

West Virginia University



College of Physical Activity and Sport Sciences

Social Justice/ Diversity

Manual

Dean's Office, April, 2011
Updated by Michael S. Roelker

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West Virginia University

Social Justice Policy Statement

Affirmative Action/Equal Opportunity Policy:

West Virginia University (WVU) reaffirms its commitment to the full realization of Affirmative Action and Equal Employment Opportunity in its employment practices.

It is the policy of WVU to:

1. recruit, hire, train, promote, retain, tenure, and compensate persons in all applicable administrative, classified, faculty, unclassified, and student job titles without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law;
2. base decisions of employment to further the principles of affirmative action and equal employment opportunity;
3. ensure that promotion, reappointment, and tenure decisions are in accordance with the principles of affirmative action and equal employment opportunity by imposing only valid requirements for promotional, reappointment and tenure opportunities; and
4. ensure that all personnel action including compensation, benefits, lay off, return from lay off, training, education/tuition assistance, social and recreational programs will be administered without regard to age, ethnicity, disability status, national origin, race, religion, sex, sexual orientation or veteran status unless otherwise prohibited by applicable law.

For complete information about the Affirmative Action Plan, please contact the Social Justice Office at (304) 293-5496 or Social.Justice@mail.wvu.edu.

Non-Discrimination Policy:

West Virginia University is an Equal Opportunity/Affirmative Action Institution. The University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin in the administration of any of its educational programs, activities, or with respect to admission or employment. Faculty, staff, students, and applicants are protected from retaliation for filing complaints or assisting in an investigation under the University's Equal Opportunity Policy/Affirmative Action Plan. Inquires regarding the University's non-discrimination policy may be directed to the Director, Affirmative Action/Equal Employment Opportunity, at West Virginia University.

West Virginia University

Policy and Procedure Regarding Sexual Harassment

July - 1998

I. POLICY STATEMENT:

West Virginia University is committed to providing faculty, staff, and students with a work and educational environment free from all forms of sexual harassment. Therefore, sexual harassment, in any manner or form, toward West Virginia University students, faculty and staff is a violation of University policy and expressly prohibited.

All University faculty, students, and staff are expected to:

- engage in conduct that meets professional standards,
- remain sensitive to the effect of their actions and words on others,
- take appropriate action to prevent sexual harassment,
- avoid behavior that might be construed as sexual harassment, and
- acquaint themselves with this policy.

Those in supervisory positions have a special responsibility to discourage sexual harassment as well as to implement and to enforce this policy. Violators of this policy are subject to disciplinary action that may include sanctions as severe as discharge of an employee or expulsion of a student. In addition, sexual harassment that constitutes sexual assault or other criminal law violations will be referred to the appropriate authorities for prosecution.

II. LEGAL BASIS:

Sexual harassment is prohibited by:

- 1980 Equal Employment Opportunity Commission interpretive guideline of Title VII of the Civil Rights Act of 1964,
- The Office of Civil Rights policy statement interpreting Title IX of the Educational Amendments of 1972,
- The West Virginia Human Rights Act, and
- The Board of Trustees' Policy Bulletin No. 9: *Policy Regarding Sexual Harassment*.

III. ACCOUNTABILITY:

Under the President, the Director of Affirmative Action and Equal Opportunity (AA/EO) Programs, through the Executive Officer for Social Justice, shall ensure compliance with this policy. The Director of Affirmative Action and Equal Opportunity, in conjunction with the Deans and Vice Presidents, shall implement this policy.

IV. DEFINITIONS:

A. Sexual Harassment:

Consistent with Policy Bulletin No. 9 and guidelines promulgated by the United States Department of Education, West Virginia University uses the EEOC definition of sexual harassment:

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is an explicit or implicit condition of employment;
2. submission to or rejection of such conduct is used as the basis for employment decisions; or
3. such conduct has the purpose or effect of:
 - a. unreasonably interfering with an individual's work or educational performance; or
 - b. creating an intimidating, hostile, or offensive work or educational environment.

B. Consensual Relationships:

These may include amorous or romantic relationships and conduct that is beyond a platonic relationship.

V. POLICY:

A. Requirements:

1. WVU prohibits sexual harassment by any faculty, staff, or student. For all University personnel and students the University is committed to creating and maintaining a work environment free of inappropriate, disrespectful conduct and communication of a sexual nature. The University will not tolerate sexual behavior that interferes with an individual's work performance or that creates an intimidating, hostile or offensive work or learning environment.

2. In determining whether alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the nature of sexual advances and the context in which the alleged incident(s) occurred.
3. Listed below are examples of verbal and physical conduct that may constitute sexual harassment. Such conduct may occur not only between faculty/students and supervisor/employee of a different sex, but also between student/students, faculty/faculty, staff/staff and people of the same sex. Examples of conduct that may be considered sexual harassment include the following:
 - subtle or overt pressure for sexual favors, accompanied by implied or overt threats concerning one's job, grades, letters of recommendation, or physical well-being;
 - insults, humor, jokes, and/or anecdotes that belittle or demean an individual's or a group's sexuality or sex;
 - unwelcome sexual comments or inquiries about an individual's or a group's sexuality or sex;
 - inappropriate displays of sexually suggestive objects or pictures, which may include but not be limited to posters, pin-ups, and calendars, computer screen savers;
 - unauthorized entering of restrooms and other locations reserved for the exclusive use of the opposite sex;
 - unnecessary and unwelcome touching, such as patting, pinching, hugging, or repeated brushing against an individual's body; and
 - sexual assault.

B. Consensual Relationships:

1. Although the University acknowledges that consensual relationships are within the realm of individual privacy, it is necessary to advise that these relationships, particularly those occurring between supervisors and staff members or between faculty and students, can lead to circumstances that can be interpreted as sexual harassment.
2. Consensual relationships can also be interpreted as causing a hostile or offensive work environment when other staff members or students believe that the person(s) is/are receiving favorable treatment in employment/educational decisions and actions.

C. Student-Teacher Relationships

It is a violation of University policy for a faculty member to engage in an amorous, dating, or sexual relationship with a student whom the faculty member instructs, evaluates, supervises, or advises.

Where there is a pre-existing amorous, dating, or sexual relationship, the individual with the power of status advantage shall notify his or her immediate supervisor. The supervisor shall have the responsibility for making arrangements to eliminate or to mitigate a conflict whose consequences might prove detrimental to the University or to either party in the relationship.

D. Supervisor-Employee Relationships

The University views as inappropriate any amorous relationship involving an executive, manager, or supervisor and a staff employee. Typically, the superior has authority, influence, or responsibility with regard to that employee. Persons engaging in such conduct may be subject to disciplinary action.

E. Confidentiality

The confidentiality of all parties involved in a sexual harassment charge shall be strictly respected insofar as it does not interfere with the University's obligation to investigate misconduct allegations and to take corrective action.

F. Dishonest or Frivolous Complaints

If sexual harassment allegations are not substantiated, all reasonable steps shall be taken to protect the reputation of the accused. Moreover, if the complainant is found to have intentionally or maliciously been dishonest or frivolous in making the allegations, the complainant shall be subject to appropriate disciplinary action.

VI. COMPLAINT PROCEDURES:

A. Requirement for Filing Complaints

1. Any applicant for employment or to be a student, current or former employee, or student, (herein referred to as complainant) at WVU may file a discrimination complaint with the AA/EO Office.
2. A complaint may be filed with the AA/EO office without first discussing the issues with any other University official. However, it is encouraged that individuals first attempt to resolve the complaint by bringing the issue to their supervisor or next level supervisor.

3. A complaint should be filed within 30 days following the alleged discriminatory act, or the date on which the complainant knew or reasonably should have known of said act.
4. The complaint must be filed with the AA/EO - Social Justice Office.

B. Further Provisions on Time Limits

All of the time limits contained within this complaint procedure may be extended with the approval of the Affirmative Action Officer, or his/her designee.

C. Discrimination Complaints Filed with Other WVU departments or units

Any complaint relating to discrimination on the basis of age, color, disability, national origin, race, religion, sex (including sexual harassment), sexual orientation, or veteran status that is filed with another WVU department or unit shall be referred to the AA/EO Office within twenty-four hours, or the next working day.

D. Responsibilities:

1. The employee, job applicant or student is responsible for:
 - a. whenever possible, attempting to resolve complaints through an immediate supervisor or next level supervisor. If such discussions fail to resolve the complaint, the complainant may seek a review of his/her complaint in accordance with the steps outlined below;
 - b. contacting the AA/EO Office for advice and/or counseling if there is a concern about being discriminated against or harassed; and
 - c. filing a discrimination complaint with the AA/EO Office if the situation remains unresolved.
2. **The AA/EO Office is responsible for:**
 - a. receiving a complaint and assisting the complainant in defining the charge and completing the complaint form;
 - b. apprising the person(s) named in the complaint (herein referred to as the respondent) and his/her administrative office of the allegation and notifying them that no retaliation may occur;
 - c. assisting the individuals named in the complaint in interpreting the charge;

- d. obtaining a response to the complaint within ten (10) working days after receipt of the allegations;
 - e. upon receipt of the response from the respondent named in the complaint, investigating the complaint further if necessary and appropriate. The AA/EO Office shall have access to all necessary documents, the right to interview witnesses, and the ability to bring together the complainant and respondent, if desirable;
 - f. upon completion of the investigation, issuing a finding on the case to all individuals named in the complaint within twenty (20) working days. If the evidence supports a finding that there is no basis for a charge of illegal discrimination, the AA/EO Office shall indicate this conclusion to the complainant and advise him/her that the case is closed;
 - g. making recommendations for the resolution of the complaint if unlawful discrimination is found; and
 - h. monitoring the recommendations for implementation, and that appropriate action is taken without retaliation against the complainant or respondent.
- 3. The respondent is responsible for:**
- a. providing a response to the charge within ten (10) working days after receipt of the charge, and
 - b. taking no retaliation or reprisal against the complainant, others related to the complainant, or persons involved in the complaint investigation.
- 4. The respondent's supervisor is responsible for:**
- a. providing a response to the AA/EO Office within seven (7) business days of the action taken with reference to the AA/EO recommendations, and
 - b. taking no retaliation or reprisal against the complainant, others related to the complainant, or persons involved in the complaint investigation.

This policy does not prohibit the employer from taking disciplinary action in appropriate circumstances.

VII. RESPONSIBILITIES:

- A. The director, manager or supervisor is responsible for:**

1. Consulting with the AA/EO staff as quickly as possible and before taking any action, but preferably within five (5) working days after knowledge of the situation when he/she is aware of a problem where sexual harassment is suspected or alleged.

Even if the nature or gravity of the alleged sexual harassment is not entirely clear to the supervising authority, it nevertheless must be reported. The report may be verbal but must include:

- the names of the complainant and alleged harasser,
 - date of incident(s),
 - the nature of harassing actions, and
 - the department(s) in which the parties are located.
2. taking no action on an alleged sexual harassment problem without prior consultation with the AA/EO Office except in situation which may require immediate actions.
 3. reporting a sexual harassment problem requiring immediate intervention by the University to the AA/EO Office that same day. In the case of evenings, holidays or weekends, the AA/EO Office is to be advised on the next working day.

B. The employee, job applicant, or student is responsible for:

bringing questions about procedures, seeking informal advice, or presenting a complaint if alleged sexual harassment has occurred or is suspected to his/her immediate supervisor and/or the AA/EO Office.

C. The AA/EO Office is responsible for:

1. acting as a sounding board for the supervisor's plan of action or advising the supervisor on appropriate resolutions within the reporting department or unit;
2. providing advice and guidance in response to oral inquiries regarding possible sexual harassment; and
3. investigating formal complaints involving sexual harassment and reporting findings and recommending solutions and/or disciplinary action to the person responsible for the department in which the harassment occurred.

Performed by**Action Taken**

Employee, Student or Job Applicant	1. Seeks information or advice or Pre sents complaint to supervisor or his/her superior and/ or AA/EO Office.
Supervisor, Dean, Vice President or Designee	2. Consults with the AA/EO office before taking any action, but within five working days after knowledge of the situation.
	3. Discusses situation with the alleged harasser and takes appropriate action.
AA/EO Office	4. Provides advice and/or guidance and/or discusses situation with alleged harasser and/or Dean, Vice President or Designee.
Employee, Student or Job Applicant	5. Files a formal complaint with the AA/EO Office within thirty days of the objectionable behavior if informal procedures were not utilized or the situation remains unresolved.
AA/EO Office	6. Informs alleged harasser of the allegations and investigates complaint.
Alleged harasser	7. Responds to sexual harassment allegations.
AA/EO Office	8. Identifies appropriate solutions and/or disciplinary action and reports recommendations to person responsible for department in which harassment occurred, should cause to support the complaint be found.
	9. Notifies the complainant of findings and of action taken to remedy the situation
	10. If the complaint cannot be sustained, informs all parties in writing and closes the case.

Social Justice Liaisons

Liaisons serve as links to the wide range of issues related to social justice. They receive information and training related to the Strategic Plan and serve as resources to our campus communities. Some examples of information available from liaisons includes how to reporting sexual harassment and discrimination, facilitate communication on social justice issues within a department or college, and cultivate an atmosphere based on every person being treated with dignity and respect and promoting good will between people. Liaisons are appointed by the Executive Officer for Social Justice based on recommendations of administrative heads. They usually meet four times per year to discuss topics of mutual interest and to receive training.

Social Justice Liaison for the School of Physical Education

Contact Persons:

Lynn Housner, Ph.D.

Associate Dean

WVU College of Physical Activity and Sport Sciences

PO BOX 6116

Morgantown, WV 26506-6116

Phone: (304) 293-3295 Ext. 0850

E-mail: lhousner@mail.wvu.edu

Social Justice Syllabus Statement

The Student Instruction Committee of the Faculty Senate with the support of the Office of the Provost recommends that faculty, on a voluntary basis, consider including a social justice statement in each course syllabus. The following statement is recommended:

"West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). "

West Virginia University Councils

- Council on African & African American Affairs (CAAA)
- Council on Sexual Orientation (COSO) & Safe Zone
- Council for Women's Concern (CWC)
- Social Justice Council

The Executive Officer for Social Justice is the Officer on all Councils Listed Above:

Jennifer McIntosh

Executive Officer for Social Justice and
Director, Affirmative Action/Equal Opportunity Programs
President's Office for Social Justice
West Virginia University
B-1 Stewart Hall
PO BOX 6202
Morgantown, WV 26506-6202
Phone: (304) 293-5496
Fax: (304) 293-8279
E-mail: Jennifer.McIntosh@mail.wvu.edu

Council on African & African American Affairs (CAAA)

The Council on African and African American Affairs on the West Virginia University Campus is a community of individuals representing the needs of African and African American faculty, staff and students. The CAAA provides the University community with a proactive voice on issues relevant to black students, faculty and staff. It is the vision of the CAAA that the organization will: enhance the University commitment to diversity; advance the careers of black faculty and staff; be a resource to University administration on issues of mutual concern; encourage black students to achieve academic and personal success; and address contemporary issues critical to the black community. The Council was initially formed in the 1970s and has maintained a strong presence by encouraging the development of the Center for Black Culture and Research, the President's Office for Social Justice, and the Social Justice Council.

Contact Person:

Michael Ellington

Assistant Vice President for Student Affairs

Mountainlair

PO Box 6437

Morgantown, WV 26506

Phone: (304) 293-2702

E-mail: michael.ellington@mail.wvu.edu

Council on Sexual Orientation (COSO)

The Council on Sexual Orientation provides a visible, accessible presence in the West Virginia University community. COSO is interested in bettering the social, political, and educational atmosphere for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) persons. The Council also serves as advisor to the President's Office for Social Justice on issues regarding GLBTQ persons. There are two main committees that comprise COSO; these are the Curriculum and Education and the Campus Climate Committees.

Please visit the COSO web site at:

http://socialjustice.wvu.edu/organizations/council_on_sexual_orientation

Contact Persons:

John Hagen

Co-Chair, COSO

Program Coordinator

2510 Wise Library

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Morgantown, WV 26506

Phone: (304) 293-5267

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Daniel Ferreras

Co-Chair, COSO

Associate Professor

Department of Foreign Languages

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Safe Zone Training

The mission of Safe Zone is to foster an atmosphere of support and celebration of Lesbian, Gay, Bisexual, Transgender, and Questioning individuals on the WVU campus.

We do this by identifying, educating and supporting allies on our campus. These allies are WVU students, faculty and staff who consider themselves to be open to and knowledgeable about LGBTQ issues and who choose to provide support, as well as advocate for those who are members of this community. Safe Zone also provides a presentation named Gay 101 that is meant to offer education without commitment. This may be considered a precursor to the Safe Zone training.

Safe Zone is also designed to improve visibility and support of LGBTQ issues. This is especially important because while other members of minority groups can often identify mentors and role-models, the invisibility of sexual orientation makes it difficult for WVU students, faculty and staff who are LGBTQ to identify those to whom they can safely turn for support, advocacy, and information.

Safe Zone provides students, faculty and staff with access to more easily discernable individuals who are available to provide this support and information. WVU's Safe Zone symbol is a visual message to all students, faculty, and staff that a campus community member has participated in Safe Zone training and is committed to fostering an atmosphere of support and celebration of Lesbian, Gay, Bisexual, Transgender, and Questioning individuals on the WVU campus.

The President's Office for Social Justice co-sponsors Safe Zone, along with the West Virginia University Council on Sexual Orientation and the Carruth Center for Counseling and Psychological Services. The President's Office for Social Justice supports the mission of Safe Zone and supports its training sessions. Sessions are included in the President's Office for Social Justice's Diversity Week lineup every year. Please visit the Safe Zone Training website at:

http://well.wvu.edu/sexual_health_pages/safe_zone

Contact Persons:

T. Anne Hawkins, Ph.D.

Clinical Director and Coordinator of Safe Zone Training
 WVU Carruth Center for Counseling Psychological and Psychiatric Services
 304 Student Services Center
 P.O. Box 6422
 Morgantown, WV 26506-6422
 Phone: (304) 293-2316 or (304) 293-5588
 E-mail: tahawkins@mail.wvu.edu

Deb Beazley, MSW, NCC

Counselor/Social Worker
 WVU Carruth Center for Counseling Psychological and Psychiatric Services
 G280 HSC South
 PO Box 9247
 Morgantown WV 26506-6422
 Phone: (304) 293-1377
 E-mail: Dbeazley@hsc.wvu.edu

Council for Women's Concerns (CWC)

The Council for Women's Concerns of the West Virginia University Campus promotes equality of women in the academic and local communities. The Council was founded in 1977 and has upheld a presence throughout the evolving response to women's issues. CWC has continued to sponsor conferences and activities that highlight the concerns and accomplishments of women, such as the Mary Catherine Buswell Award, Women of Color Day Luncheon during Diversity Week, and Take Our Daughters to Work Day. It has also promoted institutional development via the Center for Women's Studies, Social Justice Council, Affirmative Action Office, Sexual Assault Prevention Program, and Child-Care Programs. Research and resource distribution of which the CWC has been involved includes distribution of a "Women's Resource Guide" to incoming freshmen women and female faculty and staff, as well as revision and expansion of study on "Status of WVU Women".

Please visit the CWC web site at: <http://www.as.wvu.edu/cwc/>

Contact Persons:

Vickie Trickett

Chair; CWC

College of Business and Economics

PO Box 6025

Morgantown, WV 26506-6025

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WVU Council for Women's Concerns

B1 Stewart Hall

PO Box 6202

Morgantown, WV 26506-6202

Phone: (304) 293-5496

cwc@mail.wvu.edu

Social Justice Council

The Social Justice Council is an organization of campus leaders that meets to share information, keep abreast of relevant issues, and engage in mutually beneficial dialogue on campus climate and social justice needs. Meetings are open to all member of the campus community.

Please visit the President's Office of Social Justice website at <http://www.wvu.edu/~socjust/>

Contact Persons:

Jennifer McIntosh

Executive Officer for Social Justice and
Director, Affirmative Action/Equal Opportunity Programs
President's Office for Social Justice
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Office of Disability Services

The Office of Disability Services is committed to helping qualified students with disabilities achieve their academic goals by providing reasonable academic accommodations under appropriate circumstances. Appropriate accommodations are based upon both documentation of a disability and the significant functional limitations supported by diagnostic test data.

The following information is designed to help you to understand the policies and procedures related to obtaining disability related accommodations at West Virginia University. This information is meant to assist you in obtaining services that are available to all students at WVU.

All current, incoming, transfer, or graduate students, in person, must:

1. Schedule an initial interview with a counselor to register with the Office of Disability Services;
2. Provide documentation of your disability that meets WVU criteria for obtaining disability related academic accommodations; and
3. Request services on a semester by semester basis.

Because of the legal nature and complexity involved in the process of obtaining disability related accommodations within your academic program it is important to read and understand the policies and procedures related to this process. West Virginia University encourages all academically qualified students to take advantage of its academic programs. It is West Virginia University policy not to discriminate against qualified persons with disabilities in its admission policies or procedures or its educational programs, services and activities. Admission to WVU is based upon meeting the WVU admission requirements. Upon being admitted to WVU you should contact the Office of Disability Services for an appointment.

The West Virginia University process of providing disability related accommodations follows guidelines of the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and current case law. This process is designed to assure that reasonable accommodations are provided to all qualified students in a timely manner.

Please visit the Office of Disability Services website at http://socialjustice.wvu.edu/office_of_disability_services

Contact Persons:

Rebecca Berger

Assistant Director NC
Office of Disability Services
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Derek Fincham

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Center for Black Culture and Research (CBCR)

The Center for Black Culture and Research was established in 1987 and its mission is six fold:

- to provide critical support to WVU Students, particularly African American students and students of color with issues concerning recruitment and retention;
- to provide the university community with cultural and social events that are unique to the African World experience;
- to provide a forum for the study, research and examination of African people and societies;
- to provide an educational, social and cultural support system for African and African American Students, faculty, staff, and community members;
- to support the development of the state of West Virginia through education, extension and public service activities, and
- to serve as an intellectual source for the study and research of African and African American culture and life.

As a result, the CBC will contribute to your personal growth and development by being there for students during the adjustment into University life. Students are the greatest asset to the Center, and we will do everything possible to help them reach their full potential as individual members of our academic community.

Please visit the Center for Black Culture and Research's website at: <http://cbc.wvu.edu/>

Contact Persons:

Marjorie Fuller

Director

Center for Black Culture and Research

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Center for Excellence in Disabilities (CED)

The Center for Excellence in Disabilities is a statewide resource serving individuals with disabilities in all 55 counties. The CED has over 30 programs in the areas of assistive technology, community living, employment, and health and wellness. Programs also offer a wide range of training at the academic level to both improve the skills of pre-professionals and to encourage the full inclusion of students with disabilities. Research activity at the CED includes applied and participatory action research, program evaluation and policy review.

Mission:

To enhance the quality of life of individuals of all ages with developmental and other disabilities, so they and their families can experience independence and inclusion in society through informed choices and self-determination.

Please visit the Center for Excellence in Disabilities website at www.cedwvu.org

Contact Persons:

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Office of International Student and Scholars (OISS)

The Office of International Students & Scholars is committed to service for all members of the international community who participate or will participate in international experiences at WVU. OISS strives to strengthen, enrich and advocate for international education and cultural exchange by anticipating and responding to specific needs and concerns of this international community.

The Office of International Students and Scholars offers various cross-cultural programs and activities in which international students can be involved. The West Virginia University Office of International Students and Scholars (OISS), located in E Moore Hall on the downtown campus, is an Office of Student Affairs and is a link to students and research scholars from over 90 countries around the world. With the diversity in these students' and scholars' cultural backgrounds and values, they have one thing in common: the challenge and adventure of living in a new culture. Leaving family and lifetime friends, as well as coping with a new language, social and physical environment, and daily customs, can add to the pressure of study or work. International student's adjustment to life in the US can be greatly eased by meeting people who would like to share friendships and exchange ideas and information about the world. The OISS is a symbol of the diversity at WVU and of the opportunity that WVU students have to expand their knowledge about the world.

Please visit the Office of International Students and Scholars website at: <http://oiss.wvu.edu/>

Contact Persons:

Michael Wilhelm

Director

Office of International Student & Scholar Services

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111 E. Moore Hall

Morgantown, WV 26506-6411

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E-mail: michael.wilhelm@mail.wvu.edu

Minority Opportunities at West Virginia University

Colloquium for Aspiring Minority Doctoral Candidates:

The Colloquium for Aspiring Minority Doctoral Candidates is designed to promote graduate education at West Virginia University to prospective and current high-achieving, underrepresented minority graduate students. It is an opportunity to familiarize students with academic programs, admission standards, and resources for funding graduate education at WVU.

To get an application or to learn more about WVU's participation in this program, please visit <http://grad.wvu.edu/diversity/colloquium> or contact Dr. Constina Charbonnette at (304) 293-0173, or e-mail Dr. Constina Charbonnette at constinia.charbonnette@mail.wvu.edu.

Congressman Udall Scholarships

Please visit: <http://udall.gov/> and learn more about the scholarships named in honor of Congressman Morris K. Udall, a champion of Native American and Alaska Native rights in health care, the environment, and public policy. Nomination materials are mailed to faculty representatives in October and are due by early March.

Hispanic Scholarship Fund

HSF offers financial aid to graduating high-school seniors, community-college students seeking to transfer to four-year universities, continuing university students seeking to complete their degrees and to students in graduate and professional programs. Please visit <http://www.hsf.net/innerContent.aspx?id=72> and learn more about the HSF.

Housing Scholarships

Housing scholarships were established to encourage diversity and leadership in residential living. Recipients are chosen based on leadership potential, community service, high school GPA, and financial need. Students from historically under represented ethnic backgrounds are encouraged to apply for this scholarship. The award is for one-half of room and board for one year. Please visit

http://housing.wvu.edu/apply_for_housing/new_students/housing_scholarships and learn more about WVU's housing scholarships.

McNair Scholars Program

The Ronald E. McNair Scholars Post-Baccalaureate Achievement Program is funded by the U.S. Department of Education in honor of a remarkable man who dared to make his dreams a reality. Through a grant competition, funds are awarded to institutions of higher education to prepare eligible participants for doctoral studies through involvement in research and other scholarly activities. Participants are from disadvantaged backgrounds and have demonstrated strong academic potential. Institutions work closely with participants as they complete their undergraduate requirements. Institutions encourage participants to enroll in graduate programs and then track their progress through to the successful completion of advanced degrees. The goal is to increase the attainment of Ph.D. degrees by students from underrepresented segments of society.

To get an application or to learn more about WVU's participation in this program, please visit <http://mcnair.wvu.edu/> or contact Anita Mayer at (304) 293-5805, or e-mail Anita Mayer at Anita.Mayer@mail.wvu.edu or amayer2@mail.wvu.edu.

SREB Fellowships:

West Virginia University participates in the Southern Regional Education Board (SREB) Minority Doctoral Scholars Program. The program offers both doctoral studies awards and dissertation year fellowships. For additional information, visit WVU Graduate Education website: <http://grad.wvu.edu/> and SREB website: <http://www.sreb.org>.

To get an application or learn more about WVU's participation in this program, please contact Jennifer McIntosh at (304) 293-5496, or e-mail Jennifer McIntosh at: Jennifer.McIntosh@mail.wvu.edu.

The Graduate Enrichment Fellowship Program

Recognizing the importance of diversity across the university community and curriculum, the Office of Graduate Education and Life provides the Enrichment Fellowship Program to foster diversity at West Virginia University. The University Graduate Enrichment Fellowship Program provides incoming students to the general university with first-year fellowships of \$16,000 to allow them to focus on establishing their research, scholarship, or creative endeavors. Units will provide subsequent support provided the candidates are making acceptable academic progress. Fellowships are awarded to incoming Ph.D. or other terminal degree-seeking students based on academic merit and potential contribution to broadening the diversity of the university community and curriculum. For this program, "broadening diversity" refers to contributions of candidates to the cultural, ethnic, academic, or artistic diversification of the WVU community.

To get an application or learn more about WVU's participation in this program, please visit http://grad.wvu.edu/financial_assistance/fellowships#7 or contact Dr. Fred L. Minnear at (304) 293-6224, or e-mail Dr. Fred L. Minnear at: fminnear@hsc.wvu.edu.

The Martin Luther King Jr. Scholarship

The Martin Luther King Jr. Scholarship is awarded annually to a West Virginia University undergraduate student who has demonstrated an active interest and meaningful involvement in areas of human rights, civil rights, social justice and/or world peace, or other activities exemplary or reflective of the ideals and life of Dr. King. The full amount of this award (\$1,000) will be applied to the 2012/2013 financial aid package of the recipient in the amount of \$500 per semester. If you have any questions, please contact the Center for Black Culture & Research at (304) 293-7029 or to get an application and learn more about WVU's participation in this program, please visit <http://cbc.wvu.edu/r/download/71814>.

W. E. B. Du Bois Fellowships

Dr. William Edward Burghardt Du Bois received his Ph.D. from Harvard University in 1896, and provides a standard of excellence for scholarship in any discipline and an especially inspiring model for black scholars. Because of the achievements of Dr. Du Bois, West Virginia University has named this fellowship program in his honor. The fellowships are open to African American graduate and professional students, excluding those in the Health Sciences, who are native or naturalized U.S.

citizens. The stipend amount for this fellowship is \$18,000 for nine months, and requires some service obligation. Selection is competitive on the basis of academic merit and potential for success in graduate or professional study. Inquiries should be directed to the graduate or professional program of choice or to the Office of Graduate Education and Life.

For additional information, please visit http://grad.wvu.edu/financial_assistance/fellowships#4 and to get an application and learn more about WVU's participation in this program, contact Jennifer McIntosh at (304) 293-5496, or e-mail Jennifer at: Jennifer.McIntosh@mail.wvu.edu

WVU Academic Partnership Program for Minority Teaching Fellows:

The WVU Academic Partnership Program for Minority Teaching Fellows creates a partnership between WVU, state colleges and the Office of the Chancellor to provide semester teaching appointments at West Virginia State Colleges for WVU minority doctoral students. WVU sees providing this program as important to the development of participating students and as part of its obligation as the land grant research university in the state. Important characteristics of the program include the following:

- Minority Doctoral Students serve as visiting faculty during one or more semesters at one of the participating colleges.
- Teaching fellows receive a stipend and travel expenses for teaching, normally two three-hour courses.
- State colleges are responsible for establishing courses and schedules in collaboration with the teaching fellows and the faculty leader.
- Teaching fellows are responsible for upholding the academic standards of the host institution and fulfilling the duties of a visiting faculty member.

For additional information, call the President's Office for Social Justice at (304) 293-5496 or e-mail Jennifer McIntosh at: Jennifer.McIntosh@mail.wvu.edu.

List of Audio Visual Resources

Center for Black Culture and Research (CBCR) and WVU Libraries

1998 Delaney Lecture: Ford Hord
 4th Annual Mark C. Bigelow Student Leadership Conference Friday
 500 years later: an Afrikan Holocaust production
 A great Day in Harlem
 Africa Parts 1-6
 African American Lives
 African Continent of Contrast
 Africans in America: America's journey through slavery
 America's Dream
 American Revolution 2
 And the Band Played On
 Banished
 Barack Obama
 Bigelow 1997
 Bigelow Student Leadership Conference 1997
 Black Americans and The Military
 Black Culture Week Lecture 1
 Black Culture Week Lecture 2
 Black Culture Week Lecture 3 Part 1
 Black Culture Week Lecture 3 Part 2
 Black Excellence: The Entrepreneurs
 Black Excellence: The Leaders
 Black History
 Black History Month
 Booker T. Washington
 Carter G. Woodson Awards Reception '97 Prof. Judith Scully
 Deadly Voyage
 Delaney Lecture: Dr. Walter Amprey
 Delaney Lecture: Dr. Wade Noble 1995
 Dr. Benjamin Hooks: Live Interview
 Edgar Evers: for us the Living
 Excellence in Action: J.C. Penney
 Eyes on the prize. Volume 7, The keys to the kingdom
 F.R. Cleckley Symposium: Dr. Carl Brown
 For Veterans Only: The Black Vet
 Goree Island
 Glory Road
 Harriet Tubman/Sojourner Truth Conference
 Hip-hop beyond beats and rhymes
 History of Black achievement in American
 History of Black Baseball
 Ida B. Wells # 1- Dr. L. Myers and Dr. V. Gordon

Ida B. Wells # 2- Dr. L. Myers and Dr. V. Gordon
 Ida B. Wells '95 Dr. LaFrancis Rodgers-Rose
 Ida B. Wells '96-Jackie Wade
 Ida B. Wells Lecture 1996
 Ida B. Wells Lecture '97 Melody Micere Stewart
 In remembrance of Martin
 King: "I Have A Dream"
 Kmmatol - An Opportunity Has Come
 Kwanzaa '94- Dr. A. J. Stovall
 Kwanzaa December 1996 guest speaker James Conyers, Kean College, NJ
 Kwanzaa Workshop with Melody Micere Stewart
 The Leaders
 Make A Difference? Peace Corp
 Mandela
 Mandela- Part 1 of 1
 Mandela: The Man & His Country
 Mandela/ Truth Colloquium Chief Obohue
 Mandela/ Truth Colloquium Dr. Daudi Ajani Ya Azibo
 Mark C. Bigelow 5th Annual Leadership Conference- Tape 1: What is Afrocentricity?
 Mark C. Bigelow 5th Annual Leadership Conference- Tape 2
 Mark C. Bigelow 5th Annual Leadership Conference- Tape 3
 Mark C. Bigelow 5th Annual Leadership Conference- Tape 4
 Mark C. Bigelow 5th Annual Leadership Conference- Tape 5
 Martin Luther King: "I have a Dream"
 Martin Luther King Breakfast 2000
 Martin Luther King III "A tribute to Dr. King Jr." 1/16/97
 May 1996 Carter B. Woodson Reception guest speaker Mustafa Ali
 Mo' Funny: Black Comedy in America
 Mumia Abu Jamal Organizing Tape speech by David P. Robinson "Date w/Death, the killing State"
 Norm of Greatness Darryl Van Leer
 Only The Ball Was White
 Paul Robeson/Mahalia Jackson Choir
 Peace Corps Presentation
 Prejudice
 Prince among slaves
 Racism 101
 Recruiting and Retaining Minority Students, Faculty and Administrators
 Rhodes Tradition at WVU
 Roscoe
 Rough Crossings
 Saturday Academy (WNPB) Spring
 Scarred justice: the Orangeburg massacre 1968
 Segregation and integration of high school sports in West Virginia
 Sergeant Rutledge
 Stormy Weather
 Soul of the Game

Strapped
Student Affairs Retreat 4/94
The Affair
The Big Bands-Basie, Ellington Hampton
The Buffalo Soldiers
The Express
The Incredible Voyage of Bill Pinkey
The Josephine Baker Story
The Million Man March
The Spike Lee joint collection
Two nations of black America
Unforgivable blackness: the rise and fall of Jack Johnson
Voices and Visions-“Langston Hughes”
Visit West Virginia University
W.E.B. DuBois
What black men think
Women’s Centenary 1891-1991 Excellence Through Equity
Working with African American clients
WVU-Dedication of Garce E. Waters Library # 1
WVU-Dedication of Garce E. Waters Library # 2
WVU Student Affairs Retreat Jackson Mills: 4/6-4/7 1994

Additional audio visual materials are available from the CBCR and WVU Libraries using keyword search terms such as “Africa”, “African”, “African Americans”, “blacks”, “black culture”, “black history”, “black pioneers”, etc.

For Check-out Policy at the WVU Libraries please visit
<http://www.libraries.wvu.edu/media/about.html#lending>

The following videotapes are available for instructional use by WVU community members:

APPALACHIA

A hidden America: children of the mountains
 Appalachia: a history of mountains and people
 Coal country
 Even the Heavens Weep
 Forks of Cheat
 The Appalachians

DIVERSITY

A class apart a Mexican American civil rights story
 A history of women's achievement in America
 A willing balance II
 Anatomy of prejudice: Jane Elliott's seminar on race
 Brazil in black and white skin color and higher education
 Crash
 Crossroads: identities
 Tale of "O": On Being Different (27 minutes) (with User Guide)
 Trail of Tears

RACISM

A Question of Color
 A conversation about race
 Banished
 Blue Eyed (93 minutes)
 Crash
 Dreamworlds 3: desire, sex & power in music video Ethnic Notions (58 minutes)
 Ku Klux Klan: a secret history
 No colors: racism and prejudice in modern Europe Racial stereotypes in the media
 Tim Wise: on white privilege racism, white denial & the costs of inequality
 To kill a mockingbird
 Tokyo: the neon City
 True Colors (19 minutes)

West Virginia University Libraries

Selected Audio Visual Materials (Related to gay, lesbian, bisexual, transgender issues)

A conversation with Brian McNaught on being gay [video recording]: MEDIA VT8075 AV LIB
 A need to know [electronic resource]: <http://purl.access.gpo.gov/GPO/LPS117551>
 After Stonewall [video recording]: MEDIA VT6982 AV LIB
 Angels in America [video recording]; MEDIA DV0482 AV LIB
 Ask not [video recording]: MEDIA DV3482 AV LIB
 Before Stonewall [video recording]: the making of a gay and lesbian community; MEDIA VT3558 AV
 Boys don't cry [video recording]: MEDIA DV3202 AV LIB
 Brandon Tina Story [electronic resource]: <http://www.hulu.com/watch/197318/the-brandon-teena-story>
 Brokeback Mountain [video recording]: MEDIA DV1245 AV LIB

Bullied: a student, a school and a case that made history [video recording]: MEDIA DV3754 AV LIB
 Embracing our sexuality [video recording]: MEDIA VT4376 AV LIB
 Forbidden love [video recording]: MEDIA VT4368 AV LIB
 Further off the straight and narrow: new gay visibility on television [video recording]: MEDIA DV2920 AV LIB
 Gay, lesbian, and bisexual clients [video recording]: MEDIA DV2304 AV LIB
 Gridiron generals [video recording]: Video VT1090
 Growing up gay and lesbian [video recording]; MEDIA VT7608 AV LIB
 Journey to a hate free millennium [video recording]; MEDIA DV0780 AV LIB
 Juggling gender [video recording]: politics, sex and identity; MEDIA VT6536 AV LIB
 Kinsey three [slide]: The bisexual experience MEDIA S388 AV LIB
 Milk [video recording]: MEDIA DV2957 AV LIB
 Not all parents are straight [video recording]: MEDIA VT3556 AV LIB
 Out in the Silence [video recording]: MEDIA DV3578 AV LIB
 Psychotherapy with gay and lesbian clients. Program 1, 2, History, theory and research [video recording]; MEDIA VT6978 AV LIB, MEDIA VT6979 AV LIB
 Speaking for ourselves [video recording]: MEDIA VT4711 AV LIB
 Undetectable [video recording]; MEDIA VT8002 AV LIB

Additional audio visual materials are available from the University Libraries using keyword search terms such as “gay”, “lesbians”, “bisexual”, transgender, “sexual orientation”, “queer studies”, etc.

Selected Audio Visual Materials (Related to social justice, disability, veterans and civil rights issues)

Alive day memories: home from Iraq
 Brain injury dialogues
 Company K
 Gulf war syndrome: killing our own
 Killing fields, the First World War
 Minorities in the college classroom: racism in education
 Racism 101
 Read me differently
 Revolution 67'
 Split Estate
 Supreme Court Preview
 Taxi to the dark side
 The soldier's heart
 Through deaf eyes
 Treasures III: social issues in America
 Valuing diversity.
 Way of the warrior
 Working with veterans
 Writ Writer

Reference Materials

Books

Center for Black Culture and Research (CBCR) and WVU Libraries

- A biographical history of Blacks in America since 1528
- Advancing the ball: race, reformation, and the quest for equal coaching opportunity in the NFL
- Afro-American fiction writers after 1955
- Afro-American poets since 1955
- Afro-American writers, 1940-1955
- Afro-American writers after 1955: dramatists and prose writers
- Afro-American writers before the Harlem renaissance
- Afro-American writers from the Harlem Renaissance to 1940
- African American art and artists
- African American authors, 1745-1945: bio-bibliographical critical sourcebook
- African American firsts in science & technology
- African American historic places
- African American lives
- African American national biography
- African American women: a biographical dictionary
- African American women playwrights: a research guide
- African American writers
- Africana: the encyclopedia of the African and African American experience
- Black American playwrights, 1800 to the present: a bibliography
- Black American poets and dramatists: before the Harlem renaissance
- Black American poets and dramatists of the Harlem Renaissance
- Black American prose writers before the Harlem renaissance
- Black American prose writers of the Harlem renaissance
- Black American women novelists: an annotated bibliography
- Black American writers past and present: a biographical and bibliographical dictionary
- Black Armed Forces Officers 1736-1971: A documented Pictorial History (Johnson, Jesse).
- Black authors: a selected annotated bibliography
- Black plots & black characters: a handbook for Afro-American literature
- Black women in America: an historical encyclopedia
- Black writers: a selection of sketches from Contemporary authors: contains more than four hundred entries on twentieth-century black writers, all updated or originally written for this volume
- Blacks in America, 1492-1970; a chronology & fact book
- Blacks in American films and television: an encyclopedia
- Black music in Ebony: an annotated guide to the articles on music in Ebony magazine, 1945-1985
- Black saga: the African American experience
- Contemporary African American novelists: a bio-bibliographical critical sourcebook
- Contemporary Black American playwrights and their plays: a biographical directory and dramatic index
- Culture and Statistics
- Dictionary of Afro-American slavery
- Directory of African American Religious Bodies: A Compendium by the Howard U. School of Divinity (Payne, Wardell).

Dictionary of American Negro biography
 Directory of predominantly black colleges and universities in the United States
 Dictionary of race and ethnic relations
 Encyclopedia of African-American civil rights from emancipation to the present
 Encyclopedia of African-American culture and history
 Encyclopedia of African American history, 1619-1895: from the colonial period to the age of Frederick Douglass
 Encyclopedia of Black America
 Encyclopedia of urban America: the cities and suburbs
 Great American Negroes
 Great Negroes, past and present. Volume two
 Guide to Black Organizations 1992-1994 (Phillip Morris Co)
 Harlem Renaissance and beyond: literary biographies of 100 Black women writers, 1900-1945
 Index to Afro-American reference resources
 Index to Black American writers in collective biographies
 Masterpieces of African-American literature
 Masterplots II. African American literature series
 Minority Organizations: A National Directory
 More Black American playwrights: a bibliography
 Notable Black American men
 Reference Library of Black America- Vol. 1 (Ploski and Williams, eds.)
 Reference Library of Black America- Vol. 2 (Ploski and Williams, eds.)
 Reference Library of Black America- Vol. 3 (Ploski and Williams, eds.)
 Reference Library of Black America- Vol. 4 (Ploski and Williams, eds.)
 Reference Library of Black America- Vol. 5 (Ploski and Williams, eds.)
 The Afro-American short story
 The African American education data book
 The African American encyclopedia
 The biographical dictionary of Black Americans
 The Harlem Renaissance: an annotated reference guide for student research
 The Harvard guide to African-American history
 The Negro almanac
 The Black almanac: From involuntary servitude (1619-1860) to the age of disillusionment, 1964-1971
 The chronological history of the Negro in America
 The timetables of African-American history: a chronology of the most important people and events in African-American history
 Who's who among African Americans

Please visit the CBCR and WVU libraries for any more information on books regarding keyword search terms such as “Africa”, “African”, “African Americans”, “blacks”, “black culture”, “black history”, “black pioneers”, etc.

West Virginia University Libraries

Selected Books (Related to gay, lesbian, bisexual, transgender issues)

- Aldrich, R. (2006). *Gay life and culture: a world history*. New York, NY: Universe.
- Anderson, E. (2005). *In the game: gay athletes and the cult of masculinity*. GV708.8 .A43
- Australian Psychological Society (2005). *Gay and lesbian issues and psychology review*. Melbourne, Australia: Australian Psychological Society.
- Badgett, M. (2009). *When gay people get married: what happens when societies legalize same-sex marriage*. New York: New York University Press.
- Barclay, S., Bernstein, M., & Marshall, A. (2009) *Queer mobilizations: LGBT activists confront the law*. New York: New York University Press.
- Baumle, A., Compton, D., & Poston, D. (2009). *Same-sex partners: the demography of sexual orientation*. Albany: SUNY Press.
- Beemyn, B., & Eliason, M. (1996). *Queer studies: a lesbian, gay, bisexual, & transgender anthology*. New York: New York University Press.
- Berger, R. (1996). *Gay and gray: the older homosexual man*. New York: Harrington Park Press.
- Bieschke, K., Perez, R., & Debord, K. (2007). *Handbook of counseling and psychotherapy with lesbian, gay, bisexual, and transgender clients*. Washington, DC: American Psychological Association.
- Blount, J. M (2005). *Fit to teach: same-sex desire, gender, and school work in the twentieth century*. LC192.6 .B56 2005
- Burleson, W. (2005). *Bi America: myths, truths, and struggles of an invisible community*. New York: Harrington Park Press.
- Carter, D. *Stonewall (2004)*. The riots that sparked the gay revolution. HQ76 .C315
- Cavin, S. (1985). *Lesbian origins*. San Francisco: Ism Press.
- Chan, P., & Tutu, D. (2010). *Protection of sexual minorities since Stonewall: progress and stalemate in developed and developing countries*. London; New York: Routledge.
- Chauncey, G. (2004). *Why marriage? : the history shaping today's debate over gay equality*. HQ76.8.U5 C43 2004
- Corrales, J., & Pecheny, M. (2010). *The politics of sexuality in Latin America: a reader on lesbian, gay, bisexual, and transgender rights*. Pittsburgh, Pa.: University of Pittsburgh Press.
- D'Augelli, A., & Patterson, C. J. (1995). *Lesbian, gay, and bisexual identities over the lifespan: psychological perspectives*. New York: Oxford University Press.
- Estes, Steve (2007). *Ask & tell: gay and lesbian veterans speak out*. Chapel Hill: University of North Carolina Press.

- Faderman, L. (2007). *Great events from history. Gay, lesbian, bisexual, transgender events, 1848-2006.* Pasadena, Calif.: Salem Press.
- Foster, T., Siegel, C. & Berry, E. (1997). *The Gay '90s: disciplinary and interdisciplinary formations in queer studies.* New York: New York University Press.
- Gates, G. (2004). *The gay & lesbian atlas.* Washington, D.C.: Urban Institute Press
- Goldberg, A. (2010). *Lesbian and gay parents and their children: research on the family life cycle.* Washington, DC: American Psychological Association.
- Goldman, L. (2008). *Coming out, coming in: nurturing the well-being and inclusion of gay youth in mainstream society.* New York: Routledge.
- Graves, K. (2009). *And they were wonderful teachers: Florida's purge of gay and lesbian teachers.* Urbana: University of Illinois Press.
- Griffin, P. (1998). *Strong women, deep closets: lesbians and homophobia in sport.* Champaign, IL: Human Kinetics.
- Haeberle, E. W. & Gindorf, R. (1998). *Bisexualities: the ideology and practice of sexual contact with both men and women.* New York: Continuum.
- Haggerty, G., & McGarry, M. (2007). *A companion to lesbian, gay, bisexual, transgender, and queer studies.* Malden, MA; Oxford : Blackwell.
- Hammack, P., & Cohler, B. (2009). *The story of sexual identity: narrative perspectives on the gay and lesbian life course.* Oxford; New York: Oxford University Press.
- Heinze, E. (1995). *Sexual orientation: a human right: an essay on international human rights law.* Dordrecht; Boston: M. Nijhoff Publishers.
- Herd, G. (2009). *Moral panics, sex panics: fear and the fight over sexual rights.* New York: New York University Press.
- Hertz, F., & Doskow, E. (2009). *Making it legal: a guide to same-sex marriage, domestic partnership & civil unions.* Berkeley, Calif.: Nolo.
- Hill, R. (2006). *Challenging homophobia and heterosexism: lesbian, gay, bisexual, transgender and queer issues in organizational settings.* San Francisco, Calif.: Jossey-Bass.
- HIV+ sex: the psychological and interpersonal dynamics of HIV-seropositive gay and bisexual men's relationships; Downtown Library
- Hoagland, S. L. (1988). *Lesbian ethics: toward new value.* Palo Alto, Calif.: Institute of Lesbian Studies.
- Katz, J. (1976). *Gay American history: lesbians and gay men in the U.S.A.: A documentary.* New York: Crowell.
- MacKenzie, G. O. (1994). *Transgender nation.* Bowling Green, OH: Bowling Green State University Popular Press.

- Maran, M., & Watrous, A. (2005). *50 ways to support lesbian & gay equality: the complete guide to supporting family, friends, neighbors-- or yourself*. Maui, Hawaii: Inner Ocean Pub.
- Marks, R. R. (1996). *The gay and lesbian movement: references and resources*. New York: G.K. Hall; London: Prentice Hall International.
- Martin, F. (2008). *AsiaPacifiQueer: rethinking genders and sexualities*. Urbana: University of Illinois Press.
- Meem, D., Gibson, M., & Alexander, J. (2010). *Finding out: an introduction to LGBT studies*. Los Angeles: Sage.
- Mohr, R. (2005). *The long arc of justice: lesbian and gay marriage, equality, and rights*. New York: Columbia University Press.
- Murphy, T. F. (2000). *Reader's guide to lesbian and gay studies*. Chicago; London: Fitzroy Dearborn Publishers.
- Mucciaroni, G. (2008). *Same sex, different politics: success and failure in the struggles over gay rights*. Chicago: University of Chicago Press.
- Newton, D. (1994). *Gay and lesbian rights: a reference handbook*. Santa Barbara, Calif.: ABC-CLIO.
- Nurturing queer youth: family therapy transformed; Downtown Library
- Omoto, A., & Kurtzman, H. (2006). *Sexual orientation and mental health: examining identity and development in lesbian, gay, and bisexual people*. Washington, DC: American Psychological Association.
- Penelope, J., & Wolfe, S. J. (1993). *Lesbian culture: an anthology: the lives, work, ideas, art and visions of lesbians past and present*. Freedom, Calif.: Crossing Press.
- Perrin, E. C. (2002). *Sexual orientation in child and adolescent health care*. RJ47.7 .P47 2002
- Powell, B. (2010). *Counted out: same-sex relations and Americans' definitions of family*. New York: Russell Sage Foundation.
- Prono, L. (2008). *Encyclopedia of gay and lesbian popular culture*. Westport, Conn.: Greenwood Press.
- Rayside, D. (2008). *Queer inclusions, continental divisions: public recognition of sexual diversity in Canada and the United States*. Toronto; Buffalo: University of Toronto Press.
- Richman, K. (2009). *Courting change: queer parents, judges, and the transformation of American family law*. New York: New York University Press.
- Rust, P. C. (2000). *Bisexuality in the United States: a social science reader*. New York: Columbia University Press.
- Sandfort, T. et al. (2000). *Lesbian and gay studies: an introductory, interdisciplinary approach*. London; Thousand Oaks, Calif.: SAGE.

- Savin-Williams, R. C. (1990). *Gay and lesbian youth: expressions of identity*. New York: Hemisphere Pub. Corp.
- Scruton, S., & Flintoff, A. (2002). *Gender and sport: a reader*. London; New York: Routledge.
- Sharpe, A. (2002). *Transgender jurisprudence: Dysphonic bodies of law*. London: Cavendish.
- Sinfield, A. (1998). *Gay and after*. London: Serpent's Tail.
- Simon, R., & Brooks, A. (2009). *Gay and lesbian communities the world over*. Lanham: Lexington Books.
- Smith, R. A. & Haider-Markel, D. P. (2002). *Gay and lesbian Americans and political participation: a reference handbook*. Santa Barbara, Calif.: ABC-CLIO.
- Snow, J. E. *How it feels to have a gay or lesbian parent: a book by kids for kids of all ages*. Downtown Library
- Stryker, S. (2008). *Transgender history*. Berkeley, CA: Seal Press: Distributed by Publishers Group West.
- Streitmatter, R. (2009). *From "perverts" to "fab five": the media's changing depiction of gay men and lesbians*. New York: Routledge.
- Summer, C. (1995). *The Gay and lesbian literary heritage: a reader's companion to the writers and their works, from antiquity to the present*. New York: H. Holt.
- The Laramie project; Evansdale Library, Play Collection
- The rights of lesbians, gay men, bisexuals, and transgender people: the authoritative ACLU guide to a lesbian, gay, bisexual, or transgender person's rights; Downtown Library
- Thomas, LK. M. & Levin, M. E. (1999). *Sexual orientation and human rights*. Lanham, Md.: Rowman & Littlefield.
- Tuana, N. et. al (2002). *Revealing male bodies*. Bloomington: Indiana University Press.
- Tyrkus, M. J. (1997). *Gay & lesbian biography*. Detroit: St. James Press.
- Wolfson, E. (2004). *Why marriage matters: America, equality, and gay people's right to marry*. HQ1034.U5 W65
- Williams, P. (1998). *Real boys: rescuing our sons from the myths of boyhood*. New York: Random House.
- Walker-Hirsch, L. (2007). *The facts of life-- and more: sexuality and intimacy for people with intellectual disabilities*. Baltimore, Md.: P.H. Brookes.

Additional books are available from the University Libraries using keyword search terms such as “gay”, “lesbians”, “bisexual”, transgender, “sexual orientation”, “queer studies”, etc.

West Virginia University Libraries

Selected books are available from the University Libraries using keyword search terms such as “social justice”, “diversity”, “diversity in the workplace”, “diversity in the classroom”, and “inclusion”, etc.

- Ang, S., & Van Dyne, L. (2008). *Handbook of cultural intelligence: theory, measurement, and applications*. Armonk, N.Y.: M.E. Sharpe.
- Au, W. (2009). *Rethinking multicultural education: teaching for racial and cultural justice*. Milwaukee, Wis.: Rethinking Schools.
- Ayers, W., Quinn, T., & Stovall, D. (2009). *Handbook of social justice in education*. New York: Routledge.
- Brislin, R. (2008). *Working with cultural differences: dealing effectively with diversity in the workplace*. Westport, Conn.: Praeger.
- Brooks, R. (2009). *Racial justice in the age of Obama*. Princeton: Princeton University Press.
- Browne, J. (2007). *The future of gender*. Cambridge, UK; New York: Cambridge University Press.
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American visions

Berkeley journal of African-American law & policy

Black American literature forum

Black enterprise

Black history bulletin

Black issues book review

Black Music Research Journal

Callaloo

Challenge: A Journal of Research on African American Men

Christian recorder

Essence

Glendora review

Guide to Scholarly Journals in Black Studies

Harvard journal of African American public policy

Journal of African American history

Journal of African American men

Journal of African American studies

Journal of blacks in higher education

Journal of Community Practice
 Journal of Negro history
 Journal of Opinion
 Journal of Southern African Studies
 La Raza law journal
 Lenox Avenue
 Negro American literature forum
 US Black engineer and information technology
 Vibe
 Vibe vixen

Please visit Ethnic and Race Studies WVU Electronic Journals for any more information on journals regarding keyword search terms such as “Africa”, “African”, “African Americans”, “blacks”, “black culture”, “black history”, “black pioneers”, etc.

Selected Journals (Related to gay, lesbian, bisexual, transgender issues) at WVU Libraries

Gay & lesbian law journal
 Gay and lesbian issues and psychology review
 Gay & lesbian review worldwide
 Gay & Lesbian Times
 Gay community news
 Gay lesbian quarterly
 Gayana
 GMHC treatment issues
 Harvard gay & lesbian review
 International journal of sexuality and gender studies
 International journal of transgenderism
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The Strategic Plan for Achieving Social Justice at West Virginia University

West Virginia University, the comprehensive research land-grant institution in West Virginia, provides educational opportunity, generates and advances knowledge, conducts scholarly activity, and applies knowledge to individual and societal problems for the people of West Virginia and elsewhere. The principle that all people should have access to the benefits the University affords is fundamental. This can only be upheld in an atmosphere of mutual respect and trust, where the basic concepts and principles of social justice are honored. Students, faculty, staff, administrators, and stakeholders share in the responsibility and the benefits of an effective commitment to social justice values.

The principle of social justice encompasses the legal and moral obligations to promote opportunity, equality, civility, and respect for all people. The President's Office for Social Justice is charged with communicating, teaching, and promoting these principles throughout the extended academic community and society, as well as fulfilling the relevant legal standards related to civil rights and affirmative action.

West Virginia University will address contemporary issues, including violence, hatred, bigotry, prejudice, equity, rage, discrimination, harassment, and any barrier that interferes with learning, creates an undesirable work environment, or diminishes the worth of any individual. This will be achieved through education and empowerment of individuals and groups regarding issues of diversity and respect for each other's differences, while preserving legitimate rights of free speech in a democratic society.

Vision

West Virginia University will be known for honoring the worth of every individual and sustaining an environment where all people are encouraged to achieve their full potential. This vision encompasses the following:

- West Virginia University is committed to the inclusion of all socioeconomic groups, traditional and non-traditional students, volunteers, the extended academic community, and society.
- Every campus, college, and administrative unit will continually examine itself and identify ways of assuring that a comprehensive approach to achieving social justice is attained and sustained.
- West Virginia University will act affirmatively to assure equal opportunity in employment and in delivery of programs and offerings consistent with both federal and state civil rights laws and affirmative action guidelines.
- The essential elements of character - trustworthiness, respect, responsibility, fairness, caring, and good citizenship - will transcend every element of the University.
- Students will be prepared with the principles of social justice competencies in order to function effectively in the global workplace.
- Faculty and staff will exemplify principles of social justice in fulfilling their responsibilities.
- No form of illegal discrimination or harassment will be tolerated.

- Complaints of illegal discrimination, harassment, and abuses of social justice principles will be addressed in an objective and timely manner.
- All people will be accountable for their actions.

Values

The following core values establish the foundation for Social Justice at West Virginia University:

- Every person has intrinsic worth and dignity;
- Respect for law is fundamental;
- Freedom from fear is universal;
- A climate of opportunity, mutual respect, and understanding engenders a feeling that the future should be shared by all community members;
- There is an absence of discrimination and harassment based on age, color, disability, ethnic origin, marital status, pregnancy, race, religious beliefs, sex, sexual orientation, and veteran status; and,
- The rich diversity of people, their cultures, and the bonds that tie people together are appreciated and celebrated.

Functions of the President's Office for Social Justice

The President's Office for Social Justice provides central leadership for education and advocacy as well as administers the compliance and mediation programs. The Office for Social Justice reflects the institution's vision of social justice and the related values it embraces. The specific functions include:

- Providing leadership for a comprehensive education and awareness program throughout the campus community, using both formal and informal delivery methods to address the broad range of relevant issues.
- Assuring that the institution complies with all relevant federal and state laws, university policies, and requirements related to civil rights and affirmative action;
- Assuring that a professional mediation program effectively serves the campus community.
- Advocating throughout the institution and the state the vision and values for social justice.

Based on these functions, the following are identified as outcomes the Social Justice Office will specifically address and use as a basis for continual self-assessment of effectiveness:

- There will be broad involvement of the WVU campuses and their extended academic communities in identifying relevant issues and conducting programs to address them.

- The University will continue to evaluate, implement, and update as necessary its policies, procedures, and affirmative action plan, and monitor its progress toward meeting its goal of greater diversity within the University.
- A communication plan will be developed and utilized to consistently share and receive information from throughout the institution, stakeholders, the public, and the University's many constituents.
- There will be an effective relationship between the Social Justice Office and the regional campuses to meet their needs related to all aspects of education, compliance, mediation, and advocacy.
- There will be effective use of technology and resources to collect and manage necessary data and records as well as to provide program services as appropriate;
- The Social Justice Office will effectively and efficiently make wise use of all resources.
- Every request for program support or administrative action will be acted on in a timely manner.

Summary

The President's Office for Social Justice will provide opportunities for all members of the University community to increase their understanding and exercise the fullest measures of civility, dignity, and respect. The office will be the catalyst to promote and achieve an optimal environment for achieving dignity and respect and the attainment of this strategic plan.

President's White Paper

Social Justice at West Virginia University

Introduction

Over the past few months, I have met with a group of University community citizens to discuss the past, present, and future of the ideas, policies, activities, and programs collectively referred to as "Social Justice" at West Virginia University. I am grateful to those who have participated in what we called a "President's discussion group."

This document sets forth my thoughts on the state of social justice at West Virginia University at this point in time, and calls for action based upon existing policies and my own feelings about what needs to be done to improve our sense of community and further foster a climate of social justice within the University.

While members of the group contributed greatly to my understanding of social justice issues within the University (and in society), the ideas herein contained are my personal reflections on our work.

What is social justice?

Our group spent one working session discussing the meaning of the term "social justice." Ideas ranged from relatively straightforward notions ("Everyone on our campuses must feel comfortable being a part of the University community.") to the much more complex and academically refined notions contained in the previously adopted policies of the University and the Board of Trustees.

I have come to believe that social justice is a set of ideas, policies, activities and programs that have been generally embraced, both formally and informally, by the University community. In summary, they can be stated as follows:

- a. The campus embodies certain values, centered around the intrinsic worth and dignity of every human being. Among these are a respect for law; freedom from fear; inclusiveness; a climate of opportunity for all community members; an absence of discrimination based on race, sex, marital status, pregnancy, age, ethnic origin, religious beliefs, sexual orientation, or disability; mutual respect based upon empathy and understanding; the recognition of merit; a sense of community and a feeling that the future should be shared by all of those in the community; accountability for actions; and the importance of diversity.
- b. Our university engages in activities that foster these values. Among these are education, advocacy, communications, investigations, mediation, recruitment, networking, mentoring, advising, counseling, administration according to policy, policy development, community building, celebration, outreach, encouragement of diversity, cultural awareness activities, crisis management, and social activities.
- c. A variety of vehicles are used to achieve the ends sought. These include representative councils, task forces and groups, executive support and staffing, programs of various types, centers of education, research and service related to the programs and activities, academic offerings and credentials, awards and honors, policy enforcement, volunteer recruitment, and performance and entertainment options and groups.

d. Campus individuals, units, officers and groups stand accountable for their actions. Accountability is achieved through clear job descriptions, clear charges to the councils and groups sanctioned and supported by WVU, clear goals and objectives to individuals and groups, periodic assessments of progress, an expectation of civility, enforcement of laws in an effective and timely fashion, and an expectation of voluntary compliance with laws by everyone in the University Community.

e. There is a clear understanding that inherent tensions and challenges exist and must be managed effectively. The causes for the tensions are many, including conflicts caused by the tension or tensions between individual rights and collective or community rights, group identification and community identification, groups seeking different allocation of scarce resources, attempted communications among groups with different backgrounds and origins, historical prejudices, misinformation or a lack of information, and the evolutionary nature of policies and concepts.

There are, of course, other and more complete ways to define social justice-suffice it to say that achieving an appropriate climate, one that welcomes all into a community of learners, where ideas are tested and differences are valued, takes a lot of effort by everyone at the University.

Why Social Justice At WVU Is Important?

Implicit in our work has been the notion that our social justice initiatives are important, and I want to reassert that they are, for several reasons. There are others, but these seem most important:

First, because we are first and foremost a student-centered higher education institution, we have a duty to our students to prepare them for life in the world of work and in their communities in the twenty-first century. In a recent address, Dr. William Richardson, President of the Kellogg Foundation, with whom we have strong ties, said this:

While we're preparing students for the Information and Knowledge Age, our colleges and universities also prepare citizens to live and work in a truly multicultural society. ... Unfortunately....the value of diversity has been misconstrued by some as a liability. I don't believe that it is....It is, as far as I am concerned, an absolute social mandate. By the year 2000, one-third of our population will be people of color...employers will rely heavily either on foreign operations or markets...the ability to thrive in a multicultural setting will soon become another form of literacy which all employers will expect their employees to have mastered.

My experience leads me to believe that Dr. Richardson is correct.

As educators, we believe that our obligation to provide a thorough, meaningful, and truly excellent learning experience for our students will be seriously flawed if greater understanding of social justice is not woven into our students' learning experience, inside and outside the classroom.

Second, there is the issue of equality under the law of the United States. The Constitution, state and federal law, and our own Board's policies foster, and more often than not, mandate equal treatment, equal protection, non-discrimination, and just treatment for the citizens that make up our University community. Based in a collective judgment forged in the moral underpinnings of our country, our laws point each of us, and all of us, toward fair treatment for all human beings who enjoy citizenship in the United States, as well as those who enjoy its protections while visiting here to study, work, or teach.

Third, we are moved by our sense of fairness and compassion for others. Martin Luther King, Jr., said in many different ways that we are moved as human beings by the suffering of others. In their person, we see clearly what must be done. When people are injured, physically or mentally, by reason of prejudice, when others' children cannot progress as fast as our own, and when common sense tells us that we know something is wrong, we are moved to act, not because it makes good business sense, but because it makes moral common sense. As King said: "People are led to causes, and often become committed to great ideas, through persons who personify those ideas. They have to find the embodiment of the idea in flesh and blood in order to commit themselves to it."

Fourth, there is the whole issue of productivity of our faculty, staff, administrators, and students. The times in which we live demand that our employees reach their full potential. Our students and clients, patients and customers clearly expect as much and can afford no less. Thus, our employees not only must be given equal pay for equal work, but also must be given an equal right to earn that pay. Bias, discrimination, prejudice, hazing, and similar behaviors inhibit that right, thus causing long hours to be spent on remedial activities which are, seen from this perspective, non-productive (in the sense that resources are spent correcting behaviors that should not have taken place).

Finally, and without limitation, it is our role to model good citizenship to our state, nation, and world. In the same way that we model technology's uses to industry, medicine's powers to the medical community, and excellence to the public schools of our state, the way we treat each other is seen and studied by the citizens we serve. The messages we send are noticed, whatever they are. Our climate, if it is just, encourages all those with whom we come in contact to learn from the lessons we teach by our own behaviors.

We have committed our University to a path of greater engagement with the people and communities of our State; that is, the development of lasting, two-way, mutually beneficial partnerships that help solve the real problems of real people to improve the quality of their lives. This obligation includes broadening our mutual understanding of and commitment to principles of social justice and human diversity.

One of our Deans has eloquently summarized "social justice" as "fairness, personal security, and the protection of civil and human rights." He argues "The concept extends beyond affirmative action and speaks to doing the right thing for the right reason."

There are other justifications for our initiatives, but to me these seem primary.

Achievements to date

Our discussion group reviewed the accomplishments and activities of WVU in the recent past with a sense of accomplishment. Under the leadership of former WVU President Bucklew and former Executive Officers for Social Justice, activities were initiated that fostered the values included within our notion of social justice. These are too numerous to list, but include the creation of the Executive Officer for Social Justice position (reporting directly to the President), changes in the curriculum of the University, development of new programs, creation of new organizations and structures, the establishment of representative councils and advocacy groups, creation of affinity groups for students, faculty and others, linkages to the community, enhanced recruiting efforts, celebratory events, creation of executive offices and support staff, creation of scholarships, fellowships and position subsidies, creation of mediation, dispute resolution, arbitration and other mechanisms to resolve disputes, and much, much more.

We have also taken strides to institutionalize our obligations to comply with the host of laws that, in part, drive our efforts. While some initiatives have been publicly criticized as being "politically correct" or "going too far," most have been successfully incorporated into the life of the University and generally accepted as being in the community's best interests.

Of course, there are initiatives that remain undone, as there always will be. As society changes, so does our collective realization of the inequities and barriers to opportunity that we have permitted to exist. No one agenda can have "all that we ought to be" incorporated within it. (As mentioned above, there are tensions, and accordingly, compromises and changes in policy to be made.) Without question, we still have much to do. Nevertheless, we, as a community, have come a long way and that fact should be celebrated.

This activity has not been without cost to the University. Administrative offices have been created, funds have been expended to create academic and support programs, enormous amounts of employee time have been invested in our Social Justice initiatives, and data have been collected, analyzed and compared to benchmark data and the performance of other organizations. But in our collective view, the effort has been worthwhile. The campus is more aware of what needs to be done, and more people are involved in doing it.

The Executive Officer for Social Justice and The Administrative Structure for Social Justice

The University administratively supports its social justice effort in two ways. First, a professional staff has been assembled under a single administrator called the Executive Officer for Social Justice. Secondly, volunteers and interested faculty, staff and administrators conduct their work through a series of councils, one of which is a coordinating council and the rest of which have a specific area of interest.

Interestingly, while information describing the role of the Executive Officer for Social Justice has appeared in advertisements of an opening in the position, a formal job description for the Executive Officer for Social Justice does not exist. One needs to be drafted. The interim holder of that position has summarized her duties and responsibilities, however, and the most recent advertisement to fill a vacancy in the position was prepared about two years ago. Both are attached.

Our discussions of the Executive Officer position led to several suggestions for incremental change, the goal for each being to rationalize and strengthen the position and function at the University.

First, there seems to be agreement that the University mediation programs should have its administrative home within the office of the Executive Officer for Social Justice. The argument here is that mediation is non-binding and not compulsory and that having a "neutral office" handle voluntary dispute resolution might strengthen the program, especially since many of the matters that are actually given over to mediation involve issues falling under the laws administered by the Executive Officer's office.

Second, the group's members felt that it may be appropriate to restructure the Office of Social Justice. Several alternatives make sense, and restructuring will depend on many things, including the competencies of current staff, the reorganization of the volunteer structure (below), and available resources. The idea here is to make the office more proactive and effective by utilizing a more effective organizational structure.

Finally, the group reached a consensus that the Executive Officer should be seen as the primary staff or administrative support for the visiting committee coordinating council, described below, and play a role

in supporting the various other councils that form around social justice initiatives. This firms up what most, but not all, felt the role of the officer should be in relation to the councils.

Some roles and functions of the Executive Officer that are time consuming and important were not discussed by the group, including the important role played by the officer and her office during audits and inspections by agencies with jurisdiction over the laws administered by the Office of Social Justice, investigations, training, and other forms of dispute resolution and issue identification. There were no indications that these roles were not important, however, or that they should receive less emphasis in the years to come.

With regard to the representative councils, the group noted a need for consolidation and restructuring for effectiveness. There are currently six such councils. They were studied by an ad hoc group comprising discussion group members, who recommended a restructuring of the councils, or at least a restatement of their roles on campus. The elements of the proposal, which I endorse, are as follows:

First, appoint a Social Justice Visiting Committee made up of lay persons. As does every visiting committee, this group of external advisors would advise the responsible administrator, the Executive Officer for Social Justice, on appropriate issues. The visiting committee should have a direct relationship with the Executive Officer and each member should serve a term of years. The discussion group recommended a merger of the President's Visiting Committee on African American Affairs with the Advisory Committee on Black Alumni Affairs.

Second, a campus coordinating council should be created, with representatives of various interest group councils and at large appointees as members. It should be designated as the umbrella council for social justice concerns. Its role should be coordination, discussion, and preparation of issues for presentation to the President. It should include students, faculty, staff, and administrators, and include representation from all campuses.

Third, the Executive Officer for Social Justice should provide staff support to the Visiting Committee and Chair the Social Justice Council. The officer would provide staff support for the group through the Social Justice Office and be the President's primary representative on the group.

Fourth, both the Visiting Committee and the Social Justice Council should be charged to identify and maturely consider social justice issues on our campuses and in the community at large, and, when appropriate, present issues through the Executive Officer to the President and other appropriate University officers for decision.

Fifth, we need to provide for appropriate and representative memberships on the visiting committee and council by providing for their appointment by the President, and by establishing terms for members, and by making sure that appropriate councils and other interests are represented. This would be accomplished by attention during the appointment process.

Sixth, creation of new affinity groups or interest groups would be authorized by the council, on petition through the Social Justice Officer to the council. This step recognizes the fluid nature of such interests and their changing nature over time. It also recognizes that such groups need and deserve support, and that resources for such support are not unlimited.

I would add my own seventh suggestion, namely that once established, affinity groups should establish strong linkages with administrative units on campus which share their interests. For example, strong

linkages should exist between the Council for Women's Concerns and the Council on African and African American Affairs with the Women's Studies Programs and the Center for Black Culture and Research. Duplicate councils should be merged.

Conclusions

The discussion group has been a worthwhile undertaking and has exposed its participants to the issues currently surrounding social justice. It is apparent that a strong consensus exists to continue our efforts to promote the values of social justice, and to do so through an effective volunteer and professional structure. Incremental changes need to be made, and they are outlined above. A permanent Executive Officer for Social Justice needs to be appointed, and charged to lead the campus effort to promote a climate of opportunity and justice and to staff and lead a visiting committee and coordinating council for the University. These two groups and other affinity and issue-oriented groups should be kept fresh and effective through the establishment of terms for members and clear charges. These decisions and proposed actions should be widely shared with the University community. An effective administrative structure is needed given the level of expenditures in the area and the importance placed upon the entire social justice concept by the University community.

Accordingly, the forgoing will be implemented on campus during the coming months. A proposed implementation will be made available to the University Community within a few weeks.

David C. Hardesty, Jr.
President

Social Justice and Diversity

Classroom Activities

Knowing the Community: Sharing Activity

We usually do this activity on the first day of a class. It begins to build the class' community through showing difference within groups and similarities among members of different groups. Diversity proves to be the one thing we all have in common.

Objectives:

- (1) Participants will get to know the names of each person in the class, group, or community, as well as something about each person's background.
- (2) Participants will have a greater understanding and appreciation for the diversity within the group, while realizing that they have things in common with some of the people they have felt most removed from.

Activity Description:

Participants should sit in a circle for this exercise if possible. Facilitator should hand out a list of questions for each participant to answer for the group. Possible questions could include name/nicknames, ethnic background, where they are from and where their parents were born, which generation they represent in America for their family, and one custom or tradition their family practices. Give participants time to write down some ideas for answering the questions.

Before you begin the exercise, instruct the participants to identify one or two people in the group whom they do not know, and to think about what answers they expect from those people. This part is not to be shared among group members, but can help people realize how they formulate ideas about people based on appearance.

Now you are ready to begin. It is important to tell the group that each person will be limited to about two minutes in order for everyone's voice to be heard. Once everyone has had an opportunity to share their information, ask the group to discuss what they have learned from the exercise.

Facilitator Notes:

- (1) I would suggest for the facilitator to begin this exercise in order to model the kind of information that should be shared.
- (2) This activity can be emotional for certain people. The participants who find this emotional are often those who don't know about their heritage and those who have been adopted. If someone seems to be getting emotional remind them that they only have to reveal what they feel comfortable revealing.
- (3) Certain themes usually emerge:
 - Even members of the same "groups" have very different backgrounds.

- Often members of different "groups" have more similar backgrounds than they realize.
- Cultural diversity transcends black/white.
- Many people find out information which allows them to connect somehow with someone else in the group.

(4) Ask participants why this is an important activity.

Sharing Stories: Prejudice Activity

This exercise is often done at the second meeting of a class. It begins the discussion of these uncomfortable issues with sharing stories. It also begins to apply the aspect of trust which was built by the respect exercise as well as by the connections made during the ethnicity exercise.

Objectives:

- (1) Help individuals explore how they first became conscious of prejudice and discrimination and the feelings associated with it.
- (2) Make participants aware that everyone has experienced prejudice and discrimination and that it comes in a variety of forms (not just racial).

Activity Description:

Facilitators should divide the class into small groups of no larger than ten members. Each participant then is given the opportunity to relate a story in which (s)he felt discriminated against, or in which (s)he felt (s)he had discriminated against someone else. Be sure that everyone has an equal opportunity to tell his or her story.

Facilitator Notes:

- (1) It is vital to continually relate stories back to how they made the person feel. Participants will often not offer this information without being asked by the facilitator.
- (2) Remind participants about confidentiality. Also, mention that it is better not to refer to people not in the class by name in their story. It is unfair to indict someone who is not there to offer their perspective.
- (3) It is important to acknowledge the fact that we can't change what happened five minutes ago, let alone several years ago. The point is to figure out exactly what we are doing and then decide for ourselves if we want to continue doing the same things.
- (4) Participants are often reluctant to volunteer to begin this activity. A good strategy is to, as the facilitator, tell your own story first. This will help with the trust factor as well.

Learning Social Roles: Boy/Girl Piece

Objectives:

This activity continues self-reflective processes as participants write and share short pieces about how their gender identities were affected through childhood messages about what it meant to be a boy or a girl (also adaptable for race, sexual orientation, socioeconomic class, religion, and other identifiers). This activity can be used to introduce a discussion on gender issues, setting the groundwork for maintaining a focus on talking about issues from one's own experience instead of their perceptions of the experiences of "those people."

Preparing and Assigning:

Ask participants to write a short (1 - 2 pages) reflective piece on their childhood memories and experiences which helped shape their gender identities. (You may need to assign this during a meeting or two prior to when you want to facilitate a conversation about it.) Ask them to address what messages they received as children about what it meant to be a "boy" or a "girl." Also, ask them to discuss who sent those messages (parents, teachers, coaches, other kids, etc.). Be clear that this is not to be an academic piece, but a reflective effort regarding their own experiences.

Facilitator Notes:

In order to ensure that everybody has an opportunity to share her or his story, break into diverse small groups of 8-10 if necessary. Give participants the option to either read their pieces or to share their pieces and reflections from memory. Ask for volunteers to share their stories.

Questions to facilitate a discussion after everyone has shared:

1. Have you ever systematically considered how you developed your gender identity?
2. How is your gender identity still informed or affected by your experiences growing up?
3. What messages do you send to others regarding what it means to be a "boy" or a "girl"?
4. How did (has) your schooling play into your understanding of what it meant (means) to be a boy or a girl?
5. Have you ever been ridiculed for doing or saying something that others didn't consider "masculine" or "feminine"? How did that make you feel? How did you react?
6. Have you ever ridiculed someone else for doing something you didn't consider "masculine" or "feminine"?

Points to remember:

1. Because some individuals will include very personal information, some may be hesitant to read their work, even in the small groups. It is sometimes effective in such situations for facilitators to share their pieces first. Consider sharing your piece when you give this assignment. If you make yourself vulnerable, others will be more comfortable doing the same.

2. Be sure to allow time for everyone to be able to speak, whether reading their poems or sharing them from memory.



Multicultural Awareness Quiz

This activity requires 20-30 minutes.

Purpose:

The Multicultural Awareness Quiz illustrates how our perceptions of reality, and the "facts" we are taught through the media, the education system, and other sources of information, are often limited in depth or simply wrong. Students take a multiple choice quiz with questions relating to race, gender, and socioeconomic class, and then discuss the correct answers and their own misperceptions.

Preparation:

Distribute copies of the Quiz

Instructions:

Ask participants to individually and silently answer the quiz questions to the best of their ability. Give them 5 or 6 minutes. After everyone has completed the quiz, follow these steps:

1. Allow participants to take turns reading the questions and offering their answer. After somebody has read a question, ask, by a show of hands, how many other students agree with their answer. Go through each other answer to the question, also inquiring about who chose each one. After you have polled the class on each answer, give the correct answer, and move on to the next question.
2. After polling the class on every question, and providing the correct answer, ask if anyone scored perfectly on the quiz. Begin counting backwards: "Who answered 19 correctly? 18? 17...?" In most cases, nobody will have answered more than 10 of the questions correctly, and most people will have answered only 3 or 4 correctly.
3. Probe the group with general questions: "How many of you feel misled or misinformed about these issues? Why did we struggle with these questions?" Most participants will be fairly stunned by their lack of knowledge about the issues, but be prepared to field some challenges about the questions and wording.
4. Ask if there are any specific questions that jump out at them, or any answers that surprise them. Ask why those particular answers surprised them where they had received information that led them to believe something different. Broaden this question, asking where people generally get information about race, gender, and socioeconomic class.
5. Several questions can be used to process this activity:
 1. Where do you get information about individuals and groups related to race, gender, socioeconomic class, and other social or cultural identities?
 2. How do you process information that you get from these sources? Is your understanding of the information informed by your own experiences or worldview?

3. How can misinformation about these issues contribute to stereotyping and oppression?
4. What is your role as an educator in challenging these stereotypes or providing fuller understandings of these issues?

Facilitator Notes:

There may be some temptation to process each question separately. I strongly suggest going through all the questions and answers first, as it can be very powerful for someone to be reminded over and over how little they know about these issues in a short span of time.

It will also be effective if you take the quiz beforehand and share how you did before polling the students.

Some students may want to challenge particular questions or how they are phrased. This is a common defensive tactic individuals use to relieve themselves of dealing with the actual content of the quiz. It will be important not to feed into their defensiveness, but instead to affirm their critique. Explain that part of the purpose of the quiz is to learn to be more critical about ALL information we hear or read, and the information from this quiz is no different. (Remember, most participants will be fairly embarrassed or ashamed of their score on the quiz, so the building-back-up process is important to the success of this activity.)

Multicultural Education and Equity Awareness Quiz (Are you being misled?)

By Paul C. Gorski (gorski@earthlink.net)
for **EdChange** and the *Multicultural Pavilion*

Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. According to the U.S. Census Bureau, the majority of poor children live in:
 - a. urban areas
 - b. suburban areas
 - c. rural areas

2. According to the U.S. Bureau of Justice, between 1995 and 2001, the percentage of students reporting that they had been a victim of a violent crime in school:
 - a. increased from 6% to 18%
 - b. increased from 18% to 30%
 - c. decreased from 25% to 3%
 - d. decreased from 10% to 6%

3. What percentage of U.S. toxic waste dumps that do not comply with Environmental Protection Agency regulations are found in predominantly African American or Latino communities?
 - a. 10%
 - b. 50%
 - c. 75%
 - d. 90%

4. Which of the following variables most closely predicts how high someone will score on the SAT test?
 - a. Race
 - b. Region of residence
 - c. Family income
 - d. Parents' academic achievement

5. In a national study of college students, 27.5% of women reported that they had been the victim of a rape or attempted rape since the age of 14. What percentage of these rapes or attempted rapes was reported to police?
- 5%
 - 20%
 - 35%
 - 50%
6. The U.S. military budget is by far the highest of any country in the world. By 2003, the U.S. military budget was roughly equal to that of:
- the next 5 countries combined
 - the next 10 countries combined
 - the next 15 countries combined
 - the next 20 countries combined
7. How many of every thousand senior level male managers of Fortune 1000 companies are Asian or Asian American?
- 3
 - 47
 - 99
 - 153
8. According to a Business Week study of 3,664 business school graduates, how much more, on average, does a man with an MBA from one of the top 20 business schools in the U.S. make during the first year after graduation than a woman in the same situation?
- About \$1,500 more
 - About \$3,000 more
 - About \$6,500 more
 - About \$10,000 more
9. The two richest people in the U.S. own more personal assets than:
- the 10 poorest countries combined
 - the 25 poorest countries combined
 - the 40 poorest countries combined

d. the 60 poorest countries combined

10. Compared with schools in which 5% or less of the students are people of color, how likely are schools in which 50% or more of the students are people of color to be over-crowded (25% or more beyond capacity)?

a. equally as likely

b. twice as likely

c. four times as likely

d. six times as likely

11. Powder cocaine (largely used by wealthy white people) and crack cocaine (largely used by economically disadvantaged Latino and African American people) contain roughly the same amount of the drug per gram. How much of these substances must an individual be convicted of possessing to be sentenced to a mandatory minimum of five years in prison?

a. 500 grams of powder or crack cocaine

b. 50 grams of powder or 5 grams of crack cocaine

c. 500 grams of powder or 5 grams of crack cocaine

d. 5 grams of powder or crack cocaine

12. Children raised by single mothers attain, on average:

a. 4 fewer years of education than children raised by two parents

b. 2 fewer years of education than children raised by two parents

c. the same level of education as children raised by two parents

d. 2 more years of education than children raised by two parents

13. According to the U.S. Census Bureau, how many millionaires are there in the U.S.?

a. roughly 3,500,000

b. roughly 1,000,000

c. roughly 500,000

d. roughly 150,000

14. According to the Public Citizens Health Research Group, what percent of U.S. jails and prisons routinely hold people with a mental illness without any criminal charges?

- a. 13%
- b. 27%
- c. 45%
- d. 99%

15. 97% of all students in public high schools regularly hear homophobic comments from peers. What percentage report hearing homophobic remarks from school staff or faculty?

- a. 5%
- b. 27%
- c. 53%
- d. 74%

16. What percentage of the world population regularly accesses the Internet?

- a. 2%
- b. 15%
- c. 29%
- d. 51%

17. In 1999 the average U.S. worker earned \$26,105. This represents what percentage of the average CEO salary that year?

- a. 0.21%
- b. 1%
- c. 6%
- d. 17%

18. According to the U.S. Department of Education, about 61% of public school students in the U.S. are white. What percentage of public school teachers are white?

- a. 61%
- b. 73%
- c. 87%
- d. 99%

19. According to the National Survey of America's Families, how much more likely are non-elderly Hispanic adults to be without any health insurance than non-elderly white adults?

- a. twice as likely
- b. three times as likely
- c. four times as likely
- d. five times as likely

20. What percentage of the U.S. Government budget goes to welfare and Social Security?

- a. 25% to welfare and 25% to Social Security
- b. less than 1% to welfare and 20% to Social Security
- c. 20% to welfare and 1% to Social Security
- d. less than 1% to welfare and less than 1% to Social Security

Sources

Center for the American Woman and Politics

Chideya, F. (1995). Don't believe the hype: Fighting cultural misinformation about African Americans. New York: Plume.

Gay Lesbian Straight Education Network

National Council on Education Statistics

Public Citizens Health Research Group

U.S. Census Bureau

U.S. Department of Education

U.S. Department of Justice

Answer Key for Multicultural Education and Equity Awareness Quiz

1. C
2. D
3. C
4. C
5. A
6. D
7. A
8. C
9. D
- 10.C
- 11.C
- 12.C
- 13.A
- 14.B
- 15.C
- 16.A
- 17.A
- 18.C
- 19.B
- 20.B

Facilitating the Difficult Dialogue: Role Plays

This activity requires 60-90 minutes.

Purpose:

Teachers are often hesitant to introduce topics like racism, sexism, classism, and heterosexism in the classroom because their training has not prepared them to handle the issues and exchanges that may result. This activity provides participants an opportunity to share stories about when discussions about these topics took an unexpected turn they were unprepared to handle, then to share ideas about how to address these circumstances in the future.

Preparation:

Divide participants into groups of four or five. Prepare enough space in the room for small groups to perform skits.

This activity will be most effective if you have already engaged in a discussion about the importance of dealing with issues of social justice in the classroom.

Instructions:

1. Ask participants to share a story about a time when they participated in, or facilitated, a discussion on racism, sexism, classism, heterosexism, or another form of oppression that took an unexpected turn and caused conflict that was never resolved. The situation may have ended in shouting or hard feelings or may have even deepened the tension being discussed. If participants have completed, or are in the process of completing, student teaching or a related practicum, you might ask them to try to remember a story from that experience.
2. Some questions to guide the discussion related to these stories:
 - What went wrong in the situation you shared?
 - How did the facilitator or educator or participants try to address the issue?
 - What about the tension felt unresolvable?
 - How did the conversation end?
 - How could the discussion have been more fruitful?
3. Ask each group to choose one story to role play for the rest of the class. Some people are less comfortable "performing" in front of the class, so encourage them and mention that everybody will have an opportunity to participate in a role play. Role plays should last no longer than 3 minutes.
4. After providing time for small groups to plan their role plays, ask for groups to volunteer to perform their role play for the class.

5. Following each role play, use or adapt the following questions to tease out the issues and strategies for addressing them:
 1. What are the primary issues introduced by this situation?
 2. What are the dangers of continuing a dialogue in response to the situation?
 3. What are the educational opportunities introduced by the situation?
 4. What are some strategies for managing the situation without immediately ending the conversation?
6. Following all of the role plays, process the activity by asking participants if they noticed any parallels in the stories.

Facilitator Notes:

It is always important when activities call for participants to share their own stories and make themselves vulnerable to remind the group about active listening. Consider starting the activity by sharing a story from your own experience to ease the tension.

You might also consider following this activity with one in which participants are encouraged to take turns facilitating conversations about issues of oppression for the other participants. Consider using "plants" that are prepared to introduce difficult situations into the experience.

Media Exercise

Developed by Denise M. Dalaimo

Purpose: To conduct a sociological analysis of the *construction and portrayal* of race, class, & gender roles for at least **& two hours** on *either*:

(a) **Two** music video channels

-OR-

(b) **Two** TV programs

GUIDELINES: (follow to the letter for an "A")

All papers MUST record:

(1) the channel, time, day and name of shows/videos, and

(2) the gender, race/ethnicity, approximate age, etc. of the main characters.

* Papers should be typed or handwritten *legibly*, and long enough to effectively cover the topic, at least 3 pages typed

* Papers should use sociological terms where appropriate (e.g. socialization, gender roles/expectations, masculinity/femininity, hegemony, privilege, dominant/ subordinate ideologies, social construction, etc.)

* Do not describe, **analyze**.

OPTION #1

A The Depiction of Male/Female Relations in Music Videos

(1) Go to the non-book section (2nd floor) of the library and watch Dreamworlds (part 1 or 2).

(2) Students are to perform a content analysis of MTV, VH1, CMT, etc. Compare and contrast the main ideas/themes of current music videos.

Some guiding questions:

1) Are women depicted in a constant state of arousal?

2) Are women usually in competition with each other for men?

3) Are women depicted as if they enjoy/desire being on display and ripping their clothes off for men?

4) Do the women portrayed say "no" when they really mean "yes"?

5) Do they seem incapable of saying "no" to sexual advances?

6) How does socialization play a role?

7) What privileges can you recognize?

8) What ideologies can you recognize? Are they being reflected or resisted?

OPTION #2

B The Depiction of Race, Class, & Gender on TV

Watch two different shows of the same genre (e.g. sitcom, animated comedy, drama, action, etc.) for one hour each. The two shows can be either:

(1) from the same time period (e.g. "Friends" and "Seinfeld" or "Beavis and Butthead" and "Southpark")
or

(2) from different time periods (e.g. "Bewitched" and "Frasier" or "Popeye" and "Power Rangers"), i.e. an *historical comparison*.

Discuss and analyze the differences and similarities in the interaction between the characters on the shows you choose. Don't forget to include social and historical context in your analysis, i.e. what was happening socially and historically when these shows were produced?

Some guiding questions:

- 1) In what ways do male, female, and/or minority characters reflect or resist traditional stereotypes or hegemonic concepts of masculinity and femininity?
- 2) How do the characters meet (or not meet) these standards perceived by the other characters on the show?
- 3) How does socialization play a role?
- 4) What privileges can you recognize?
- 5) What ideologies can you recognize? Are they being reflected or resisted?

TIPS FOR TEACHERS TEACHING IN RACIALLY DIVERSE COLLEGE CLASSROOMS

Teaching in racially diverse college classrooms often leaves people feeling uncertain about how to proceed and how to behave. Unlike the days when one teaching style fit all students, in today's context there is pressure to acknowledge and accept students with perspectives other than our own, to diversify our syllabi, to be more aware of classroom dynamics, and to pay more attention to how our students are experiencing the learning process. Our collective ability to respond to and be enriched by these challenges will determine the success of our institutions and students.

When teaching in a multicultural context, we suggest that they prepare themselves in several ways:

- (1) Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.
- (2) Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.
- (3) Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.
- (4) Assess conscious and unconscious biases about people of cultures other than your own.

The suggestions below offer some guidance for all of these stages. Undoubtedly, readers will have ideas of their own; we would appreciate hearing them. Send your comments to bokcenter@fas.harvard.edu.

GUIDING SUGGESTIONS:

1. Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own.

At the same time:

2. Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.

What a teacher can do in preparation for class:

1. Develop a syllabus that explores multiple perspectives on the topic.

- Incorporate multicultural examples, materials, and visual aids as much as possible in lectures.
- Make sure that the expectations for the pedagogical process and learning outcomes are stated clearly on the syllabus.
- Structure project groups, panels, laboratory teams, and the like so that membership and leadership roles are balanced across ethnic and gender groups.

- Develop paper topics that encourage students to explore different racial and cultural perspectives.
- Assign work of scholars from a variety of racial and ethnic backgrounds relevant to the topic being studied.

2. Design classroom instruction and materials with a diverse group of students in mind.

- Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.
- Design classes with a clear structure (there is a method and meaning to how teaching and learning is to occur) and flexibility (not so rigid that adjustments cannot be made).
- Consider how all students would experience the syllabus.
- Consider whether students of all cultures are likely to have a background in the material.
- Consider whether different approaches to learning are accounted for.
- Anticipate sensitive areas in the subject matter being taught.
- Think in advance about how one might handle sensitive topics or explosive moments.

What a teacher can do to be sure the classroom itself is open to all students:

1. Create opportunities to get to know your students on an individual/personal basis.

- Get to know each student individually. Learn their names and how to pronounce them correctly.
- Use eye contact with all students; be open and friendly outside of class.
- Be accessible and encourage students to meet with you during office hours.
- Interact with your students in respectful, challenging, and collaborative ways.

2. Design opportunities for students to interact with each other in respectful and meaningful ways.

- Divide the class into smaller groups, and when appropriate, assign one person with the responsibility of reporting on the small group's work.
- Encourage students to form study groups.
- Create opportunities for students to present their work to each other and the whole class.

3. Activate student voices.

- Create opportunities for mutual teacher-student participation so that everyone feels a responsibility and openness to contribute.
- When appropriate, encourage students to share their thoughts about the subject, acknowledging their statements as they are made.

- When appropriate, create opportunities for students to personalize course content with examples from their own history so that they can make connections between ideas learned in the classroom and those learned through life experiences.
- Let students know from the very beginning that their thoughts have a place in the classroom, that we all have unique perspectives, and that these different perspectives are an important component of the learning process.
- Make it safe for everyone to voice their views by accepting all views as worthy of consideration. Don't permit scape goating of any student or any view. Don't leave students alone out on a limb.
- Avoid creating situations where students are placed in the position of being representatives of their race.

4. Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.

- Make the classroom norms explicit.
- Keep expectations high and provide the support required to meet these expectations.
- Ask students to locate cultural or even discriminatory content in textbooks or other materials.
- Ask students to research the position they are least comfortable with and to come prepared to articulate a defense of that posture.
- Present all sides of an issue. Play the devil's advocate for the least popular view
- Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.
- Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
- Provide direct and clear feedback in an effort to demonstrate your commitment to your students' learning.

What a teacher can do to intervene in racially charged situations and handle hot moments:

1. Devise personal strategies in advance for managing yourself and the class in such moments.

- Know your own hot buttons/biases and what will make your mind stop working.
- Try to anticipate what topics may be explosive and design pedagogical strategies (e.g. small groups, free writes, and reflection responses) that may assist in managing sensitive topics.
- Establish clear classroom norms at the beginning of the class.

2. Interrupt blatantly racist and discriminatory behaviors when they emerge in class.

- Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don't let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement.
- Don't let students attack other students in personal terms; get them off the personal and onto the issue at stake.
- Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen.
- Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark.
- Protect the lone outlier (the attacked or attacker), regardless of his or her position.

3. Defuse potentially harmful moments by having students step back and reflect on the situation.

- Stop the class and ask students to write a reflection response on the incident. This enables students to think about and come to some kind of terms with the issue and can enable further discussion of it.
- Defer. Tell students that this is an important issue and that you will take it up later in this class or next time. Use the time to think and plan a strategy. Make sure you return to the issue later as promised.
- Go around the room and ask each student who has spoken (and others if they wish) to state his or her view and explain the view behind it. Do not permit interruptions and acknowledge each student's comments, no matter how you feel about it personally.
- If a student breaks down as a result of the original outburst, acknowledge it and ask the student if he/she would like to remain in the classroom or take a break to pull him- or herself together.

4. Turn potentially hot moments into powerful learning experiences.

- Use the disruption as an opportunity to analyze the issue under discussion or the initial event.
- Find the part in the hot moment that can be used for further discussion.
- Ask students to step back and see how they might make something positive of this exchange, what they can learn from it.
- Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior or experience.
- Use the passion as a vehicle to talk about differences in kinds and levels of discourse.
- Use the passion and arguments to look at how group dynamics work -- who speaks and who does not, who allies him or herself with whom, who plays what role -- and to think about how the group wants to work.

Teachers will have to decide whether to stop the emotional charge and go on, or whether to use it to explore the topic at hand. Often when things get hot, people are most capable of learning at a very deep level, if the exchange among students is properly handled. To make this possible, however, requires comfort with feelings and with conflict, and enormous skill on the part of the teacher

Questions a teacher might ask to examine his or her own racial or cultural biases in preparation for teaching:

1. How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?

- What assumptions do I make about different student groups?
- Do I expect students of color to need extra help?
- When students of color answer questions, am I afraid their answers will not be correct, or that their method of answering will be inappropriate?
- Do I expect students of color to participate less than others?
- Do I imagine that Latinos or African Americans will express their opinions in non-academic language?
- Do I anticipate that students of color will be under-prepared or less qualified?
- Do I expect that Asian students will do better than most others?
- Do I assume that students of color are all alike?
- Do I assume that when students of color disagree that they are too emotional?
- Do I assume that Asian women are likely to be quiet?

2. How do your own experiences, values, beliefs and stereotypes inform the way you interact with individuals whose racial background is different from your own?

- Am I comfortable around students of color?
- Am I afraid of students whose background differs markedly from my own?
- Am I uncomfortable when students of color become emotional in the classroom?
- Do I rationalize or tolerate lack of participation from minority students more than I would for other students? Do I think their silence means ignorance? Do I believe it is culturally based?
- If an issue involving race comes up, do I assume a student of color will know most about it? Or will not mind acting as the class expert concerning it?
- Am I afraid students of color might not be fully competitive with the other students? What is my definition of "fully competitive"?

3. How do your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom?

- Do I call on students of color as often as others?
- Do I think that there is one correct or appropriate mode of argument or discussion in class? How open am I to multiple modes of discourse?
- Do I tend to shelve or "make time later" for minority points of view?
- How do I behave with students of color who are under-prepared?
- Does the logic of my classroom hypotheticals or test answers depend upon stereotypical views of students of color?
- Do I respond to a white student's voice as if it had more intellectual weight?

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Online Resources

A Library of Congress Resource Guide for the Study of Black History & Culture- <http://www.loc.gov/exhibits/african/intro.html>

African Americans in West Virginia- <http://www.wvculture.org/history/blacks.html>

African American Perspectives- <http://lcweb2.loc.gov/ammem/aap/aaphome.html>

African American Research Guide- <http://libguides.wvu.edu/africanamerican>

African Related Resources- http://www.africa.upenn.edu/Home_Page/mcgee.html

BiGLTM- BiGLTM is the West Virginia University student organization dedicated to providing support and services for bisexual, gay, lesbian, transgender, and allied people, including students, faculty, and staff at WVU and residents of the north central area of West Virginia.
<http://bigltm.studentorgs.wvu.edu/>

Birmingham Civil Rights Institute- The Birmingham Civil Rights Institute was inspired civil rights occurrences in the past and its mission is to encourage communication and reconciliation of human rights issues worldwide, in addition to serving as a depository for civil rights archives, documents and resources. <http://www.bcri.org/index.html>

Caritas House- A community-based organization designed to help people affected by HIV/AIDS. In their 25-county service area in North-Central West Virginia, they offer advocacy, case management, prevention education, community and nursing outreach, transitional housing, and volunteer and support services to enable people with HIV/AIDS to improve their health and quality of living.
<http://www.caritashouse.net/>

Cultural Diversity in the Classroom- A website developed by Abilene Christian University to promote a welcoming climate for students and faculty from diverse cultures.
www.acu.edu/academics/adamscenter/resources/diversity.html

Diversity Across the Curriculum- A website developed by the University of Pittsburgh which offers resources and website links to other institutions on how they have incorporated diversity into their curriculums. <http://www.pitt.edu/~ciddeweb/DIVERSITY/resources.htm>

Diversity Web- Diversity Web is the most comprehensive compendium of campus practices and resources about diversity in higher education. This site is designed to serve campus practitioners seeking to place diversity at the center of the academy's educational and societal mission.
www.diversityweb.org

Fairness West Virginia- The leading non-profit statewide civil rights advocacy organization dedicated to fair treatment and civil rights for lesbian, gay, bisexual and transgender West Virginians. Their

mission is to ensure LGBT people can be open, honest and safe at home, at work, and in the community. They represent the diversity of Appalachia and their membership is open to everyone who believes in fundamental fairness. <http://www.fairnesswv.org/>

Gender & Sexual Orientation- Two websites which provide educators with gender and sexual orientation exercises and discussion topics.

<http://www.admin.ox.ac.uk/eop/> and <http://www.macalester.edu/wgs/people.html>

Lessons in Tolerance- The Tolerance Project is a collaborative web resource for learning and teaching how to understand, create, nurture, and find tolerance. <http://www.ccsf.edu/Resources/Tolerance/>

Multicultural Pavillon- The Multicultural Pavilion provides resources for educators, students, and activists to explore and discuss multicultural education; facilitate opportunities for educators to work toward self-awareness and development; and provide forums for educators to interact and collaborate toward a critical, transformative approach to multicultural education.

<http://www.edchange.org/multicultural/index.html>

National Civil Rights Museum-<http://www.civilrightsmuseum.org/home.htm>

oneWVU-A signature WVU program for promoting diversity and inclusion.

<http://onewvu.wvu.edu/>

Promoting Diversity in the classroom- A website developed at Indiana State University which provides a list of tips and strategies that are designed to help instructors create an equitable and inclusive classroom climate for all students. <http://web.indstate.edu/ctl/TAGA/promoting.htm>

Southern Poverty Law Center - www.splcenter.org

Teaching Effectiveness Program-Inclusive classroom- A website developed at the University of Oregon which provides resources, links and suggestions on how to promote an inclusive classroom.

<http://tep.uoregon.edu/resources/diversity/resourcelinks/inclusiveclassroom.html>

Teaching for inclusion-Bibliography-<http://ctl.unc.edu/tfibib.html>

Teaching for inclusion-Diversity in the college classroom- A handbook developed at the University of North Carolina- Chapel Hill, which provides college teachers with an easy-to-use source of ideas and teaching techniques to help create an inclusive classroom atmosphere.

<http://ctl.unc.edu/tfitoc.html>

Teaching Resources-Diversity in the classroom- A website developed at Emory University which provides teaching resources to promote diversity in the classroom.

<http://www.emory.edu/TEACHING/Teaching/Diversity.htm>

The Job Accommodation Network (JAN)- The Job Accommodation Network (JAN) is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. Working toward practical solutions that benefit both employer and employee, JAN

helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.

<http://www.askjan.org>

WVU Black Faculty Association- The mission of the WVU Black Faculty Association is to enhance the well-being and quality of work life of Black faculty, staff, and students by ensuring that the West Virginia University is aware of and responsive to the needs of Black faculty, staff, and students.

<http://bfa.wvu.edu/>

WVU Chinese Students and Scholars Association-The main missions of Chinese Students and Scholars Association (CSSA) at WVU are: to promote social and cultural exchange among Chinese community and other cultural and social groups on campus and in Morgantown, WV; to serve as a coordinate center and provide Information and Services to Chinese students and scholars, especially to the newcomers; to organize festival celebrations, cultural events, sports activities and other small gatherings every now and then in order to enrich the lives of Chinese students and scholars, and to represent Chinese students and scholars to express their wishes and to protect their entitled rights.

<http://cssa.studentorgs.wvu.edu/>

WVU Common Ground: LGBTQ & Allies Faculty, Staff Association-WVU Common Ground's Facebook page provides opportunities for LGBTQ and all WVU students, faculty, and staff to establish professional and social relationships and connections.

<http://www.facebook.com/group.php?gid=112423535457998&ref=ts>

WVU Latinos-<http://adm.wvu.edu/r/download/62086>

WVU Native American Studies-The NAS program is designed to develop a respect for and understanding of Native perspectives by: providing historical and contemporary information about the unique heritage of Native peoples in the Western hemisphere; identifying the special place of Native peoples in West Virginia's history and present life; providing a public forum for the examination of issues concerning Native peoples; offering opportunities for students and others to meet Native peoples in the region and to learn of their lifeways; providing opportunities for the University community to hear the views of Native Americans; facilitating research to expand our knowledge of Native peoples; building library resources on Native peoples for use at WVU and elsewhere in the region; bringing special programs on Native peoples to the public schools of the area and providing support for Native American students on campus. <http://www.wvu.edu/~nas/mission.html>

WVU Veterans- West Virginia University offers many specific programs and opportunities for the veteran who chooses to enroll on our campus. These have been established and continue to be enhanced in recognition of the contributions that veterans have made in service to our country and that they continue to make as members of the WVU Mountaineer family. <http://www.wvuveterans.wvu.edu>

Understanding Prejudice- A website which offers educational resources and information on prejudice, discrimination, multiculturalism, and diversity, with the ultimate goal of reducing the level of intolerance and bias in contemporary society.

<http://www.understandingprejudice.org/teach/activity/icebreak.htm>

Reference Materials

You can research and look up books at the West Virginia University Library. Go to the following website: <http://www.libraries.wvu.edu/>. There are databases for both books and journals. Click which the one you are looking for and then read the page and following directions.

Books (Diversity in the Classroom)

- Cartledge, G., & Lo, Y. (2006). *Teaching urban learners: Culturally responsive strategies for developing academic and behavioral competence*. Champaign, IL: Research Press.
- Cartledge, G., & Milburn, J. F. (1996). *Cultural diversity and social skill instruction: Understanding ethnic and gender differences*. Champaign, IL: Research Press.
- Cochran-Smith, M. (2004). *Walking the Road: Race Diversity and Social Justice in teacher education*. New York: Teachers.
- Costra, A. (2001). In J.A. Banks & C.A.M. Banks *Handbook of Research on Multicultural Education*. NY: MacMillan.
- Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Columbus, OH: Pearson Merrill Prentice Hall.
- Mastropieri, M. A., & Scruggs, T. E. (2000). *The inclusive classroom: Strategies for effective instruction*. Columbus, OH: Merrill/Prentice-Hall.
- Wynn, M. (1992). *Empowering African-American males to succeed: A ten-step approach for parents and teachers*. Marietta, DA: Rising Sun.
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Journals (Diversity in the Classroom)

- Banks, J., Cochran-Smith, M., Moll, L., Richett, A., Zeichner, K., LePage, P., et al. (2005). Teaching diverse learners. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (Pp.232-274). San Francisco: Jossey-Bass.
- Boykin, A. W., Tyler, K. M., Watkins-Lewis, K., & Kizzie, K. (2006). Culture in the sanctioned classroom practices of elementary school teachers serving low income African American students. *Journal of Education for Students Placed at Risk*, 11, 161-173.
- Cara, C. (2007). *The Power of One with Many: Inclusive Practices of Teaching and*

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- Howard, T. C. (2001). Telling their side of the story: African-American students' perceptions of culturally relevant teaching. *The Urban Review*, 33(2), 131-149.
- Howard, T. C. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory Into Practice*, 42, 195-202.
- Kozleski, E. B., Sobel, D., & Taylor, S. V. (2003). Embracing and building culturally responsive practices, *Multiple Voices*, 6, 73-87.
- Monroe, C. R. (2005). Why are "bad boys" always black? Causes of disproportionality in school discipline and recommendations for change. *The Clearing House*, 79, 45-50.
- Schmader, T., Major, B., & Gramzow, R. H. (2001). Coping with ethnic stereotypes in the academic domain: Perceived injustice and psychological disengagement. *Journal of Social Issues*, 57, 93-111.