University of Pittsburgh

FOURTH ANNUAL UNIVERSITY-WIDE

Diversity Retreat

INSTITUTING A CULTURE OF INCLUSION

Tuesday, June 25, 2019 • 8:30 a.m.–5 p.m. • Alumni Hall

Pitt | Office of Diversity and Inclusion

Diversity Retreat

INSTITUTING A CULTURE OF INCLUSION

Welcome to the fourth-annual, university-wide Diversity Retreat!

I'm thankful that you've decided to participate in this special program. We are fortunate to have colleagues with us from units across campus and our regional campuses, whose varied perspectives and experiences will make for a powerful and dynamic retreat.

Above all, this time together affords us the opportunity to think more deeply about issues that are profoundly important to the Pitt Community at a time when incidents of hate and bias on college campuses nationally are on the rise. Today, we hope to do more than examine the problems. The speaker programs, facilitated dialogues, and interactive workshops are designed to provide you with the tools and strategies for meaningful action. Establishing an equitable, inclusive environment within our teams and all university spaces will take purposeful and consistent effort and the responsibility falls to each one of us.

The staff members of the Office of Diversity and Inclusion

My wish is that you find this retreat challenging, thought-provoking, enjoyable, and energizing. Please share your images and video of inclusive practices on social media using #PittDiversity. We also want to hear from you about your retreat experience. I hope you will take a moment to complete the post-retreat survey, so we can bring you more of the programs and resources that build what we hope will be a model environment for equity and inclusion within our Pitt Community.

Sincerely,

Pam Connelly
Vice Chancellor for Diversity and Inclusion

RETREAT AGENDA

8:30 A.M.   **CHECK-IN AND BREAKFAST**

9:00 A.M.   **WELCOME AND OVERVIEW**

9:15 A.M.   **KEYNOTE:** Confronting White Supremacy in Academia:
Provocations and Possibilities
SPEAKER: Crystal Marie Fleming, PhD
Author, public intellectual and leading expert
on white supremacy and global racism

10:15 A.M.   **BREAK**

10:30 A.M.   **MORNING WORKSHOPS**

- Creating Inclusive Digital Spaces: Web Accessibility
  and Inclusive Design

- Fostering Diverse and Inclusive Communities Through Affinity
  Group Engagement

- Inclusive Approaches to Community Engagement

- Transforming Colleges and Universities for Equity and Justice

11:30 A.M.   **LUNCH**

12:30 P.M.   **PLENARY:** Creating Spaces For Equity in a Settler Colony Society
SPEAKER: Leigh Patel, PhD
Associate Dean of Equity and Justice, School of Education

1:30 P.M.   **BREAK**

1:45 P.M.   **AFTERNOON WORKSHOPS**

- Four Corners: Appreciating Diverse Identities

- Inclusive Leadership in the Workplace

- Individuals with Disabilities: Creating an Accommodating
  and Inclusive Environment

- What's in a Name? Fostering Inclusion Through Welcoming
  First Impressions

2:45 P.M.   **BREAK**

3:00 P.M.   **COMMUNITY PANEL DISCUSSION**
Building Bridges Over Troubled Waters

4:00 P.M.   **POSTER GALLERY, ROUNDTABLE DISCUSSIONS,
AND ICE CREAM SOCIAL**

5:00 P.M.   **END**

KEYNOTE OVERVIEW

Confronting White Supremacy in Academia: Provocations and Possibilities

SPEAKER: Crystal Marie Fleming, PhD
Author, public intellectual and leading expert
on white supremacy and global racism

In this keynote lecture, Crystal unpacks how white supremacy functions within academic institutions, intellectual culture, and everyday practices. Drawing from her recent book *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide*, Fleming unveils how systemic racism pervades knowledge production, epistemic assumptions, and academic socialization. Confronting white supremacy within academe requires moving beyond the empty slogans of "diversity and inclusion" to address the historical legacies, institutional policies, and present-day forms of racist behavior that maintain white power within and outside of university settings. In an era of rising attention to white nationalism and hate crimes globally, Crystal argues that academic communities must boldly embrace anti-racism as moral and intellectual imperatives central to the civic mission of educational institutions. Crystal is an associate professor of sociology at Stony Brook University and received her MA and PhD from Harvard University.

MORNING WORKSHOPS OVERVIEW

Creating Inclusive Digital Spaces: Web Accessibility and Inclusive Design

We believe a diverse and inclusive learning community strengthens our entire university and enriches learning, scholarship, and the communities we serve. One of the ways we can support a diverse and inclusive community is by creating digital spaces that all community members can freely, independently, and easily access. Learn key concepts in digital accessibility and inclusive design, how they impact people with disabilities, and what you can do to begin to reduce barriers on your website, in your classes, and beyond.

FACILITATOR: Angie Bedford-Jack
Digital Accessibility Coordinator, Office of Diversity and Inclusion

Angie oversees the development and implementation of digital accessibility programs and resources for the University. Prior to joining Pitt, she spent more than a decade at the New York City Department of Education where she held both school-based and district-level positions focused on disciplinary literacy, information access, knowledge management and digital delivery of professional development.

Fostering Diverse and Inclusive Communities Through Affinity Group Engagement

Affinity groups are voluntary associations of people who share common interests/backgrounds, and they play a vital role in articulating, promoting, and supporting the needs and goals of their various communities and organizations. Participants will learn about the benefits and processes of engaging/starting an affinity group, including how they assist the University with the recruitment, retention and promotion of top diverse talent; increase morale; build bridges to the community; and empower members.

FACILITATORS: Shannon Mischler
Director of Regional Clubs and Advocacy,
Pitt Alumni Association

Shannon supports the 56 regional alumni clubs in the United States, the 15 Alumni Affinity Councils, and the association's higher education advocacy efforts on behalf of the University of Pittsburgh. She has worked in higher education at the University of Pittsburgh since 2013 as a program manager and advisor with the Honors College and in her current role serving alumni.

FACILITATOR: Jon Malek
Director, Alumni Marketing and Business Development,
Pitt Alumni Association

Jon supports alumni engagement professionals in the Pitt Alumni Association by providing systems and tools that further constituent relations efforts. One area of focus is on Pitt Commons, a University-wide initiative that seeks to make the Pitt network more accessible for all members of the University community. He has been at Pitt for more than 12 years, starting his career in the athletic department focusing on engaging and growing the Panthers fan base.

Inclusive Approaches to Community Engagement

Community engagement is built on collaborative, mutually-beneficial relationships between Pitt faculty, staff, and students and members of the broader community. Taking an inclusive approach and being aware of many kinds of diversity encountered through community engagement can help us to build effective and respectful approaches to collaboration. Participants will consider how to create inclusive partnerships across differences including differences in perspectives, educational backgrounds, ways of knowing, race, age, and ethnicity, among others.

FACILITATOR: Lina Dostilio, EdD
Associate Vice Chancellor, Community Engagement

FACILITATOR: Daren Ellerbee
Director, Community Engagement Center, Homewood

FACILITATOR: Kirk Holbrook
Director, Community Engagement Center, Hill District
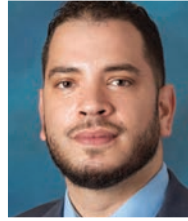
Lina, Daren, and Kirk lead Pitt's place-based community engagement efforts through the Community Engagement Centers. Additionally, Lina supports community-facing work that includes community relations, cultivating strategic opportunities to advance Pitt's community engagement agenda, and leading the team that works locally in Oakland, Hill District, and Homewood.

In their roles as CEC directors, Daren and Kirk are the liaisons between Pitt and the Hill and Homewood neighborhoods, brokering partnerships and collaborations that enrich Pitt's teaching and research in ways beneficial to the community.

Transforming Colleges and Universities for Equity and Justice

As colleges become more compositionally diverse, they must also transform their organizational structures in order to promote equity and justice, not just diversity and inclusion. In this session, Gina will present her Organizational Framework for Decolonizing Hispanic Serving Institutions and discuss ways that colleges can achieve equitable outcomes and experiences for students by first recognizing the structures of oppression and power that exist within the daily operations of the institution. Gina will break down several dimensions of the framework, including governance, reward structures, and external boundary management, talking more specifically about how to implement these ideas in practice with the goal of equity and justice in mind.

FACILITATOR: Gina Ann Garcia, PhD
Assistant Professor, Department of Administrative and Policy Studies, School of Education

Gina's research centers on issues of equity and justice in higher education with an emphasis on understanding how Hispanic-Serving Institutions (HSIs) embrace and enact an organizational identity for serving minoritized populations. Her research is grounded in critical theory, including critical race theory and decoloniality, yet her focus is on praxis, with the goal of using theory to transform colleges and universities. She is the author of the book *Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities* (Johns Hopkins University Press, 2019) and she developed *The Organizational Framework for Decolonizing HSIs*.

Creating Spaces For Equity In A Settler Colony Society

SPEAKER: Leigh Patel, PhD

Associate Dean of Equity and Justice, School of Education

In this talk, Associate Dean Patel will address the idea of worthiness and how it does different, yet deeply connected work on various populations.

Leigh is the Inaugural Associate Dean for Equity and Justice in the School of Education at the University of Pittsburgh. Her research focuses on the ways that schooling often acts as one of the most efficient vehicles for societal harm, as well as the history and possibility of education as a tool for liberation. She has published five books, including the award-winning *Youth Held at the Border* from Teachers College Press and *Decolonizing Educational Research*. In addition to a substantive academic publishing record, she has also written for wide audiences, writing for and being interviewed by *The Atlantic*, *The Feminist Wire*, and *Beacon Broadside*. She is currently working on her forthcoming book from Beacon Press titled, *There is No Study without Struggle: Higher Education in a Settler Colony*.

AFTERNOON WORKSHOPS OVERVIEW

Four Corners: Appreciating Diverse Identities

This activity engages attendees in a semi-structured dialogue around a set of identities intended to provoke critical thinking and articulation of one's worldview. It provides a structure for attendees to learn, through dialogue, about peoples' viewpoints and experiences that may differ from their own. This activity helps participants to communicate effectively, promotes active listening, and hones community building skills.

FACILITATOR: Jay E. Darr, PhD, LPC, PMP

Director, University Counseling Center

Jay supports student success and well-being from a person centered and positive psychology approach, which is shaped by his lived multicultural experiences as an athlete, serving in the United States Army and working in both for-profit and nonprofit sectors. His passion is to assist students with becoming aware of their strengths, with the goal of using this awareness as a tool to find healthy solutions to life challenges.

FACILITATOR: Elizabeth Bendick, PsyD
Psychologist, University Counseling Center

Elizabeth takes an integrative approach to therapy, which includes therapeutic approaches which range from CBT, psychodynamic therapy, relational/interpersonal therapy. Above all, she emphasizes the human connection that is created in therapy and works to use creativity, spontaneity and humor to build a strong relationship and promote healing.

FACILITATOR: Camille J. Interligi, PsyD
Staff Clinician, University Counseling Center

Camille particularly enjoys facilitating group therapy and outreach programming. They are a graduate of IUP's Clinical Psychology doctoral program, where their research focused on diversity in sexual practice and outreach program development. They continue to contribute to the field of psychological literature and research, particularly on topics related to ageism, sexism, heteronormativity, sexuality, and multiculturally-informed practices in education.

FACILITATOR: Ahmed Ghuman, PsyD, MBA, LPC
Psychologist, University Counseling Center

In his clinical work, Ahmed utilizes an integrative approach of humanistic and cognitive behavioral therapy. Additionally, he specializes in positive psychology and uses a strengths-based approach rooted in positive psychotherapy with his clients. He is also a clinical supervisor in the doctoral training program for clinical psychology at the University Counseling Center.

Inclusive Leadership in the Workplace

You invested the time to learn how to conduct a search to attract a diverse applicant pool and are proud of the diverse team that you are creating. But have you invested the time in planning for and fostering an inclusive environment for that team? Learn frequent pitfalls and traps, how stereotypes and bias can infect the environment, how to remove barriers, and how to ensure equitable performance management.

FACILITATOR: Pam Connelly
Vice Chancellor, Diversity and Inclusion

Pam has University-wide responsibility for coordinating and expanding Pitt's commitment to, and emphasis on, diversity and inclusion. She works closely with senior leadership in developing and implementing programs that create a stronger culture of diversity and inclusion across the University system. She is also responsible for the Office of Institutional Equity, the Title IX Office, the Digital Accessibility initiative, and manages the University's related regulatory requirements.

FACILITATOR: Cheryl Ruffin
Institutional Equity Manager, Diversity and Inclusion

Cheryl's responsibilities include completing the Affirmative Action Plan, ensuring compliance with OFFCP mandates, investigating allegations of discrimination, and developing and conducting diversity training. Cheryl has been a Pitt employee for more than 20 years. She worked in employee relations in the Office of Human Resources prior to joining the Office of Diversity and Inclusion.

Individuals with Disabilities: Creating an Accommodating and Inclusive Environment

The University is committed to fostering an environment where individuals with disabilities can thrive academically and in the workplace. In this session, the Office of Disability Resources and Services staff will provide an overview of the resources available to faculty and staff with disabilities as well as policies around the Americans with Disabilities Act. This session will provide specific information of DRS processes, an overview of services, and a general discussion of disabilities.

FACILITATOR: Noreen Mazzocca
Disability Specialist, Disability Resources and Services

Noreen is a disability specialist at the University of Pittsburgh. She has been with the office since 2000. She received a BS in biology from Westminster College and an MSED in counseling from Youngstown State University. She is a member of the Care and Resource Support Team (CARS) and a member of the Diversity and Inclusion Committee

What's in a Name? Fostering Inclusion through Welcoming First Impressions

Have you ever thought twice about pronouncing the name of a new colleague or student? Ever wondered how to overcome the awkward problem of name mispronunciation or gender pronoun communication? This interactive session will underscore how names and gender identity are central to our individuality and showcase tools that will help us take the first step in respecting, appreciating and connecting with others through welcoming first impressions.

FACILITATOR: Belkys Torres, PhD
Executive Director of Global Engagement,
University Center for International Studies

As a leading member of a team that works to achieve the University's global ambitions, Belkys is the primary academic liaison for faculty, administrators, staff, and students on international and global affairs both within and outside the University. Her responsibilities include

advancing and assessing global learning; improving processes and procedures related to international partnership agreements; managing UCIS grants and award programs; and leading the implementation of key initiatives in Pitt's strategic and global plans."

Community Panel Discussion—Building Bridges Over Troubled Waters

As institutions are finally growing in awareness for our need in diversity, many are still lacking when it comes to inclusivity and most importantly, community. With religious tensions on the rise now more than ever, we not only need places of mutual understanding, but skilled practitioners who know how to build bridges where all worldviews can navigate those spaces with one another. In essence, we need each other to help each other grow with each other. Join Emiola Jay Oriola, the founding program manager of Pitt's Office of Interfaith Dialogue and Engagement, for an interactive panel session featuring community thought leaders.

MODERATOR: Emiola "Jay" Oriola
Program Manager, Office of Interfaith Dialogue and Engagement

Hailing from Nigeria by way of the DMV and now Pittsburgh, Emiola is the founding program manager for the brand new Office of Interfaith Dialogue and Engagement at the University of Pittsburgh. He received his bachelor's degree from University of Pittsburgh, his master's degree from Pittsburgh Theological Seminary, and is currently pursuing his doctorate in education from the University of Pittsburgh as well. Emiola came to the office after serving for a few years as the associate director of the Investing NOW program, a pre-college STEM program based in the Swanson School of Engineering. In addition to his professional work, he is an itinerant minister, a mentor, an author, a spoken word artist/poet, philanthropist, and a lover of people. Emiola strives to proactively build unity in diversity wherever he goes. He believes the core of every campus must be community, the heartbeat of every community must be the people, and mutual understanding and actual relationship must be the blood that brings life to all community members.

PANELIST: Crystal Marie Fleming, PhD
Author, public intellectual and leading expert on white supremacy and global racism

Crystal Marie Fleming, PhD is an author, public intellectual, and expert on white supremacy and global racism. She is an associate professor of sociology at Stony Brook University with affiliations in the Department of Africana Studies and Women's, Gender and Sexuality Studies. Crystal is the author of two books: the critically-acclaimed *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide* and *Resurrecting Slavery:*

Racial Legacies and White Supremacy in France. Additionally, her scholarship appears in journals such as *The Sociology of Race and Ethnicity, Ethnic and Racial Studies*, *Poetics*, and the *Du Bois Review: Social Science Research on Race and Mindfulness*. An outspoken advocate for people of color, black women and girls and the LGBTQIA* community, Crystal frequently speaks and writes on topics related to racial justice, gender, sexuality, and activism.

PANELIST: Rabbi Keren Gorban, BA, MA
Associate Rabbi, Temple Sinai

Rabbi Keren Gorban has been the Associate Rabbi of Temple Sinai in Pittsburgh since 2015. In addition to leading Shabbat and holiday services and officiating at lifecycle events, Rabbi Gorban oversees both youth and adult education through Temple Sinai's Center for Jewish Learning and works closely with the Pride Tribe and Disabilities Inclusion Task Force. She also coordinates the Pittsburgh Area Reform Clergy Introduction to Judaism course.

Rabbi Gorban earned her BA with high honors in health: science, society, and policy from Brandeis University, focusing on the intersection between health and religion. She received her MA in Hebrew letters and rabbinic ordination at Hebrew Union College in Los Angeles, Calif., and earned an award for Excellence in Bible for her work on Psalm 77. She was also one of the leaders of an annual interfaith retreat for students of six Los Angeles area seminaries. Additionally, she just completed an MA in Religious Education at Hebrew Union College in New York, N.Y., focusing on the dynamic tension between love and literacy in Jewish education.

PANELIST: Rev. Dr. Brenda Gregg
Executive Director, Project Destiny

A retired administrator from UPMC Children's Hospital of Pittsburgh where she worked for 38 years, Rev. Brenda Gregg is the founder/executive director of Project Destiny, Inc., which is a program that monitors inner city youth through to their college years. Located on the North Side of Pittsburgh, Project Destiny is a safe place for youth to grow, experience positive relationships, and gain a positive self-image. Project Destiny offers mentors, tutors, parenting and other classes, clubs, and recreational activities that will heighten student's expectations, promote multicultural awareness, respect and promote physical, emotional and social growth and has served more than 2,000 children and families.

PANELIST: Liz Hrenda
Vice President, Pittsburgh Freethought Community

Liz Hrenda is the vice president of the Pittsburgh Freethought Community, which promotes science, reason, and humanist values in the greater Pittsburgh area. Liz retired from the Pennsylvania State Education Association, where she had been employed as a union representative for workers in public schools. She has also worked as an advocate for Planned Parenthood and Service Employees International Union. Her union involvement began in 1974 as a member of the United Steelworkers of America, when she was among the first women hired by Bethlehem Steel Corporation into an apprenticeship.
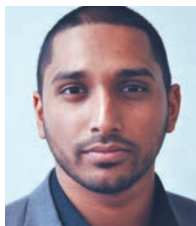
PANELIST: Wasi Mohammed
Pittsburgh Director of Community Entrepreneurship, Forward Cities

During his time at the University of Pittsburgh, Wasi served in the leadership of many campus-wide organizations and initiatives. Notably, he spent four years helping to build the Office of PittServes, an arm of the Division of Student Affairs meant to ensure Pitt has a lasting positive impact on the local community while students grow from relationships and experiences with our neighbors. After serving as the director of Islamic Center of Pittsburgh Food Pantry for two years, Wasi was selected to be ICP's next executive director in 2015. In this position, Wasi worked to empower, educate, and unite the diverse community in Western Pennsylvania through social services and outreach programs. Wasi currently is the Pittsburgh director of community entrepreneurship at Forward Cities, a national capacity-building and learning network working within and between cities and micropolitans to create more inclusive entrepreneurial ecosystem development.

THE LANGUAGE OF RACIAL/SOCIAL JUSTICE

Anti-racist: An anti-racist is someone who makes a conscious choice and persistent effort to challenge white supremacy, including her/his own white privilege, and to actively oppose forms of discrimination against people of color.

Cultural Competence: To understand and be sensitive to the cultural values, beliefs, and practices of diverse populations, and to understand how they interact with the cultural values, beliefs, and practices of the dominant culture.

Discrimination: Intentional or unintentional barriers to access that impact a group's ability to access rights, resources, representation, and respect including involvement in mainstream economic, political, cultural and social activities.

Diversity: Variety. Diversity itself is a limited goal. Populating a space differently is only one piece of creating just communities. If populating the space differently were the end goal, we could say plantations were diverse. Understanding power dynamics, bias, and systems, and how to create change around each, is a necessary part of the endeavor.

Equality: Giving members of an organization the exact same access to rights, resources, representation and respect regardless of individual needs and/or unequal starting points.

Equity: Taking stock of differential historical and current access to rights, resources, representation, and respect, and seeking to achieve equilibrium by coordinating institutional resources around differential needs.

Inclusion: Inclusion articulates the intention to not exclude and instead make efforts to include diverse groups of people in an organization. Baked into the term is a power implication–who is doing the including?

Institutional Racism: The ways in which institutions—social, political, educational, financial, religious, medical, housing, jobs, criminal justice—create and/or perpetuate systems that advantage white people at the expense of people of color.

Internalized Racism: The conscious or subconscious acceptance of the dominant society's racist views, stereotypes and biases of one's ethnic group, leading to finding fault with oneself or members of one's own group, while valuing the dominant culture (internalized inferiority). Another form of internalized racism is when a white person mistakenly believes s/he is better than people of color (internalized superiority).

Intersectionality: An approach largely advanced by women of color, arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.

ISMs: The above seven definitions can be adapted to classism, sexism, homophobism, religious intolerance, adultism, ableism, and other discrimination/privilege continuums. The ISM indicates the presence of oppressive beliefs and attitudes that dominant group leadership embed into policies, practices, laws, and systems consciously or subconsciously.

Marginalized and Dominant Groups: Names for populations at the opposite ends of the privilege and power continuum. Members of marginalized groups experience discrimination; members of dominant groups, if willing to conform to dominant group social norms, experience the privilege of discrimination-free access rights, resources, representation, and respect, including involvement in mainstream economic, political, cultural and social activities.

Microaggressions: The slights, insults, and insinuations that people from historically marginalized groups weather daily. Microaggressions are often delivered by well-meaning people, sometimes even in the form of an intended compliment.

"Non-racist": Term used by those who consider themselves "color-blind," a claim that in effect, denies any role in perpetuation systemic racism, or any responsibility to act to dismantle it. Institutional racism is perpetuated not only by those who actively discriminate, but also by those who fail to challenge it (silence = consent).

One-Up/One-Down: Language that captures the impact of intersected identities. For instance, I (Debby Irving) have only a single one-down identity (female) and multiple one-up identities. The more one-up identities one has, the fewer barriers to access one will experience. Conversely, the more one-down barriers one has, the more barriers to access one will experience.

Oppression: Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Prejudice: An attitude or opinion—usually negative—about a socially defined group (racial, religious, national, etc.) or any person perceived to be a member of that group, formed with insufficient knowledge, reason, or inquiry.

Power: Access to individuals, social groups, and institutions that own and/or control the majority of a community's resources, as well the ability to define norms and standards of behavior.

Privilege: Lack of discrimination, based on one or more identities, that results in unearned advantages due to privileged access to rights, resources, representation, and respect. Though privilege cannot be given away as long as discriminatory systems exist, members of privileged groups can leverage his/her/their privilege to disrupt status quo attitudes and behaviors and lobby for equity and equality.

Race: A social construct (with no biological validity) that divides people into distinct groups by categorizing them based on arbitrary elements of physical appearance, particularly skin color.

Racial Stereotype: An image, attitude or judgment, applied to an entire group of people.

Racism: Most people use the word "racism" the way they used the term "prejudice." But anti-racist activists see racism as "race prejudice PLUS power," in other words, discrimination based on racial stereotyping (conscious or unconscious, active or passive) that is backed by significant institutional power (race prejudice + power = racism).

"Reverse Racism": A term commonly used by white people to equate instances of hostile behavior toward them by people of color with the racism people of color face. This is a way of ignoring the issue of who has the power.

Unconscious Bias (aka Implicit Bias): Unintentional associations that the mind forms that connect skin color, gender, or other identity markers to inherent traits such as intelligence, morals, or athleticism, or to social roles such as leadership, menial laborers, etc.

White Fragility: A state experienced by some white people, in the earliest stages of racial identity development, in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves.

White Privilege: Lack of racial discrimination that results in unearned advantages materially and/or psychologically based on nothing more than skin color and other physical indicators of racial classification.

White Supremacy: Often confused with KKK or White Nationalism, white supremacy is the ideology brought to the US by European colonial settlers and those who followed them. The ideology believes that white, male, Protestant, elite (once land-owning), heterosexual people are superior to all others and should therefore dominate all living things. The ideology is an historically based, institutionally perpetuated system of domination that includes the exploitation of people of color by white people, and which maintains white, male, Protestant, heterosexual, elite peoples' position of relative wealth, power, and privilege.

Whiteness: The set of attitudes and behaviors created and valued by people who identify as "white" and who are primarily connected to white dominant neighborhoods and institutions. Foundational to whiteness is the idea that people of color are "other" and most often also "less than."

NOTES

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