❦ Kappa Kappa Gamma

Kappa Kappa Gamma believes in creating inclusive spaces for all members, celebrating each individual identity and acknowledging that everyone has unique needs and situations. Respect is one of Kappa's defining values. We look to see the good and beauty in everyone and respect and celebrate how it comes in many unique and valuable forms. Throughout our lives, we have all been surrounded by non-inclusive practices and problematic language.

Unfortunately, these non-inclusive messages have become part of the fabric of our everyday life and often go unquestioned or challenged. As a welcoming and inclusive organization, Kappa Kappa Gamma is dedicated to using inclusive practices in both language, behavior and action. We ask all members to be intentional about creating inclusive environments so all members feel safe and supported.

INCLUSION CHECKLIST
Utilize this checklist as a way to review all activities, programs, presentations and organization practices. Examples are provided to illustrate when you might see this play out in a negative way, creating non-inclusive environments.

- ☐ **Accessibility and different abilities:** Examine your space to ensure that any mobility needs can easily be accommodated and provide equal access. Presentation delivery methods and visuals should be varied to meet the needs and abilities of all learners. All individuals can understand the language selected. Refrain from language that uses disability as a descriptor. Never use the word "handicapped." Instead, consider "people with disabilities." Ensure program activities are inclusive so all may participate regardless of physical ability. For example, "Everyone stand up" would not be appropriate if someone uses a wheelchair.
- ☐ **Ageism:** The program or activity does not make any assumptions based on age. Be careful of generation generalizations.

- ☐ **Diverse and varied examples and case studies:** Utilize diverse and varied examples and case studies in presentations and learning moments to increase the likelihood of relatability. Take care to include examples that speak to sexes, genders, show an equal representation of learners, and work across races, ethnicities, and cultures.
- ☐ **Economic awareness:** Acknowledge economic systems of inequity. Refrain from economic assumptions or generalizations in conversation. For example, "Where did you go on vacation for spring break?" or "let's all buy the same dress so we match for our event."
- ☐ **Gendering and sexism:** The program uses nonbinary language and does not make assumptions about gender or sex. Refrain from associating something with one gender or another, using gender terminology to reference people, focusing on gender binary, and using societal standards of gender. For example: "Ladies, you all need to make sure to be quiet during the chapter meeting."
- ☐ **Historical context:** Provide an accurate portrayal of history that considers all people.

Understand that words and phrases can have historical context that may be oppressive or offensive. For example, "Long time no see." This common greeting became popular as a way to mock a traditional greeting exchange between Native Americans.

☐ **Mental health:** Language is supportive of the mental health journeys and wellness of all people. "Bipolar," "PTSD," "OCD" and "ADHD" are real mental health diagnoses that people possess. Using these terms to evoke humor or to describe everyday behaviors underplays the impact of someone's experiences with a mental disorder. Avoid derogatory terms that stem from the context of mental health, like "schizo," "paranoid," "psycho" or "crazy." For example, "I can't find my handouts. I'm so ADHD today."

☐ **Microaggressions:** Look at statements or behaviors to ensure that they are not, intentionally or otherwise, communicating a negative message about a nondominant group. For example, "There is only one race, the human race." While this may be well-meaning, it discounts and invalidates the experiences of people who have very real differential experiences based on race, especially people of color.

☐ **Racism:** Examine programming and practices to ensure you are not promoting one race as superior or make assumptions about race or ethnicity. Systems themselves can and are racist, and they put people of one race (typically white) at an advantage over people of other racial identities (typically people of color) by what is valued, rewarded, etc. An example of this would be racial profiling or housing discrimination.

☐ **Religion bias:** Use language that acknowledges a variety of religions and nonreligious identities and practices. For example, "Christmas vacation" can be made more inclusive as "winter holidays" or "winter break."

☐ **Stereotyping:** Avoid overgeneralized beliefs or statements about a particular category of people. Refrain from using language that reinforces stereotypes and is not based on fact.

HELPFUL TIPS FOR FACILITATORS AND PRESENTERS

- Be willing to examine your own assumptions.
  - It is common for individuals to assume that others share their background, but this is not necessarily so. Do you find yourself addressing your learners as if they all share your religion, gender, sexual orientation, or economic class?
  - If you don't know how to pronounce someone's name, ask them politely to say it for you so that you can honor them by pronouncing it correctly. An awkward laugh may relieve pressure for the person trying to pronounce an unfamiliar name, but it may be belittling, embarrassing, or disrespectful to the person whose name is being mispronounced.
- Use pronouns during your introduction and ask about others' pronouns.
  - Avoid using masculine pronouns for both males and females. "They" and "them" are now acceptable as singular and/or gender-neutral pronouns and can be used universally as inclusive terms. Some people use "they" and "them" as their pronouns.
- Plan and review presentations for visual and hearing accessibility.
  - Limit color in presentations. Verbalize all text. Use microphones whenever possible. Use large print on slides and/or handouts.

- Establish ground rules for interaction.
  - This will ensure other students are also being inclusive and respectful. To generate maximum buy-in, involve the students in establishing ground rules. You will still need to enforce the ground rules and correct students for the occasional noninclusive or disrespectful comment.
- Don't ask people to speak for an entire group.
  - Students of underrepresented identities or minoritized communities often report either feeling invisible in learning environments or sticking out like a sore thumb as the token member. This experience is heightened when they are addressed as spokespeople for their whole group and can have implications on performance (Lord & Saenz, 1985).
- Engage in personal reflection.
  - Check your privilege and examine your biases. The more we examine our own assumptions, the more we learn about ourselves and others. The more self-aware we become, the more we can connect with others in authentic ways.
- Engage in dialogue and ask questions.
  - Be willing to engage in dialogue about how we can and should do better.

Special Considerations for Inclusion for Members in a Virtual Environment

- Recognize that not all members will have reliable internet, Wi-Fi and device accessibility. Give members the opportunity to share privately if they will be unable to make live meetings.
- Make sure to provide call-in information for every meeting.
- Do not require members to share their video. Not everyone has access to a webcam and may not wish to publically share their space with the group.
- When members do share their video, encourage people to be creative and create virtual backdrops that reflect their personality, rather than having people share their private space. This should be encouraged rather than discouraged.
- Record meetings so members who are unable to attend live are still able to hear the same message and participate in a non-synchronistic way. **Ensure that any time a meeting is recorded, notice is provided and consent is obtained from all participants.**
- Provide members with a written summary of the important information that was covered during the meeting if they are not able to watch the recording of the meeting.
- Ensure the technology you use supports common screen readers, closed captioning providers, etc.

RESOURCES
70 Inclusive Language Principles That Will Make You a More Successful Recruiter
https://medium.com/diversity-together/70-inclusive-language-principles-that-will-make-you-a-more-successful-recruiter-part-1-79b7342a0923

Recognizing Microaggressions and the Messages They Send
https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

Inclusive Language Guide
https://collegian.com/wp-content/uploads/2018/11/Inclusive-Language-Guide_10_30_18.pdf

Gender-Inclusive Guidelines
http://www.gsws.pitt.edu/node/1432