

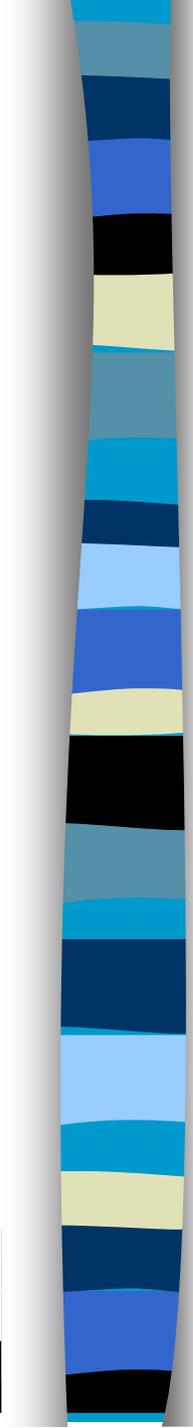


Taking Diversity and Inclusion to the Next Level

Facilitators:

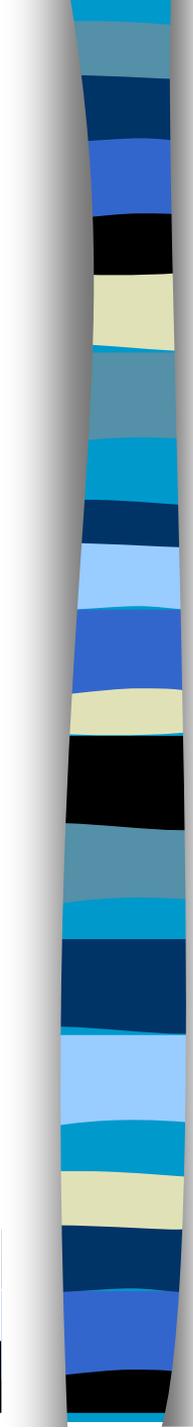
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Guidelines For Effective Cross -Cultural Dialogue

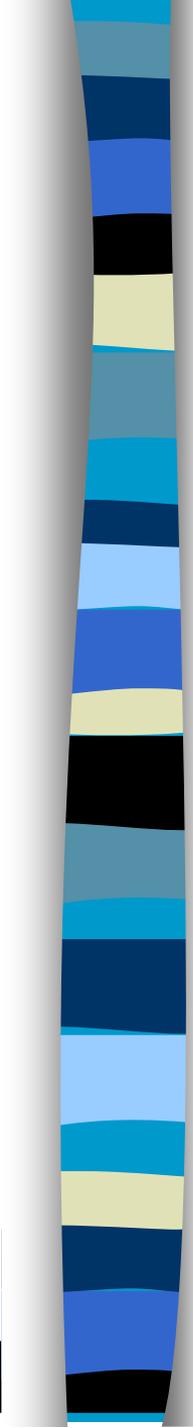
- n “Try on”
- n It’s okay to disagree
- n It is not okay to blame, shame, or attack, self or others
- n Practice “self-focus”
- n Practice “both/and” thinking
- n Notice both process and content
- n Be aware of intent and impact
- n Confidentiality



Guidelines Activity

In groups of three discuss:

- n Which guidelines come easy to me?
- n Which are challenging to me?

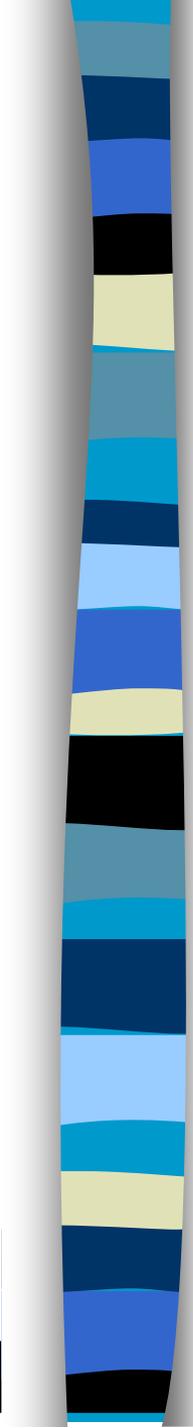


Levels of Oppression and Change

- n **Personal**
 - values, beliefs, feelings
- n **Interpersonal**
 - behavior
- n **Institutional**
 - rules, policies
- n **Cultural**
 - beauty, truth, right

A Working Conceptualization of Historically Excluded (Target) and Historically Included (Non-Target) Groups

Types of Oppression	Variable	Historically Included Groups	Historically Excluded Groups
Racism	Race/Color/Ethnicity	White	People of Color (African, Asian, Native, Latino/a Americans)
Sexism	Gender	Men	Women/Transgender
Classism	Socio-Economic Class	Middle, Upper Class	Poor, Working Class
Elitism	Education Level	Formally Educated	Informally Educated
	Place in Hierarchy	Managers, Exempt, Faculty	Clerical, Non-Exempt, Students
Religious Oppression	Religion	Christians, Protestants	Muslims/Catholics, and Others
Anti-Semitism		Christians	Jews
Militarism	Military Status	WW I&II, Korean, Gulf War Veterans	Vietnam Veterans
Ageism	Age	Young Adults	Elders
Adultism		Adults	Children/ Youth
Heterosexism	Sexual Orientation	Heterosexuals	Gay, Lesbian, Bisexual, Transgender
Ableism	Physical or Mental Ability	Temporarily Able- Bodied	Physically or Mentally Challenged
Xenophobia	Immigrant Status	US Born	Immigrant
Linguistic Oppression	Language	English	English as a Second Language Non-English

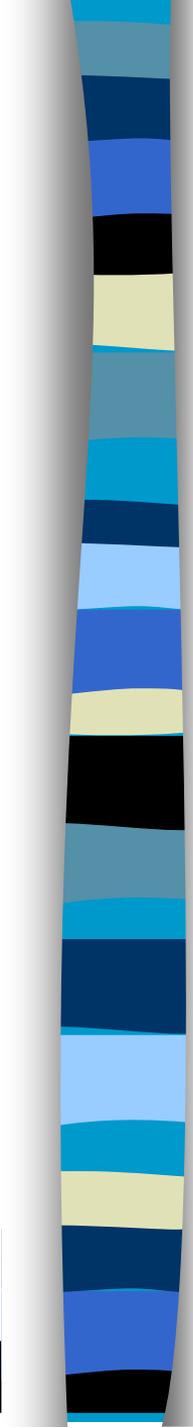


“Historically Included” Group Behaviors

- Old Fashioned “ISMS”
- Modern “ISMS”
 - Use by members of historically included groups of non-“ism” related reasons for continuing to deny equal access to opportunity (e.g., use by whites of non-race related reasons...“it’s not the blacks, it’s the buses”)
 - Well-intentioned, sometimes subtle behaviors that continue the historical power imbalance

“Historically Excluded” Group Behaviors

- 
- Survival Behaviors
 - Internalized Oppression (I.O.)
 - Internalizing attitudes about inferiority or differentness by members of historically excluded groups
 - The reaction to unhealed mistreatment over time



Modern “ISM” and Internalized Oppression Theory

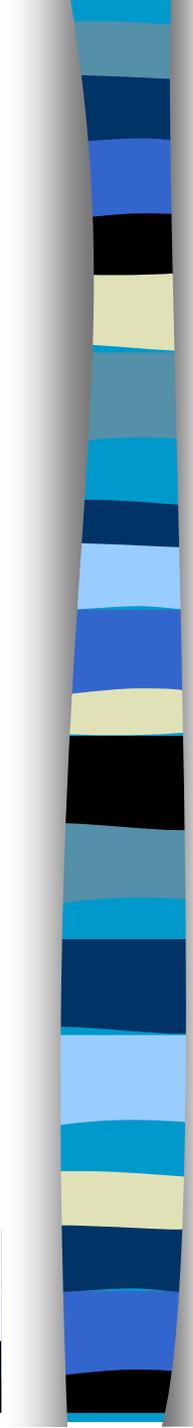
n Modern “ISM” Behaviors

- Dysfunctional rescuing
- Blaming the victim
- Avoidance of contact
- Denial of differences
- Denial of the political significance of differences

n Internalized Oppression Behaviors

- System beating
- Blaming the system
- Antagonistic avoidance of contact
- Denial of cultural differences
- Lack of understanding of the political significance of oppression

*Political significance includes the social, economic, historical, psychological and structural impacts of oppression.

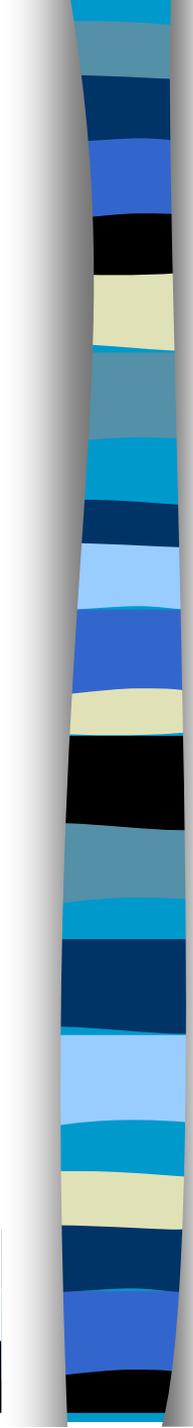


Alternative Behaviors

for Modern “ISM” and Internalized Oppression Behaviors

- **Functional Helping**
(instead of *Rescuing*)
- **Problem Solving/Responsibility**
(instead of *Blaming*)
- **Make Mutual Contact**
(instead of *Avoiding*)
- **Notice Differences**
(instead of *Denying Differences*)
- **Learn, Ask about, and Notice the Impact**
(instead of *Denying the Impact*)
- **Confrontation/Standing Up**
(instead of *System Beating*)
- **Take Responsibility**
(instead of *Blaming*)
- **Share Information/ Make Contact**
(instead of *Antagonistic Avoiding*)
- **Notice and Share Information about one’s own Differences, Culture**
(instead of *Denying target group*)
- **Notice, Ask, and Share Information about the impact of the “ism on me and my target group”**
(instead of *Denying the Impact*)

For all behaviors, personal and organizational problem-solving at the personal, interpersonal, institutional, and cultural levels to generate ongoing multicultural structures and processes.



Case Study:

Judith Jamison and Raising CAIN

Raising Children As Invariably Nice, Inc. (Raising CAIN, Inc.) is a publicly-funded non-profit that operates 6 childcare centers and 5 after-school programs in the neighborhoods of Cambridge, MA. The classroom teachers and other front-lines staff are a fairly mixed group demographically, although more than half are Black.

Two of the 6 childcare Center Directors are Black, as is one of the after-school Center Directors, while another of the After-School Directors is Latina.

The Executive Director of Raising CAIN, Bill Biscomb, has been in his position for many years. Bill is white. Judith Jamison, a seasoned Black professional with a wealth of experience in both early and elementary education, is the long-time Director of Education.

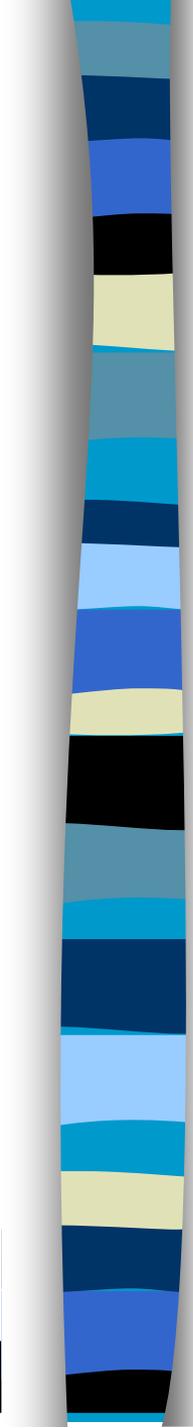
When the Raising CAIN's Lead Teacher moved to Philadelphia, Judith hired Molly Merkins, who had a degree in early childhood education and brought some interesting ideas about how they might improve their services. Molly was white and had worked in the field for about three years.

Within a few weeks of hiring Molly, Judith began to notice that her staff -- particularly, but not exclusively, her white staff -- were increasingly turning to Molly for the kind of advice and feedback that they'd previously gotten from Judith. When Judith asked some of the staff why this was, they said that Bill had suggested they see if Molly could be helpful.

Judith felt sidelined and so she went and talked very diplomatically with Bill. Bill insisted that Judith was doing a great job, that he had a great deal of faith in her and that he knew the staff did, as well. It was just, he said, that she had a great deal on her plate and he wanted to "give her a break."

As time went on, however, nothing changed except that Molly's role became increasingly central. Judith talked again with Bill and, once again, he told her he felt everything was fine and that she was worrying too much.

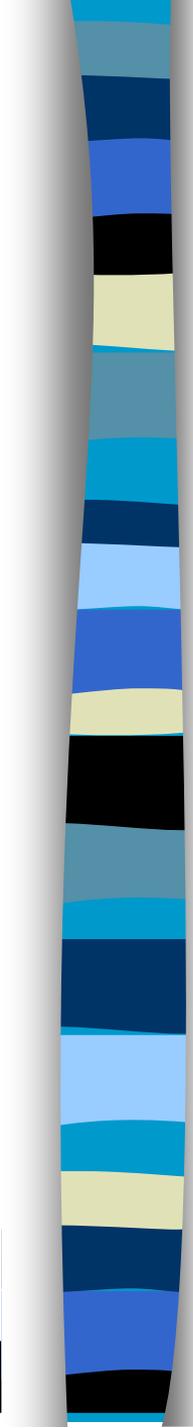
Judith began to wonder if she should look for another job.



Case Study:

Judith Jamison and Raising CAIN

- n Which Modern Racism/Internalized Racism behaviors do you see here?
- n What are some options you see as to how best to handle the situation. What might each of the players done differently?



Case Study:

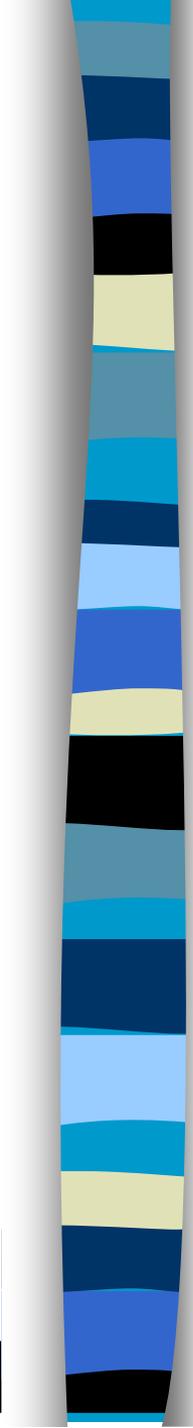
Calm down!

Weekly staff meetings cover topics of great interest. At these meetings several African American staff comfortably talk simultaneously and with raised voices in excited tones.

The director and assistant director who are white often respond with comments such as: “calm down”; “we don’t need to fight like this”; “can’t we talk one at a time”; don’t get so emotional”...

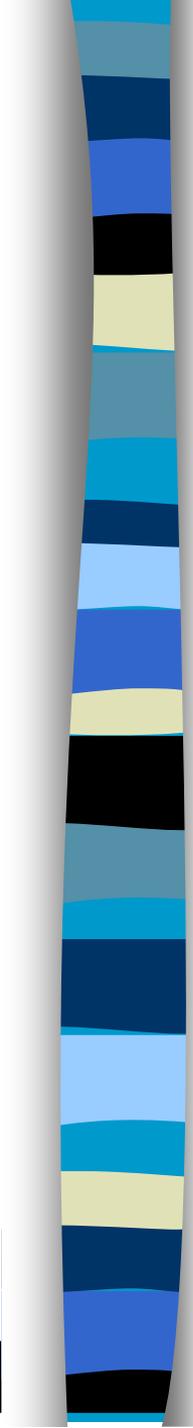
The African American staff are feeling silenced by the repeated comments to “calm down” etc. and are participating less and less.

The director and assistant director are becoming concerned about the declining participation and have said, “We want everyone to participate in decision making and if some of you don’t want to say anything, then decisions will be made without your input”.



Case Study: Calm down!

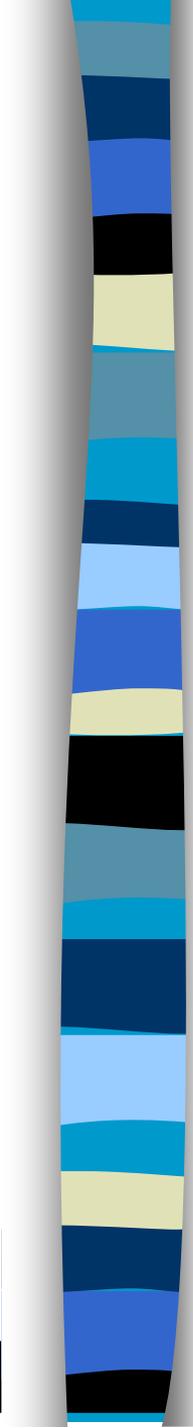
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Case Study: Recess Time

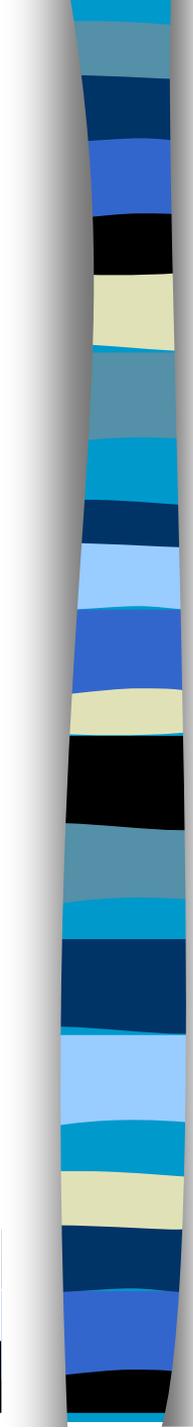
At recess time, three 6th grade boys Jaiden (black), Christopher (white) and Jonathan (white) were playing outside. They ran up to Taylor 6th grade girl (black) in the school yard and began to sing “Lucky its light outside because Taylor is so dark we wouldn’t be able to see her at night” Taylor laughed and ran off.

That afternoon Principle Foster (black) called the three boys to the office. He asked what happened and the boys said nothing. Principle Foster told them that he had found out what they said to Taylor. The boys told the principal that they were only playing and that Taylor even laughed. The Principle then began to yell at the boys and tell them that what they did was inappropriate. Principle Foster then looked at Jaiden and asked what race his parents are and then said, “you are the same race as her.” He then asked Jaiden how he could do that to his friend that he had known and played with since kindergarten. All three boys parents where called were suspended in school.



Case Study: Recess Time

- n Which Modern Racism/Internalized Racism behaviors do you see here?
- n What are some options you see as to how best to handle the situation. What might each of the players done differently?



Small Group Closure

- n What next step organizationally and/or personally will I commit taking as a result of my learning here today?

- n Appreciations/Regrets