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PaperClip Communications
Webinar

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Develop Effective Allies on Your Campus
Deepen Student, Staff, Faculty & Administrators' Capacity to Create Greater Equity & Inclusion

November 9, 2017 · 2:00 – 3:30 pm ET

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Presenter

- Tanya O. Williams, Ed.D
- Lead Coach and Consultant
- Authentic Coaching and Consulting
- tanya@authenticseeds.org



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Presenter

- Kathy Obear, Ed.D
- President
- Center for Transformation & Change
- kathy@drkathyobear.com



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Current State of Affairs

- **Increasing demand** for transformational, sustainable change
- **Exhaustion and over-burdening** of people from marginalized group identities
- **Fear and complacency** from members of privileged groups
- Critical to **develop effective partnerships** to create change

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What is an ALLY?

What is an ACCOMPLICE?

(Checklist for Allies and Accomplices, **pg. 3-4**)

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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. (**pg. 1**)

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What do you already intentionally do to create a more equitable, inclusive campus environment for everyone?

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Assess Your Current Practice

- What are you **doing to create** meaningful, sustainable equity and inclusion?
- How are you successfully **working in partnership** across group identities?
- How effectively are you **nurturing, developing and supporting** other leaders and change agents?



GROUP LEVEL

Assess Your Current Capacity

Do you **readily and effectively**:

- Recognize and acknowledge **your privileged identities?** (pg. 12)
- Recognize the **status and privileges** you receive?

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Differences That Make A Difference

- Age
- Athleticism
- Criminal background
- Disability Status
- Educational level
- English Proficiency
- Ethnicity/culture
- Family status
- Gender identity/expression
- Geographic region
- Hierarchical level
- Immigration status
- Job function
- Marital/Relationship Status
- National origin
- Parental Status
- Race
- Religion/spirituality
- Sex assigned at birth
- Sexual orientation/sexuality
- Size/appearance
- Skin color; phenotype
- Socio-economic class
- Veteran Status
- Working style
- Years of experience
- Others....

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Reflect on Each Category of Difference

1. Which groups are **more on your screen**? You think about on a regular basis in your work?
2. Which **may not be as centered** in your thinking and work?

*	*
*	*
*	*
*	*
*	*

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Share with a partner:

- Among the “not so much” cards: **Which ones of these are your privileged groups?**
- **How might your two lines impact how you engage and serve others across group memberships?**
 - Create policies, practices, and services that accelerate student success and the hiring, development, and promotion of all talented faculty and staff?

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Assess Your Current Capacity

Do you readily and effectively:

- Recognize a full range of **interpersonal microaggressions** as well as ways **implicit bias is infused** in daily **practices, policies, services and programs?**

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- **im•plic•it bi•as** /im plisit bī s/ : The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible. Having biases doesn't make you a bad person—it only makes you human.
- Kirwan Institute

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Microaggressions (pg. 13)

Dr. Derald Sue

- Every day actions that occur all around us
- **By people who believe they are fair-minded, without prejudice**
- **Possibly, without any conscious intent or malice**
- **Usually unaware of how their comment, tone, or behavior negatively impact others**

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Interrupting Bias and Microaggressions

1. Share about a time **you spoke up:**
 - **Why did you choose to speak up?**
2. And a time **you didn't speak up:**
 - What were **some of the thoughts or concerns** you had that led to your not speaking up?
 - What was the possible **impact of your silence** on others? On you?

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Common Unproductive Reactions, pg. 14

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Unproductive Classroom & Meeting Behaviors

Directions (pgs. 15-16):

- **Column #1: Check-off** any behaviors which you have observed in meetings or conversations in the classroom
- Then use **Column #3** to check-off any that **YOU** have done during meetings and/or classroom conversations
- ***What's the probable impact if unaddressed?**

Common Microaggressions

- In your group, assign each person either: A, B, or C
- Each will review 1/3 of the items on **pgs. 17-19**:
 - **A = page 17**
 - **B = page 18**
 - **C = page 19**
- **NOTE:** What is the **possible implicit bias** and **negative impact** of each one.

Assess Your Current Capacity

- Can you recognize the **common traps and potholes** many "Allies" fall into
- Do you have the **capacity to recover** in the moment and shift your behavior in the future?

What are **your INTENTIONS**
as you decide how to
engage and respond?

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Traps & Potholes to Avoid (pg. 21-22)

- That wasn't my intent!
- The reason I said that was...
- Jumping to solutions
- Tug-of-war: You started it!

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What could you do?

ADDRESS it! (pg. 23)

Developed by Naomi Sigg, Case Western Reserve

- A = Acknowledge** (that something occurred)
- D = Dialogue** (with the person in the moment; later)
- D = Document** (tell someone; report it)
- R = Redirect** (the conversation)
- E = Educate** (the person)
- S = Stop** (the exclusionary behavior)
- S = Support** (the people impacted)

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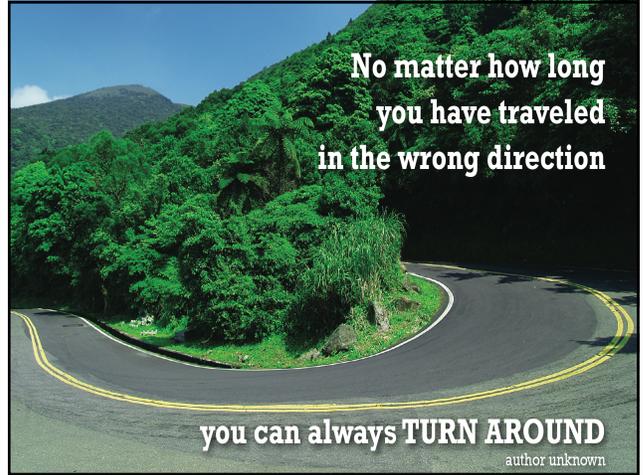
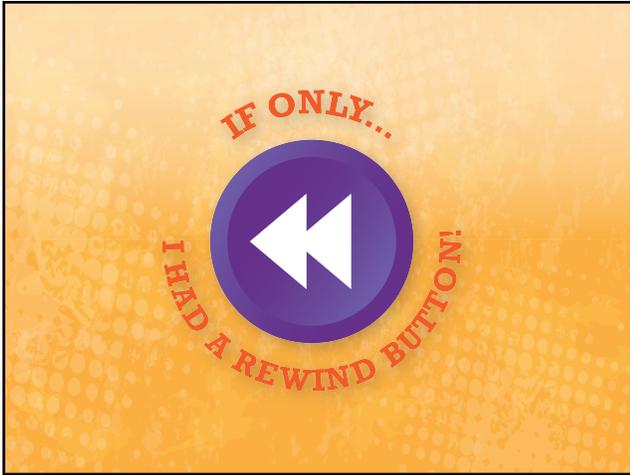
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Tools to Engage and Respond to Microaggressions

- Review **page 24** (PAIRS)
- Review **page 25** (Engaging Skills)

* **Note useful tools and approaches**

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Recovery Tools: The 3 R's (p. 26-28)

- Reflect
- Release
- Realign

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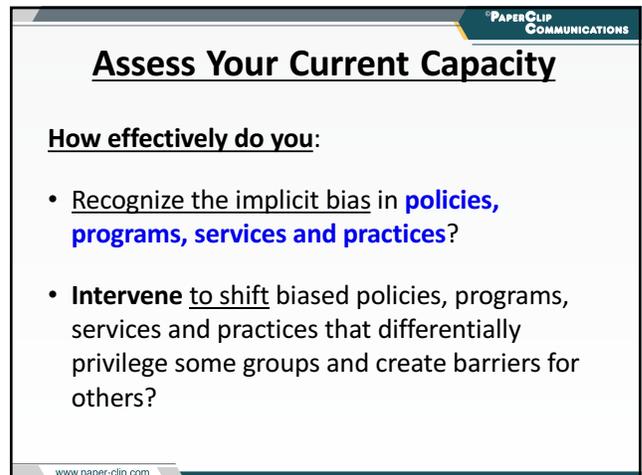
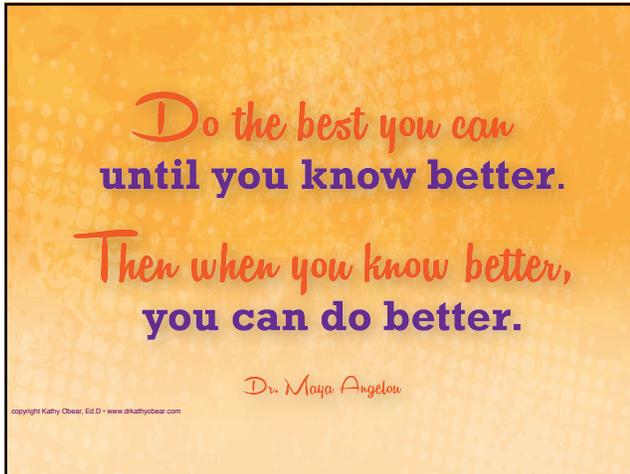
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WHAT IF????

1. Make some notes about some **dilemmas, scenarios** you experienced or anticipate experiencing in meetings and on campus that you would like some insights for how to respond
2. Discuss **several ways to engage** to create greater equity and inclusion
3. **Demonstrate** what you would say and do....

32

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Scale 0-10:

0 = not at all 10 = completely

How effectively do the current campus climate, culture, and organizational structures:

- Accelerate **student success** for the full breath of those we serve?
- Accelerate the **professional success, retention, and development of ALL faculty & staff?**

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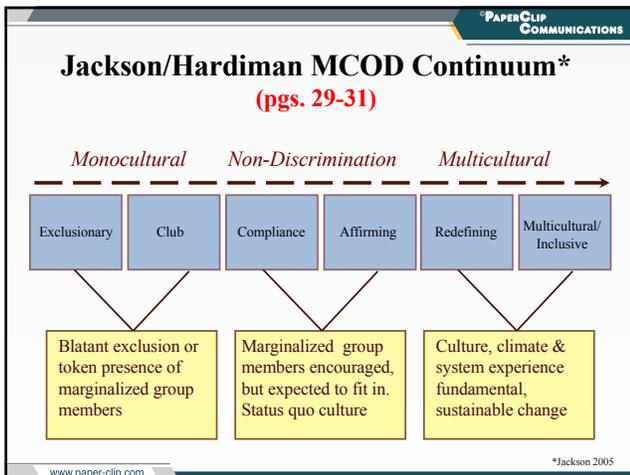
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Multicultural Organizational Development (MCOB)

Theory and Practice

**Dr. Rita Hardiman
Dr. Evangelina Holvino
Dr. Bailey Jackson**

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Do All Members Feel Included?

How Would You Know?

- Observe/ "PAN" (**P**ay **A**ttention **N**ow)
- With an *Inclusion Lens*

Review page 32:

- Which of these do you do unconsciously, all the time? (Check-off v)
- (*) Which ones could you add to your Toolkit?

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- What policies, practices, services, and procedures **MIGHT** it be useful to re-examine with an *Inclusion Lens*?
- Identify **IF and HOW** there may be unintended differential impact across group membership.

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Discuss and Chart

<u>Current practice</u>	<u>How can we SHIFT?</u>
<ul style="list-style-type: none"> • List examples of current practices, policies, procedures, and services • that occur in organizational processes, • that MIGHT have an unintended differential impact across group membership.... 	<ul style="list-style-type: none"> • What is the impact of each? • What else can be done to SHIFT the differential impact? • And create greater equity & inclusion?

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“30 Second Stretch”

We think your health is important. Please feel free to take a 30 second break to stretch and/or reflect before we continue.

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Assess Your Current Capacity

- How effectively and consistently do you **support the development of other members of privileged groups** to deepen their capacity to be effective allies?

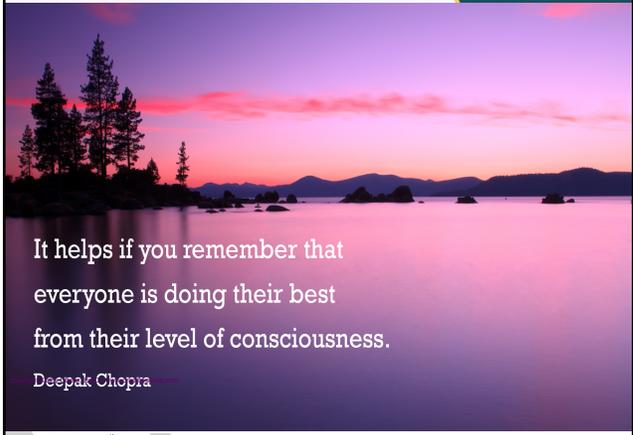
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Caucus/Affinity Work (pgs. 33-34)

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It helps if you remember that everyone is doing their best from their level of consciousness.

Deepak Chopra

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The Ladder of Fear

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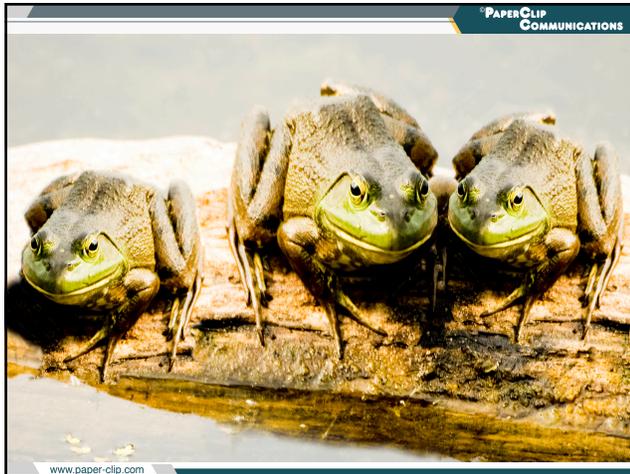


Accountability breeds responsibility.

Stephen Covey

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Q&A Session

How Do I Ask a Question of the Panelist(s)?
 Write in a question or comment anytime during the webinar by using the Q&A panel at the bottom of the screen.

For Questions that Arise After the Conference
 If you have a question that you were unable to ask during the webinar, please feel free to email the presenters directly or email info@paper-clip.com.

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5 Takeaways from Today:

1. **Choose courage and speak truth to power**, regardless of the imagined costs.
2. Pay attention and **interrupt Common Traps** in others and in yourself.
3. **Do your self work** in caucuses and in other ways to develop the capacity to partner with and follow the leadership of people in marginalized identities.
4. Actively support and **develop other allies and accomplices**.
5. Ground yourself in **humility and gratitude**.

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We Want Your Feedback!

If you would like to provide suggestions for improvement and/or ideas for future event topics, please email us at info@paper-clip.com and we will send you the link to our brief online survey.

Thank you for your participation,
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PaperClip Resources

Upcoming Webinar Conferences:

Students Affected By Crisis, Tragedy & Disaster
Appropriate Campus Response & Support



2:00-3:00pm ET
Thursday, November 30, 2017
A PaperClip Communications Webinar

Faculty & Staff Sexual Misconduct
Lessen the Risk of Misconduct & Respond to Cases Appropriately



2:00-3:00pm ET
Wednesday, December 6, 2017
A PaperClip Communications Webinar

A PaperClip Communications Webinar

Microaggressions, Equity & Inclusion
Lessen the Racial Divide to Create an Inclusive Campus Culture



2:00-3:00pm ET
Wednesday, January 31, 2018
A PaperClip Communications Webinar

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