



The University of Kansas

Introduction to Belonging

Office of Civil Rights & Title IX

Addison Keegan-Harris & Fernanda Lopez

November 10, 2025



Compliance



Office of Civil Rights & Title IX (n.d.). *Ensuring Compliance with HB 2105*.
Office of Civil Rights & Title IX (n.d.). OCRTIX Presentations.
Policy Library. (2024). *Publication Requirements for Diversity, Non-Discrimination, and Related Training Materials*.

Connecting to KU

Mission	Vision	Values
To educate leaders, build healthy communities, and make discoveries that change the world.	KU Lawrence-Edwards To be an exceptional learning community that lifts each member and advances society. KU Medical Center To improve lives and communities in Kansas and beyond through partnership and innovation in education, research and health care.	Integrity Respect Innovation Stewardship Excellence

University Core Competencies

- Accountability
- Adaptability
- Communication
- Customer/Quality Focus
- Respect
- Innovation
- Leadership
- Occupational Knowledge/Technology Orientation
- Team Focus

Learning Outcomes

By the end of the training, participants will be able to:

- Define the terms "belonging" and "psychological safety."
- Describe factors that inform sense of belonging and psychological safety.
- Compare personal interpretation and institutional definitions of IRISE values.
- Recognize and describe social identity categories.
- Describe the concept of bias, how biases manifest, and how biases affect belonging.
- Practice intrapersonal reflection regarding their role in belonging.
- Appraise their relationship with feedback.
- Practice disrupting their own and others' biases to promote psychological safety and belonging.



Community Guidelines

- Be present and engaged
- Share airtime
- Don't freeze people in time
- Speak from your own experience
- Take the learning leave the stories
- Differentiate between intent and impact
- Ouch, accept, educate
- _____



Accessibility & Content Warnings

- Accessibility
 - Please indicate or raise hand if you have any questions.
 - Feel free to ask us to slow down or repeat ourselves.
 - Take care of yourself – fidgets, water breaks, etc.
- Content Warnings
 - This content will encourage thoughtful reflection and explore topics of bias and identity
 - Altogether, this material and/or case studies we discuss may surface potentially painful or triggering previous experiences.
 - Remember we want to be in a learning space where you are challenging your comfort zone but not so much that you can no longer participate.

Foundational Concepts



How do you feel when you are in a healthy, vibrant community?

Group participation

Supported

Respected

Appreciated

Accepted

Comfortable making mistakes

Happy

Like I belong

Belonging

Within the context of higher education, sense of belonging refers to an individual's (student, staff, or faculty) perceived social support on campus, a feeling of connectedness, and an experience of feeling accepted, respected, and valued both by one's peers and within the broader campus community.

Psychological Safety

“A climate where individuals feel comfortable and confident in expressing their opinions, asking questions, taking risks, and admitting mistakes without fear of negative consequences.”

A. Edmondson on Psychological Safety, 1999

Factors Affecting Community

- Perception of self compared to group
- One-on-one interactions
- Group interactions
- Observations of others' interactions

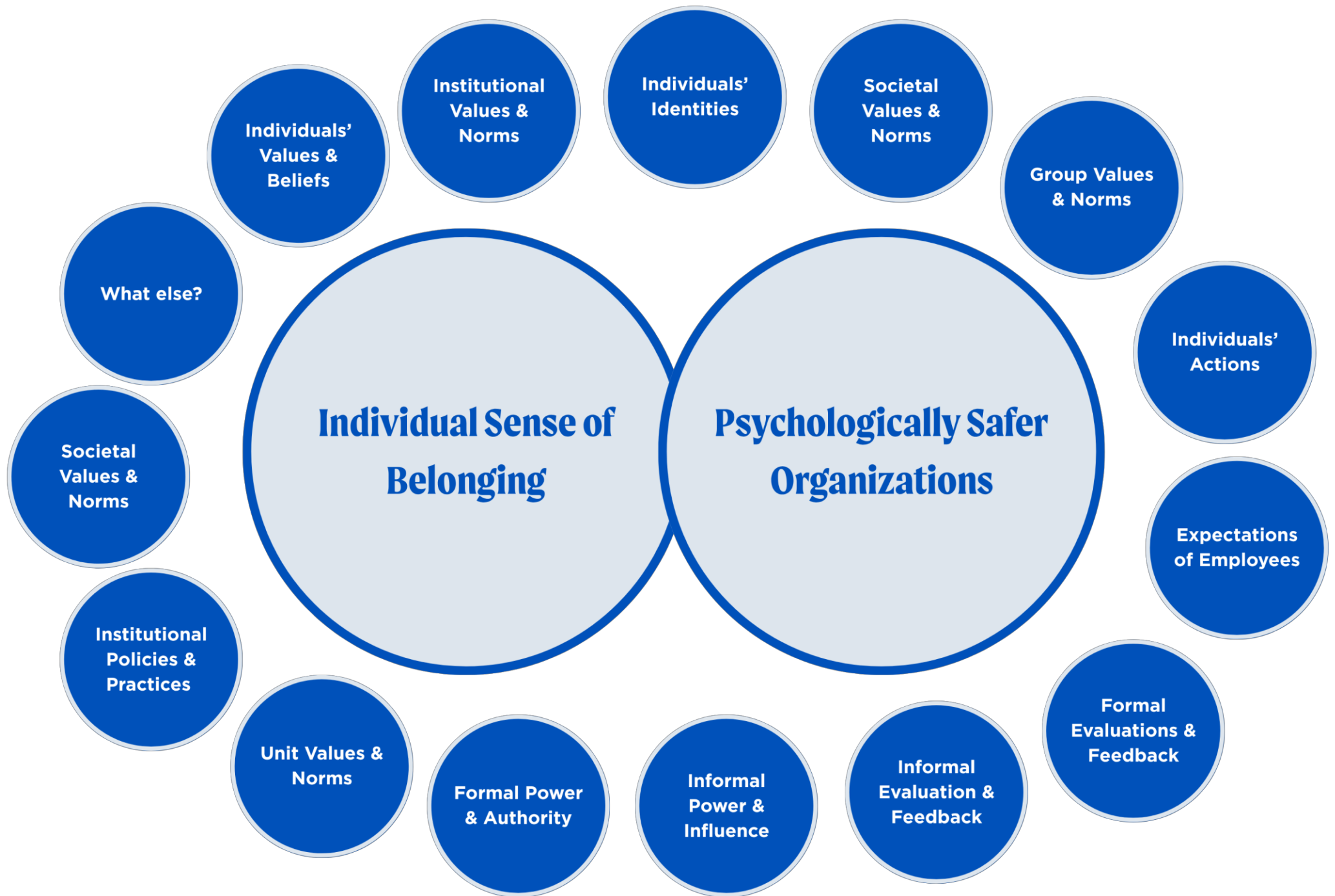
Experiences in
& Impression
of Community

It takes all of us to have healthy and vibrant communities.

Andreatta, B. (2022). A culture of belonging starts with psychological safety. Chief Learning Officer - CLO Media.

Cohen, G. (2022). Speaking of Psychology: How the need to belong drives human behavior.

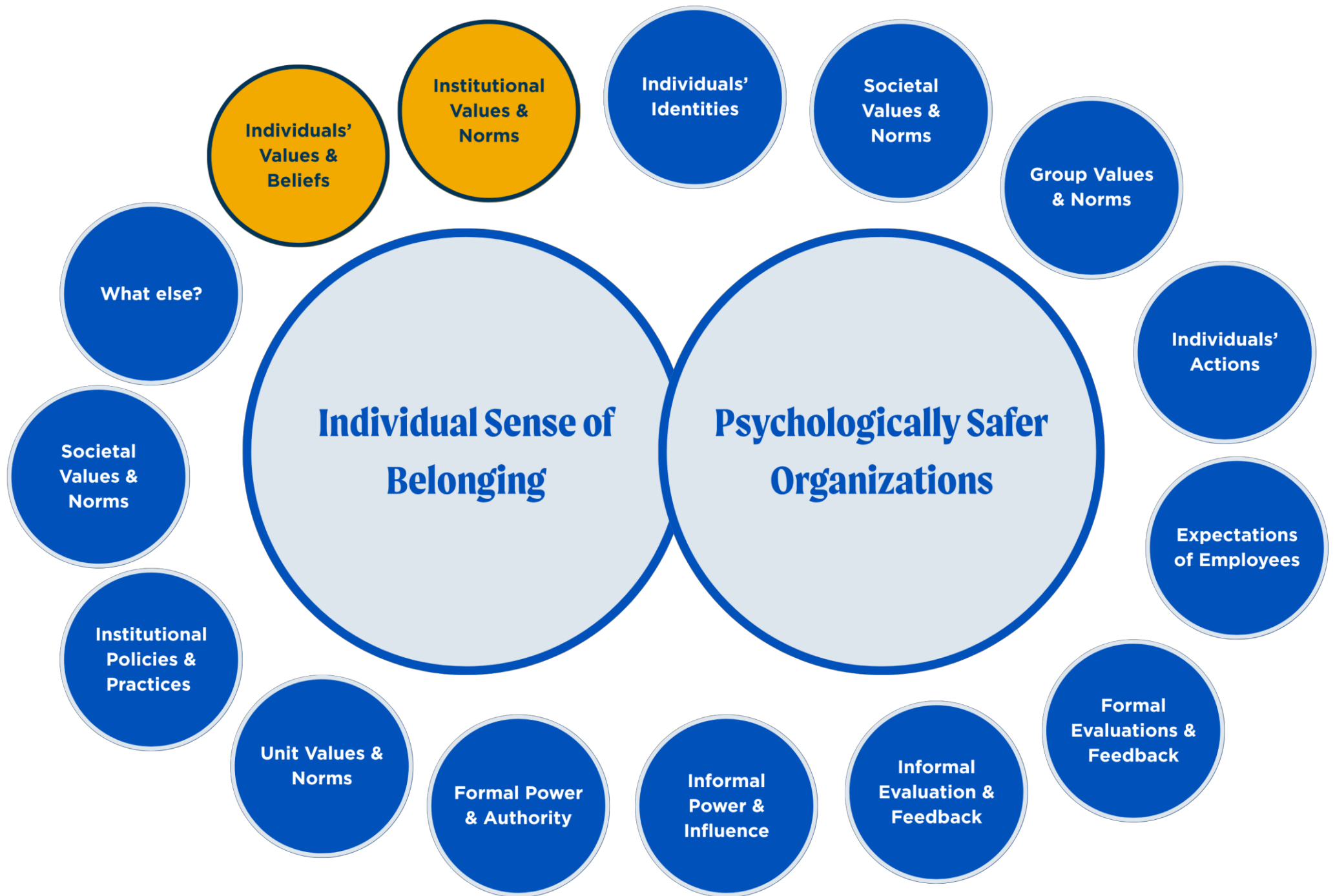
Tyner, A. R. (2021). The inclusive leader: Taking intentional action for justice and equity. American Bar Association, Solo, Small Firm and General Practice Division.





Intrapersonal & IRISE Values





Integrity

- KU emphasizes honesty, transparency, and ethical behavior in all aspects of academic and professional life. This means being clear about roles and responsibilities, sharing knowledge and learning from each other, and engaging in collaborative and inclusive decision making.
- What would you add to this description?

Respect

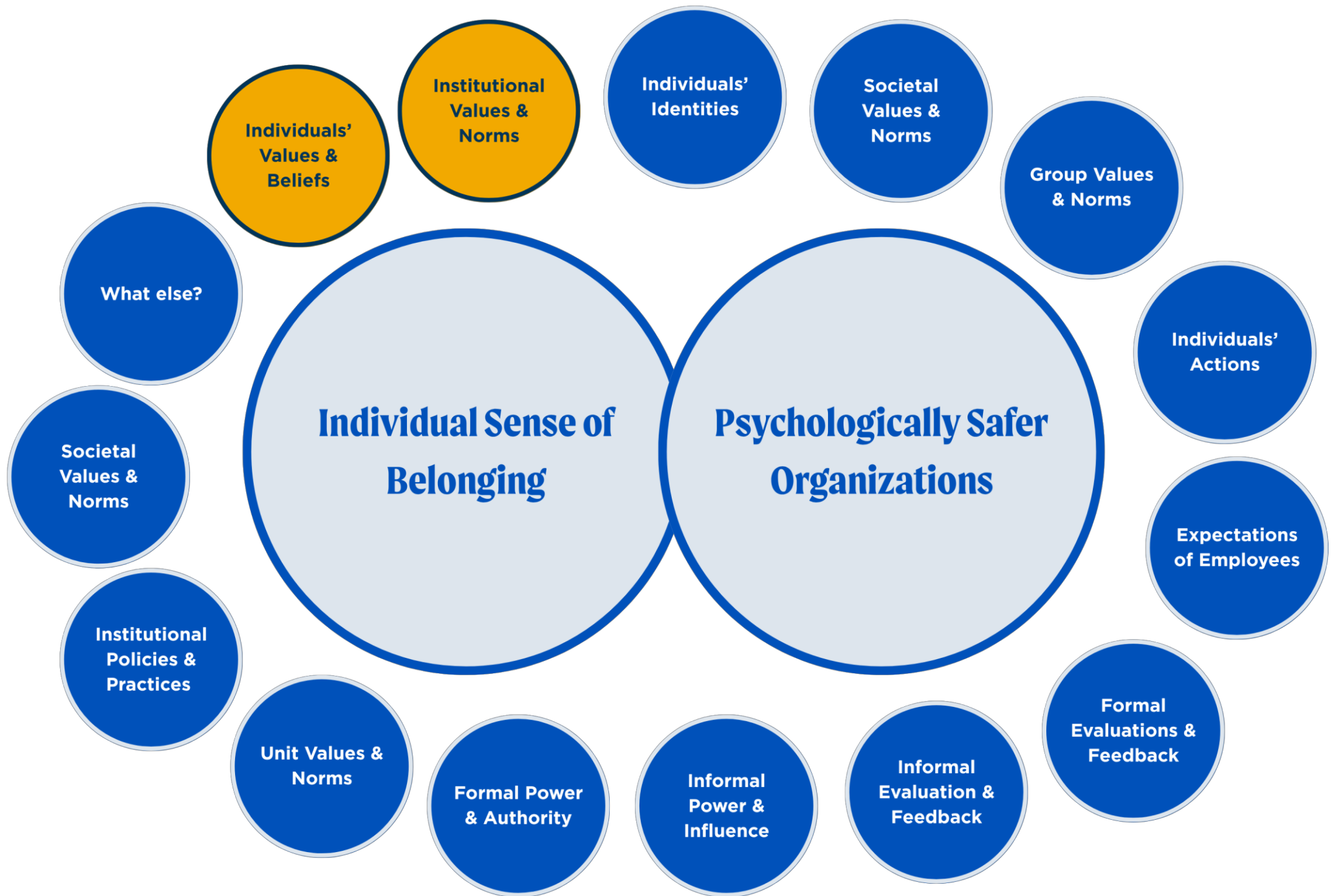
- The university recognizes the importance of different cultures, identities, abilities, and experiences. Respect at KU involves fostering a supportive environment where everyone feels valued and empowered to contribute.
- What would you add to this description?

Stewardship

- This principle reflects KU's commitment to serving the community through respectful engagement and collaboration. It involves continuous improvement through responsible management of resources, engaging with communities, and ensuring sustainable practices that benefit both university and society.
- What would you add to this description?

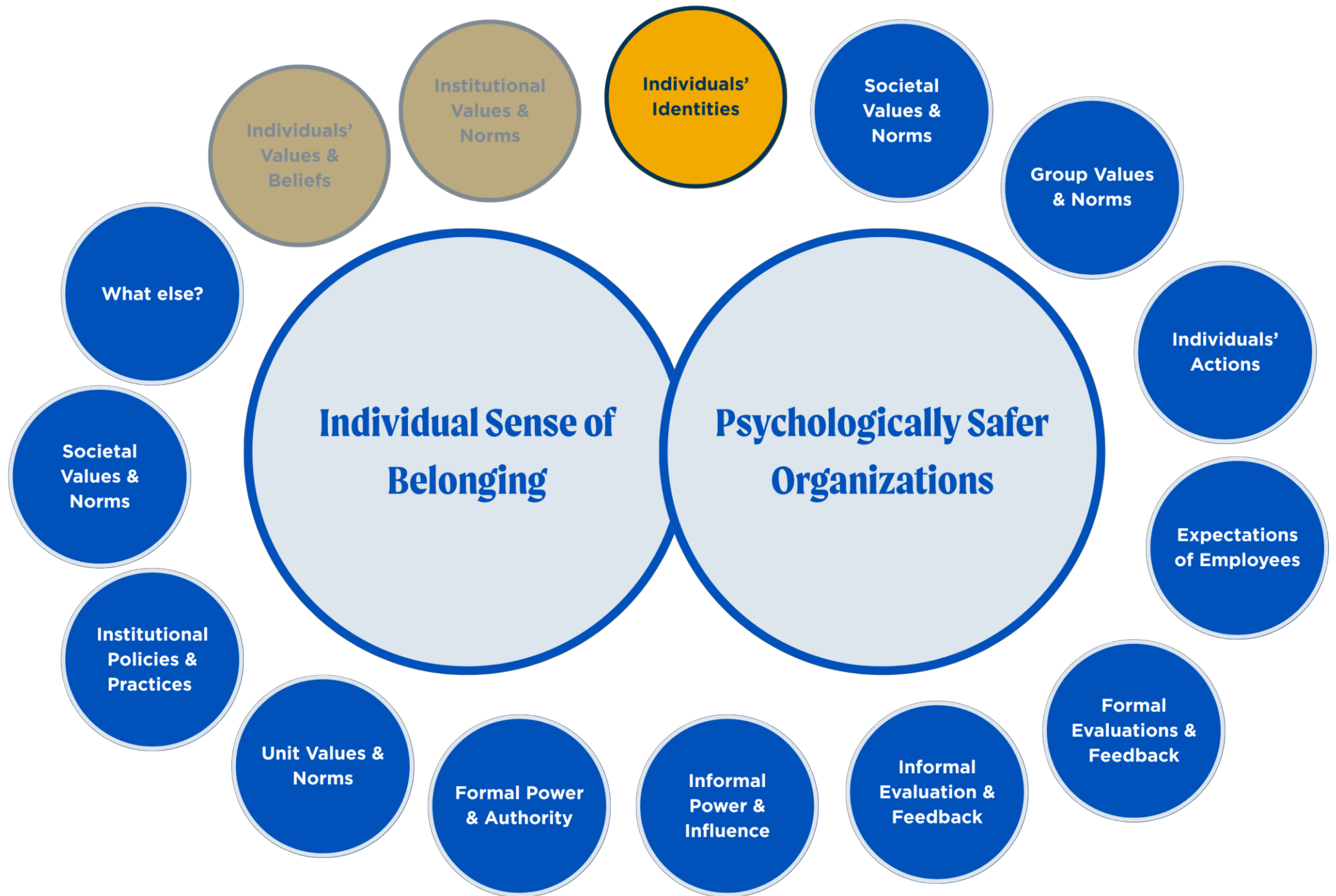
Personal Values

- What are some of your personal and professional values?
- How do those values influence your behavior and choices?

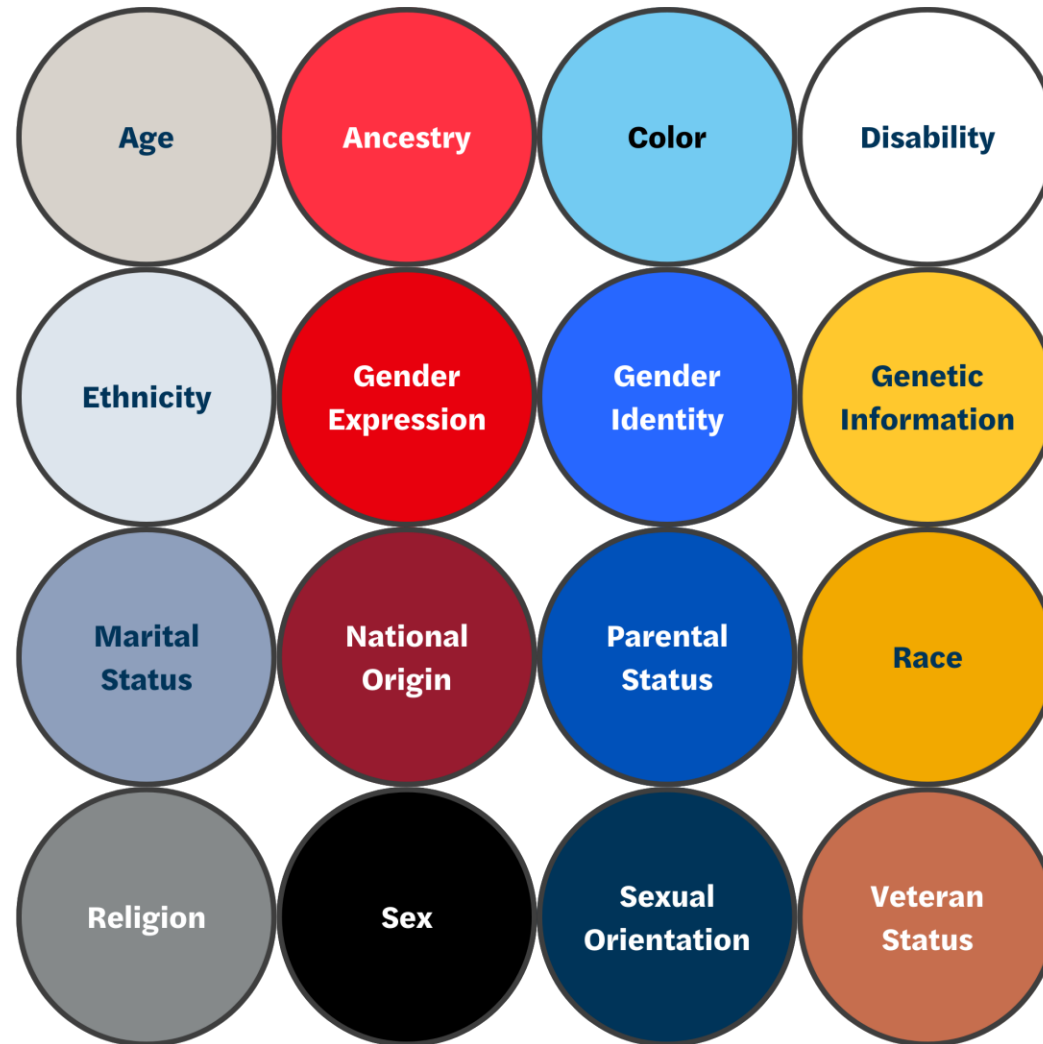


Individual Identity & Experiences



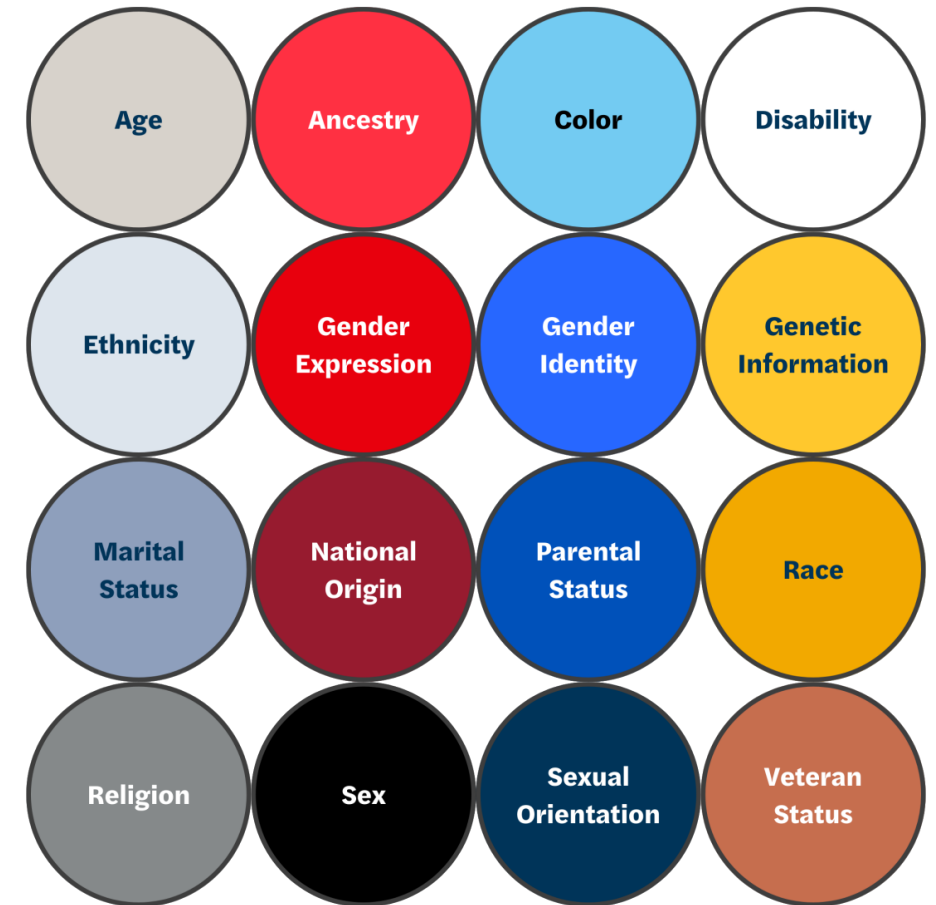


16 Protected Classes - Identity Categories



Identity Categories

- Developed based on federal law, state law, and KU policy.
- Just one way to understand ourselves.
- Social identities influence the ways we see ourselves and how others perceive us with respect to categories.



Menti – Sign In

Join at menti.com | use code 7162 6944

Instructions

Go to

www.menti.com

Enter the code

7162 6944



Or use QR code

Menti – How to Select

Participant's screen

When you consider identities, which feel most pertinent to you?

Your ranking

1 Marital or Parental Status ↑ ↓

Unranked options

Race

Veteran Status

Personal Reflection on Identity

Join at menti.com | use code 7162 6944

When you consider identities, which feel most pertinent to you?

Age

Ancestry

Disability

Ethnicity

Gender Expression, Identity

Genetic Information

Marital or Parental Status

National Origin

Race

Religion

Sexual Orientation

Veteran Status

👍

👤



∞

Menti

VIRTUAL Intro to Belon...

🔗

🔄

Choose a slide to present



When you consider identities, which feel most pertinent to you?

Age

Ancestry

Disability

Ethnicity

Gender Expression, Identity

Genetic Information

Marital or Parental Status

National Origin

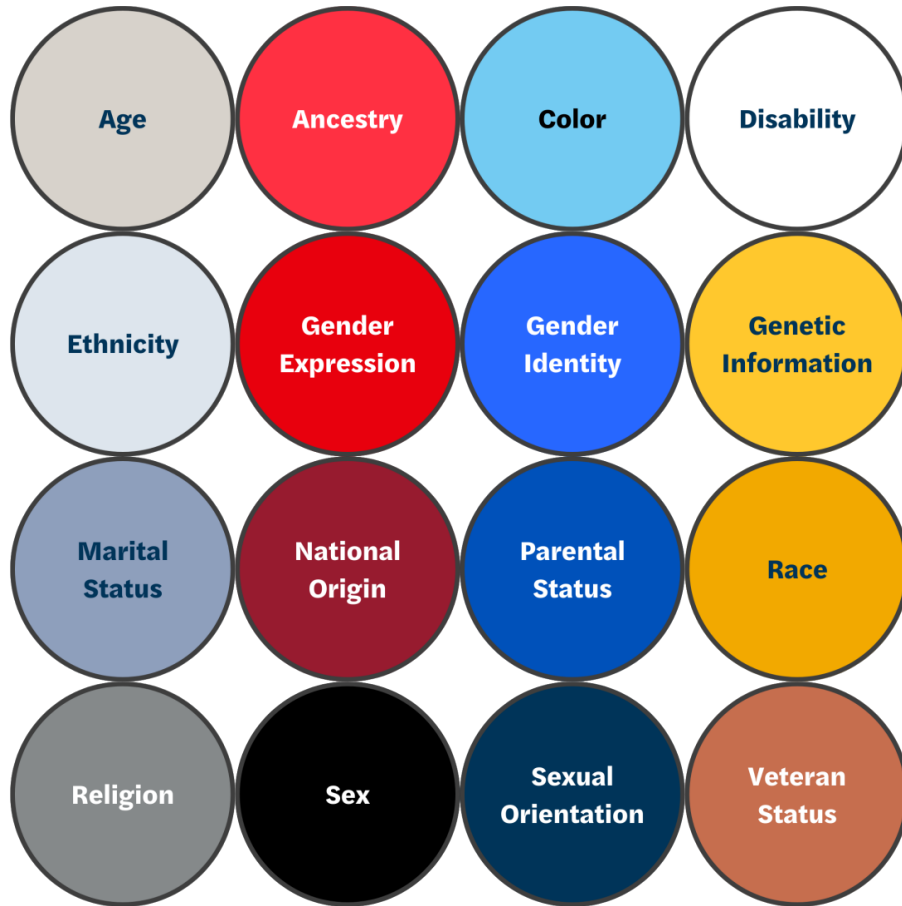
Race

Religion

Sexual Orientation

Veteran Status

Personal Reflection on Identity



- How does identity inform how you see the world?
- How does identity inform how you show up at work?
- How might identity affect interpersonal work relationships?
- How might identity affect colleagues' experiences of belonging or psychological safety?

Break
Start back at 2:05!



Implicit Bias





Implicit Bias

- What is implicit or unconscious bias?
- What beliefs do you have about biases?

Implicit Bias

- Biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.
- Implicit or unconscious bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values.
- Certain scenarios can activate unconscious attitudes and beliefs.

Bias is Normal

- A natural function of the human mind, based on our lived experiences.
- Something that we all have and experience, regardless of identity, lived experience, etc.
- An automatic response, shortcut to interact with our world.
- Not necessarily “good” or “bad”

Types of Bias

A non-comprehensive list:

- Affinity Bias
- Confirmation Bias
- Halo Bias
- Just-World Fallacy
- Recency Bias
- Artificial Intelligence

Strategies for Reducing Bias

- Identify your own biases:
 - Take an Implicit Association Test (IAT), which is a free online assessment that measures attitudes and beliefs. The results may show that you have an implicit attitude that you did not know about.
- Challenge yourself to learn from others (and reliable resources) as much as possible
- Rely on facts like organizational values, shared community standards, and job expectations.
- Recognition and self-reflection

Reflecting to Understand Our Biases

- What assumptions have you made about others?
- How have you acted based on those assumptions?
- Where do you suspect that you may need to learn more?
- What situations may be activating unconscious biases for you?
- How might you incorporate self reflection before acting?

CASE STUDY

Instructions

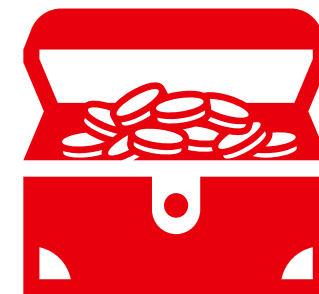
1. Intrapersonal Reflection
 - Register your physical and mental reaction to this situation
 - Notice your assumptions and questions
2. Decision Making
 - Consider how you will make a decision on the situation presented
 - Respond to the three prompts
3. Discuss in Pairs
 - Each person share their intrapersonal reflection and decision-making process.
4. Discuss in Large Group

CASE STUDY

Professional Development Dilemma

You have a limited budget to provide professional development opportunities for yourself and your team of 2 full time employees.

- How might you decide who gets funding and for what activity?
- How could values, identities, or biases inform your decisions?



CASE STUDY

Possible Decision & Discussion

How might you decide who gets funding and for what activity?

- Provide funding for a younger employee to attend a conference because they will probably work here longer and contribute more than our older colleague.

What may underpin your decision-making process?

How could values, identities, or biases inform your decisions?

Interpersonal Action: Conflict & Feedback





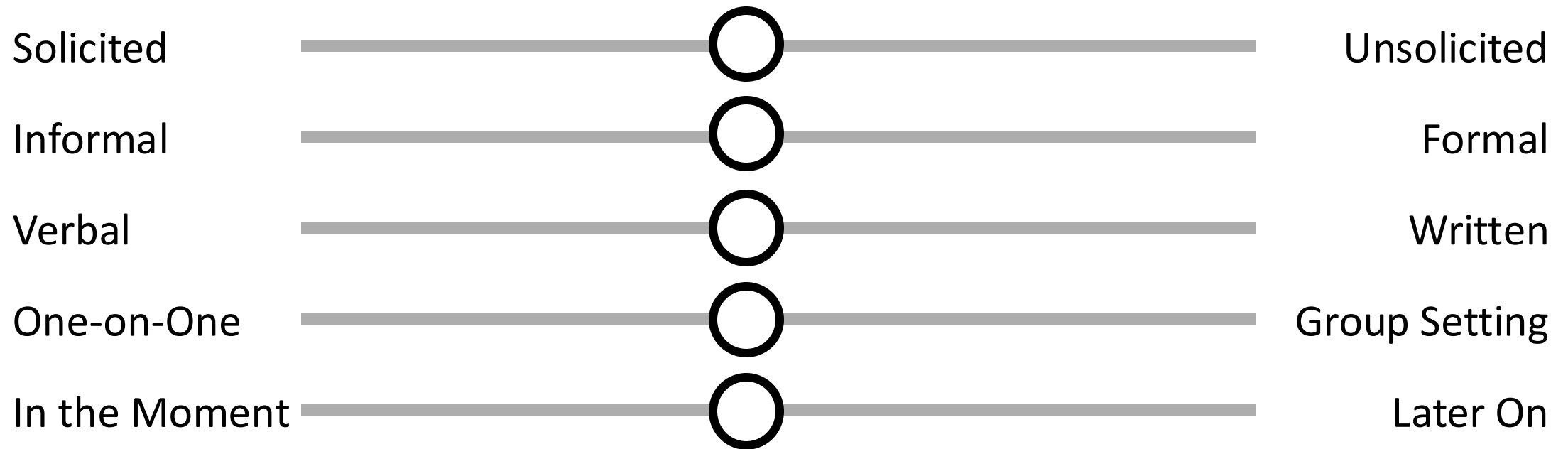
Conflict

- “Conflict is a relationship between two or more parties (individuals or groups) who have, or think they have, incompatible goals”
- Conflict is
 - Normal
 - Inevitable
 - Learning opportunity
 - Can be constructive or deconstructive
 - Can be result of unmet needs

What is feedback?

- "Helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc."
- By nature, the exchange of feedback is a learning process
- When done mindfully, it is an element of psychological safety

Considerations Around Feedback - Methods



Instructions

Go to

www.menti.com

Enter the code

2102 1254



Or use QR code

Our Preferences – GIVING feedback

Join at menti.com | use code 7162 6944

When giving feedback to others, I prefer...

- All responses to your question will be shown here
- Each response can be up to 200 characters long
- Turn on voting to let participants vote for their favorites

Choose a slide to present

-
- When you consider identities, which is/are most pertinent to you?
- How does identity inform how you approach...

The interface includes a Menti logo, a timer (00), and a list of slides to present. The main question is "When giving feedback to others, I prefer...". The poll options are: "All responses to your question will be shown here", "Each response can be up to 200 characters long", and "Turn on voting to let participants vote for their favorites". The slide list shows a QR code, a question about identities, and a question about how identity informs approach.

Our Preferences – RECEIVING feedback

Join at menti.com | use code 7162 6944

When receiving feedback, I prefer...

- All responses to your question will be shown here
- Each response can be up to 200 characters long
- Turn on voting to let participants vote for their favorites

Choose a slide to present

-
- When you consider identities, which is/are most pertinent to you?
- How does identity inform how you approach...

The interface includes a Menti logo, a timer (00), and a list of slides to present. The main area displays a poll question and three preference options. A QR code is provided for participants to join the poll. The slide list shows the current slide and the next slide, which is a text-based question.

Considerations Around Feedback: Perceived Risks and Opportunities

Relationship Maintenance

- ***Risk:*** Poorly delivered feedback can damage relationships
- ***Opportunity:*** Thoughtful feedback inspires trust

Power and Positionality

- ***Risk:*** Imbalance in roles impacts ability to challenge or give feedback
- ***Opportunity:*** Intentionally solicit feedback sessions to ensure all employees can freely share their thoughts and concerns

Considerations Continued

Feedback in Crisis or High-Pressure Situations

- ***Risk:*** Timing of feedback may lead to defensiveness
- ***Opportunity:*** Debriefing session highlighting successes and areas for improvement can inspire growth

Corrective Feedback & Praise – aka the feedback sandwich

- ***Risk:*** Only giving praise when also giving constructive feedback
- ***Opportunity:*** Recognizing it's good to give praise and constructive feedback separately outside of the sandwich

Key Elements for Feedback Exchange

Not an exhaustive list

- Be present, take breaths
- Utilize “I” statements
- Active listening
- Validating and empathizing
- Differentiate between intent and impact

ACTIVITY: Practicing Feedback - Instructions

- You will be split up into pairs
- Choose who is going to be themselves and who is going to be co-worker Tonya
- Read scenario
- Practice having a feedback conversation
 - Note what feedback styles or methods were used
 - Note perceived risks and opportunities

CASE STUDY

Meeting Mishap

The support team has a 30-minute meeting on Tuesday mornings. Every week for the last month, your colleague Tonya's phone alarm goes off at exactly 8:22 A.M. Each time, she has said something like, "Oh sorry, forgot that alarm was set – it is a reminder to take my medicine! Let me just silence that real quick and grab my meds from my desk. Don't let me interrupt!" Each time, the person talking has lost their train of thought and it has taken a few minutes to get back on the agenda.



DEBRIEF: Practicing Feedback

For the process of giving feedback:

- How did that *feel* (giving or receiving the feedback)?
- What were some positive strategies or phrases used?
- If you could have that conversation again, what would you say or do differently?

Evaluating Responses

Example #1: "Tonya, every week your alarm goes off and it's really annoying. You keep interrupting the meeting and we have to keep restarting. Why don't you just set it for a different time so we don't have to deal with it?"

Example #2: "Hey, your alarm is always going off during the meeting. You need to do something about that."

Example #3: "Hi Tonya, I wanted to bring up something that's been happening in our meetings. I've noticed that your alarm goes off at 8:22am every week, and while I understand the need for your medication reminder, it's been causing a bit of disruption in the meeting flow. The person speaking often loses their train of thought, and it takes a few minutes to get back on track. Would it be possible for you to set the alarm for a different time or silence it before the meeting? This way, we can stay on schedule and make the most of our time together."

Interpersonal Action: Feedback & Belonging

Intrapersonal Reflection

- What do you need to be prepared for ***giving*** feedback?
- What do you need to be prepared for ***receiving*** feedback?

Interpersonal Reflection

- How can your approaches to giving feedback impact belonging and psychological safety?

Interpersonal Action: Feedback & Belonging

- What is one feedback practice from today that you will utilize to improve belonging and psychological safety in your workplace?



Wrapping Up



Thinking Ahead & Making a Plan

Take a moment to reflect on the following questions.

- How will I continue my journey of self-understanding and growth?
- How will I exemplify the IRISE values in my work interactions?
- How will I, in my day-to-day actions, promote belonging?



References & Citations

[Andreatta, B. \(2022\). A culture of belonging starts with psychological safety. Chief Learning Officer - CLO Media.](#)

[Bronfenbrenner Center for Translational Research. \(2021\).. The Detrimental Effects of Microaggressions. Psychology Today. June 26, 2023.](#)

[Cohen, G. \(2022\). Speaking of Psychology: How the need to belong drives human behavior, with Geoffrey L. Cohen, PhD. Apa.org.](#)

[Columbia Center for Teaching and Learning. \(2021\). Feedback for Learning. Ctl.](#)

[Dweck, C. \(2016, January 13\). What having a “growth mindset” actually means. Harvard Business Review.](#)

[Encyclopedia Britannica, inc. \(n.d.\). Feedback. Encyclopedia Britannica.](#)

[Human Resources Certification Institute \(HRCI\) Certificate in Diversity & Inclusion in Human Resources Management Content.](#)

[Implicit Association Test \(IAT\)](#)

[Kansas City Center for Conflict Resolution. \(n.d.\)](#)

[Lerner, Melvin J., L., Melvin J. \(1980\). The belief in a just world : a fundamental delusion. Plenum Press.](#)

[McLeod, S. \(2023, October 5\). Social identity theory in psychology. Simply Psychology.](#)

[Mitchell, Christopher Roger, M., Christopher Roger. \(1981\). *The structure of international conflict*. St. Martin's Press.](#)

[Office of Civil Rights & Title IX \(n.d.\). Ensuring Compliance with HB 2105. University of Kansas.](#)

[Office of Civil Rights & Title IX \(n.d.\). OCRTIX Presentations. University of Kansas.](#)

[Office of Civil Rights & Title IX \(n.d.\). Materials Library. University of Kansas.](#)

[Office of Civil Rights & Title IX \(n.d.\). Discrimination Definitions. University of Kansas.](#)

[Office of the Provost. \(2023\). IRISE Culture Charter. Provost.KU.edu. University of Kansas.](#)

References & Citations

[Policy Library. \(2024\). Publication Requirements for Diversity, Non-Discrimination, and Related Training Materials. University of Kansas.](#)

[Policy Library. \(2020\). Mandatory Reporting. University of Kansas.](#)

[Program on Intergroup Relations. \(2020\). Developing Community Guidelines. University of Michigan](#)

[Reflection Toolkit. \(2024\). Reflecting for Self-Awareness: Values. University of Edinburgh.](#)

[Ross, Howard J., R., Howard J. \(2014\). Everyday bias : identifying and navigating unconscious judgments in our daily lives.](#)

[Singh, Y., Patel, H., Vera-Garcia, D. V., Hathaway, Q. A., Sarkar, D., & Quaia, E. \(2024\). Beyond the hype: Navigating bias in AI-driven cancer detection. Oncotarget, 15, 764–766. <https://doi.org/10.18632/oncotarget.28665>](#)

[Social Transformation Project. \(2015\). Ouch and Educate Tool.](#)

[Staff Fellows. \(2025\). *IRISE for KU: Integrating IRISE Values into KU Culture*.
humanresources.ku.edu/sites/humanresources/files/documents/Staff%20Fellows%202025%20Final%20Report.pdf](#)

[Strategic Plan. \(2024\). Values. University of Kansas.](#)

[Strayhorn, T. L. \(2019\). College Students' Sense of Belonging: A Key to Educational Success for All Students. Routledge.](#)

[Sue, D. W. \(2010\). Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation. Wiley.](#)

[Tyner, A. R. \(2021\). The inclusive leader: Taking intentional action for justice and equity. American Bar Association, Solo, Small Firm and General Practice Division.](#)

[Wiseman, M. \(2022, March 24\). 7 keys to create psychological safety at work. Big Think.](#)

Office of Civil Rights & Title IX Contact Information

Website: civilrights.ku.edu

Edwards Campus	KU Medical Center Kansas City Campus	Lawrence Campus
Regnier Hall 12610 Quivira Rd. Suite 270 Overland Park, KS 66213 civilrights@ku.edu 785-864-6414	Wescoe Pavilion 3901 Rainbow Blvd. Rooms 3035, 3038, and 3045 Kansas City, KS 66103 belonging-kumc@kumc.edu 913-588-3319	Dole Human Development Center 1000 Sunnyside Ave. Suite 1082 Lawrence, KS 66045 civilrights@ku.edu 785-864-6414
		Strong Hall 1450 Jayhawk Blvd. Room 121 Lawrence, KS 66045 belonging@ku.edu 785-864-6705

BELONGING @ KU



Join us for Belonging @ KU: Exploring Disability & Identities, where we'll explore disability and how it intersects with other identities. This session will offer an opportunity to deepen your understanding of disability beyond accessibility and learn more about the varied resources available throughout the Lawrence and Edwards campuses.

Date: Wednesday, November 19, 2025

Time: 1:00 P.M. - 2:15 P.M.

Location: Online Zoom webinar only

Registration Required:

civilrights.ku.edu/belonging-ku-series



Exploring Disability & Identities

Featuring Stephanie Ruppen, Sean Swindler, & Dr. Jean Hall