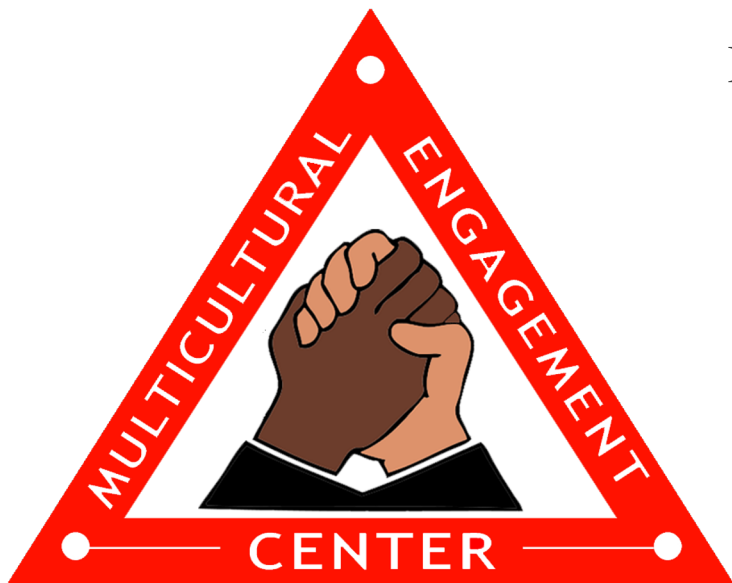
1. I can if I wish arrange to be in the company of people of my race most of the time.
2. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I want to live.
3. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
4. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
5. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
6. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
7. I can be sure that my children will be given curricular materials that testify to the existence of their race.
8. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
9. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
10. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial reliability.
11. I can arrange to protect my children most of the time from people who might not like them.
12. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty, or the illiteracy of my race.
13. I can speak in public to a powerful male group without putting my race on trial.
14. I can do well in a challenging situation without being called a credit to my race.
15. I am never asked to speak for all the people of my racial group.

16. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
17. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
18. I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
19. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
20. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and children's magazines featuring people of my race.
21. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance, or feared.
22. I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.
23. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
24. I can be sure that if I need legal or medical help, my race will not work against me.
25. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has racial overtones.
26. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.

POWER & PRIVILEGE: MOVING TEXAS FROM AWARENESS TO LEVERAGING FOR SYSTEMIC CHANGE

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Learning Outcomes

- Students will be able to define and identify their own privilege(s).
- Students will explore the dynamics of power and privilege.
- Students will learn various ways on how to leverage their power and privilege(s) to address systemic inequities.

Community Guidelines

- Express thoughts using “I” statements
- What’s said here stays here, what’s learned here leaves here
- Commit to engage
- Be mindful of time when sharing
- Share, even if you feel like you don't have the right words
- Respect silence

What is Privilege?

- According to the Merriam-Webster Dictionary (2020), privilege is defined as:
 - A right or immunity granted as a peculiar benefit, advantage, or favor
 - A right or benefit that is given to some people and not to others
 - A special opportunity to do something that makes you proud

“Privilege is the **unearned** social power accorded by the formal and informal institutions of society to **all members of a dominant group**. Privilege is usually **invisible** to those who have it because we’re taught not to see it, but nevertheless it puts them at an **advantage** over those who do not have it.” (Colours of Resistance Archive)

What is Privilege?



Privilege Self-Assessment Activity

- Take a moment and look over the list.
- Complete the left column first before completing the right column.



Privilege Self-Assessment

I **DO NOT** have privilege in these identities:

- Socioeconomic _____
- Sexual orientation _____
- Religion _____
- Gender Identity _____
- Physical Ability _____
- English Speaking _____
- Ethnicity _____
- Geographic Location _____
- Nationality _____
- Education _____
- Other: _____

I **DO** have privilege in these identities:

- Socioeconomic _____
- Sexual orientation _____
- Religion _____
- Gender Identity _____
- Physical Ability _____
- English Speaking _____
- Ethnicity _____
- Geographic Location _____
- Nationality _____
- Education _____
- Other: _____

Discussion Questions

1. What are one or more ways in which you have had unearned advantages in your life?
2. What are one or more ways in which you have had unearned disadvantages in your life?
3. Why do you think it's important to be aware of your privilege(s)?

Relationship between Power & Privilege

“Some individuals or groups wield greater **power** than others, thereby allowing them **greater access and control over resources.**” (Intergroup Resources, 2012)

Example: Housing policy 1934

- The Home Owners’ Loan Corporation (HOLC) was the first government-sponsored program to introduce a mass scale, the use of long-term, self-amortizing mortgages with uniform payment. The HOLC also initiated and institutionalized the practice of “redlining” (Massey & Denton, 1993).
- In the *Underwriting Manual* of the Federal Housing Administration, it stated that “incompatible racial groups should not be permitted to live in the same communities” (Gross, 2017).



Anne Braden
Civil Rights Activist
1924-2006

Action Steps

1. Lead with empathy. Get an understanding of individual experiences.
2. Guilt is a useless emotion. Privilege is not about damming or guiltling people into action. Acknowledge whatever privilege you have and consider ways in which to equalize power.
3. Ask... “How can we work to make sure that we are understanding and undermining the system of oppression and privilege that hurts all of us?”
4. Reach out to like-minded people within your community and work to transform broken systems or injustices that are evident.
5. Speak out against injustice – no matter how big or small.
6. Take advantage of the opportunities you **do** have. Find a way to make your experiences a benefit to others.

Action Steps

7. **READ!** Knowledge is power. Know the issues that affect your organization or community. Educate others with the same privilege, to check themselves.
8. Invest in accountable relationships across differences and listen to their experiences and the effect those experiences have had in their lives.
9. Use your privilege to support inclusive organizations, schools, and communities that have a strong commitment to diversity and equality. Consider ways to equalize power.
10. Be an ally for those who do not have privilege. Use your power and privilege to speak up for equitable treatment.
11. Lobby, organize, campaign, protest, recognize, and act against both external and internal forms of oppression and privilege.
12. Brainstorm how to use unearned assets to share power, which may include time, money, energy, literacy, mobility, leisure, connections, spaces, housing, and travel opportunities.

Scenarios

Scenario 1:

This academic year, you're working as a resident assistant. A freshman comes up to you during move in and complains that there isn't an elevator in the residence hall.

Scenario 2:

Every year, prior to the start of the fall, X student organization has a mandatory retreat. They require each member to pay for lodging and arrange their own transportation.

- What are possible barrier(s) and privilege(s) you notice in the scenario?
- How would you address the aforementioned barrier?

"Being privileged doesn't mean that you are always wrong and people without privilege are always right. It means that there is a good chance you are missing a few very important pieces of the puzzle."

--Ijeoma Oluo, *So You Want to Talk About Race*

Campus Resources

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Workshops & Feedback

- Identity Development
- Power and Privilege
- Microaggressions
- Implicit Bias



Reflecting on Bias and Privilege Case

Yeo Ju Choi

You are catching up with a colleague from a different unit, and you share that your college has been investing in diversity education resources. Your colleague, a White man, shares that his unit's DEI committee has also made recommendations, which included DEI training, but that he didn't understand what the other recommendations – on hiring, promotion, etc. – were talking about. He goes on to share that he himself recently hired someone who happened to be a White man for a role on his team, and that he had been worried about criticism from his peers, but that ultimately, he had hired the best person for the job.

What is your colleague not seeing, abstracting, legitimating?

How might you plant a seed of dissonance?

NOVEMBER 2022



REFLECTING ON BIAS AND PRIVILEGE

College of Liberal Arts

YEO JU CHOI

Division of Diversity and Community Engagement

Engagement Reminders

1

Listen Actively

2

Speak From Your Own Experiences

3

Challenge Respectfully

4

Participate to Your Fullest Ability

5

Agreement is Not the Goal

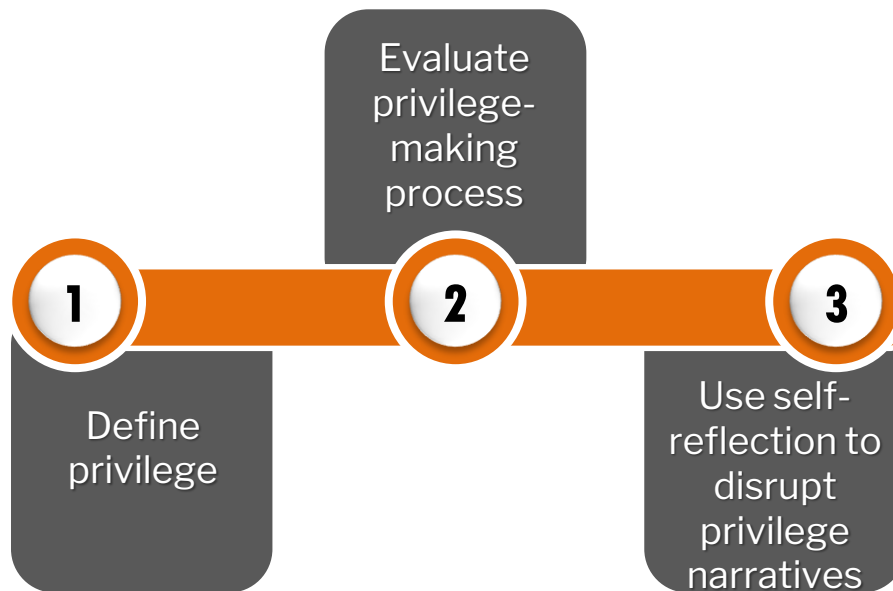
6

Be Conscious of Body Language

7

Take Space & Make Space

Learning Objectives



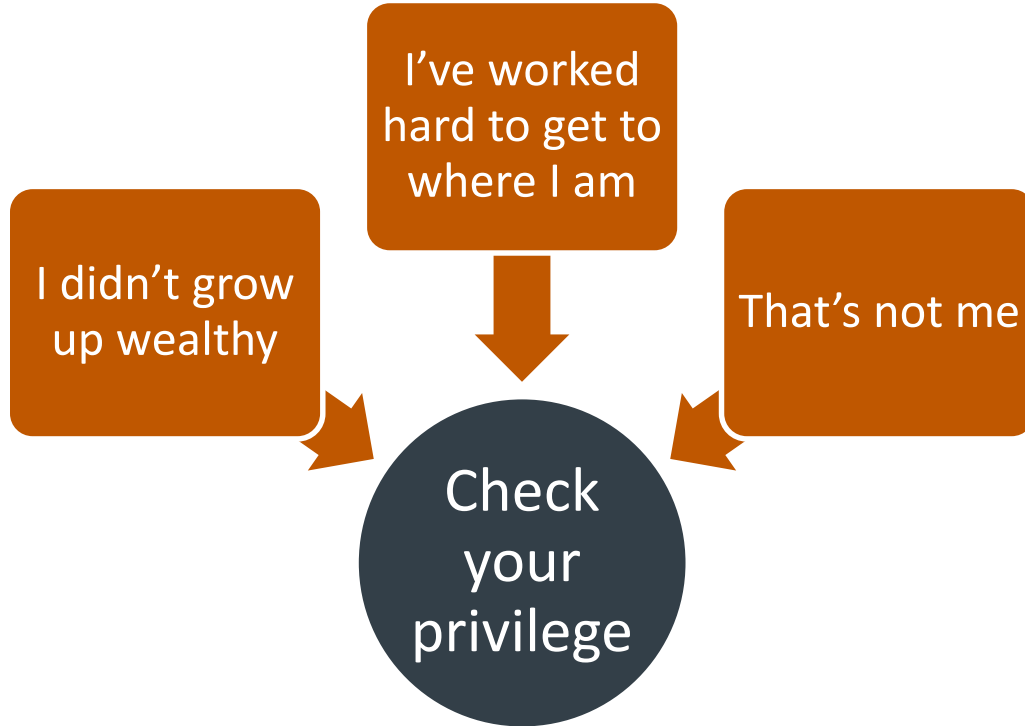
What Do We Mean by Privilege?

What Do We Mean by Privilege?

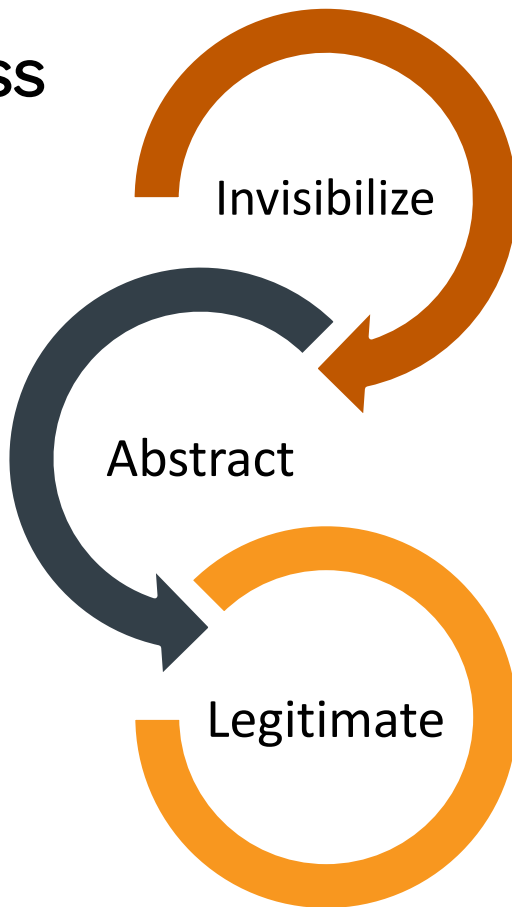
A right, advantage, or immunity granted to or enjoyed by an individual, corporation or individuals, etc., beyond the usual rights or advantages of others

“A public and psychological wage”

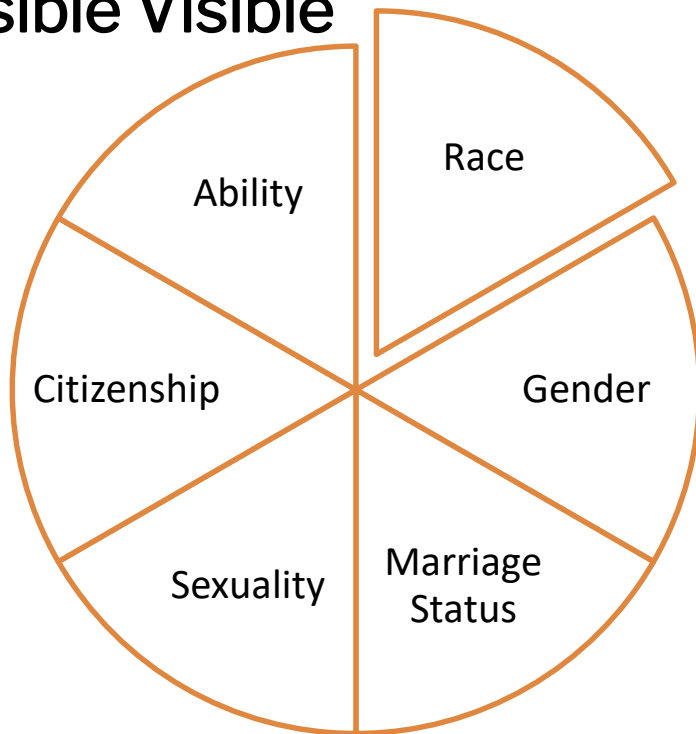
Feelings about Privilege

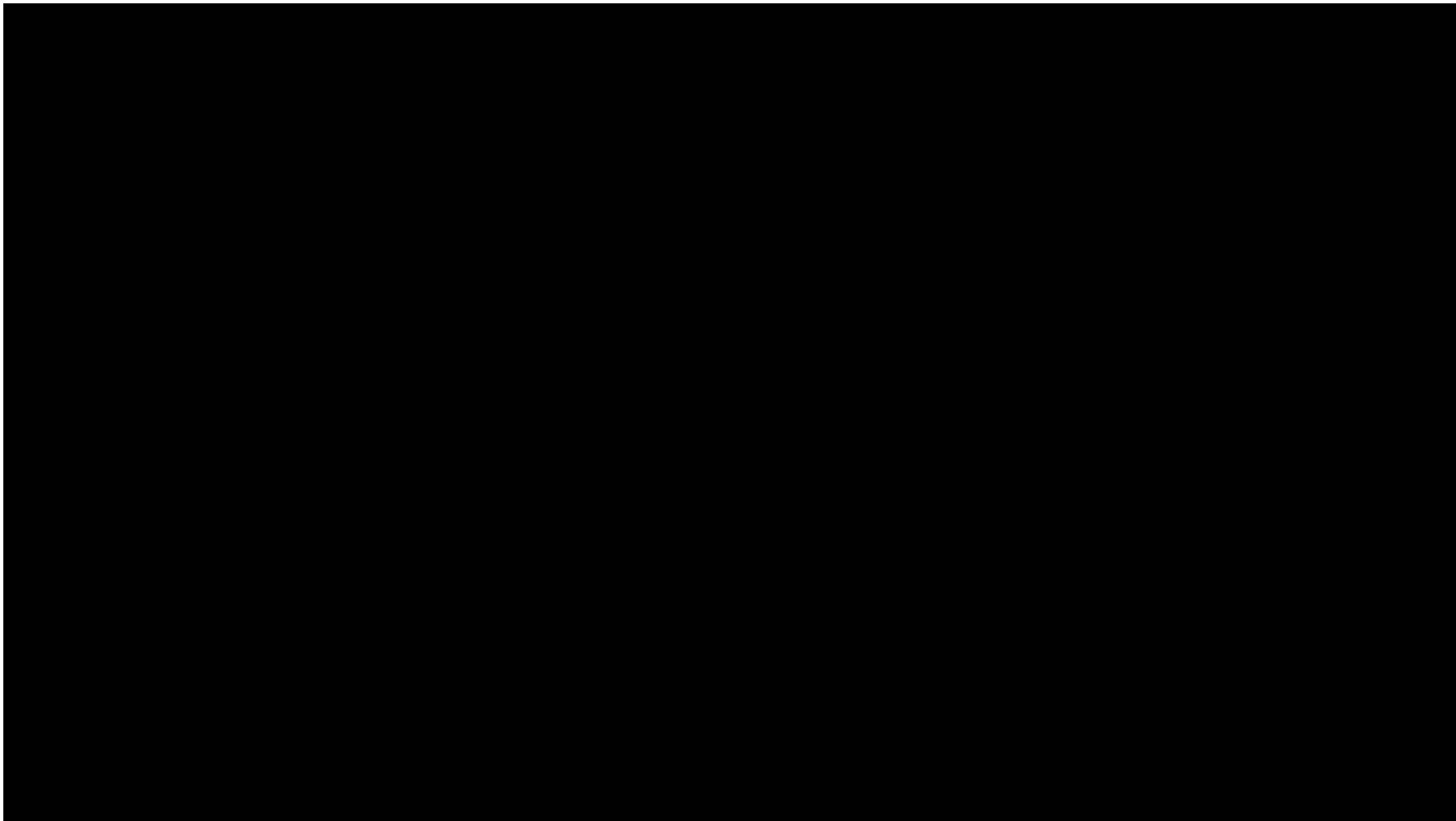


Privilege as a Process

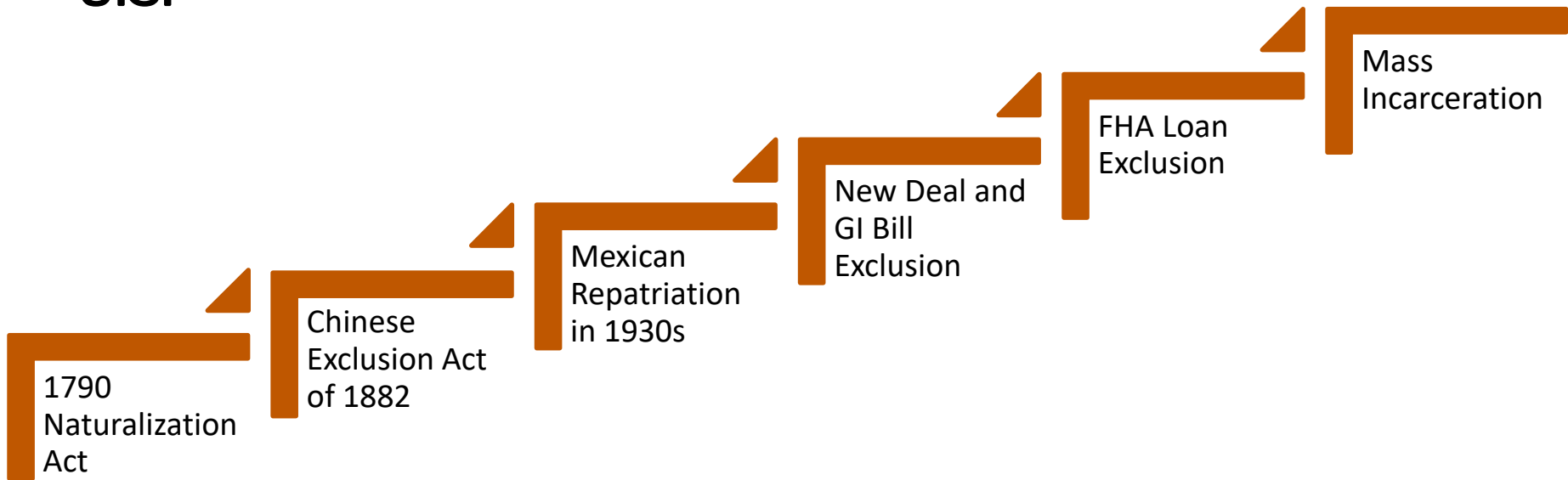


Making the Invisible Visible

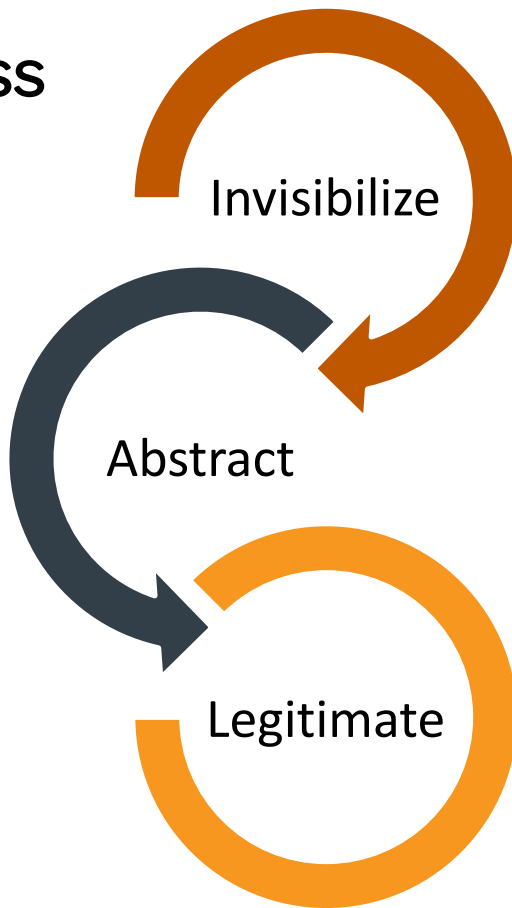




Making Durable Racial Inequality in the U.S.



Privilege as a Process



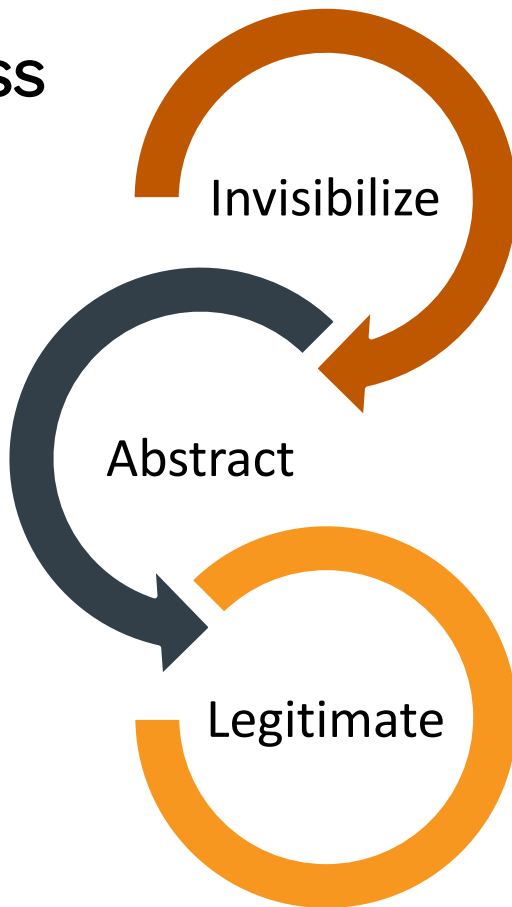
Abstract

“Yes, there is a clear gender imbalance between administrative and managerial staff, but women have self-selected into administrative roles.”

Differences made
irrelevant, not important

Nothing needs to be
done

Privilege as a Process



Legitimate

“I was chosen because
I always deliver.”

Individual merit as cover
for systemic inequities

Nothing needs to be
done

Case: I Don't Understand

You are catching up with a colleague from a different unit, and you share that your college has been investing in diversity education resources. Your colleague, a White man, shares that his unit's DEI committee has also made recommendations, which included DEI training, but that he didn't understand what the other recommendations – on hiring, promotion, culture, etc. – were talking about. He goes on to share that he himself recently hired someone who happened to be a White man for a role on his team, and that he had been worried about criticism from his peers, but that ultimately, he had hired the best person for the job.

*What is your colleague not seeing, abstracting, legitimating?
How might you plant a seed of dissonance?*

Bringing It Back to Bias

Errors in Decision-Making

Microaggressions and Meritocracy

Informal Networks and Relationships

Reflecting on Bias and Privilege

Bias and Privilege Takeaways

Identify barriers
to critical thought
on privilege

Acknowledge
how biases affirm
privilege

Disrupt privilege-
affirming process



Resources

- Office for Inclusion and Equity
www.equity.utexas.edu
- University Compliance Services
www.reportlineweb.com/utaustin
- Department of Investigation and Adjudication
<https://compliance.utexas.edu/department-investigation-and-adjudication>
- ADA
diversity.utexas.edu/disability-resources/contact-the-university-ada-coordinators/
- Disability and Access
<https://diversity.utexas.edu/disability/>
- TITLE IX
<https://titleix.utexas.edu/>
- OMBUDS
<https://ombuds.utexas.edu/>

Date Sent	Recipient	Email	Response Received	Note
02.18.22	Emil Wilbekin	[REDACTED] assistant@ewilbekin.com	Confirmed	Briefing call to be scheduled
02.23.22	André D. Singleton	[REDACTED]	Confirmed	
02.24.22	Drew Riley	[REDACTED]	Confirmed	
02.25.22	Jett Garrison	[REDACTED]	Confirmed	Notify of additional panelists once they are confirmed
02.28.22	Jordan E. Cooper	[REDACTED]	Confirmed	
03.02.22	Katie Barnes	Katie.barnes@espn.com	Confirmed	
03.03.22	Danielle Villasana	[REDACTED]	Confirmed	Note: may be out of country
03.07.22	Angel Flores	[REDACTED]	Confirmed	
03.09.22	Hope Giselle [Moderator]	info@hopegiselle.com [REDACTED]	Confirmed	
03.09.22	Vox Jo Hsu [Moderator]	vjohsu@austin.utexas.edu	Confirmed	
03.10.22	Erica Ciszek [Moderator]	erica.ciszek@austin.utexas.edu	Confirmed	
03.10.22	Jodi Egerton	[REDACTED]	Confirmed	Parent of trans athlete
03.11.22	Dr. Billy Table	[REDACTED]	Confirmed	
....	Jennifer McClearen	jennifer.mcclearen@utexas.edu	Confirmed	

Curran Nault
Kate Osmond
Erica Sizek
Shiv Ganesh
PJ Raval
Jennifer McLearn
Nik Palomares
Sam



Quick Links

- [Webinar registration link](#)
 - Zoom Webinar ID: 952 8954 3694
 - (registrants should receive a personalized link to join in email)
- [Symposium webpage](#)
- [Graphics for web and social media](#)

Green Room

- Wednesday Green Room (April 6th)
 - [https:// utexas.zoom.us/j/97171499273](https://utexas.zoom.us/j/97171499273)
- Thursday Green Room (April 7th)
 - <https://utexas.zoom.us/j/91529207442>
- Green Room questions
 - ask panelists about pronouns
 - ask about technical questions

[Land Acknowledgment](#)

- We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America.

Moreover, We would like to acknowledge the Alabama -Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

- [further reference, if needed.](#)

Wednesday Schedule [COMPLETED]

Emil Wilbekin

- Shanique (Assistant to Emil)
- Dee Walker (Speaker's agency rep / Chartwell Americas)

Hope Giselle

- Erica (Assistant to Hope)

Thursday Schedule

Panel 1: Witness: Centering the Stories of Trans Athletes | 10:00 - 11:15 a.m. CT

Panelists

- Katie Barnes (they/them)
- Angel Joy Flores (she/her)
- Jodi Egerton (she/her)

Moderator

- Jennifer McClearn (she/her)

Panel 2: The Dynamism and Diversity of Queer Storytelling | 11:30 a.m. - 12:45 p.m. CT

Panelists

- André D. Singleton (he/him)
- Drew Riley (she/her)
- Jordan E. Cooper (he/him)

Moderator

- Vox Jo Hsu (they/them)

Lunch: Virtual Film Screening | 12:45 - 2:00 p.m. CT

After Moody: A Conversation with LGBTQIA+ Alums and Their Allies | 2:00 - 3:15 p.m. CT

Panelists

- Jett Garrison (he/they)
 - is on a film shoot so he'll be logging in mobility to his Zoom
- Danielle V illasana (she/her)
- Dr. Billy Table (they/them)

Moderator

- Dr. Erica Ciszek (they/theirs)

Diversity in Media Symposium 2022

Title: “*Queer Futures: Media and Communication at the Intersections*”

Date: Wednesday, April 6th - Thursday, April 7th

Location: Virtual

Audience: This event is free, virtual and open to all.

OVERVIEW

The Moody College Office of Diversity, Equity, and Inclusion will present the 2nd annual Diversity in Media Symposium in Spring 2022. Each academic year, this symposium will commit itself to exploring an aspect of diversity, equity, inclusion, accessibility, and social justice across the media ecosystem.

This year’s symposium is titled “***Queer Futures: Media and Communication at the Intersections***”. It will feature practitioners from LGBTQIA+ communities operating across the media and communication landscape. Conversations will highlight the layered representations of queer communities throughout the media and communication industry and emphasize meaningful intersections with issues of economic justice, climate justice, racial justice, health justice, migrant justice, and more.

Scholars, artists, journalists, and an array of media and communication professionals will be featured in group discussion with the goal of offering students and the campus community diverse viewpoints and deeper context to carry in to their future endeavors.

Wednesday, April 6	DAY 1
5:45 - 6:00 PM	Opening Remarks
6:00 - 7:00 PM	<u>Keynote</u> : “A Conversation with Emil Wilbekin”
Thursday, April 7	DAY 2
9:45 - 10:00 AM	Opening Remarks
10:00 - 11:15 AM	“Witness: Centering the Stories of Trans Athletes”
11:30 AM - 12:45 PM	“The Dynamism and Diversity of Queer Storytelling”
12:45 - 2:00 PM	<i>Lunch and Virtual Film Screening</i>
2:00 - 3:15 PM	“After Moody: A Conversation with LGBTQIA+ Alums and Their Allies”
3:15 PM	<i>Closing Remarks</i>

CONTACT

moodydei@austin.utexas.edu

Additional Details

DAY 1

Keynote | April 6: 6:00-7:00PM

- A Conversation with [Emil Wilbekin](#)
- Moderated by [Hope Giselle](#)

DAY 2

Panel 1 | April 7: 10:00-11:15AM

- *Witness: Centering the Stories of Trans Athletes*
 - Texas House Bill 25 sent shockwaves across the state, forcing many adolescent transgender student athletes and their parents to wonder if they'd ever be able to participate in athletic competition on a level playing field. Centering the voices of trans athletes, sports journalists and the parents of trans athletes, this conversation will not just speak to the anti-trans legislation being used to intimidate and further marginalizes those in the trans community, but will also be a forum where those within the community and those in allyship with them speak to the strategies being used to fight, resist, and thrive.

Panel 2 | April 7: 11:30AM-12:45PM

- *The Dynamism and Diversity of Queer Storytelling*
 - LGBTQIA+ artists have often been forced to create in the shadows and on the sidelines, under conditions of scarcity, violence, and exclusion—more so for LGBTQIA+ artists who are further marginalized by differences of race, ethnicity, ability, generation and beyond. But recent years have not only seen more LGBTQIA+ storytellers take center stage but have also seen them dynamically transform their respective creative cultures and industries. This panel will feature artists whose work is not only queerly trans*gressive, evocative and ground-breaking, but whose very existence speaks to the power of using one's creative voice as a tool of resistance.

Lunch | April 7: 12:45-2:00PM

- streaming work created by LGBTQIA+ Moody students

Panel 3 | April 7: 2:00-3:15PM

- *After Moody: A Conversation with LGBTQIA+ Alums and Their Allies*
 - LGBTQIA+ students are essential members of the Moody community and have been integral in shaping the present efforts and future ambitions of the college. We've invited three accomplished Moody alumni whose professional work has

centered LGBTQIA+ communities in diverse and compelling ways. They will discuss their career paths, how questions of personal identity influence their work, and offer guidance for Moody students embarking on their own professional endeavors.

Final Remarks | April 7: 3:15-3:30PM



What is asexuality?

An asexual person is someone who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of who we are. Asexuality does not make someone's life any worse or any better, they just face a different set of challenges than most sexual people. There is considerable diversity among the asexual community; each asexual person experiences things like relationships, attraction, and arousal somewhat differently.

Can asexuals have successful romantic relationships with each other?

Yes! The hard part is to find a compatible asexual person, but as asexual visibility increases and asexuality becomes accepted, this is expected to get easier.

How can you have relationships without sex?

There are a myriad of ways for asexuals to form close bonds and relationships with others. Some asexuals keep close friendships, some enjoy "traditional" (but not sexual) romantic couplings. Others form completely different, perhaps unique, relationships.

Can asexuals have successful romantic relationships with sexuals?

Yes! Some of these relationships are completely sexless; in others, both partners experiment with "pseudosexual behavior" and find things that work for both of them. Like with any other compatibility issue in a relationship, the key is to establish excellent communication so that both partners can know and respect each other's situation.

Is it possible to be asexual as well as lesbian, gay, or bi?

Yes, it is. Asexuals do not experience sexual attraction, but some experience romantic attraction, which can be directed towards people of all genders. Some asexuals therefore identify as gay or lesbian asexuals, while others identify as straight asexuals; others are open to prospective partners of all genders, and still others don't want romantic relationships with anybody at all.

I would like to date a certain person, but I'm fairly sure that they're sexual. How can I approach them without giving them the wrong impression?

First and foremost, be honest with them about how you feel and what you're capable of sharing as part of the relationship. Many

Affirming Asexuality



What is the "Ace Umbrella"?

There's a gray area between asexuality and non-asexuality. Some people say that they occasionally experience sexual attraction, yet still relate to asexuality. The ace umbrella encompasses asexuals, as well as people in this gray area.

Some people, known as "gray-sexuals," experience sexual attraction infrequently or not very strongly or possibly aren't quite sure whether or not what they experience is sexual attraction.

One subtype of gray-sexuals, known as "demisexuals," can experience sexual attraction only after developing a close emotional bond with someone.

Information from Asexuality Archive
www.asexualityarchive.com





people have low or no interest in sex. Don't assume that everyone else is sexual, even if it sometimes feels that way. Some sexual people will be willing to commit to a non-sexual person if they feel really strongly about them. It's worth taking the chance.

My partner is pressuring me to do sexual things that I don't want to do. How do I resolve this tension?

Pressure of this sort is often a bad sign in a relationship and can be a problem for sexuals as well. However, different people have different comfort zones and your partner may not be aware that their comments or actions are being interpreted as unwelcome pressure. Make sure that you and your partner have both communicated clearly about expectations and boundaries within your relationship. With good enough communication, you and your partner may find ways for your partner's sexual needs to be met without making you uncomfortable. If your partner does not attempt to listen to you reasonably or take "no" for an answer, but continues pressuring you, this is a bad sign. It may be best to find a better partner who can respect your choices regarding your body.

I think my partner might be asexual. What should I do?

Introduce the topic to them gently some people prefer to bring up the fact that asexuality exists without necessarily making any implications regarding their partner, and see where the conversation goes from there. Whether your partner is really asexual or not, there are some general guideline that you may find helpful. The importance of communication cannot be overstressed. Take nothing for granted about your partner's sexuality. Do not assume that they necessarily want to participate in any particular act with you. Respect their body and choices, even if you have trouble understanding them. Avoid creating an atmosphere where sexual acts seem like a duty or an obligation.

If my partner isn't sexually attracted to me, does this mean that they don't really love me?

No! Asexuals feel love as strongly as anyone else does; it simply isn't connected to sex for them. However, your partner may feel confused and alienated from you because they do not understand how important sex is for you and why you desire it. Good communication can help bridge this gap.

Information from The Asexual Visibility & education Network (AVEN)

www.asexuality.org

Additional Resources:

Asexuality: A Brief Introduction: Available free online @ <http://www.asexualityarchive.com/book/>

Understanding Asexuality by Anthony Bogaert

The Asexuality Archive: <http://www.asexualityarchive.com/>

The Asexual Agenda: <http://asexualagenda.wordpress.com/>

The Asexuality Visibility & Education Network (AVEN): <http://www.asexuality.org/home/>





An Intro to and Resources on Polyamory

Important definitions:

Monogamy: is the practice of having a single partner during a period of time. In non-possessive, honest, responsible, and ethical monogamous relationships, the partners agree to share sexual and/or romantic love only with each other while supporting each other to have fulfilling community relationships.

Nonmonogamy: the practice of having more than one sexual or romantic relationship at a time

Polyamory: is the practice of loving multiple people simultaneously. In non-possessive, honest, responsible and ethical polyamorous relationships, partners agree to share sexual and/or romantic love, choosing and communicating clearly among partners involved. People involved in polyamorous relationships often experience exclusion because current social norms dictate loving only one person at a time. Polyamory is from the root words Poly (meaning "many") and Amour (meaning "love"); hence "many loves" or polyamory.

Polyfidelity: a group in which all partners are primary to all other partners and sexual fidelity is to the group; shared intent of a lifelong run together. More primary partners can be added with everyone's consent, or the group may not allow any "outside" partners at all. The term was coined by the Kerista commune.

Intentional Family: A family unit where the participants choose to be in a family relationship. Participants may or may not live together.

Participants may or may not be sexually involved.

Commitment: A relational promise or personal dedication to a long-term course of action. Relational commitments may be made between any number of consenting folks.

Jealousy: an emotional response to feeling that what you have or are experiencing is being or could be threatened; one approach to minimizing jealousy in all relationship structures is to talk together and make a series of agreements (see the resources for help).

Resources:

Articles:

- [24 Questions About Gay Polyamorous Relationships You Wanted to Ask But Were Too Polite To](#), Edward Yager, *Huffington Post*
- [9 Strategies For Non-Oppressive Polyamory](#), Janani Balasubramanian, *Black Girl Dangerous*
- [Answers To Every Question You Have About My Queer Polyamorous Relationship](#), Jade Slyvan, *Buzzfeed Poly Resources (literature list)*, Andrea Zanin
- [Queer Brown Girl Trying to Be a Parent – Polyamory and Parenting](#), Deb Singh, *Shameless*
- [Relationship Skills: a checklist](#), "aggienez," *Solopoly*
- [So You Think You're Polyamorous: A Guide to Coming Out to Yourself](#), Sian Ferguson, *Everyday Feminism*

Books:

- Opening up: A guide to creating and sustaining open relationships* by Tristan Taormino (Cleis, 2008)
- Love In Abundance: A Counselor's Advice on Open Relationships* by Kathy Labriola (Greenery, 2010)
- More Than Two: A practical guide to ethical polyamory* by Franklin Veaux & Eve Rickert (Thorntree, 2014)
- Pagan Polyamory: Becoming a Tribe of Hearts* by Raven Kaldera (Llewellyn, 2005)
- The Polyamorists Next Door: Inside Multiple-Partner Relationships and Families* by Elisabeth Sheff (Rowman & Littlefield, 2015)
- Polyamory and Jealousy: A More Than Two Essentials Guide* by Eve Rickert & Franklin Veaux (2015)

Blogs:

- [Loving Without Boundaries](#) Poly blog and podcast by Killy Chambliss, covering non-monogamy from an ethical, sex-positive perspective.
- [Polyamory Weekly](#) A blog maintaining over 564 podcasts (and counting) about polyamory by Cunning Minx, Lusty Guy & Koe Creation

Local resources:

<http://www.austinpoly.com/austin.html>

Including Information from:

[Non-Monogamy 101](#), UWM LGBT Center
[LGBTQ America Today: An Encyclopedia](#)
[Encyclopedia of Sex and Gender](#)

Gender and Sexuality Center

William C. Powers, Jr. Student Activity Center (WCP), Suite 2.112
Campus Location: 2201 Speedway



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(512) 232-1831 | www.utgsc.org | gsc@austin.utexas.

DO (& Support Others to)

- Affirm identities
- Respect pronouns and names and share your own
- Find, read, share, and credit posts and articles by people who are directly affected by oppression
- Speak only from your own experience and listen to each other's different experiences
- Talk with and give tools to organizations you partner with to be more inclusive and affirming
- Consider when you are speaking, reading, and doing outreach that women and LGBTQIA+ people also include people of color, people with disabilities, undocumented people, and people of other historically marginalized identities -- our experiences are different
- Research about identities that are new to you -- ask questions at the GSC
- Apologize if someone calls you in/out and make the effort to prevent future harm
- Share these strategies with people who share your privileged identities

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DON'T (& Support Others Not to)

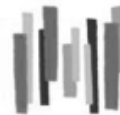
- Make assumptions about folks' identities, pronouns, and names
- Appropriate and discredit ideas and thoughts from leaders within marginalized groups
- Generalize the experiences of those directly affected based on a few encounters
- Say you can relate to or understand experiences you don't have
- Jump in with a solution and take control of conversations surrounding discrimination and oppression that you don't experience
- Assume oppressed people don't already have solutions and strategies
- Ask personal or invasive questions about folks' identities -- it can be exhausting for folks to have to explain basic questions about their identities and have to constantly justify their identities
- Be defensive if someone gives you constructive feedback
- Do nothing and perpetuate cycles of intentional or unintentional oppression

These are a few steps to end racism, sexism, homophobia, ableism, classism, transphobia, biphobia and other forms of discrimination

"I change myself, I change the world" -Gloria Anzaldúa

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On a daily basis, if I am a cisgender person, I can usually assume:

1. Strangers don't assume they can ask me what my genitals look like and how I have sex.
2. My validity as a woman/man/human is not based upon how much surgery I've had or how well I "pass" as cisgender.
3. When initiating sex with someone, I do not have to worry that they won't be able to deal with my body or that having sex with me will cause my partner to question their own sexual orientation.
4. My politics are not questioned based on the choices I make about my body in relation to gender identity.
5. I don't have to hear "so have you had THE surgery?" or "oh, so you're REALLY a [incorrect sex or gender]?"
6. I am not expected to constantly defend my medical decisions in relation to my gender identity.
7. Strangers do not ask me what my "real name" [birth name] is and then assume that they have a right to call me by that name.
8. People do not disrespect me by using incorrect pronouns even after I've told them my pronouns.
9. I do not have to worry that someone wants to be my friend or to have sex with me in order to prove their "hipness" or good politics.
10. I do not have to worry about whether I will be able to find a bathroom to use or whether I will be safe changing in a locker room.
11. When engaging in political action, I do not have to worry about the gendered repercussions of being arrested. (What will happen to me if the police find out that my genitals do not "match" my gendered appearance? Will I end up in a cell with people of my own gender?)
12. I do not have to defend my right to be a part of queer communities and lesbians and gay people will not try to exclude me from OUR movement in order to gain political legitimacy for them.
13. My experience of gender (or gendered spaces) is not viewed as "baggage" by others of the gender in which I live.
14. I do not have to choose between either invisibility ("passing") or being consistently "othered" and/or tokenized based on my gender.
15. When I go to the gym or a public pool, I can use the showers.
16. If I end up in the emergency room, I do not have to worry that my trans identity will keep me from receiving appropriate treatment nor will all of my medical issues be seen as a product of my trans identity. ("Your nose is running and your throat hurts? Must be because of the hormones!")
17. My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my trans identity.
18. When I express my internal identities in my daily life, I am not considered "mentally ill" by the medical establishment.
19. I am not required to undergo extensive psychological evaluation in order to receive basic medical care.
20. I am less likely to be fired on the basis of my gender identity or expression.

These dynamics are just a few examples of the privilege that cisgender people have. Transgender and genderqueer people have a range of different experiences but cannot count on most of these conditions in their lives.

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Serving Women and LGBTQA Communities

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Heterosexual Privilege**

On a daily basis, if I am a heterosexual person, I can usually assume:

1. My roommate, hall mates and classmates will be comfortable with my sexual orientation.
2. If I pick up a magazine, watch a TV show or movie, or listen to music, my sexual orientation will be represented.
3. When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
4. If my family or friends find out about my sexual orientation there will not be economic, physical, or psychological consequences.
5. That as a child I didn't experience games that attack my sexual orientation (i.e. fag tag or smear the queer).
6. I will not be accused of being abused, warped, or psychologically confused because of my sexual orientation.
7. I won't be asked to speak for everyone who is heterosexual.
8. People don't ask why I made my choice of sexual orientation.
9. People don't ask why I made my choice to be public about my sexual orientation.
10. My sexual orientation was never associated with a closet.
11. People won't try to convince me to change my sexual orientation.
12. My classes will require curricular materials that testify to the existence of people with my sexual orientation.
13. People won't harass me because of my sexual orientation.
14. I will be able to easily find a religious community that will not exclude me for being heterosexual.
15. I can count on finding a therapist or doctor willing and able to talk about my sexuality.
16. I will be able to find sex education literature for people of my sexual orientation.
17. I will be able to find people of my sexual orientation represented in the UT staff, faculty, and administration.
18. I can walk in public with my significant other and not have people double-take or stare.
19. Nobody will call me straight with maliciousness.
20. I won't be asked to think about why I am straight.
21. I can be open about my sexual orientation without worrying about my job.
22. I can go for months without being called straight.
23. In everyday conversation, the language my friends and I use will include my sexual orientation. For example, sex inappropriately referring to only heterosexual sex or family meaning heterosexual relationships with kids.
24. People do not assume I am experienced in sex (or that I even have it!) merely because of my sexual orientation.
25. I won't be fired for my sexual orientation.

These dynamics are just a few examples of the privilege that heterosexual (or straight) people have. Lesbian, gay, bisexual, pansexual, asexual, and queer people have a range of different experiences but cannot count on most of these conditions in their lives.

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This resource is for allies who are multilingual and wishing to affirm and communicate non-binary folks' identity (non-binary meaning people who don't identify as exclusively or at all as women or men). Thanks to great activism, non-binary or gender-inclusive pronouns are a part of many languages, including those with a frequent emphasis on gender (French, German, English, etc.). This handout has a list of various languages with non-binary or gender-inclusive pronouns for allies to use and affirm their non-binary friends. Keep in mind that not every language is represented, not every pronoun of every language included, and language is constantly evolving. If you know more, let us know so we can update this resource.

What are Non-binary or Gender-Inclusive Pronouns?

A pronoun is a part of speech that takes the place of other nouns. Gender pronouns often indicate gender, for example, she/her/hers, he/him/his. Common non-binary or gender-inclusive pronouns include they/them/theirs and ze/hir/hirs (pronounced "zee", "here", and "heres"). When we use pronouns like she or he to identify a person before we ask, we are making an assumption about that person's gender that might be different from their identity. We can avoid misgendering people by asking which pronouns they use or using gender-inclusive pronouns.

Why are Non-binary or Gender-Inclusive Pronouns Important?

Affirming people's identity is important in every language. Not everyone identifies with binary gender pronouns like she/her or he/him. It's important that we, as human beings, respect people's identities and the pronouns they use. Languages have different ways of expressing gender, but don't feel discouraged by not knowing the non-binary or gender-inclusive pronouns of the languages you speak. The following list is here to help.

When do you use Non-binary or Gender-Inclusive Pronouns?

Just as you do with names, any time you're going to use a pronoun for someone, ask. Ask by sharing your own pronouns and asking "What pronouns do you use?" Make this part of your regular practice so that you're not making assumptions based on appearance. For more information, see our handout [Pronouns: A How-To Guide](#).

You can also include non-binary or gender-inclusive pronouns in examples, handouts, and other places where you are using a set of pronouns to include all readers.

Non-binary or Gender-Inclusive Pronouns List

arabic (عربي)





- **arabic** (they, originally dual, can work as a neutral singular third person)
 - **انتما** (second person dual)

bulgarian (български език)

- **те/тях/тежен/им** (generally used for a group of people, could be used as singular as in “they”)

chinese (中文)

- **mandarin/普通话**: 他 or 她 (tā) - only pronunciation is gender-neutral, characters are gendered
- **cantonese/广州话**: 佢 (keoi5/keúih) - them/him/her/it
- add 們 (men) to either for plural, add 的 (de) to make it possessive
- 那个人 (simplified) 那個人 (traditional) (na4ge4ren2- that person) and 这个人 (simplified) 這個人 (traditional) (zhe4ge4ren2- this person)

czech/čeština

- **Isht's oni/je/jejich/se they/them/their/themself** and the use is: **Oni jsou moc milým člověkem.** - They are a very nice person.

danish/dansk

- **de/dem/deres**
- **hen/hen/hens**

dutch/nederlands

- **zij/hen/hun**
- **ze/hun/ze** - (note: literal translation of they, but ze is often used as “she”)
- **"hen/hen/hun/zichzelf"** or **"die/hen/hun/zichzelf"**

english

- **they/them/theirs**
- **ze/hir/hirs**
- **ze/zem/zeirs**
- **xe/xem/xeir (xyr)**

esperanto

- **ri**
- **Ŝi** - combination of he/she, generally used like “they” in english

estonian/eesti keel

- **tema/teda/tema (formal)**
- **ta/teda/tema**

farsi





finnish/suomen kieli

- hän/hänen (formal)

french/le français

- ol/mo - ex: ol s'appelle Bidule et c'est mo pote.
- ille (referring to oneself), ceulle (referring to someone else)
- eux (sometimes used as a subject-position instead of object-position)

georgian/kartuli/ქართული

- ის / იმან / იმის (is / iman / imis) = they / them / their

german/deutsch

- | | |
|-----------------------|---------|
| • xier/xieser/dier | • sie_r |
| • xier/xies/xiem/xien | • si_er |
| • sie_er | • x |
| • er_sie | • sie* |
| • sier | • er* |
| • es | |

greek/ελληνικά

- αυτ@, εκείν@ (singular) φίλ@ς (plural) - not pronounceable, good for writing though

hebrew/לְבִרִית/עִבְרִית

- Add ם or ן to make binary pronouns plural. םצמם\שלהם\אותם is male form; replace with ן to make it female but people use these as gender neutral pretty often because that's the closest you would get.

hindi

- The pronouns “he” & “she” in english both translate to “vah” (वह) in hindi.

icelandic/islenska

- | | |
|---------------------|--|
| • hín/hín/híni/híns | • hán/hán/háni/háns - mix of binary pronouns |
| • hé/hé/hé/hés | |

ilocano/Ti Pagsasao nga Iloko

- isuna (singular they), na (singular their), kaniana/kenkuana (singular theirs), isuda (plural they), da (plural their), kaniada/kadakuwada (plural theirs)





indonesian/bahasa indonesia

- dia (third person singular), mereka (third person plural)

irish/gaeilge

- sibh/siad

latvian/latviešu valoda/lettish

- viņi/viņu/viņiem

lithuanian/lietuvių kalba

- Jie/Jų/Jiems/Juos/Jais/Juose

malay/bahasa melayu/bahasa malaysia

- dia

michif

- wiya

norwegian/norsk

- dem/dem/deres
- hen/hen(henom)/hens(henoms)
- hin/hin/hins
- sir/sir/sirs

portuguese/lingua portuguesa/português

- el@/del@
- elx/delx
- elæ/delæ

punjabi

- he/she: “uha usa” or ਉਹ ਉਸ; him/her: “usa” or “usanū” or ਉਸ or ਉਸਨੂੰ; his/hers: “usadā” or ਉਸਦਾ)

russian/ру́сский язы́к

- ох/ех/ех/ем/их/них

slovak/slovenský jazyk

- oni/nich/im/ich/nimi

slovenian/slovenščina

- oni/z njimi/njim (they/with them/to them). Now if you want to say: I want to help them - you don't use 'njim' but 'jim'. (Želim jim pomagati; Pomagati jim želim.)

spanish/español/castilano/castellano

- Pronouns that can be written and pronounced:





- Elle/le/-e (neutral): “Elle es le niñe linde”
- Elli/li/-i (neutral, cacophonous and uncommon): “Elli es li niñi lindi”
- Ellu/lu/-u (neutral, cacophonous and uncommon): “Ellu es lu niñu lindu”
- **Pronouns that can be written but not pronounced:**
 - Ellx/lx/-x: “Ellx es lx chicx lindx” (can be used by both poc and white folks)
 - Ell*/l*/-*: “Ell* es l* niñ* lind*”
 - Ell@/l@/-@: “Ell@ es l@ niñ@ lind@”
 - Ellæ/læ/-æ: “Ellæ es læ niñæ lindæ”

swedish/svenska

- hen/hen(henom)/hens(henoms) - variations are in parentheses, gender-neutral third person personal pronouns
- de/dem (dom)/deras

tagalog

- siya/sila (they) niya/nila (them/their) (sa) kanya/(sa) kanila (theirs/preposition them)

turkish/türkçe

- o/onlar

vietnamese

- Chanh (Pronounce - cha - un)
 - Vietnamese, chị (older sister) + anh (older brother, darling) = chanh (lemon), a term for queer folk who don't identify with binary gender
 - "chanh" is a queer Vietnamese diasporic neologism, which might be why the term might not be well-known in Việt Nam. But Vietnamese as a language is not owned only by people in Việt Nam, and the existence of 4 million or more diasporic Vietnamese means there are many variations on the language - Viet Thanh Nguyen
- Cam (Pronounce - ca - am)
 - “chanh” still indicates the existence of a binary, kinda saying that the person is a mushing together of a man n woman ! so cam emerged as a word that exists entirely outside of the binary - Twitter [@aznbbygoober](#)

welsh/cymraeg/y gymraeg

- nhw/nhw/eu

Pronouns from [Nonbinary Resource Tumblr, shared by rabbitglitter, 2015, https://www.transgenderinfo.nl/2-2/transgender/#informatie-algemeen|2](#)



Affirming LGBTQIA+ People: Students and Colleagues

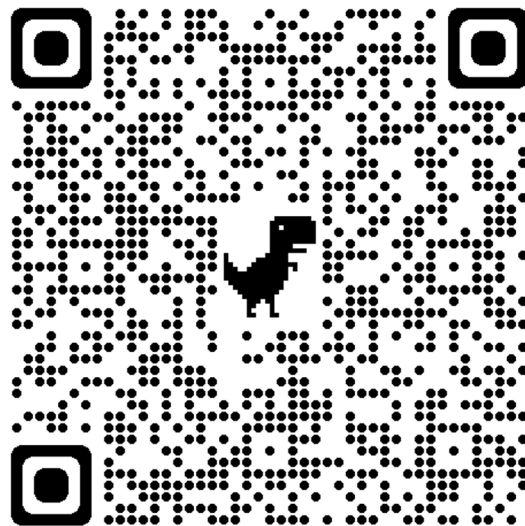


Before we start

Help us understand the impact!

This is Option 1:
Affirming LGBTQIA+ People:
Students and Colleagues

<https://forms.gle/Y5ZB4yPxGNE4jxzr6>



PRE-EVALUATION

Land Acknowledgement

“In honor and recognition of the land we are currently, this land is traditionally inhabited by **Comanche, Coahuiltecan, Apache, Tonkawa, Mexica**, and all other tribes not explicitly stated. We honor Yana Wana, water of the spirit and spirit of the water that flows through central Texas and all ancestors and guardians of this place. And we acknowledge that native peoples and their descendants are here with us today.”

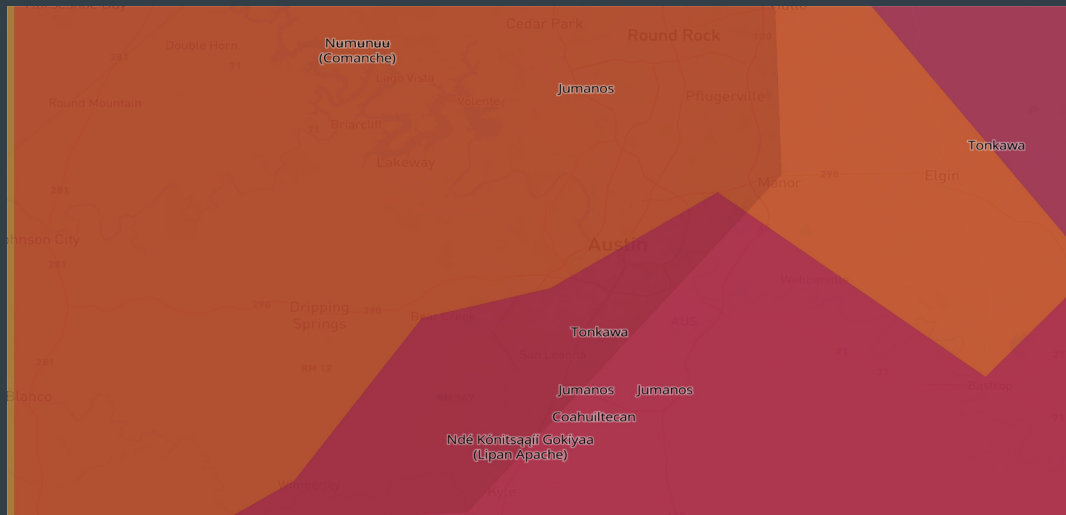
- **Native American Indigenous Collective**

More Information about Land

Acknowledgement:

<https://liberalarts.utexas.edu/nais/land-acknowledgement/index.php>

Note: Text the City, State to 1-907-312-5085 to learn more about the land you are occupying



Goals and Objectives

1. Understand experiences and perspectives of LGBTQIA+ people on campus
2. Build trust through use of inclusive language in communication to build connection
3. Learn and adapt skills to advocate for LGBTQIA+ people on campus
4. Prepare/support you as intersectional educators for campus climate change work in your spaces
5. Prepare you to practice intersectional advocacy, affirming LGBTQIA+ people and women requires affirming people of color, people with disabilities, undocumented people, and people of more than one of these identities
6. Anything else?



During this workshop, we ask that you...

- Participate and stay engaged
- Respect other people, including their ideas and comments
- Open and honest communication
- Confidentiality - Share the message, not the messenger
- Explore with new ideas and challenge assumptions
- Seek first to understand, then to be understood
- Start where you are



My Name is _____
I use _____ pronouns,
and My favorite _____ is



What messages do we receive about identities (i.e. sex, gender identity, gender expression, race, ability, etc)?

From where? How?

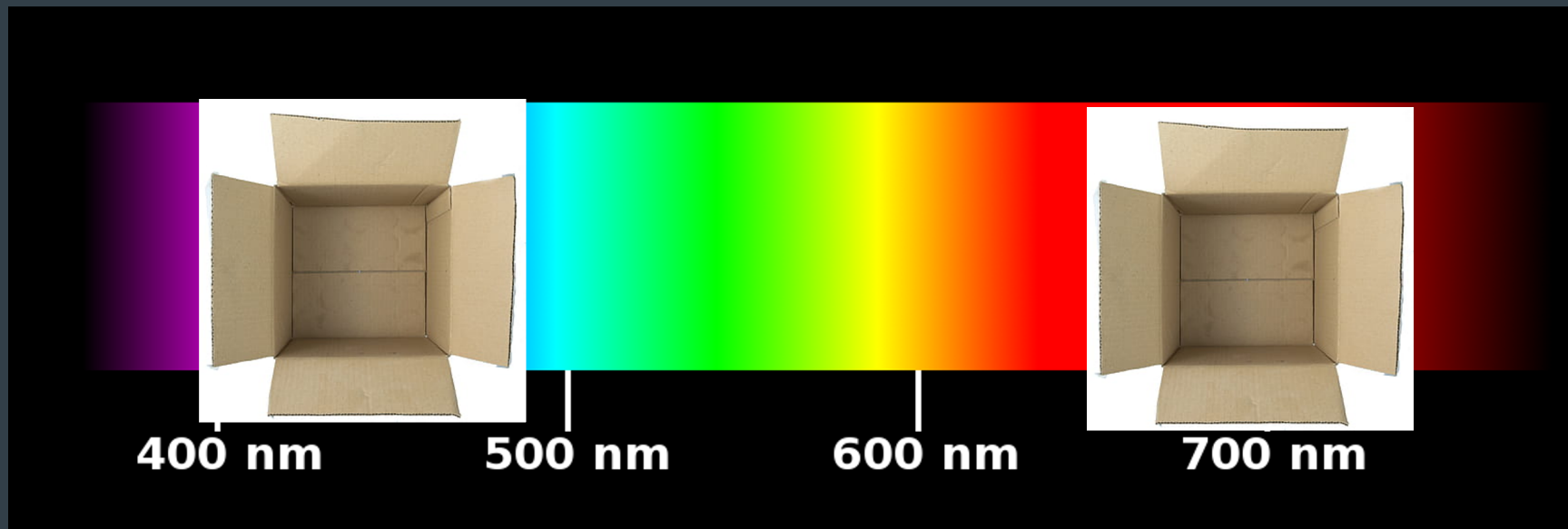
What are the outcomes or consequence?

Gender is less like this



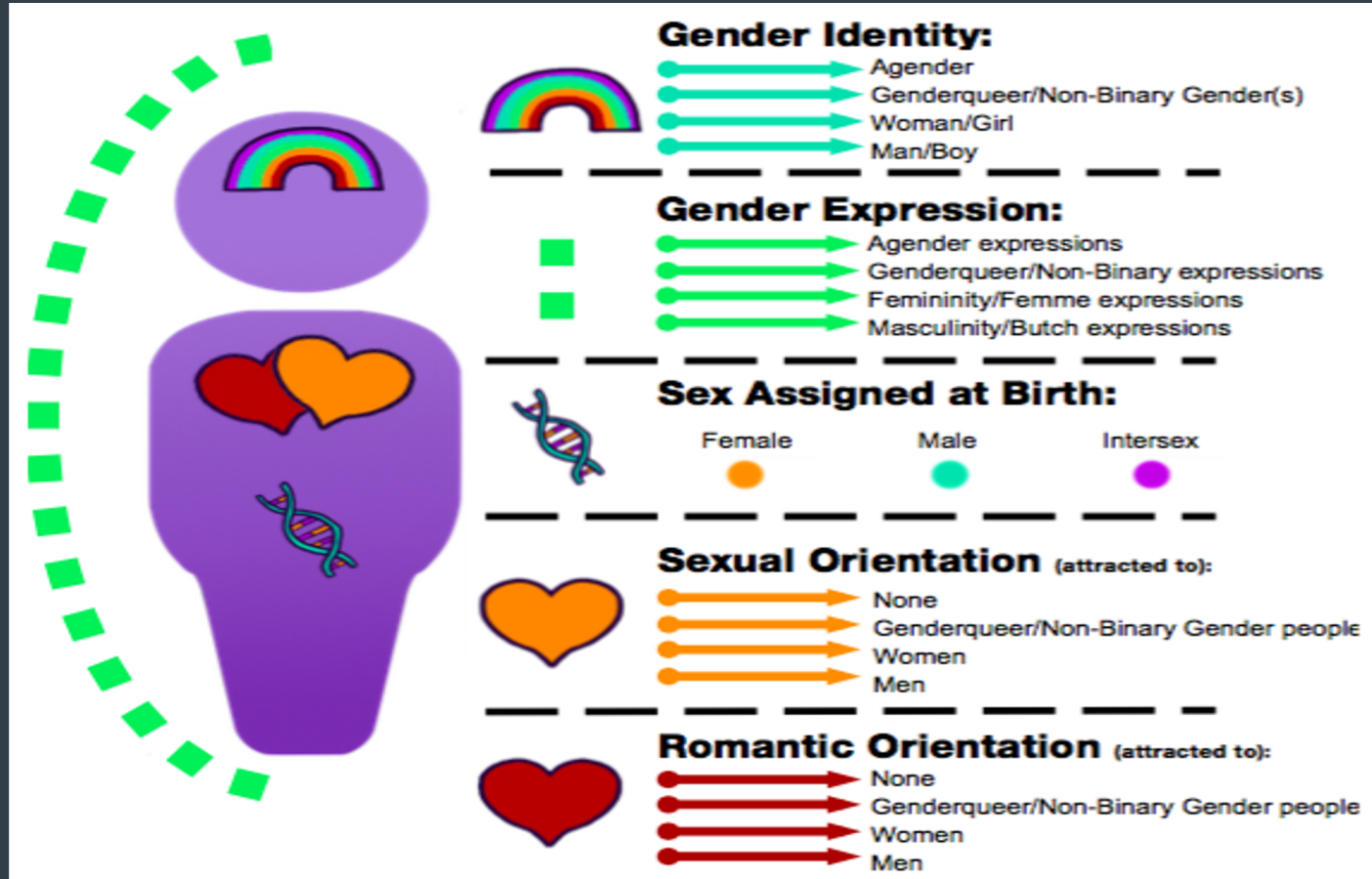
binary

And more like this



spectrum

A Gender and Sexuality Model



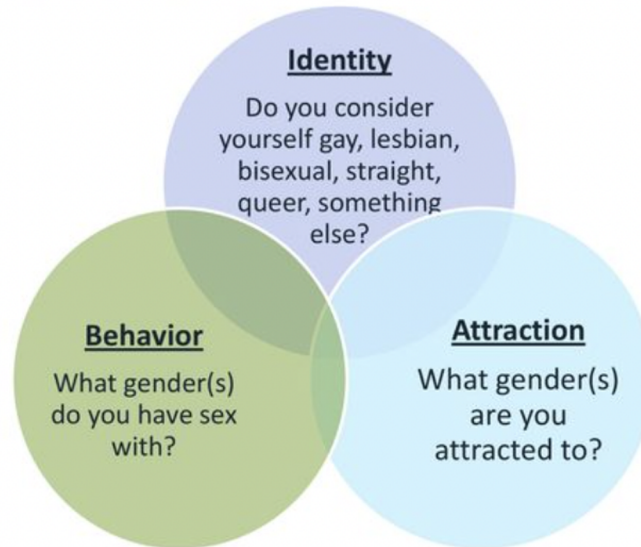
Umbrella Terms:

Cover many people's
experiences, not all



Sexual Orientation

- Sexual orientation is how a person characterizes their physical and emotional attraction to others. It has 3 dimensions:



LESBIAN & GAY



Lesbian – A term people may use to describe their identity as a woman whose romantic, emotional, physical, and/or sexual attractions are to women.

Gay – A term people may use to describe their identity as a man whose romantic, emotional, physical, and/or sexual attractions are to men. This term is also sometimes claimed as an umbrella term by lesbians and bisexual people.

Bisexual (or Bi+)



An umbrella term people may use to describe attraction to more than one gender. This attraction could be physical, romantic, and/or emotional. Bisexual people may experience different kinds of attraction to different genders, and their attractions may change over time.

Pansexual



An umbrella term people may use to describe attraction to all genders and/or regardless of gender. This attraction could be physical, romantic, and/or emotional. Pansexual people may also experience different kinds of attraction to different genders, and their attractions may change over time.

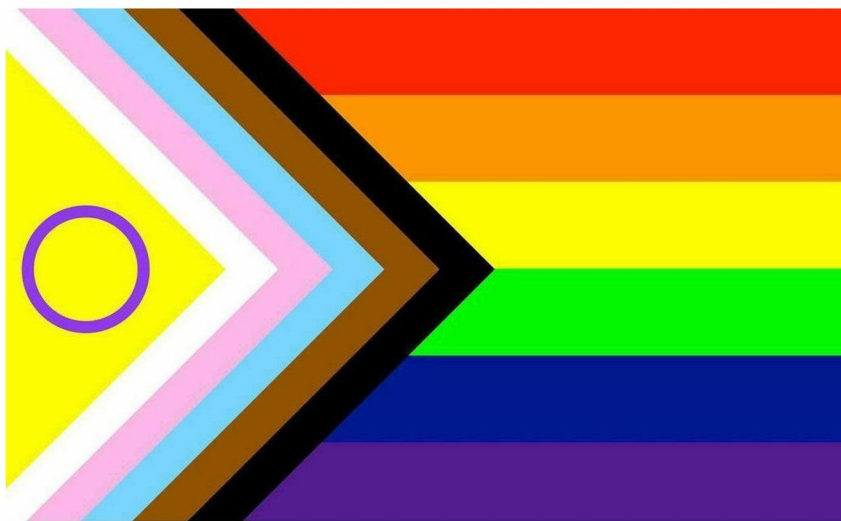
Pansexual and **bisexual** are identities that overlap and have nuanced differences, and someone who is attracted to all genders or regardless of gender might also identify as bisexual. These are not the only “non-monosexual” identities, but most common at UT.

Asexual



Asexual – A term people may use to describe their experience of little to **no sexual attraction to people of any gender**. Asexuality is a sexual orientation and is not the same as celibacy or abstinence. There is great diversity in how members of the asexual community experience sexual and romantic attraction, desire, arousal, and relationships.

Queer



An umbrella term used to refer to all LGBTQIA+ people; A term people may use to describe their *experiences of sexual orientation and/or gender identities not confined by heterosexual norms or binary gender*. Historically a derogatory term now reclaimed by many in LGBTQIA+ communities.

GLSEN

GENDER

TERMINOLOGY



GENDER ATTRIBUTION

HOW YOUR GENDER IS PERCEIVED BY OTHERS



SEX ASSIGNED AT BIRTH

WHAT THE MEDICAL COMMUNITY LABELS YOU



GENDER IDENTITY

HOW YOU IDENTIFY (SEE YOURSELF)



GENDER EXPRESSION

HOW YOU WANT TO DISPLAY YOUR GENDER

Transgender



An umbrella term people may use to describe their gender identity and/or gender expression as ***different from the sex they were assigned at birth***

Ex. Genderqueer, trans woman, nonbinary, agender, trans man, etc.

Nonbinary



An umbrella term for several gender identities that ***do not statically fit within the man-woman gender binary.***

Ex. agender, androgyne, bigender, gender fluid, genderqueer, etc.

Intersex



Intersex is an umbrella term for **unique variations in reproductive or sex anatomy**. Variations may appear in a person's chromosomes, genitals, or internal organs like testes or ovaries. Some intersex traits are identified at birth, while others may not be discovered until puberty or later in life.

People with intersex traits have always existed, but there is more awareness now about the diversity of human bodies. People with intersex bodies sometimes face discrimination, including in healthcare settings, as early as infancy. There are over 30 medical terms for specific combinations of intersex traits. Every intersex person is different.

Two-Spirit



Two-spirit is a modern, pan-Indian, umbrella term used by some Indigenous North Americans to describe Native people in their communities who fulfill a traditional third-gender ceremonial and social role in their cultures. Should not be used by non-indigenous people and can reference gender and/or sexual orientation.



Types of Transition

SOCIAL TRANSITION

- CLOTHES
- HAIR
- MAKE UP

LEGAL TRANSITION

- NAME CHANGE
- GENDER MARKERS

MEDICAL TRANSITION

- AFFIRMING
SURGERY(IES)
- HORMONE
REPLACEMENT THERAPY

Interactive Activity: Daily Privileges

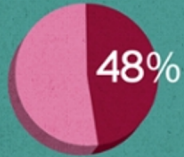
- Read & Reflect (3 minutes)
- Small group reflections (5 groups, 8 minutes)
- What (if anything) surprised you about this list
- How can you use places where you have privilege to make change?



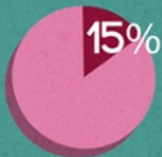
Image: Sylvia Rivera (she/her; holding the banner) and Marsha P. Johnson (she her; with cooler) of the Street Transgender Action Revolutionaries (S.T.A.R.) at the Christopher Street Liberation Day, Gay Pride Parade, NYC (24 June 1973). Photographer Leonard Fink. Reprinted, by permission, from National History Archives of the Lesbian, Gay, Bisexual & Transgender Community Center.

QUEER YOUTH OF COLOR

1 IN 3 LGBTQ PEOPLE IDENTIFY THEMSELVES AS PEOPLE OF COLOR.



OF LGBTQ STUDENTS OF COLOR EXPERIENCED VERBAL HARASSMENT BECAUSE OF BOTH THEIR SEXUAL ORIENTATION AND THEIR RACE OR ETHNICITY.



HAVE BEEN PHYSICALLY HARASSED OR ASSAULTED BASED ON BOTH OF THESE ASPECTS OF THEIR IDENTITY.

13%

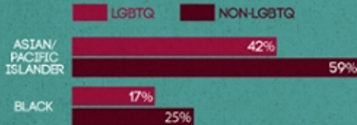
MORE LIKELY FOR BLACK LGBTQ YOUTH TO BE SENT TO DETENTION OR SUSPENDED, THAN NON-BLACK LGBTQ YOUTH

IN THEIR MIDDLE OR HIGH SCHOOL YEARS...



OF LGBTQ YOUTH OF COLOR REPORTED THAT THEY HAD INTERACTIONS WITH SECURITY OR LAW ENFORCEMENT, COMPARED TO 63% OF WHITE LGBTQ YOUTH.

COLLEGE COMPLETION RATES



20-40%

OF ALL HOMELESS YOUTH ARE LGBTQ

AMONG THEM...

26% IDENTIFY AS LATINO



t /transstudent
f /transstudent
@transstudent

FOR MORE INFORMATION, GO TO TRANSSTUDENT.ORG/GRAPHICS

MAP

movement advancement project

TSER

Trans Student Educational Resources

INFOGRAPHIC BY LANDYNN PAN

SOURCES: GALLUP/POOUM, GLESEN, LAMEDA LEGAL, THE WILLIAMS INSTITUTE, AND CENTER FOR AMERICAN PROGRESS

Important LGBTQIA+ Statistics!

- ~14% of U.S. residents identify as LGBTQIA+ according to the 2021 [Household Pulse Survey](#)
- 79.1% of queer students felt very lonely and depressed, while 59.3% felt so depressed it was too difficult to function
- 30.3% missed at least one day of school in the previous month because they felt unsafe, and more than 10% missed at least four days
- Queer students were **4x more likely** to skip class or get lower grades due to discrimination and stress compared to heterosexual students
- Trans students were **6x more likely** to skip class or get lower grades due to discrimination and stress compared to cisgender students
- **Important to Note:** No singular LGBTQIA+ experience; therefore, each students needs to be treated as an individual

Research: [Gallup Poll 2016](#), [GLSEN 2016](#), [Consortium of Higher Education Lesbian Gay Bisexual Transgender Resource Professionals](#)

Greathouse et al (2018)

Important LGBTQIA+ Statistics!

- Researchers:
 - Stephen T. Russell & Amanda M. Pollitt - UT Austin
 - Gu Li - University of British Columbia
 - Arnold H. Grossman of New York University
- Found that **for transgender youths allowed to use their chosen name** in places such as work, school and at home, **risk of depression and suicide drops**
- Compared who could NOT use their name at school, home, work, and with friends
 - 71 % experienced fewer symptoms of severe depression
 - 34% reported decrease thoughts of suicide
 - 65 % reported decrease in suicidal attempts



**SHIFT CULTURAL NORMS,
SOCIAL JUSTICE & SYSTEMIC CHANGE**

**INFLUENCE SOCIAL SYSTEMS
CHANGE IN LOCAL POLICY**

**USE INCLUSIVE LANGUAGE, UNDOING
BIAS / STIGMA, BYSTANDER
INTERVENTION AND ADVOCACY,
HONORING NAMES AND PRONOUNS**

**Individual
Opportunities
for Change**



CREATING SAFER SPACES

LADIES AND
GENTLEMEN:
HONORED
GUESTS,
DISTINGUISHED
GUESTS

BREAK THE BINARY

BOYS/GUYS/
GIRLS/LADIES:
Y'ALL, FOLKS,
PEOPLE,
GUESTS

BREAK THE BINARY

GIRLFRIEND/
BOYFRIEND:
PARTNER, DATE,
DATEFRIEND,
DATEMATE,
BABEFRIEND, BABE,
HEART, PERSON,
SIGNIFICANT OTHER

BREAK THE BINARY

GIRL/BOY/
MAN/WOMAN:
PERSON,
HUMAN

BREAK THE BINARY

Binary Gender(Exclusive) Language Is Everywhere!

- **Titles:** Ms./Mr.
 - “Dear Ameenah Kazemi:”
- **GENERAL ADDRESS:** ladies/gentlemen, sir/ma’am
 - “Good morning!”
 - “Welcome! We are glad you are all here.”
- **Gender as description:** “women’s clothing,” “men’s work”
 - “Can someone help me lift this box?”
- **Body generalizations:** “women’s uteruses,” “men’s testosterone levels”
 - “The health clinic can help screen for cervical health.”
- **PRONOUNS:** she/him
 - “They would like to know whether this dish is vegetarian.”
 - “This person would like to know whether this dish is vegetarian.”

Microaggressions: “Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative... slights and insults” directed around race, gender, etc. (Sue 1973)

- “you’re dating a man, how can you be bi?”
- “they isn’t singular, that’s grammatically incorrect!”
- “they don’t look...”
- Oh? You’re asexual? <insert wildly personal and invasive question>
- “LGBTQIAP2XYZ, how can you keep track of all those letters, back in my day, we were just gay!”



Image: Dykes Against Racism Everywhere, image from The Untitled Black Lesbian Elder Project

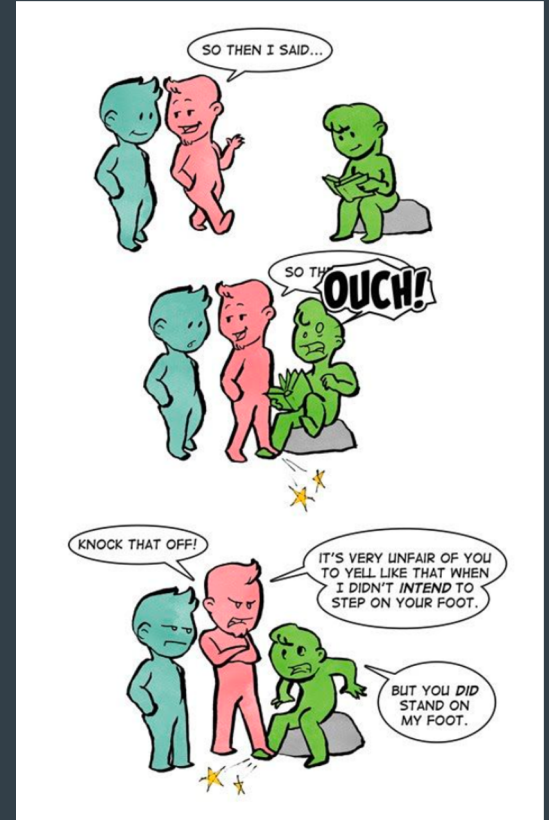
Impact VS Intent

INTENT:

Your personal purpose or motivation for doing or saying something to someone

IMPACT:

How the person receiving your words or actions is actually affected by your action or words



Fill in the Blank!

You're tabling for your organization on Speedway when a large friend group of students approach you and ask for information about your program. You greet them by saying:

"Hello, _____. Have you heard about our program?"

When greeting others

Avoid: _____
ladies gentlemen ma'am sir girls guys etc.

Consider using instead:

"Thanks, **friends**.
Have a great
night."

"Good morning,
folks!"

"Hi, **everyone!**"
"And for **you?**"

"Can I get
you **all**
something?"

Why?

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

Be mindful of language

Based on Toni Latour's "Hello there" cards.

Learn more at qmunity.ca

Slide Adapted: Dr. Kristen Hogan

Research: Language Tools

diversity.utexas.edu/genderandsexuality/glossary

Use “trans people” (not *transgendered*)

- ✓ “Let’s talk about how our policies could better recruit and support trans students, staff, and faculty.”

Use “all genders” (not *both/opposite genders*)

- ✓ “Our gender inclusive restrooms support all genders, abilities, and families.”

Use “women” or “men” in a trans inclusive way

- ✓ “I support and listen to women – including trans and cis women, women of color, lesbian and bi and pan women, women with disabilities, and women with many of these identities.”

Use “asexual, queer, pansexual, bisexual, lesbian, intersex, transgender, and gay people” or LGBTQIA+ people (not just *gay* or *homosexual* or *lifestyles*)

- ✓ “We want to create an inclusive work environment for people of all sexual orientations, so we are bringing in some speakers and updating our policies.”

Names and Pronouns: **Checking In**

& see [GSC Pronouns: A How-To Guide](#)

Examples on How to Ask:

Meeting someone for the first time:

Hi! My name is _____. Please use _____ pronouns for me. What name and pronouns would you like me to use for you?

If you didn't get a chance (or didn't remember) the first time around:

I wanted to check in with you about names and pronouns. I'm using _____ and _____ pronouns. What name and pronouns would you like me to use for to you?

Checking in Again about Pronouns:

Can we check in again about names and pronouns? I'm using _____ and _____ pronouns. What name and pronouns would you like me to use for you?

Normalizing Pronoun Usage

- Volunteering pronouns let others know how we should each be addressed
- Misgendering - referring someone differently from how they are to be addressed can make social interactions severally stressful
 - Can lead to psychological damage
- Pronouns are not binary and not defaults
- Places you can share your pronouns:
 - Email Signature
 - Social Media Bio
 - Regular Bio
 - Introductions at a Meeting
 - Anytime you are speaking in front of a group!
 - Other place not listed here? Where you put your name!



Adapted from: Transgender Education Network of Texas

Names and Pronouns: Tips for Inclusivity!

& see [GSC Pronouns: A How-To Guide](#)


Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

transstudent.tumblr.com
facebook.com/transstudent
twitter.com/transstudent

For more information,
[go to transstudent.org/graphics](https://go.to/transstudent.org/graphics)


TSER
Trans Student Educational Resources

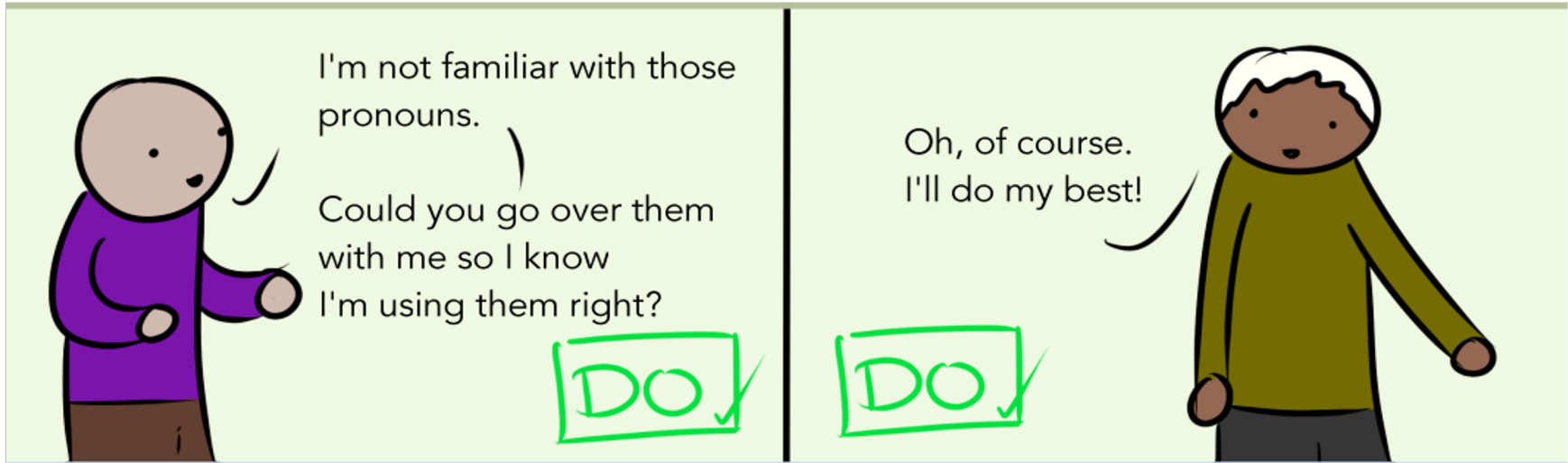
Design by Landyn Pan

- ★ Share your own and ask what name and pronouns others would want you to use for them
- ★ Practice using gender and sexuality inclusive language.
- ★ Someone's name or pronouns does not reflect their gender identity or expression
- ★ Always use a person's chosen name
- ★ Whenever possible, ask people which pronouns they would like to use
- ★ If it is not possible to ask a person which pronoun they use, use gender neutral pronouns:
 - (i.e. they, them, theirs)
- ★ They can be both plural and singular
- ★ People are on a journey. Understand that person's identity can change! Make sure to check in
- ★ Mistakes happen. Apologize right away, in private, and keep it moving

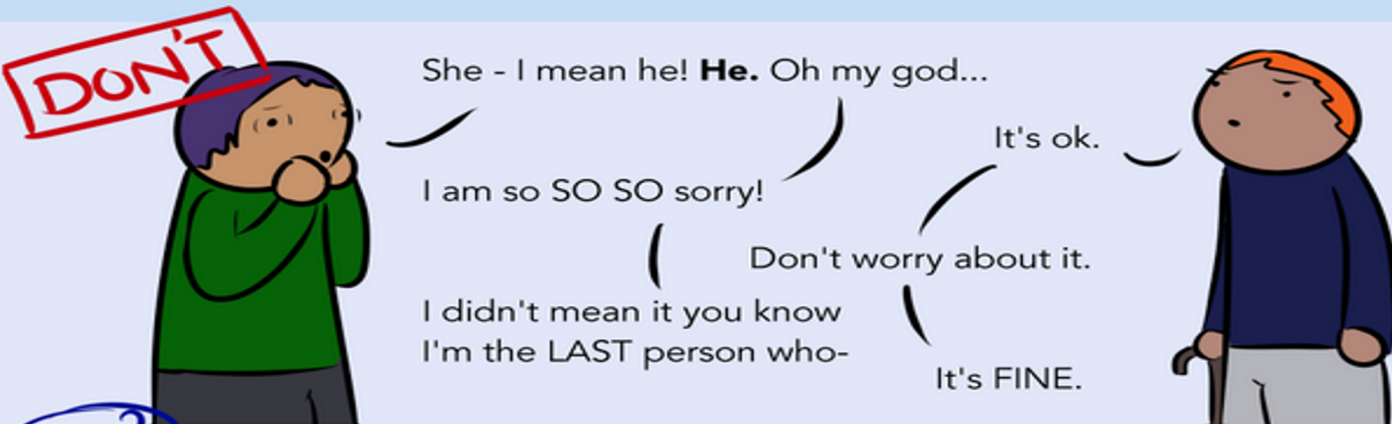
Image: Trans Student Education Resource Resources: Adapted from GLAAD Media Reference Guide

Names and Pronouns: DOs and DON'Ts

& see [GSC Pronouns: A How-To Guide](#)



When you accidentally misgender someone:



WHY?

Your mistake should not turn into a weird self-flagellation 'make me feel better' moment. It's really not about you.

ACKNOWLEDGE

APOLOGIZE

ASK for what they need



Policies & Practice at UT

Witnessing Discrimination & Harm

Non-Discrimination Policy:

“It is the policy of The University of Texas at Austin ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, **the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, gender, including sexual harassment, age, disability, citizenship, and veteran status.** Procedures for filing discrimination complaints on the basis of gender, including sexual harassment, are addressed by HOP 3-3031. Pursuant to University policy, **this policy also prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression.**”

Title IX:

Explicitly includes support for [LGBTQIA+ people as of 2021](#)

Policies & Practice at UT (to know & use)

Names & Gender Markers

Gender Marker: Letter to the Registrar (students); HR (staff, faculty, and admin); see GSC Guide

Health & Safety

UHS: Students of any gender may make appointments in Gynecology Clinic, General Health Clinic
Gender Affirming Services Letter: CMHC
Gender Affirming Services Insurance Coverage: UHS (students)

Housing & Bathrooms

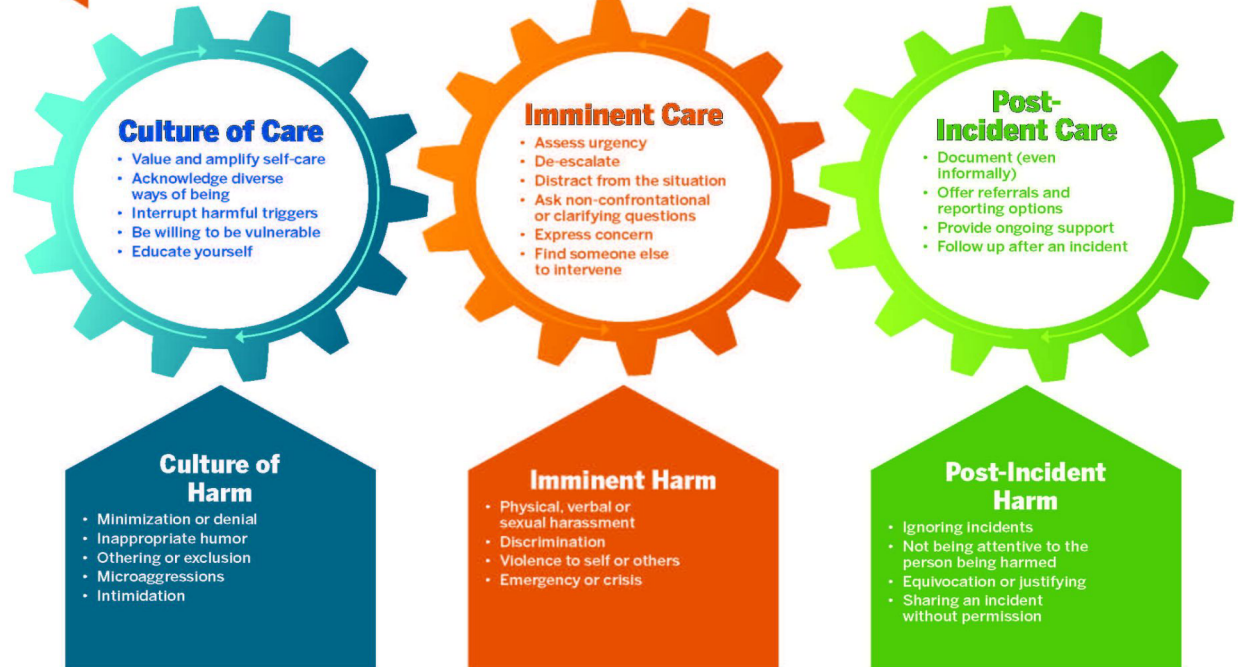
Gender & Sexuality Inclusive Housing: UHD & GSC
Restrooms: GSC list (UTL/DDCE)



Kay Ulanday Barrett by Micah Bazant

Bystander intervention is **recognizing** a potentially harmful situation or interaction and **choosing** to respond in a way that could **positively influence** the outcome.

Be VOCAL Spectrum of Care and Harm



BEVOCAL: THREE STEP MODEL

STEP 1:

Recognize Potential Harm

Anything that constitutes as negative physical, mental, social, or emotional response, affecting a community, a group of individuals, or a single person.

STEP 2:

Choose to Respond

After you recognize harm and consider your barriers, you choose your best way to respond.

STEP 3:

Take Action

Remember that the goal is to positively influence the situation and also remember to keep your own safety in mind in any action you choose to take.

5 D's of Intervention

- **Direct**—Interrupt harm as it happens
- **Distract**—Create a disruption to harm
- **Delegate**—Bring someone in to help
- **Delay**—Follow up with the person
- **Document**—And offer to person



Keep the Conversation Going!

- What Do Thriving Queer Communities Look Like?, Presented by Peers for Pride
- Affirming LGBTQIA+ People: Interpersonal Allyship (Allyship Toolkit Part 1)
- Affirming LGBTQIA+ People: Organizational Allyship (Allyship Toolkit Part 2)
- Affirming LGBTQIA+ Students & Colleagues
- Bi and Beyond: Talking about Fluid Sexuality Identities
- From Allyship to Advocacy: Supporting Transgender Communities
- Histories of & Accountability to Trans Feminisms
- Intersectionality & Allyship
- Introduction to the Gender and Sexuality Center: Women's and LGBTQIA+ Community Center
- Working Towards Gender Justice
- Tailor Workshop



Beyond Gender and Sexuality...

- Counseling and Mental Health Center
 - Mental health needs and concerns of UT students
- International Office
 - Supporting International and Undocumented Students
- Disability & Access
 - disABILITY Advocate Training
- Students in Recovery
 - Recovery Ally Training
- Voices Against Violence
 - Relationships, consent, boundaries, signs of power and control

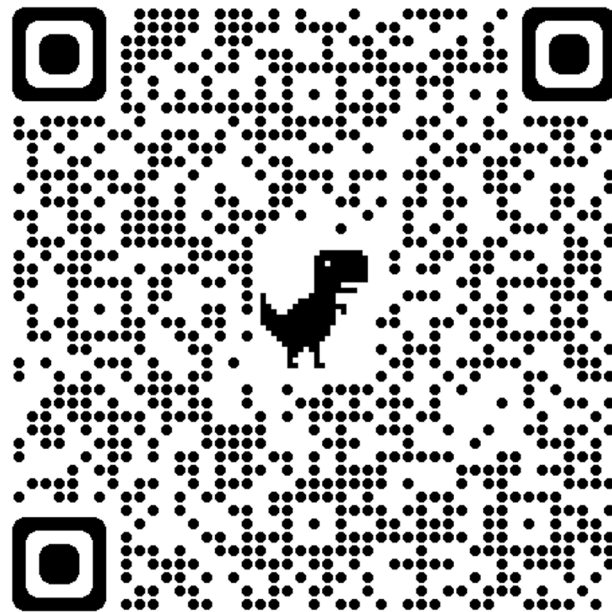
Thank you for listening!

Help us understand the impact!

This is Option :
Affirming LGBTQIA+ People:
Colleagues and Community

<https://forms.gle/8FvtD8BnFWHzSU8V9>

QPTU.FWBM/BUJO





Gender and Sexuality Center

Serving Women and LGBTQA Communities

- William C Powers (WCP) Room 2.112
 - Address: 2201 Speedway Austin, Texas 78712
- Business Hours
 - Monday – Thursday, 9:00 am – 7:00 pm
 - Friday, 9:00 am – 5:00 pm
- Business Hours (Summer)
 - Monday - Friday 9:00 am – 5:00 pm
- Contact
 - Phone: (512) 232-1831
 - Email: gsc@austin.utexas.edu
 - Website: www.utgsc.org
- Stay Connected!
 - Sign up to our Newsletter!
 - Facebook, Twitter & Instagram: @GSCatUT





From Allyship to Advocacy: Supporting Transgender Communities



In this Workshop, Please Agree to...

- Participate and be open to receiving feedback
 - Respect one another's ideas and comments
 - Open and honest communication
 - Confidentiality - Share the message, not the messenger
 - Experiment with new ideas and challenge assumptions
 - Stay engaged and seek to understand
 - Start where you are
- ★ Technology: Cell Phones, Laptops, etc

Goals and Objectives

Raise Consciousness

Interrupt

Educate

Move Towards a Direction for Change

Question





Raising Consciousness



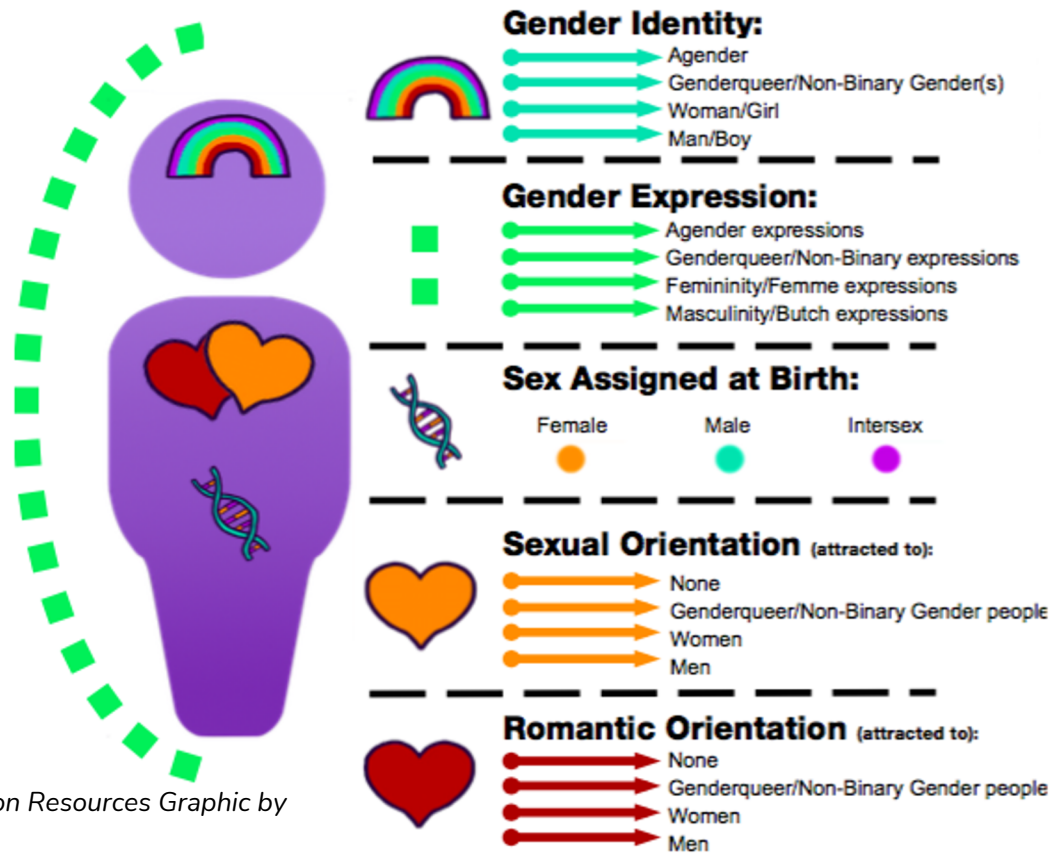
Interactive Activity





“Sex & Gender Identity: An Intro” - NowThis World

A Gender & Sexuality Model



Based on a Trans Student Education Resources Graphic by Landyn Pan and Anna Moore

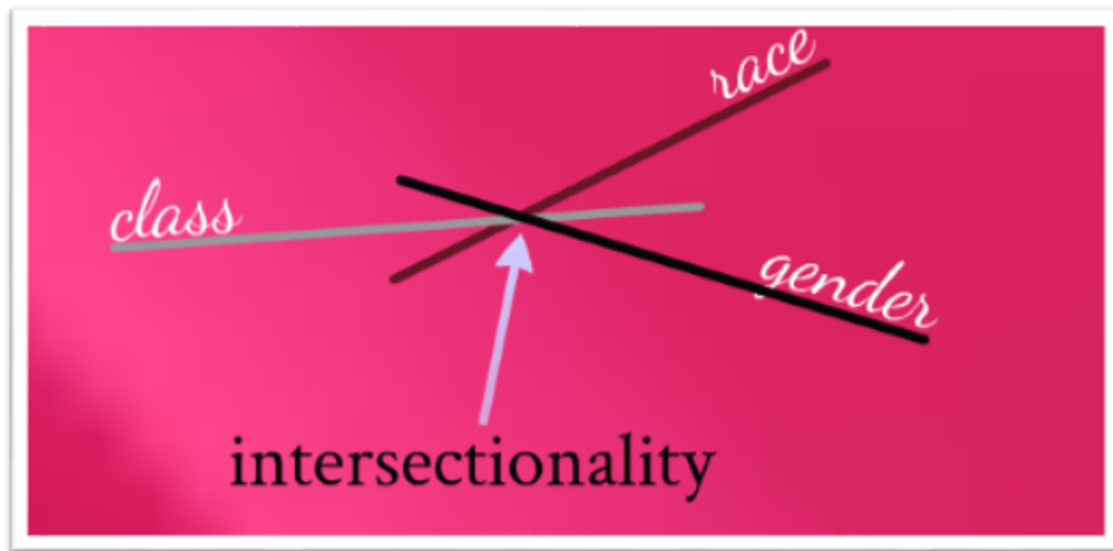
*LGBTQ students in schools with an **LGBTQ-inclusive curriculum** are less likely to feel unsafe at school because of their sexual orientation (41.8% vs. 63.3%) and gender expression (34.6% vs. 47.0%)*

GLSEN[®]



2017 National School Climate Survey
Learn more at [glsen.org/nscc](https://www.glsen.org/nscc)

Crenshaw's Intersectionality

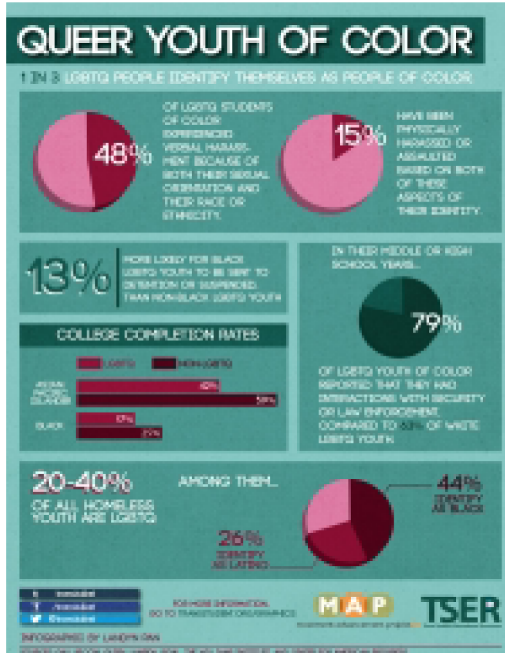


- Overlapping or *intersecting* social identities -

Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.

Crenshaw's Intersectionality

...and related systems of oppression, domination, or discrimination.





Interrupt



Transgender and gender nonconforming students in schools with **supportive and inclusive policies** face less discrimination and are more engaged in school. They are:



Less likely to be required to use the wrong bathrooms (23.5% vs. 51.9%)



Less likely to be prevented from using their preferred name or pronouns (22.5% vs. 47.5%)



Less likely to miss school (54.7% vs. 67.0%)

2017 National School Climate Survey. [Learn more at glsen.org/nscc](https://www.glsen.org/nscc)

GLSEN[®]

Interactive Activity

HOMELESS LGBTQ YOUTH

An estimated **322,000 to 400,000** LGBTQ youth face homelessness in the United States each year.

LGBTQ youth experience many hardships, but perhaps one of the biggest is homelessness.

42%

of homeless agencies do not address LGBTQ issues despite these elevated rates of homelessness.

14.4

The average age that lesbian and gay youth in New York became homeless.

13.5

The average age that transgender youth in New York became homeless.

40%

of homeless youth are LGBTQ.



of homeless LGBTQ youth have experienced family rejection.



have experienced family abuse.



Nearly 1 in 3 transgender people have been turned away from shelters.

\$53,665

The estimated cost to incarcerate a youth for one year.



\$5,887

The estimated cost to permanently move a homeless youth off the streets and prevent them from becoming incarcerated.



15%

of homeless shelters reported that helping homeless LGBTQ youth is "not central to their mission."

www.student.transstudent.com

[facebook.com/transstudent](https://www.facebook.com/transstudent)

twitter.com/transstudent

Take action at:
transstudent.org/homelessness

TSER
 Trans Student Educational Resources

Design by Landyn Pan

Important LGBTQIA+ Statistics!

- Researchers:
 - Stephen T. Russell - The University of Texas at Austin
 - Amanda M. Pollitt - The University of Texas at Austin
 - Gu Li - University of British Columbia
 - Arnold H. Grossman of New York University
- Found that transgender youths allowed to use their chosen name in places such as work, school and at home, their risk of depression and suicide drops
- Compared who could NOT use their name at school, home, work, and with friends
 - 71 % experienced fewer symptoms of severe depression
 - 34% reported decrease thoughts of suicide
 - 65 % reported decrease in suicidal attempts



Where do we receive messages about identities (i.e. sex, gender identity, gender expression, race, ability, etc)?

What? How? Why?

STRATEGY 3**STORIES &
NUMBERS**
STORIESANDNUMBERS.ORG

Student-Led Clubs (GSAs)

LGBTQ-focused student-led, school-based clubs (often called gay-straight alliances, or genders and sexualities alliances, i.e., GSAs), are organizations composed of students and advisors that operate like other student extracurricular clubs. In GSAs, LGBTQ students and non-LGBTQ student allies work together to promote social inclusion and a positive school climate for LGBTQ and all students. In 2014, GSAs were established in over 37% of high schools in the United States, with growing numbers in middle schools (17%) and elementary schools (5%).²⁷



37% of U.S. high schools in 2014 established GSAs.

**STRATEGY 2****STORIES &
NUMBERS**
STORIESANDNUMBERS.ORG

School Personnel Support and Training

Support from school personnel is another essential strategy for creating school contexts in which LGBTQ and all youth can thrive. Caring and supportive adults are critical to the safety and well-being of all students, especially those who are vulnerable such as LGBTQ students. Most school personnel want to be supportive of students, but may not be aware of the distinct challenges or needs of LGBTQ students, or may not feel capable of intervening in bullying. For these reasons, providing training for school personnel to understand and support LGBTQ students is essential.



STRATEGY 1**STORIES &
NUMBERS**
STORIESANDNUMBERS.ORG

Inclusive, Enumerated Policies

Enumerated policies are policies that list characteristics or traits of students that may be the basis of bullying or discrimination at school. Inclusive, enumerated policies are a basic step towards creating safe and supportive schools for LGBTQ and all youth.^{1,2} These policies usually call for protection for all students from bullying and discrimination, and the additional steps necessary to promote safety for specific groups of students that experience more bullying and discrimination.

HOW COMMON ARE ENUMERATED POLICIES?

Although there is no current legislation for the nation or the state of Texas, a number of other states have enacted legislation to protect students from bullying and discrimination on the basis of actual or perceived sexual orientation and gender identity or expression through enumerated policies.

**FOR STATE-SPECIFIC INFORMATION
REGARDING ENUMERATED ANTI-BULLYING
LAWS, VISIT:**lgbtmap.org/equality-maps/safe_school_laws**STRATEGY 4****STORIES &
NUMBERS**
STORIESANDNUMBERS.ORG

Access to LGBTQ-Related Resources and Curricula

An effective strategy for creating safe and supportive schools involves making LGBTQ-related resources (such as information and support services), and LGBTQ-inclusive curricula available for all students.^{1,2} Access to resources can be provided in libraries; through internet resources; through safe zone trainings that identify supportive school personnel; during in-school assemblies and announcements that highlight resources and support; in textbooks and lectures; and through visible images of LGBTQ topics and people in posters on walls in classrooms and hallways. LGBTQ-inclusive curriculum integrates topics related to sexual orientation and gender identity within a standard school curriculum (e.g., health education, literature, science, or mathematics). Multiple studies have shown the importance of access to LGBTQ-related resources, as well as inclusive curricula, for student safety and belonging.





Educate



Names and Pronouns

& see [GSC Pronouns: A How-To Guide](#)

- Always use a person's chosen name
- Whenever possible, ask people which pronouns they would like to use
- If it is not possible to ask a person which pronoun they use, use gender neutral pronouns:
 - ((i.e. they, them, theirs)
- They is singular
- It is never appropriate to “out” around a person's name or the gender pronouns that reflect that person's gender identity
- Understand that people's identity change! Make sure to check in!
- Mistakes happen. Apologize right away, in private, and keep it moving


Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as new ones emerge in our language. Always ask someone for their pronouns.

Subjective	Objective	Possessive	Reflexive	Example
She	Her	Hers	Herself	She is speaking. I listened to her. The backpack is hers.
He	Him	His	Himself	He is speaking. I listened to him. The backpack is his.
They	Them	Theirs	Themselves	They are speaking. I listened to them. The backpack is theirs.
Ze	Hir/Zir	Hirs/Zirs	Hirself/ Zirself	Ze is speaking. I listened to hir. The backpack is zirs.

Design by Landyn Pan | transstudent.tumblr.com
facebook.com/transstudent
twitter.com/transstudent

For more information, go to transstudent.org/graphics



The Radical Copyeditor's Style Guide for Writing About Transgender People

2.8-2.11: Avoiding invalidating language traps

Invalidating language

Women and trans women

Students who consider themselves "non-binary"

Zed, who identifies as agender

Her secret was exposed

Closeted

Stealth

Passes

An out trans man

Validating language

Cis and trans women

Non-binary students

Zed is agender

Her history was publicized

Private

Nondisclosure

Openly trans

Public

RADICAL
www.copyeditor.com

Read the whole guide →

Names and Pronouns

& see [GSC Pronouns: A How-To Guide](#)

- Use "transgender people" (not *transgendered*)
 - "Our department supports transgender people."
 - "Great! Let's talk about how our policies could better support transgender students, staffs, and faculties!"

- Use "all genders" (not *both/opposite genders*)
 - "Why is it important to have a gender inclusive bathroom?"
 - "So that we have restroom facilities safer for people of all genders, people with disabilities, and families."

- Use "women" and "men" (not *female* and *male*)
 - "Title IX supports students who are women and men and all genders."

Binary Gender(Exclusive) Language Is Everywhere!

- **Titles: Ms./Mr.**
 - “Dear Ameenah Kazemi:”
- **GENERAL ADDRESS:** ladies/gentlemen, sir/ma’am
 - “Good morning!”
 - “Welcome! We are glad you are all here.”
- **Gender as description:** “women’s clothing,” “men’s work”
 - “Can someone help me lift this box?”
- **Body generalizations:** “all women’s uteruses,” “men’s testosterone levels”
 - “The health clinic can help screen for cervical health.”
- **PRONOUNS:** she/him
 - “They would like to know whether this dish is vegetarian.”
 - “This person would like to know whether this dish is vegetarian.”

LADIES AND
GENTLEMEN:
HONORED
GUESTS,
DISTINGUISHED
GUESTS

BREAK THE BINARY

GIRLFRIEND/
BOYFRIEND:
PARTNER, DATE,
DATEFRIEND,
DATEMATE,
BABEFRIEND, BABE,
HEART, PERSON,
SIGNIFICANT OTHER

BREAK THE BINARY

BOYS/GUYS/
GIRLS/LADIES:
Y’ALL, FOLKS,
PEOPLE,
GUESTS

BREAK THE BINARY

GIRL/BOY/
MAN/WOMAN:
PERSON,
HUMAN

BREAK THE BINARY

Interactive Activity: Affirming Greetings

It's a new day! You were asked to lead a general meeting. You are at the front of the room and begin to greet everyone in the room, "Good morning, _____. How is everyone doing today?"

When greeting others

Avoid: **ladies gentlemen ma'am sir girls guys** etc.

Consider using instead:

"Thanks, **friends**.
Have a great
night."

"Good morning,
folks!"

"Hi, **everyone!**"

"And for **you?**"

"Can I get
you **all**
something?"

Why?

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumption.

Be mindful of language

Image: qmunity.ca

Names and Pronouns

& see [GSC Pronouns: A How-To Guide](#)

■ Ze/Hir/Hirs:

- “___ just got a new puppy!” & “___ shift is almost over.”

■ They/Them/Theirs

- “___ just got a new puppy!” & “___ shift is almost over.”

■ She/Her/Hers

- “___ just got a new puppy!” & “___ shift is almost over.”

■ He/Him/His

- “___ just got a new puppy!” & “___ shift is almost over.”

Pronoun *Dos* and *Don'ts*:

When someone asks you to use a different pronoun:

DO NOT

What?
'Zie' isn't a real pronoun.
Don't you have something more **normal** that you use?



DO NOT

But it's not grammatically correct to use 'they' as a singular pronoun.



WHY?

You are not the being asked to evaluate this person's gender identity or preferred terminology.



I'm not familiar with those pronouns.
Could you go over them with me so I know I'm using them right?

DO ✓



Oh, of course.
I'll do my best!

DO ✓

DO ✓

Practice!



Greg is my friend, I've known him for 7 years.
He works in landscaping and he has 3 dogs...

When someone asks you your preferred pronouns:



This person is trying to show you respect and courtesy by not making assumptions about how you identify, don't be rude in return.



USE RESPECT IF YOU'RE CHECKING SOMEONE'S ID

- What information do you need to know?
- What information do you not need to know?
- What is the student's experience of the interaction?
- What might happen if a student experiences a difficult interaction around their ID?
- What might happen after a positive interaction?
- Whose ID's are you checking?

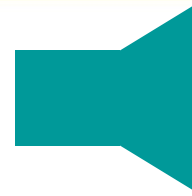


Question

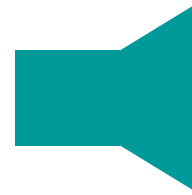




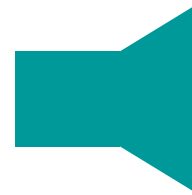
Bystander intervention
is **recognizing** a potentially harmful
situation or interaction and **choosing**
to respond in a way that could
positively influence the outcome.



RECOGNIZE HARM



CHOOSE TO RESPOND



TAKE ACTION

1 in 5 students have intervened in situations involving homophobia or
transphobia since arriving at UT.
2014 BeVocal Student Survey

Keep the Conversation Going!

- Affirming LGBTQIA+ People: Interpersonal Allyship (Allyship Toolkit Part 1)
- Affirming LGBTQIA+ People: Organizational Allyship (Allyship Toolkit Part 2)
- Affirming LGBTQIA+ Students & Colleagues: 360 Degree Strategies
- Bisexuality, Pansexuality, Fluid Sexuality: Interrupting Monosexism
- Histories of & Accountability to Trans Feminisms
- Identifying & Interrupting Everyday Intersectional Sexism
- Toward an Inclusive Campus with Transgender & Gender Non-Conforming Students, Staff, & Faculty
- What Do Thriving Queer Communities Look Like?, Presented by Peers for Pride
- Intersectionality & Allyship
- Request a Workshop!





Gender and Sexuality Center

Serving Women and LGBTQA Communities

- Student Activity Center, Room 2.112 (2201 Speedway)
 - Address: 2201 Speedway Austin, Texas 78712
- Business Hours
 - Monday – Thursday, 9:00 am – 7:00 pm
 - Friday, 9:00 am – 5:00 pm
- Business Hours (Summer)
 - Monday - Friday 9:00 am – 5:00 pm
- Contact
 - Phone: (512) 232-1831
 - Email: gsc@austin.utexas.edu
 - Website: www.utgsc.org
- Stay Connected!
 - Facebook: facebook.com/UTGSC
 - Tumblr: utgsc.tumblr.com
 - Twitter & Instagram: @GSCatUT





From Allyship to Advocacy: Supporting Transgender Communities



These materials are publicly available on our website:

Affirming LGBTQIA+ Students and Colleagues

Workshop Materials:

- [Pre-Evaluation Form](#)
- [Post-Evaluation Form](#)
- [Handout – LGBTQIA Definitions](#)
- [Handout – A Gender and Sexuality Model](#)

Identifying and Interrupting Sexism in Classrooms and Workplaces – Staff / Faculty Only

or Working Towards Gender Justice – Students Only

Workshop Materials:

- [Pre-Evaluation Form](#)
- [Post-Evaluation Form](#)
- [Sexism Definitions](#)

From Allyship to Advocacy: Supporting Transgender Communities

Workshop Materials:

- [Pre-Evaluation Form](#)
- [Post-Evaluation Form](#)
- [Handout – LGBTQIA Definitions](#)
- [Handout – A Gender and Sexuality Model](#)
- [Handout – Daily Effects of Cisgender and Heterosexual Privilege](#)
- [Handout- Privilege for Sale](#)

Intersectionality & Allyship

Workshop Materials:

- [Pre-Evaluation Form](#)
- [Post-Evaluation Form](#)
- [Identity Wheel](#)
- [Handout – LGBTQIA Definitions](#)



Gender and Sexuality Center
Serving Women and LGBTQA+ Communities



The University of Texas at Austin
Faculty Innovation Center

IDENTIFYING AND INTERRUPTING SEXISM IN CLASSROOMS AND WORKPLACES

Who are we?

The mission of the Gender and Sexuality Center (GSC) is to provide opportunities for all members of the UT Austin community to explore, organize, and promote learning around issues of gender and sexuality. The center also facilitates a greater responsiveness to the needs of women and the LGBTQIA+ communities through education, outreach, and advocacy.

Welcome to our colleagues who are helping with the breakout rooms!

Born out of the 40-year-old Center for Teaching and Learning, the Faculty Innovation Center was established in the summer of 2016 to support instructional innovation, interdisciplinary collaborations, and increased opportunities for experiential learning across campus. We also inherit a distinguished legacy of support for instructors at all stages of their careers seeking to improve the quality of their teaching and students' learning.



Gender and Sexuality Center
Serving Women and LGBTQIA+ Communities



The University of Texas at Austin
Center for Teaching and Learning

Land Acknowledgement

- We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America.

Moreover, (I) We would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

(Created by Native American and Indigenous Studies (NAIS) to learn more: <https://liberalarts.utexas.edu/nais/land-acknowledgement/index.php>)

Title IX

- The Title IX Office is committed to supporting the University's mission to create and maintain an educational and work environment free from all forms of sexual harassment, sex discrimination, exploitation and intimidation where all students, faculty, and staff can learn, work and thrive.
- We want to be able to share & also, we are both mandatory reporters. And you likely are, too. So be mindful if you share examples, and read up on [SB212](#) if you haven't!
- Major changes have gone into effect in the last year, and possibly more are one the way, so keep up to date on this.
- For more information, check out: <https://titleix.utexas.edu/>

In this space:

- We are going to be focusing on what is welcoming, inclusive and best practices, not just what is or is not against UT policy.
- For more information on UT policy, please refer to The Office of Inclusion & Equity.

Community Guidelines:

- Participate and be open to receiving feedback
 - Respect one another's ideas and comments
 - Open and honest communication
 - Confidentiality - Share the message, not the messenger
 - Experiment with new ideas and challenge assumptions
 - Stay engaged and seek to understand
 - Start where you are
-
- Technology: Cell Phones, Laptops, etc. Are all okay!

Overview of our time together:

- Definitions
- Kinds of Bias
- How do we combat sexism together?
 - Bystander intervention
 - Practice together with scenarios
- Share resources
- Evaluation

Share in the chat:

What is sexism?

Sexism

[University of Texas
Libraries Diversity
Action Committee](#)

The systematic, institutional, pervasive, intentional (or subconscious), and routine mistreatment of women and femme people of all genders. This mistreatment creates an imbalance of power in society that renders women and femme people disadvantaged. The belief that men and masculinity are superior to women and femininity.

UT Policy on Sexism

"It is the policy of The University of Texas at Austin ("University") to provide an educational and working environment for its students, faculty, and staff that is free from sex discrimination (including discrimination on the basis of sexual orientation, gender identity or gender expression), sexual harassment, sexual assault, sexual misconduct, interpersonal violence (including domestic violence and dating violence), and stalking. In accordance with federal and state law, the University prohibits discrimination on the basis of sex (including gender) and prohibits sexual harassment, sexual assault, sexual misconduct, interpersonal violence, and stalking."

If you ever have questions, concerns, or feel stuck refer to UT's policy on UT's [policy on sex discrimination, sexual harassment, sexual assault, sexual misconduct, interpersonal violence, and stalking.](#)

OVERVIEW: COMMON BIASES WOMEN EXPERIENCE AT WORK



Likeability bias



Performance bias



Maternal bias



Attribution bias



Affinity bias



Double discrimination
& intersectionality



[Watch the video:
"Introduction to the Common
Biases Women Experience"](#)

Likeability bias



Likeability bias

- Likeability: women are penalized for being assertive: called "bossy, intimidating, aggressive"
- The flipside is also true, if women are seen as likable they are called "less effective"
- This double bind makes it hard to know how to act, and harms ability to advance

Performance Bias



Performance bias

- We tend to underestimate women's performance, and overestimate men's.
- This leads to missed opportunities for people who aren't men. Both in hiring and advancement.
- Performance bias is more pronounced when criteria are unclear, leaving individuals to rely on gut feelings and personal inferences

Maternal Bias



Maternal bias

- Studies show it's the strongest type of gender bias
- Motherhood triggers assumptions that women are less committed to their careers and less competent.
- Starts early, often when women get engaged. People start asking about kids, etc.
- Men get this, too, when they become parents, studies show that when men take time off for "family reasons" they get lower performance reviews.

Attribution Bias



Attribution bias

- Linked to performance bias, if we think women are less competent we are more likely to give men credit if something is successful, and blame women if something fails.
- Think women's contributions are less valuable.
- Women often feel like they have to meet higher standards than men do.

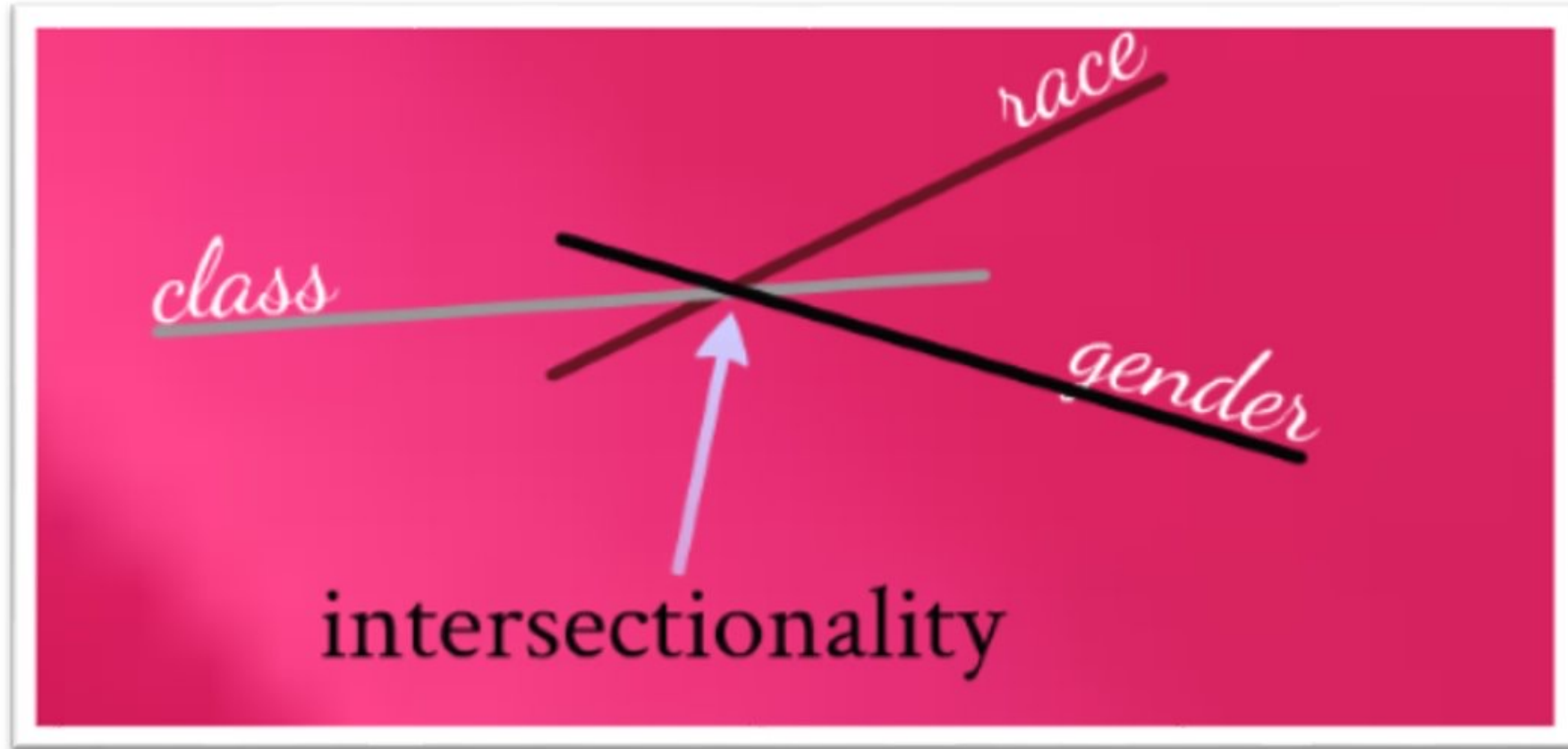
Affinity Bias



Affinity bias

- We gravitate to people who are like ourselves, in appearance, beliefs and background.
- Mentors say they like to mentor people who are similar to them.
- Supervisors are likely to give a favorable evaluation to people who are like them.
- This is hard for women and people of color since many people in positions of power are white men, who are looking for other white men to mentor.

Crenshaw's Intersectionality



- Overlapping or *intersecting* social identities - Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.
- Directly connected to conversations around racial justice

Crenshaw's Intersectionality

...and related systems of oppression, domination, or discrimination.

**ALL
OPPRESSION
IS CONNECTED!**



"ALL OPPRESSION IS CONNECTED"

MURAL BY JIM CHUCHU
INSPIRED BY THE POETRY OF
STACEYANN CHIN

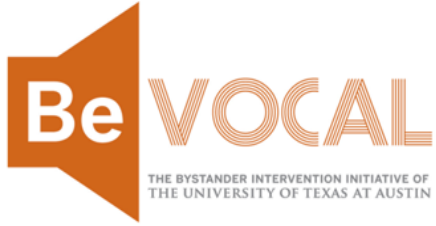
Video: Intersectionality



Responding to the video on Intersectionality

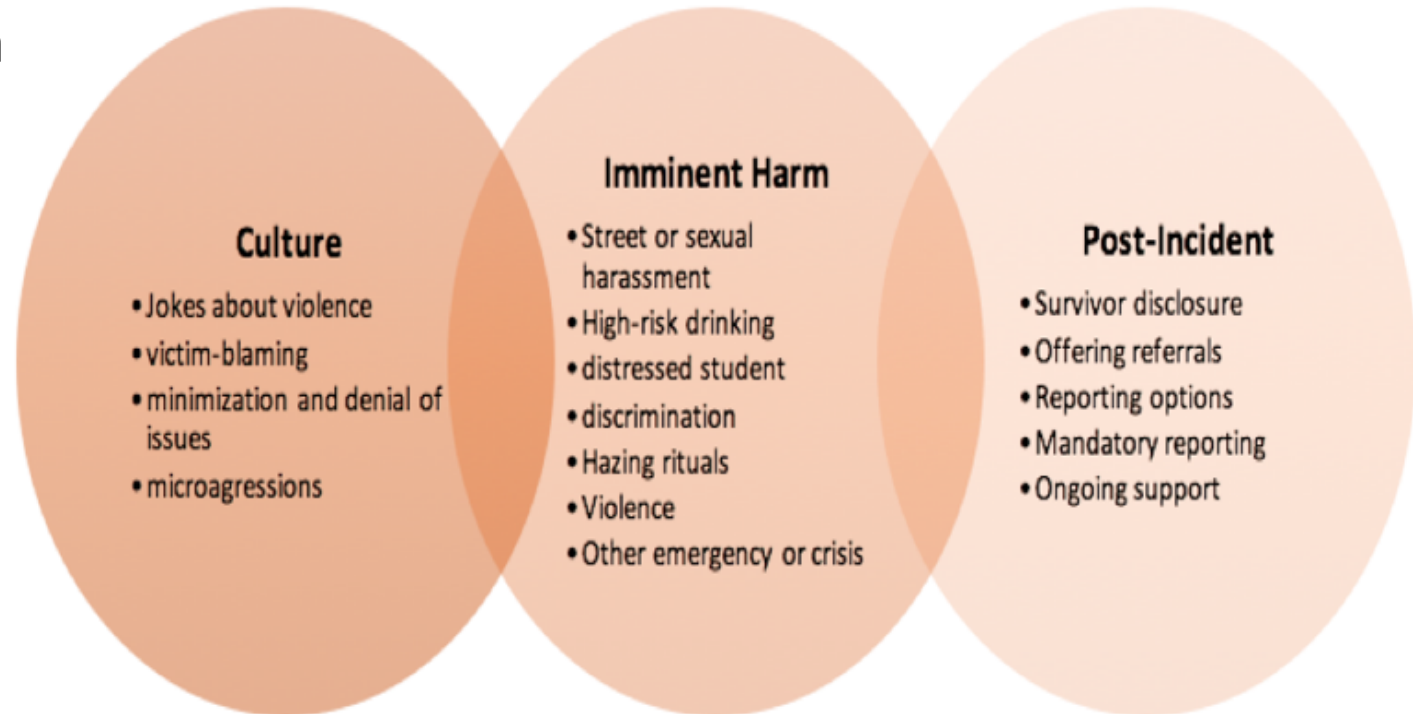
Thinking about what we just learned about intersectionality, how might someone's identities impact how they experience sexism?

How might intersectionality inform how you respond?



Recognize. Choose. Act.

BeVocal is designed to address multiple types of harm and enhance an individual's confidence to intervene. The BeVocal initiative seeks to promote intervention as a norm of our community, and in turn change the campus culture. BeVocal believes that while the issues or type of harm may be different, the action steps to intervention, potential barriers and resources are consistent.



Critiques of Bystander Intervention

“We have shifted and extended accountability from victims to now bystanders before we have even begun to challenge power on its fundamental levels.”

-**Lauren Chief-Elk** in her essay “The Failure of Bystander Intervention”

“History is replete with stories of black women who were precluded from invoking self-defense in the face of violence. In fact, too many have been and are criminalized for protecting themselves.”

- **Mariame Kaba**

SCENARIOS
(RECOGNIZE, CHOOSE, ACT)

Next Steps:

1. Breakout rooms!
2. Discuss together (highlights)

Resources:

Recognize.

- [Ethics Unwrapped- Implicit Bias](#)
- [Title IX - Training](#)
- [UT Learn-Dynamics of Diversity](#)
- [Center for Teaching and Learning](#)

Choose.

- [Voices Against Violence - Prevention](#)
– [Theatre for Dialogue](#)
- [BeVocal – Bystander Intervention](#)
- [Gender and Sexuality Center](#)

Act.

- Follow-up or Check-in & offer resources
- [Title IX- Reporting](#)
- [Voices Against Violence – Clinicians](#)
- [Office for Inclusion & Equity](#)
- Call 911 or [UTPD](#) non-emergency number [\(512\) 471-4441](#)
- Report to [Behavior Concerns Advice Line \(BCAL\)](#) [\(512\) 232-5050](#)
- [Student Emergency Services IVPS or Advocacy Support](#)

Evaluations:

Please take a little time to complete the evaluation forms.

www.tinyurl.com/SexismEval

To ensure you get credit for this course in UT learn:

<https://tinyurl.com/DynamicsCredit>

Thank you for your time!

Intersectionality and Allyship



Land Acknowledgement

“In honor and recognition of the land we are currently, this land is traditionally inhabited by Comanche, Coahuiltecan, Apache, Tonkawa, Mexica, and all other tribes not explicitly stated. We honor Yana Wana, water of the spirit and spirit of the water that flows through central Texas and all ancestors and guardians of this place. And we acknowledge that native peoples and their descendants are here with us today.”

- Native American Indigenous Collective

More Information about Land Acknowledgement: <https://liberalarts.utexas.edu/nais/land-acknowledgement/index.php>

Note: Text the City, State to 1-907-312-5085 to learn more about the land you are occupying

In this Workshop, Please Agree to...

- Participate and be open to receiving feedback
 - Respect one another's ideas and comments
 - Open and honest communication
 - Confidentiality - Share the message, not the messenger
 - Experiment with new ideas and challenge assumptions
 - Stay engaged and seek to understand
 - Start where you are
- ★ Technology: Cell Phones, Laptops, etc

Goals and Objectives

Raise Consciousness

Interrupt

Educate

Move Towards a Direction for Change

Question

Raise Consciousness

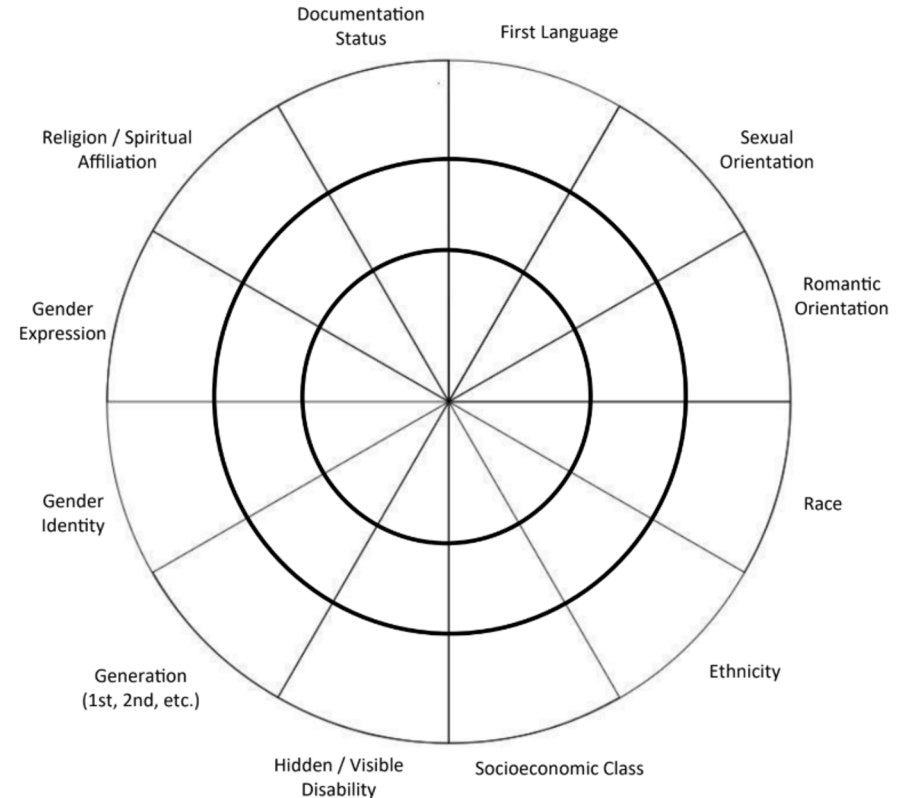


**What
Do You
See?**



Interactive Activity

1. What identities do you think about often / least often?
2. What identities would you like to learn more about?
3. What identities have the strongest effect on how you see yourself as a person?



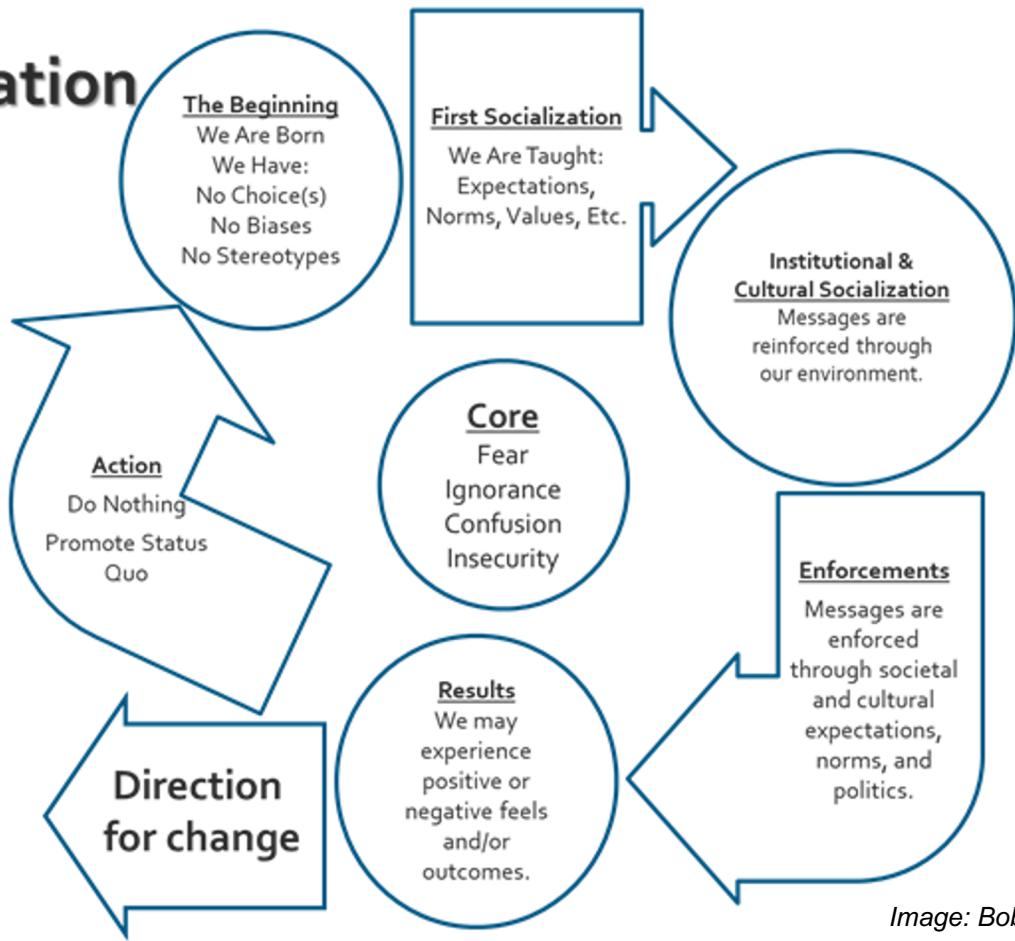
Where do we receive messages about identities (i.e. sex, gender identity, gender expression, race, ability, etc)?

What? How? Why?

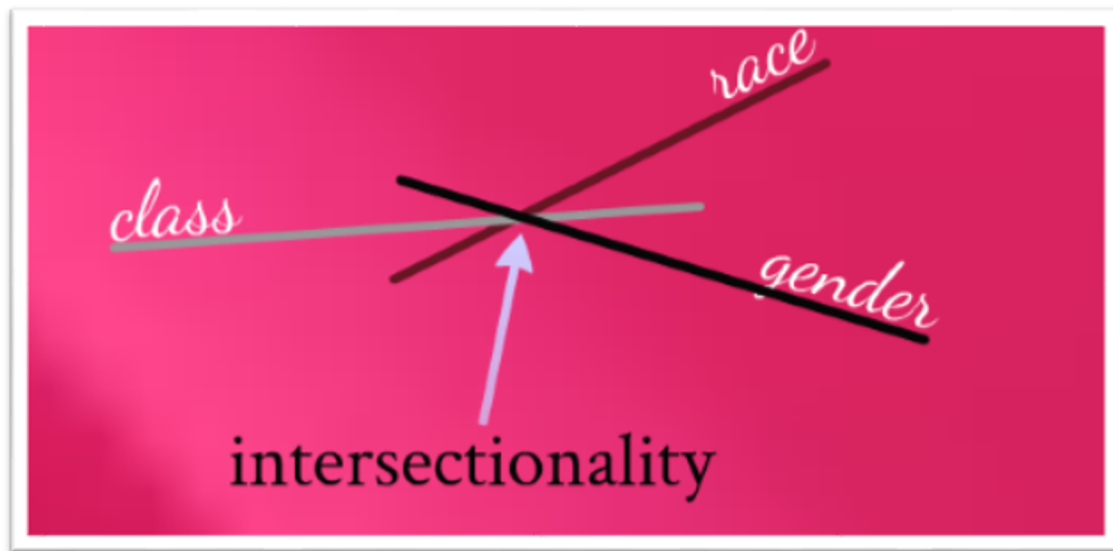
Interrupt



Cycle of Socialization



Crenshaw's Intersectionality



- Overlapping or *intersecting* social identities -

Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.

Educate





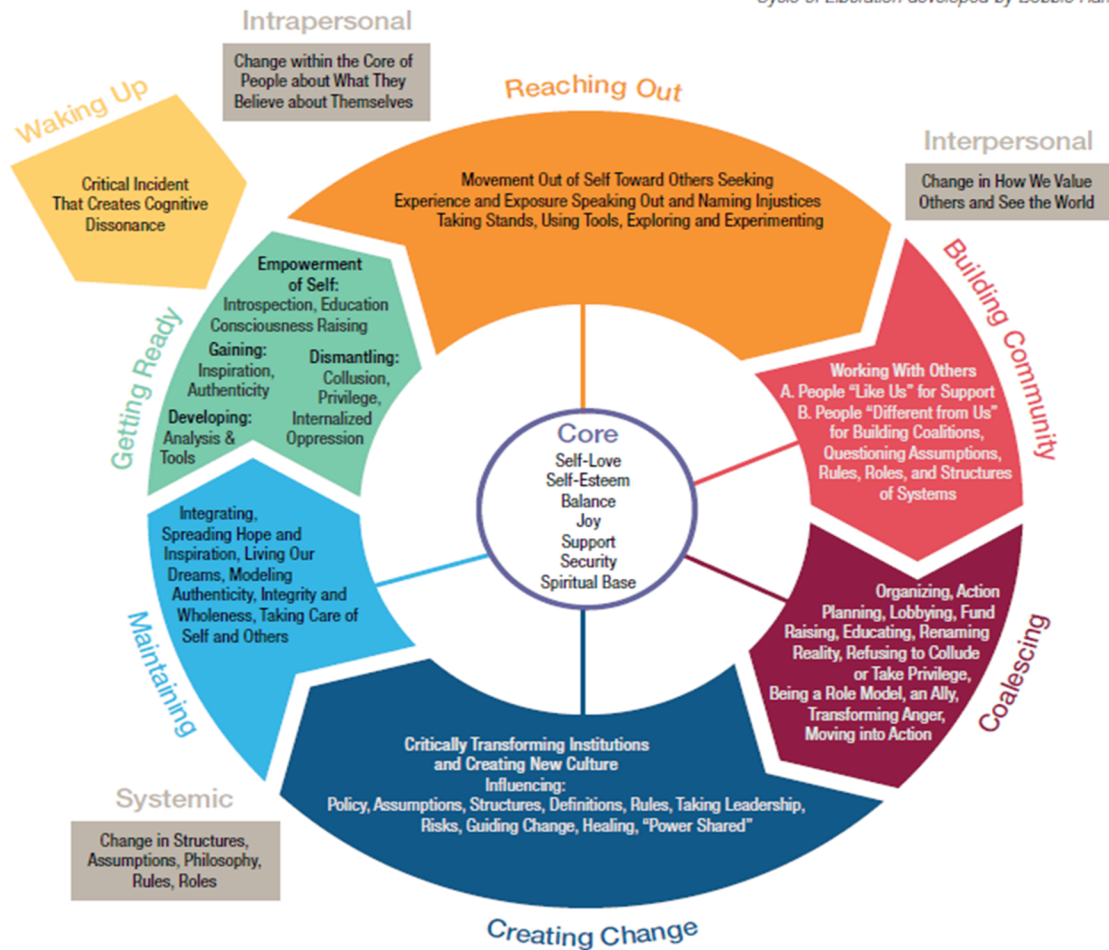
“What Exactly is Intersectionality? A Conversation with Stephanie “Najma” Johnson (She/Her)

Move Towards a Direction for Change



CYCLE OF LIBERATION

Cycle of Liberation developed by Bobbie Harro



Finding & Creating Accessible Spaces



To make a revolution, people must not only struggle against existing institutions. They must make a philosophical/ spiritual leap and become more 'human' human beings. In order to change/ transform the world, they must change/ transform themselves.

— *Grace Lee Boggs* —

AZ QUOTES

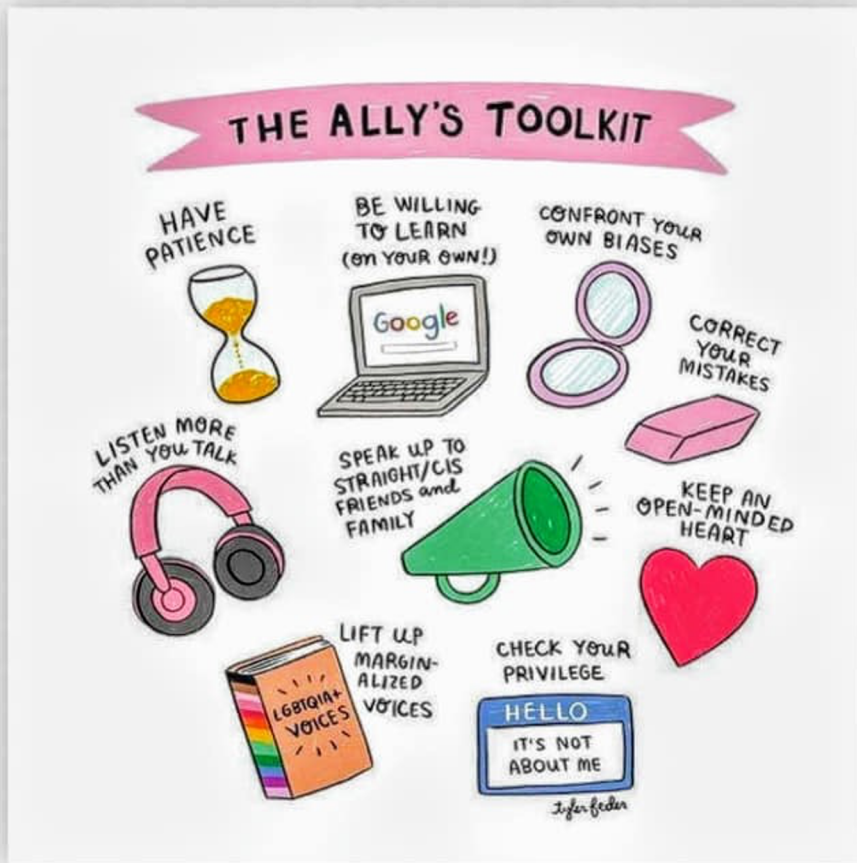
Adopting an Intersectional Approach



- ★ Outreach and consultation with key groups and organizations
- ★ Inclusion policy in the organization
 - Is the organization actively welcoming everyone?
 - Are we creating spaces that everybody can take part?
- ★ Representative membership
- ★ Representative leadership
- ★ Solidarity and statements
- ★ Advisory board
- ★ Training



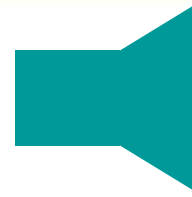
“5 Tips for being an Ally” - Franchesca Ramsey (She/Her)



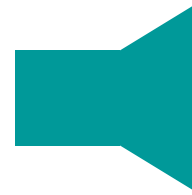
- ★ Affirm identities
- ★ Respect pronouns and names and share your own
- ★ Find, read, share, and credit posts and articles by people who are directly affected by oppression
- ★ Speak only from your own experience and listen to each other's different experiences
- ★ Talk with and give tools to organizations you partner with to be more inclusive and affirming
- ★ Consider when you are speaking, reading, and doing outreach that people of historically marginalized identities (our experiences are different)
- ★ Research about identities that are new to you (ask questions at the GSC)
- ★ Share these strategies with people who share your privileged identities



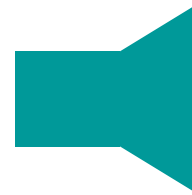
Bystander intervention
is **recognizing** a potentially harmful
situation or interaction and **choosing**
to respond in a way that could
positively influence the outcome.



RECOGNIZE HARM



CHOOSE TO RESPOND



TAKE ACTION

1 in 5 students have intervened in situations involving homophobia or
transphobia since arriving at UT.
2014 BeVocal Student Survey

Questions



Additional Resources

- BeVocal
- Counseling Mental Health Center
- Fearless Leadership Institute
- First-Gen Longhorns
- Healthy Horns
- Monarch Student Program
- Multicultural Engagement Center
- Project MALES
- Services for Students with Disabilities
- Voices Against Violence



Image; Frida Kahlo (She/ Her)

Keep the Conversation Going!

- What Do Thriving Queer Communities Look Like?, Presented by Peers for Pride
- Affirming LGBTQIA+ People: Interpersonal Allyship (Allyship Toolkit Part 1)
- Affirming LGBTQIA+ People: Organizational Allyship (Allyship Toolkit Part 2)
- Affirming LGBTQIA+ Students & Colleagues
- Bi and Beyond: Talking about Fluid Sexuality Identities
- From Allyship to Advocacy: Supporting Transgender Communities
- Histories of & Accountability to Trans Feminisms
- Intersectionality & Allyship
- Introduction to the Gender and Sexuality Center: Women's and LGBTQIA+ Community Center
- Working Towards Gender Justice
- Tailor Workshop



Beyond Gender and Sexuality...

- Counseling and Mental Health Center
 - Mental health needs and concerns of UT students
- International Office
 - Supporting International and Undocumented Students
- Services for Students with Disabilities
 - disABILITY Advocate Training
- Students in Recovery
 - Recovery Ally Training
- Voices Against Violence
 - Relationships, consent, boundaries, signs of power and control



University Resource Groups



- **Asian / Asian American Faculty Staff Association (AAFSA)**

AAFSA's mission is to support, celebrate, and empower Asian and Asian American faculty and staff by fostering a community that provides opportunities for networking, communication, and growth -- both personal and professional.

- **Black Faculty Staff Association (BFSA)**

BFSA was founded by Dr. Wanda Nelson. The BFSA was incorporated in December 1990 and the bylaws and constitution were officially adopted in April 1991. This organization is dedicated to visible commitment and inclusion of Black faculty, staff and students at the University of Texas at Austin.



- **Hispanic Faculty Staff Association (HFSA)**

HFSA is a campus-wide organization that provides opportunities for social and cultural interaction among Hispanic/Latino as well as other interested professionals at The University of Texas at Austin. We encourage communication, support networking, serve as a voice for cultural and educational issues, and promote employment and career opportunities.

- **Pride Equity Faculty Staff Association (PEFSA)**

PFSA advances the educational mission of The University of Texas at Austin by cultivating a safe and inclusive environment that values, celebrates and affirms the sexual and gender diversity of UT Austin's faculty and staff members. We strive to increase visibility and to encourage meaningful involvement of gay, lesbian, bisexual, transgender and allied faculty and staff within the campus community as well as to advocate workplace equity and to promote educational growth in a climate of mutual respect.



Gender and Sexuality Center

Serving Women and LGBTQIA+ Communities

- Student Activity Center, Room 2.112 (2201 Speedway)
 - Address: 2201 Speedway Austin, Texas 78712
- Business Hours
 - Monday – Thursday, 9:00 am – 7:00 pm
 - Friday, 9:00 am – 5:00 pm
- Business Hours (Summer)
 - Monday - Friday 9:00 am – 5:00 pm
- Contact
 - Phone: (512) 232-1831
 - Email: gsc@austin.utexas.edu
 - Website: www.utgsc.org
- Stay Connected!
 - Sign up to our Newsletter!
 - Facebook, Twitter & Instagram: @GSCatUT



Intersectionality and Allyship



Peers for Pride Final Performance
Run of Show 2021-2022

Presented by:
Peers for Pride

Table of Contents:

What	Who	Page #
Start of Program	████	2
Welcome Remarks & Intro	████ and █████	2 - 4
Scene #1: Lunar & Rosie	████ and █████	Bottom of 4 - 8
Monologue #1: Abby	████ and █████	9 - 11
Scene #2: Abby & Jessica	████ and █████	11 - 14
Monologue #2: Lunar	████ and █████	15 - 17
Closing	Everyone	17 - 18

START OF PROGRAM



Hello everyone! Welcome to the Peers for Pride Final Performance! We are so grateful to share this space with you today and are so excited to show what incredible work our students have been doing throughout the past year.

My name is [redacted] and my pronouns are they/them/theirs and I'm a [redacted] [redacted], and I also work at the [redacted] assisting with the education program, so I've been co-curating and co-teaching this course with my amazing colleagues!

Just a few housekeeping (or outdoor keeping????) notes:

1. If folks need to use the restroom, you can enter San Jacinto residence hall and use bathrooms on the ground floor. There are also gender inclusive bathrooms in San Jacinto 1247 and 1249 on the first floor.
2. Feel free to grab some of the snacks on the tables and check out some of the information the GSC has on the flyers, as well as following us on social media if you have not already
3. And, if you take any pictures or videos, please refrain from using flash and make sure to tag the GSC and Peers for Pride on social media!

As I invite our students on stage to start their final workshop, I hope you all see the vulnerability, creativity, and allyship persistent throughout the next hour and a half. I'm so excited to be in this space with y'all, but for now I will hand it off to [redacted] and [redacted] to start us off!

WELCOME REMARKS & INTROS



[redacted] and [redacted] on Stage

[redacted] Welcome y'all! How is everyone?! Thank you so much for coming and we're excited to get the program started!

[redacted]: My name is [redacted]. I am a [redacted]

[redacted]

[redacted] I use she/her pronouns. Hi my name is [redacted]

I'm a [redacted] and I use any pronouns.

[redacted] Before we start, we want to share about the Peers for Pride program a bit more!

Peers for Pride is a student leadership and workshop facilitation program for students at the University of Texas at Austin. We host both invited and open workshops on and around the campus area targeted at improving allyship of those both in- and outside of the queer community.

The program requires two semesters of coursework where students learn about issues faced by members of the LGBTQIA+ community through required readings and videos. Students (which would be us!) also learn about applied theatre practices and acquire the tools necessary for developing effective leadership strategies.

Using this information, we develop our workshops to help educate people on issues that they might not know about in order to help them feel more well-equipped to practice better allyship in their day-to-day lives.

Land Acknowledgement

Before we get started with the formal portion of today's program, we want to do a land acknowledgement prior to the start of the program. (I) We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America.

Moreover, (I) We would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin:

1. To repatriate the ancestral remains held by the Texas Archeological Research Laboratory to their Indigenous descendant communities and Native lands.
2. To commit to the active recruitment and material support/retention of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body.
3. To support the transition of the Program in Native American and Indigenous Studies into a Center.
4. To establish a protocol of research and study on Tribal or Native lands, and to foster an ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

██████ We recognize that having a land acknowledgement is only a start, and that we must continue finding ways we can be allies and accomplices to Indigenous and Native folks at UT and beyond.

Community Guidelines

██████ As we begin, we want to share some community guidelines that we have created as a class, and want to share with you as well while we're in this space together. **(alternate)**

1. ██████ - First, let's try our best to stay engaged! There will be a lot of material covered in this performance and we ask that you try to stay present, in the moment, and be respectful of facilitators as they are performing. We will ask y'all to participate with some discussion questions, and as much as we love the sounds of Austin, we would really love to hear what you have to say too!
2. ██████ - "Take space, make space." This performance is collaborative. Not only are we collaborating with you all, but you are collaborating with each other. If you have questions or are well-informed on a particular subject, feel free to speak up and take that space for yourself! However, be sure to make space for others to have a chance to participate as well.
3. ██████ - We are going to try to be mindful and inclusive on how we use our language. We don't just say y'all because we're from Texas!
4. ██████ - And finally, "start from where you are." We all come from different backgrounds and different walks of life—even us facilitators! Each one of us has a unique set of skills and varying knowledge on certain topics. Do not be afraid to ask questions for clarification on things you are not familiar with. We are all always learning, and we want this to be a space where you can continue that personal growth with us.

Introduction of Scene 1

██████ Okay! Now that we have finished with all of the prerequisite information without further ado we welcome the first scene to the stage!

SCENE #1 LUNAR & ROSIE

██████ & ██████

██████ Well I'm still here!

██████ stays on stage-- perhaps comedic moment of remaining on stage

█ Hey █ Didn't know you were going to be here today too!

█ Honestly, me neither! Totally kidding~ Anyways, do you want to introduce yourself to everyone since I think they might know me already?

█ Sure thing! *█ introduces themselves briefly as █ first* █, and i use all pronouns.

█ and █ put on their distinguishing character item

█ and █ introduce themselves as Lunar and Rosie including characters' NAME, PRONOUNS, SEXUALITY, GENDER IDENTITY, RACE, ETHNICITY, AND/OR ANY OTHER APPLICABLE IDENTIFIERS

Lunar: Now let me RE introduce myself as my character! I'm Luner, I'm agender, asexual, and i use they/she pronouns

Rosie: Hello everyone my name is Rosie Garcia, I am a heterosexual Hispanic woman, I use she/her pronouns and I am wanting to learn ways to appropriately approach someone who is part of the LGBTQIA+ community.

Rosie: Ready when you are, Lunar!

PERFORM SCENE

Remember, make it VERY CLEAR at the end of the scene that the scene has finished.

Lunar: Hey Rosie, how are you doing?

Rosie: Hey Lunar. Ehh, not too good. It could have been better, it's just work was so awkward today.

Lunar: Aww no, why? What happened?

Rosie: Well there's this person in my office who identifies as asexual, and they are literally the sweetest person ever, always greeting everyone who walks in, has the best fashion ever and is one of the most hard working people that I know in our office, but what really bugged me today were these two co-workers of ours asking them such

inappropriate questions, comments and jokes about their sexual orientation. I felt terrible as a friend and co-worker, since I did not know how to jump in to stop these inappropriate comments.

Lunar: Wow, well that's really invasive! It was rude of them to do those things, especially in that type of space. If you don't mind me asking, what did those co-workers say?

Rosie: Well, from my understanding what I had learned in my Peers for Pride program is asexuality is when someone feels little to no sexual attraction to anyone. But our co-workers were asking them these invasive questions about their relationship history and why they "choose to be like that."

Lunar: Oh my gosh, those are totally insensitive things to ask anyone! You're right about how asexuality refers to a lack of sexual attraction. There's really a spectrum of identities under the asexual umbrella, but asexuality is the most well-known term for little to no attraction.

Rosie: Right. Well, I was wondering if you could help me distinguish what kind of questions are appropriate to ask and maybe tell me a bit more about asexuality? I know you're asexual yourself, so I thought coming to you might be my best option. If you want to, of course! I know it can be taxing to have to explain yourself every time someone is asking.

Lunar: Of course, I'd be happy to answer your questions! You've helped me so much this past year being a good, supportive friend, so I'll gladly return the favor. Just a warning though, any questions about a person's relationship history whether it's sexual or not is usually unwelcome in a professional setting unless they give explicit permission or bring it up first.

Rosie: Okay, so what is being asexual like?

Lunar: Being asexual is different for each person who identifies as it. Some people are repulsed by the very idea of those kinds of relationships for themselves, some are indifferent, and some view the acts positively. They all still feel little to no attraction, it's just their reactions to those situations are unique to the person.

Rosie: Oh, wow, I didn't know that. Do asexual people face discrimination like everyone else in the community?

Lunar: Truly, no one in the community ever faces discrimination the same way as another does. For example, heterosexual relationships being pushed as the norm affects anyone who feels attraction in any other way, but discrimination against them is different than discrimination against transgender or intersex folks. As an asexual, laws against non heteronormative relations would affect my romantic orientation more than my sexuality.

But that's a totally different conversation.

Lunar takes a sip of their iced coffee

Rosie: that makes a lot of sense.

Lunar: Again, it really depends on the individual. Asexuals are discriminated against on a more interpersonal level, such as having others being prejudiced against them or committing microaggressions. There is no law against being asexual, though cultural and societal norms have inflicted shame on the identity anyway. We are constantly told we haven't "found the right person yet," or are somehow "broken," and told we will "change our minds" eventually. For me, that mostly refers to having biological children: a process of which I have no interest in at all, gross. But other people who identify as asexual may feel differently. Things become a little more difficult to explain when you add gender to the mix, with the differences between men, women, non-binary folk, and others.

Rosie: Gosh, that's a lot to take in. I'm really wondering what kind of questions are acceptable to ask in a workplace or classroom setting?

Lunar: Well, I keep repeating myself, look at me! (laughs) That depends on the context of the conversation as well as personal boundaries. It may be appropriate to ask your co-worker if they're open to discussing their educational or working experiences as an asexual, how their work has been effected or influenced by it. If the situation calls for it, you could also ask them if they would like to share their expectations for treatment and work relationships. They may want to be treated the same as everyone else, though in some circumstances they might want the choice to avoid participating in certain events or conversations where they know the topics may hurt them. Events like corporate

parties, lunches, or get togethers where the setting is a little more casual may cause some stressors, so it's good to invite them but not pressure them to attend.

Rosie: That makes a lot of sense. I know I wouldn't want my co-workers talking about uncomfortable topics around me when they know how it affects me. What should I do if something like that happens again?

Lunar: (Note: don't be a savior) don't stand up/speak for them (unless they express you can) but support them, let them know you will be there if they need you and if they don't you are there for moral support.

Rosie: (Note: that's interesting, so just based on your comment, I've realized that it's not my place to express that frustration or anger cause it's not towards me but(showing support towards my co-worker)

Lunar: (Note: ways to respectfully intervene/support)change subject, get them away, etc.

Rosie: (Note: yeah thanks i can do that next time)

Lunar: (Note: suggest resources for yourself and to use in the workplace) I can grab you resources from the Gender and Sexuality Center to give to folks at your job! Actually, there might be some over there! *Points to GSC table*

Rosie: (Note: Do you think i should take today's incident leaving names out of course to our director and pitch that we host a workshop on workplace discrimination)

Lunar: (Bet) Great! Now let's enjoy our bagels! END SCENE!

Rosie and Lunar cheers to bagels

Remove distinguishing character item

██████ Did y'all miss us??

██████: *start facilitation questions*

Facilitation Questions:

1. What did you notice in that scene?
2. What is one thing you learned about asexuality you didn't know before?
3. What should you do if you witness someone in your workplace being invasive/disrespectful in regards to sexual orientation/gender identity?
4. What are some ways not shown in the scene to support your peers?
5. Have you experienced anything like this before in your workplace? If so, describe how it felt/its effects on you.

██████████: *once facilitation questions are over share that you'll be back in just a bit*
Don't miss us too much– we will be back soon!

MONOLOGUE #1:

██████████

██████████ and ██████████ enter the stage

██████████ Well that was a great learning experience!

██████████ Yeah! Although, it really did make me want to get bagels and coffee too...

██████████ Let's grab some after this! But first-- do you want to introduce yourself?

██████████ Oh good thinking! *██████████ introduces herself briefly as ██████████ first, ██████████
██████████ I use she/her pronouns and I'm bisexual* And now-- I
know that was a very brief introduction, but I'm about to be someone new!

*██████████ puts on distinguishing character item for MONOLOGUE and starts to walk
away from ██████████ as ABBY*

██████████ Well that was quick! Here we have our first monologue.

*██████████ pulls up a chair to listen to Abby's monologue. Sits down in chair eagerly to
listen to monologue*

PERFORM MONOLOGUE

Leave stage when monologue is over to show that the scene is over

Abby: Dear University I go to,

I was so excited to see that acceptance letter. This was a good school. I was happy I was going. It would make my parents happy. They went to this school. They loved the city it was in. Every time we visited, my mother would tell me stories of what she did with her friends while she was here, and tell me all about her favorite restaurants and visiting spots. My dad would go on and on about how much he learned while he was here. His ringtone was the school's fight song. I was told I'd have fun here. I was told I would learn to fit in. There were so many expectations and things I was told about you.

This city apparently welcomed all and was accepting of people from all backgrounds, but looking around, a lot of people look like me. But I'm not sure how welcoming that is to people who don't look like me. It's rare to see a person of color in a sea of white.

One thing I wasn't aware of was how quiet the school was about how racist it was. I didn't know that the year before I got here was the year they finally got rid of confederate statues in the main part of the school. The mascot has racist backgrounds. White students complain about the Black students getting in because "they only got in because they're Black."

As far as how the university felt about queer students, it was evident in how a small corner of campus reserved specifically for LGBTQIA+ people. It felt like they were checking off a box, saying "Hey look, we did something for you. Look at how inclusive we are!"

There are several churches, on campus or surrounding it. I have yet to see a single mosque or synagogue. There is a man who sits on the main quad every day and reads bible verses, even though this is supposed to be a "secular" school.

There are still statues that express our school's problematic founding and administration. Racist donors and corrupt policy makers get to keep their building names and statues, when the university fails to listen. When we told you about the statues, you finally relented, almost reluctantly.

This school is so big. It has too many people. Too many people who look and dress the same. Maybe it's because it's so big that I feel there's little support, but you don't care about us. Several of us go unseen and unheard. You won't change the mascot, regardless of who begs and pleads and tells you how harmful it is. You hoard ancestral

and ceremonial artifacts from the Native tribes that live here, in your museums, and you say "This university stands with all members of our community."

There is no community. There are several of us, yet none of us know one another. And how could we, when it seems you only accept one kind of person.

I know what you're thinking. "Why don't you transfer?" If I could transfer to a school that had zero history of racism, homophobia, or classism, I would. Let me know when you find one.

[REDACTED] and Abby discuss monologue

[REDACTED] Oooooof-- that was a lot to take in... thank you for sharing! Abby, how are you feeling after all of that?

Abby: Felt good to get that off my chest, honestly.

[REDACTED] begins asking audience questions

Discussion Questions:

1. What are some things that make you feel excluded or included on your own campus?
2. What are some things that we could do to help Abby feel more welcomed on her campus?

Abby: Those were some great ideas, I hope that we all can continue to think critically about where we get our education from, and research how we want to be involved in certain organizations and institutions!

[REDACTED] Me too, Abby! Let's start now :)

Abby and [REDACTED] exits stage

SCENE #2: ABBY AND JESSICA

[REDACTED] & [REDACTED]

[REDACTED] and [REDACTED] enter stage

[REDACTED] I feel like you were just here...

[REDACTED] It definitely does feel that way.

██████ Welp, we might as well start!

██████ and ██████ put on their distinguishing character item

██████ and ██████ introduce themselves as Abby and Jessica including characters' NAME, PRONOUNS, SEXUALITY, GENDER IDENTITY, RACE, ETHNICITY, AND/OR ANY OTHER APPLICABLE IDENTIFIERS

Jessica: My name is Jessica, my character is a first-year student at a fictional university I use she/her pronouns and I identify as asexual

Abby: My name is Abby and I also go to this fictional college, I identify as bisexual and also use she/her pronouns

Abby: *signifier to start scene* Ok now let's start our scene!

PERFORM SCENE

Remember, make it VERY CLEAR at the end of the scene that the scene has finished.

Abby: Hey Jessica!

Jessica: Hi Abby!

Abby: How are you? How are your classes?

Jessica: They're doing alright, could be better. And I would say that I'm feeling great today, what about you?

Abby: They're okay. Very different from how school used to be. I'm doing good as well.

Jessica: Yeah, I'm excited for today too because I got some news! However, I want you to take a guess about what it could be.

Abby: (INSERT GUESS)

Jessica: Nope, try again.

Abby: (INSERT GUESS)

Jessica: Wrong again!

Abby: Jess, just tell me already or I'll be guessing all day!

Jessica: Okay okay! I'm going to check out the GSA we have here on campus.

Abby: Ohhhh nice! I didn't know we even had one! Why are you interested in going?

Jessica: Well I'm hoping to meet some new people and I have some free time this semester. Also...maybe there are other people around who are ace like me you know? It would be cool to find someone else who understands what it's like to be asexual in an allo-world.

Abby: Well I hope it goes alright. Let me know if I should go too! Anyway, I'm excited too. I'm going on a date later with someone I met on queer dating app. She's really cool.

Jessica: That sounds cool! I hope it goes well and you stay safe!

End scene 1, hold up Spongebob One Week Later Sign

Abby: Hey!

Jessica: Hey...

Abby: What's wrong?

Jessica: *Pause* You remember that GSA thing a week ago?

Abby: Yeah? Why?

Jessica: I really didn't have a good time there Abbs.

Abby: What happened?

Jessica: Well you know at first, everyone was nice and inviting and stuff and we got to introducing ourselves and sharing our identities and such. But, later when we started talking amongst ourselves I overheard some people talking and someone said "Asexuality is just a made up idea." and, "Another straight passing identity." The group kept making invalidating remarks about it and neither the president nor the vice-president noticed. Or if they did, they didn't even say anything.

Abby: Ugh, really? What does "straight passing" even mean?

Jessica: I guess just that idea that if you "look or act straight" you're not really a member of the community. They even went on to say "it's like bi people who date the opposite sex. They're just saying they're bi to get attention."

Abby: Well that's alienating in itself. "Opposite sex" is so binary. And the leaders didn't do anything?

Jessica: No, not really.

Abby: It sounds like they aren't that inclusive of a group. In fact, I sometimes notice that some LGBT spaces have a lack of inclusivity when it comes to ace and bi identities. Whenever I tell people my sexuality they think I'm just not deciding which gender I like more.

Jessica: That's like when people ask me if I'm sure I'm ace if I haven't had sex yet. Speaking of which, how did your date go?

Abby: Oh... that also didn't go very well. Once I did tell her I was bi she kinda got distant. She hasn't messaged me again.

Jessica: Aw, that sucks.

Abby: It does. Sometimes I feel like I have to come out twice in queer spaces, especially when dating. Telling them I'm bi could go either way, and it's stupid that this process makes me nervous every time. And that didn't go well this time. I thought she was cool.

Jessica: I feel that. It can go either way when I tell people I'm ace too. I can't count how many people have turned me down because of it.

Abby: It's a bit disheartening that other LGBTQIA+ people believe in these stereotypes. I mean, our identities are literally in the LGBTQIA acronym.

Jessica: Right? Maybe the leaders of that GSA should talk to that person, what they said is really alienating to future members. They would probably also benefit from gaining more asexual or bisexual members. Maybe even having meetings to educate about ace and bi inclusivity.

Abby: Maybe I can help you with that. There's plenty we can teach about inclusivity and intersectionality.

Jessica: That would awesome, thanks Abby. Why don't we go talk to the GSA president now?

Abby: Okay, let's go!

Remove distinguishing character item

█ That was Abby and Jessica, we hope you enjoyed that scene. Okay, now for another round of discussion questions!

█/█ *start facilitation questions*

Facilitation Questions:

1. What did y'all notice in that scene?
2. If you were the president of the GSA (in the messaging scene), how would you deal with the invalidating talk about other sexualities?
3. What else should this imaginary GSA group do to make sure that all identities are included?
4. Why should queer communities try to include everyone in every discussion? How do we get rid of the "Them-vs-US" mentality?
5. How would a thriving queer community include ace people in conversations?

██████ / ██████ *once facilitation questions are over share that you'll be back in just a bit* Now for the next scene!

MONOLOGUE #2: LUNAR



██████ and ██████ enter the stage

██████ Great job on the last facilitation, ██████

██████ Thanks, ██████ I'm actually really excited to see what's next. Do you know what the next scene is?

██████ No, I don't... but maybe they do?

██████ Who?

██████ puts on distinguishing character item for MONOLOGUE and starts to walk away from ██████ as LUNAR

██████ OH LUNAR IS BACK!!

██████ sits in the front to listen to Lunar

PERFORM MONOLOGUE

Leave stage when monologue is over to show that the scene is over

Lunar: Hey, do you mind if I kind of rant to you a bit? Okay, so I don't know if I should come out at work. My coworkers are nice and everything, but how am I to know if they'll accept me? I mean, the people in charge let me choose the name on my nametag, but when I filled out the name tag form, I included my name and my pronouns but they just put my name. I know there's not much talking in a library anyway, but I'd still like to not be called a girl every time someone addresses me or talks about me. It gets pretty uncomfortable after a while. But on the other hand, I don't want to come off as trying to make it a big deal.

It's just.... I don't want to be seen as *just* a girl. I'm not really anything, but I know a lot of people here in Texas don't often believe in that kind of thing. I also know I don't look much like anything but a girl either, but I shouldn't have to! Looks shouldn't dictate how others perceive you unless that's what you want.

I would love it if my employers and coworkers used **all of my pronouns** and not just the easiest one for them. But I don't want to have to explain myself to everyone, either. I usually can explain a couple times a day, but if I'm having to explain and prove the validity of myself to every coworker and supervisor along with anyone else I meet throughout the day, that just sounds exhausting and not even worth it in the end. Maybe I can just explain to a couple people at a time, so I don't burn myself out. Everyone else can get the lecture later.
Hey, thanks for listening. Do you want to go get bagels later?

[REDACTED] walks over to Lunar

[REDACTED] and Lunar discuss monologue

[REDACTED] What's up with everyone and bagels today?

Lunar: They're *really* great, [REDACTED]

[REDACTED] I know, I know but now I'm hungry and... Anyways. Wow, thanks for sharing this with me. That's so much to sit with. It sounds really exhausting.

Lunar: It really is...

[REDACTED] Is there anyone that you think is a good ally at work that can request pronouns on name tags?

Lunar: That's actually a good idea, I can start thinking of that!

[REDACTED] While you're thinking of it, let's ask some more people...

[REDACTED] turns to audience begins asking audience questions

Discussion Questions:

1. What can we do to make work or school environments more inclusive for trans and nonbinary folks?
2. What is something you could do if you saw this happening to your coworker or fellow student?

Lunar: Those were some great reflections and ideas, thanks, y'all

██████████ All this talk about queer and trans advocacy and inclusion and now I am craving bagels...

Lunar: Let's go get some!

Lunar and ██████████ exits stage

END OF SCRIPTED SHOW

CLOSING

FULL CAST

EVERYONE ENTERS STAGE

██████████ Well that was super fun, y'all!

██████████ This is what happens when you put (gay) theater kids in the same classroom.. And ██████████

██████████ It's been SO fun being your token straight friend for the past year :)

██████████ We loved having you, ██████████

██████████ I can't believe we've been doing this thing for a whole year?

██████████ Right... time is fake.

██████████ Are you saying this because you are a philosophy student or....

██████████ Y'all are great. I'm going to miss you!

██████████ We'll still be here, ██████████ But, now it has me thinking, what will you miss the most?

██████████ Well, I really will miss the most is all of the readings, I actually really enjoyed all of the readings in this class! I mean, they were short and important, and it helped me learn to be a better ally-- truly-- all facts!!

■■■■ Aww, yeah, I really loved all the discussions we had, getting to facilitate them, and having conversations about them in really important settings!

■■■■ Yeah same! I also loved how close you grow with your classmates over these two semesters! It's much more personal than other classes you have where you don't even know anyone's face.

■■■■ Same, y'all I'm so sentimental. I'm going to miss having a space two times a week to really put my thoughts into perspective and discuss LGBTQIA+ issues with a little family.

■■■■ and Jocie join everyone

Jocie: This was so wholesome! Thanks y'all for making this a great year!

■■■■ Seriously, thank you all! And *turns to audience* thank YOU all for coming!

Jocie: Yes! Thank you, and feel free to stick around and grab some snacks and resources from the Gender and Sexuality Center and chat with us and our cast! Maybe they can even sign some autographs.... Let's give them another round of applause!!

END OF SHOW

Peers for Pride Run of Show
Thursday, 4/28/22, 2pm-3:15
San Jacinto Amphitheater

Agenda

- Possible opening scenes
- Narrator roles and scripts
- Order of the scripts
- Order of the monologues
- Additional scenes within the show
 - I.e queer yoga, responses to past comments, reflections of past conversations, [REDACTED] improv of funny things to say, famous quotes, queer related jokes, flamingos are definitely lesbians ([REDACTED])

Scripts

[REDACTED] and [REDACTED] Introduction (names, pronouns, year), describe experience with PFP, distinction between selves and characters.

Messaging Scene:

It is important for a professional setting to be aware of diversity among the people within it. This scene will be focusing on a conversation between Rosie and Lunar addressing appropriate ways to approach someone who is part of the LGBTQIA+ community (highlighting asexuality) as well as what kinds of questions are appropriate and inappropriate to ask surrounding gender and sexuality.

Main Performance Script:

[REDACTED] and [REDACTED] Introduce selves (names, pronouns, year), introduce PFP. Note distinction between selves and characters.

Opening with a short scene, Abby and Jessica share their experiences trying to find their place at their university. Jessica goes to the GSC at their school one day and notices how little Asexual representation there is. When their friend, Abby, comments about the exclusion of bisexuality in those spaces it pushes the two friends to ponder about the importance of inclusion in LGBTQIA+ spaces and how facilitators of that space can be as inclusive and intersectional as possible.

Message scene: Jessica and Abby are meeting up to talk about school. They start out talking about classes and new clubs/organizations they're excited about.

Vocab:

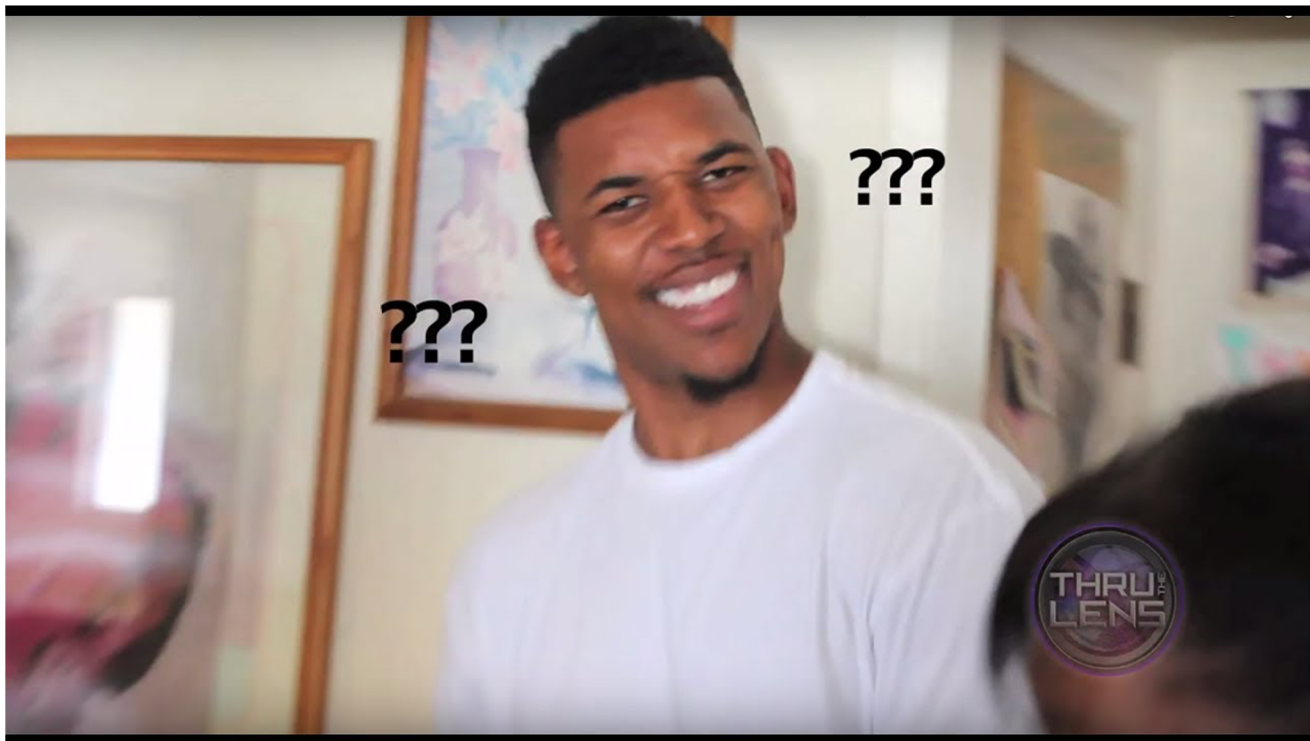
- Inclusion: the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
- Intersectionality: Intersectionality is **the acknowledgement that everyone has their own unique experiences of discrimination and oppression** and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.
- Bi+: People who fall on the bisexual-biromantic spectrum, or people who are either sexually and/or romantically attracted to more than one sex.
- Ace+: People who fall on the asexual spectrum, or people do not feel the need to involve sex in their lives.
- Allosexual: People who do want and enjoy sex.
- Monosexual: People who are only attracted to one sex.

Working Towards Gender Justice



The Gender and Sexuality Center (or GSC for short), is UT's **Women's Center** and **LGBTQIA+ Center**. We provide opportunities for all of UT Austin community to **explore, organize, and promote learning** around gender and sexuality. We also respond to the needs of women & LGBTQIA+ people on UT's campus through **education, outreach, and advocacy**.

What does that mean?



The GSC provides:

- Programs (weekly events, large-scale events, mentor program, student org affiliate program)
- Outreach
- Trainings & workshops
- Ana Sisnett lending library
- Help with “Preferred name” process
- Best Practices & Policy resources
- A list of all gender-inclusive restrooms at UT



- Referrals to on and off-campus resources
- Peers for Pride class
- Drop-in advising
- Crisis fund
- Student internship & staff opportunities
- Newsletter
- Hang out space for students!

Virtual Tour!



<https://www.youtube.com/watch?v=aGzROUqVou4&feature=youtu.be>

Share in the chat:

What is sexism?

Sexism

[University of Texas
Libraries Diversity
Action Committee](#)

The systematic, institutional, pervasive, intentional (or subconscious), and routine mistreatment of women and femme people of all genders. This mistreatment creates an imbalance of power in society that renders women and femme people disadvantaged. The belief that men and masculinity are superior to women and femininity.

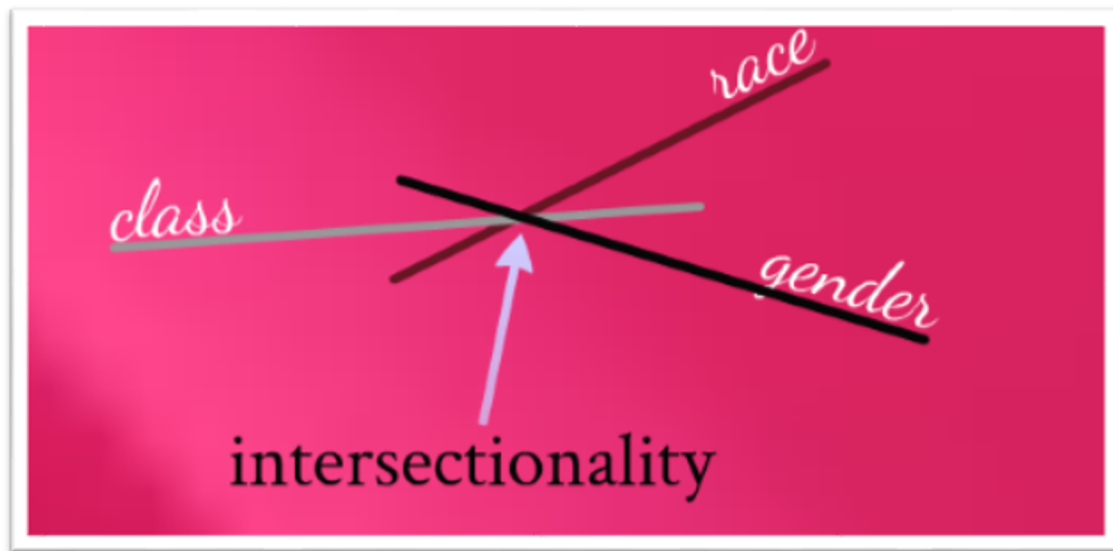
Where do we receive messages about identities (i.e. sex, gender, race, ability, etc)?

What? How? Why?

Common Manifestations of Everyday Sexism

1. Insulting masquerading as jokes
2. Devaluing someone's views or voices
3. Role stereotyping
4. Preoccupation with physical appearance
5. Assumptions that personal and professional life do not mix
6. Unmerited gender labeling

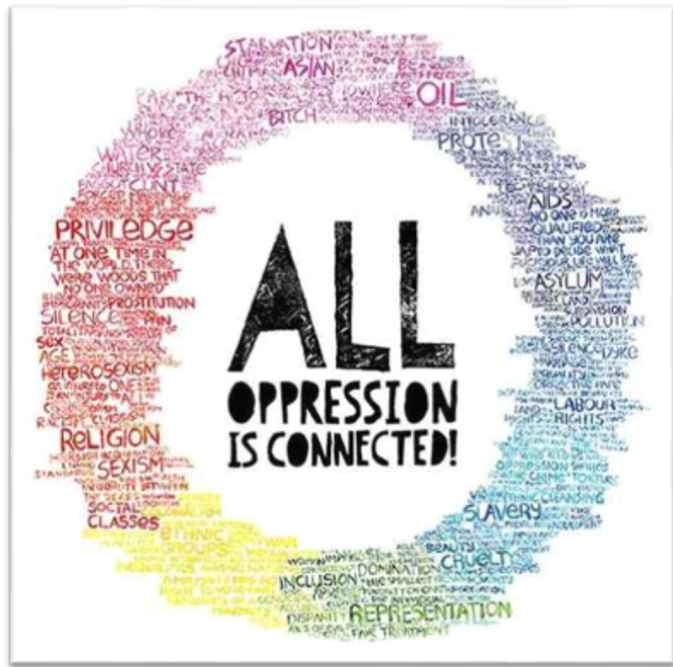
Crenshaw's Intersectionality



- Overlapping or *intersecting* social identities -

Intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities.

Crenshaw's Intersectionality




...and related systems of oppression, domination, or discrimination.

Mural: Jim Chuchu
Inspired by the Poetry by Staceyann Chin

ARIELLE NEWTON

Founder of 
BlackMillennials.com

Organizer with 
Black Lives Matter NYC

race forward!
THE CENTER FOR RACIAL JUSTICE INNOVATION 



#RaceAnd: Arielle Newton

How does this show up?

www.kahoot.it



MICROAGGRESSIONS

The consequences of such micro aggressions add up: they equal “death by a thousand cuts,” as one colleague calls them. They result in diminished mental and physical well-being, and they are shown to “increase the risk of stress, depression, the common cold, hypertension, cardiovascular disease, breast cancer, and mortality.”

- Dr. Cherise Smith (she/her), “Reflections of a Black Female Scholar: I Know What It Feels Like to Be Invisible,” 2015

What can we do about it?

Share a time someone practiced allyship that you witnessed or experienced...

Allyship Toolbox



Artist: Drew Riley (She/Her)

- ★ Affirm identities
- ★ Respect pronouns and names and share your own
- ★ Find, read, share, and credit posts and articles by people who are directly affected by oppression
- ★ Speak only from your own experience and listen to each other's different experiences
- ★ Talk with and give tools to organizations you partner with to be more inclusive and affirming
- ★ Consider when you are speaking, reading, and doing outreach that people of historically marginalized identities (our experiences are different)
- ★ Research about identities that are new to you (ask questions at the GSC)
- ★ Share these strategies with people who share your privileged identities
- ★ Utilize helpful resources provided by organizations and initiatives that promote positive imagery of women and femme people
- ★ Practice identifying and interrupting intersectional sexism different spaces, especially yourself

Keep the Conversation Going!

- What Do Thriving Queer Communities Look Like?, Presented by Peers for Pride
- Affirming LGBTQIA+ People: Interpersonal Allyship (Allyship Toolkit Part 1)
- Affirming LGBTQIA+ People: Organizational Allyship (Allyship Toolkit Part 2)
- Affirming LGBTQIA+ Students & Colleagues
- Bi and Beyond: Talking about Fluid Sexuality Identities
- From Allyship to Advocacy: Supporting Transgender Communities
- Histories of & Accountability to Trans Feminisms
- Intersectionality & Allyship
- Introduction to the Gender and Sexuality Center: Women's and LGBTQIA+ Community Center
- Working Towards Gender Justice
- Tailor Workshop



Keep the Conversation Going!

National Young Women's Day of Action with Dr. Danielle Fuentes Morgan: Pop Culture, TV & Black Women's Friendships

With Student Speaker: Zaria El-Fil



OCTOBER 21, 3-4:30PM CT
Register here:
tinyurl.com/NYWDA-danielle

ASL interpretation and closed captioning is available upon request. Please email gsc@austin.utexas.edu at least 3 days ahead of the event.



ABOLITION & RAPE CULTURE: A ROUNDTABLE DISCUSSION

Featured Speakers: Gloria Gonzalez-Lopez, Shanell Henry, Tasnim Islam, and more!



TUESDAY, OCTOBER 13
4:45-6 PM CT

Register here:
tinyurl.com/abolition-rapeculture

ASL interpretation and closed captioning is available upon request. Please email gsc@austin.utexas.edu at least 3 days ahead of the event.



INTRODUCING: FEMINIST FUTURES



Disability & Feminism: A "Crip Camp" Screening & Discussion



Featured Panelists:
Alison Kafer
Jasmine Bell
Nick Winges-Yanez
Billie Rain



THURSDAY, OCTOBER 8
5-8 PM CT

Register here:
tinyurl.com/disability-feminism

ASL interpretation and closed captioning is available upon request. Please email gsc@austin.utexas.edu at least 3 days ahead of the event.



Feminist Futures is a new event series hosted by the GSC featuring conversations around intersectional feminism. It aims to imagine what a future full of awareness, solidarity, and mobilization around the most marginalized folks within feminist communities may look like.



Beyond Gender and Sexuality...

- Counseling and Mental Health Center: Mental health needs and concerns of UT students
- International Office: Supporting International and Undocumented Students
- Services for Students with Disabilities: disABILITY Advocate Training
- Multicultural Engagement Center: Students for Equity & Diversity do trainings & workshops
- Students in Recovery: Recovery Ally Training
- Voices Against Violence: Relationships, consent, boundaries, signs of power and control
- Title IX: Relationship violence, sexual assault, stalking
- BeVocal: Bystander Intervention Training



Gender and Sexuality Center

Serving Women and LGBTQIA+ Communities

- William C. Powers Student Activity Center (WCP), Suite 2.112
 - Address: 2201 Speedway Austin, Texas 78712
- Business Hours
 - Monday – Thursday, 9:00 am – 7:00 pm
 - Friday, 9:00 am – 5:00 pm
- Business Hours (Summer)
 - Monday - Friday 9:00 am – 5:00 pm
- Contact
 - Phone: (512) 232-1831
 - Email: gsc@austin.utexas.edu
 - Website: www.utgsc.org
- Stay Connected!
 - Facebook, Twitter & Instagram: @GSCatUT



Working Towards Gender Justice

