

# Inclusive Programming Toolkit

University of Central Oklahoma

Healthy Campus

Contact [healthpromotion@uco.edu](mailto:healthpromotion@uco.edu) for more information.

Adapted from Inclusive Teaching Practices by Colorado School of Mines, Western States Center, &  
Health Promotion for People with Disabilities

## **Inclusive Community at UCO:**

The University of Central Oklahoma affirms and promotes diversity in every area of the university's life in order to provide transformative educational experiences to students so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community.<sup>1</sup>

## **Introduction:**

Inclusive programming respects diversity of the students and their experiences and actively engages, includes, and challenges all students. UCO students come from all over the world with different backgrounds and experiences. The practice of inclusive programming acknowledges and challenges biases and stereotypes that can undermine students' success and sense of belonging. The work of building an event or organization that feels inclusive of, and welcoming to, the many individuals that make up our diverse campus community begins in the very first steps of the planning process. A planning team that is itself already representative of as much social and cultural diversity as possible will yield events that offer a more inclusive environment. A planning team that is more homogenous when it comes to backgrounds, experiences and identities will likely have to work more deliberately to accomplish meaningful outreach and inclusivity. Our community will benefit from energy invested in doing what is practically possible to extend a welcome to everyone in the community – reaching across social and cultural differences to enhance the experience for everyone.<sup>2</sup>

It's not possible to design a single event that will be of interest to everyone – that's not the goal of culturally inclusive programming. Thankfully we are a community of varied interests, and social preferences. The goal, and in fact, the responsibility of members of the UCO community, is to plan events and create organizations that are free from the barriers that would make any interested individual feel excluded, uninvited or unwelcome at our programs.<sup>2</sup>

## **How to use this toolkit:**

The intention in creating this toolkit is to help student organizations at UCO adhere to and promote the Broncho Spirit of inclusion. This toolkit will help student organizations identify gaps and opportunities in strengthening an organization's commitment to equality and deepen the skills of members, and leaders around inclusion. Whether you are planning and program or looking closely at your organization, we hope this guide will be useful to you. If your organization has never considered some of these areas before, don't try to accomplish everything on this list. Pick 1-2 areas your organization wants to work on for an upcoming event, or a goal for the year.

## **How it works:**

1. Each person on the team fills out the assessment individually or break into groups to collectively answer the questions.
  - a. Each question is ranked either:
    - i. **Red Light:** organization has not gone there<sup>1</sup>
    - ii. **Yellow light:** organization has started conversations about this or taken some first steps
    - iii. **Green light:** organization is fully on board and has completed this action
2. Debrief as a team.
  - a. In what areas is the organization strong?
  - b. In which areas does the organization need to do more work? Are there areas that the organization needs to begin with? What steps come first?
  - c. Use the results to help identify organizational priorities for change.

## **Created by:**

Carlie Deatherage, MPH, CHES, Assistant Director, Health Promotion, Center for Counseling and Well-Being

## **In collaboration with:**

Liliana Renteria Mendoza, M.A., Director, OKC Cultural Outreach and Diversity Strategies

Dene Roseburr-Olutu, MBA, Director, Office of Diversity and Inclusion

Sharla Weathers, M.Ed., Director, Disability Support Services

---

Lindsey Churchill, PhD, Associate Professor of History, Director, Women's Research Center and BGLTQ+ Student Center

Steph Rogers, .Ed., CPACC, Digital Accessibility Consultant, Center for eLearning and Connected Environments

Strategy <sup>3</sup>	Examples	Red Light	Yellow Light	Green Light
Examine assumptions.	Reflect on your assumptions about people. What stereotypical notions do you hold about some student groups or backgrounds?			
Establish an inclusive environment for all students.	Be explicit about promoting equity and access for all students.			
	Ensure that resources provided is equally available and accessible to everyone.			
	Know and use preferred names and pronouns.			
	Build rapport and get to know students and their individual perspectives and experiences (e.g., greet students as they enter the event, interact with students before and/or after).			
	Avoid using masculine pronouns for students, e.g. “Hey guys”			
	Provide context when using idioms, metaphors, pop culture references, etc.			
	Reduce anonymity.	Use language that acknowledges and values different experiences/perspectives.		
	Identify whether certain perspectives are missing or underrepresented in material or information.			
Model inclusive language, behavior,	Use examples/illustrations across multiple domains and/or representing a variety of perspectives and populations to 1) help students			

and attitudes.	understand the applicability of concepts in diverse contexts and 2) help students relate to the material.			
	Include materials, readings, and images that reflect contributions and perspectives from groups historically underrepresented in the field.			
	When inviting guest speakers, include diverse contributions/perspectives.			
Establish, communicate, and reinforce norms and expectations for interactions, participation, and engagement.	Establish, use, and enforce norms that foster a positive and inclusive environment and establish ground rules for respectful interaction during the program (e.g., no interrupting, rule of 3 where you have to wait until 3 people talk before you contribute again, consider other perspectives and suspend judgment). <a href="http://uco.edu/healthyhooves">uco.edu/healthyhooves</a>			
	Communicate expectations for participation and engagement early.			
	Encourage and monitor student participation during activities. Be aware when a few students (or students from one group [e.g., male students]) dominate a conversation in small groups or entire discussion.			
	Respond to conflict/disruption promptly, consistently and respectfully.			
	Facilitate active listening (e.g., incorporate paraphrasing and questioning strategies into discussions). <a href="https://bit.ly/3j4JjjK">https://bit.ly/3j4JjjK</a>			
	Show respect for all questions and comments.			

Establish, communicate, and reinforce norms and expectations for group work.	Where appropriate for learning outcomes, use a variety of methods to assign groups. While diverse teams are important, don't isolate and separate the women and underrepresented students.			
Use varied active-learning strategies.	Provide alternative means for contributing to the discussion (e.g. clickers, poll everywhere, comments submitted on notecards).			
Promote a growth mindset about intelligence.	Cultivate an environment where it is okay to make mistakes and leverage those mistakes to improve learning. Encourage cognitive risk-taking and dignify errors.			
	Help students develop a growth mindset, that intelligence is not a reflection of fixed, natural abilities, but can change and grow over time (Dweck 2006).			
	Resist a single right answer. Ask students to generate and articulate multiple solutions and/or approaches to problems.			
Encourage students to utilize resources (available on and off campus).	Help students learn about and encourage all to take advantage of assistance resources. Not all students are aware of or comfortable seeking out campus resources.			
Set up processes to get feedback on the program/event.	Provide opportunities for students to reflect on the program/event and give feedback (e.g. Qualtrics survey) and reflect on integrating those changes into your next program/event.			

--	--	--	--	--

<b>Racial Justice Organization Assessment<sup>4</sup></b>	<b>RED LIGHT</b>	<b>YELLOW LIGHT</b>	<b>GREEN LIGHT</b>
<b>Program</b>			
Does the organization talk about racial justice across program areas and with the groups you work with?			
Does the organization acknowledge people of color within the community they serve as a part of regular programming and planning?			
Does your organization advocate for the inclusion of racial justice issues when working in coalitions?			
Does your organization prioritize the participation of people of color groups in your organization?			
Does your organization provide training, technical assistance, and materials in the first language of participants?			
<b>Power</b>			
Is your organization accountable to POC individuals and organizations within the region? Does the organization seek the leadership of POC leaders and organizations within the region?			

Does the organization have folks of color as members of your leadership team?			
Are benchmarks around racial justice incorporated into the annual evaluation for the leadership team?			
Does the organization raise specific resources for its racial justice work?			
Are there institutionalized ways that you support and build up the capacity and leadership of your POC members?			
<b>Policies</b> – some of these may not be applicable to your student organization, but could be helpful to consider.			
Does the organization have anti-discrimination policies that explicitly prohibit harassment of POC members of the organization?			
Is family defined in a way that supports all family formations, including those beyond “traditional, nuclear” families?			
Does the organization have benchmarks around leadership and retention of people of color?			
<b>People</b>			
Does your staff and board reflect the full spectrum of POC communities within the region?			
Does your organizational leadership have personal relationships with POC leaders in the region?			

Culture			
Are the full identifies of people of color (sexual and gender identity, immigration status, ability status, age, languages spoken, etc) acknowledged and respected?			
Are the staff and board trained in interrupting racism at organizational events and within the organization?			
Is white culture treated as the norm? Are people of color expected to assimilate into the existing organizational culture?			

LGBTQ Inclusion Assessment <sup>4</sup>	RED LIGHT	YELLOW LIGHT	GREEN LIGHT
Program			
Does your organization talk about LGBTQ issues in general?			
Does your organization talk about issues in ways that include potential LGBTQ constituents, and how they are disproportionately impacted by the issues you work on?			
Do you identify programmatic goals that reflect the ways you seek your work to impact LGBTQ members and constituents?			
Does your organization advocate for inclusion of LGBTQ issues when working in coalition or partnership with other groups?			

Are the cultural experiences of LGBTQ people in your community acknowledged and integrated into your program work?			
<b>Power</b>			
Is your organization accountable to and seek leadership from LGBTQ individuals and/or organizations within your own community?			
Does your organization have openly LGBTQ board members?			
Are there institutionalized ways that you support and build up the capacity and leadership of your LGBTQ members?			
Does your organization's budget reflect its commitment to this work? Is your organization dedicating financial resources (via program and staff time) to this work?			
<b>Policies</b>			
Does your organization have anti-discrimination policies that explicitly prohibit harassment of LGBTQ members of the organization?			
Does your meeting/event space have gender accessible bathrooms?			
<b>People</b>			
Is gender identity and sexual orientation part of the diversity that your organization seeks among its staff, leadership, and members?			

Does your organization have openly LGBTQ identified staff members of color?			
Are staff and key leaders trained to address issues of homophobia and gender oppression as these arise in work with members?			
Are there regular trainings and discussions at the member, staff, and board level about dismantling homophobia and gender oppression?			
Are staff, members, and board members evaluated and given feedback on how skilled they are in responding to gender oppression and advancing LGBTQ equality, especially as they connect with programmatic goals?			
<b>Culture</b>			
Does the organization have LGBTQ identified members of color that are public about their sexual orientation or gender identity?			
Are ceremonies and cultural events mindful of LGBTQ people of color?			
Do people in leadership positions participate in and support discussion of power and oppression issues, especially around LGBTQ issues?			
Are the families and experiences of LGBTQ members and constituents reflected, affirmed, and welcomed in the ways your organization come together as a community?			

Persons with Disabilities Assessments	RED LIGHT	YELLOW LIGHT	GREEN LIGHT
Are images of people with disabilities incorporated into promotional or marketing materials where appropriate?			
Do you provide materials and communications in alternate formats as applicable? This does not mean that you need a stockpile of everything produced by your program in braille. Rather, it means that you can provide your materials in alternate formats (large print, electronic, Braille) upon request. The Michigan Commission for the Blind can put you in touch with Braille providers at 1-800-292-4200.			
If you mention a program website, is it accessible to non-screenreading (blind, lowvision, etc.) users? A good resource for determining whether your website is accessible is the Web Accessibility Initiative, <a href="http://www.w3.org">http://www.w3.org</a> .			
Is your location physically accessible? This comprises not only your parking an entrance, but also restrooms, waiting room, and anywhere your clients customarily go. The link to planning accessible meetings and events <a href="https://hr.cornell.edu/sites/default/files/documents/accessible_meeting_checklist.pdf">https://hr.cornell.edu/sites/default/files/documents/accessible_meeting_checklist.pdf</a> .			
When disparity or health inequity issues are discussed, is disability included as a distinct group?			
Do you target people with disabilities as a disparate population?			
Do you have any initiatives or programs targeting people with disabilities? Based on what definition of disability?			
Do you have targeted strategies for identifying and reaching people with disabilities in your work?			

If you distribute training materials do you include professionals who may serve people with disabilities?			
Does your list of resources include disability-specific materials and references? Remember that you'll have 'overlap' among disparity groups- that people with disabilities will appear in all demographic groups. Also, if you use the Behavioral Risk Factor Surveillance System (BRFSS) definition of disability, be aware of its limitations as described in the introduction to this document. If you have such targeted programs or initiatives, be sure to include your definition of disability in the document.			
If you are gathering information, do you specifically include people with disabilities in your samples?			
Do your advisory bodies include someone with expertise on disability issues?			
Are there institutionalized ways that you support and build up the capacity and leadership of members with disabilities?			

References

1. Culture, U. D. (2020). Inclusive Community . Retrieved from <https://www.uco.edu/offices/people-culture/inclusive-community/>
2. Activities, S. C. (n.d.). Creating Inclusive Events . Retrieved from <https://www.skidmore.edu/leadership/documents/CreatingInclusiveEvents.pdf>
3. Colorado School of Mines. (2019). Inclusive Teaching Practices Tips and Checklist. Colorado.
4. Western States Center. (n.d.). Tools for Transformation . Retrieved from Organizational Assessment Tool: <http://stproject.org/resources/tools-for-transformation/>

5. Lee, C. (n.d.). Retrieved from A Checklist for Building Inclusive Public Health Programs:  
[https://www.michigan.gov/documents/mdch/A\\_Checklist\\_for\\_Building\\_Inclusive\\_Public\\_Health\\_Programs\\_306309\\_7.pdf](https://www.michigan.gov/documents/mdch/A_Checklist_for_Building_Inclusive_Public_Health_Programs_306309_7.pdf)
-