

Creating Inclusive Campus Environments

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Facilitated by:

Kathy Obear, Ed.D.

Alliance for Change Consulting

kobear@earthlink.net

Learning outcomes

1. Engage in authentic dialogue about issues of equity, inclusion, and social justice.
2. Begin to identify what you will do to create an inclusive campus environment

Adams, Bell and Griffin (2007) define social justice as both a process and a goal. *"The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."*

***Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice: A sourcebook* (2nd ed.). New York, NY: Routledge.**

BINGO!

Directions: Find someone to talk with and choose a topic to discuss from one of the squares. Sign each other's sheet, then find a new person with whom to discuss a new topic. When you have **ALL 6 of the boxes filled in, yell BINGO!** And keep connecting and help others “win!”

<p>What is a source of your passion for creating a more inclusive campus through your role as a student leader?</p>	<p>Why are some/many people nervous to talk about some issues of diversity, equity, and inclusion?</p>	<p>How do you think it feels to be a student who is a “little too different” on campus? What comments and situations might they experience?</p>
<p>What are 10 things that students should NEVER have to experience on campus?</p>	<p>What are some of the differences you are more knowledgeable about? Less knowledgeable about?</p>	<p>Talk about a time you spoke up when you saw someone treated with disrespect, bias, or discrimination.</p>

Learning Guidelines

1. BE OPEN AND HONEST
2. PARTICIPATE FULLY
3. SPEAK FROM PERSONAL EXPERIENCE: USE "I" STATEMENTS TO SHARE THOUGHTS AND FEELINGS
4. LISTEN RESPECTFULLY
5. SHARE AIR TIME; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. TAKE RISKS: LEAN INTO DISCOMFORT; ASK QUESTIONS TO UNDERSTAND
9. RESPECT AND MAINTAIN CONFIDENTIALITY
10. *NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU*
11. *RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED*
12. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
13. EMBRACE THIS OPPORTUNITY AND HAVE FUN!

Diverse Community Foundations

1. Communities are built through building relationships of trust and commitment
2. We are all doing the best we can (most of the time)
3. We don't know all there is to know
4. Just because you are, doesn't mean you understand: Just because you're not, doesn't mean you don't understand
5. Oppression is pervasive and impacts us all
6. It is not our fault, but we must accept responsibility to create change
7. Conflict and discomfort are often a part of growth
8. Seek first to understand, then to be understood
9. Practice forgiveness and letting go
10. Self-work, healing and self-love are necessary for acceptance of others
11. Acknowledge, Appreciate, and Celebrate Progress
12. There are no quick fixes
13. Individuals and organizations DO grow and change. There is HOPE
14. We're better together, and deeply connected soul to soul.

**Developed by Jamie Washington, Ph.D., Washington Consulting Group,
(410) 655-9556**

Increase your awareness of what is happening inside of you and around you by using the skill:

PANNING

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both dominant and subordinated groups.

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

Now

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT* ~ creating a “story” about what you see.**

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships *if this information is useful to the discussion...*

Adapted from materials developed by Elsie Y. Cross Associates, Inc. 1994 Delyte Frost, et al

Panning Group Dynamics with an Inclusion Lens

Observers ~ Use the following prompts as you use an Inclusion Lens to observe and track/pan group dynamics:

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who initiates the topics?
4. Whose ideas get discussed in-depth? Whose ideas don't get much discussion and/or are discounted?
5. Who is quiet? Doesn't speak as often as others?
6. Who interrupts others? Who gets interrupted?
7. How much air time do people take?
8. Who do people look at when they are talking?
9. Who has eye contact with whom while others are talking?
10. Who engages in side conversations?
11. How do decisions get made?
12. Who brings up issues of inclusion and diversity?
13. How do people respond when different issues of inclusion are raised?
14. As you notice interpersonal dynamics that are not inclusive, wonder: Is this an isolated incident or a possible pattern of experience?
15. What issues of inclusion are not being discussed?
- 16.
- 17.

RAPS@: EFFECTIVE DIALOGUE SKILLS ~ Relate Ask Pan Share

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...
- I have felt the same way...
- I remember a time when I...
- I did the exact same thing...
- How do others relate to that comment?
- Who can relate?
- What you're saying seems to relate to what so-and-so just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when....What were you feeling when...

P: PAN the environment and yourself; describe what you notice or engage others based on what you see

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone just got...I'm wondering what is going on for folks?
- You seem to feel passionately about that...
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted and talked over as they try to share...
- I notice that you had a reaction to what I just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week I...I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

Developed by Kathy Obear, kobear@earthlink.net

Privileged and Marginalized Group Patterns

Privileged Groups

- Greater access to power and resources
- Make the Rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive and discriminatory treatment of subordinated group
- Are more comfortable with members of subordinated groups who share similar behaviors, appearance, and values to them
- Hold to dominant cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

Marginalized Groups

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

Privileged/Marginalized Groups

Privileged Group		Marginalized Group
30's to early 50's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Biological Sex	Female; Intersex
Cisgender; Appearance and behaviors are congruent with the Gender Binary System ~ either masculine OR feminine	4. Gender Identity and Gender Expression	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or College degree; Private schooling	8. Educational Level	High school degree; Public schooling; 1 st generation to college
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Currently "able-bodied"	11. Ableness/Disability	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome...	13. Size/Appearance	Perceived by others as too fat, tall, short, unattractive...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parents of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	17. Years of experience	New; little experience on campus
Very athletic	18. Athleticism	Not very athletic
Suburban; valued region of the U.S.	19. Geographic region	Rural; urban...less valued region of the U.S.
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...

Privileged Group Dynamics: Common Patterns

Directions: review these common privileged group dynamics:

- a. Check-off any dynamics which you have observed or heard a credible story about.
- b. Make a note next to the dynamics that you have personally experienced, felt, or done.
- c. Add any additional common patterns/dynamics you have witnessed or experienced.

Some/Many Members of Privileged Groups Tend to (consciously and unconsciously):

1. believe they have “earned” what they have, rather than acknowledge the extensive privilege and unearned advantages they receive; believe that if others just worked harder...
2. not notice the daily indignities that members of marginalized groups experience; deny them and rationalize them away with PLEs (perfectly logical explanations)
3. work to maintain the status quo and protect the advantages and privileges they receive
4. believe that dominant cultural norms, practices and values are superior and better
5. internalize the negative stereotypes about members of marginalized groups and believe that members of privileged groups are smarter and more competent
6. want members of marginalized groups to conform and assimilate to dominant cultural norms and practices
7. accept and feel safer around members of marginalized groups who have assimilated and are “closer to the norm”
8. blame members of marginalized groups for the barriers and challenges they experience; believe that if they “worked harder” they could “pull themselves up by their bootstraps”
9. believe that members of marginalized groups are not competent and are only selected to fill quotas
10. interrupt and talk over members of marginalized groups
11. resent taking direction from a member of a marginalized group
12. dismiss and minimize frustrations of members of marginalized groups and categorize the person raising issues as militant, angry, having an “attitude,” working their agenda, not a team player...
13. focus on their “good intent,” rather than on the negative impact of their behavior
14. focus on how much progress we have made, rather than on how much more needs to change

15. want members of marginalized groups to “get over it” and move on quickly
16. get defensive when members of marginalized groups express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with members of marginalized groups
18. segregate themselves from members of marginalized groups and rarely develop authentic relationships across these differences
19. exaggerate the level of intimacy they have with individual members of marginalized groups
20. fear that they will be seen and “found out” as a racist, classist, etc., having bias and prejudice
21. focus on themselves as an individual (I’m not classist; I’m a good white), and refuse to acknowledge the cultural and institutional oppression members of marginalized groups experience daily
22. pressure and punish members of privileged groups who actively work to dismantle oppression ~ try to force them to conform and collude with the oppressive system; criticize, gossip about, and find fault with them
23. expect members of marginalized groups to be the “diversity expert” and take the lead in raising and addressing oppression as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of members of marginalized groups
25. rephrase and reword the comments of members of marginalized groups
26. ask members of marginalized groups to repeat what they have just said
27. assume the privileged group teacher/coach/facilitator/employee, etc., is in charge/the leader; assume members of marginalized groups are in service roles
28. rationalize away oppressive treatment of members of marginalized groups as individual incidents or the result of something the member of a marginalized groups did/failed to do
29. dismiss the experiences of members of marginalized groups with comments such as: That happens to me too...You’re too sensitive...That happened because of _____, it has nothing to do with class or race or gender!
30. judge members of marginalized groups as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent oppressive incidents

31. accuse members of marginalized groups of “playing the ____ card” whenever they challenge oppressive policies and practices; instead of exploring the probability that dynamics of oppression are operating
32. if confronted by members of marginalized groups, shut down and focus on what to avoid saying or doing in the future, rather than engaging and learning from the interaction
33. look to members of marginalized groups for direction, education, coaching on how to act & what not to do
34. compete with other members of privileged groups to be “the good one:” the best ally, the one members of marginalized groups let into their circle, etc.
35. if a member of a privileged group makes an oppressive comment or action, aggressively confront them and pile on the feedback to distance from them and prove who is a better ally
36. seek approval, validation, and recognition from members of marginalized groups
37. if confronted by members of marginalized groups, view it as an “attack” and focus on and critique HOW they engaged me, not my original comments or behaviors
38. disengage if feel any anxiety or discomfort
39. avoid confronting other members of privileged groups on their oppressive attitudes and behaviors
40. when trying to help members of marginalized groups, feel angry if they don’t enthusiastically appreciate the help
41. believe there is one “right” way, meaning “my way” or the “white/upper class way”
42. *track patterns of differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others*
43. *continually learn more about the experiences of members of marginalized groups and oppression*
44. *recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences*
45. *analyze policies and practices to assess any differential impact on members of marginalized groups and intervene to create change*
46. *constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, etc.*

Developed By: Kathy Obear, (413) 537- 8012, kobear@earthlink.net

Conduct a SCAN of How You Appear to Others:

- **What would people see?**
- **What might they assume about your commitment to inclusion?**
- **What issues of diversity and inclusion would they assume you care about?**

1. Your office area: Would they see themselves in your spaces? (posters, books, buttons, pictures....)

2. Followed you on Facebook, Pinterest, Instagram? (pictures, your comments, other people's postings)

3. Saw you on campus (t-shirts, buttons...)

4. Saw/heard you talking with students, colleagues?

5. Saw/heard you in classroom discussions/meetings?