



Welcome (Back) to the University of Utah College of Education!

A Post Pandemic Resource Guide

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Welcome (Back)

2020 was a challenging year for all of us, and we know that the physical, emotional, and mental struggles of the pandemic did not magically disappear when the vaccine became available. It is important that we, as students, enter this 2021-2022 Academic Year with a commitment to our wellbeing. The College of Education Student Council is here to help!

College Deans



Nancy Songer, Dean

- College priorities and goals
- College budget
- Department chairs and directors
- College Advancement Board
- Facilitates donor relations
- Faculty hiring (tenure track and career line)
- Collaboration with deans and administration across campus
- Nominations for university and national awards
- Community engagement



Andrea Rorrer, Associate Dean for Faculty Research

- Faculty research and support
- College research collaborations with other campus entities
- Entrepreneurial opportunities within the college
- Developing a proposal for a research grant center in the COE
- College research colloquium series
- College data analysis and reporting (academic analysis, US news, etc.)



Mary Burbank, Associate Dean for Teacher Education, Professional Development, Engagement

- Enhance recruitment efforts for elementary and secondary programs
- Accreditation and evaluation of teacher education programs
- Develop collaborative efforts of teacher education programs across campus
- Sustain a scholarly environment for teacher education among faculty and students in the college and across the university

- Maintain collegial and collaborative efforts with school districts and community stakeholders.
- Represent the college on issues related to teacher education
- College curriculum committee



Frankie Laanan, Associate Dean for Faculty and Student Affairs

- Assist the Dean and Department Chairs in establishing and maintaining a professional, collegial collaborative and inclusive culture
- Work with the University Office of the Vice President for Equity, Diversity, and Inclusion
- Serve as administrative liaison with the Office of the Associate Vice President to assist in faculty searches, recruitment, and appointments
- Facilitate student training and development opportunities and work with departments to enhance pipeline programs
- Oversee college diversity initiatives including events, setting up action plans, and evaluating outcomes
- Supervise student and faculty complaints and student grade appeals

Physical Health

Latest mask, vaccine policies

From ASUU:

- The University of Utah is a **mask-friendly space**. As President Randall put it, *choosing to wear masks when indoors shows care and respect for one another as a university value*.
- If you haven't been **vaccinated, you are encouraged to do so**. You can learn more about vaccinations [here](#).
- We know that in general, **outside in-person interactions** pose less risk than inside in-person interactions. For this reason, please be open to outside meetings and gatherings whenever possible.
- Please engage in [Asymptomatic testing](#) on a weekly basis regardless of your vaccination status. Note that an appointment is required.
- [COVID-19 CENTRAL @THEU](#) for University COVID updates
- [CDC Guidance for COVID-19](#); for National COVID updates

Accommodations

- [How to qualify for services](#) @ the U
- [Student CDA Information Fall 2021](#)

Movement

- [Campus Fitness Facilities](#) provides access to exercise equipment, indoor and outdoor pool, indoor track, with an additional fee for [group fitness classes](#)
 - **FREE** for students taking credit hours with reduced fees for significant others and children
 - Hours:
 - Mon-Fri 6am-8pm
 - Sat 8am-6pm
 - Sun 10am-6pm
- [Outdoor Adventures](#) has low-cost equipment rental for a variety of outdoor activities, from bikes to tents to paddleboards!

Mental Health

CoE Summer Research findings (more info to come)

- This summer, CoE students surveyed the College about their wellbeing.
- We shared your anonymous responses with the Deans, Faculty and Staff.
- [Click here](#) for a few takeaways about how we are doing.

University Resources

Women's Resource Center

- The WRC is a campus resource that provides support to U of U students, staff, and faculty through a myriad of programs.
 - They offer [counseling](#) (individual, couple, and group sessions) through a Feminist Multicultural lens and focus on intersecting identities at a sliding scale rate.

University Counseling Center

- The UCC offers [counseling](#) sessions and mindfulness workshops for currently enrolled U of U students.

- You can also use their [online mental health screening](#) service to get connected to resources

Huntsman Mental Health Institute

- Offering a myriad of services, the [HMHI](#) is part of the University of Utah Health System. In-patient psychiatry, therapy, medication management, substance and addiction treatment, and other forms of treatments are offered.

Basic Needs Resources

Feed U Pantry

- [Hours are updated weekly here](#)
- Main location in the basement of the Union
- Free to use for any period of time
- Need a current uID and Ucard to access

[Basic Needs Collective](#) helps connect and provide students, faculty, and staff with resources. There are food, housing, childcare, health, legal, financial, and academic resources available.

- Chat with someone during virtual office hours **10-12pm, MWF** or [contact them here](#)

Diversity, Equity, and Inclusion

We, the CoE College Student Council, see the importance of stating our values as student leaders within the College of Education. We as a student organization strive to build a community that respects and supports the experiences of all students and particularly students who are members of communities who have been historically and systemically marginalized and oppressed. We recognize that systemic oppression is embedded within the fabric of all institutions including our college; thus we prioritize centering the voices and experiences of students who have experienced discrimination and/or prejudice based on their social identities.

Our values:

- We prioritize/demand/promote/ inclusion and equity
- Centering students' voices and experiences
- Advocates for systemic change

We acknowledge that discrimination, microaggressions, invisible experiences of students who hold historically marginalized identities create complex experiences and impact students in multitude of ways.

Key terms

The following are a non-comprehensive list of some terms you may come across in your readings, your course-work, or in class discussions. It has been adapted from the [Yale School of Forestry and Environmental Studies Diversity Glossary](#) and [Racial Equity Tools](#). Any other sources or resources are linked for additional information. Though incomplete, our hope is that this information can be a starting place to help you more easily engage in conversation and learning.

Asian American: Used to designate U.S. citizens of Asian origin.

- [Broad term that can represent people from many different backgrounds.](#)

Ableism: Discrimination against people with disabilities. Can include denial, intentional or negligent, of accessibility. Ableism also refers to the systems of discrimination against people with disabilities that is deeply embedded in our society that leads to lack of accessibility and understanding of disabilities

Able-bodied: Used to describe a person who does not have a disability.

Ageism: Discrimination against people who are “too young” or “too old.” When in doubt do not refer to a person’s age.

Alien: Alien Used to describe a foreign-born U.S. resident who is not a citizen. Those who enter legally are known as “resident aliens” and are issued “alien registration cards” or “green cards.” Those who enter illegally are classified as “illegal aliens.” These terms can be considered derogatory and should be avoided outside the legal context. These terms can be isolating and demeaning to immigrants.

- Use *legal immigrant* or *legal resident* instead of resident alien
- Use *undocumented immigrant* instead of illegal alien.

African American: Americans of African origin. Black is also acceptable.

Antisemitism: Hostility toward or discrimination against Jewish people.

- [The unhyphenated spelling is favored by many scholars and institutions in order to dispel the idea that there is an entity ‘Semitism’ which ‘anti-Semitism’ opposes.](#)

BIPOC: Stands for Black, Indigenous, and People of Color. [The BIPOC Project](#) suggests that the term “highlights the relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context.”

Black: Social construction that includes a range of people of African descent. [Black people exist all over the world.](#)

- Do not use “negro,” “colored” or “colored people” as these terms are [outdated and evoke a violent history of American racism.](#)

- The word Black should be [capitalized](#).

Cisgender: Cisgender From the Latin cis-, meaning “on this side.” A person whose gender identity matches the gender they were assigned at birth. For example, a person assigned female at birth that identifies as a woman

Caucasian: Incorrectly used as a synonym for white people. Derived from the erroneous notion that the origin of the Indo-Europeans was the Russian Caucasus Mountains. Was once used to designate one of the geographical types of human beings including people from Europe, Africa, and India, characterized by tall stature, and straight or wavy hair, etc. Loosely called the “white race” although it embraced many peoples of dark skin color.

- *It is now generally discredited as an anthropological and scientific term.*

Colorism: [Within-group and between-group prejudice in favor of lighter skin color.](#)

Chicano/Chicana: Derived from Mexicano. Refers to people of Mexican American origin, used by some members of the younger Mexican American generation.

Colonization: [Colonization can be defined](#) as some form of invasion, dispossession and subjugation of a people. The invasion need not be military; it can begin—or continue—as geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands from the original inhabitants. This is often legalized after the fact. The long-term result of such massive dispossession is institutionalized inequality. The colonizer/colonized relationship is by nature an unequal one that benefits the colonizer at the expense of the colonized.

- Ongoing and legacy colonialism impact power relations in most of the world today. For example, white supremacy as a philosophy was developed largely to justify European colonial exploitation of the Global South (including enslaving African peoples, extracting resources from much of Asia and Latin America, and enshrining cultural norms of whiteness as desirable both in colonizing and colonizer nations).

Critical Race Theory: The Critical Race Theory movement considers many of the same issues that conventional civil rights and ethnic studies take up, but places them in a broader perspective that includes economics, history, and even feelings and the unconscious. Unlike traditional civil rights, which embraces incrementalism and step by step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and principles of constitutional law. Source: [Critical Race Theory: An Introduction](#)

- In 2020-2021 Critical Race Theory came increasingly under fire as a “racist” teaching practice, though it fundamentally argues against racism. [This article provides a good summary of the contemporary debate.](#)

Disabled or differently abled: General term for functional limitation. Person with a disability, disabled person, or differently able is preferred. See *People-first language*.

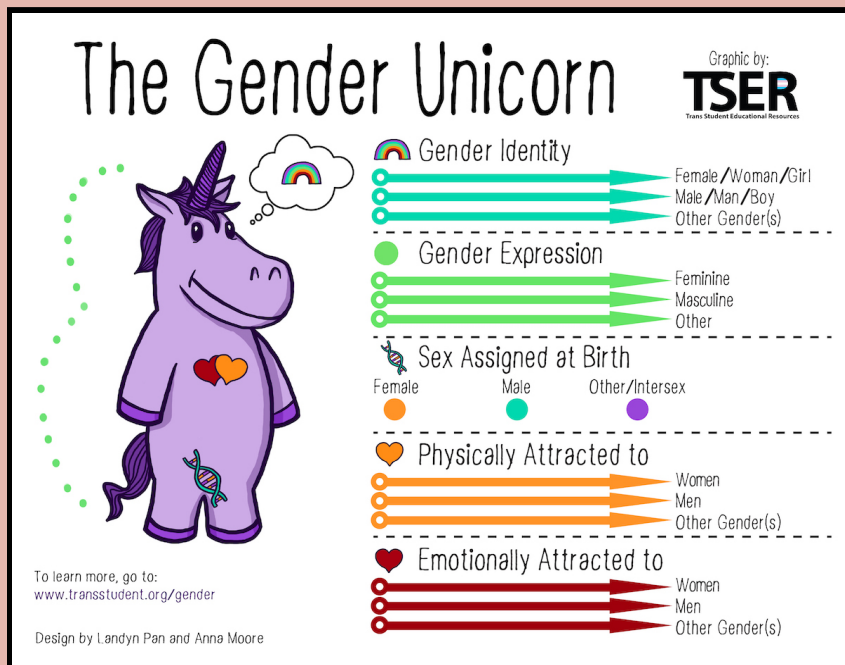
- Do not use *victim of, suffers from, stricken with, or afflicted with*.
- [Cripple is a pejorative and ableist term that has been reclaimed by some members of the disabled community, and should not be used by those who do not have a disability.](#)

Ethnicity: Classification of humans based on shared cultural heritage, such as place of birth, language, customs, etc.

- Do not use *race* as a synonym.

Gender: A social construction that assigns particular characteristics, norms, and roles to sex and genitalia.

- Do not use *sex* as a synonym.
- The “Gender Unicorn” is sometimes [used to depict elements of gender and sexuality.](#)



Gender-Neutral Pronouns: Pronouns that do not designate gender. Singular “they/them” is considered grammatically correct and should be the default pronouns used until a person expresses their preferred pronouns.

- Other examples include “xe/xem” (pronounced zee/zem).

Gender Nonconforming: Term referring to people whose gender expression is not based of of societal gender norms.

- Gender nonconforming people can be any gender.
- **Non-binary:** Refers to people whose gender is neither female nor male and therefore are outside of the gender binary. Non-binary people fall under the transgender umbrella. See Transgender/ Trans*.

Heteronormativity: Belief system positing that heterosexuality is the default and normative sexuality and that sex/gender/sexuality are dualistic, static, and innate.

- *Heterosexism* is the presumption that heterosexuality is superior to homosexuality. Prejudice, bias, or discrimination is based on this presumption.

Hispanic: Refers to multiracial, culturally mixed group of people who speak Spanish.

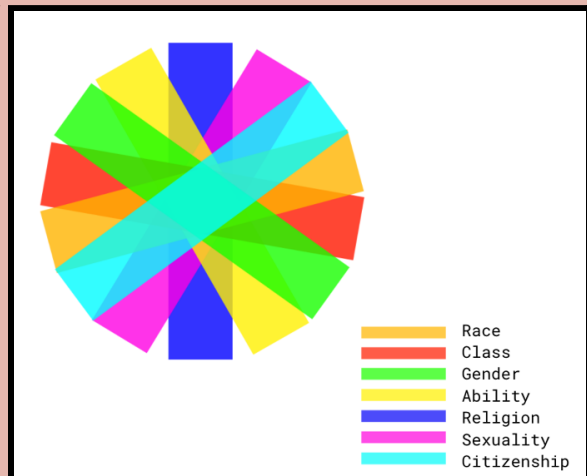
- Is not synonymous with Latino/Latina/Latin@/Latinx.

Intersex: A person whose bodily or hormonal sex characteristics cannot be categorized as male or female. This may be due to external differences in genitalia, hormonal conditions, such as androgen, or insensitivity syndrome or chromosomal variance. Intersex people are about as common as people with red hair!

- Do not use hermaphrodite as a synonym. Intersex people are not “hermaphrodites”.

Intersectionality: Coined by legal scholar [Kimberlé Crenshaw](#) in 1989, this concept describes the ways in which multiple identities intersect and cannot be disentangled. It also posits that oppressive institutions, such as sexism and racism, work in tandem; as such, these forces should be analyzed together. A classic example of

intersectionality is the combined effects of racism and sexism on black women. In the mid-19th century when women and black people were vying for the right to vote, black women faced a unique struggle: they would have to wait for both groups to receive suffrage before they could use that right. A more timely example is the gender/racial wage gap: while white women on average make less than white men (78% of white men’s earnings in 2013), Hispanic men earn less than white women (67.2%), and Hispanic women even less than black men (54%).



Implicit Bias: [Subconscious stereotypes that people often project onto each other.](#)

- You can take a 10 minute [implicit association test here!](#)

Latino/Latina/Latin@/Latinx: Person of Latin American descent, regardless of their ability to speak Spanish.

- Latin@ (“lah-tee-nez”) and Latinx refer to transgender or non-binary individuals.

LGBTQIAP+: Acronym for lesbian, gay, bisexual, transgender, queer/questioning, asexual, intersex, and pansexual. There are countless variations of this acronym, but LGBT is the most widely accepted and used.

- The A has sometimes been incorrectly used to include ally.

Model minority myth: [A term created by sociologist William Peterson to describe the Japanese community, whom he saw as being able to overcome oppression because of their cultural values.](#) While individuals employing the Model Minority trope may think they are being complimentary, in fact the term is related to colorism and its root, anti-Blackness.

- [The model minority myth creates an understanding of ethnic groups, including Asian Americans, as a monolith](#), or as a mass whose parts cannot be distinguished from each other. The model minority myth can be understood as a tool that white supremacy uses to pit people of color against each other in order to protect its status.

Native American: Descendants of native inhabitants of the United States. Often used interchangeably with American Indian. First people can also be acceptable. The best practice is to refer to the specific tribal affiliation or nation. When in doubt, ask.

Queer: Describes sexual and gender identities other than straight and [cisgender](#). Lesbian, gay, bisexual, and [transgender](#) people may all identify with the word queer. [Queer is sometimes used to express that sexuality and gender can be complicated, change over time, and might not fit neatly into either/or identities, like male or female, gay or straight.](#)

- Sometimes used as a derogatory term for gay. Some still consider it offensive because of its historical connotations, and it should not be used unless a person identifies as queer.

Race: [Fluid concept used to group people according to various factors including, ancestral background and social identity](#). Race is also used to group people that share a set of visible characteristics, such as skin color and facial features. Though these visible traits are influenced by genes, the vast majority of genetic variation exists within racial groups and not between them. [Race is an ideology and for this reason, many scientists believe that race should be more accurately described as a social construct and not a biological one.](#)

Racism: Systematic discrimination based on race. Racial prejudice + power = racism.

- [While it is possible to discriminate against white people, it is not possible to be racist to a white person in the United States.](#)

Reparations: States have a legal duty to acknowledge and address widespread or systematic human rights violations, in cases where the state caused the violations or did not seriously try to prevent them. [Reparations initiatives seek to address the harms caused by these violations.](#) They can take the form of compensating for the losses suffered, which helps overcome some of the consequences of abuse. They can also be future oriented—providing rehabilitation and a better life to victims—and help to change the underlying causes of abuse. Reparations publicly affirm that victims are rights-holders entitled to redress. Source: [International Center for Transitional Justice](#).

- [Evanston, Ill.](#) was recently the first city to make reparation available for its Black residents.

Sexuality: Composed of three parts: sexual behavior, sexual attraction, and sexual orientation (or identity). For many, these components align, such as a woman who is attracted to women, identifies as lesbian, and has sex with women. For others, these components are distinctly separate, such as a man who is attracted to men, identifies as gay, but has sex with men and women.

Sexism: Systemic oppression based on sex and/or gender. Gendered prejudice + power = sexism, therefore cisgender men cannot experience sexism.

Transgender/Trans*: From the Latin trans-, meaning “across.” A transgender person is someone whose gender identity is different from the sex assigned at birth. For example, a person with a vagina assigned female at birth but who identifies as a man.

- [Trans* is an umbrella term that can describe people who identify as transsexual, genderqueer, agender, and various other non-binary genders.](#)

Some trans* people wish to transition (have sex reassignment surgery), others do not.

- A trans* person’s sexual orientation should not be assumed.
- **Transsexual** [is a term that has fallen out of favour among most trans people.](#) It used to mean transgender people who have, or want to, use medical intervention – hormones or surgery – to permanently transition from the gender assigned at birth to the one they identify as.
- **Transvestite:** [Another word that has fallen out of favour.](#) Because so-called “transvestism” was seen as a medical disorder, crossdresser is now a much more accepted term.

Two-spirit: An English umbrella term to reflect the many words used in different indigenous languages describing the fluid and diverse nature of gender and attraction and its interconnectedness to community and spirituality. The term seeks to restore traditional identities and roles that were actively buried by European Colonizers. Some indigenous people identify as Two-Spirit rather than, or in addition to identifying as LGBTQ.

Pacific Islander: Used by U.S. Census Bureau to describe people from Fiji, Guam, Hawaii, Northern Mariana islands, Palau, Samoa, Tahiti, and Tonga. Use specific countries when possible.

- [Salt Lake City and West Valley City have the second-largest population of Tongan people of any city in the U.S.!](#)

People-first language: Placing value on an individual before their identifiers. [See graphic below.](#)



5 Principles to Inclusive Language

Adapted from: *Buffer* & *British Columbia Public Service Agency*



PUT PEOPLE FIRST.

Address the individual first and put them ahead of their characteristics. A "people-first" language keeps the individual as the most essential element; there is more to each of us than our descriptors.



AVOID IDIOMS, JARGON, AND ACRONYMS.

Jargon and acronyms can exclude people who may not have specialized knowledge of a particular subject and this can limit effective communication. Only use acronyms after the full term has been expressed or clearly explained.



AVOID PHRASES THAT SUGGEST VICTIMHOOD OR DEFICIT.

For example, "afflicted by," "confined to a wheelchair," "at-risk or needy," "minorities". Instead use language that empowers, e.g. "People with disabilities" vs "the disabled", "historically resilient" or "historically underrepresented" or "racially minoritized" (as termed by Dr. Tamara Stevenson of Westminster College) vs "minorities".



USE INCLUSIVE TERMS.

Try to make your language and your message as inclusive as possible. For example, when speaking to an audience, make sure your speech relates to all your listeners, honors identities, and uses gender-inclusive language.

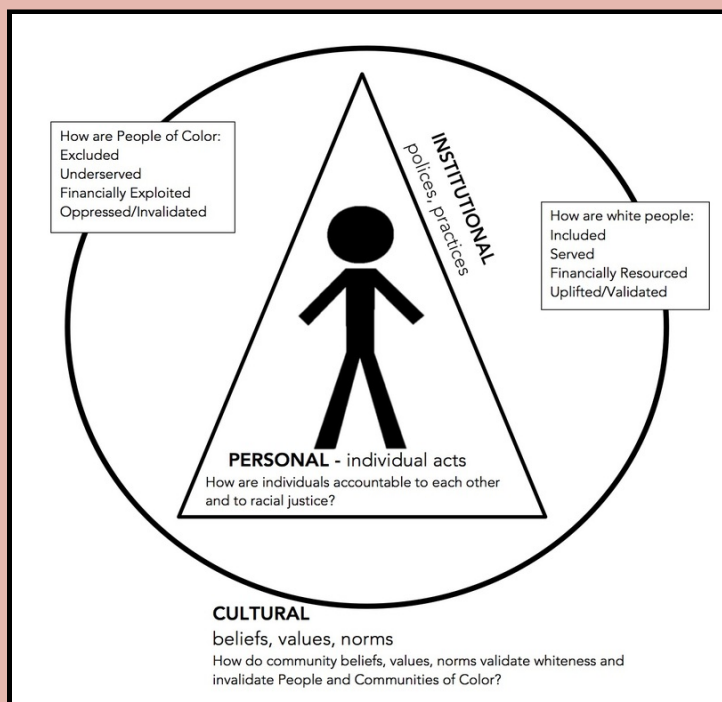


IF UNSURE, ASK.

Strive to include language that reflects peoples' authentic selves.

Privilege: Power and advantage derived from historical oppression and exploitation of other groups. A right or immunity granted as a benefit. The power structure of organizations and government through their infrastructure, policies, and practices reinforces the privileged group by advantaging themselves and disadvantaging others by creating barriers to attaining equal status. For example, white people in America are privileged in that their race will not limit their economic or educational prospects.

- Having privilege does not mean that one does not experience oppression based on their other identities. For examples, a white, cisgender woman experiences both white privilege and sexist oppression/misogyny.



White: White People of European origin. The term is not synonymous with Caucasian.

White Supremacy: The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and “undeserving.” Drawing from critical race theory, the term “white supremacy” also refers to a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level. Source: “[What Is Racism?](#)” – Dismantling Racism Works (dRworks) [web workbook](#).

Underrepresented: Any student group that has traditionally held a smaller percentage of the total higher education population. For the purposes of this framework these are student groups who are disproportionately represented in comparison to an equivalent counterpart. Including but not limited to students facing economic barriers, students of color, and English Language Learner students are all examples of student groups who historically and presently continue to be disproportionately underrepresented in their higher education pursuits. See *marginalized*.

University Resources

- [Resources for Office for Inclusive Excellence](#) provides an extensive list of University and National resources for issues around diversity and inclusion
- [Student Success Advocates](#) has a comprehensive resource list for all areas of academic life

Learn more

Books

- [Black Lives Matter At School: An Uprising for Educational Justice](#) by Jesse Hagopian and Denisha Jones
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World](#)
- [We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom](#) by Bettina Love
- [Teaching to Transgress: Education as the Practice of Freedom](#) by bell hooks

Websites

- [Learning for Justice](#)
- [Black Lives Matter At School](#)
- [Facing History and Ourselves](#)
- [Abolitionist Teaching Network](#)

Graduate Student Resources

- [Graduate School Resources Hub](#)
- Graduate School Diversity Office [Comprehensive Resource Guide](#)
- Funded by the Graduate School and staffed by trained writing fellows, [the Graduate Writing Center](#) is ready to help graduate students in all disciplines with their writing projects.
- [Career and Professional Development Center](#) can help with resumes, cover letters, interviews, networking and other graduate-specific resources.
- Funding Grad School
 - [Conference Travel Award](#) provides funding for Conference Travel
 - [Tuition Benefit Program](#) includes RA, GA, TA positions
 - [Foreign Language and Area Studies Scholarship \(FLAS\)](#) receive \$18,000 for tuition and \$15,000 living stipend
 - [College of Education Scholarship Guide](#)
 - Did you know? University of Utah HR offers [50% tuition reduction](#) for full-time employees after 6 months of work. [University of Utah job postings](#).

Book Recommendations

- [A Field Guide to Grad School](#)
 - “An essential handbook to the unwritten and often unspoken knowledge and skills you need to succeed in grad school”
 - Accessible guide to grad school terminology, publications, conferences, job searching and more
- [#GradBoss](#)
 - “A Grad School Survival Guide” complete with worksheets and templates
 - Excellent resource for setting goals, productivity, and time management strategies,
- [Writing Your Dissertation in 15 minutes a Day](#)

- “ Using positive reinforcement, she begins by reminding thesis writers that being able to devote themselves to a project that truly interests them can be a pleasurable adventure.”
- [Completing Your Qualitative Dissertation](#)
 - “A RoadMap from Beginning to End”
 - Comes with interactive online resources

Fellowship Finders

- [University of Utah Fellowships and Grants](#)
- [Fellowship Finder](#)
- [National Fellowships and Grants](#)

Undergraduate Student Resources

- [The University of Utah Writing Center](#) provides resources to help you become a more confident and proficient writer
- [Deeply Engaged Learning Opportunities](#) lists initiatives that offer you practical and collaborative opportunities to engage you in your community and the world.
- [Career and Professional Development Center](#) can help with resumes, cover letters, interviews, networking and more!

Funding your education

- [Foreign Language and Area Studies Scholarship \(FLAS\)](#) receive \$10,000 for tuition and a \$5,000 scholarship
- [The Undergraduate Research Opportunities Program \(UROP\)](#) provides undergraduate students and mentors the opportunity to work together on research or creative projects (includes a \$1,200 stipend)
- [College of Education Scholarship Guide](#)