NEO II: FOSTERING AN INCLUSIVE ENVIRONMENT AT MILLERSVILLE UNIVERSITY

J WHITLOW

DR. FELICIA BROWN-HAYWOOD

DR. TYRONE WASHINGTON
WELCOME, INTRODUCTIONS, & ICEBREAKER
LEARNING OBJECTIVES

• DEFINE DIVERSITY, EQUITY, INCLUSION, SOCIAL JUSTICE IN TERMS THAT GO BEYOND PROTECTED CLASSES AND OBSERVABLE DIFFERENCES

• EXPLORE THE BENEFITS OF FOSTERING A DIVERSE AND INCLUSIVE ENVIRONMENT AT MILLERSVILLE UNIVERSITY FOR STUDENTS, EMPLOYEES, AND THE COMMUNITY AT LARGE

• RECOGNIZE PERSONAL BLINDSPOTS THAT HAVE THE POTENTIAL TO INTERFERE WITH SUPPORTING AN INCLUSIVE CULTURE AND LEARN STRATEGIES FOR ADDRESSING UNCONSCIOUS BIAS

• DEFINE MICROAGGRESSION AND UNDERSTAND ITS IMPACT AND HOW TO RESPOND

• IDENTIFY STEPS IN ASSERTIVE COMMUNICATION THAT CAN BE USED TO OPEN THE LINES OF COMMUNICATION WHEN AN OFFENSE HAS OCCURRED
CHALLENGING OUR SOCIALIZATION = CHALLENGING OUR COMFORT ZONES

(Adapted by Adams & Zúñiga from Griffin, 2007)
GROUP GUIDELINES

• ALL PERSPECTIVES WELCOMED, VALUABLE, AND NECESSARY
• SPEAK FROM OWN PERSPECTIVE
• AVOID GENERALIZATIONS ABOUT GROUPS OF PEOPLE
• WITHHOLD JUDGMENT AND LISTEN RESPECTFULLY
• ASK QUESTIONS TO STIMULATE CONVERSATION AND DIALOGUE
• BE OPEN TO MAKE MISTAKES AND NOT HAVE THE ANSWERS
• USE “I” STATEMENTS
VOICING OUR FEELINGS & PERSPECTIVES: HOPE AND FEARS

(Activity adapted from MIGR Project)
EPPIIC VALUES

• EXPLORATION
• PROFESSIONALISM
• PUBLIC MISSION
• INCLUSION
• INTEGRITY
• COMPASSION

• HTTPS://WWW.MILLERSVILLE.EDU/ABOUT/EPPIIC-VALUES.PHP
INCLUSIVE EXCELLENCE

- DEFINITION: Practicing and striving for excellence in institutional inclusion efforts; the integration of diversity, inclusion and learning experiences to make sure they are recognized as interdependent.
DEFINITIONS

DIVERSITY
DIVERSITY IS EXPRESSED IN MYRIAD FORMS, INCLUDING RACE AND ETHNICITY, GENDER AND GENDER IDENTITY, SEXUAL ORIENTATION, SOCIOECONOMIC STATUS, LANGUAGE, CULTURE, NATIONAL ORIGINS, RELIGIOUS COMMITMENTS, AGE, ABILITY STATUS, POLITICAL PERSPECTIVE, AND MORE.

EQUITY
EQUITY IS WORKING ACTIVELY TO CHALLENGE AND RESPOND TO BIAS, HARASSMENT, DISCRIMINATION, AND OPPRESSION. WE ARE COMMITTED TO AN ENVIRONMENT OF EQUAL OPPORTUNITY FOR ALL PERSONS, AND DO NOT DISCRIMINATE ON THE BASIS OF RACE OR ETHNICITY, GENDER, SEXUAL ORIENTATION, GENDER IDENTITY, GENDER EXPRESSION, CAMPUS STATUS (E.G., STUDENT, FACULTY, STAFF), MARITAL STATUS, PARENTAL STATUS, PREGNANCY, DESCRIPTIVE LINGUISTICS, AGE, RELIGION OR BELIEF SYSTEM, POLITICAL BELIEFS, ABILITY STATUS, SOCIOECONOMIC STATUS, NATIONAL BACKGROUND OR ORIGIN, APPEARANCE, VETERAN STATUS, AND MORE.

INCLUSION
INCLUSION IS CREATING A CAMPUS COMMUNITY WHERE DIFFERENCES ARE WELCOMED AND RESPECTFULLY HEARD AND WHERE EVERY INDIVIDUAL FEELS A SENSE OF BELONGING.

SOCIAL JUSTICE
TAKING CONCRETE STEPS TO ENSURE GREATER DIVERSITY, EQUITY, AND INCLUSION AT THE UNIVERSITY.
EXAMPLES

• **DIVERSITY ASKS:** WHO’S IN THE ROOM?

• **EQUITY ASKS:** WHO IS TRYING TO GET IN THE ROOM BUT CAN’T? WHOSE PRESENCE IN THE ROOM IS UNDER CONSTANT THREAT OF ERASURE?

• **INCLUSION ASKS:** HAVE EVERYONE’S IDEAS BEEN HEARD?

• **JUSTICE RESPONDS:** WHOSE IDEAS WON’T BE TAKEN AS SERIOUSLY BECAUSE THEY AREN’T IN THE MAJORITY?

• **DIVERSITY ASKS:** HOW MANY MORE (PICK ANY MINORITIZED IDENTITY) GROUP DO WE HAVE THIS YEAR THAN LAST?

• **EQUITY RESPONDS:** WHAT CONDITIONS HAVE WE CREATED THAT MAINTAIN CERTAIN GROUPS AS THE PERPETUAL MAJORITY HERE?

• **INCLUSION ASKS:** IS THIS ENVIRONMENT SAFE FOR EVERYONE TO FEEL LIKE THEY BELONG?

• **JUSTICE CHALLENGES:** WHOSE SAFETY IS BEING SACRIFICED AND MINIMIZED TO ALLOW OTHERS TO BE COMFORTABLE MAINTAINING DEHUMANIZING VIEWS.

**D. L. STEWART**
BENEFITS OF INCLUSIVE COMMUNITY

• IMPROVED CRITICAL THINKING AND LEADERSHIP SKILLS
• POSITIVE, COLLEGIAL ATMOSPHERE
• RESPECTFUL DISCOURSE
• MUTUAL RESPECT FOR COMMENTS AND VIEWS OF ALL
• OPEN TO NEW IDEAS AND EXPRESSION OF COUNTER OR CONFLICTING IDEAS IN CIVIL AND RESPECTFUL MANNER
• ACTIVE DISCOURAGING BIAS AND HURTFUL SPEECH AND BEHAVIORS
• RESPECTFUL DISAGREEMENT
• EXPLORATION OF CONTROVERSIAL ISSUES THROUGH OPEN DIALOGUE
• ABILITY TO DISAGREE WITH PERSON’S IDEAS WITHOUT ATTACKING THEIR HUMANITY

(OBEAR, 2018)
BARRIERS TO INCLUSION

• CONSCIOUS/UNCONSCIOUS BIAS

• MICROAGGRESSIONS
UNCONSCIOUS BIAS ACTIVITY: CAFÉ SOCIETY

• In small groups, go to each flip chart. Write comments as to what each bias might look like.
  • GENDER BIAS
  • CONFIRMATION BIAS
  • GROUPTHINK BIAS
  • SIMILARITY BIAS
COUNTERING UNCONSCIOUS BIAS

- Be conscious of own biases
- Increase contact with others
- Counter stereotypes
  - “Is it true?”
  - “What evidence do I have?”
- Practice active listening
- Create supportive and inclusive practices
  - Change language
  - “Whose voice isn’t being heard?”
  - “Who is doing all the talking?”
  - “Who makes the decisions?”
WHAT IS MICRO-AGGRESSION?

• “FIRST COINED BY CHESTER PIERCE, A PSYCHIATRIST IN THE 1970S.
  • THE SAME CONCEPT HAS BEEN ALSO USED IN THE WORKS OF DR. JACK DOVIDIO FROM YALE UNIVERSITY AND DR. SAMUEL GAERTNER, FROM THE UNIVERSITY OF DELAWARE.

• MICROAGGRESSIONS
  • BRIEF AND COMMONPLACE DAILY VERBAL, BEHAVIORAL AND ENVIRONMENTAL INDIGNITIES, WHETHER INTENTIONAL OR UNINTENTIONAL, THAT COMMUNICATE HOSTILE, DEROGATORY, OR NEGATIVE RACIAL SLIGHTS AND INSULTS THAT POTENTIALLY HAVE HARMFUL OR UNPLEASANT PSYCHOLOGICAL IMPACT ON THE TARGET PERSON OR GROUP” (SOLORZANO, CEJA, & YOSSO, 2000)
DIFFERENT TYPES OF MICROAGGRESSIONS

• IN A 2007 ARTICLE PUBLISHED IN THE AMERICAN PSYCHOLOGIST, DERALD WING SUE DESCRIBES THREE TYPES OF RACIAL MICROAGGRESSIONS:
   
   • **MICROINVALIDATIONS**: ACTIONS THAT EXCLUDE, NEGATE, OR NULLIFY THE PSYCHOLOGICAL THOUGHTS, FEELINGS, OR EXPERIENTIAL REALITY OF PEOPLE WHO REPRESENT DIFFERENT GROUPS
     • EX. FOR INSTANCE, WHITE PEOPLE OFTEN ASK LATINOS WHERE THEY WERE BORN, CONVEYING THE MESSAGE THAT THEY ARE PERPETUAL FOREIGNERS IN THEIR OWN LAND.
   
   • **MICROASSAULTS**: CONSCIOUS AND INTENTIONAL DISCRIMINATORY ACTIONS.
     • EX. USING RACIAL EPITHETS, DISPLAYING WHITE SUPREMACIST SYMBOLS - SWASTIKAS, OR PREVENTING ONE’S SON OR DAUGHTER FROM DATING OUTSIDE OF THEIR RACE.
   
   • **MICROINSULTS**: BEHAVIORS, ACTIONS, OR VERBAL REMAKES THAT CONVEY RUDENESS, INSENSITIVITY, OR DEVALUE A PERSON’S GROUP OR SOCIAL IDENTITY OR HERITAGE
     • EX: AN EMPLOYEE WHO ASKS A CO-WORKER OF COLOR HOW HE/SHE GOT HIS/HER JOB, IMPLYING HE/SHE MAY HAVE LANDED IT THROUGH AN AFFIRMATIVE ACTION OR QUOTA SYSTEM.
RESPONDING TO MICROAGGRESSIONS

- MICRORESISTENCES
- MICROAFFIRMATIONS
- ALLYSHIP
WHAT ARE MICRORESISTENCES?

• “INCREMENTAL DAILY EFFORTS TO CHALLENGE WHITE PRIVILEGE AND THE GENDER STATUS QUO” THAT HELP TARGETED PEOPLE “COPE WITH MICROAGGRESSIONS.” (IREY, 2013)

• MICRORESISTANCES ARE SMALL-SCALE INDIVIDUAL AND/OR COLLABORATIVE EFFORTS THAT EMPOWER TARGETED PEOPLE AND ALLIES TO COPE WITH, RESPOND TO, AND/OR CHALLENGE MICROAGGRESSIONS WITH A GOAL OF ULTIMATELY DISMANTLING SYSTEMS OF OPPRESSION (IREY, 2013; SOUZA, GANOTE, & CHEUNG, 2017)
WHAT ARE MICROAFFIRMATIONS?

- “MICROAFFIRMATIONS ARE TINY ACTS OF OPENING DOORS TO OPPORTUNITY, GESTURES OF INCLUSION AND CARING, AND GRACEFUL ACTS OF LISTENING” (SCULLY & ROWE, 2009).
WHAT IS AN ALLY?

• ALLIES COMMIT THEMSELVES TO ENDING SYSTEMIC OPPRESSION, FOLLOW THE LEAD OF TARGETS, AND ACT ACCORDINGLY (DEMNOWICZ, 2017).
HOW TO RESPOND

CREATE POSITIVE AND INCLUSIVE CLIMATE

ONCE MICROAGGRESSIONS ARE HEARD AND/OR SEEN, WHAT CAN ONE DO? PRACTICE APPROPRIATE RESPONSES

DEVELOP MICRORESISTANCE TOOLS TO USE ANYWHERE (SPEAK UP)

PRACTICE COMMUNICATION TECHNIQUES SUCH AS
1. OPEN THE FRONT DOOR (OTFD)
2. SPEAK UP BY USING XYZ
3. DEVELOP AN A.C.T.I.O.N PLAN
OPEN THE FRONT DOOR TO COMMUNICATION

OTFD: TO MAKE TRANSPARENT THE NATURE AND EFFECTS OF MICROAGRESSIONS:

• OBSERVE: CONCRETE, FACTUAL, AND OBSERVABLE (NOT EVALUATIVE)
• THINK: THOUGHTS BASED ON OBSERVATIONS (YOURS AND/OR THEIRS)
• FEEL: EMOTIONS – “I FEEL (EMOTION).”
• DESIRE: SPECIFIC REQUEST OR INQUIRIES ABOUT DESIRED OUTCOME
SPEAK UP BY USING XYZ

XYZ IS A RELATIVELY SIMPLE INTERVENTION:

• I FEEL X WHEN Y BECAUSE Z

EXAMPLES
• I FEEL UNCOMFORTABLE WHEN I HEAR COMMENTS ABOUT CLAUDE, BECAUSE HE IS NOT HERE TO DEFEND HIMSELF.
• I FEEL I DON’T BELONG WHEN YOU ASK ME WHERE I’M FROM (IF LOOK DIFFERENT)
A.C.T.I.O.N. PLAN

• **ASK** CLARIFYING QUESTIONS TO ASSIST WITH UNDERSTANDING INTENTIONS
• **CAREFULLY LISTEN** TO THEIR RESPONSE
• **TELL OTHERS** WHAT YOU OBSERVED AS PROBLEMATIC IN A FACTUAL MANNER
• **IMPACT EXPLORATION:** ASK FOR, OR STATE, THE POTENTIAL IMPACT OF SUCH A STATEMENT OR ACTION ON OTHERS
• **OWN** YOUR OWN THOUGHTS AND FEELINGS AROUND THE IMPACT
• **NEXT STEPS:** REQUEST APPROPRIATE ACTION BE TAKEN
MAKING DIALOGUE A SUCCESS

• DELIBERATIVE DIALOGUE, NOT DEBATE
• AVOID ROLE OF “EXPERT”
• EXPLORING AGREEMENTS AND DISAGREEMENTS, NOT SEARCHING FOR CONSENSUS
• EXPLORATION, NOT KNOWING ALL THE ANSWERS
• OPEN, HONEST DIALOGUE
• ACTIVE AND REGULAR PARTICIPATION

BALANCE OF CHALLENGING AND SUPPORTING IS CRITICAL!

(MIGR Project, Multiversity Race/Ethnicity Dialogue, 2007)
EPPiIc VALUES

• EXPLORATION
• PROFESSIONALISM
• PUBLIC MISSION
• INCLUSION
• INTEGRITY
• COMPASSION
AFFIRMATION CLOSING

IN GERMANY THEY FIRST CAME FOR THE COMMUNISTS, AND I DIDN’T SPEAK UP BECAUSE I WASN’T A COMMUNIST.

THEN THEY CAME FOR THE JEWS, AND I DIDN’T SPEAK UP BECAUSE I WASN’T A JEW.

THEY CAME FOR THE TRADE UNIONISTS, AND I DIDN’T SPEAK UP BECAUSE I WASN’T A TRADE UNIONIST.

THEY CAME FOR THE CATHOLICS, AND I DIDN’T SPEAK UP BECAUSE I WASN’T A CATHOLIC.

THEN THEY CAME FOR ME -- AND BY THAT TIME NO ONE WAS LEFT TO SPEAK UP.

By the pastor Martin Niemoller
QUESTIONS