

Worksheet 1: Diversity, Equity, and Social Justice (DESJ) Lens to Evaluate Four Elements of PSU's Culture

Fernández's approach to the equity lens using language and context relevant to UNST first-year students (materials below modified from "Racial Equity Lens," Portland Public Schools, PPS [website](#)).

Student names: _____

Group's selected element of culture (language, objects, symbols, or customs):

	<p>Objective: By utilizing a Diversity, Equity, and Social Justice (DESJ) Lens, the Immigration, Migration, and Belonging FRINQ aims to (a) provide a common vocabulary to evaluate policies, programs, practices, decisions for DESJ equity and (b) to evaluate and redefine aspects of PSU culture which result in more equitable outcomes.</p> <p>Procedure: For any element of PSU culture (for example, language, objects, symbols, customs), consider the following five questions:</p>
Questions	PSU cultural elements = language, objects, symbols, customs
Q1	<p>Who are the racial/ethnic groups affected by this policy, program, practice, decision, or PSU cultural elements?</p> <p>Moreover, what are the potential impacts on these groups?</p>
Q2	Does this policy, program, practice, decision or PSU cultural element ignore or worsen existing disparities or produce unintended consequences?
Q3	How would you intentional involve the PSU members of the communities affected by (Q1) and (Q2)?
Q4	What are the barriers and challenges to more equitable outcomes for PSU's elements of culture?
Q5	How should PSU faculty, staff, administrators, students (a) decrease the negative impacts of these elements of culture and (b) address the barriers & challenges identified above (see Q4)?

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