Governors State UNIVERSITY

Creating an Inclusive Culture & Climate to Cultivate Belonging
Mini-Course
A DEI, HR and SXL Collaboration

Diversity, Equity, Inclusion, Access, Belonging — Governors State UNIVERSITY — Creating an Inclusive Climate / Belonging — Office of D.E.I.A.B. GSU Human Resources School of Extended Learning

Course Title:	**Creating an Inclusive Culture & Climate to Cultivate Belonging**
Course Number:	
Credentials:	**DEIAB Badge**
Instructor of Record:	**Dawn S. Brown, PT, DPT, EdD**
Email:	**dbrown33@govst.edu**
Semester:	**Fall 2023**

About DEIAB Program:

This mini-course program empowers you to learn and apply proven concepts and translate them into bold actions, creating meaningful change for yourself, your peers, your family, your program/department, and your organization.

Participating in the DEIAB mini-courses, you will gain knowledge to create a better, more inclusive community. By creating a more inclusive society, we build bridges; respect differences; increase employee retention; increase student retention and completion; increase advancement for all groups; and build a diverse community that sees value in every person.

Course Description

Belonging is the ultimate outcome of diversity, equity, and inclusion (DEI) initiatives and practices. This course includes modules on topics such as: a) the intersection of DEI and belonging, b) self-reflection on inclusion and belonging experiences, c) socioecological frameworks of inclusion and belonging, d) methods and resources to foster inclusivity and belonging, and e) developing and sustaining a sense of belonging and inclusion. Participants are encouraged to engage deeply with the course content, particularly with those modules that resonate with their own lived experiences. This course will prepare participants to work individually and collaboratively to implement practices that will create inclusion and cultivate belonging of all individuals in academic, social, and community spaces.

Intended Audience

Higher Education faculty, higher education staff, and graduate participants.

Expected Candidate Outcomes

The 15-hour mini-courses build on each other to help you become proficient in practices that support diversity, equity, inclusion, access, and belonging to build inclusive environments. Through a variety of exercises, stories, case studies, videos, reflections, and activities, you will increase self-awareness, discover personal biases, and develop equitable practices to support any organizational milieu.

Course Objectives

1	Describe the intersectionality of diversity, equity, inclusion, and belonging.
2	Reflect on your sense of belonging and inclusivity within academic, social, and community spaces.
3	Explain the benefits of belonging as a fundamental psychological need for individuals.
4	Explore socioecological frameworks and components of inclusion and belonging.
5	Examine different methods and resources to cultivate an inclusive climate that fosters belonging.
6	Develop a culture and climate that prioritizes inclusivity and fosters belonging.

MODULES

Module 1	Intersectionality of DEIB			
Module Learning Objectives				
a. Define diversity, equity, inclusion, and belonging (DEIB). b. Discuss the intersectionality of DEIB as it relates to higher education. c. Reflect upon how identity, belonging, and exclusion affect the way students learn and the way faculty and staff interact with one another.				
Topic	**Learning Activities**	**Objective**	**Time**	**Assessment**
Readings	McCluney CL, Rabelo VC. *Conditions of visibility: An intersectional examination of Black women's belongingness and distinctiveness at work.* Lu A. *Everyone is talking about 'belonging' What does it really mean?*	1a	10 min 10 min	Read the articles
Video	*Kimberlé Crenshaw on Intersectionality*	1b	30 min	Watch the video
Podcast	*Episode 5: Intersectionality Re-rooted*	1b	22 min	Listen to the podcast
VoiceThread Recording	Intersectionality of DEIB	1a,b	20 min	Watch and listen to the VoiceThread

Reflection	How do you think belonging, identity, and exclusion affect how students learn? Why should we consider the impact of belonging in higher education?	1c	30 min	Complete and post your reflection
Apply Your Knowledge Assignment	The Social Identity Wheel worksheet is an activity that encourages individuals to identify social identities and reflect on the various ways those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them.	1a,b,c	30 min	Complete the Social Identify Wheel Worksheet
		TOTAL MODULE TIME	**152 min**	

Module 2	Assimilation & Acculturation vs. Academic, Social, and Community Belonging			
Module Learning Objectives				
a. Compare assimilation, acculturation, and belonging. b. Describe three realms of inclusion and belonging: academic, social, and community. c. Reflect upon your own experiences with belonging as faculty, staff, or graduate student in higher education.				
Topic	**Learning Activities**	**Objective**	**Time**	**Assessment**
Readings	Sus V. Drew C. *Acculturation vs. assimilation.* Ezarik M. *Seeing students for who they are and where they've been.* Bartell DS, Robinson S, McKether W. *To support student success, faculty and campus leaders need to feel a sense of belonging too.*	2a, b	10 min 10 min 10 min	Read the articles
Videos	*Inclusion starts with "I"*	2b	3 min	Watch the video
Podcast	*The value of fostering a sense of belonging*	2b	55 min	Listen to the podcast

VoiceThread Recording	Assimilation & Acculturation vs. Academic, Social, and Community Belonging	2a,b,c	20 min	Watch and listen to the VoiceThread
Reflection	Think about a time when you experienced a sense of belonging in a group. How did you know you belonged? Think about a time when you struggled to feel that you belonged in a group. What happened? Think about a time you witnessed someone else struggle to feel that they belong in a group. What happened?	2a,b,c	30 min	Complete and post your reflection
Apply Your Knowledge Assignment	10 question quiz on assimilation, acculturation, and belonging	2a,b,c	15 min	Complete the quiz
		TOTAL MODULE TIME	**153 min**	

Module 3	Hierarchy of Needs & Belonging as a Basic Psychological Need			
Module Learning Objectives				
a. Describe Maslow's hierarchy of needs with specific attentiveness to belonging needs. b. Differentiate between the three basic psychological needs. c. Reflect upon the basic psychological needs in the academic learning environment.				
Topic	**Learning Activities**	**Objective**	**Time**	**Assessment**
Readings	McLeod S. *Maslow's hierarchy of needs.* Van den Broeck A, Ferris DL, Chang CH, Rosen CC. A review of self-determination theory's basic psychological needs at work. Journal of management. 2016 Jul;42(5):1195-229.	3a,b	10 min 10 min	Read the articles
Videos	*Maslow's Hierarchy of Needs*	3a,b	3 min	Watch the videos

	Self-determination Theory: 3 Basic Needs that Drive Our Behavior		7 min	
VoiceThread Recording	Hierarchy of Needs & Belonging as a Basic Psychological Need	3a,b,c	20 min	Watch and listen to the VoiceThread
Reflection	How are the basic psychological needs of students, faculty, and/or staff fulfilled in remote learning environments when interactions are challenged?	3c	30 min	Complete and post your reflection
Apply Your Knowledge Assignment	Maslow's Hierarchy of Needs Worksheet	3a,b,c	30 min	Complete the worksheet
		TOTAL MODULE TIME	**110 min**	

Module 4	**Socioecological Framework**			
Module Learning Objectives				
a. Describe the socio-ecological model and its impact on the development of belonging.				
b. Compare the different levels of the socio-ecological model and their impact on student, faculty and staff belonging.				
c. Reflect upon your or someone's experience with belonging and write about the impact at each level of the socio-ecological model.				
Topic	**Learning Activities**	**Objective**	**Time**	**Assessment**
Readings	Allen KA, Vella-Brodrick D, Waters L. *Fostering school belonging in secondary schools using a socio-ecological framework.*	4a,b	10 min	Read the articles
	Allen, KA., Gray, D.L., Baumeister, R.F. et al. *The Need to Belong: a Deep Dive into the Origins, Implications, and Future of a Foundational Construct.*		10 min	
Video	*An Introduction to the Ecological Model in Public Health*	4a	10 min	Watch the video
VoiceThread Recording	Socioecological Framework for Belonging	4a,b,c	20 min	Watch and listen to the VoiceThread
Reflection	Using the socio-ecological model, reflect upon your own or a close student's or colleague's	4a,b,c	30 min	Complete and post your reflection

	experience with belonging in higher education through each ring of the model. Include how forces at each level may have positively or negatively impacted yours or their sense of belonging in higher education.			
Apply Your Knowledge Assignment	Socio-ecological Model Worksheet	4a,b,c	30 min	Complete the assignment
		TOTAL MODULE TIME	**110 min**	

Module 5	Methods and Resources			
Module Learning Objectives				
a. Identify methods and resources to cultivate an inclusive climate that fosters belonging. b. Explore the value of a climate survey in higher education – at the university and department/program levels. c. Reflect upon what your university, department, or program has done and can initiate to cultivate an inclusive climate that fosters belonging.				
Topic	**Learning Activities**	**Objective**	**Time**	**Assessment**
Readings	Supiano B. *How colleges can cultivate students' sense of belonging.* Beauchamp J, Schwartz E, Pisacreta ED. *Seven practices for building community and student belonging virtually*	4a	10 min 10 min	Read the articles
Videos	*Understanding inclusion: 4 ways to cultivate belonging at work*	4a,b	4 min	Watch the videos
Podcasts	Climate surveys: Should you have a DEI report card?	4b	25 min	
VoiceThread Recording	Methods and Resources for Intentionally Prioritizing Inclusion and Belonging	4a,b,c	20 min	Watch and listen to the VoiceThread
Reflection	Reflect on what your university, department, or program has done in the past, and can initiate for the present and future to cultivate an inclusive climate that fosters belonging.	4a,b,c	30 min	Complete and post your reflection

Apply Your Knowledge Assignment	Complete a sample campus climate survey	4a,b,c	30 min	Complete the assignment
		TOTAL MODULE TIME	**129 min**	

Module 6	Developing a Culture and Climate of Inclusion to Cultivate Belonging			
Module Learning Objectives				
a. Create a list of initiatives that you can do that prioritize and sustain inclusivity and fosters belonging. b. Reflect upon your next steps and action plan to positively transform your academic environment and measure the impact of your initiatives to cultivate inclusion and belonging.				

Topic	Learning Activities	Objective	Time	Assessment
Readings	Allen KA, Kern P. *Boosting School Belonging in Adolescents: Interventions for teachers and mental health professionals.* Strayhorn T. *Workplace belonging in higher education.* *Fostering a culture of belonging: Four insights you need to know.* ACUE.	6a	10 min 10 min 10 min	Read the articles
Video	*Techniques for Building Belonging in the Classroom*	6a	4 min	Watch the video
TEDx Talk	Green E. *How to go beyond diversity and inclusion to community and belonging*	6a	15 min	Watch and listed to the TEDx Talk
VoiceThread Recording	Developing a Culture & Climate of Inclusion to Cultivate Belonging	6a,b	20 min	Watch and listen to the VoiceThread
Reflection	What are some strategies you have/will use or have seen others use in the classroom to help historically marginalized faculty, students, and staff feel a greater sense of belonging and inclusion?	6a,b	30 min	Complete and post your reflection

	Complete the bonus FINAL reflection for this mini-course		15 min	
Apply Your Knowledge Assignment	Create an action plan to implement during the current academic year to develop and sustain a culture that prioritizes inclusivity and fosters belonging	6a,b	30 min	Complete the assignment
		TOTAL MODULE TIME	**144 min**	

Activities/Assignment/Requirements:
This is a self-paced start-anytime course in which you will progress through the material at your own pace within an 8-weeks period.

Fall Registration: **July 15 - October 9**

You must complete the mini-course within 8 weeks of your start date.

Spring Registration: **January 16 - March 11**

You must complete the mini-course within 8 weeks of your start date.

The suggested calendar below is designed to keep you on track.

Week 1	Week 2	Week 3	Week 4
➢ Familiarize yourself with the six (6) mini-course Modules ➢ Begin Module 1	➢ Complete Module 1 ➢ Begin Module 2	➢ Complete Module 2 ➢ Begin Module 3	➢ Complete Module 3 ➢ Begin Module 4
Week 5	**Week 6**	**Week 7**	**Week 8**
➢ Complete Module 4 ➢ Begin Module 5	➢ Complete Module 5 ➢ Begin Module 6	➢ Complete Module 6	➢ Make sure all Module assessments and assignments are completed prior to the end of the mini-course

Course Progress

You may track your progress through the ***My Progress tab <mark>(link to tab)</mark>***. Upon the satisfactory completion of all assignments, you will earn a determination of **"Complete"** at the end of 8 weeks.

Online Instructional Modalities
Online instruction is an educational model where participants and instructors connect via technology to review lectures, submit assignments, and communicate. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

Required Textbooks/Learning Materials
There is no required course textbook. All learning materials are accessible online through Blackboard. Additionally, a free YouTube subscription may be required for certain assignments.

Technology Requirements (Materials and Equipment)
You must have a reliable and up-to-date digital device (e.g., computers, laptops, tablets, smartphones) with high-speed Internet (i.e., download speed of more than 18 Mbps). To access this
course site in Blackboard, please use your GSU username and password to log into https://newlearn.govst.edu/. To smooth the learning process, you must have the following software and tools:
- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard/University Approved Curricular Software/Website/Other
- System Requirement for Blackboard
- This course requires minimum system (computer) requirements. participants are
- responsible for all software downloads, upgrades, updates, etc.
- Blackboard Learn 9.1 – Always runs a "tune-up" when using Blackboard. Any questions you might have regarding Blackboard can be found in the participant Help Desk in the GSU Blackboard login page.
- Java Runtime Environment – Java is required for Blackboard Learn 9.1. Download it from http://www.java.com/en/. Always check to ensure the latest Java version is installed on your computer. Apple's Mac OS10.x can ensure the latest version of Java for OSX by running the Apple Update.
- Acceptable Document Files – The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system
- Microsoft Word: .doc, .docx; Microsoft Excel: .xls, .xlsx; Microsoft PowerPoint: .ppt, .pptx; Rich Text Format: .rtf; Adobe Acrobat: .pdf; Image Form: .jpg, .jpeg, .gif, .png; (To determine the type of file you are submitting, simply right click the unopened file and select the "properties" tab).

Technology Skills Requirements
Participants should have or will acquire the following technology skills throughout this course:
- Using Microsoft Office (or similar alternative software) to draft and save files.

- Copying, cutting, and pasting information/files.
- Using Blackboard to access learning materials to post and respond to discussion boards and to participate in learning activities;
- Using University Approved Curricular Software to upload files to submit assignments and
  view grades and comments.
- Using a GSU email account to communicate with me and your classmates.
- Using multimedia software to create learning materials.

Technology Help
If you have a general technology problem or concern with Blackboard/online learning, please contact the consultant by calling 708-534-4357 or through email at help@govst.edu. Meanwhile, you may usually find answers to your questions from the Blackboard tutorials at http://www3.govst.edu/Blackboard_faculty/participantHelp.html. In-person assistance is also available at GSU Help Desk located in Room D2400.

Disability Statement:
GSU is committed to providing all participants equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others), or neurological disability such as a learning disability, autism, or TBI. You must register and provide documentation with Access Services for participants with Disabilities (ASSD) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for participants with disabilities, contact ASSD before or during the first week of classes.

Title IX Statement:
Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, post policies against it, to investigate complaints, and take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Kaitlyn Wild, to report any incidents at 708.534.4846 or kwild@govst.edu. For complete Title IX information and resources, visit http://www.govst.edu/TitleIX/.

Emergency Preparedness Statement:
In case of emergency, the University's Alert System will be activated. participants are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, participants are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your

contact information, and the Campus Safety Booklet can be found at
http://www.govst.edu/emergency.

Academic Honesty Statement:
participants are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other participants, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at
http://catalog.govst.edu/content.php?catoid=1&navoid=37 .

Participant Health & Well-Being:
As a participant, you may experience situations or challenges that can interfere with your learning and personal well-being. These might include strained relationships, stress, unstable housing situations, hunger, alcohol/drug problems, feeling down, or loss of motivation. GSU has many resources to help with these or other issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the participant Health and Counseling Center at 708.235.7334 or http://www.govst.edu/Campus_Life/Health_and_Counseling/. Assistance with personal difficulties, including hunger and housing instability, is available by contacting GSU4U at 708.235.2845 or http://www.govst.edu/gsu4u. Help is always available.

COMMUNICATION:

Email:
If you have a question of a more personal nature, email me. I will respond within 48 hours.

NETIQUETTE GUIDELINES (http://www.indiana.edu/~icy/netiquette.html):
- **General Rules**
  - Make your messages easier to read by writing paragraphs short and to the point.
  - TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
  - Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- **Complete Assignments**
  - All assignments for this course will be submitted electronically through University Approved Curricular Software (e.g., Blackboard) to maintain and keep track of your work unless otherwise instructed.
  - Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMIT TO INTEGRITY:
As a participant in this course (and at this university), you are expected to maintain high degrees of
professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.