

# DEI Capstone

May 24<sup>th</sup>, 2023



# Group 1

## Embracing Generational Diversity in the Workplace: From Traditionalist to Gen Z

The screenshot shows a webpage from Duquesne University. At the top left is the Duquesne University logo. To the right of the logo is a navigation menu with links for Athletics, Giving, News & Stories, Events, and Information For. Below the logo is a breadcrumb trail: Home / Social Impact / DE&I Certificate Program / Embracing Generational Diversity in the Workplace. The main heading is 'Embracing Generational Diversity in the Workplace: From Traditionalist to Gen Z'. Below the heading is a paragraph: 'This toolkit contains materials, resources, and guidance for student facing staff to enhance and guide any student facing activities using a DEI lens. This toolkit reflects the culmination of knowledge and additional research gained through the DEI Certificate program at Duquesne University.' To the right of the paragraph is a photograph of four people in a meeting. Below the photograph is a section titled 'Toolkit Resources' with three blue buttons: 'Intergenerational Diversity Defined', 'Generational Attributes, Norms, and Characteristics', and 'Creating and Valuing an Intergenerational Workplace'. On the left side of the page, there is a sidebar with a 'Home' link and a 'DE&I Certificate Program' section. The 'DE&I Certificate Program' section has a dropdown arrow and contains three items: 'An Exploration of the Cultural and Intercultural Competencies That Make Us Unique', 'Disability Awareness: Creating an Accommodating and Inclusive Campus', and 'Embracing Generational Diversity in the Workplace: From Traditionalist to Gen Z'.

**DUQUESNE UNIVERSITY**

Athletics Giving News & Stories Events Information For

ACADEMICS ADMISSIONS & AID LIFE AT DUQUESNE RESEARCH SOCIAL IMPACT ABOUT

Home / Social Impact / DE&I Certificate Program / Embracing Generational Diversity in the Workplace

### Embracing Generational Diversity in the Workplace: From Traditionalist to Gen Z

This toolkit contains materials, resources, and guidance for student facing staff to enhance and guide any student facing activities using a DEI lens. This toolkit reflects the culmination of knowledge and additional research gained through the DEI Certificate program at Duquesne University.

#### Toolkit Resources

- Intergenerational Diversity Defined
- Generational Attributes, Norms, and Characteristics
- Creating and Valuing an Intergenerational Workplace

**Home**

- Social Impact
- DE&I Certificate Program
  - An Exploration of the Cultural and Intercultural Competencies That Make Us Unique
  - Disability Awareness: Creating an Accommodating and Inclusive Campus
  - Embracing Generational Diversity in the Workplace: From Traditionalist to Gen Z

# Defining Generational Diversity

“Generational diversity is defined as the presence and inclusion of individuals belonging to all generations.”

Generational Diversity, 2021)

# Valuing Generational Diversity

## Discrimination happens across all generations

“According to the Association for Psychological Science, **unconscious bias** can lead to people stereotyping older workers in three different ways:

- **Resource envy and succession:** The feeling that Boomers should “move aside” and let others take over
- **Consumption:** Younger generations feeling society shouldn’t “spend limited healthcare dollars on old people”
- **Symbolic identity avoidance:** The expectation that older people “act their age” and, for instance, stay off social media

Research shows that it’s not just older generations who may face age discrimination. **Younger adults may face age discrimination** in their job search with their perceived “lack of experience” sometimes leading to lower pay offers or difficulty finding jobs.”

(Adler, 2013; Cherry, 2022;  
Heaslip, 2022)

# **Combatting Discrimination**

**Generational diversity seeks to combat age discrimination (ageism).**

Age discrimination occurs when an employee or job candidate is treated differently because of his or her age. The Age Discrimination in Employment Act (ADEA) makes it illegal to discriminate against people age 40 and older. Some states also have laws to protect younger workers from age discrimination.

(ADEA, n.d.)

# Benefits of Generational Diversity

People of different ages bring different viewpoints to the table, helping to increase innovation and creative problem-solving.

Inter-generational mentoring (and reverse mentoring) can lead to rewarding career development and increase employee retention. Generational diversity can also help companies **better understand a diverse customer base**. Most brands serve an audience of all ages. Therefore, **recruiting a workforce that reflects this generational diversity can improve marketing, product development, and customer service**.

Generations are **CLUES**, not **ABSOLUTES**:

<https://youtu.be/dUGACqHc7FI>

(Heaslip, 2022; Jenkins, 2018)

# Generations Defined

Attributes, experiences, and cultural norms of each generation create a shared lived experience, context and lens in which they view the world. These things shape expectations, communication styles, and behaviors that drive interpersonal work experiences and can lead to disconnect and conflict with the risk of staff, faculty or students feeling undervalued or marginalized.

<https://www.youtube.com/watch?v=-GTXPovdPV4>

# Generation Z

**Born 2001-2020 Age 3-22 (33% of the workforce)  
Approximately 13.46 million Millennials will be in  
the workforce in 2025**

- Value social responsibility and diversity
- Expect to work with modern technology
- Breaking away from institutional structures (prefer tutorial videos, online classes, real-world experience)
- Want stability and flexibility
- Value empathy from their bosses





**Exercise: *Do You Know Your Music?***

# Millennials

**Born 1981-2000 Age 23-42 (33% of the workforce)  
Approximately 72.48 million Millennials will be in  
the workforce in 2025**

- Tech-savvy (digital natives)
- Family centric
- Achievement-oriented, motivated by meaningful work
- Feedback-seeking
- Job-hopping
- Team-oriented, collaborative
- Advocates of work-life balance

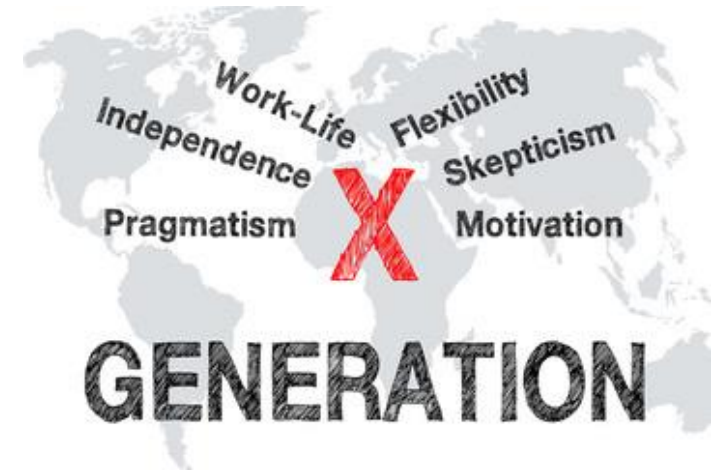
(Zumbrum, 2014)



# Generation X

**Born 1965-1980 Age 43-58 (35% of the workforce)  
Approximately 52.86 million Gen Xers will be in the  
workforce in 2025**

- Value autonomy
- Well educated
- Comfortable with technology
- Prefer a clear separation between work and personal lives
- Show Flexibility and adapt very well to change
- Are OK with informality
- Are resilient- able to overcome hardship to get to where they want to be
- Prefer open and honest communication and are open to constructive criticism
- Excellent problem-solving skills and work well with others
- Calm, cool, and collect- do not easily become overwhelmed
- Are self-sufficient and self-reliant.



**Exercise: *Do You Know Your Current Events?***

# Baby Boomers

**Born 1946-1964 Age 59-77 (25% of the workforce)  
Approximately 28.36 million Baby Boomers will be  
in the workforce in 2025**

**Baby Boomers were the first to experience a rising middle class and post-war consumerism. Research has found that these historic cultural shifts have created a group of employees who value:**

- Long-term experience
- Career-oriented future planning and goals
- Competitive, strong work ethic, and driven
- Value visibility into their work (working in the office)
- Have had to adapt to technology
- Retiring later than previous generations

(Boston College, 2013)



# Traditionalists (The Silent Generation)

**Born 1925-1945 Age 78-98 (2% of the workforce)**

**Approximately 1.54 million Traditionalists will be in the workforce in 2025**

## Qualities include:

- Traditional values
- Cultural and social forces emphasized values such as hard work, loyalty and thriftiness when the Silent Generation was coming of age.
- Financial prudence
- Interpersonal respect
- Determination, resilience, work ethic
- Analog sensibilities
- Self sacrifice



## **Exercise: *Do You Know Your Slang?***

# Social Media Trends

**79% of US Millennials use social media at least once a day, 33.1% of Instagram users in the US in January 2021 were Millennials, 62% of Millennials used social media more during the Covid-19 pandemic, and 87% of US Millennials use Facebook at least once a week.**

**Baby Boomers are the most active on social media, spending almost two hours daily on Facebook and Instagram and are 19% more likely to share content than any other generation. Gen X are 58% more likely than millennials to click to a brand's website because of a social media post.**

**Over 75% of Gen X use social media, with 37% using it daily, and Facebook being the most popular platform at 81%.**

**82% of Baby Boomers use social media, with an average of 4.6 accounts, and Facebook and LinkedIn being the most popular. Less than 5% of Generation X users are on TikTok.**





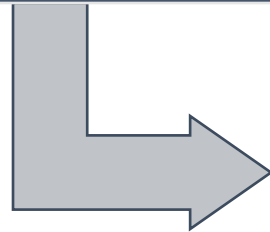
# **Workplace Dynamics are Changing: What You Need to Know as Baby Boomers Retire and Generation Z Enters the Workforce**

**As we enter into this new phase of work, leaders will need to embrace the following principles:**

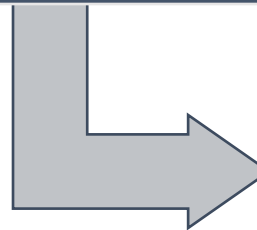
- ✓ **Maximize a Multi-Generational Workplace**
- ✓ **Equip the Forgotten Gen Xers**
- ✓ **Honor Legacy Employees**

# Things to Consider

Younger employees may be champions for leveraging new technology and training others on adoption, while more experienced employees bring long time knowledge that can influence and guide decision-making.



Proactive succession planning is key to success when preparing for the inevitable exit of the Baby Boomer generation.



As you prepare for the exit of these individuals, you will need to find ways to retain access to their knowledge and skillsets before they leave, namely by facilitating the successful transfer of their knowledge to other members of the workforce and keeping older workers in the workforce longer.

# Improve Communication

Understanding how each generation views technology and prefers to use it can help you decide which tools to implement and ensure you account for everyone's needs.

- ✓ Set expectations regarding workplace culture and behavior
- ✓ Use different types of communication
- ✓ Personalize your approach
- ✓ Understand differences in values and motivations
- ✓ Ask, don't assume
- ✓ Remove barriers to communication
- ✓ Be willing to teach and be taught
- ✓ Acknowledge the difference

(Sevitz, 2022)

# **Set Expectations in the Workplace**

**Each generation experienced different norms when they entered the workplace. Those norms defined what they feel is acceptable, including behavior, attire, and communication styles.**

1. Does everyone have the same understanding of what business casual means?
2. Do some in the office believe that it is appropriate to have their cell at their desk and others not?
3. Are there different expectations of appropriate communication styles?

(Sevitz, 2022)

# Best Practices

- ✓ **Use different types of communication** - you can (and should) provide multiple communication options for your employees. Employees should have the option to use video conferencing, standard conference calls and collaboration tools like Google Hangouts or Slack.
- ✓ **Personalize your approach** – consider the audience, the message, the context...and adapt.
- ✓ **Understand differences in values and motivations** - While members of the older generations are used to coming in and getting the job done, no matter what, younger generations are more motivated by praise and guidance.
- ✓ **Ask, don't assume** - Miscommunication causes dissension in the ranks. And you know what they say about assuming.

(Sevitz, 2022)

# Best Practices cont.

- ✓ **Remove barriers to communication** - Make sure your office has the right mix of space—including large meeting rooms, huddle areas designed for collaboration and quiet areas employees can reserve at a moment's notice.
- ✓ **Be willing to teach and be taught** - Regardless of how much you have experienced or how much schooling you have, there is always more we can learn.
- ✓ **Acknowledge the difference** - While it may be tempting to bury your head in the sand regarding generational differences in the workforce, it's better to acknowledge and embrace them.

(Sevitz, 2022)

**Let's Celebrate our  
Generational  
Diversity**

# Intermission





# Group 2

## Disability Awareness: Creating an Accommodating and Inclusive Campus

The screenshot shows the Duquesne University website page for "Disability Awareness: Creating an Accommodating and Inclusive Campus". The page features a navigation menu with links for Athletics, Giving, News & Stories, Events, Information For, ACADEMICS, ADMISSIONS & AID, LIFE AT DUQUESNE, RESEARCH, SOCIAL IMPACT, and ABOUT. The main content area includes a breadcrumb trail: Home / Social Impact / DE&I Certificate Program / Disability Awareness. The page title is "Disability Awareness: Creating an Accommodating and Inclusive Campus". The introductory text states: "This toolkit contains materials, resources, and guidance for student facing staff to enhance and guide any student facing activities using a DEI lens. This toolkit reflects the culmination of knowledge and additional research gained through the DEI Certificate program at Duquesne University." Below the text is a photograph of students in a classroom setting, with one student in a wheelchair. The "Toolkit Resources" section contains four blue buttons: "ADA Resources", "Disability and Assistive Technologies", "Being Inclusive & Accommodating", and "Registering With Disability Services".

**DUQUESNE UNIVERSITY**

Athletics Giving News & Stories Events Information For

ACADEMICS ADMISSIONS & AID LIFE AT DUQUESNE RESEARCH SOCIAL IMPACT ABOUT

Home / Social Impact / DE&I Certificate Program / Disability Awareness

### Home

- ▼ Social Impact
- ▼ DE&I Certificate Program
  - An Exploration of the Cultural and Intercultural Competencies That Make Us Unique
  - ▶ Disability Awareness: Creating an Accommodating and Inclusive Campus
    - Embracing Generational Diversity in the Workplace: From Traditionalist to GenZ

**Disability Awareness: Creating an Accommodating and Inclusive Campus**

This toolkit contains materials, resources, and guidance for student facing staff to enhance and guide any student facing activities using a DEI lens. This toolkit reflects the culmination of knowledge and additional research gained through the DEI Certificate program at Duquesne University.

**Toolkit Resources**

- ADA Resources
- Disability and Assistive Technologies
- Being Inclusive & Accommodating
- Registering With Disability Services

# **ADA Resources**

# Urban Design Guidelines / Office of Disability Services

Motivated by its Catholic identity, Duquesne University values equality of opportunity, human dignity, and racial, cultural and ethnic diversity, both as an educational institution and as an employer. Accordingly, the University prohibits and does not engage in discrimination or harassment on the basis of race, color, religion, national origin, gender, sexual orientation, age, disability or status as a veteran. Further, Duquesne University will continue to take affirmative steps to support and advance these values consistent with the University's mission statement.

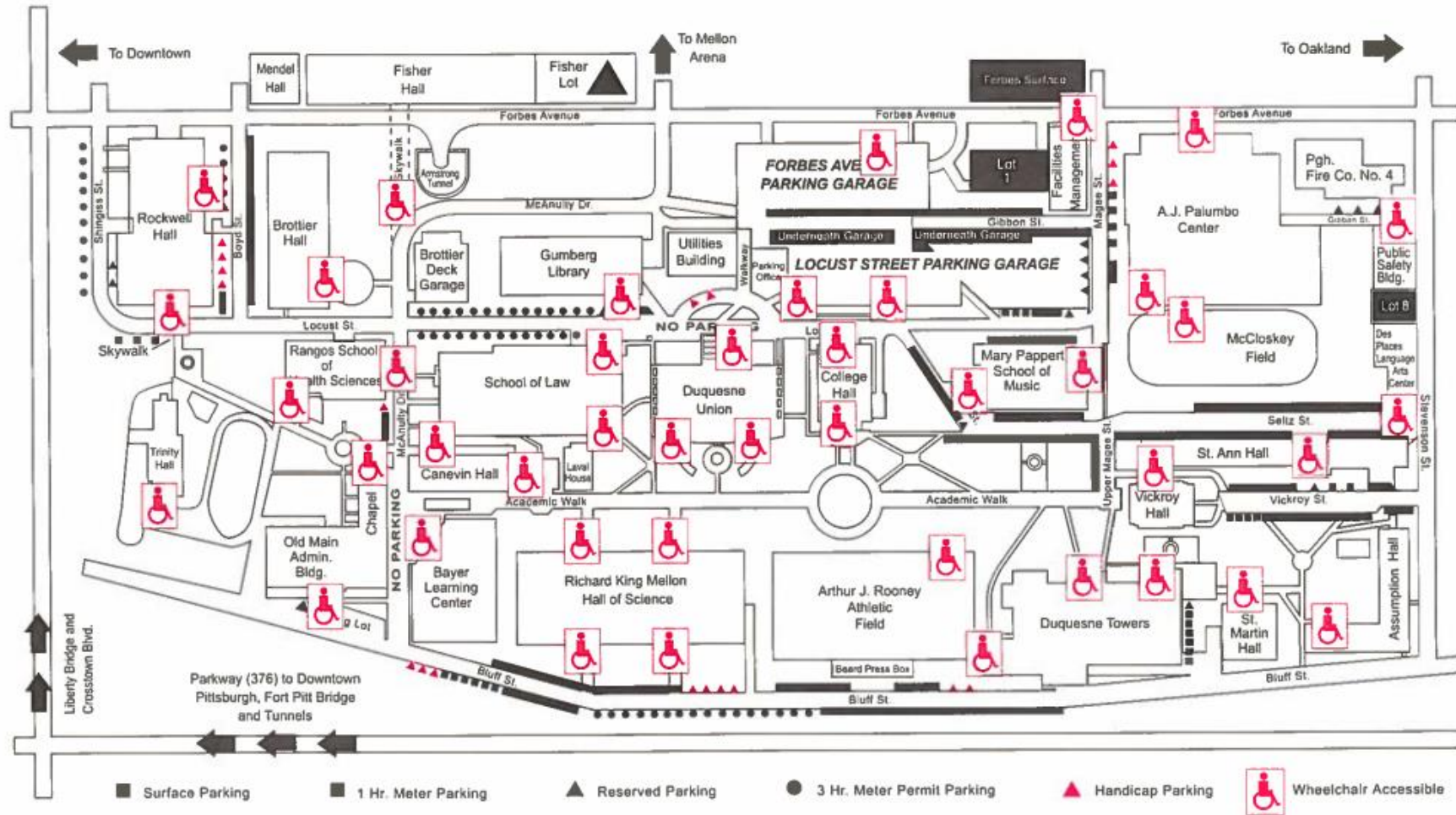


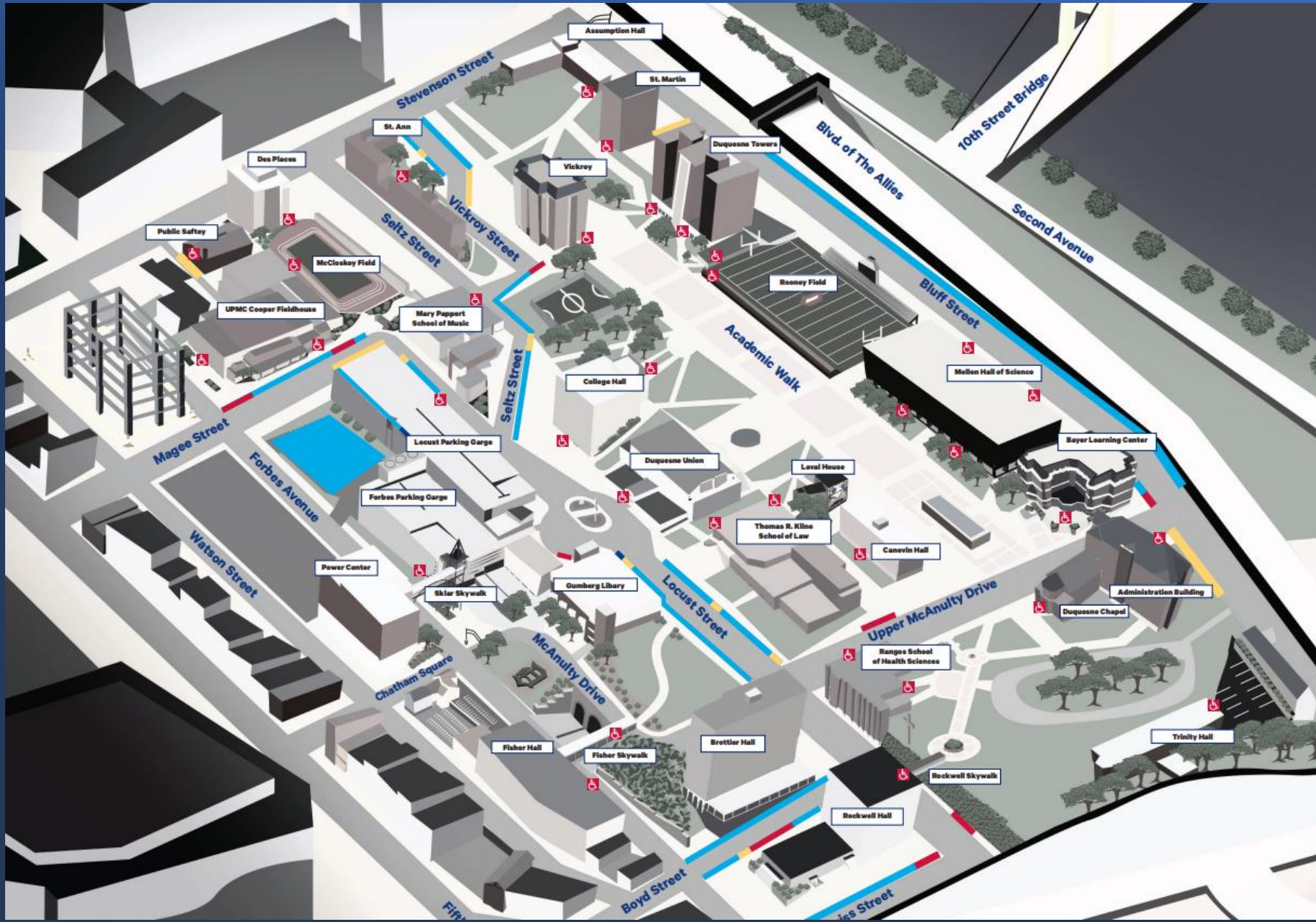
## Services Include:

- Academic Accommodations
- Accessible Campus
- Audio Recordings Agreement
- Emotional Support Animal Policy
- Foreign Language Policy
- Medical Withdrawal Policy
- Retroactive Accommodations
- Service Animals
- Testing Accommodations Policy

(Duquesne University ODS, 2023)

# Urban Design Guidelines / Accessibility Map





# Campus Parking/ Handicap Access

This map is to be used as a guide only. Please obey all restrictions identified by posted signs, curb and street markings.

- Surface Parking
- Motorcycles
- Reserved Parking
- Handicap Parking
- Handicap Accessible Buildings

**NO PARKING IN FRONT OF THE UNION AND NO PARKING OR STOPPING ON MCANULTY DRIVE IN FRONT OF OLD MAIN AND THE CAPEL.**

Surface permits and not valid in reserved parking areas.

# Single Occupancy Restroom Guide



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| <p>1. <b>Duquesne Chapel</b><br/>Vestibule</p> <p>2. <b>Duquesne Union</b><br/>217A • •<br/>224 • • •<br/>227 • • •<br/>600B2 •<br/>600B3 •<br/>600D1 •<br/>600D2 •</p> <p>3. <b>Rangos School of Health Sciences</b><br/>407A<br/>408A<br/>428 •<br/>429 •<br/>430 •</p> <p>4. <b>Canevin Hall</b><br/>2nd Floor •</p> <p>5. <b>School of Law</b><br/>400H1 •<br/>400H2 •</p> <p>6. <b>School of Music</b><br/>300G1 •</p> <p>7. <b>Genesis Theater</b><br/>105 •</p> <p>8. <b>Fisher Hall</b><br/>E105 •<br/>E107 •</p> <p>9. <b>Power Center</b><br/>102B • •<br/>102C • •<br/>510 • •</p> <p>10. <b>College Hall</b><br/>1st Floor • •</p> | <p>11. <b>Rockwell Hall</b><br/>7th Floor •</p> <p>12. <b>Rooney Field</b><br/>G02 •<br/>G05 •</p> <p>13. <b>Rooney Press Box</b><br/>Level 1<br/>Level 2</p> <p>14. <b>UPMC Cooper Fieldhouse</b><br/>200A1 • •<br/>308 •</p> <p>15. <b>Koren Building</b><br/>1st Floor •</p> <p>16. <b>Tribone Building</b><br/>102<br/>105 •<br/>206 •<br/>308</p> <p>17. <b>Cooper Building</b><br/>2nd Floor<br/>3rd Floor<br/>4th Floor<br/>5th Floor<br/>6th Floor</p> <p>18. <b>Bushinski Building</b><br/>Basement</p> <p>19. <b>Tobin Building</b><br/>B02<br/>107<br/>201<br/>202B<br/>301</p> <p>20. <b>Van Kaam Building</b><br/>202</p> | <p>21. <b>Murphy Building</b><br/>Basement<br/>2nd Floor</p> <p>22. <b>Willms Building</b><br/>1st Floor<br/>2nd Floor</p> <p>23. <b>Duquesne Towers</b><br/>110C • •<br/>110D • •<br/>133G • •<br/>133H • •</p> <p>24. <b>Assumption Hall</b><br/>G39</p> <p>25. <b>Vickroy Hall</b><br/>104<br/>105</p> <p>26. <b>Saint Ann Hall</b><br/>100G1 •<br/>100G2<br/>200G4</p> <p>27. <b>Des Places Hall</b><br/>103 •<br/>104 •<br/>205 •</p> <p>28. <b>Public Safety</b><br/>1st Floor</p> |
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**Restroom Guide**

- ADA Accessible •
- Family Restroom •
- Health Services •
- Campus Ministry •
- Multi Purpose Room •
- Barnes and Noble •



# **Being Inclusive and Accommodating**

# Being Inclusive and Accommodating

**Inclusive:** An inclusive work/school space welcomes and supports people with all kinds of differences. The goal is to make everyone feel comfortable asking for what they need. An inclusive space understands that people have different ways of processing information, interacting with others, and achieving goals.

- *Employee Example: a manager ensures that their staff from all backgrounds have a voice in team meetings and feel comfortable speaking to their ideas and beliefs.*
- *Student Example: Graffiti Dance during Orientation. Inclusivity is not just inviting everyone to the dance, it's having leaders who may be neuro-diverse, instating a sensory-friendly space so students can take a break*

**Accommodating:** a modification or adjustment to a task, the work and/or school environment, that meets the person's individualized needs.

- *Employee Example: For the workplace, provide or adjust a product, equipment, or software and allow a flexible work schedule*
- *Student Example: For students, allowing service animals and extended time for students with fine motor limitations, visual impairments, or learning disabilities.*

(Understood for All.org, 2022)



# People First Language

## Instead of using:

Handicapped  
A blind person  
A deaf person  
Mute  
Retard, Feeble-minded  
Birth Defect  
Confined to a  
Crazy, insane

## Use:

Person with a disability  
A person who is blind  
A person who is deaf  
A person without speech  
A person with a developmental disability  
A person with a congenial disability  
A person who uses a wheelchair  
A person with a behavioral health disability

Treat students with disabilities with the same dignity and respect as you would any other student. Address the student with the disability directly rather than addressing companions, interpreters, and/or aides.

## Words to Describe Different Disabilities

Here are some ways that people with disabilities are described. This list includes “outdated language” – terms and phrases that should not be used. This list also includes respectful words that should be used to describe different disabilities. What is “okay” for some people is not “okay” for others. If you don’t know what to say, just ask how a person likes to be described.

<u>Disability</u>	<u>Out-Dated Language</u>	<u>Respectful Language</u>
Blind or Visually Impairment	Dumb, Invalid	Blind/Visually Impaired, Person who is blind/visually impaired
Deaf or Hearing Impairment	Invalid, Deaf-and-Dumb, Deaf-Mute	Deaf or Hard-of-hearing, Person who is deaf or hard of hearing
Speech/Communication Disability	Dumb, “One who talks bad”	Person with a speech / communication disability
Learning Disability	Retarded, Slow, Brain-Damaged, “Special ed”	Learning disability, Cognitive disability, Person with a learning or cognitive disability
Mental Health Disability	Hyper-sensitive, Psycho, Crazy, Insane, Wacko, Nuts	Person with a psychiatric disability, Person with a mental health disability
Mobility/Physical Disability	Handicapped, Physically Challenged, “Special,” Deformed, Cripple, Gimp, Spastic, Spaz, Wheelchair-bound, Lame	Wheelchair user, Physically disabled, Person with a mobility or physical disability
Emotional Disability	Emotionally disturbed	Emotionally disabled, Person with an emotional disability
Cognitive Disability	Retard, Mentally retarded, “Special ed”	Cognitively/Developmentally disabled, Person with a cognitive/developmental disability
Short Stature, Little Person	Dwarf, Midget	Someone of short stature, Little Person
Health Conditions	Victim, Someone “stricken with” a disability (i.e. “someone stricken with cancer” or “an AIDS victim”)	Survivor, Someone “living with” a specific disability (i.e. “someone living with cancer or AIDS”)

(National Youth  
Leadership Network,  
2006)

# DO'S

**DO: ask first if the person wants help before assisting them**

**DO: ask questions**

**DO: your research on your own and don't strictly rely on others to educate you about the wondrous world of disability**

**DO: treat people with disabilities as individuals**

**DO: talk to them about things other than their disabilities**

**DO: be mindful of your intentions**

**DO: meet them on their level**

**DO: laugh with them**

(McLaughlin, 2020)

# **DON'TS**

**DON'T: talking down to people with disabilities**

**DON'T: kicking the backs of chairs or messing with them or any equipment they may have in any manner**

**DON'T: portraying someone with a disability**

**DON'T: using derogatory terms, especially in a casual manner**

**DON'T: making comments about wishing you had a disability**

**DON'T: interrupting service animals**

**DON'T: using or taking advantage of things meant for people with disabilities (invisible or otherwise) if you can avoid it**

**DON'T: treat people with disabilities like they are delicate flowers**

(McLaughlin, 2020)

**Registering  
with  
Disability Services**

# Registering with Disability Services

Disability Services provides appropriate and reasonable accommodations to help through all situations that allows everybody to reach their greatest potential.

Our diverse populations includes people of all abilities and disabilities, and Disability Services is available to help everyone succeed. It's their responsibility to help you achieve your goals, and it's a joy to watch you thrive. From the moment you reach out to their team, they will remain at your side to ensure you receive the support you need to reach your goals.

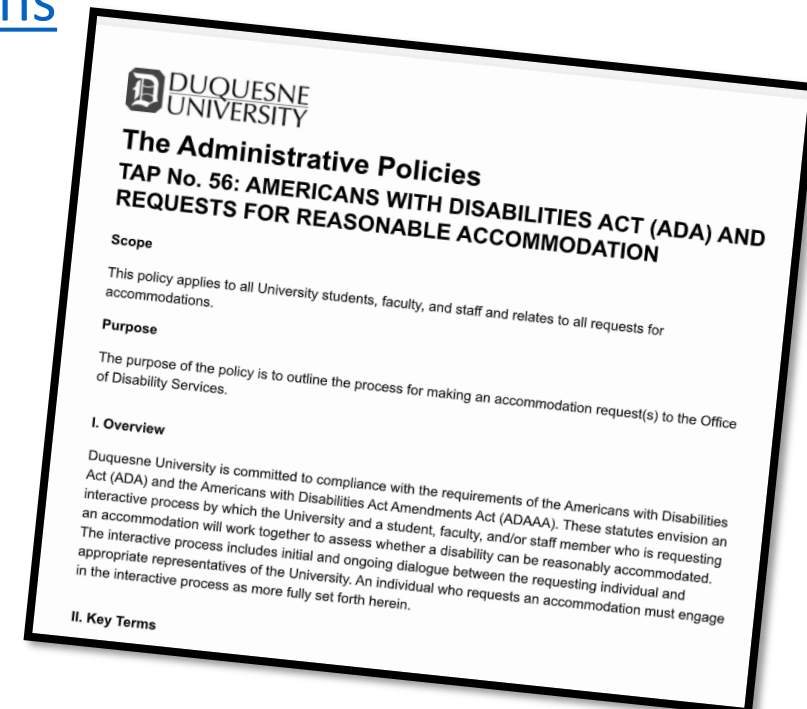
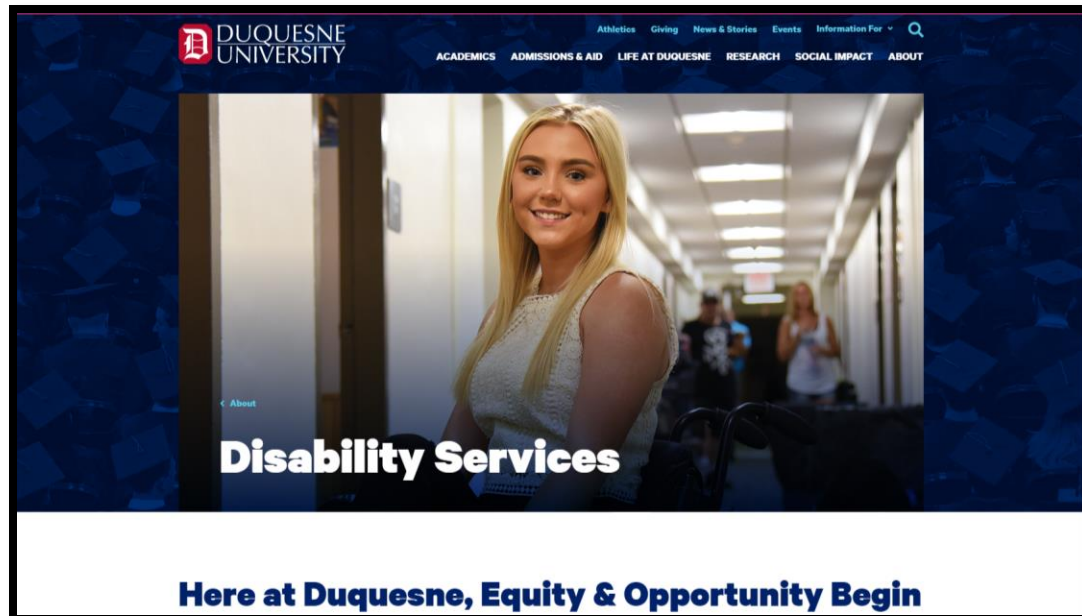


(Duquesne University ODS, 2023)

# Registering with Disability Services

Primary resources for employees and students:

- Website – [Disability Services](#)
- The Administrative Policy ([TAP](#)) No. 56: [Americans with Disabilities Act \(ADA\) and Requests for Reasonable Accommodations](#)



(Duquesne University ODS, 2022; Duquesne University Risk Management, 2023)

# Registering with Disability Services

## Students

Each student's challenges and needs are unique. It is the student's right, and personal choice, to determine if they chose to disclose their disability to the Office of Disability Services. Disclosing your disability can be done at any point in the semester and does not require that accommodations be used.



(Duquesne University ODS,  
2023; Duquesne University,  
2022)



# Registering with Disability Services

## Employees

The University supports and strongly encourages the use of the "ADA interactive process," which includes initial and ongoing dialogue between the employee and appropriate representatives of the University about possible options for reasonably accommodating an employee's disability.

Formal requests for a reasonable medical-related accommodations can be made by contacting the Office of Disability Services, x6657.

Human Resources, Employee Relations: [Intranet page: Requests for Reasonable Accommodation](#)

(Duquesne University ODS, 2023)

# **Disability and Assistive Technologies**

# What is Assistive Technology?

Assistive technology (AT) is any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities.

**We looked at 6 disabilities and the assistive technology that is available:**

- Autism/ASD (Autism Spectrum Disorder)
- ADD/ADHD
- Depression/Anxiety
- Dyslexia and Dysgraphia
- Visual Impairments
- Hearing Impairments

# Autism/Autism Spectrum Disorder (ASD)

“A neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave. Although autism can be diagnosed at any age, it is described as a “developmental disorder” because symptoms generally appear in the first 2 years of life.” (NIMH, 2023).

- [Avaz AAC](#): Avaz is a reliable augmentative and alternative communication (AAC) app designed for nonverbal individuals or struggling with communications. It provides ideas of regular exchanges with the person with a speech disability to improve their language skills.
- [MyTalkTools Mobile AAC](#): MyTalkTools is one of the most advanced AAC applications that eliminates communication barriers between people with speech difficulties and the individuals around them. With the help of this tool, they can form sequences of words, images, and sounds to come up with a coherent sentence and express themselves.
- [Pictello](#): An app that helps people with autism, Down syndrome, cerebral palsy, and other diagnoses, to share their stories, recalling their holiday activities and schedules, is what Pictello is all about. It has an uncomplicated guide, helping individuals to enjoy creating videos.
- [MathTalk](#): Software that simplifies math through voicing their math problems and equations. Students with learning difficulties can seamlessly study math problems, email, print, and save their work.
- [Proloquo4Text](#): The app gives access to communication to nonverbal students via its prepared phrases. Conversations are more accessible with the sentence prediction function since the program can anticipate what the user wants to relay to the speaker.



(Assistive Ware, 2023; College Cliffs, 2023; Math Talk, 2023; NIMH, 2023)

# ADD (Attention-Deficit Disorder)/ ADHD (Attention-Deficit/Hyperactivity Disorder)

“Marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. People with ADHD experience an ongoing pattern of the following types of symptoms: inattention, hyperactivity, impulsivity.” (NIMH, 2023)

- [MindNode](#): This pre-writing app keeps researched data into a coherent diagram with color-coded themes and lines to interconnect the thoughts. It is easy to navigate through its simple interface and convert their ideas into coherent illustration.
- [SpellBetter](#): SpellBetter empowers students with learning disabilities, especially those struggling in spelling, through its word prediction and auto-completion features. It has a text-to-speech function so they can simply hear the suggested words as well as proofread the content. Its spell checker uses phonetics to pronounce every word of the context correctly.
- [Notability](#): Notability has a design that will keep students who have ADHD to successfully scribble notes in their lectures, without losing their concentration. Individuals who have low memory retention may find this app helpful. It can combine handwritten notes, scrutinize images via its zooming function, and perform final edits.



(MindNode, 2023; NIMH, 2023; Notability, 2023; SpellBetter, 2023)

# Depression/Anxiety

“A common but serious mood disorder. It causes severe symptoms that affect how a person feels, thinks, and handles daily activities, such as sleeping, eating, or working.” (NIMH, 2023)

- [Anxiety and Depression Association of America](#): The Anxiety and Depression Association of America (ADAA) is a nonprofit organization that focuses on prevention, treatment, and cure of anxiety and other mental illnesses. Students and others suffering from anxiety can utilize the ADAA to [find anxiety support groups](#), find other [resources for dealing with anxiety](#), and access blogs that allow them to get a better understanding of [how to deal with anxiety while in college](#).
- [Anxiety.org](#): Here, students with anxiety can get a better understanding of their diagnosis, educate themselves on the symptoms, find treatments, and enroll in online therapy. Anxiety.org also provides users with a [quiz to take to help determine whether they have anxiety](#).
- [Healthy Place](#): Healthy Place is a mental health website that advocates for those with mental illnesses. They have information regarding how to support those with anxiety, as well as advice for individuals [suffering from suicidal thoughts as a result of anxiety](#).
- [Tips on how to manage depression](#): Twelve tips from the Anxiety and Depression Association of America’s (ADAA) experts on how to cope with depression.



(ADAA, 2023; Anxiety.org, 2023;  
NIMH, 2023; Peterson, T.J., 2018; Tracy, N., 2022).

# Dyslexia and Dysgraphia

“Dysgraphia is the condition of impaired letter writing by hand, that is, disabled handwriting...Dysgraphia may occur alone or with dyslexia (impaired reading disability) or with oral and written language learning disability (OWL LD, also referred to as selective language impairment, SLI). Dyslexia is a disorder that includes poor word reading, word decoding, oral reading fluency, and spelling.” (IDA, 2023)

- [Kurzweil 3000](#): Is an educational software meant to assist students who are experiencing struggles with literacy, at home, in school, or in the office. This software has built-in features such as OpenDyslexic font and magnification of text for improved readability of dyslexic students.
- [Snap&Read](#): Snap&Read fulfill the complex reading needs by reading aloud inaccessible and accessible text to the users. It can adjust the vocabulary level according to the user’s ability to comprehend, without altering the meaning of the text.
- [Penfriend XL](#): Penfriend XL is a powerful tool for those with dyslexia or physical/sensory disabilities including visual impairment, adding screen reading with text magnification, word prediction, and on-screen keyboards to almost any other software.
- [Proloquo2Go](#): The software’s innovative design bridges the communication gap between the non-verbal individuals and the people around them. Regardless of their age, individuals with speech disabilities can use Proloquo2Go’s symbol and text-based functions to perform day-to-day conversations and express their thoughts to others.



(Assistive Technology NZ, 2023;  
Assistive Ware, 2023;  
Don Johnston, 2023; IDA, 2023; Kurzweil 3000, 2023)

# Visual Impairments (Blind, Low Vision)

“The definition of vision impairment by the Centers for Disease Control and Prevention (CDC) says a visually impaired person’s eyesight cannot be corrected to a “normal level”. (Mandal, 2023)

**Aira and Be My Eyes:** With a push of a button, both apps quickly connect visually impaired users to a sighted person ready to guide, assist, and support them.

o [AIRA](#): Fee-based. An app which pairs a blind or visually impaired person with sighted “explorers/agents” trained to navigate users around their current environment using AI technology. Requires an application, interview and comprehension test to serve as a navigator.

o [Be My Eyes](#): Free. Offers the same service as Aira. Runs off of availability and willingness of volunteers.

## Other Resources:

o **Screen Reading Software:** Uses synthetic speech to read aloud the content that appears on a computer screen. Examples of screen-reading software include JAWS and WindowEyes for PC, VoiceOver for Mac and Orca for certain distributions of Linux.

o **Magnification Software:** Works similarly to a high-powered magnifying glass moving over a page. They can magnify all screen items by following the mouse cursor or keyboard. Compatible with most Windows operating systems. Mac computers have a built-in magnification function.

o **Optical Character Recognition (OCR) Systems:** Involves scanning a printed document into a computer and converting the picture image into text characters and words, which screen readers and braille embossers can recognize.



(Aira, 2023; Be My Eyes, 2023; Mandal, 2023; MIUSA, 2023)



# Hearing Impairments

“The American with Disabilities Act (ADA), adopted in 1990, recognizes the difficulty for people with hearing loss to understand in public places and mandates the requirement for assistive listening technology. In 2010 the rules were amended to require hearing aid compatibility so that people with hearing aids and cochlear implants need not remove their devices.” (HLAA, 2023)

- **Hearing Loops (or Audio Frequency Induction Loop Systems – AFILS):** also known as Induction Loops or Audio Frequency Induction Loop Systems (AFILS), consist of a copper wire placed within a room, theater, or counter which is connected via a special loop “driver” to a public address or sound system. An electromagnetic field is created that connects to a telecoil in hearing aids, cochlear implants, or telecoil receivers.
- **Assistive Listening Devices (ALDS):** personal technologies that can help you communicate in one-to-one conversations. They are hand-held amplifiers with microphones that bring the sound you wish to hear closer to your ears. [Examples: Television and telephone aids, alerting or signaling devices, and personal use of large area assistive listening systems.](#)



# Recent Student Success Stories

[Local woman overcomes dyslexia to graduate college, give back to others](#)

Duquesne University School of Education student Maggie Burke appeared on *KDKA's Talk Pittsburgh* show where she spoke about overcoming dyslexia and pursuing a career in education to help make a difference in the lives of others who may have learning disabilities.



[Paralyzed 5 years ago, graduating Duquesne student dreams of helping children with disabilities](#)

This Post-Gazette article spotlights Duquesne psychology student Audriana Michrina, who was left paralyzed after an ATV accident 5 years ago, and her resilient attitude in pursuing a career in therapy to help children with disabilities.

(Aiken, 2023; CBS Pittsburgh, 2023; Duquesne University, 2023)

# Group 3

## An Exploration of the Cultural and Intercultural Competencies that Make us Unique

The screenshot shows a webpage from Duquesne University. At the top, there is a navigation bar with the university logo and name, and links for Athletics, Giving, News & Stories, Events, Information For, and a search icon. Below the navigation bar, there is a breadcrumb trail: Home / Social Impact / DE&I Certificate Program / An Exploration of the Cultural and Intercultural Competencies. The main heading is 'An Exploration of the Cultural and Intercultural Competencies That Make Us Unique'. Below this, there is a paragraph explaining that the toolkit contains materials, resources, and guidance for student-facing staff to enhance and guide any student-facing activities using a DEI lens. To the right of this text is a photograph of three women sitting around a table, engaged in a discussion. Below the photograph, there is a section titled 'Toolkit Resources' with three blue buttons: 'What is Cultural Diversity and Why is it Important?', 'How You Can Be More Inclusive', and 'How Cultural Diversity Impacts Colleges'. On the left side of the page, there is a sidebar with a 'Home' link and a dropdown menu for 'Social Impact' and 'DE&I Certificate Program'. Under 'DE&I Certificate Program', there is a link to 'An Exploration of the Cultural and Intercultural Competencies That Make Us Unique'. Below this link, there are two sub-sections: 'Disability Awareness: Creating an Accommodating and Inclusive Campus' and 'Embracing Generational Diversity in the Workplace: From Traditionalist to GenZ'.

**DUQUESNE UNIVERSITY**

Athletics Giving News & Stories Events Information For

ACADEMICS ADMISSIONS & AID LIFE AT DUQUESNE RESEARCH SOCIAL IMPACT ABOUT

Home / Social Impact / DE&I Certificate Program / An Exploration of the Cultural and Intercultural Competencies

### Home

- ▼ Social Impact
- ▼ DE&I Certificate Program
  - ▶ An Exploration of the Cultural and Intercultural Competencies That Make Us Unique

Disability Awareness: Creating an Accommodating and Inclusive Campus

Embracing Generational Diversity in the Workplace: From Traditionalist to GenZ

#### An Exploration of the Cultural and Intercultural Competencies That Make Us Unique

This toolkit contains materials, resources, and guidance for student-facing staff to enhance and guide any student-facing activities using a DEI lens. This toolkit reflects the culmination of knowledge and additional research gained through the DEI Certificate program at Duquesne University.

#### Toolkit Resources

- What is Cultural Diversity and Why is it Important?
- How You Can Be More Inclusive
- How Cultural Diversity Impacts Colleges

# **What is Cultural Diversity and Why It's Important**

# Creating a Shared Vocabulary

## What is Culture

- Culture, as defined by Dr. Milton J. Bennett is “learned and shared values, beliefs and behaviors of a community of interacting people” (Bennett, 2001, p. 1)
  - Examples of culture include:
    - Language, food, dress, music, arts, literature
    - Group customs, beliefs attitudes and values

Bennett expanded this concept in 2004 to include “well known groups defined in diversity work as cultures,” including:

- Nationality, ethnicity, gender, age, disability, sexual orientation, economic status, education, profession, relation, organization, and any other differences learned and shared by a group of interacting people” (Bennett, 2004, p. 2)

(Bennett, 2001; Bennett, 2004; Open Education Alberta, 2023)

# Creating a Shared Vocabulary

## Diversity & Multiculturalism in the Workplace

- **DIVERSITY** in the workplace: “the difference between employees, such as **race, gender, religion, sexual orientation, ethnicity, socioeconomic background**” (Alozie, 2020, p. 135)
  - “Acknowledging, comprehending, accepting and valuing variations among individuals” (Alozie, 2020, p. 135)
- **MULTICULTURALISM** in the workplace: “a workforce in which a wide variety of cultural variations exist among the employees... that grants equal opportunities to different cultural or racial groups in an organization...” (Alozie, 2020, p. 136)
- **Acknowledgement v. Acceptance / Promotion**

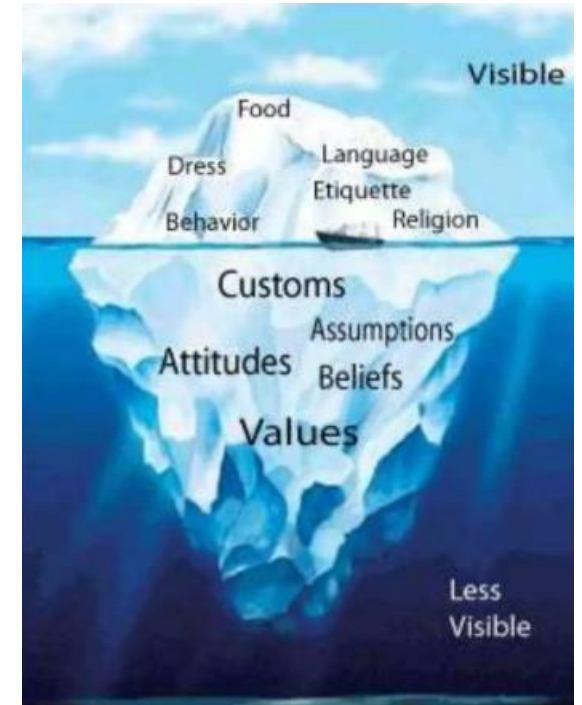
(Alozie, 2020)

# Objective and Subjective Culture

Culture has been foundational to identity formation since the 1950's when psychologist Erik Erikson noted that identity evolves as a self-organizing principle throughout our lives (Schaetti, 2000)

Edward Hall then established the Iceberg Model of Culture (1976) to explore objective and subjective culture, with:

- Subjective culture viewed as institutions of society (e.g., food, dress, language, etc.)
- Objective culture being thought and behavior based (e.g., values, beliefs, attitudes, customs, etc)



(Hall, 1976; Hartinger, 2023; Scaetti, 2000)

# Intercultural Competence

Bennett has defined intercultural competence as “the ability to interact effectively and appropriately across different cultures,” (Bennett, 2014, p. 4)

Intercultural competence is:

- Cognitive
- Affective
- Behavioral

Intercultural competence demonstrates intentionality—both of our own identities as the lens by which we observe the world and with deep comprehension and respect for difference.



# Diversity & Multiculturalism in the Workplace

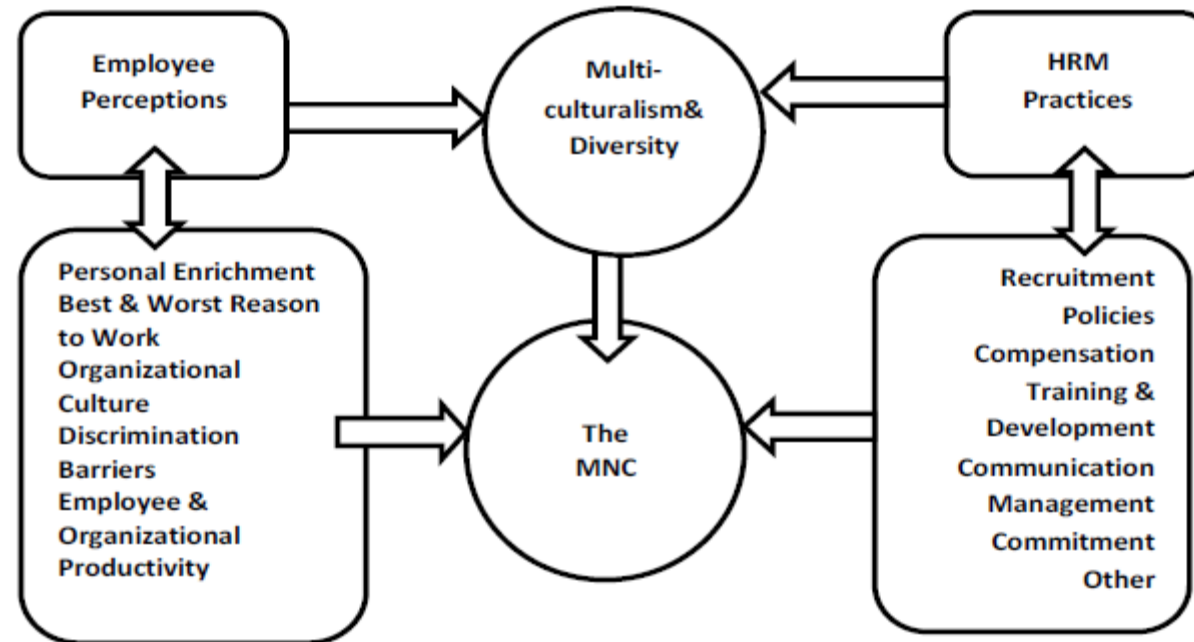
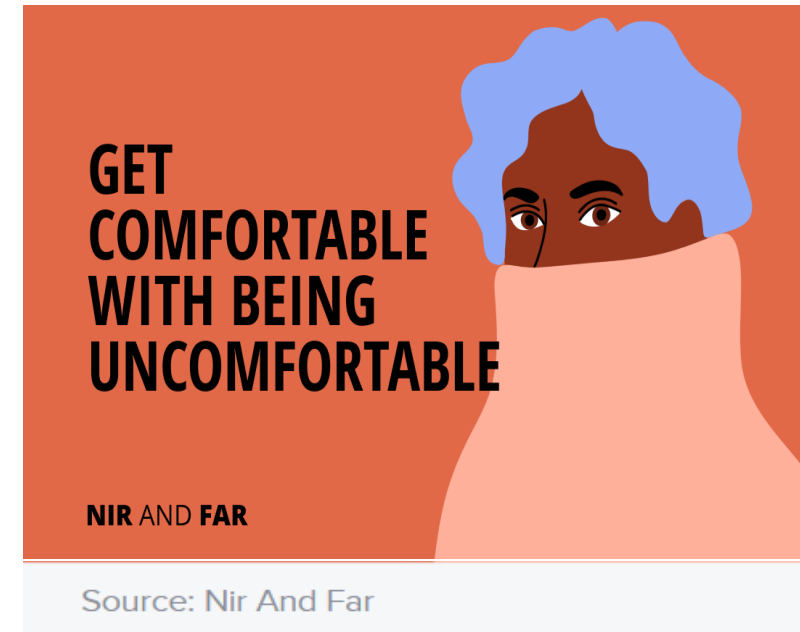


Figure 1. Conceptual Framework

# **How You Can Be More Inclusive**

# How To Be More Inclusive

- Challenge stereotypes
- Create a supportive environment
  - Allow everyone space to speak
- Educate yourself
  - Reading articles or social media
- Mindful communication
  - Listen more, talk less
- Be vulnerable
- Avoid assumptions
  - Regarding gender
  - "Where are you *really* from"
- Be open-minded
- Being aware of your privileges/biases
  - Social, political, and cultural



# Reasons to Reduce Personal Biases

Create a more equitable society

Eliminate prejudices against people or groups you didn't even know you had

Recognizing your own biases is the first step in building strong relationships and communities

Implicit biases often diverge or differentiate from what one states, thinks, or feels they really believe

Biases almost always work to the detriment of the lower status group

Implicit biases are powerful determinants of behavior

Eliminating biases helps remove "ingroup" and "outgroup" stigma

Reduce discrimination due to implicit biases

Implicit biases are malleable, thus behaviors can change

# Generalizations vs Stereotypes

Stereotypes	Generalizations
A stereotype categorizes every member of a group as having the same characteristics.	A generalization categorizes many members of a group as having similar characteristics.
Stereotypes may or may not be based in fact.	Constructive generalizations are based on adequate research or observation.
Stereotypes generally include a value judgement, be it positive or negative.	A generalization is used for purposes of description, and thus should not contain value judgements.
Even stereotypes based in fact tend to be inflexible and are closed to new information.	Generalizations are more flexible than stereotypes and are more able to adapt to and accommodate new information.
Stereotypes often result in prejudice and discrimination, be it intentional or unintentional.	Generalizations are useful to predict and identify patterns, leading to deeper awareness of cultural difference, enhances curiosity, and improved intercultural relationships.

# Generalizations vs Stereotypes Cont.

## Cultural Generalizations...

- ✓ are flexible and open to new information.
- ✓ can lead to increased curiosity and awareness and intercultural relationships.

## Cultural Stereotypes...

- ✓ can be positive or negative depending on the perspective of the speaker.
- ✓ are resistant to new information.
- ✓ do not allow for individual difference as much as cultural generalizations do.

(Bennett, 1998); Lewis,  
1999).

# **How Cultural Diversity Impacts Colleges**

# Cultural Diversity Experiences @ DU

International and U.S. students of color were individually interviewed with *Milton Bennett's Developmental Model of Intercultural Sensitivity* in mind.



## Key questions to students:

- Overall, do you feel Duquesne embraces cultural diversity?
- What are some ways Duquesne University can improve intercultural diversity experiences for its students?



# DU Student Feedback

***“Duquesne accepts students from all cultures, but it is not yet at the point of truly embracing all cultures.”***

- The Center for Global Engagement works hard bringing international students together, but it needs to proactively invite U.S. students to be involved as well.
- Duquesne needs more cultural events including fashion shows, mixers, etc. and to increase attendance at events.
- Expand funding to Center for African Studies and other international centers.

- First year international student from Nigeria, International Relations major

***“The University does a good job embracing diversity especially for Black History Month and other cultural holidays.”***

- More diverse representation of student organizations needed in the yearbook.
- Additional Duquesne Program Council funding should be allocated for clubs and activities that are focused on diversity and inclusion.

- Senior U.S. student, Integrated Marketing Communications major

# DU Student Feedback

***“Duquesne tries to embrace cultural diversity, but there is always more room to grow. I wish more people were involved in celebrating cultures beyond their own.”***

- There should be more outreach to students inquiring about their cultural traditions.
- Duquesne needs more social gatherings on campus to celebrate culture and diversity.
- The University should promote more mingling between international and domestic students.

**- Graduate international student from Japan, Music and Entrepreneurship**

***“I do feel Duquesne embraces cultural diversity. Everyone I’ve met has been kind, tolerant and interested in the different cultural experiences I’ve had.”***

- Duquesne needs more cultural student organizations for grad students and a fair to sign up for these organizations.
- There should be greater promotion of cultural organizations on campus specifically for grad students and other ways grad students can make social connections.

**- Graduate U.S. student, Biotechnology**

***“Duquesne embraces cultural diversity. I have seen people from many different ethnicities here. Everyone on campus is very kind to international students. I think Duquesne should keep doing what it is doing.”***

**- Undergrad student from Pakistan, Math and Computer Science majors**

# Experience of Difference at DU

## Bennett's Six Development Stages of Intercultural Sensitivity & Communication

**DENIAL:** Failure to perceive the difference or relevance of culture

**DEFENSE:** Perceiving specific cultural groups in polarized and evaluative ways

**MINIMALIZATION:** Focusing on underlying human commonality to reduce prejudice

**ACCEPTANCE:** Attributing equal human complexity to different cultural groups

**ADAPTATION:** Generating appropriate and authentic alternative behavior

**INTEGRATION:** Including cultural context in decision making and acting with contextual ethical commitment



*Based on these **anecdotal** student feedback results, Duquesne University currently falls between **ACCEPTANCE and ADAPTATION**. (Bennett & DeCrosta, 2023)*

# Cultural/Social Identities

Dr. Milton Bennett (2014) wrote human beings' cultural identities are based upon what others assume and what they can see.

\* We cannot make an indication without drawing a distinction. Your “frame of references” determines what you pay attention to.

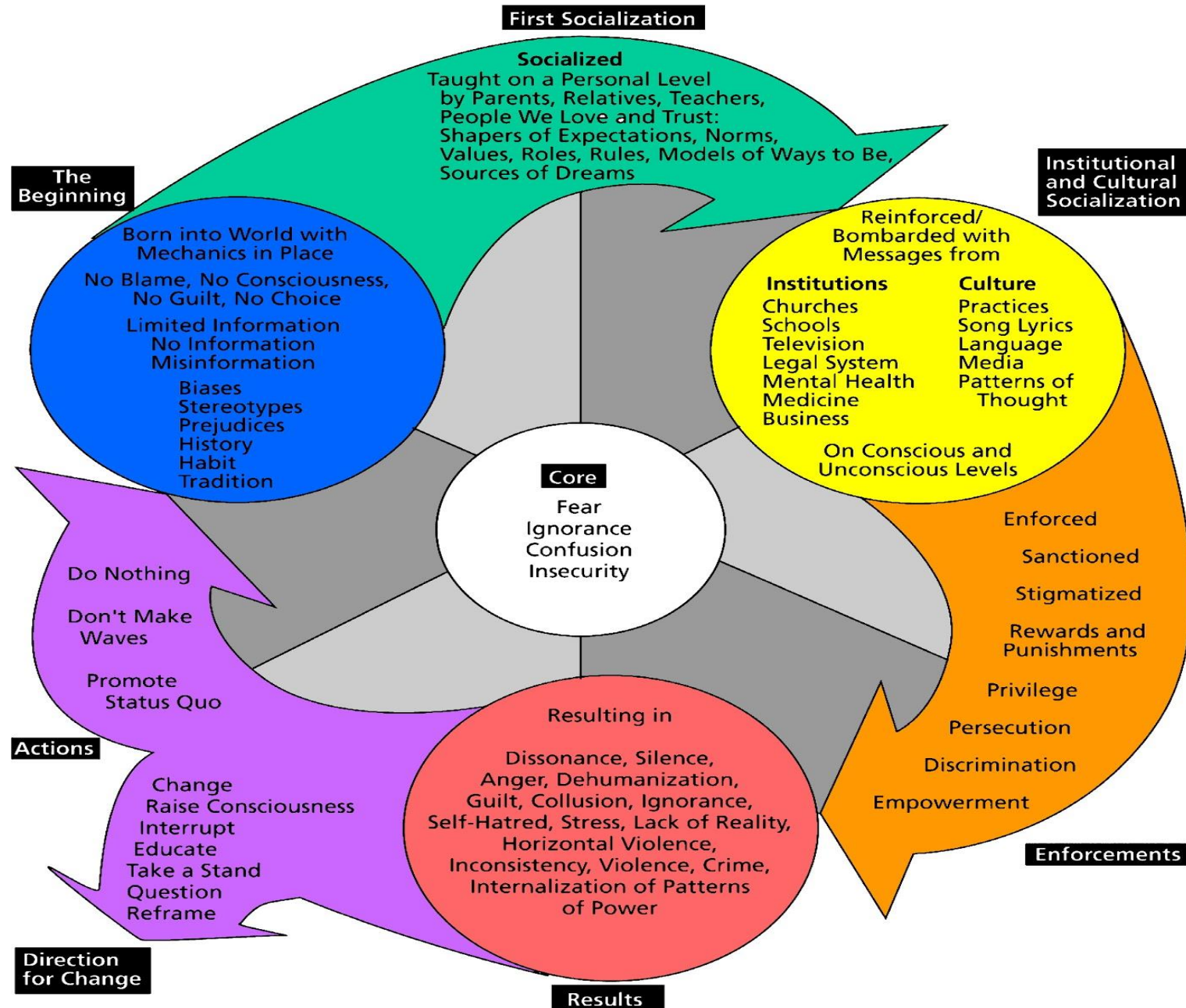
For example, Bennett defined socialization: The coordination of meaning and action among people interacting within a boundary. For example,

\*Big “C” Culture (cultural institutions: what people create in society (school, religion, family, etc.).

\*Little “c” Culture (cultural worldview: How you experience the world from what you have learned in the Big “C” Culture) creating the roles that are prescribed upon us.

Harro (1982) also expressed this point of view in her article with the framework called “Cycle of Socialization” tying cultural identities and social identities together.

See the framework below.



(Snodgrass, 2018)

## The Cycle of Socialization (Harro, 1982)

\*We are each born into a specific set of social identities and differences whereby roles are prescribed upon us through socialization

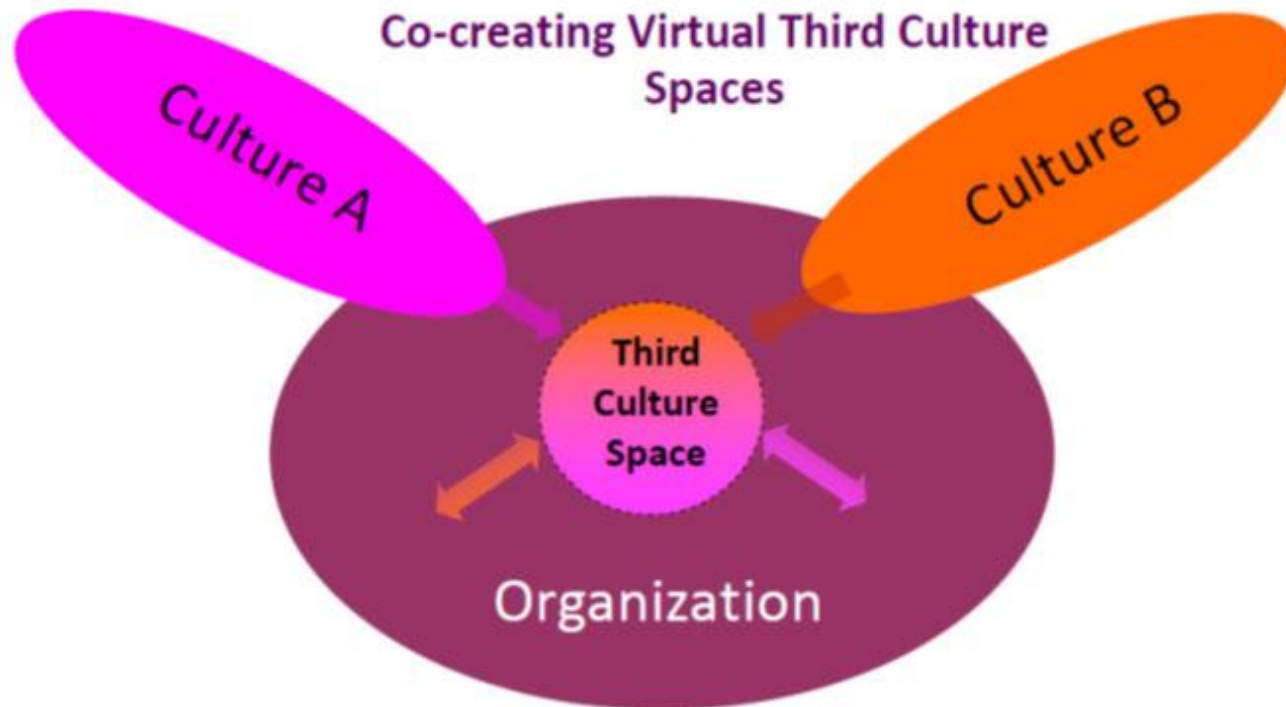
\*Gender, ethnicity, skin color, first language, age, ability status, religion, sexual orientation, and economic class and these social identities predispose us to **unequal roles in the dynamic system of oppression.**

\*The socialization process is pervasive, consistent, circular, self-perpetuating, and often invisible creating patterns of power for few.

### **Systematic training in “how to be” in each of our social identities**

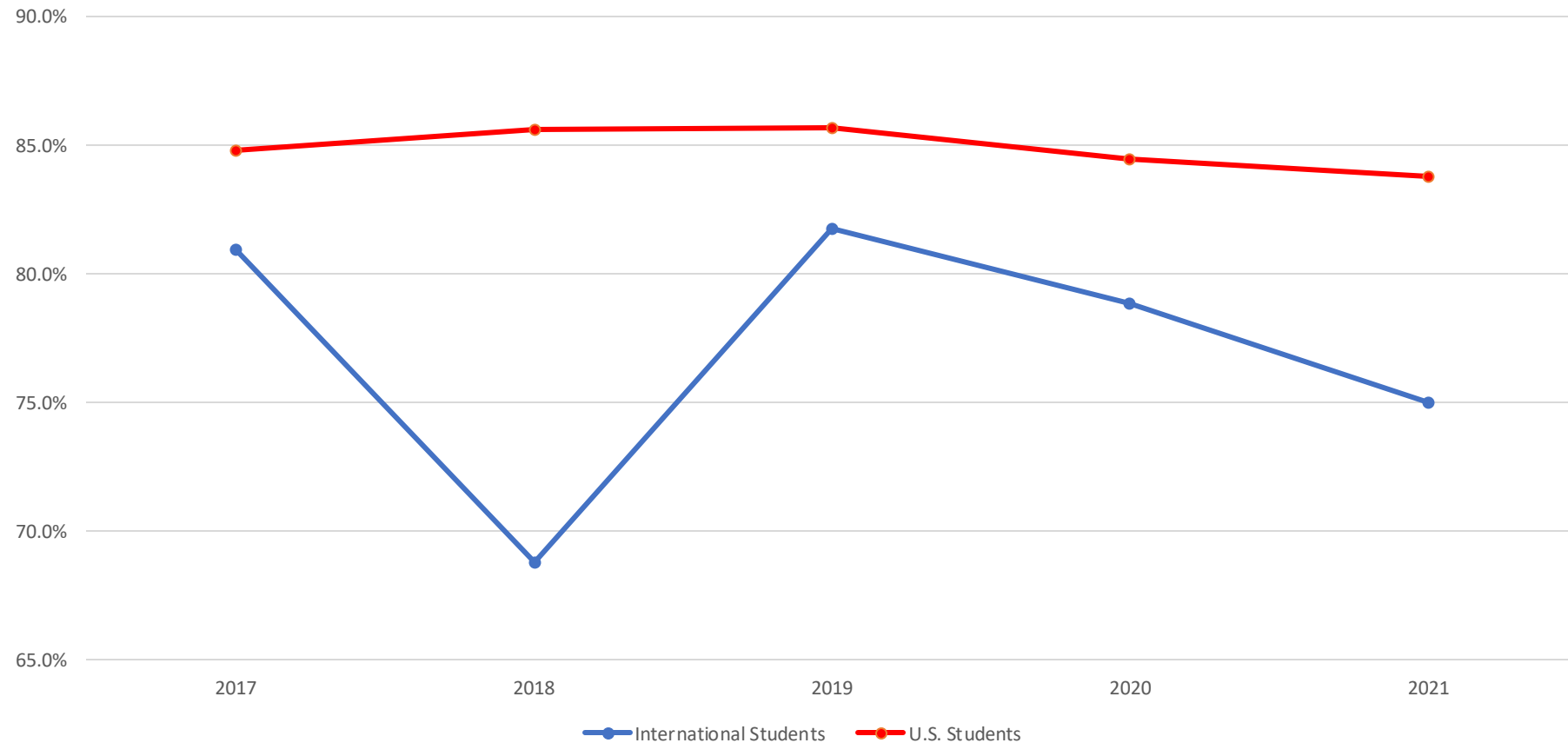
Milton and Harro explained we have the ability to change or interrupt the cycle to avoid such results as fear, ignorance, confusion, and insecurity when involving the “other” through understanding.

Mutual Adaptation:  
Co-creating Virtual Third Culture  
Spaces



# Duquesne Retention Rates 2017-2021

## U.S. vs. International Students: First Year to Sophomore

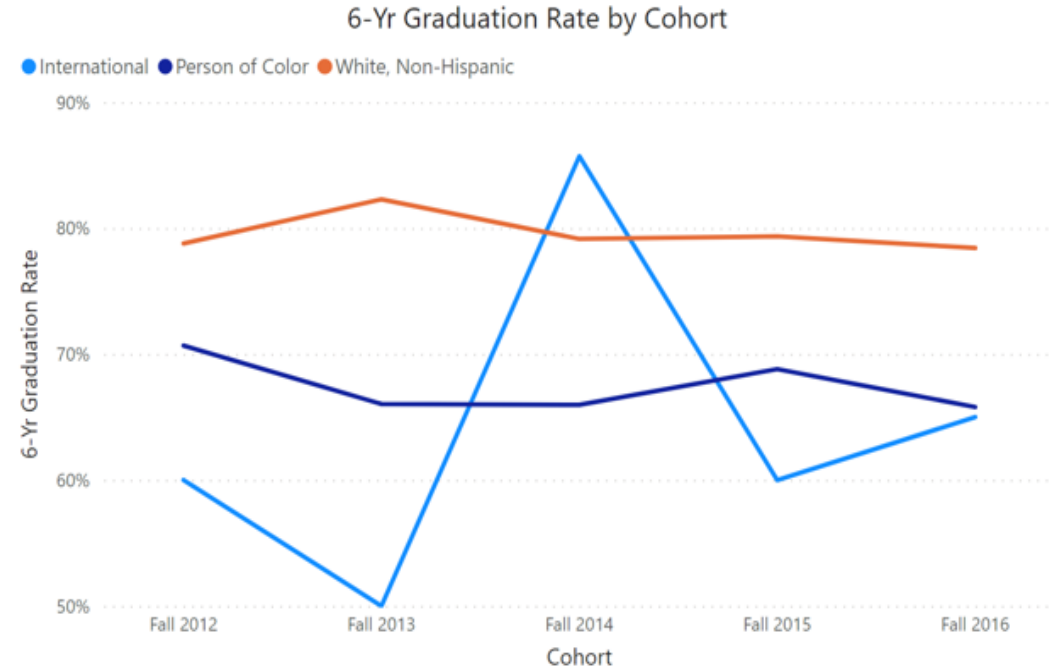
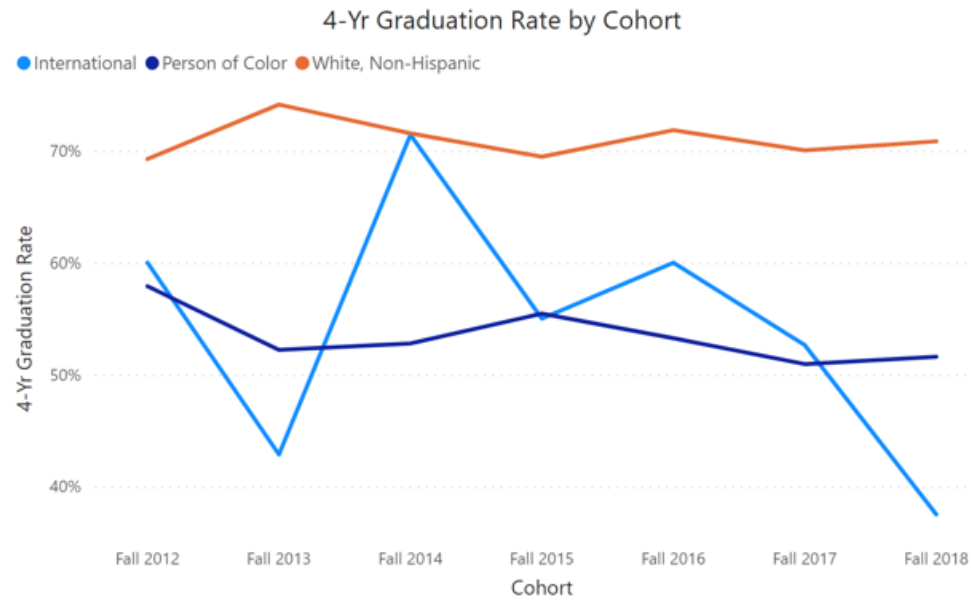


(Duquesne University Office of Institutional Research and Planning, 2023)



# Graduation Rates

## 4 and 6 Year Comparison



(Duquesne University Office of Institutional Research and Planning, 2023)

**Thank you for listening!**

Bobby Andrews

Tracie Ballock

Taj-Aya Barnes

Karina Chavez

Stacie Conto

Giovan Cuchapin

Amanda Dabbs

Ryan Dawson

Jefferson Dedrick

James Drennen

Hali Evans

Bob Goffeney

CJ Green

Janie Harden-Fritz

Valerie Harper

Eric Holmes

Tracy Jackson

Patty Lee

Melanie Lyons

Chris Orawiec

Renee Prater

Tamia Pringle

Alia Pustorino

Jen Smith

Sarah Sperry

Quincy Stephenson

Paula Sweitzer

Bill Zilcosky

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