CRITICAL CONVERSATION
Exploring concepts of privilege, oppression and identity
INTRODUCTIONS

• VANESSA DELGADO
  • She/Her/Hers
  • Assistant Director, Sexuality & Gender Diversity

• CATHERINE JOHNSON
  • She/Her/Hers
  • Director, ADA Resource Center for Equity & Accessibility

• CODY CHARLES
  • He/Him/His
  • Associate Director, Office of Multicultural Affairs

• TABLE INTRODUCTIONS
OBJECTIVES

• Differentiate between diversity, multicultural, cultural competency, & social justice

• Describe your personal identities and identify biases

• Apply strategies for creating an inclusive environment within your unit/department at KU
COMMUNITY GUIDELINES

- Participate Fully (at your own comfort level)
- Speak from your heart and personal experience.
- Use “I’ statements to share thoughts and feelings
- Listen Respectfully
- Be Fully Present

- Monitor how much space you are taking
- Remain open to new perspectives
- Take risks: lean into discomfort
- Respect and maintain confidentiality
- Name if you feel triggered
- Intent vs. Impact
ENGAGING CONSTRUCTIVELY

- You don’t know what you don’t know
- Everyone has an opinion; this is not the same as informed knowledge
- Let go of personal anecdotal evidence; look at the broader pattern
- Take note of your personal reactions, especially when they are defensive
- Recognize how your identity informs all you do
Diversity  Cultural Competency
Multiculturalism  Social Justice
Diversity –
*The presence of difference.*
*Representing a variety.*

Multiculturalism –
*The presence of many cultures; appreciation of different cultures.*

Cultural Competency –
*Learning to engage across difference.*

Social Justice –
*Action-oriented toward equity; identifying inequity, addresses privilege & oppression.*
• Seeking new knowledge & determining the social, historical and political meaning of knowledge.

• Consider multiple dimensions and nuances of an issue.
Unearned, unasked for, often invisible benefits and advantages not available to members of targeted groups

Becoming aware of privilege should not be viewed as a burden or source of guilt, but rather, an opportunity to learn and be responsible so that we may work toward a more just and inclusive world.

CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN
- CISGENDER*
- ABLE-BODIED
- HETEROSEXUAL

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align

privilege: unearned access to social power based on membership in a dominant social group

Presented by Dr. Walker (Psychology Dept.), Dr. Poole (School of Management, Marketing Dept.), Professor Murray (Design Program), and Student Life
A set of policies, practices, traditions, and norms that function to systematically exploit one social group to benefit another social group.

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<thead>
<tr>
<th>Privileged Group</th>
<th>Marginalized Group</th>
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<tbody>
<tr>
<td><strong>Age</strong></td>
<td>Mid-30’s to early 50’s</td>
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<td><strong>Race</strong></td>
<td>White</td>
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<td><strong>Gender</strong></td>
<td>Man, Cisgender</td>
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<td><strong>Gender Expression</strong></td>
<td>Appearances and behaviors that are congruent with the Gender Binary System either feminine or masculine</td>
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<td><strong>Sexual Orientation</strong></td>
<td>Heterosexual</td>
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<td><strong>Class</strong></td>
<td>Upper Class; Upper Middle Class; Middle Class</td>
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<td><strong>Education Level</strong></td>
<td>Graduate or College Degree; Private Schooling</td>
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<td><strong>Religion/Spirituality</strong></td>
<td>Christian; Protestant; Catholic</td>
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<td><strong>National Origin</strong></td>
<td>U.S. Born</td>
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<td><strong>Ability Level</strong></td>
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<td><strong>Marginalized Group</strong></td>
<td>Younger; Older</td>
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<td>Person of Color; People who identify as Biracial/Multiracial</td>
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<td>Woman; Transgender; Gender Non-Conforming; Non-Binary; Androgynous; (genderqueer)</td>
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<td>Appearances and behaviors that are NOT congruent with the Gender Binary System; Ambiguous; Androgynous; Gender Queer; Gender Variant</td>
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<td>Gay; Lesbian; Bisexual; Queer; Questioning; Asexual; Pansexual</td>
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<td>Working Class; Living in Poverty</td>
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<td>High School Degree; Public Schooling; 1st Generation College</td>
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<td>Muslim; Jewish; Agnostic; Buddhist; Atheist; Hindu; Spiritual; Mormon; Jehovah Witness; Bahá’í; Sikh; Taoist; Pagan</td>
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<td>“Foreign Born”; Born in a country other than the U.S.; Native American; First Nations &amp; Indigenous tribes</td>
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<td>People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+</td>
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INTERSECTIONALITY

The study of the intersections between different systems of oppression and domination including the privileges that accompany gender, race, ethnicity, socioeconomic class, religion, ability, sexual orientation, etc.
UNPACKING YOUR KNAPSACK
15 MINUTE BREAK
UNCONSCIOUS BIAS
UNCONSCIOUS BIAS?

- Social stereotypes about certain groups of people that individuals form outside their own consciousness
- Often incompatible with our conscious values
- Regardless of identity, we also have biases
- Affects hiring, evaluation, selection of leaders
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UNDERSTANDING YOUR OWN BIAS

• Consider various ways you can gain some insight into your bias

• Recognize that the specific bias exists

• Consider why it is usually so difficult to remove biases

• Meet the object of your bias head on with an open mind

• Take things a step at a time
MICROAGGRESSION | Subtle, verbal and nonverbal slights, insults, indignities, and denigrating messages directed toward an individual due to their group identity, often automatically and unconsciously. Usually committed by well-intentioned folks who are unaware of the hidden messages being communicated.

Similar to carbon monoxide - “invisible, but potentially lethal” continuous exposure to these type of interactions “can be a sort of death by a thousand cuts to the victim”
Your attendance is not important. You must plan ahead to attend events.
SECOND CLASS CITIZEN

Marriage is for straight couples
You are not valued in society

MICROAGGRESSION

WHAT DOES HE DO THERE?

MY SPOUSE WORKS AT KU

THEME

MESSAGE
I can’t be a racist…

My boyfriend is Asian

Denial of individual privilege

I am immune to racism because of my associations.

Microaggression

Theme

Message
• Unforeseen, unstoppable, and recurring

• Punishment for being different (inequities) and occur in the context of work without regard to performance or merit

• Undermine the effectiveness of the recipient

• Take up workplace time and energy and undermine interpersonal trust and relationships.
CASE STUDIES
LARGE GROUP DEBRIEF

What would you like to share?
What did you learn?
FOUNDATION OF INCLUSIVITY
HOW CAN I MAKE CHANGE?

• Recognize your biases—accept that you have biases, know what they are
• Learn your weak spots—lean into data that refute stereotype you believe
• Stop making assumptions—no boxes needed
• Become mutually adaptive—including someone is not the same as being inclusive
• Be an active bystander—if you see something, intervene with an “I” statement
• Get out of your comfort zone—seek opportunities to grow from discomfort
• Keep learning!
• Create professional practices that are consistent with inclusive climate and stop practices that are not
• Educate yourself and others on microaggressions; be open to discussions
• Use inclusive language
• Respect the experiences of marginalized individuals
• Create spaces that are visibly inclusive
I FEEL....

I THINK...

I WILL....
• Community Guidelines, Adapted from Kathy O’Bears Facilitation Authentic Dialogue, The Alliance for Change

• Unconscious bias – Wright AAMC, 2010

• Sue, (2010) *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*