Campus Bias Incidents:
What could faculty do? Navigating Discussions in the Classroom

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www.drkathyobear.com/events (access recordings of free webinars; upcoming events)

For complimentary access to Kathy’s books and other resources:

Webinar: Creating Inclusive Teams and Classrooms from the Start
https://drkathyobear.com/inclusive-teams-webinar/

Webinar: Recognizing & Interrupting Racism in Your Organization

Webinar: Recognizing Microaggressions https://drkathyobear.com/microaggressionswebinar/

Webinar: Navigating Difficult Situations, Pt 1 & 2
https://drkathyobear.com/navigatingsituationswebinar1/
https://drkathyobear.com/navigatingsituationswebinar2/

...But I’m NOT Racist! Tools for Well-Meaning Whites
www.drkathyobear.com/imnotracist
www.drkathyobear.com/racebook (supplemental resources, including Book Club Guide)

In It For The Long Haul: Overcoming Burnout and Passion Fatigue as Social Justice Change Agents
www.drkathyobear.com/selfcarebook  www.drkathyobear.com/selfcare

Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:
www.drkathyobear.com/book-worksheets
www.drkathyobear.com/book-gift (animated video and outline for a Lunch & Learn)
*What might you ask or say to a colleague who says: “It isn’t our role as faculty to have conversations after a campus racist incident.”*

Make some note, if useful, review some of these materials gathered from [https://www.bryant.edu](https://www.bryant.edu)

Bryant University is a private, independent, nonprofit institution with a 156-year history of graduating students who are real-world ready to drive change and make a difference in businesses, government agencies, nonprofit organizations, and communities around the world.

**BRYANT’S PROMISE**
For more than a century and a half, Bryant’s real-world curriculum has prepared students to succeed as leaders in an ever-changing world. Today, Bryant delivers a path-breaking experience in a student-centered environment that integrates business, the arts and sciences, global perspectives, and technology. Our graduates excel and are in high demand by organizations around the world.

**BRYANT’S UNIQUE ACADEMIC CURRICULUM**
A Bryant education inspires students to discover their passion. They are energized by a culture of success and innovation, and supported by a collegial community that instills values. Bryant’s integrated curriculum allows you to combine business and liberal arts fields of interest as you develop the credentials for professional success.

From video on website featuring students, “Be Bryant”
- Drive, excel, inspire others to excel
- Be innovative, real world ready to lead, drive change and make a difference
- Reach fullest potential
- Integration of business and liberal arts prepares you....
- Excellence in an ever changing world
- Honors community, social responsibility and values
- Build credentials for success
- Be the game changer

**ACHIEVING YOUR SUCCESS STARTS HERE**
Bryant educates and inspires students to become innovative leaders of character who are prepared to be successful and make a difference around the world.

**BRYANT’S STUDENT LIFE EXPANDS YOUR WORLD**
Our beautiful, growing campus gives Bryant a strong sense of place, but it’s our inspiring, collegial community that makes a difference...

...Bryant has a student-centered culture of continuous innovation with four pillars that drive the university’s distinctive educational philosophy. These pillars are: Academic Excellence, Education of the Whole Person, Collegial Community, and Global and Diverse Perspectives. Through their purposeful integration, Bryant delivers a path-breaking curriculum and transformative co-curricular experience.
Academic Excellence
Bryant faculty are dedicated teachers, scholars, and mentors who inspire students to excel through personal attention and abundant opportunity to tailor their learning experience.

The Bryant academic community embraces a culture of innovation, both teaching and practicing design-thinking and the skills of innovators: empathy, creativity, integrative thinking, perseverance and grit. Immersive learning experiences allow students to apply what they learn in class through group projects, practical, social entrepreneurship, academic competitions, business simulations, internships, and co-curricular activities.

Education of the Whole Person
Bryant University is redefining the goal for higher education today — and is raising the bar. The innovative Bryant experience educates the whole person by building on academic excellence to teach character and values, creativity, collaboration, integrative thinking, resilience, and perseverance. Bryant graduates are in high demand by employers and are recognized as critical thinkers ready to make a difference. Bryant’s “Character of Success” model prepares students for professional achievement and personal success. The 24/7 Bryant experience is intentional and is designed to promote leadership and ethical, values-driven decision-making.

Collegial Community
The student-centered faculty and staff in Bryant’s close-knit community inspire students to reach their full potential and accomplish great things — in class, through engaging campus life, and on their own. Bryant students are highly motivated and competitive, but loyal to each other. Small acts, like holding the door for the next person, have a ripple effect in the collegial community where a deep sense of pride and place forges connections that last a lifetime.

Bryant students represent 38 states and 49 countries. Sixteen percent of undergraduates are first generation college students. The freshman year retention rate is 90 percent and 79 percent of students graduate in four years...First-year students pledge to respect and honor one another as individuals and commit themselves to gaining a greater understanding of the many cultures that are part of campus. The PwC Center for Diversity and Inclusion serves as a resource to empower students, staff, and faculty to be active participants in building a dynamic, diverse, and collectively responsible community.

Global and Diverse Perspectives
Bryant University believes that today’s world needs leaders who combine real-world skills with global perspectives and lessons learned from the humanities. Bryant is answering the call, delivering a forward-looking learning experience that helps students expand their world view through international study and vibrant campus opportunities to build appreciation for diverse cultures. Global thinking is purposefully incorporated throughout the Bryant experience, enriching academic and student life initiatives....The student body includes seven percent international students and 16 percent students of color.

Our immersive, collaborative model creates globally-minded citizens, flexible problem-solvers and passionate leaders eager to help each other to greatness. Where will a Bryant education take you?
From Position Description for new president and related materials at that site

The next President will have an opportunity to promote an entrepreneurial culture that encourages the exchange of innovative ideas, attract a talented faculty devoted to teaching, and continue to recruit an ambitious, diverse student body. The President will build on Bryant’s commitment to academic excellence and to a diverse and inclusive community.

KEY RESPONSIBILITIES...

• Attract, develop, and retain top-tier faculty, staff, and students. Foster collaborative relationships with faculty, staff, and students. Continue to foster and develop a diverse and familial community where all members feel valued, supported and heard.

Demonstrated commitment to promoting diversity, equity, and inclusion

Community Building...
The President will need to be adaptable and synthesize input from oft-competing key stakeholders in order to identify paths forward that ensure community support and operational traction. An exceptional listener who connects with diverse audiences, the President will be viewed as accessible, inclusive and inspirational, and focused on what is best for the future of Bryant.

Leading Change...
The President will build a culture of continuous improvement..He/she will invite ideas, debate and discussion that will challenge the status quo, thoughtfully investigate new models, and implement promising approaches. The President will engage a wide range of voices – both internal and beyond – in continuing to define the best approaches to education.

OTHER PERSONAL CHARACTERISTICS

• Integrity and the highest ethical and moral standards.
• Committed to inclusive leadership.
• Innovative and forward-thinking.
• A superior communicator.
• Diplomatic and collaborative.
• Relationship builder.
• Creative.

Bryant University provides an inclusive and welcoming educational and working environment for all members of its community. Learn more about its ongoing commitment to diversity, equity, and inclusion. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual preference or orientation, gender identity or expression, national origin, age, ethnicity, disability, genetic information, protected veteran or marital status.
**Engagement Agreements**

1. **Open and Honest Communication**
2. **Participate Fully** (Comfort Zone +1); Expect Discomfort if Learning
3. **Speak from Personal Experience**
4. **Listen Respectfully; Listen to Learn**
5. **Seek to Understand**; Expect Disagreement & Listen Harder
6. **Share Air Time**: Move In, Move Out
7. **Be Fully Present**
8. **Be Open to New Perspectives**
9. **Explore Impact; Acknowledge Intent**
10. **Expect People to Learn and Grow; Don’t Freeze-frame Others**
11. **Take Risks**; Lean into Discomfort; Be Brave; Engage
12. **Respect and Maintain Confidentiality**
13. **Notice/Describe What You See Happening in the Group, in You**
14. **Recognize Your Triggers**; Share if You Feel Triggered, if You Want
15. **Trust that Dialogue Will Take Us to Deeper Levels of Understanding and Acceptance**
16. **Engage & Embrace This Opportunity**; We Won’t Be Finished

**Classroom & Meeting Guidelines ~ Your Intentions**

*To create a meeting environment where all members feel heard, involved, supported, and respected*

*To create a productive and engaging meeting environment 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
- 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: Argue passionately about issues without personalizing it to the person
- Respectfully address unproductive and exclusionary behaviors from other group members
Consider These Points/Steps as You Create Space for Dialogue in the Classroom After Another Racist Incident

• **Reflect on your proactive actions to date:**
  • How do you already intentionally create a racially inclusive classroom?
  • How do you intentionally create an engaged learning community where students of color and Indigenous students feel they belong, respected as well as heard and engaged?
  • How do you infuse issues of race, racism, and white supremacy culture into the curriculum to raise awareness and explore strategies to interrupt and shift?
  • How do you prepare students to minimize racist microaggressions in the classroom & in study and project groups as well as give them more skills to engage/interrupt racist microaggressions if they occur?
  • How do you intentionally use an inclusive pedagogy to facilitate meaningful dialogue and navigate any difficult conversations that occur?

• **Prepare** for the class conversation
  • Gather as much “factual” information as you can
    • Contact Chair and Dean for more information
  • Read media messaging (Facebook, emails to campus, news articles)
  • Center and ground yourself
    • Write out your thoughts and discussion prompts
    • Get clear on your intentions
    • Check-in with colleagues for ideas & support

• Greet & welcome students as they enter

• Acknowledge what happened
  • While I am still gathering information, as I assume you are,
  • It is my understanding that....

• **Frame the purpose of the conversation**
  • Given this is the 1st class after this most recent racist incident,
  • My intention is to hold space to:
    • Acknowledge and discuss the recent bias incident
    • Share and deepen understanding about the impact of this incident
      • And the cumulative impact of recent bias incidents and other racist microaggressions we know about, do not yet know about
  • Put yourself in the conversation
    • As a _____ (name your racialized identity and others that are pertinent)
    • I feel _____ (name some of your emotions)
    • The impact of this most recent racist incident on me is ________
    • My guess is there are many in this class as well as your friends and peers who are deeply impacted as well.
• Share WHY you feel it is important to have this conversation:
  • I believe it is critical as members of this campus community
  • AND as we study ____ and prepare to move into careers in ____,
    • Understand the deep, devastating impact of these racist dynamics
    • That we all deepen our understanding of race and racism overall
    • Increase our ability to recognize racist microaggressions and bias incidents in the moment
    • And continually expand our capacity to:
      • Interrupt them in the moment
      • Support those impacted in the moment and afterwards
      • Work collaboratively to create more racially justice organizations that accelerate the success of all members
      • Be a leader from whatever position you have

• As we prepare to have a dialogue, I hope we have a space of engaged sharing and learning with each other; I want to remind us all about the Engagement Agreements we discussed at the beginning of the course, particularly (choose some):
  • Open and honest communication
  • Participate fully (comfort zone +1); Expect discomfort if learning
  • Speak from personal experience
  • Speak from personal experience
  • Listen respectfully; listen to learn
  • Seek to understand; expect disagreement & listen harder
  • Share air time: move in, move out
  • Be fully present
  • Be open to new perspectives
  • Explore impact; acknowledge intent
  • Expect people to learn and grow; don’t freeze-frame others
  • Take risks; lean into discomfort; be brave; engage
  • Respect and maintain confidentiality
  • Notice/describe what you see happening in the group, in you
  • Recognize your triggers; share if you feel triggered, if you want
  • Trust that dialogue will take us to deeper levels of understanding and acceptance
  • Engage & embrace this opportunity; we won’t be finished

• I invite you to take a moment, and reflect or make some notes about how you are feeling, what you want to say or ask...

• Invite students to share
  • Anyone want to talk about their feelings, reactions, wonderings given this most recent racist incident?
• Your role as students share
  • Listen intently
  • Acknowledge and appreciate each share
  • Scan/observe participation by group membership
  • Invite in others
    • Anyone we haven’t heard from that wants to share?
    • Any other perspectives? Feelings? Reactions? Wonderings
  • Invite students to share impact of what they heard; what they appreciate/agree with; and what they are still wondering about

• Ask the group:
  • How can we support each other now and moving forward?
  • How can we do our part to create a more racially inclusive campus for all?

• As closing out this conversation for now:
  • Is there anything else you want to share or discuss?
  • I appreciate this conversation because....
    • Reinforce your commitment to creating racially just campus environments
    • Your belief that people studying _____ and going into fields like _____ need to keep developing our capacity to create inclusive teams, organizations, continually deepen our capacity to work on increasingly diverse teams & serve increasing diverse populations of clients....

• Offer further opportunities for dialogue, campus resources
  • I will stay after the class if anyone wants to talk further.
  • I have expanded my office hours this week to ______. Feel free to come by if you’d like to talk.
  • Feel free to reach and email me, if I can be supportive.
  • If you would like to partner with me to organize a time within our department/division to come together and continue these critical conversations not only about this most recent racist incident but also about the degree of racial inclusion in the department/division, please let me know. I’d be honored to work with you.

• As you know, there are many campus resources for continuing conversation and collective action:
  • Open forums on campus on _____
  • PwC Center for Diversity and Inclusion
  • Intercultural Center
  • Hochberg Women’s Center
  • Pride Center
  • Counseling Services
  • Interfaith Center and Campus Ministry
  • Kevin Martins, Ed.D.: Special Assistant to the President for Inclusive Excellence
  • Center for Student Leadership & Involvement: student organizations that may be holding dialogues, programs, collective action
  • 4MILE (Multicultural and International Leadership Experience)
• Thank the students for engaging in the conversation as you transition to course material

• Anticipate silence as well comments that are hot buttons for others/you, like:
  • I paid $60K to learn econ, why are we talking about race, gender...
  • It wasn’t that big a deal. People have to have tougher skin...
  • That wasn’t racist... that happens to everyone...
  • People are too sensitive these days....
  • Maybe they misunderstood what the person said...
  • It wasn’t their intent to be racist....
  • Be prepared to note and interrupt racist microaggressions during the conversation
  • You might:
    • Ask them to tell a story, give an example that highlights what is fueling their conceptual point or opinion/perspective
    • Ask clarifying questions out of curiosity
    • Ask them to share what they have heard from others that may be different than what they are saying ....
    • Ask: Given your own perspective, why might others disagree? What concerns might others have?

• For free resources and more strategies to engage during this level of difficult conversations:
  • Webinars: Navigating Difficult Situations, Pt 1 & 2
    https://drkathyobear.com/navigatingsituationswebinar1/
    https://drkathyobear.com/navigatingsituationswebinar2/

  • Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:
    www.drkathyobear.com/book-worksheets
    www.drkathyobear.com/book-gift (animated video and outline for a Lunch & Learn)
Student Information/Needs Assessment

The information requested is confidential. I will use it to make adjustments in class designs and to support your learning needs.

Name to Address You As:

Internship Site Position or Full-time Position:

Local Phone Number

Email Address

Hometown: Where You Attended Undergrad:

Pronoun to Address You As:

Preferred Pedagogy (Kolb, 1984) – circle as many as apply:

Active experimentation: Go away and doing (Action Projects, Video Assignments, Case Studies)

Abstract Conceptualizing: Thinking/lectures (lectures or writing)

Concrete experience (Simulation, Role Plays, Doing)

Reflective Observation: Observe and watch (Videos/ Films)

Do you have specific learning needs or issues that may impact your learning, attendance or participation? If so please explain...(parent, caretaker, disability, etc.)

Identify and describe a personal goal and a professional goal for you in this course:

A sentence or two about the type of work you are currently doing or anticipate doing (in the field)?

Any questions for me?

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Scenarios
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• Identify and describe the issue in the scenario?
• Discuss what is or gets in the way of addressing the issue?
• What are possible strategies that you could put in place to resolve the issue?
• What are some of the consequences of addressing or not addressing this particular issue?
• What possible campus referrals or resources might you suggest?
• Further questions about this topic?

Scenario # 1:
Hye-Kyung, a 18 year-old Korean-American. She recently started her first week of course work at a large, private, University. All through High School, she had allowed various people to call her Katie because they had trouble pronouncing her name. She was excited about the opportunity to reclaim her birth name and meet a new group of friend that honored it. During her first week of class in a small, required seminar course her Professor took attendance by name. After fumbling through Hye-Kyung’s name a few times, he asked, “Do go by another name that is easier to pronounce and remember?” Hye-Kyung doesn’t know how to respond. Her bod language shifts, but she doesn’t want to rock the boat during her first week.

Scenario # 2
You are teaching course content that evokes rich dialogue about the gender wage gap. After class, one of your students comes up to talk you and notes that he has feedback for you. In inquiring about his thoughts, you are surprised that he refers to a typo on your Power Point slides rather than reference the dialogue in class.

Scenario #3
In talking about the current political climate in class, one of your students discloses that her family voted for Trump stating that "they are in no way racist" and "we are ALL privileged to have this conversation." “Plus we are all privileged here at this school--- everyone is equal”. Immediately the room becomes tense, with students rolling their eyes, shifting uncomfortably in their chairs and one student of color retorting in frustration, "Come on...seriously?!".
**Scenario # 4**
Your students are having a discussion with each other in small groups. You overhear one of your students explaining to the group that they are uncomfortable with being addressed by he, his, and him pronouns and instead would like to be addressed as “they” in place of the conventional pronouns. A fraction of the small group looks somewhat confused and a cis-woman murmurs under her breath to another; “I just don’t get it; why are we placating to this when we all know it’s something unnatural?”

**Scenario #5**
A student meets you during office hours for the first time for her Leadership class with you. She seemed sheepish, which is unusual based on what you observed from her presence in class. She explained that she wanted to inquire with you about why you only named White males when referencing leaders and leadership styles. She pointed out there were no readings by women on leadership or authors of color.

**Scenario # 6**
Kamil, one of your strongest students in your International Relations course. You have gained an appreciation for his honest sharing about his practice of Islam and how it has positively shaped his world-view. Several weeks into class, Kamil begins to miss a number of classes. You pull him aside after class one day to discuss what is going on. Kamil explains that he feels like he is a bit overwhelmed with everything he is balancing in his life. He attends several protests on a weekly basis, provides emotional support for his family at home, and is feeling like he can no longer stay abreast of current news without it consuming too much of his time and energy.

**Scenario # 7**
You are walking into the dining hall where you meet students to discuss class from time to time when you overhear a group of White and Black students calling each other the “n” word in a heated exchange. You are uncomfortable by their use of the word but don’t respond immediately. Later, you run into Jamie, one of the White students at the table and share your reaction with her. She responds by saying, “What’s the issue, Black students say it all the time?”

(Funk, 2019)
<table>
<thead>
<tr>
<th><strong>Debate</strong></th>
<th><strong>Dialogue</strong></th>
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<tbody>
<tr>
<td>Assuming that there is one right answer and that you have it</td>
<td>Assuming that many people have pieces of the answer and that only together can they craft a solution</td>
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<tr>
<td>Combative: participants attempt to prove the other side wrong</td>
<td>Collaborative: participants work together toward common understanding</td>
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<td>About winning</td>
<td>About learning</td>
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<tr>
<td>Listening to find flaws and make counterarguments</td>
<td>Listening to understand and find meaning</td>
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<td>Defending assumptions as truth</td>
<td>Revealing assumptions for reevaluation</td>
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<tr>
<td>Critiquing the other side’s position</td>
<td>Reexamining all positions</td>
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<tr>
<td>Defending one’s own views against those of others</td>
<td>Admitting that others’ thinking can improve one’s own</td>
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<tr>
<td>Searching for flaws and weaknesses in other positions</td>
<td>Searching for strengths and value in others’ positions</td>
</tr>
<tr>
<td>Seeking a conclusion or vote that ratifies your position</td>
<td>Discovering new opinions, not seeking closure</td>
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Adapted from “What makes dialogue unique” in *The Magic of Dialogue* by Daniel Yankelovich, pp. 39-40
Steps When Navigating Challenging Dialogues in the Classroom
By Marta Esquilin  Martaesquilin.com  info@martaesquilin.com

As faculty members, one of our greatest challenges in the classroom may come in the form of managing emotionally charged conversations related to identity, inequality, and difference. Our country is increasingly divided along various social, political, and ideological issues, and institutions of higher education are often the site of many of these tensions. Regardless of discipline, our classrooms are the spaces in which diverse cross-sections of our campus converge for the common purpose of learning. Our classrooms can either be sites of transformation, or reinforce the fragmentation and identity based trauma that already exists on many of our campuses.

Faculty are trained to be experts in their particular fields of study, but may not have the tools and skills to manage challenging dynamics related to identity and difference that emerge within their classrooms. These conversations may come up within the context of the materials being discussed, or they may come up as a response to incidents or dynamics occurring on campus. Either way, facilitating these discussions can be daunting, and we may not always know the best way to proceed. The following document provides 5 steps you can take when a student makes a comment that is triggering to other students, or when a tense moment occurs during a classroom discussion.

Step 1: Affirm & Recognize Impact
“Wow, that was a powerful statement”
“Thank you for sharing, there was so much in your statement that we can unpack”
“Thanks for sharing, you seem to feel really strongly about this and it appears that many students have reactions to what you said”

Step 2: Mirror or Reflect
“Before we get other responses, I just want to make sure I understand what you said. Can you say a little more about what you mean?”
“What I heard you say was....” (be sure to paraphrase without bias as much as possible)

Step 3: Ask for Confirmation/Clarification
“Is this correct?” (Allow the student to either say yes, or clarify any point you didn’t get right)

Step 4: Ask for a deeper story behind opinion
“Do you have a personal story or experience that would help us to better understand why you believe this or feel so strongly? What is behind the intensity of this emotion?”
“Thank you for sharing...”

Step 5: Ask for resonance and other experiences
“Does anyone else resonate with what she just said or have a similar experience?”
“Does anyone have a different experience?”
“What are some of the themes emerging through these experiences you are all sharing?”
Common Examples of Triggering Events

Directions: Use a 0-10 scale to rate how much of a “trigger” each of the following is for you when you are engaging in dialogues about issues of inclusion, equity, and social justice.

0 = no emotional reaction
1-2 = mild level of emotional reaction
3-4 = low-moderate degree of emotional reaction
5-6 = moderate degree of emotional reaction
7-8 = high degree of emotional reaction
9-10 = extremely high level of emotional reaction

Identifying my common EXTERNAL triggers

A. When someone:

___ 1. makes an insensitive, stereotypic, or offensive comment
___ 2. acts in ways that are classist, racist, sexist, homophobic, etc.
___ 3. interrupts or speaks over me or others
___ 4. dismisses my point or that of others
___ 5. demonstrates disruptive behavior including joking, side conversations, or laughing at me or others
___ 6. makes snide or sarcastic comments
___ 7. is belittling or demeaning
___ 8. demonstrates domineering or controlling behavior
___ 9. demonstrates bullying or threatening behavior
___ 10. is arrogant or self-righteous
___ 11. is patronizing or condescending
___ 12. has a very blunt or impersonal style
___ 13. has an aggressive or forceful style
___ 14. tries to derail the planned format and agenda
___ 15. refuses to participate in the discussion or the activity
___ 16. is silent, shut down or withdrawn
___ 17. is “set in their ways” and unwilling to shift their perspective
___ 18. will only focus on their intent, and not the impact of their behavior
___ 19. refuses to consider feedback from me or others
___ 20. is crying and expressing deep emotions of pain or grief
___ 21. is expressing deep anger or rage
___ 22. is engaged in an intense, emotional conflict with me or others
___ 23. challenges the validity of the information or statistics being presented
___ 24. strongly disagrees with what I am saying
___ 25. questions the usefulness of an activity or a discussion
___ 26. criticizes my style, design, or approach
___ 27. questions my competency or that of others
calls me classist, racist, sexist, homophobic, etc.
criticizes or minimizes efforts related to equity, inclusion, and social justice
dismisses the conversation as “political correctness”
portrays themselves as the “victim” of “reverse discrimination”
proclaims that they are “a good one” without acknowledging their unearned privilege
continually points out what others do that is oppressive without acknowledging their own participation in the dynamics of oppression
shifts the conversation away from their privileged group and to their marginalized group
only engages in the conversation out of their marginalized identities
“coaches” members of marginalized groups on how to act, think and feel
is colluding with their own oppression, “going along to get along”
defends members of privileged groups who are acting out of privilege or prejudice
publicly criticizes other members of their marginalized group(s)

B. For me, when

I make a mistake or error
I do or say something biased, offensive or oppressive
I do not know the answer to a question
I fear I not know how to effectively respond in a situation
I start to cry or lash out in anger
I believe the conversation is about to “get out of control”

C. When a colleague:

is triggered and experiencing deep emotions
mismanages an activity or makes an ineffective intervention
makes an offensive or stereotypic comment
changes the planned agenda without checking in with me
steps in as I am leading and takes over
tries to “correct,” coach, or criticize me in front of the group
is silent and “disappears” during a group discussion in which they are a member of the privileged group
is silent and “disappears” during a group discussion in which they are a member of the marginalized group
takes credit for my ideas or work

Additional common triggers for you:

Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com
Identifying my common INTERNAL triggers

Below is a partial list of internal stimuli (thoughts, memories, attitudes, beliefs) that can be triggering for you. As you read each option, use the 0-10 scale to get an overall sense of how deeply triggered you might generally feel. Note your rating to the left of each item.

0 = no emotional reaction
1 - 2 = mild level of emotional reaction
3 - 4 = low-moderate degree of emotional reaction
5 - 6 = moderate degree of emotional reaction
7 - 8 = high degree of emotional reaction
9 - 10 = extremely high level of emotional reaction

___ 1. I can’t handle this!
___ 2. The last time I just froze and fell apart
___ 3. I am not smart enough, good enough, competent enough, creative enough....
___ 4. I will never be able to get this done in time
___ 5. I am a fraud
___ 6. I will never learn this
___ 7. What I do won’t make any difference
___ 8. What do I have to offer?
___ 9. What if I completely ruin this?
___ 10. I have to get this right!
___ 11. I will let people down, disappoint them
___ 12. This could hurt my career
___ 13. I will make a fool of myself
___ 14. What if no one likes me
___ 15. I could be all alone in this situation
___ 16. What if I lose control?
___ 17. This is out of control!
___ 18. They will be angry when they hear about this
___ 19. They won’t understand
___ 20. I won’t fit in or be accepted
___ 21. Things won’t change
___ 22. I could make it worse
___ 23. People could be hurt if I don’t do this well
___ 24. They will attack me just like last time
___ 25. No one appreciates all I do for them
___ 26. If I confront them, they will ostracize me
___ 27. They are so biased and prejudiced
___ 28. They are such @!*^#! jerks
___ 29. They don’t know what they are doing
___ 30. I am smarter than any of them
___ 31. They are so incompetent
___ 32. They are all hypocrites
33. This will be such a waste of time just like it always is
34. They always make things so complicated
35. This is going to be so hard and difficult
36. No one else will ever step up to do any meaningful work on this project
37. Everyone is always so difficult and unreasonable
38. She was so rude and obnoxious in the last meeting
39. No one cares about what I think or feel
40. They are so self-centered
41. They’ll just drop the ball again and I’ll have to clean it all up as usual
42. This reminds me of that time everything was such a disaster

Additional common INTERNAL triggers for you:

•

•

•
Navigating Difficult Situations: Self-Assessment Checklist

Use the following scale to assess on your current skills and abilities during Difficult Situations:

5 = Almost always  4 = Most of the time  3 = Much of the time  2 = Sometimes  1 = Rarely

_____ 1. I acknowledge comments that seem inappropriate or triggering.

_____ 2. I effectively name and discuss group dynamics in the moment and use them as “teachable moments” to facilitate deeper learning.

_____ 3. I recognize that “resistance” and challenges are often doorways to deeper understanding and learning for the group.

_____ 4. I engage people in dialogue when they make inappropriate or triggering comments.

_____ 5. I encourage other group members to participate and engage in the discussion.

_____ 6. I effectively navigate conflict and disagreement among group members.

_____ 7. I can respond effectively to challenges and engage resistance from group members without taking it personally or feeling triggered.

_____ 8. I effectively navigate behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

_____ 9. I effectively navigate situations where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

_____ 10. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself.

_____ 11. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences as appropriate.

_____ 12. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.

_____ 13. I can “meet the people where they are” and not demand or expect them to be farther along in their understanding or skill development.


_____ 15. I use “Connecting Language” that bridges one person’s comments to another’s.

_____ 16. I effectively find some relevant point in each person’s comments, even those that seem way off the topic.

_____ 17. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group’s topic.
18. I minimize how much I use the “telling” style, and maximize how often I pose questions or dilemmas to facilitate dialogue among others.

19. I am aware of how I use my body language and nonverbal behavior to facilitate learning and engage others.

20. I am aware of the how people/l may experience and interpret body language and nonverbal behaviors differently based upon their cultural perspective, and their experiences in their multiple privileged and marginalized groups.

21. I am able to “relate in” and “see myself in others” to find compassion and connection, rather than judging them or distancing from them.

22. I pay attention to the social group identities of others and notice patterns of participation, including who’s talking, who is quiet, who interrupts, who gets interrupted, who assumes leadership, whose ideas “plop,” etc.

23. I am aware of my biases, assumptions, and stereotypes for various privileged and marginalized groups.

24. I continually interrupt, reframe, and unlearn my biases, stereotypes and assumptions about privileged and marginalized groups.

25. I understand how my various privileged and marginalized group identities impact how I am often perceived and experienced by others.

26. I understand how my various privileged and marginalized group identities impact how I often make meaning of situations, and then how I react/respond.

27. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others across social group memberships.

28. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized groups; and utilize their input to improve my practice.

29. I am aware of my “early warning signals” that I am beginning to feel triggered.

30. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I don’t “work my issues on the group.”

31. I am aware of my triggers and their intrapersonal roots.

32. I actively do my work around my triggers: explore their intrapersonal roots; do my healing work; etc.
Panning/Observing Group Dynamics with an Inclusion Lens

Use the following prompts as you use an Inclusion Lens to observe and observe/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who is quiet? Doesn’t speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don’t get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn’t?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?
22.
23.

“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

“Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated.”

Published on October 5, 2010 by Derald Wing Sue, Ph.D. in Microaggressions in Everyday Life http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life

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. Choose 5+ behaviors and in the 4th column, note the probable impact if these go unaddressed.

<table>
<thead>
<tr>
<th>Others do this</th>
<th>Unproductive meeting behaviors, when someone:</th>
<th>I've done this</th>
<th>Probable impact</th>
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<tbody>
<tr>
<td>1. Makes inappropriate comments or “jokes”</td>
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<td>2. Belittles the input or comments of others</td>
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<td>3. Minimizes or rationalizes away the frustrations and comments of group members</td>
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<td>4. Interrupts or talks over others</td>
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<td>5. Engages in side conversations</td>
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<td>6. Dominates the conversation</td>
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<td>7. Makes snide or sarcastic comments</td>
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<td>8. Only interacts and makes eye contact with people like them; people they like</td>
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<td>9. Gives unsolicited “advice;” tell someone how they should have felt or responded differently</td>
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<td>10. Dismisses or ignores the input of others</td>
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<td>11. Disregards feedback from group members</td>
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<td>12. Laughs at or makes fun of other group members</td>
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<td>13. Treats peers with disrespect</td>
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<td>14. Gives someone the “silent treatment” or “cold shoulder”</td>
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<td>15. Uses a negative, judgmental tone</td>
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<td>16. Uses an overly aggressive or forceful style</td>
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<td>17. Refuses to participate in the discussion or the activity</td>
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<td>18. Is silent, shut down or withdrawn</td>
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<td>19. Challenges the validity of the information being presented to serve a personal agenda</td>
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<td>20. Questions the usefulness of an activity or a discussion to serve a personal agenda</td>
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<td>21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors</td>
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<td>22. Raises their voice to try to silence others</td>
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<td>23. Emphasizes “good intent” and does not also listen to the impact of actions</td>
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<td><strong>24.</strong> Makes negative stereotypic comments about others or self</td>
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<td><strong>25.</strong> Tells others they are “too sensitive”</td>
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<td><strong>26.</strong> Repeats or rewords what members with lower status have just said</td>
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<td><strong>27.</strong> “Hears” and acknowledges ideas only if they come from members with higher group status</td>
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<td><strong>28.</strong> Does not engage or “hear” comments from members with lower group status</td>
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<td><strong>29.</strong> Judges or dismisses input from members of lower status groups if they express anger or frustration</td>
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<td><strong>30.</strong> Only asks members of lower status groups to repeat what they have just said</td>
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<td><strong>31.</strong> When confronted, frames the situation as an “attack”</td>
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<td><strong>32.</strong> Go to lunch or socializes only with certain group members</td>
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<td><strong>33.</strong> Acknowledges and praises only certain group members</td>
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<td><strong>34.</strong> Rolls their eyes or makes other negative nonverbal behaviors when others are talking</td>
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<td><strong>35.</strong> Chastises others publically</td>
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<td><strong>34.</strong> Critiques and questions only the ideas and materials presented by lower status members</td>
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<td><strong>35.</strong> Bullies other group members</td>
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<td><strong>36.</strong> Has a patronizing or condescending manner</td>
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<td><strong>37.</strong> Derails the planned format and agenda to serve a personal agenda</td>
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<td><strong>38.</strong> Criticizes the personal character of group members</td>
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<td><strong>39.</strong> Takes credit for the work or ideas of others</td>
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Common Unproductive Reactions During Difficult, Triggering Situations

**Fight Responses**
- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Exploses and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

**Flight responses**
- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

**Freeze responses**
- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can’t move
- Doesn’t respond or interrupt exclusionary comments and actions
- Overly anxious and scared

**Flounder Responses**
- Giving contradictory comment/examples
- Stream of consciousness, blabbering
- Can’t decide: maybe this or maybe that
- Out of your body, still talking
- Tangents; way off topic

Kathy Obear. Ed.D., [www.drkathyobear.com](http://www.drkathyobear.com) kathy@drkathyobear.com
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...

Developed by Kathy Obear, Ed.D., www.drkathyobear.com  kathy@drkathyobear.com
<table>
<thead>
<tr>
<th>Engaging Skills</th>
<th>Examples/Descriptions</th>
</tr>
</thead>
</table>
| Ask the person for more information ~ seek to understand | • 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                      | • So you’re saying that...  
• So you feel that...  
• So you think that...  
• Are you saying that...  
• So from your perspective...                                    |
| Explore their INTENT                                   | • 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 | • 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                            | • 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 | • I hear that you feel...  
• I can see that from your perspective you think...  
• I’d probably feel _____, too...                                    |
| Explore possible solutions                            | • 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                            | • This is what I suggest we do...  
• I want to...I need...                                               |
| Summarize the dialogue                                | • Summarize the dialogue without stating opinions or judging the dialogue.  
• So we’ve discussed...we agreed to...                                    |
Suggested Competencies for White Allies & Change Agents

There is a wide range of competencies that I believe whites can deepen on their own or in community with other whites. While this is not a comprehensive list, my hope is that it is a useful tool to spark conversation, assess your current level of competence, and identify goals for professional development. It may also be a good resource in learning communities for white people to plan their discussion topics and skill practice sessions.

Directions: Use the following scale as you reflect on the following competencies (knowledge, self-awareness, and skill) and rate how often you effectively demonstrate each of these:

1 = Rarely          2 = Occasionally       3 = Often          4 = Most of the time       5 = Almost Always

A. Knowledge about race, racism, white supremacy, white culture, etc.

_____ 1. I recognize how I was socialized as a white person and how these experiences still impact me today.

_____ 2. I understand the common patterns of racialized socialization and racist life experiences of people of color, Indigenous peoples, people who identify as multiracial or biracial, and white people.

_____ 3. I understand how the history of racism and colonization in the U.S. and around the world impacts current dynamics and experiences.

_____ 4. I understand the damage and devastation whites have perpetuated on people of color over the centuries and currently.

_____ 5. I understand how the cumulative impact of multiple, persistent racist microaggressions and institutional racism negatively impact people of color and the quality of their lives.

_____ 6. I recognize how institutional racism permeates societal institutions, including the legal, policing, and justice system, housing, health care, education, employment, the military, politics, the media, entertainment, etc.

_____ 7. I identify the common racist attitudes, perceptions, behaviors, and implicit biases of whites that perpetuate the status quo (internalized dominance).

_____ 8. I identify the common attitudes, perceptions, behaviors, and beliefs of people of color that support the status quo (internalized racism).

_____ 9. I recognize the common daily indignities and racist microaggressions that people of color experience.
10. I understand multiple ways to effectively facilitate change and create greater racial justice in organizations.

11. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their racial identity.

12. I understand how white cultural values and norms are infused into formal expectations and workplace culture as well as informal, unwritten rules for success.

13. I understand how white culture is infused into organizational policies, practices, programs, and services.

14. I recognize how whites most often get the privilege of being seen at the Individual Level and not viewed as a representative of all white people.

15. I recognize that people of color are generally viewed at the Group Level and their attitudes and behaviors are assumed to be reflective of all members of their racial group(s).

16. I recognize the full breadth of unearned white privileges that whites receive in society and in organizations.

17. I understand the pervasive white privileges that I still receive, even as I work for racial justice.

18. I understand I am seen and experienced as white, at the Group Level, even if I work for racial justice.

B. Use a Race Lens to notice and respond effectively to interpersonal dynamics

19. I intentionally notice/track the full range of common racist dynamics that occur during meetings, conversations, workshops, etc.

20. I describe the details or “facts” of what I observe without judgments, assumptions, interpretations, or conclusions (Panning).

21. I recognize and effectively respond to racist microaggressions that occur in my presence, included racially coded terms and phrases.

22. I consistently recognize and respond to racial implicit bias.

23. I recognize and intervene when whites are expecting or demanding that people of color educate them.

24. I effectively bring up and discuss issues of race and racism. I “keep race on the table” as one of the factors to be considered.
25. I notice and effectively intervene when people try to change the subject to avoid talking about issues of race and racism.

C. Engage whites effectively

26. I encourage whites to participate in conversations about race and engage them in the process.

27. I ask questions and listen deeply to increase understanding, especially if I initially disagree.

28. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, silence, “connecting language,” etc.

29. I am able to “relate in” and “see myself” in other whites to find compassion and make a connection with them, rather than judging them or distancing from them.

30. I effectively share stories and personal experiences to relate in and build connections with whites.

31. I effectively use self-disclosure to authentically share my feelings, thoughts, and beliefs.

32. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue with whites.

33. I demonstrate compassion and empathy when engaging other whites.

34. I effectively “leave no one behind” and find ways to include all whites in the discussion.

35. If a white colleague tries to shift the focus to one of their marginalized groups, I effectively acknowledge the dynamic and redirect the conversation back to race and racism.

36. I “meet whites where they are” without judgment, and do not demand or expect them to be farther along in their understanding or skill development.

37. I effectively name common white cultural dynamics among whites and use these as “teachable moments” to facilitate deeper understanding and learning.

38. I can let go of my planned agenda, “trust the process,” and effectively engage what is happening in the moment.

39. I consistently demonstrate respect, compassion, and empathy for all white participants.
40. I effectively navigate discussions where whites are feeling and expressing deep emotions, including anger, sadness, fear, frustration, guilt, shame, hopelessness, etc.

41. 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.

42. I acknowledge comments which sound inappropriate or triggering.

43. I speak up and interrupt racist microaggressions and exclusionary behaviors.

44. I engage people in meaningful dialogue when I experience one of their comments as inappropriate, racist, and/or triggering.

45. I consistently communicate clear guidelines for expected behaviors that promote racial justice as well as clear consequences for exclusionary practices and inappropriate or racist behavior.

46. I recognize that “resistance” and challenges from whites are often doorways to deeper understanding and learning for them and for the group.

47. I respond effectively to challenges and resistance from whites without taking it personally or feeling deeply triggered.

48. I effectively navigate conflict and disagreement among whites in discussions about race and racism.

49. I can use triggering events as “teachable moments” for the group.

50. I respond effectively to challenges and feedback from people of color without taking it personally or feeling deeply triggered.

51. I effectively explore the unintended impact of racist comments and behaviors while also holding space to explore the person’s intentions and possible implicit bias.

52. I facilitate productive dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.

53. I recognize effective behaviors of whites that further learning and community building.

54. I give effective feedback to other whites about the impact of their attitudes and behaviors.

55. I support and coach other whites to deepen their capacity as effective change agents.
D. Recognize and engage organizational dynamics

56. I communicate why racial justice is one of my core values and why I am committed to racial justice work.

57. I effectively discuss a wide range of compelling reasons that position racial justice as a critical factor in the organization’s success.

58. I effectively create work environments that support the success and full participation of people of color and whites.

59. I create fair and equitable selection and hiring processes that consistently identify racially diverse, culturally competent pools of final candidates.

60. I effectively intervene to shift white cultural norms and dynamics of white privilege, to create greater equity and inclusion.

61. I consistently use a Race Lens to analyze policies, practices, programs, and services to identify institutional racism and any negative differential impact on people of color as well as any undeserved privilege and access for whites.

62. I continuously engage with others to revise any policy, practice, program or service to ensure they meet the needs of people of color as well as whites.

63. I ensure that all planning processes intentionally include equitable participation and full consideration of input from people of color and whites.

64. I effectively collect and analyze data about the experiences and perceptions of people of color and whites in the organization.

65. I use these data to effectively evaluate and revise current policies, programs, services, practices, procedures, facilities, etc., to ensure racial equity and racial justice.

66. I continually research and share national/international trends and promising practices to help organizations achieve greater racial justice.

E. Self-work and healing

67. I continuously use a Race Lens to self-reflect and examine my behaviors, thoughts, feelings, biases, and attitudes and my impact on others.

68. I am aware of the racist and white supremacist biases, assumptions, and stereotypes that impact my thoughts, judgments, decisions, and actions.
69. I am aware of how my beliefs about what is “effective” or “professional” has been influenced by my racist socialization and white culture, (i.e., leadership; communication styles; decision-making practices; dress, attire, and appearance; dialogue; conflict styles; meeting management; supervision; etc.)

70. I continually interrupt, reframe, and unlearn these racist biases, stereotypes, and assumptions.

71. I recognize and honestly talk about the racist attitudes I still hold on to and how they have fueled racist behaviors.

72. I understand how my white identity impacts how I am perceived, experienced, and treated by others.

73. I effectively listen to, receive, and appreciate feedback from people of color and utilize their input to improve my practice.

74. I continually seek and utilize feedback about my behaviors and attitudes from other whites and utilize their input to improve my practice.

75. I am aware of my common triggers and their intrapersonal roots.

76. I am aware of my “early warning signals” that I am beginning to feel triggered.

77. I recognize when I am reacting out of alignment with my core values.

78. I recognize when I am operating out of guilt and shame.

79. I am able to effectively navigate my own triggered feelings of anger, fear, stress, grief, guilt, shame, etc., so that I do not “work my issues on others.”

80. When I react unproductively, I effectively navigate that moment, apologize, acknowledge the impact of my actions, and commit to changing my behavior in the future.

81. I actively do my healing work around my triggers in the moment: explore the roots; feel my feelings; shift unproductive thoughts, attitudes, and intentions, etc.

82. I regularly do my ongoing deep healing work to release and heal old issues, resentment, fear, guilt, shame, etc.
F. Deepen partnerships with people of color

_____ 83. I effectively listen to and believe people of color when they tell me about the dynamics of racism they experience.

_____ 84. I notice and effectively respond when whites interrupt people of color, take over the conversation, and re-center whiteness or white issues.

_____ 85. I effectively partner with people of color to create change.

_____ 86. I effectively follow the leadership of people of color.

_____ 87. If I am called racist, I effectively listen to the feedback, ask questions to deepen my understanding, and acknowledge the person's perspective.

_____ 88. If I realize I have done something racist, I readily acknowledge my behavior and apologize for the impact.

_____ 89. I strategically consider how and when to engage in order to optimize the chances for meaningful change. I don't “win the battle, but lose the war,” especially if that puts people of color at greater risk.

G. Learn with a community of accountability of white allies and change agents

_____ 90. I intentionally build a community of white allies for support and to accelerate my learning, growth and healing.

_____ 91. I use other white allies to create greater accountability for my actions as a change agent.

_____ 92. I actively create space to support other whites in their development and healing processes.

_____ 93. I help other whites recognize and release the fears, guilt, shame, and racist biases that are fueling their behaviors.

_____ 94. I effectively partner with other whites to create change.

_____ 95. I hold other whites accountable for their behaviors and efforts to create change.

_____ 96. I am committed to “staying in it”; I am committed to racial justice for the long haul.
After rating your current demonstrated competence, go back through the list and:

Identify 8-10 of your greatest strengths.

Identify 5-8 areas you want to develop further; note ways you might increase your competence in each of these areas.

Check-off which competencies are an explicit part of your unit’s hiring, training/development, and accountability processes.

Star (*) which additional competencies you believe are necessary for people in your unit to demonstrate as they intentionally create greater racial justice and inclusion in the organization.

We must be vigilant and persistent as white change agents as we continually deepen our capacity to create greater racial justice. Unlearning racism is a lifelong process of healing and re-education. I hope you choose to stay in it for the long haul. If you do, I guarantee that when you wake up each day and look in the mirror, you will realize you are closer to living a life of integrity and purpose.
Following the keynote, faculty can choose among several breakout sessions to continue in collegial dialogue and skill development:

1. **Creating an Inclusive Classroom From the Start**
   Come explore strategies to proactively create an inclusive classroom to be better prepared to support meaningful student discussions after the next campus critical incident occurs, including techniques to co-create engagement guidelines and negotiate how to respond during conflicts and triggering situations, etc.

2. **The Messenger Matters**: How do our actual or perceived *marginalized* group identities impact how students respond to us?
   As we try to hold space for student dialogue after campus critical incidents, how might their perceptions of our various marginalized identities impact how students view us? Engage us? Respond to our comments and actions? How might their perceptions impact us as we decide how and when to talk about campus and national dynamics? What are our dilemmas and concerns as we anticipate navigating one or more *marginalized identities* in these complex discussions?

3. **The Messenger Matters**: How do our actual or perceived *privileged* group identities impact how students respond to us?
   Faculty with apparent privileged identities may face different dilemmas as they consider how and when to hold space for students to share their feelings and reactions to recent campus and/or national bias incidents. How might student perceptions of our various *privileged identities* impact how students view us? Engage us? Respond to our comments and actions? How might their perceptions impact us as we decide how and when to talk about campus and national dynamics? What are our dilemmas and concerns as we anticipate navigating one or more privileged identities in these complex discussions?