

# The Diversity Umbrella: What is Underneath it?

Inclusive Graduate Education Network  
Conference

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# WHAT IS UNDERNEATH THE DIVERSITY UMBRELLA

- How is diversity defined?
- What are words or descriptions associated with diversity?

## DEFINING INCLUSIVE SPACES

- Inclusion - all people, regardless of their social identities, have **equal access to opportunity and advancement**, receive credit for their work, and are valued for more than just their membership in a social identity group (Cochran, 2018)
- In my assessment of inclusion I often ask:
  - Who feels they fit in the department or organization?
  - Who feels discriminated against?
  - Who have heard insensitive remarks and what groups were the remarks aimed at?
  - Who feels they receive credit for their work? And feels their contributions to the organization are valued?
  - Who feels they have opportunities for advancement?

# SOME THINGS WE CAN DO TO CREATIVE INCLUSIVE ENVIRONMENTS

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- In addressing these questions:
  - Addressing Implicit Bias
  - Addressing Microaggressions

# SOME THINGS WE CAN DO TO CREATIVE INCLUSIVE ENVIRONMENTS

- Implicit Bias - relatively unconscious, relatively automatic features of prejudiced judgement and social behavior; also known as unconscious bias and implicit social cognition
- “30 years of findings from neurology and social and cognitive psychology showing that hidden biases operating largely under the scope of human consciousness influence the way we see and treat others, even when we are determined to be fair and objective”
  - Staats, C., Capatosto, K., Tenney., L., & Mamo., S. (2017). *State of the science: Implicit bias review 2017* (Vol. 5). Kirwan Institute for the Study of Race and Ethnicity, The Ohio State University
  - .

## **What is known about implicit bias**

- Unconscious and automatic
- Pervasive
- Do not always align with explicit beliefs
- Have real-world effects on behavior
- Are malleable
  - Six research-supported strategies for mitigating the impact of implicit bias

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## **Mitigating Implicit Bias**

- Counter-stereotypic training
- Expose to counter-stereotypic individuals
- Engaging in deliberative processing
- Having a sense of accountability
- Taking the perspective of others
- Education efforts aimed at raising awareness about implicit bias

# IDENTIFYING AND ADDRESSING MICRO-AGGRESSIONS

- Three major kinds of micro-aggressions
  - Micro-assaults - an explicit racial derogations characterized primarily by a verbal or nonverbal attack. meant to hurt the intended victim through name-calling, avoidant behavior, or purposeful discriminatory
  - Microinsults – demeans a person’s racial heritage or identity
  - Microinvalidations – excludes or negates a person’s thoughts or feelings
- Two associated stances
  - Colorblindness – invalidates the thoughts, feelings, and experiences of People of Color
  - Dysconscious racism - an uncritical habit of mind (including perceptions, attitudes, assumptions, and beliefs) that justifies inequity and exploitation by accepting the existing order of things as given
- (Clark, Anderson, Clark, & Williams, 1999; Dovidio, 2001; Salvatore & Shelton, 2007; Sue, 2010; Sue, Capodilupo, & Holder, 2008; Forrest-Bank, & Jenson, 2015; King, 1991)

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## DEFINING EQUALITY

**have equal access to opportunity and advancement**

- Equality - permits the development of a positive cultural identity without interfering in universal criteria for access to economic and power structures (Hagopian, 1994).

You're not really Mexican are you?

- Cherrie Moraga (2013)
- Gloria Anzaldúa (1987)

# EQUITY – ADDRESSING HISTORICAL INJUSTICE

- Equity - a redistribution of power and access to make situations and circumstances more just or fair (Atwater, 1999)
- Historical inequities and injustice in education
  - Benjamin Roberts (1849)
  - Plessy v Ferguson(1898)
  - Lemon Grove Incident (1930)
  - Mendez v Wesminster (1946)
  - Universal secondary schooling for Black students (1968)
  - (Ladson Billings, 2006)
- [https://www.youtube.com/watch?v=ofB\\_tIoTYhI](https://www.youtube.com/watch?v=ofB_tIoTYhI)

## EQUITY – ADDRESSING PRESENT INJUSTICE

- Equity - a redistribution of power and access to make situations and circumstances more just or fair (Atwater, 1999)
- Present inequities and injustice in education
  - Parents Involved in Community Schools vs Seattle Public Schools (2007) – racial tie breakers unconstitutional
  - Gratz vs Bollinger (2003) – roll back of Affirmative Action
  - Suspensions and expulsions at the Pre-K-12 level
  - Access to curriculum - AP courses and honor courses
    - Williams Case in CA
  - Funding disparities
- (Ladson Billings, 2006)
- [https://www.youtube.com/watch?v=ofB\\_tIoTYhl](https://www.youtube.com/watch?v=ofB_tIoTYhl)

## EQUITY VS SOCIAL JUSTICE

- Equity - a redistribution of power and access to make situations and circumstances more just or fair (Atwater, 1999)
- Social Justice – a commitment to action against oppression and inequities (Atwater, Butler, Freeman, & Parsons, 2013).
- Families of Color and poor families value education (Ladson Billings, 2007)

## WHITE SUPREMACY

- White Supremacy – the belief that white people are superior to those of all other races
- One component of white supremacy is to allow white individuals to be seen as individuals, but to group together People of Color in various ways
  - Asian American panethnicity (Espiritu, 1992)
  - “Despite the common challenges confronting African-American women as a group, individual Black women neither have identical experiences nor interpret experiences in a similar fashion...differences among individual Black women produce different patterns of experiential knowledge that in turn shape individual reactions..” (Hill Collins, 2000).

## RETURNING TO EQUALITY

- Fort Worth Black woman killed by police while playing video games with her nephew
- Mass shooting in El Paso, gunman targeted Mexicans
- Transgender woman murdered in Texas a month after being beaten by mob in hate crime
- **Equality - permits the development of a positive cultural identity without interfering in universal criteria for access to economic and power structures (Hagopian, 1994).**
- Create space for students and employees from marginalized groups to address inequities and oppression

## TAKEAWAYS FOR IGEN

- In striving for an inclusive space, we must:
  - Understand and address implicit bias, microaggressions, and explicit bias
  - Make room for the identity development of students and employees in ways that do not hinder their access to success
  - Be cognizant of the unique experiences of individuals from marginalized and multiply marginalized individuals and how that impacts their experiences in our organizations and institutions
  - Remember that the performance gaps and achievement gaps that we see are the results of educational inequities and injustice
  - Remember that individuals from marginalized groups are still individuals
  - Commit to social justice by taking action against oppression and inequity
  - Support individuals from marginalized groups in their fight for social justice