



Recognizing Microaggressions
with Dr. Kathy Obear

Learning Guidelines

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (@ COMFORT LEVEL +1)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. ACKNOWLEDGE INTENT; EXPLORE THE IMPACT OF COMMENTS AND BEHAVIORS
9. TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
10. RESPECT AND MAINTAIN CONFIDENTIALITY
11. NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU
12. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
13. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
14. ENGAGE THIS OPPORTUNITY!

Meeting & Classroom Guidelines ~ Your Intentions & Guidelines

*To create environments where everyone feel heard, involved, supported, and respected

*To create productive and engaging environments for the open and respectful exchange of ideas, perspectives, and opinions

*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Speak and act in ways that do not disrupt or interfere with the learning or work of others.
- Explore controversial issues through open dialogue and respectful deliberation.
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity
- Respectfully address unproductive and exclusionary behaviors from other students

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

PANNING

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

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

Now

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

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

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

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

Observing/Panning Group Dynamics with an Inclusion Lens

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

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

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PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer
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; 1 st 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>

Microaggressions: Characteristics

- 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
- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- 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?”
- 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
- Left feeling “I don't belong, I can't be successful here”
- 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....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as colluding; feel guilty for not stepping up

Unproductive Classroom & 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 students do not greet or interact with a student who is using a wheelchair like they do to other students walking by.
2. You observe a student 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 a student from Korea.
5. You hear some students 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 student 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 student standing really close to a female student. As she backs away, the male student moves closer.
11. In the hallway you overhear a student discussing what accommodations that they will need in the class, and the professor seems distracted and frustrated.
12. You notice that some students seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. A student talks about being LGBTQ and another student says, "I'll pray for you."
14. As an adviser, you notice that the activities the group plans to do always require individuals to pay between \$20.00-50.00 each.
15. You see a group of U.S.-born students approach an international student in the corner 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 student wearing a baseball cap with a team "mascot" that is Native American.
21. A student tells you that their academic adviser told them, "Someone with your type of learning disability will probably not be successful in law school."

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. One of the other students says, "Why do you have to make everything about race? They were probably just having a bad day..."
25. Students who are Black or Latino have to show 1-2 forms of ID to use a computer lab, while white students do not.
26. You notice that some students and staff repeatedly mispronounce an international student'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 shows a video in workshop that includes a scene of two men kissing, and a few students laugh and make derogatory comments under their breaths.
30. Students are forming into small teams, and no one has asked the two international students to join their group.
31. You see a couple of students treating a custodial staff member with disrespect.
32. As some students 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. After finishing eating, someone leaves their tray on the table as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after
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 that a couple of men are talking to each other and smiling.
36. As a 1st generation student is talking about some of their struggles on campus, someone says, "That happens to me, too, and it has nothing to do with being 1st generation to college."
37. You overhear a staff member saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You notice that a student doesn't bring the textbooks to class. Before one class session you overhear a student saying to that student, "No you can't borrow my textbook. What, are you too cheap to buy your own?"
39. When a staff member gets confused during a discussion, someone says, "She's having a blonde moment!"

40. 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.
41. A female manager is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A student sees two men holding hands and say, "I don't care what you do in your bedroom, just don't flaunt it in public."
44. A comment to a person of color: "You got this job because of your race!"
45. Standing talking to a colleague at the desk of the administrative assistant while s/he is there trying to get work done.
46. A student group organizes social activities that usually cost between \$20-\$35 to participate.
47. Managers who chastise publically 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.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. 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.
50. Asking someone who presents male what his wife does.
51. Asking someone who presents female if they have children.
52. If more than 3 men of color are standing around, people may assume they are "in a gang."
53. Using certain terms to describe situations or people, "That's so gay!" "She's such a retard!" "He's such a pussy!"
54. Search committee comments about candidates from privileged groups: "He seems like he'd fit into the group;" "She'd be a team player."
55. A 6-foot person patting the head of someone who is 5'2", someone they hardly know.
56. Introducing the male manager as Dr. __, and the female manager with a doctorate as Ms. ____ or by their first name.
57. A staff member who often raises issues is not invited to lunch when the supervisor organizes an informal gathering among most staff.
58.
59.
60.

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...

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • So you're saying that... • So you feel that...So you think that... • Are you saying that... • So from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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...shook your head... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel ____, too...
Explore possible solutions	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed...we agreed to...

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.

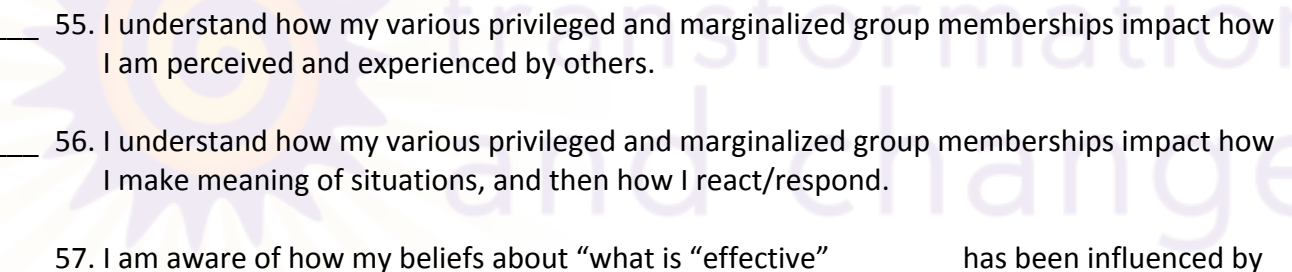
_____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.

_____ 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.

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- _____ 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.

Steps to Engage in Difficult Dialogues

1. Get grounded in positive intentions ~ The DESTINATION:

- Create a teachable moment
- Stir cognitive dissonance
- Demonstrate respect and dignity
- Leave them feeling whole...
- Plant seeds...Influence hearts and minds...
- Help person(s) explore the impact of their behavior, understand the reasons their behavior has a negative impact on others/building an inclusive community
- Re-establish the boundaries for civil discourse
- Do no harm!
- Make a human connection; build the relationship for future dialogue
- Support those impacted by the comments/actions

P.A.I.R.S. ~ Skills to Engage

P: PAN the environment, yourself ~ as data to diagnose; name your pan as an intervention

A: ASK questions to explore

I: INTERRUPT the process

R: RELATE to others, their comments

S: Share, use self-disclosure as your response

2. Based on what you PAN, engage others in the conversation

- I noticed that....I overheard your conversation and thought I heard you say....
- I notice that folks were laughing...I'm curious what that's about?
- I noticed how quiet everyone just got...I'm wondering what is going on for folks?
- It seems some people were impacted by that statement.
- I'm noticing you're speaking with a lot of energy and emotion...
- We've had some comments from this side of the room, what are your thoughts and reactions? (looking at the other side of the room)
- I'm wondering if people are feeling triggered right now?
- The energy in the discussion seemed to shift after...

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

- Gives you time to center, better understand the comment, choose a response
- May help the person hear themselves and reflect on what they said, the impact...

4. A: ASK clarifying questions

- I want to make sure I understand your point...you think that...
- Are you saying that...
- Help me understand what you meant by that?
- I don't understand your point...
- What do you mean when you say...
- Come again? Or Can you repeat that?

5. A: ASK questions to gather more information

- 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 disagree with...find frustrating...
- Help me understand how you got to that conclusion?
- What has been your experience that led you to that conclusion?
- What readings or research are you referencing?

6. A: ASK questions to get them to reflect on their comment

- When was the first time you heard that?
- How do you think others could be impacted by your comment? Behavior?
- Why might others disagree with your comment?
- What if I gave you a convincing argument and data that was counter to your perspective? What might that mean for you?
- How do you think others will view you when you make similar comments?

7. A: ASK questions to explore their intention

- What were you hoping to communicate with that comment?
- Help me understand your intent when you said...
- What did you mean to say with that comment?
- What is underneath your comment/question?

8. I: INTERRUPT the process and give space to process

- 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...

9. R: RELATE to the person who made the comment (Reflectively)

- How are you just like this person? Were just like them? (search in other categories of difference)
- When have you said or done something similarly?
- When might you say or do something like this in the future?

10. R: RELATE to the person or their comment/behavior

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

11. S: SHARE: "Put a Face on the Issue"

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences on and off campus
- Ask them to talk with 2-3 other people in the near future to hear their experiences and stories

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

- My heart aches as you tell that story...
- As a ___, I... (tell a story, give an example)
- I'd like to share the impact of your comment...
- I'm feeling uncomfortable with what you're saying...
- I'm noticing I'm feeling ___, anyone else?
- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to stop a moment and talk about what just happened. I...

13. Give the "benefit of the doubt" if you directly confront their comment ~ a face saving tactic

- I trust/know you didn't intend this... I
- You're probably not aware of the impact of your comment...

Obear, K. H. (2013). Navigating triggering events: Critical competencies for social justice educators. In L. M. Landreman (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Stylus.



Helpful Tactics

1. Gather more information

- Help me understand more about what you mean?
- I'm curious when you first heard that term or phrase?

2. Clarify what you "heard"

- I want to make sure I understand your point...you think that...
- Are you saying that...
- So you feel...
- You believe that...

3. Ask the person to walk you through their thought process so you can better understand how they came to their assumptions and conclusions

- Can you help me understand how you came to that conclusion?
- What has been your experience that led you to that conclusion?
- What assumptions are underneath your conclusion?

4. Focus the discussion on the PROCESS of the discussion

- I noticed that we tend to spend more time talking about these issues, and far less time talking about these other ones...
- I'm noticing that the only time we talk about ___ is when I bring it up...
- It seems that whenever we start talking about ___, someone changes the topic back to something else.
- I've noticed that when we are discussing ____, a number of folks look down, start writing notes...I'm curious what others have noticed?

5. Name the group's process or dynamic and shift the focus to be more inclusive

- We've talked about how this policy could impact people of color and white women....I'm wondering how it may impact GLBT employees across gender and race?
- I'm noticing that whenever we talk about race, whites turn and ask a question of one of the people of color. I'd like to hear from some of the whites in the room: What do you notice that whites, as a group, tend to say, do, and feel around issues of race in the workplace?
- This has been a great discussion about the chilly climate for women and men of color. I don't want to move off this too soon, and I also want to make sure we have time to have a similar conversation related to dynamics of age and length of service in the organization...

6. Give the "benefit of the doubt"

- You probably already thought of this... You probably noticed that...
- An unintended outcome of that idea could be that...
- I know you didn't intend this, but when you have a side conversation while I'm speaking....

7. If you think someone misunderstood or is misrepresenting what you said

- I believe I said something different than that...What I said was...

8. Recognize comments and behaviors that help create greater inclusion before you give further feedback

- I appreciate the several best practices you've gathered for us to review, and I was wondering if there also were some that more specifically address...
- I appreciate your working to be inclusive in your language...and I understand the term "GLBT" to be more inclusive and current than "homosexuals"

9. Acknowledge the accumulative impact of what you are experiencing

- I know I'm having a strong reaction to what you said....and this is only one of many times I have heard similar comments recently....OR .and, as you know, this seems to be a pattern we keep running into that creates an obstacle...

10. Ask questions to raise their awareness

- When did you decide/choose to be heterosexual?
- What are some of the ways that Christianity is embedded in the way we interact and in the policies and practices of our nation? Organization?

11. Invite others to get engaged in the dialogue

- I'm curious what others are thinking? What other ideas do people have?
- Name your reaction and test to see where others are: I'm feeling unsettled about this possibility, is anyone else?
- Ask if others feel differently than what is being proposed: This is one way we could proceed. Does anyone have a different suggestion?
- Ask others to take the "pulse" of the situation and reflect on the process: I'm curious what people are noticing about our group dynamics?
- Ask if others have heard and experienced the situation as you did: That scene in the video hit me as Islamophobic...What do others think?

12. How to Confront Repeated Inappropriate Behaviors... 1st, 2nd, 3rd time...

1st time:

- Describe the behavior you observed
- State what you want to be different: I'd appreciate it if you'd...

2nd time:

- Describe the behavior: I believe this is the 2nd time we've talked about this...
- Be clear about the impact: This is the IMPACT when you do that...
- State what you need to change: I need you to change your behavior....

3rd time:

- Give clear consequences if they continue this behavior:
This is the 3rd time I've asked you to... If you do this again...

13. Questions to explore possible and unintended (hopefully) exclusionary practices and attitudes in planning and decision-making discussions:

- Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
- What could be the impact of this on students, staff, and faculty from various and multiple dominant and subordinated groups?
- How might this inadvertently advantage some and disadvantage others?
- How can we make this inclusive for members of various and multiple group memberships?

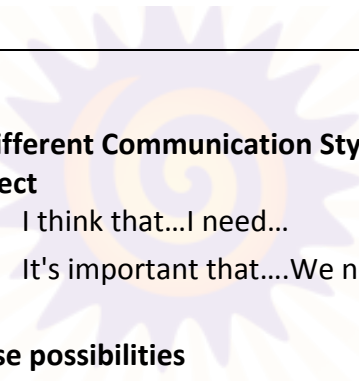
14. Partial List of Social Identity Groups

ableness/disability	geographic region	religion/spiritual practice
age	gender identity/expression	sexual orientation
athleticism	hierarchical level	skin color; physical features
biological sex	job function	size/appearance
citizenship status	marital/relational status	use of English (fluency, accents)
economic class	national origin	veteran status
educational level	parental status	years of experience
ethnicity/culture	race	

15. Diagnosing Dominant and Subordinated Group Dynamics

Use the following prompts to diagnose the potential privileged and marginalized group dynamics as you analyze a recent situation, case study, etc.

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?
5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?



16. Different Communication Styles

a. Direct

- I think that...I need...
- It's important that....We need to...

b. Pose possibilities

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be....

c. Competing style

- State your thought or opinion right after another person, no connection
- I think...Well I think....My idea is to...this is how we should proceed...

d. Debating style

- Reference the other person's ideas in order to negate them or disagree with them

e. Connecting style

- Acknowledge what was said by others
- Connect your comment to theirs
- Build on what has been said, i.e., Connected to what you're saying; Building on that thought; Similar to what she said, I think; I like your idea and another way to go about this is...

f. Engaging style

- If a direct statement is made, ask a question to gather more information, deepen understanding, gain time to respond...
- Tell me more..
- Can you give me an example?
- What's your intended outcome? your intent behind that?
- How might that impact others?
- What's your thinking behind how that helps us meet our goal?

How to be an Ally: Things to Keep in Mind

A. Avoid Common Dialogue Pitfalls

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!

B. Be Aware of Cumulative Impact

This concept occurs when a subordinated group member experiences repeated negative oppressive incidents, either in a short period of time or over a long period. Their feelings of anger, fear, distrust, frustration, etc., may build up and then they might “over-react” and respond out of cumulative impact for a number of reasons, including:

- it is not safe for them to challenge the people who treated them negatively
- they are tired of intervening and trying to educate others

A good ally understands that many subordinated group members may be carrying the cumulative impact of a long series of negative treatment. If they seem irritated or unusually upset, the ally tries to not take it personally, but instead, tries to offer support to the subordinated group member by:

- acknowledging the degree of feelings the subordinated group member is experiencing
- offering to listen to stories of how the person has been negatively treated (without interrupting, arguing, justifying, or trying to “give advice” and “fix it”)
- asking if there is anything they can do to be supportive

C. Recognize Intent AND Impact

When a member of a dominant group says/does something hurtful or inappropriate, their tendency is to want to EXPLAIN their INTENT (I didn't mean it! It was just a joke! I didn't do it on purpose...). However, the pain and hurt, the IMPACT, is still very real to the subordinated group members.

A good ALLY first acknowledges their impact, apologizes, and asks to hear more about how they have negatively impacted the subordinated group member. And then asks how they can help, be supportive, make amends, avoid similar transgressions in the future, etc.

D. Recognize Varying Levels of Differential Risk and Credibility

It is important that all people, subordinated and dominant group members, work to intervene and stop oppression wherever they see it. AND dominant group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of subordinated groups. A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to take action, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

All people have some personal power, and possibly position power from which to speak up and intervene. They have the discretion/the choice of when or how or if to intervene.

Dominant/dominant group members tend to have MORE discretionary power, given how often they are in positions of authority, and because of the greater credibility they have in society.

F. Distinguishing Behavior

Most dominant group members will be perceived as “just another man...white...administrator” UNTIL they show THROUGH THEIR ACTIONS that they are actively working as an ally against oppression. When dominant group members speak up and intervene, they DISTINGUISH themselves from the overall dominant group who generally both consciously and unconsciously perpetuate oppression.

G. Intervening in Oppressive Situations

Good allies take the initiative to try to STOP inappropriate behaviors and situations. They then look for ways to EDUCATE the person(s) who made the comment/took the action, in hopes that they may learn why what they did was harmful, and to not repeat it in the future. Allies also offer SUPPORT to the target of the negative treatment when possible.

Adapted from materials developed by Elsie Y. Cross Associates



Tools and Tips: Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

1. PLEs ~ Perfectly Logical Explanations

- That may be true, but here's how I see it... or another way to view it...
- There may be a number of factors that contributed to this situation. Another one that does have to do with diversity might be...
- When you say that, I feel you're discounting my experience. In that situation I felt...
- You could be right that this one specific time it had nothing to do with prejudice. But it feels so similar to so many other times in my experience when I have been treated negatively/experienced discrimination... it's hard to not assume this is just like all those other times...
- Your opinion that this has nothing to do with prejudice could be true... But what would it mean if my perception was true: that this person reacted to me out of their bias and stereotypes?

2. Yea, but....

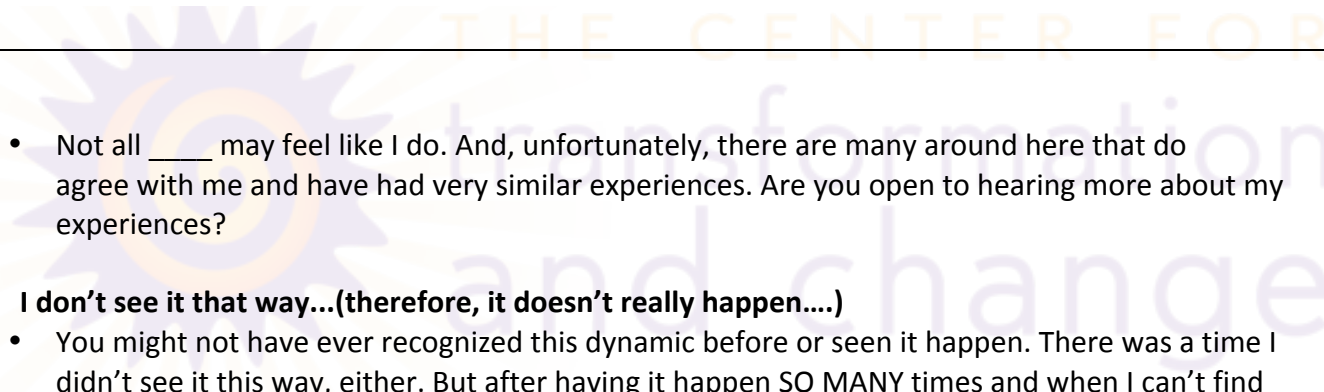
- What do you think the impact on me is when you say that?
- You may not have intended this, but when you give a "YEA, BUT" I feel discounted and that you have dismissed my perspective and experience.
- I'm curious what you were hoping to communicate with that statement?
- Honestly, I'm rather upset about what happened. And I can't hear your perspective right now. What I need is for someone to just listen to me and acknowledge what I experienced and am feeling....
- I'm curious why you chose to give me a "Yea, But" just then?

3. That happens to me/my group, too....

- This dynamic/situation does happen to other groups, too. The difference might be HOW OFTEN how often it happens to them, and WHY it happens to them. For instance: most whites have received bad customer service. It rarely happens to them because some has prejudice towards them because of their race. And it probably doesn't happen to them as frequently.
- How does it feel when it happens to you? How often does that happen? Why does it happen to you? So you have a "window of understanding" to connect to what I and my group experience much of the time.

4. I know someone who... and they don't agree with you....

- There might be some people who don't see this as I do. That doesn't discount my experience or perception.

- 
- Not all ____ may feel like I do. And, unfortunately, there are many around here that do agree with me and have had very similar experiences. Are you open to hearing more about my experiences?

5. I don't see it that way...(therefore, it doesn't really happen....)

- You might not have ever recognized this dynamic before or seen it happen. There was a time I didn't see it this way, either. But after having it happen SO MANY times and when I can't find any other explanation, that I now believe that there most often is some prejudice underneath this type of reaction...

6. That doesn't happen to me...(so it doesn't exist)

- I'm glad and hopeful that it doesn't. And hope you never do experience this. And this is what happened to me, and I've heard many other folks describe all too similar experiences...
- It might not, or you may not notice it happening to you... but here's what I've tracked and noticed in my life...

7. Don't you think that...

- I'm wondering if you have a statement behind your question...
- Do you have a specific example that illustrates what you're trying to ask or say?
- I'm curious what you think about that...

8. You're overreacting... you're too sensitive...

- You may not agree, but I feel very strongly about this. And I would appreciate your respecting me enough to at least acknowledge my perspective.
- When you say that, I want to end the conversation and would probably never talk to you about these serious issues again.
- Your intent might be to try to help or support me, but the impact of that statement is infuriating.

9. He/she's a good person...they never meant to do that...

- That comment just dismissed and discounted my experience.
- Many "good people" do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions...
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.

10. That was not my intent! You misunderstood me!

- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions...
- What was your intent... I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. That had nothing to do with ____ (an "ism")!! It's just their personality!

- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

- I'm noticing you're speaking with a lot of energy and emotion...
- I'm wondering if you're feeling triggered right now?
- This response is unusual for you... I'm wondering what else is going on for you?
- I'm wondering if something else is going on or did something happen that's related to why you're feeling this way?
- You're raising issues I want to talk about, and I'm also noticing that the depth of your emotions seems out of proportion to this situation...
- I notice I'm feeling a little triggered, and I wonder if you are, too?
- I think we're both a bit triggered right now...
- I want to talk about this further, and I can hear you better when you're not so triggered. What if we take a break and then come back to talk about this...

C. Responding When Someone is Reacting out of Cumulative Impact

- Obviously I've said/done something to trigger you. What's going on?
- I can see you have a strong reaction to this. What happened?
- My guess is this is:
 - an example of what has happened to you a lot in the past....
 - what happens to you all the time...
 - not the first time something like this has happened...
- I'm open to hearing what happened if you want to talk....
- Is there anything I can do to be supportive of you?

D. Responding When Your Comment/Action Has Had a Negative Impact on Someone Else

- It seems what I said had an impact on you. I'm open to hearing it.
- I want to apologize for what I said/did....I was wrong...and I'm open to hearing how I've impacted you....
- Thank you for letting me know this. It is my intention to change my behavior in the future...
- Is there anything I can do to make amends...

E. Responding When You Are Triggered

- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to take a break and come back to this later....
- I need to stop a moment and talk about what just happened. I'm feeling triggered and this is why...
- This may have more to do with me than you, but I'm feeling triggered by what you just said....

Adapted in part from materials developed by Elsie Y. Cross Associates (215) 248-8100