

## Resources for Fostering an Inclusive Community

### Federal Government initiatives:

"The Real Hope Act," which allows undocumented Washington students to apply for state financial aid: <http://www.capitolrecord.org/2014/02/dream-act-becomes-law-in-washington-as-real-hope-act>.

"The Real Hope Act" website for student applicants (current site): <http://realhopewa.org>.

### UW Resources:

**President Cauce** on supporting our international scholars and students:

<http://www.washington.edu/president/2017/01/29/supporting-international-scholars-and-students/>

The **UW Office of Global Affairs** has just launched

[http://www.washington.edu/globalaffairs/executiveorder\\_info/](http://www.washington.edu/globalaffairs/executiveorder_info/), a resource for UW community members from nations affected by the recent executive order on immigration (Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen). It provides updated travel recommendations as well as campus, state and federal resources.

The **UW Office of Global Affairs and International Student Services (ISS)**:

[https://iss.washington.edu/ISS\\_message](https://iss.washington.edu/ISS_message). Staff at these offices have been, and will continue to be, in contact with students and scholars from the seven countries listed in the U.S. presidential order. The ISS advising team is also available to answer questions regarding international students and scholars Monday - Friday, 10 a.m. – 4 p.m. and by appointment.

**International Scholars Operations** (resources for visiting UW faculty and academic personnel):

<https://ap.washington.edu/ahr/visas/>

**Office of Global Affairs - International Emergency Assistance** (UW students, faculty, staff, and program directors): <http://www.washington.edu/globalaffairs/global-travelers/emergency/>

**Leadership Without Borders** provides resources and services for undocumented students at the University of Washington: <http://depts.washington.edu/ecc/lwb/>

**Diversity Blueprint**: <http://www.washington.edu/diversity/diversity-blueprint>.

**Academic free speech**: Faculty Code, Section 24-33 (passed with 95% vote in December 2013)

<http://www.washington.edu/admin/rules/policies/FCG/FCCH24.html>.

President Cauce on academic free speech: <http://www.washington.edu/president/2016/08/02/on-free-expression-universities-must-light-the-way>.

**Race & Equity**: Video of [Speech and Counter Speech: Rights & Responsibilities on Jan. 10, 2017](#)

**UW organizations focused on related issues:**

Race & Equity initiative: <https://www.washington.edu/raceequity>.

Office for Diversity and Equity (UW Tacoma): <https://www.tacoma.uw.edu/equity/home>.

Office for Diversity (UW Bothell): <https://www.uwb.edu/diversity>.

### **UW Faculty Forward Statement on Inclusivity & Equity:**

<http://depts.washington.edu/uwaaup/wordpress/wp-content/uploads/2014/08/21Nov2016-Statement-on-the-US-Presidential-Election.html>

### **UW Teaching and Learning Centers**

Center for Teaching & Learning (UW Seattle): <http://www.washington.edu/teaching>.

Teaching & Learning Center (UW Bothell): <http://www.bothell.washington.edu/tlc>.

Teaching & Learning Center (UW Tacoma): <http://www.tacoma.uw.edu/teaching-learning-center/teaching-learning-center>.

**UW Seattle Center for Teaching & Learning** web site on "Post-election resources and support."

<http://www.washington.edu/teaching/post-election-resources-and-support/>

**Savvy Info Consumers:** Evaluating Information. <http://guides.lib.uw.edu/research/evaluate>

### **UW Bothell:**

Informed Civic Engagement Resource Guide: <http://guides.lib.uw.edu/engagement>

1. Selected materials on free speech, hate speech and academic freedom
2. Civil discourse: resources to help in having challenging conversations, in the classroom and beyond
3. Fake news – identifying fake news, fact-checking organizations, etc.
4. Giving Back: some websites that allow you to search for volunteer or charitable giving opportunities

For UW Bothell students and faculty, see information at the **Center for International Education:**

<https://www.uwb.edu/cie>.

### **UW Tacoma:**

Faculty Resources for Inclusion & Community Building: <http://www.tacoma.uw.edu/faculty-assembly/faculty-resources-inclusion-community-building>

For UW Tacoma faculty, the **Office of Global Affairs** (<http://www.tacoma.uw.edu/node/44667>) and **International Student Services** (<http://www.tacoma.uw.edu/international-student-services/welcome-international-student-services>) web pages, contain a list of additional useful resources, both on- and off-campus, which will be updated as needs and solutions are identified.

### **Other Teaching and Learning Centers**

"Returning to the Classroom After the Election"

Center for Research on Teaching and Learning (University of Michigan) <http://www.crlt.umich.edu/node/93815>.

### **"Teaching after the Election"**

The Sheridan Center for Teaching and Learning (Brown University)

<https://www.brown.edu/about/administration/sheridan-center>.

### **"Teaching in Response to the Election"**

Center for Teaching (Vanderbilt University)

<https://cft.vanderbilt.edu/2016/11/teaching-in-response-to-the-election>.

**Bok Center for Teaching and Learning** (Harvard University): <http://bokcenter.harvard.edu>.

**Center for Teaching and Learning** (Stanford University): <http://ctl.stanford.edu>.

### **Convening Outside of Regular Class Time**

If faculty members are interested in meeting with their students outside of regular class time for discussion on national events, please use these contact points at each campus to identify a meeting space:

Seattle: times@uw.edu, or call 206-685-0540

Tacoma: Office of the Registrar, reguwt@uw.edu

Bothell: <https://www.uwb.edu/facultyandstaff/classrooms/request>

### **Inclusive teaching around disability and LGBTQ**

Best practices for supporting inclusive classrooms for trans and gender expansive students:

[Dean Spade Affirming Classrooms for Trans & Gender Expansive](https://groups.haas.berkeley.edu/CTE/teaching/Creating%20Inclusive%20Classrooms%20for%20Trans%20and%20Gender%20Expansive%20Students.pdf)

[Students:https://groups.haas.berkeley.edu/CTE/teaching/Creating Inclusive Classrooms for Trans and Gender Expansive Students.pdf](https://groups.haas.berkeley.edu/CTE/teaching/Creating%20Inclusive%20Classrooms%20for%20Trans%20and%20Gender%20Expansive%20Students.pdf)

[Supporting Queer and Trans Students of](https://lgbtcampus.memberclicks.net/assets/tqsoc%20support%202016.pdf)

[Color: https://lgbtcampus.memberclicks.net/assets/tqsoc%20support%202016.pdf](https://lgbtcampus.memberclicks.net/assets/tqsoc%20support%202016.pdf)

[Beyond Coming Out: New Insights about GLBQ College Students of Color:](https://chee.osu.edu/beyond-coming-out.pdf)

<https://chee.osu.edu/beyond-coming-out.pdf>

[Suggested Best Practices for Supporting Trans Students:](https://lgbtcampus.memberclicks.net/assets/trans%20student%20inclusion%20.pdf)

<https://lgbtcampus.memberclicks.net/assets/trans%20student%20inclusion%20.pdf>

[Teaching Beyond the Gender Binary:](https://cft.vanderbilt.edu/teaching-beyond-the-gender-binary-in-the-university-classroom/)

<https://cft.vanderbilt.edu/teaching-beyond-the-gender-binary-in-the-university-classroom/>

### **Disability studies pedagogy and Universal Design:**

UW Center for Teaching and Learning bulletin 2004, “Including Disability as Diversity in Teaching”

<http://www.washington.edu/teaching/files/2012/12/RethinkingDisability.pdf>

Tara Wood and Shannon Madden, “Suggested Practices for Syllabus Accessibility Statements”

[http://kairos.technorhetoric.net/praxis/tiki-](http://kairos.technorhetoric.net/praxis/tiki-index.php?page=Suggested%20Practices%20for%20Syllabus%20Accessibility%20Statements)

[index.php?page=Suggested Practices for Syllabus Accessibility Statements](http://kairos.technorhetoric.net/praxis/tiki-index.php?page=Suggested Practices for Syllabus Accessibility Statements)

Jay Dolmage, “Universal Design: Places to Start”

<http://dsq-sds.org/article/view/4632/3946>

Margaret Price, et al., “Disability and Kairotic Spaces”

<http://kairos.technorhetoric.net/18.1/coverweb/vergeau-et-al/pages/there/essays.html>

Jane Dunham, et al., “Developing and Reflecting on a Black Disability Studies Pedagogy: Work from the National Black Disability Coalition”

<http://dsq-sds.org/article/view/4637/3933>

Mia Mingus, “Changing the Framework: Disability Justice”

<https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/>

Rachel Adams, “Bring Down the Barriers—Seen and Unseen,” Chronicle of Higher Education

<http://www.chronicle.com/article/Bring-Down-the-Barriers-Seen/129648/>

#### **Dealing with Racist Patients:**

[Article by Kimani Paul-Emile, J.D., Ph.D., Alexander K. Smith, M.D., M.P.H., Bernard Lo, M.D., and Alicia Fernández, M.D.](#)

**Bias Incident Advisory Committee:** The UW's Bias Incident Advisory Committee has reporting process to help ensure that the campus remains a welcoming and respectful environment. Please submit reports to this committee for any direct intimidation incidents. <https://report.bias.washington.edu/>

**Ten Ways to Fight Hate:** <https://www.splcenter.org/20100216/ten-ways-fight-hate-community-response-guide>

**University Ombud:** <https://www.washington.edu/ombud/>

**University Complaint Investigation and Resolution Office:** <https://compliance.uw.edu/UCIRO>

#### **Counseling Services**

**Campus and community resources for self-care and mental health**

**UW Faculty and Staff Guidebook to Health and Wellness Resources for Students**

<https://drive.google.com/file/d/0BxmqqtvovFgocldvOGt4VURKX28/view>.

**What It Really Means to Hold Space for Someone,** Heather Plett, <http://upliftconnect.com/hold-space/>.

**4 Self-Care Resources for Days When the World is Terrible,** Miriam Zoila Perez,

<https://www.colorlines.com/articles/4-self-care-resources-days-when-world-terrible>.

**3 Ways to Prioritize Self-Care While Resisting Dehumanization: Because #BlackWellnessMatters,** Akilah S.

Richards, **UW Faculty & Staff Guidebook to Health and Wellness Resources for Students**

<http://everydayfeminism.com/2015/07/self-care-resisting-dehumanization>.

**Transforming Anger into Building Solidarity,** Beth Berila,

<http://www.contemplativepracticesforantioppressionpedagogy.com/blog/transforming-anger-into-building-solidarity-by-beth-berila-phd>.

**5 Self-Care Tips for Activists – ‘Cause Being Woke Shouldn’t Mean Your Spirit’s Broke,** Kim Tran,

<http://everydayfeminism.com/2016/04/self-care-for-woke-folks/>

**What’s Missing When We Talk About Self-Care,** Carmenleah Ascencio,

<https://www.youtube.com/watch?v=4eX5Wjm4FrE>.

#### **Engaging in difficult conversations**

Calling In: A Quick Guide on When and How, by Sian Ferguson, <http://everydayfeminism.com/2015/01/guide-to-calling-in>.

## Solidarity building

**30 Ways to Be a Better Ally**, by Jamie Utt, <http://everydayfeminism.com/2014/01/30-ways-to-be-a-better-ally-in-2014/>.

**Being an Ally/Building Solidarity**, by Southerners On New Ground (S.O.N.G.),

<http://southernersonnewground.org/wp-content/uploads/2012/12/SONG-Being-An-Ally-Building-Solidarity.pdf>.

## 24-hour crisis clinics

- <http://crisisclinic.org/find-help/crisis-line/>.
- 866-427-4747 or 206-461-3222
- **King County:** Dial 211 (M-F 8 am – 6 pm)
- **Pierce County Crisis Line:** 800-576-7764
- **Snohomish County 24-Hour Crisis Line:** 800-584-5578 or 425-258-4357
- **Skagit County 24-Hour Crisis Line:** 800-584-3578
- **NW Network of Bi, Trans, Lesbian and Gay Survivors of Abuse**  
<http://www.nwnetwork.org/>.  
206-568-7777
- **Trans Lifeline:** 877-565-8860
- **UW Bothell – Counseling Services**  
<https://www.uwb.edu/studentaffairs/counseling/counseling-services>.  
425-352-3183
- **UW Tacoma – Student Counseling Center**  
<http://directory.tacoma.uw.edu/department/student-counseling-center>.  
253-692-4522
- **UW Seattle Hall Health Center – Mental Health Clinic**  
<http://depts.washington.edu/hhpccweb/project/mental-health-clinic/>  
206-543-5030

## University's "sanctuary university" information:

**Sanctuary Cities and funding:** [http://www.citylab.com/politics/2016/12/how-badly-could-trump-hurt-sanctuary-cities/511727/?utm\\_source=nl\\_link3\\_122816](http://www.citylab.com/politics/2016/12/how-badly-could-trump-hurt-sanctuary-cities/511727/?utm_source=nl_link3_122816)

**Berkeley:** "Protect Undocumented Students at Berkeley" -- letter

[https://docs.google.com/forms/d/1Kfnc2CfrQFq5pBkmlmJN5zQsicVUTzqErn0tOA5kA/viewform?edit\\_request\\_ed=true](https://docs.google.com/forms/d/1Kfnc2CfrQFq5pBkmlmJN5zQsicVUTzqErn0tOA5kA/viewform?edit_request_ed=true)

**Brown University:** "Make Brown a sanctuary" -- letter

<http://www.browndailyherald.com/2016/11/14/faculty-staff-make-brown-sanctuary/>

**Columbia University:** "Columbia Sanctuary Campus Petition"

<https://docs.google.com/forms/d/e/1FAIpQLSepTadmt104sBIFEQ4lcT6vtWoPGFG7MIFgou1IMNXKaNFIEw/viewform?c=0&w=1>

**Eastern Washington University** -- Trustees' response to petition

<https://www.ewu.edu/about/ewu-news/sanctuary-ceity-response>

**University of Michigan** -- Letter from Faculty, Students, Staff

<https://docs.google.com/document/d/1dN4cK3uYoZfZ4FF5sWd6LM4f4yJE-1kxpiuy048NkE/edit>

"University of Michigan: Sanctuary Campus" -- letter

[https://docs.google.com/forms/d/17lbRA88QXpS4qnWJwgFDqfMS9TdSURGvF2L1emtdNOM/viewform?c=0&w=1&fbzx=-3175740853793154600&edit\\_requested=true](https://docs.google.com/forms/d/17lbRA88QXpS4qnWJwgFDqfMS9TdSURGvF2L1emtdNOM/viewform?c=0&w=1&fbzx=-3175740853793154600&edit_requested=true)

**UNC Chapel Hill:** "Protect Undocumented Students at UNC-Chapel Hill" -- letter

[https://docs.google.com/forms/d/e/1FAIpQLSdnwrekq1HIzBs\\_YNcF\\_51Bnw\\_lRrBf8of4o-PhvQ7ekI2YLA/viewform?c=0&w=1](https://docs.google.com/forms/d/e/1FAIpQLSdnwrekq1HIzBs_YNcF_51Bnw_lRrBf8of4o-PhvQ7ekI2YLA/viewform?c=0&w=1)

**University of Wisconsin – Madison:** "University of Wisconsin-Madison as a Sanctuary Campus" -- letter

<https://docs.google.com/forms/d/e/1FAIpQLSdG3TFFkbU2OVrYOWW3WrhECTJJ6hXjvdkvoxhsJW9pUZlZsw/viewform?embedded=true>

**Yale University:** "Yale University as a Sanctuary Campus" -- letter

<https://docs.google.com/forms/d/e/1FAIpQLSdJwi-J7pAJ1qIU5gsrgsMUZol8RlqaXNdItlvDGZQU0enUgw/viewform?c=0&w=1>

**Stanford University:** "Stanford University as a Sanctuary Campus" -- letter

[https://docs.google.com/forms/d/e/1FAIpQLScrkwQ2pnZSknlEVTjeUs74gifKzu9XEwEgR\\_eeh381rXvp5g/viewform#responses](https://docs.google.com/forms/d/e/1FAIpQLScrkwQ2pnZSknlEVTjeUs74gifKzu9XEwEgR_eeh381rXvp5g/viewform#responses)