Introduction

The WIRED Guide is intended as a resource for supporting our welcoming, inclusive, respectful, engaging, and diverse (“WIRED”) community and for preparing our students to be leaders in the communities and workforces of the future. The WIRED Guide is organized both by identity and application. It includes links to University resources and best practices for understanding and respecting difference and creating a WIRED community that supports all members of our diverse and global community. As such, we expect that students, faculty, professional and union staff, and guests can all benefit from the guide and the principles it contains.

This guide is the product of the University-wide effort of the Forum for Inclusive Culture (“I-Forum”), in collaboration with the Office of Equality & Diversity and other individuals and departments within the University with topical expertise. The I-Forum, made up of students, faculty, professional staff, and community members, is an open membership coalition that addresses issues of diversity and inclusion on Drexel’s campus. We aim to weave diversity into the fabric of the University and foster a community that is grounded in respect for difference and engages with openness and humility.

Although the guide contains sections organized by identity, as noted above, we recognize that there are some best practices that transcend individual group identity and, when adopted as core values, foster a community that is welcoming for all. The seven Dragon Culture commitments, adopted from the Sanctuary model developed by Dr. Sandra Bloom of Drexel’s Dornsife School of Public Health, provide such a model.

A community that is dedicated to Nonviolence will be one in which we treat others with respect. The principle of Emotional Intelligence encourages us to be aware of our behavior and how it affects others, acknowledging the implicit and explicit biases, and to use inclusive language. Conversations between individuals committed to Inquiry and Social Learning value asking questions and listening generously to the answers, and being open to discussing how each of us is capable of causing harm to others, even inadvertently. The participation of a broad range of diverse voices is a sign of healthy Democracy.

Open Communication permits us to explore differing perspectives even if it is uncomfortable, as those engaged in the dialogue express dissent in the spirit of the Dragon Culture commitments, without being accusatory or defensive. We hold ourselves and others accountable for this as part of Social Responsibility, including being comfortable turning our missteps into opportunities for Growth and Change. It’s on all of us to take opportunities to learn about those who differ from us as a critical part of our academic and professional development.

This is a living document and will be updated periodically. The WIRED Guide was first published in 2012. This version was released in 2019. If you have a comment or suggestion concerning this guide, email. You can also visit us online at for more information, including links to the University’s nondiscrimination policies and information about reporting discrimination, harassment, or misconduct. Thank you for everything you do to make Drexel welcoming, inclusive, respectful, engaging, and diverse.
**BEST PRACTICES**

**AGE/GENDER**
- Understand that there are members of multiple generations included in our University community, who may have different needs.
- Communicate respectfully with people of all ages by being mindful of your tone, body language, and assumptions.
- Do not assume that skills or a lack of certain skills are connected to age; learning is lifelong.
- Comments about age in the workplace or classroom, even if about younger ages, can set a negative tone.
- Create opportunities for individuals to express preferences about culture so that problems do not brew unheard.
- Avoid raising your voice even if the person does not seem like they are paying attention. Try another method of engaging them.

**DEAF & HARD OF HEARING**
- To get the attention of a person who is deaf or hard of hearing, tap your foot, arm, or shoulder, wave your hand, or sprinkle water on their shoulder.
- When talking with a person with hearing loss or deafness, speak directly to that person rather than to a companion or sign language interpreter who may be present.
- If you offer assistance, wait for the offer to be accepted. Then listen to or ask for instructions.
- Remember the person before the disability (i.e. the student or employee with a disability, not the disabled student or employee). When talking to a person with autism, please keep in mind that:
  - A person with autism may not like loud noises or voices.
  - A person with autism may not always make direct eye contact when you are speaking, so do not demand or expect it.
  - A person with autism may not always follow the social norm. Avoid feeling offended by reactions that you may not understand.
  - A person with autism may not want to be touched, especially without warning.
  - A person with autism may not always make direct eye contact when you are speaking, so do not demand or expect it.
  - Finally, a person with autism may not like loud noises or voices. Avoid raising your voice even if the person does not seem like they are paying attention. Try another method of engaging them.
  - A person with autism may appreciate a straightforward approach that avoids euphemism.
- People with chronic illness have "good days" when things seem manageable and "bad days" when their symptoms get the best of them. Many deal with mood fluctuation, pain, and fatigue on a daily basis. The symptoms of a person living with chronic illness can change at any given moment, so they will appreciate patience and understanding.
- Refrain from giving advice or opinions, as your focus on the person's speech may only heighten their feelings of exclusion.

**BLINDNESS & LOW VISION**
- When talking to a person who is blind, describe any hazards while walking with an individual who is blind. People with vision loss do not have the same visual perception of their environment as others. The person on the shoulder or wave your hand. Look directly at the person and speak clearly.
- Do not touch a guide dog, cane, or other device without permission.
- Stay aware of times when the individual needs you to help with reading and/or counting money.
- Do not touch a wheelchair or other personal device without permission.
- Be aware that the person must likely uses technologies to read electronic materials, but the technology is only helpful when materials are presented in an accessible format. (See Section on Accessible Documents and Materials).

**PHYSICAL DISABILITIES**
- The person's constitution may change at any given moment, so they will appreciate patience and understanding.
- Refrain from giving advice or opinions, as your focus on the person's speech may only heighten their feelings of exclusion.
IMPORTANT LINKS WITHIN DU

Disability Resources
Drexel Autism Support Program
Resources for Faculty with Disabilities
Family Medical Leave
Short-Term Disability Leave
Environmental Health and Safety

Gender Identity & Expression

BEST PRACTICES

Transgender, or trans, is an umbrella term for individuals whose gender identity or expression diverges from the societal expectations for that individual based upon their sex assigned at birth. People whose gender identity and expression aligns with their sex assigned at birth are cisgender.

To give an example, someone who is assigned the sex of female at birth, and inwardly identifies and outwardly expresses as a woman, is a cisgender woman. Someone who is assigned the sex of male at birth, but inwardly identifies and outwardly expresses as a woman, may identify as a transgender woman. Both of these individuals are women, regardless of their sex assigned at birth, due to their gender identity and expression.

Some people do not identify as a man or a woman. They may find the binary nature of sex and gender (two options: male or female, man or woman, masculine or feminine) restrictive and uncomfortable. Such individuals may rather prefer to identify as gender non-conforming, non-binary, genderqueer, or agender.

BEST PRACTICES

- Use the correct name and pronoun.
- The correct name is whatever the person has given you.
- If you are unsure of whom to pronounce, use the name or pronoun that the person has provided to you. If you are unsure of the pronouns they use, use the pronouns they explicitly tell you to use. You can use the person’s name (Jo-Jordan was just saying…). If you make a mistake with a pronoun or name and you are alone with the person, apologize and move on. If you are in a crowd, just move on. Use the correct name and pronoun the next chance you get and you can always acknowledge the error privately at a later time, if appropriate.
- Use gender-inclusive language (e.g. “partner” instead of “husband/wife”).
- Do not do things to “out” or call attention to a transgender individual, even if your goal is to let that person know that you accept them – no winking, smiling, little innuendos.
- If possible, when using forms, offer an option to include “preferred name” as well as “legal name” and an inclusive list of “sex/gender” options.
- Not all transgender individuals have similar opinions, feelings, preferences, or experiences. Group identities have value, but can also mask tremendous diversity from within!
- Remember that many people you meet are not cisgender. It is “cisnormative” to assume that other individuals are cisgender.

So can making assumptions based on someone's known ethnicity or race. People whose gender identity or expression diverges from the societal expectations for that individual based upon their sex assigned at birth. People whose gender identity and expression aligns with their sex assigned at birth are cisgender.

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Ethnicity & Race

BEST PRACTICES

- A person’s racial or ethnic identity may not be apparent based on physical appearance. Making assumptions based on appearance can be inaccurate and insulting.
- So can making assumptions based on someone’s known ethnicity or race. There is tremendous diversity within races and cultures. That is why it is inappropriate, and alienating, to single out any one individual as a representative/spokesperson of their race or culture.
- This is related to the idea of tokenism, which involves using individuals in symbolic ways, such as recruiting a member of an underrepresented group to your team in order to create the appearance of diversity.
- Learn about other cultures, but be wary of using basic information or generalizations to stereotype or oversimplify your ideas about another person.
- Attend events that are not organized by members of your identity group.
- Be respectful when using language to refer to a person’s ethnic or racial identity.
- If you make a mistake with a pronoun or name and you are alone with the person, apologize and move on. If you are in a crowd, just move on. Use the correct name and pronoun the next chance you get and you can always acknowledge the error privately at a later time, if appropriate.
- Do not do things to “out” or call attention to a transgender individual, even if your goal is to let that person know that you accept them – no winking, smiling, little innuendos.
- If possible, when using forms, offer an option to include “preferred name” as well as “legal name” and an inclusive list of “sex/gender” options.
- Not all transgender individuals have similar opinions, feelings, preferences, or experiences. Group identities have value, but can also mask tremendous diversity from within!
- Remember that many people you meet are not cisgender. It is “cisnormative” to assume that other individuals are cisgender.

- Keep in mind that individuals with learning disabilities may have average or above average intelligence, but simply process information differently.
- They may need information presented in a different way, more time to complete tasks, or other tools.
- Be direct with communication to avoid misunderstanding / misinterpretation.

IMPORTANT LINKS WITHIN DU

Disability Resources
Drexel Autism Support Program
Resources for Faculty with Disabilities
Family Medical Leave
Short-Term Disability Leave
Environmental Health and Safety

BEST PRACTICES

- Be direct with communication to avoid misunderstanding.
- They may need information presented in a different way, more time to complete tasks, or other tools.
- Be direct with communication to avoid misunderstanding / misinterpretation.
— Similarly, you cannot assume that a transgender individual would like to discuss gender identity with you. If the person wants to talk about these issues, they will bring them up.

— Allow people to express themselves in their own words, which might not be the words you would use. It is ok to ask them to define those words or statements that you do not understand, without placing the burden of educating you on the already-burdened individual.

— Be mindful of your facial expressions and reactions when an individual opens up to you. Expressions of shock, disapproval, or disbelief can be hurtful and silencing.

— Prevent bullying by speaking out when you see such behavior as the following:
  • Using derogatory words or comments to demean others.
  • Attacking people for gender diverse behavior.
  • Using gender as a measure of discipline or correction (for example, phrases such as, “Act like a man”).

— Provide support and connection to resources.

— Under Philadelphia’s Fair Practices Ordinances and Dress Policy, individuals are permitted to access bathrooms in accordance with their gender identity and expression, rather than their biological sex.

— It is illegal and against University policy to require a transgender individual to use a bathroom that correlates with their identity only when others are not present or do not object.

— The online trainings, “Being an LGBTQ+ Ally” can help you understand the LGBTQ+ community. The training is located on Career Pathway and Blackboard Learn.

— Attacking people for gender diverse behavior.

— Not everyone has the same values or common practices: your normal may not be someone else’s normal.

— For example, not everyone is family-centric, or has the same belief in what “family” is. And, not everyone celebrates holidays or birthdays (See section on Religious Practices).

— Our community includes individuals who make broadly variant choices with respect to diet, views on medical treatment (including approaches to, for example, illness and birth), childrearing practices, taste in media and other forms of cultural consumption, vision of the role of work in life, and style of dress / body modifications (See Physical Appearance).

— This contributes to the vitality of our community, and a WIRED environment is one in which individuals do not feel judged or excluded because of difference.

— Be mindful of your use of idioms, slang, and “insider” references; rephrase and give examples on the spot so the person feels understood and included.

— Be attentive to the person’s nonverbal behaviors — do they look puzzled or confused? Take a moment to bring them back into the conversation.

— Expand your comfort with world varieties of English and other accents; volunteer to tutor; learn another language; listen to foreign language movies; ask others to teach you new words; expand your world language horizons.

— Unfortunately, a common reaction to hearing accented English is to complain that the speaker “doesn’t speak English.” Individuals studying or working at Drexel may not speak English as a first language, but they do speak English. Successfully communicating with a non-native speaker can be challenging, but it is also enriching, and instructive of a critical life skill in our globalized society.

— Ask genuine questions beyond, “Do you like it here?” and provide time to really listen to the response.

— If you need to communicate and there is a lack of understanding, writing down or spelling a word out can help clarify the meaning.

— Asking and answering compound questions is a complicated part of language acquisition. Assume that answering the first question you are asked does not include all of the information that the person needs to know.

— Ask yourself questions in different ways until you are clearer about what the person wants.

— Ask the person to repeat the information back to you so you are sure it is understood. See the section on Cross-Cultural Communication.

— Be mindful when meeting at a restaurant that some people do not feel physically comfortable sitting in a booth.

— Along the same lines, if you notice student discomfort with furniture available in a classroom, make sure students know they can request accommodations, or you can contact facilities.

— Along the same lines, if you are in a position to purchase furniture for an office or shared space, be mindful of diverse sizes. You can ask, “Is that chair comfortable for you?”

— Be mindful of size options when ordering and distributing clothing, such as team tee shirts.

— When planning activities and outings, consider that some people have difficulty engaging in team sports (climbing walls, rope course) and walking long distances or up stairs.

— Not all individuals will conform to your expectations of gender expression / performance.

— Unsolicited comments about an individual’s appearance are often unwelcome and can be extremely hurtful.

— Body art, piercings, or alternative hair color are not indicative of a certain personality “type.”

— Do not assume women are pregnant based on body size and/or weight gain. If someone is pregnant and wants you to know, they will tell you.

— Attributional moral qualities to body size is inaccurate and insulting (e.g. assuming a large person is lazy, or a slim person is disciplined).

— A person can be slim without being ill or having an eating disorder. Making jokes about eating disorders (“You need to eat a sandwich, you look anorexic!”) can be hurtful to both slim people and individuals with disordered eating.

— Note that this department includes not only Global Studies and Modern Languages, but also Africana Studies, Judaic Studies, and Women’s and Gender Studies. Affiliates of this department may, then, prove to be valuable resources for a number of issue areas discussed in this guide.

Physical Appearance & Body Size

BEST PRACTICES

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IMPORTANT LINKS WITHIN DU

Traveling at Work: Guidelines & Resources for the Drexel Community

Lifestyle Choice

BEST PRACTICES

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— Our community includes individuals who make broadly variant choices with respect to diet, views on medical treatment (including approaches to, for example, illness and birth), childrearing practices, taste in media and other forms of cultural consumption, vision of the role of work in life, and style of dress / body modifications (See Physical Appearance).

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— Be aware of your use of idioms, slang, and “insider” references; rephrase and give examples on the spot so the person feels understood and included.

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— Not all individuals will conform to your expectations of gender expression / performance.

IMPORTANT LINKS WITHIN DU

Resources for prospective international undergraduate students

Resources for prospective international graduate students

International Faculty Handbook

Drexel Fellowships Office

International Programs within the College of Engineering

English Language Center

International Students and Scholars Services

Office of International Programs

Study Abroad Office

Department of Global Studies & Modern Languages

Note that this department includes not only Global Studies and Modern Languages, but also Africana Studies, Judaic Studies, and Women’s and Gender Studies. Affiliates of this department may, then, prove to be valuable resources for a number of issue areas discussed in this guide.
Best Practices

— Relying on stereotypes about work roles or academic majors can be hurtful and limiting. This includes expressing surprise at or complimenting an individual whose sex makes them a minority in their department, like a woman in mechanical engineering or a man in nursing. Many of these individuals appreciate support, but do not want to feel like anomalies or tokens.

— When assigning tasks, consider whether you’re assigning them to the best person for the job, or just the person for whom the job is sociotypical (i.e. female-identified individuals taking meeting notes or male-identified individuals lifting heavy things).

— Be inclusive of individuals who are non-binary, non-conforming, genderqueer, or agender. See the section on Gender Identity & Expression.

— Use gender-inclusive language when possible (i.e. the student, they).

— Drexel provides resources to members of our University community regarding sexual and gender-based discrimination, harassment, and misconduct. See Drexel’s Title IX Resource Page. This includes:
  • Discrimination on the basis of sex, such as discrepancies in hiring, promotion, grading, performance review;
  • Sexual Harassment, both quid pro quo and through the creation of a hostile work, living, or learning environment;
  • Sexual Assault, both quid pro quo and through the creation of a hostile work, living, or learning environment;
  • Sexual Harassment,

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The WIRED Guide

**BEST PRACTICES**

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**Sexual Orientation**

- Know the difference between sexual orientation and gender identity:
  - Sexual orientation describes to whom a person feels attraction: people of a different sex or gender, the same sex or gender, or two (or more) genders.
  - Gender identity refers to a person’s inner sense of gender: man/masculine, woman/feminine, non-conforming, non-binary, genderqueer, agender, or something else. Transgender people have a gender identity or expression that is not aligned with the sex to which they were assigned at birth.
  - "LGBT" is a convenient umbrella term, but "LGT" is not a sexual orientation. Transgender individuals can have any sexual orientation.

- Remember that many people you meet are lesbian, gay, bisexual, or another orientation that is not heterosexual. It is "heteronormative" to assume that other individuals are heterosexual.

- Using the phrase "that's gay" to describe things that are weird or bad is disrespectful, as it necessarily implies that being gay is weird or bad.

- Respect privacy. If someone asks you whether or not "Jane Doe is a lesbian," a good response might be, "You should ask her" or "Why does it matter?"

- Challenge your own assumptions and behaviors:
  - Do you look at an LGB+ person and automatically think of their sexuality rather than seeing them as a whole, complex person?
  - Are you as supportive of your LGB+ colleagues, students, and friends as you would be of someone who is heterosexual?
  - Do you avoid asking about a person’s same sex partner when you would regularly ask a heterosexual friend about their partner?
  - Do you avoid confronting homophobic remarks?

- Consider attending an educational programs offered by the Office of Equality & Diversity or another campus partner and proudly post the "Ally" sign you’ll receive in your classroom and/or office.

- Do not be surprised when an individual "comes out" to you. Be flattened: they trust you.

- Know what resources are available for LGB+ individuals, on and off campus.

- If someone approaches you to talk, remember that they may be feeling a lot of challenging and complex emotions. You can assist them by listening.

- Keep the door open for conversations and assistance:

  - The online trainings, "Being an LGBTQ+ Ally" can help you understand the LGBTQQ+ community. The training is located on Career Pathway and Blackboard Learn.

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**Socioeconomic Status**

- Treat all people with respect regardless of socioeconomic status or perceived status.

- You cannot assume a person’s socioeconomic status by their appearance or other classification.

- Be honest with yourself - what are your personal class biases? Could they be affecting how you behave towards others?

- Make sure to not assume that others have the same access to resources as you do. This can include healthy foods, laundry services, transportation, and healthcare.

- If you are requiring students or employees to attend work or class in an off-site location, consider how individuals will get there.

- Make academic, professional, and social opportunities available regardless of wealth / income to the maximum extent possible.

- Be mindful of the pressure you exert on individuals to participate in collections, drives, gift exchanges, etc.

- Do your research – take time to learn about others who come from backgrounds that are different from your own.

- Consider learning about others through Civic Engagement opportunities.

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**Union Membership**

- At Drexel, each person’s contribution to the mission of the University is valued.

- When planning an event for the University community, remember to consider our union members (namely, Facilities).

- Consider circulating event invitations, flyers, etc. in hard copy form to union staff, as many do not have a Drexel e-mail account or access to e-mail during the day.

- Respect the unions’ responsibilities on campus and remember that everyone plays a role in Drexel’s success - at all levels of the institution.

- Speak to union staff in a respectful manner and show appreciation to union members for the support that they provide.

- Get to know the union staff, particularly those that support your areas.

- Respect union rules that may impact your requests, and do not use that frustration as an excuse for making disparaging remarks about union workers.

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**Veteran Status**

The Veteran’s Task Force is a cross-campus committee designed to ensure a comprehensive infrastructure to support veterans and their family members. "DU Remembers...Will You?" is an ongoing effort to build a culture that makes Drexel University a welcoming, inclusive, respectful, and engaging place for veterans and their family members.

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**IMPORTANT LINKS WITHIN DU**

**LGBTQA+ Faculty & Professional Staff Network**

**LGBTQA Student Center**

**LGBT Faculty Resources**

**BEST PRACTICES**

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- Do your research – take time to learn about others who come from backgrounds that are different from your own.

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- The "Higher Education Opportunity Act" enables veterans to manage their deployment and educational obligations; veterans should be referred to their advisors.

- The Center for Learning and Academic Support Services provides academic support for veterans and family members.

- Veterans can clarify their benefits by contacting the Veterans Association ("DVA") for continued comradeship and support. For faculty and professional staff, there is a Veterans Colleague Resource Group.

- The online trainings, "Working with Military Students and Colleagues" can help you understand the needs of this community. The training is located on Career Pathway and Blackboard Learn.
— Be sensitive to differences in learning and communication veterans may experience.
— Avoid making assumptions about veterans’ political beliefs or asking insensitive questions about veterans’ mental health status or military experiences, such as:
  — “Thanks for your service, but I don’t think we should have been there in the first place.”
  — “Do you have post-traumatic stress disorder?”
  — “Have you ever killed anyone?”
  — “Were you scared?”
  — “Did you lose any buddies over there?”
— By contrast, it is always ok to thank a veteran for their service to our country and to let veterans know if you share connections, like being co-military or having family members who are veterans.
— Keep in mind that veteran students may be of non-traditional age.
— See Age/Generation for more information

**ACCESSIBLE DOCUMENTS & MATERIALS**

**BEST PRACTICES**

— Microsoft Office has detailed instructions on creating accessible Word documents.
— Use an accessibility checker when creating documents. It alerts you to certain accessibility issues in your file so that you can fix potential problems that might keep someone with a disability from accessing your content. It also lets you know about application features that you can use to make your content more accessible. However, an accessibility checker may not detect all accessibility issues.
— Avoid using repeated blank characters. Extra spaces, tabs, and empty paragraphs may be perceived as blanks by people using screen readers. After hearing “blank” several times, those users may think that they have reached the end of the information. Instead, see formatting, indenting, and styles to create whitespace.
— To accommodate individuals who are deaf or hard of hearing, consider using closed captioning when possible. Closed captioning allows those with hearing disabilities to have access to video programming by displaying the audio portion of a television program as text on the television screen.

**IMPORTANT LINKS WITHIN DU**

**Office of Veteran Student Services**

**Veterans’ Disability Resources**

**Accessibility and Usability**

**Bystander Intervention**

**BEST PRACTICES**

— Trust your inner voice when it tells you that something is wrong and overcome the barriers that prevent you from taking action: be an ally.
— Four powerful life skills to use whenever you see unhealthy or negative behavior among your colleagues, in your classes, on campus and in your life:
  • DETECT whether or not this moment requires intervention.
  • DISTRACT those involved. Start a conversation, or engage them in another way.
  • DELAY the situation from escalating. Enlist friends for help or call a resource.
  • DIRECT intervention means to take action. Show them that they have been seen, and their actions are unwelcome.
— When you step up, you send a message to the target that you are in their corner, and a message to the perpetrator that their behavior is unacceptable.
— When you don’t step up, you send a message that the behavior at issue is fine by you.
— Drexel’s nondiscrimination policies prohibit retaliation against anyone who participates in a report or investigation of discrimination, harassment, or misconduct, and explicitly promote bystander intervention.
— Drexel maintains a webpage dedicated to bystander intervention in the context of sexual assault.

**IMPORTANT LINKS WITHIN DU**

**Pro-Social Bystander Intervention**

**Drexel Civil Rights Policies**

**Employee Code of Conduct**

**Dragons Against Hazing Initiative**

**The Office of Equality and Diversity**

**Cross-Cultural Communication**

**Assumptions/Approach**

— Practice, practice, practice. It’s in the doing that we actually get better at cross-cultural communication.
— Do not assume that there is one right way (yours?) to communicate. Keep questioning your assumptions. For example, think about your body language; postures that indicate receptivity to one person might indicate aggressiveness to another.
— Respect others’ choices about how they engage in communication with you, within the bounds of the professional relationship.
— Remember that cultural norms may explain the behavior of all of us — there is no inherent “norms.” We are all shaped by many, many factors — our ethnic background, our family, our education, and our personalities — and are more complicated than any cultural norm could suggest.
Learn the communication rules for other cultures. Be sensitive to —

Avoid centrism or normativity that interprets everything on the basis —

Approach intercultural communication with a positive attitude and —

Check your interpretations if you are uncertain what is meant.

One aspect of communication style is language within, cultures. One aspect of communication style is language

importance given to non-verbal communication. Non-verbal

When you are dealing with a conflict, be mindful that people may

Seek out or provide educational opportunities to learn about other

Respect your roommate’s belongings and personal space and make

When selecting a date for your event, consider whether the date falls

When selecting a time for your event, consider whether the time

Do the same with gender-inclusive restrooms and other facilities.

Inform invitees that if they have a disability and need an

Do your best to identify and understand the root cause of the conflict?

Conflict Resolution

BEST PRACTICES

BEST PRACTICES

Acquaint yourself with the accessible entrance to the event location and publicize it to all invitees.

Make sure invited guests respect them as well.

Consider working with your roommate(s) to create House Rules or a

Focus on understanding the need behind a request.

If your roommate comes from a different background, learn about their background and be open to it. Remember that college is a

Be willing to have conversations about cultural norms & differences.

Seek out or provide educational opportunities to learn about other cultures.

Accept that learning/experiencing a different culture or community

or one that you have less experience with can be challenging and can

require more effort – and consider that the rewards of learning about

a new culture can be lifelong.

Deal with small problems when they occur so they don’t escalate. See the RA if you feel that things are getting out of control.

In the future, when you are in a role that involves standing in order to be inclusive of those who may have
difficulty standing for long periods of time and may not think to

Inform invitees that if they have a disability and need an

accommodation for the event, they should contact resources within

The Office of Equity and Diversity.

Consider the event location and set up from the perspective of

individuals with disabilities and individuals of different body sizes.

Chairs should always be available even for events that primarily

involve standing in order to be inclusive of those who may have

difficulty standing for long periods of time and may not think to

request this basic accommodation.

Many disabilities are invisible. You may not know someone has a

disability just by looking at them.

Ask invitees if they have any dietary restrictions and work with the

caterer to accommodate those individuals. Always include a

vegetarian and vegan option to the menu.

Do your best to identify and understand the root cause of the conflict?

When selecting a date for your event, consider whether the date falls

in accessible or inconvenient for attendees with home responsibilities

or limited financial means.

Do your best to identify and understand the root cause of the conflict?

When selecting a time for your event, consider whether the time

will allow invitees to maintain a work-life balance or would be

inaccessible or inconvenient for attendees with home responsibilities

or limited financial means.

IMPORTANT LINKS WITHIN DU

Event Planning

Consider your audience and their concerns, including accessibility, timing, and dietary restrictions.

BEST PRACTICES

Familiarize yourself with the accessible entrance to the event location and publicize it to all invitees.

Do the same with gender-inclusive restrooms and other facilities.

Inform invitees that if they have a disability and need an

accommodation for the event, they should contact resources within

The Office of Equity and Diversity.

Consider the event location and set up from the perspective of

individuals with disabilities and individuals of different body sizes.

Chairs should always be available even for events that primarily

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request this basic accommodation.

Many disabilities are invisible. You may not know someone has a

disability just by looking at them.

Ask invitees if they have any dietary restrictions and work with the

caterer to accommodate those individuals. Always include a

vegetarian and vegan option to the menu.

When selecting a date for your event, consider whether the date falls

on a religious holiday or observance and if it does, if possible, select

another date without a conflict.

When selecting a time for your event, consider whether the time

will allow invitees to maintain a work-life balance or would be

inaccessible or inconvenient for attendees with home responsibilities

or limited financial means.

IMPORTANT LINKS WITHIN DU

Event Services

Disability Resources

Religious Observances Calendar

Single Person Restroom List

Housing

BEST PRACTICES

— If your roommate comes from a different background, learn about their background and be open to it. Remember that college is a learning experience.

— Be willing to have conversations about cultural norms & differences.

— Seek out or provide educational opportunities to learn about other cultures.

— Accept that learning/experiencing a different culture or community

or one that you have less experience with can be challenging and can

require more effort – and consider that the rewards of learning about

a new culture can be lifelong.

— Attend the trips and events that are organized by the residence hall to feel more connected to the community.

— Deal with small problems when they occur so they don’t escalate. See the RA if you feel that things are getting out of control.

— Respect your roommate’s belongings and personal space and make sure invited guests respect them as well.

— Consider working with your roommate(s) to create House Rules or a Roommate Agreement and post them in a central location.

— Focus on understanding the need behind a request.

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— Focus on understanding the need behind a request.
### Meetings and Project Teams

**Research has shown that diverse groups outperform homogenous groups.**

**BEST PRACTICES**

- Choose people with different backgrounds and perspectives to work on projects together.
- Instructors should be weary if they notice students self-selecting into homogenous groups. Consider assigning groups or asking students to explain why they chose the groups they did.
- Consider the meeting logistics (sitting, order of speakers) and how they will encourage participation and signal that all members are valued.
- Be mindful of the impact of your response to others' input and ideas.
- Recognize when you look to the same people for input on a particular topic and consider expanding your perspective.
- Respond to input and ideas in a way that will send a message to the initiator that their input and ideas will be considered, even when they are not implemented.

### Office / Shared Spaces

**BEST PRACTICES**

- Improperly placed or laid area rugs or mats could make it difficult for people with mobility limitations to get around safely.
- Be mindful of the artwork / decorations you have displayed and the message that they send. Same with respect to the music that is played.
- Improperly placed or laid area rugs or mats could make it difficult for people with mobility limitations to get around safely.
- Be mindful of scheduling meetings after regular business hours or on weekends.
- At work and at home, consider the arrangement and choice of furniture, as well as the inclusive development of materials and any changes to layout or other aspect of physical space.

### Universal Design

**Universal Design is a concept which encourages the creation of aesthetic products and built environments that are usable to the greatest extent possible by everyone, regardless of their age, ability, or status.**

**BEST PRACTICES**

- In our everyday environment, we see examples of Universal Design all around us. For example, an automatic door opener at a grocery store not only allows a person in a wheelchair to access the building but also makes it easier for someone pushing a shopping cart, a parent pushing a child's stroller, the delivery person bringing in goods, and the person lugging with many bags, to gain access.
- People of all abilities and disabilities use accessibility features like curb cuts at intersections, elevators in tall buildings, and moving walkways at the airport.
- In this age of technology, many (with and without disabilities) are also finding that dictation software, autocorrecting, or text enlarging tools can enhance the way in which we access and send information, making it easier for us to work and learn.
- At work and at home, consider the arrangement and choice of furniture, as well as the inclusive development of materials and any changes to layout or other aspect of physical space.

### Work-Life Balance

**Supporting work-life balance supports our diverse University community. People may have different needs, which may correlate to sex, or culture, or age, but also may not. Work-life balance is not an issue that is relevant only to employees. Students may face tremendous academic workloads that they find difficult to balance with a healthy and fulfilling personal life. Academic and professional success will prove elusive for individuals who are under excessive stress and not engaging in self-care.**

**BEST PRACTICES**

- Be mindful of scheduling meetings after regular business hours or before 6 a.m.
- Be mindful of scheduling meetings after regular business hours or before 6 a.m.
- Set priorities: you cannot do everything.

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**Legal and Safety Issues**

**Safety**

**BEST PRACTICES**

If an individual feels targeted or unsafe, the following resources are available.

- **Emergency Numbers:**
  - University City Campus Security: 215.895.2222 or 911
  - Center City Campus Security: 215.762.7111 or 911
  - Queen Lane Campus Security: 215.991.8001 or 911
  - Academy of Natural Sciences Security: 215.299.1059 or 911
- **Upon request, Drexel Public Safety security officers provide walking escorts for Drexel students, faculty, and staff within patrol boundaries.**
- **To receive text messages in an emergency update your DrexelAlert**
- **Download the Guardian App.**
- **IMPORTANT LINKS WITHIN DU**
  - Department of Public Safety Drexel Guardian App
  - Office of Equality and Diversity
  - Drexel University Employee Assistance Program
  - Office / Shared Spaces
  - Universal Design
  - Work-Life Balance

**Legal**

**BEST PRACTICES**

- Know and follow the University's policies, and ensure that others in your microcommunity do the same.
- If you have experienced discrimination, harassment, or misconduct, contact the Office of Equality & Diversity. At OED's website, there is information for reporting by phone, email, or in person, and anonymously by phone and online.
- The online trainings, “Understanding Title IX” and “Respecting individual rights, building inclusive community” can help you understand legal rights and responsibilities. They are located on Career Pathway and Blackboard Learn.
- **IMPORTANT LINKS WITHIN DU**
  - Office of Equality and Diversity
  - Universal Design
  - Work-Life Balance

**Meetings and Project Teams**

**Research has shown that diverse groups outperform homogenous groups.**

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- Choose people with different backgrounds and perspectives to work on projects together.
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- Respond to input and ideas in a way that will send a message to the initiator that their input and ideas will be considered, even when they are not implemented.

**Office / Shared Spaces**

**BEST PRACTICES**

- Improperly placed or laid area rugs or mats could make it difficult for people with mobility limitations to get around safely.
- Be mindful of the artwork / decorations you have displayed and the message that they send. Same with respect to the music that is played.
- Hiring Managers who have a new employee with special needs should consult with Disability Resources if special equipment or accommodations are necessary.
- Office furniture should be purchased using University preferred vendors, which includes diverse vendors.
- Consider whether the assignment of office or living space in your area is equitable and whether it reinforces cooperation and makes sense, or simply reinforces hierarchy and division.

**IMPORTANT LINKS WITHIN DU**

- Preferred Vendors including Diversity Vendors
- Universal Design
- Work-Life Balance

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