Developing Effective Allies and Accomplices: Deepening Capacity to Choose Courage and Accountability

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Overcoming Burnout and Passion Fatigue as Social Justice Change Agents
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Participants will deepen their capacity to*:*

- Assess your current practice and capacity to be an effective ally and accomplice
- Identify the common traps that undermine effective allyship
- Explore effective tools and approaches to develop the critical competencies to be a powerful partner in change efforts
- Identify strategies to accelerate the development and accountability of allies and accomplices on campus
- Reflect on the effectiveness of collaborative strategies and ally strategies to assess if they truly empower or disempower

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.

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Checklist for Allies and Accomplices:
Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents
(A Place to Start)

Directions: Read each of the following and rate how often you **effectively demonstrate** these skills:

1 = Never   2 = Rarely   3= Occasionally   4= Often   5= Always

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.

2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.

3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.

4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.

5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.

6. Support others when they question or challenge uninclusive or disrespectful behaviors or policies so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.

7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.

8. Continually learn more about the experiences of members of marginalized groups and oppression.

9. Recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences.

10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.

11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.

12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.

13. 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, hiring and promotion, etc.

14. Ask questions to seek to understand BEFORE disagreeing or defending your position.

15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.

16. In meetings and conversations, ask these questions, "How might this impact members of different marginalized groups?" "What perspectives and input might we be missing from different marginalized groups?"

17. Talk with members of privileged groups who seem to be colluding, "going along to get along" ~ help them consider the consequences of their actions and shift their behaviors.

18.

19.

20.

Self-Assessment: Critical Skills for Inclusion Practitioners
Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently practice these skills:

1= Never   **2 = Rarely**   **3= Occasionally**   **4= Often**   **5= Always**

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

_____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.

_____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.

_____ 3. I describe the details or "facts" of what I observe/pan without judgment, assumption, interpretation or conclusions.

_____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.

_____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.

_____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.

_____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

_____ 8. I encourage group members to participate and engage them in the process.

_____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.

_____ 10. I use "Connecting Language" that bridges one person's comments to another's.

_____ 11. I demonstrate empathy effectively.

_____ 12. I am able to "relate in" and "see myself" in others to find compassion and make a connection with them, rather than judging them or distancing from them.

_____ 13. I use silence effectively.

_____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.

_____ 15. I use humor appropriately and effectively.

_____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.

_____ 17. I acknowledge and appreciate people's participation.

_____ 18. I summarize discussions and make transitions effectively.

_____ 19. I effectively move discussions along and keep the group focused and "on track."

_____ 20. I effectively include all members in the discussion.

_____ 21. If I believe a member(s) has been overlooked or excluded I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.

_____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.

_____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.

_____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

_____ 25. I minimize how much I use the "telling" style, and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.

_____ 26. I easily "go with the flow" and am flexible with the agenda as I adjust to the needs of the group in the moment.

_____ 27. I can "meet people where they are" and not demand or expect them to be farther along in their understanding or skill development.

_____ 28. I effectively name and discuss group dynamics among members in the moment and use them as "teachable moments" to facilitate deeper understanding and learning.

_____ 29. I can "let go of the outcome" and "trust the process" knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

_____ 30. I talk about the college's commitment to diversity and inclusion.

_____ 31. I state that it is everyone's responsibility to help create a campus climate that is respectful and inclusive for all community members.

_____ 32. I effectively discuss the common daily indignities and micro-aggressions that people from marginalized groups experience on campus.

_____ 33. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.

_____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in "difficult dialogues" with an Inclusion Lens

_____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

_____ 36. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

_____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

_____ 38. I acknowledge comments which sound inappropriate or triggering.

_____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

_____ 40. I recognize that "resistance" and challenges from group members are often doorways to deeper understanding and learning for the group.

_____ 41. I effectively navigate conflict and disagreement among group members.

_____ 42. I respond effectively to challenges and engage "resistance" from group members without taking it personally or feeling deeply triggered.

_____ 43. I can use triggering events as "teachable moments" for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

_____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice or program.

_____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice or program.

_____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice or program.

_____ 47. I track current utilization of programs and services within your area by group membership.

_____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.

_____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students, staff and faculty you served through our area.

_____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.

_____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.

_____ 52. I continually research national/international trends and promising practices from peer institutions and other campus departments.

F. My self-work as an Inclusion Practitioner

_____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.

_____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.

_____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.

_____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.

_____ 57. I am aware of how my beliefs about "what is "effective" _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising…)

_____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.

_____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.

_____ 60. I am aware of my "early warning signals" that I am beginning to feel triggered.

_____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not "work my issues on the group."

_____ 62. I am aware of my common triggers and their intrapersonal roots.

_____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.

_____ 64. I actively expand my understanding of issues of diversity, equity, and inclusion.

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/discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group 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

*Adapted from materials developed by Elsie Y. Cross Associates

Dynamics of the Status Quo*

Privileged Group members focus on:	Marginalized Group members focus on:
Individual Acts	Patterns
Focus on the individual	Systems/Culture
How far we have come	How far we need to go
Intent	Impact

Changing the Status Quo*
- Recognize and shift collusion
- Own group membership
- Intentionally use Discretionary Power
- Recognize Different impact
- Demonstrate Distinguishing behavior
- Move beyond "vs." and Either/or thinking to "Both/And"
- Anticipate and engage cumulative impact

Avoid Common Dialogue Pitfalls/Traps*
1. PLEs (perfectly logical explanations)
2. Yea, but….
3. That happens to me/my group, too….
4. I know someone who…and they don't agree with you….
5. I don't see it that way; therefore, it doesn't really happen….
6. That doesn't happen to me…(so it doesn't exist)
7. Don't you think that…
8. You're overreacting…you're too sensitive…
9. He/she's a good person…they never meant to do that….
10. That was not my intent! You misunderstood me!

*Adapted from materials developed by Elsie Y. Cross Associates

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to 50's/early 60's	**1. Age**	Younger; Older
White	**2. Race**	Person of Color; People who identify as Biracial/Multiracial
Male	**3. Sex**	Female; Intersex
Cisgender	**4. Gender Identity**	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	**5. Hierarchical Level**	Students, Graduate Teaching Assistants, direct service 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 4-year degree; highly valued school; private school	**8. Educational Level; Credential; Certificate**	High school degree; 1st generation to college; less valued school; public school
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.
Not disabled	**11. Disability Status**	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, athletic…	**13. Size, Appearance, Athleticism**	Perceived by others as too fat, tall, short, unattractive, not athletic…
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…
Parent 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
U.S. citizen	**18. Immigration Status**	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	**19. Geographic region**	Rural; some urban areas…less valued region
Light skin; European/Caucasian features	**20. Skin color; phenotype**	Darker skin; African, Asian, Aboriginal features…
Nuclear family with 2 parents in a heterosexual relationship	**21. Family Status**	Blended family; single-parent household; grandparents raising grandchildren; foster family…
Extrovert; task-oriented; analytical; linear thinker	**22. Work Style**	Introvert; process-oriented; creative; circular thinker

"Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership."

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010
http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race

"Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated."

Published on October 5, 2010 by Derald Wing Sue, Ph.D. in Microaggressions in Everyday Life
http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life

Microaggressions: Characteristics

- o Every day actions that occur all around us
- o By people who believe they are fair-minded, without prejudice
- o Possibly, without any conscious intent or malice
- o Usually unaware of how their comment, tone, or behavior negatively impact others
- o May be considered "no big deal"
- o Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- o Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups
- o Uncertainty – never knowing when they will experience another microaggression
- o Constantly vigilant, always tracking their surroundings
- o Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, "Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?"
- o If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- o Left feeling "I don't belong, I can't be successful here"
- o May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating….
- o Feel pressure to "act right" or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- o Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- o Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- o If choose to "let it go," may judge self as colluding; feel guilty for not stepping up

Common Unproductive Reactions During Difficult, Triggering Situations

Fight Responses

- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Explodes and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

Flight responses

- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

Freeze responses

- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can't move
- Doesn't respond or interrupt exclusionary comments and actions
- Overly anxious and scared

Flounder Responses

- Giving contradictory comment/examples
- Stream of consciousness, blabbering
- Can't decide: maybe this or maybe that
- Out of your body, still talking
- Tangents; way off topic

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Unproductive Meeting Behaviors

a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
c. Look back over this list, and imagine what needs the person/you were attempting to fulfill with each of these behaviors. Write these unmet needs in the 4th column. Examples of needs: recognition, inclusion, understanding, clarity, safety, connection, mutuality, collaboration, acknowledgement, efficiency, honesty, respect, competence, trust, fun, make a difference, etc.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Unmet needs
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		
	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		

	23. Emphasizes "good intent" and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are "too sensitive"		
	26. Repeats or rewords what members with lower status have just said		
	27. "Hears" and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or "hear" comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an "attack"		
	32. Go to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publically		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		

What Could You Do?
1. Over time you have noticed that most staff do not greet or interact with someone who uses a wheelchair like they do to others walking by.
2. You observe a someone asking a person you think might be multiracial or biracial, "What are you?"
3. You notice new staff members get talked over or ignored in discussions.
4. A staff member talks louder and more slowly when addressing someone from Korea.
5. You hear someone making fun of an "overweight" student.
6. You notice in team meetings, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the end of the fall semester, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few student staff look down or seem restless.
8. You hear a staff member asking someone who they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. You notice a male staff member standing really close to a female staff member. As she backs away, the male staff member moves closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the manager seems distracted and frustrated.
12. You notice that some staff members seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. A student talks about being LGBTQ and a staff member says, "I'll pray for you."
14. You notice that the activities planned for alumni always require individuals to pay what seems to you as a high fee.
15. You see a U.S.-born staff member approach an international student and ask him to teach them swear words in his native language.
16. A staff member continues to call two student workers by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A manager refuses to use the personal pronouns and name of a transgender staff member.
18. You notice some staff regularly looking women up and down, staring at their breasts.
19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.
20. You notice a staff member wearing a baseball cap with a team "mascot" that is Native American.

21. A staff member tells you their manager told them, "Someone with your type of learning disability will probably not get promoted."
22. You overhear someone saying to an African American woman, "You're very articulate!"
23. In a group discussion, you overhear a woman confronting a male staff member and see him turn to a friend and say, "What a B____!"
24. A Latina student is talking to some of the white students in the hallway about a racist situation that happened on campus. A staff member walking by says to their colleague, "Why do they have to make everything about race? They were probably just having a bad day…"
25. Student staff members are complaining how Black or Latino have to show 1-2 forms of ID to use a computer lab, while white students do not. A white staff member says, "I had to show ID last week. This has nothing to do with race."
26. You notice that some staff repeatedly mispronounce an international alum's name.
27. As the class starts to discuss the Black Lives Matter movement, all of the students and turn to the only African American in the class and ask, "What do you think about what is going on?"
28. You overhear a few other students make disparaging comments about Islam and Muslims.
29. A staff member wants to include a photo of two men kissing in a brochure about alums getting married on campus; another staff member just shakes their head.
30. A female manager is assumed to be the secretary of the department.
31. You see a staff member treating a custodial staff member with disrespect.
32. As some student workers are talking about how a female student was sexually assaulted at a party over the weekend, you hear one of them say, "Given me a break! Did you see what she wore to that party?!?"
33. A manager listens and considers new ideas when a more experienced staff member raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
34. When someone points out the racist comment a staff member just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a team discussion about sexism, you notice that while a female staff member is talking about her experiences on campus a couple of men are talking to each other and smiling.
36. When a staff member gets confused during a discussion, someone says, "She's having a blonde moment!"
37. You overhear a staff member saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. A staff member make a comment to a person of color: "You got that promotion because of your race."

39. Two staff members are standing talking to each other at the desk of the administrative assistant while s/he is there trying to get work done.
40. A manager publically chastises staff if they are a few minutes late, but then will casually walk in 10 minutes late to a meeting and not apologize for keeping others waiting.
41. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
42. You observe a staff member talking to an "average looking" student who seems to get distracted when a "very attractive" student approaches; and quickly stops talking to the original student and turns their attention to the more attractive one.
43. In a search committee meeting to choose the final 3 candidates to bring to campus, several staff members talk about the white men and women: "He seems like he'd fit into the group;" "She'd be a team player."
44. A 6-foot person patting the head of someone who is 5'2", someone they hardly know.
45. Introducing the male manager as Dr. __, and the female manager with a doctorate as Ms. ____ or by their first name.
46. A staff member who often raises issues is not invited to lunch when the supervisor organizes an informal gathering among most staff.
47.
48.
49.
50.

What are Your Inclusion Values and Intentions?
Developed by Kathy Obear, Ed.D., Center for Transformation & Change
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- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- "go with the flow;" trust the process
- deepen learning and growth
- meet the people "where they are" without judgment
- use the triggering moment to deepen understanding
- relate in, connect to the person
- create space for honest, authentic dialogue; sharing of feelings, perceptions
- invite people to learn from the situation
- model the social justice behaviors you espouse: authenticity, empathy, self-reflection, engagement…
- deepen understanding across differences
- identify deeper issues fueling feelings, perceptions and behaviors

- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- build a "bridge" and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy

Have You Ever Had These Less Productive Intentions?

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- "put them in their place," shut them down
- punish the other person
- embarrass or put down the other person
- make them feel the pain and hurt you feel
- change the other person's views, feelings or behaviors
- to make people learn
- trick and "out fox" the other person
- avoid confrontation and conflict

- keep the conversation "under control"
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as "incompetent"
- control how others feel about you
- To seen as a "good one," an ally
- use the current opportunity to "right the wrongs" you experienced in your past
- change the other person to account for times you either didn't or couldn't change oppressive people earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in

Traps and Potholes for Allies to Avoid, a Beginning List
Tanya Williams, Ed.D., and Kathy Obear Ed.D.

o Colluding and trying to maintain the status quo culture
o Trying to keep your status, membership in "the club" while saying you are creating change
o Fear of losing your access, connections, and future career opportunities
o Attached to what people will say about you
o Afraid of the consequences and backlash if you speak truth to power
o Thinking you know all you need to know; feeling you have arrived
o Believing you have the right answer, you know exactly what is needed
o Feeling you have arrived, done all your self-work
o Having some information and skills, but nowhere near enough competence
o Acting alone or in isolation
o Not having accountability structures with people in the corresponding marginalized group
o Motivated by wanting to "help" people in marginalized identities
o Reacting out of rescuing, patronizing, or condescending energy
o Motivated by guilt, shame, or pity
o Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
o Wanting recognition and appreciation for your contributions
o Taking over and dominating conversations
o Assuming leadership roles in cross identity groups with thoughtful group dialogue
o Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
o Reacting out of self-righteous energy
o Social justice arrogance: believing you "get it" and others "don't get it"
o Believing there is a progression from mediocre ally to "super ally"
o Personal attacks on people who "don't get it"
o Shaming others or yourself for not knowing enough, doing enough, etc.
o Acquiescing to anything people from marginalized groups say and do
o Disappearing from conversations and deifying people from marginalized groups
o Defensiveness to feedback from people from both marginalized and privileged groups
o Resistance to looking at impact of your behavior
o Unwilling to explore how you may be reacting out of internalized dominance
o Holding back out of perfectionism, fear making a mistake, or being wrong
o Fear of intense emotions (yours of others), especially anger and deep pain
o Not seeing all people as worthy human beings, deserving of respect and dignity
o Hiding your prejudicial thoughts and implicit bias
o Fear of being vulnerable
o Disengaging from other members of your privileged group(s)
o Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) ~ the people you say you are an ally to
o Only working on a single identity; seeing and working with the intersections and simultaneity of multiple identities

- Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
- Doing for others what they can do for themselves
- Thinking there is a checklist, a to-do list of "right" ally behaviors

What Could You Do?

Directions: Choose 1-2 examples of microaggressions and exclusionary situations. Write each one in the left-hand column. Then discuss and note how you could ADDRESS the situation in the other column.

Consider as you discuss:
- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **_ADDRESS*_** the situation?

   - **A** = Acknowledge (that something occurred)
   - **D** = Dialogue (with the person in the moment, afterwards)
   - **D =** "Document" (tell someone; use the Bias Reporting System)
   - **R** = Redirect (the conversation)
   - **E** = Educate (the person)
   - **S** = Stop (the exclusionary behavior)
   - **S** = Support (the people impacted)

Microaggression, Exclusionary Situation	*WHAT COULD YOU DO?*

Developed by Naomi Sigg, Director of Office of Multicultural Affairs, Case Western University, 2015 nxs399@case.edu

PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see **(Pay Attention Now)**
- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- 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 as they try to share...
- You seemed to have a reaction to what I 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...

I: INTERRUPT the dynamics
- ➢ Let's slow down the conversation and talk about what just happened…
- ➢ I'm going to interrupt and try a different approach to this conversation…
- ➢ We are not engaging according to our group norms.
- ➢ Let's take a breath…

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?
- What you're saying seems to relate to what so-and-so 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...

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Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	- Can you tell me more… - Can you give me an example… - Can you give me some background on this situation… - What do you mean when you say… - Help me understand what you disagree with…find frustrating… - Help me understand how you came to that conclusion? - What were you feeling when…? - What's your perspective? - What led you to that conclusion?
Paraphrase the person's comments	- So you're saying that… Are you saying that… - So you feel that… - So you think that… - So from your perspective…
Explore their INTENT	- Help me understand your intent when you… - What had you wanted to communicate with your comment? - What was your intended outcome? - What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	- I notice you had a reaction to what I just said… - I don't believe she was finished with her comment… - I notice you just got very quiet…looked away… - I'm noticing your tone of voice… - I'm noticing your body language…
Explore the IMPACT on them	- It seems my behavior had an impact on you… - How did that impact you? - What were you feeling when…
Acknowledge and validate their points as much as possible	- I hear that you feel… - I can see that from your perspective you think… - I'd probably feel _____, too…
Explore possible solutions	- What do you think we can do? - What do you see as the next steps? - One thought could be to…what do you think? - Might it be possible to…
State your desired outcome	- This is what I suggest we do… - I want to…I need…
Summarize the dialogue	- Summarize the dialogue without stating opinions or judging the dialogue. - So we've discussed…we agreed to…

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Recovery Tools: The 3 R's

It is critical to develop the capacity to demonstrate effective recovery skills when our comments and behaviors negatively impact others. We need the ability to acknowledge the other person's perspective, apologize for any negative impact, and commit to responding differently in the future.

REFLECT

As soon as you notice you feel triggered, *Begin Within,* and reflect on the following:
1. How am I feeling? How intense are my emotions? (-10 to +10)
2. What are my physiological reactions?
3. What story did I make up about this situation?
4. What intentions and motives fueled my reaction?
5. What intrapersonal roots are fueling my less effective reactions?
    a. Current life issues
    b. Cumulative impact
    c. Unresolved issues and old wounds
    d. Fears
    e. Unmet Needs
    f. Ego-driven desires
    g. Assumptions, bias, shoulds, expectation and judgments
6. What might I have said or done that contributed to these difficult dynamics? Just now? Recently?
7. Relate to the person(s) whose behavior was the source of your trigger: How am I just like them?

RELEASE

1. Do some stress releasing activities to de-escalate the intensity of your physiological and emotional reactions
2. Create the time and space to release your retriggered emotions

REALIGN

1. Refocus on positive, productive intentions
2. Shift your initial story and subsequent thoughts

Then, choose how you want to **RE-ENGAGE and RESPOND**

If you are unclear why the dynamics are so charged and difficult, but suspect someone(s) may feel triggered:

- Did I say or do something that was offensive or triggering?

- Have I done something recently that is related to what we are talking about?
- Can you tell me more about what is troubling for you?
- It seems my behavior had a negative impact. I'm open to hearing how I've impacted you.
- I notice I'm feeling triggered, and I sense you are, too.

If you realize your behavior crossed a line, own your behavior and apologize:
- I notice I just interrupted you. I apologize.
- I realize what I just said/did was unproductive/offensive.
- I regret what I just did.
- I apologize. I was wrong to _____.
- I misspoke just now, and I apologize.
- I was wrong to just raise my voice and cut you off.
- I want to apologize for my tone.

If you realize someone is triggered by your comment or behavior, even if you feel you had not crossed a line:
- It seems something I did or said was triggering for you. Can we talk about it?
- Can you say more about the impact of what I said or did?
- I hear the impact of what I said/did. And I apologize.

If someone gives you feedback about your behavior:

- **Acknowledge and paraphrase** what behaviors they are concerned about and the impact
  - So it sounds like you felt demeaned and dismissed by my actions.
  - When I interrupted, you shut down and didn't want to participate any longer.
  - You felt angry and disappointed when I followed up on Jerry's idea and not yours.

- If you are still unclear, **ask about the impact**
  - Can you say more about the impact of what I said on you?
  - What was the impact of my comment? Behavior?

- Ask if they have **any further feedback** for you or other issues to discuss
  - Is there anything else about the impact of my behavior you or others want to talk about?
  - Are there other comments or actions that I've made that anyone wants to give me feedback on or discuss at this moment?

- **Apologize** for the impact and your behavior.
  - I apologize for my actions and regret the impact I had on you.

- **Appreciate** the person and the conversation
  - I appreciate your willingness to give me this feedback.

- I hope you'll continue to feel free to talk to me about this issue or anything else I do or say that creates a difficulty for you or the team.

- State **what you intend to do differently** in the future
  - It's my intention to think about all this, and to be far more aware of my tone and actions in the future.
  - As we go forward, my intention is to ____. Does this work for you?
  - Is there anything else you would like me to do differently in the future?

A Multicultural Organization
Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all employees**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Employees reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

Steps to Strategic, Sustainable Organizational Change

1. Gain **leadership commitment** and support
2. Form an **Inclusion Change Team**
3. **Clarify and communicate the vision** and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. **Conduct a Comprehensive Cultural Audit** to assess the current campus dynamics and organizational readiness for systems change
   - Develop a deep understanding of the experiences of the multiple privileged and marginalized groups on campus and in the community
   - "Map out" and assess the current campus dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. **Identify the "Promising Practices"**
6. Top leaders and Inclusion Change Team **analyze data** from Cultural Audit and **develop Strategic Plan**
7. **Implement strategic activities**, including **accountability structures**
8. **Evaluate progress and revise** Strategic Plan and activities as needed

MCOD Developmental Stage Model*

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization
- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members
- Monocultural organization

Stage 2: "The Club"
- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization
- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
    * Must assimilate into organizational culture
    * Must not challenge the system or "rock the boat"
    * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization
- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization
- In transition
- Actively working towards developing an inclusive organization
- Moving beyond "nondiscriminatory," "non-oppressive" to proactively inclusive
- Actively working to create environment that "values and capitalizes on diversity"
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

Stage 6: The Multicultural Organization
- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

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Panning/Observing 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?

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

Designing Caucuses for Members of Privileged Groups

Topics to explore, include:

- Establishing group norms and intentions
- Diverse Community Foundations (Dr. Jamie Washington)
- Cycle of Socialization
- Dialogue skills: RAPS ~ Relate, Ask, Pan (Pay Attention Now), Share
- Early messages, socialization experiences
- Common Fears
- Feelings as discuss whiteness/racism; class/classism
- Intent and Impact
- Common behaviors of whites/people with class privilege: micro-aggressions, micro-insults (Dr. Derald Sue)
- Discuss behaviors we each have done that perpetuates the status quo
- Shifting from guilt and shame to taking responsibility for creating change
- White privilege/Class privilege
- Internalized dominance
- Common triggers
- Effectively navigating our triggers
- Characteristics of an ally
- Shifting our attitudes, thoughts, and actions
- Examples of ally behaviors, ways to dismantle oppression
- Making amends, taking responsibility for the impact of our actions
- Personal action planning
- Creating our support system
- Closure and appreciations

The "flow" of activities/discussions and learning outcomes in white caucus sessions at SJTI/Social Justice Training Institute www.sjti.org

1. Set ground rules, create a container for authentic dialogue ~ be real, relate in, lean into discomfort, say the unsaid in you
2. Share the breadth of feelings we've been experiencing as whites in intensive, cross-race discussions about race and racism
3. Authentic dialogue about what feelings you've been experiencing ~ in real-time
4. Explore the roots of these feelings and attitudes ~ internalized dominance, white privilege, socialization as whites, etc.
5. We "relate in" and claim how we are similar to other whites
6. Own, relate in, and discuss our attitudes and behaviors as whites that result in exclusion, negative treatment of people of color/people who identify as multiracial ~ What specifically have we said or done that was grounded in racist attitudes, white privilege, and internalized dominance?

7. Explore our intentions behind our actions and inactions
8. Continue to engage and support each other as we struggle to participate in authentic dialogue about our personal internalized dominance and white privilege
9. "Leave no one behind!"
10. Shift from guilt, shame and blame to accepting responsibility and a willingness to make amends through changed behaviors and attitudes
11. Explore triggering moments that occurred in the Institute ~ digging for "our part" and identifying what we can do differently
12. Share ways to shift our current narratives and dismantle our internalized dominance and racist attitudes
13. Share examples of how we have acted in ways that dismantle racism and create more inclusive communities
14. Reflect on and share the impact of experiencing these white caucus sessions
15. Identify, specifically, what other whites said or did that helped us have authentic dialogue, deepen self-awareness, increase our commitment to shift our attitudes and actions, etc.
16. Discuss how we can integrate new insights and learnings into our work and personal life
17. Discuss and negotiate ways to support each other as we work to integrate these new ways of being into our lives
18. Publically commit to taking new actions

Authentic Dialogue Prompts

Directions ~ With your partner, share and _relate_ to each other as you discuss:

1. Share an example of a time you spoke up and effectively engaged someone whose comment or behavior was biased or misinformed: How did you feel? What did you do/say?

2. When are you at your best as an ally or change agent?

3. What are some of your fears as you engage issues of race and racism?

4. What biases or stereotypes do you still notice within yourself?

5. When and where do you get stuck? How do you feel when you are stuck and less effective?

6. What would feel supportive from colleagues? To help you continue to grow and develop skills?

7. When have you:
    a. Felt fear when interacting with people of color?
    b. Felt fear when interacting with whites?
    c. Felt guilt or shame?
    d. Felt anger towards people of color?
    e. Felt anger towards whites?

8. What are 5+ ways you see people benefiting from white privilege?

9. What are some examples of how whites have intentionally used white privilege to help dismantle racism?

10. When have you seen others use white privilege to gain an advantage or greater access?

11. What racist thoughts do you still have?

12. What are 1-2 examples (over the past 1-2 years) when you have acted based on some racial stereotypes or racist thoughts?

13. When do you remember realizing that **_whites_** believed they were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)

14. When do you remember realizing **_that you_** believed whites were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)

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Common Fears

Directions: Check-off any of the following fears that you have felt or anticipate as you engage in difficult conversations.

1. What if I make a mistake?

2. What if I say something stereotypic or biased?

3. Will I be seen as a fraud?

4. What if I can't handle a situation?

5. If I don't manage this well, will people could get hurt…

6. If I don't manage this well, it might hurt my relationships with others

7. Am I making this worse?

8. Am I ready to participate in this discussion?

9. People will get defensive and I won't know how to respond.

10. The conversation will "get out of control."

11. People will get too emotional and I won't have the skills to manage the situation.

12. I don't know enough to engage in the conversation effectively.

13. If I don't do this well, I'll let people down.

14. "Things won't change."

15. My comments will be dismissed.

16. I'll feel triggered by someone's comments or behaviors.

17. My personal opinions and behaviors will become the focus of the conversation.

18. I will lose credibility and be seen as less competent.

19. If I am too confrontational, there will be repercussions.

20. People will be disappointed in me.

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Privileged Group Dynamics: Unproductive 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; tone policing

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 support members of marginalized groups, feel angry if they don't enthusiastically appreciate your "help"

41. believe there is one "right" way, meaning "my way" or the "white/male/upper class way"

More productive approaches:

42. track patterns of differential treatment of people of marginalized identities and intervene to stop inappropriate actions and educate others

43. continually learn more about the experiences of people of marginalized identities

44. recognize when people of marginalized identities 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 people of marginalized identities and intervene to create change

46. constantly track daily 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.

Debrief Questions

1. When have you spoken up effectively as an ally or accomplice?

2. What skills, tools, and capacities do you want to add to your toolkit?

3. Which of the Common Traps have you observed? Done?

4. How have you supported other members of your privileged groups to develop their capacities as allies and accomplices?

5. What additional trainings, caucuses, and conversations would help us develop more effective allies and accomplices on campus?

6. What do you commit to doing:

    a. More of?

    b. Less of?