



Chancellor's
Diversity Initiative
University of Missouri

Diversity 101

Resource Manual

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Diversity 101 Course Materials

Introduction

In order for higher education institutions to build a welcoming and inclusive campus environment and fulfill their educational missions, faculty and staff at all institutional levels must have the awareness, knowledge, and skills to work effectively with diverse coworkers, students, and other constituents. However, faculty and staff tend to have limited availability for professional development during the regular work day. Therefore, Diversity 101 was developed as a fully online program to provide participants with the flexibility to participate when their schedules allow. We thank you for your participation and contributions to the learning process!

This book is a resource manual for past participants who would like to continue to review the material and resources provided in Diversity 101. It also provides some of the theoretical concepts that informed the curriculum and course design. You are welcome to use the content and activities in your own contexts, but please make sure to use the following credit: “Developed by Marlo Goldstein Hode and Niki Stanley on behalf of the University of Missouri Chancellor’s Diversity Initiative.”

Getting Started Module

The “Getting Started” module was a three-part module intended to provide a safe way to enter the conversation on diversity and foster a sense of learning community.

The first part was a video overview of the course that explains the rationale behind the course design, a summary of concepts covered, and some tips for using Blackboard. The second part of the Getting Started module asked you to consider a set of Community Norms & Guidelines. The intention of this approach is to frame Diversity 101 as an online learning community (Sherer, Shea, & Kristensen, 2003) or community of practice (Wenger, 2000; Wenger & Snyder, 2000) in order to instill a sense of accountability and responsibility for yourselves and each other.

Learning Community Norms & Guidelines

Participating in Diversity 101 means being part of a learning community. The only way that this learning process will be effective is if you take responsibility both for your own learning as well as that of the group. Here are a few norms and guidelines that you are asked to follow to help make this a productive and worthwhile experience for everyone. You'll notice the theme of 'respect' throughout :-)

1. **Respect deadlines.** In order to simulate a full group discussion on the discussion boards, it is imperative that you post no later than the weekly deadlines as listed in each module.
2. **Demonstrate respect for differences.** We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue.
3. **Respect confidentiality.** Some of the topics/issues we discuss may be sensitive and/or personal. While it is totally okay to talk about the things you are learning with your colleagues, please do not share what other participants post without their explicit permission.
4. **Assume good intentions.** If someone says something that bothers you for any reason, assume that they did not mean to be offensive and ask them to clarify what they meant, then explain the impact it had on you. If someone tells you that something you wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.
5. **Be generous.** Your weekly posts are not simply requirements for participation; they are your contributions to group learning. So please be generous to your peers by being thoughtful, open, and honest.

And finally, the third part of the Getting Started module asked you to post your introductions on the discussion board. In addition to sharing your preferred name, department, time at the university, and comfort with online courses, you were asked to post five recommendations you would make to people visiting the town or state for the first time. This introductory icebreaker served to highlight two important concepts related to diversity 1) the things we have in common, such as the activities we enjoy and 2) the things we can gain from a diversity of perspectives and experiences, such as new ideas of places that exist in our own backyard but may not have known about.

Week 1: Diversity and Identity

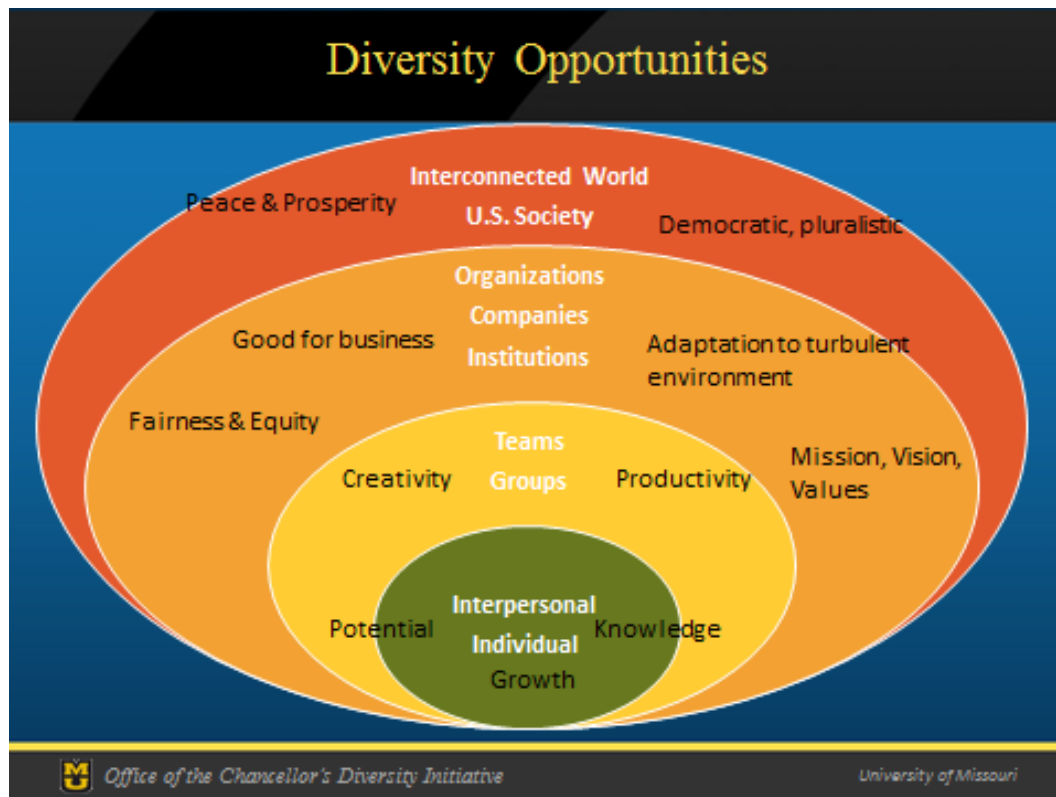
Rather than provide a definition of diversity, the video lecture started with a brief overview of the different ways that diversity is understood and approached in the workplace. Four dominant approaches to diversity are explained: diversity as demographics (recruiting, hiring, promoting previously excluded groups), diversity as cultural differences (managing diversity), good for business (harnessing diversity), and diversity as social justice (addressing discrimination, harassment, and exclusion) (Litvin, 1997). The purpose of explaining approaches to diversity rather than definitions of diversity is to provide a more complex understanding of how diversity relates to workplace practices. As is explained in the module:

On one hand, we can define diversity 'inclusively' by taking into account all the differences among us, so that we can all see ourselves as adding to a diverse mix of people. I think this is a good and valid approach as you will see in the activity that I ask you to do this week. However, it is also a problematic approach to defining diversity because it glosses over differences that make more of a difference in the daily lives of people. For example, political or generational differences certainly add to a diversity of perspectives, however these types of differences do not impact individuals' daily lives in the same ways as do gender, race, ethnicity, sexual orientation, etc.

On the other hand, if we only discuss diversity in terms of race, gender, ethnicity, etc....then we mark certain "others" as different than the dominant norm. Such a move can serve to reinforce stereotypes, as well as confine individuals to specific labels. We'll talk more about this in the weeks ahead.

There is no easy way out of this dilemma. So, I have decided to avoid specific definitions and instead I focus on some of the different meanings invoked by the term. My apologies for those looking for easy answers :-)

Although it is difficult to define diversity in a comprehensive way, it is not difficult to explain the positive impact that diversity can have at all levels of society, as you may recall from the video lecture when I explain the following slide:



In week one, we focused on the inner layer: diversity at the individual and interpersonal level.

The second part of the video involved an identity mapping activity based on social identity theory (Ashforth & Mael, 1989; Tajfel, 1978; Tajfel & Turner, 1986). The purpose of this activity is to increase self-awareness and awareness of others (Colvin-Burque, Zugazaga, & Davis-Maye, 2007), a critical starting point for any conversation on diversity or cross-cultural competence.

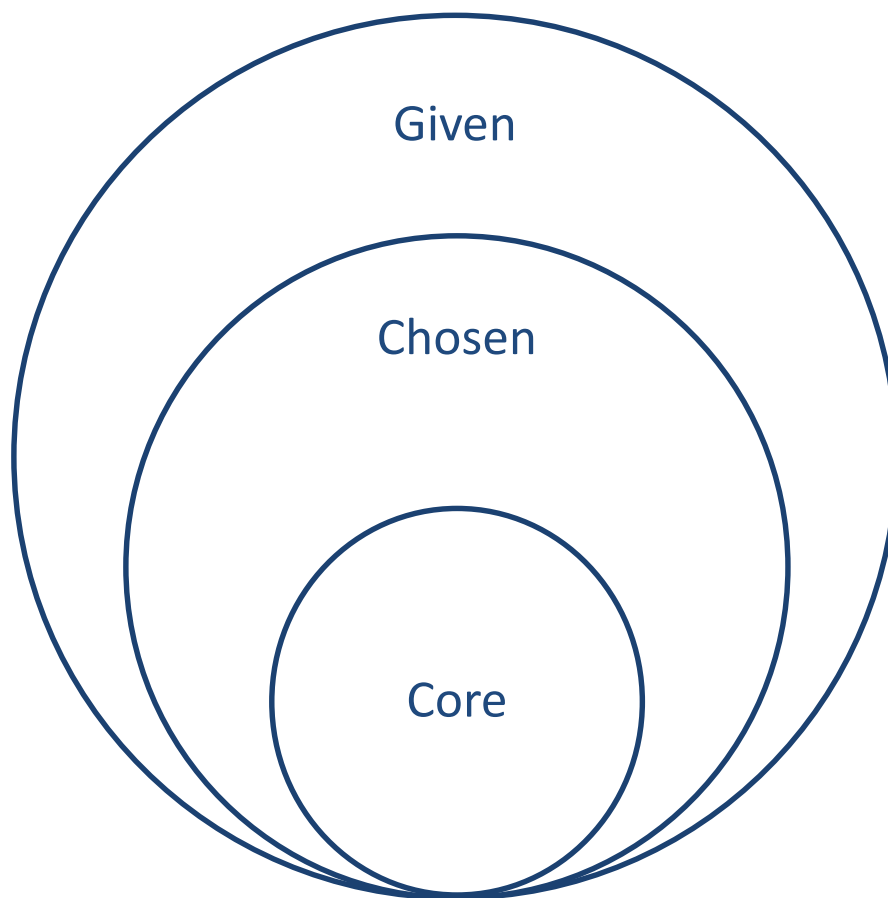
Identity Mapping Activity

1. Fill out your identity map (following page) with as many aspects of your core, chosen, and given activities as you can think of.
2. Write a "+" by the aspects of your identity that are the most salient or most important to who you are and how you view the world.
3. Now, think about someone who you work with. Looking at your map, circle the aspects of your identity that that person would be able to identify about you.
4. Now, think about that person. How many aspects of that person's identity could you fill in on their map?

Discussion Questions

1. What is your reaction to the Identity Mapping Activity? Did you gain any insights that you can share with the group?
2. How do identities impact your work relationships (with supervisors, students, colleagues, clients, patients, etc.)? Can you give some examples?

Identity Map Activity



When we talk about our identities we're really answering the question "Who am I?" This is a complex question that deserves a complex answer. Our identities are made up of core, chosen and given aspects about ourselves. Core aspects are specific traits and characteristics that describe our unique selves. There are also chosen aspects of our identities such as groups and activities that we've chosen to be a part of. Given identities are the groups or characteristics that we are born into. Here are some examples to help you map your multiple levels of identities.

CORE: Personality traits (introvert/extrovert, spontaneous, organized), learning style, values, etc.

CHOSEN: profession, job, religious organization, political affiliation, volunteer groups, local community, activity groups, sports team, hobbies, family role (i.e., choosing to have children or to get married), education, etc.

GIVEN: race, ethnicity, nationality, religion, gender, gender identity, sexual orientation, disability, health, age/generation, physical characteristics, family role (i.e., your role as youngest or middle child, brother or sister, only child), socio-economic status, etc.

Additional Resources: Week One

- **TED Radio Hour: Identities**—Enjoy this interesting program exploring the complexity of identities. If you like hearing people's stories, you'll love this!
<http://www.npr.org/2013/10/06/229879937/identities>
- **You and Your Brain: An Interview with Neuroscientist Julian Keenan**—Very interesting sort of mind twisting interview about self-awareness from NPR's To the Best of Our Knowledge. It turns out that even the most basic things we believe about ourselves are often wrong. Neuroscientist Julian Keenan says it has to do with how the brain works. He's the author of the *Face in the Mirror: How We Know Who We Are*.
<http://www.ttbook.org/listen/76396>
- Allen, B. J. (2011). *Difference matters: communicating social identity*. Long Grove, IL: Waveland Press.
- DeRosa, P., & Johnson, U. (2002). The 10Cs: A model of diversity awareness and social change. *The Brown Papers*, 6(5), 1-15.
- Eisenberg, E. M. (2001). Building a Mystery: Toward a New Theory of Communication and Identity. *Journal of Communication*, 51(3), 534-552.
- Hecht, M. L., Warren, J. R., Jung, E., & Krieger, J. (2005). The communication theory of identity: Development, theoretical perspective and future directions. In W. B. Gudykunst (Ed.), *Theorizing About Intercultural Communication* (pp. 257-278). Thousand Oaks, CA: Sage.

Therefore, the second week's content focused on exploring and discussing unconscious bias. Unconscious or implicit bias refers to underlying attitudes and cognitive schema that skew our preferences for or against something or someone (Greenwald & Krieger, 2006; Kang et al., 2012; Staats, 2013). Our biases form from our experiences with and exposure to particular images, messages, and ideas about people. The concept of implicit bias has become an important part of the diversity and inclusion conversation because biases based on race, nationality, religion, socio-economic class, age, sex, sexual orientation, etc. have been shown to involuntarily influence evaluative decisions in virtually all of society's institutions (e.g., employment, law enforcement, legal system, education, health care, etc.). Because our unconscious bias may actually contradict our conscious thoughts and perceptions about ourselves and others, people may be resistant to the idea that they have these below awareness influences on their judgments. People may also be resistant to exploring and acknowledging their biases because of the social stigma related to being racist, sexist, etc. Therefore, it was the intention of the 'Who does what?' activity to surface some of our unconscious biases in a relatively safe way.



Who does what?

Match each person to one of the jobs/profession. Pay attention to which cues you are using to choose.



Bob



Marta



Larry



Jennifer



Steve



David



Damion



Amber



Kelly



Dan



Sasha



Amara

	Chemist	Web Designer	Flight Attendant	CEO	Soldier	Stockbroker	Community Activist	Hair Stylist	Math Teacher	Doctor	Minister	Hotel Desk Clerk
Bob												
Marta												
Larry												
Jennifer												
Steve												
David												
Damion												
Amber												
Kelly												
Dan												
Sasha												
Amara												

Discussion Questions

- What do you think the purpose was of the "Who does what activity?" What did you take away from it?
- Take a look at your identity map. Think about some assumptions or biases that someone who doesn't know you (for example, a patient, client, coworker) could make about you based on aspects of your given or chosen identities (i.e. gender, organizational role, race, religion, etc.). Please reflect on these questions (or some other thoughts/observations that you'd like to share with the group):
 - What incorrect assumptions could a coworker or client make about you based on your given identities? How could such assumptions (if incorrectly made about you) impact the relationship?
 - If this person were in a position of higher power than you, what impact could their assumptions have on your advancement/development?
- Thinking about the population you serve (patients, students, community members, etc.): What are some assumptions that you have made about someone due to their age, weight, race, socio-economic status, gender, sexual orientation that might have influenced the way you serve, treat, and educate them? What things are you taught to look for or consider?
- Please read (or watch) one of the "Additional Resources" listed below and comment on it (tell the rest of the class what you thought was interesting, thought provoking, relevant to your experience...or what you disagreed with)

Additional Resources: Week Two

- **Minimizing Gender Biases in the Workplace** (DVD)—free preview of a DVD by Shelley Correll highlighting gender stereotyping, limitations on women rising into leadership positions, and strategies to reduce and/or eliminate gender bias.
http://www.businesstrainingmedia.com/minimize-gender-bias.php?goback=%2Egde_68078_member_5802437673226350592#%21
- **Gender Bias and Voice**—this is a really interesting story on NPR about how male and female voices are perceived...some insights into how this impacts transgender individuals as well.
<http://www.npr.org/sections/health-shots/2014/10/14/354858420/can-changing-how-you-sound-help-you-find-your-voice>
- **Naming race**: An interesting follow up to the Who Does What Game.
<http://www.upworthy.com/see-why-thinking-like-a-5-year-old-could-help-with-a-certain-uncomfortable-subject-8?c=ufb1>
- **Gender and Media**—This New York Times article discusses a project to change the way that women are portrayed in Stock Photo images and about how such images

reinforce subconscious ideas about women "should" do.

http://www.nytimes.com/2014/02/10/business/leaninorg-and-getty-aim-to-change-womens-portrayal-in-stock-photos.html?_r=3

- **Are Emily and Greg more employable than Lakisha and Jamal?** This article is a rather famous (and for some folks, perhaps surprising) study about racial bias in hiring practices. <http://www.nber.org/papers/w9873>
- **Unconscious Bias—What Do We Understand?** Here is a short, somewhat scientific explanation of "unconscious bias" from a diversity blog. <https://equalityedge.wordpress.com/2012/10/17/798/>
- **On the Malleability of Automatic Attitudes**—a slightly dated, but interesting psychology experiment on impact of exposure to positive & negative images of Black and White people. http://faculty.washington.edu/agg/pdf/Dasgupta_Gwald_JPSP_2001.OCR.pdf
- **The Number One Reason Employees Get Sick...Perceived Unfairness at Work—** Here is a thought provoking blog about the impact of perceived unfair treatment in the workplace. <http://blog.envisialearning.com/the-number-one-reason-employees-get-sick-perceived-unfairness-at-work/>
- **If Diversity & Inclusion Is Working, Why Are White Men Still Getting the Best Jobs?** A surprising way that discrimination is unintentionally perpetuated. <http://www.diversityinc.com/diversity-management/if-diversity-inclusion-is-working-why-are-white-men-still-getting-the-best-jobs/#!>
- **State of The Science: Implicit Bias Review** is a great summary of implicit bias in various fields as well as a section on "de-biasing" activities. <http://kirwaninstitute.osu.edu/initiatives/implicit-bias-review/>
- **Irrational Beliefs: An Interview with Journalist Will Storr**—Storr discusses the research for his book, *The Unpersuadables*, and discusses our brains are wired to perpetuate our beliefs and biases despite disconfirming evidence. <http://www.ttbook.org/listen/76431>

Week 3: Empathy, Privilege, and Advocacy

Now that we've explored our individual identities and some biases related to those identities, it might be helpful to look at how these identities fit into a larger system. This knowledge, along with empathy, can help us better understand the experiences of co-workers or others who might have different identities and experiences than our own. We can use that information to help create a more inclusive, comfortable work environment for everyone. To this end, this week's module focuses on the concepts of empathy and privilege. These may not be new concepts for some of you, but I think it is rare that we get to discuss these things with colleagues, so this module meant to open that door.

Empathy

The purpose of this section of the module is to provide you with the reasoning for learning about the concept of privilege in the next section.

What is Empathy?

The first part of the module focused on defining empathy and differentiating it from sympathy. It was explained that sympathy is feeling for (as in, sorry for) someone, while empathy means feeling with (as in identifying with) someone's troubles or challenges. While sympathy allows one to feel distant from the 'other,' empathy requires that we dig inside ourselves to find connection with the other person. In order to enhance this concept of empathy, you were asked to read an article called Six Habits of Highly Empathic People (Krznaric, 2012) that outlined six ways to improve one's potential for empathy by engaging in daily practices such as "Cultivate a curiosity about strangers," "Challenge prejudices and discover commonalities," and "Listen hard and open up." The article provided specific ideas about how one can increase capacity in each of the areas discussed.

Then, the module transitioned to the concept of privilege by restating that the purpose is to provide information to help you build cognitive empathy, a critical skill for perspective taking (Duan & Hill, 1996).

Privilege

The concept of privilege is central to diversity and inclusion, yet discussions of privilege can provoke strong resistance from participants in both dominant and marginalized identity groups (Case, 2007, 2013; Griffin & Jackson, 2011). The term privilege came into popularity as a social justice concept with Peggy McIntosh's seminal piece called "White Privilege: Unpacking the Invisible Knapsack" (1988). McIntosh conceptualized privilege as a set of unearned advantages and conveniences that just seem 'normal' to White people as they go about their daily life, yet unintentionally serve to oppress non-White minorities. White resistance to White privilege is provoked by feelings of guilt or shame, a belief in meritocracy, and a sense of personal hardship (i.e. economic) (Case & Wise, 2013). Participants from non-dominant or target groups may also be resistant to the topic of privilege because they may perceive it as marking them as disadvantaged or oppressed, which may minimize their own

sense of agency (Case & Cole, 2013). Thus, in order to mitigate participant resistance, this module took an intersectional approach to privilege and addressed it in a way that promotes agency, or the ability to act.

An intersectional approach to privilege was meant to reduce resistance and promote inclusion because it is based on the idea that we all have aspects of our identity that afford or deny us privilege particular contexts (Allen, 2011; Thomas, Tran, & Dawson, 2010). For example, while some participants may not have privilege based on race, they may have privilege based on socio-economic status, education, being able-bodied status, religion, or sexual orientation. On the other hand, some White participants may not have privilege based on gender, age, sexual orientation, socio-economic status, etc.

In Diversity 101, we drew upon the metaphor of ‘right-handedness’ (Allen, 2011) to explain how privilege functions below our level of awareness, because it just seems normal...unless, of course, you are left-handed. Given that individuals are normally aware of the privileges that they do not have, but not the ones that they do have, the first step is to identify one’s privileged identities. To do so, you were asked to look at the given identities on your identity maps (i.e., gender, gender identity, physical ability, socio-economic status, etc.) and to put a plus mark by those identities that (a) have little impact on daily life, (b) do not cause obstacles or challenges, (c) are shared in common with the majority of people in work environment, and (d) are shared in common with the majority of people in positions of power in the institution. Then, based on the identities marked with a plus, you were asked to increase your awareness about these privileges through the following checklists:

- **Option 1** — This is the quicker option, but a decent overview. Complete this online assessment on 100 points of privilege that covers several different areas: <http://www.buzzfeed.com/regaiha/how-privileged-are-you#.jn6DJGGxV>
- **Option 2** — This is the more in-depth option. Look back to the identities that you marked with a + (privileged identities) in the video activity and choose checklists (below) related to those identities. This is NOT an exhaustive list of privileged identities...just some common examples. You may want to refer back to your "given identities" list and decide if you are missing any 'plus' marks.

Privilege Checklists

- **Middle-Upper Class Privilege Checklist:** Socio-economic class is a topic that often gets glossed over, but has a huge impact on people's experience in society and in the university where middle class norms are dominant. <http://itspronouncedmetrosexual.com/2012/10/list-of-upperclass-privilege/>
- **Christian Privilege Checklist:** If you practice Christianity, this list will help you understand how non-Christians may feel. <http://itspronouncedmetrosexual.com/2012/05/list-of-examples-of-christian-privileg/>
- **White Privilege Checklist:** This is a classic and foundational article written by Peggy McIntosh (yes, a White woman). It was one of the first pieces to come out and get

broad attention. Since then, many more books and articles have been written about the topic. It is NOT meant to provoke guilt or to make anyone defensive. It is simply a perspective that may be new to some of you.

<http://amptoons.com/blog/files/mcintosh.html>

Here is the video version with Peggy McIntosh:

<https://www.youtube.com/watch?v=DRnoddGTMTY>

- **Able-bodied Privilege Checklist:** This list is meant to generate an awareness of "ableism" (along the lines of sexism, racism, etc.).
http://www.sap.mit.edu/content/pdf/able_bodied_privilege.pdf

Here is a useful definition of ableism:

"Ableism refers to discrimination, devaluation, misconceptions, stereotypes, and prejudice—conscious or unconscious—of and against people with disabilities, the chronically ill, and people with chronic health conditions. Ableism assumes that able-bodied people are the "norm" in society, and as a result, culture, various institutions, attitudes and social mores are formed in accordance with the needs of able-bodied people." (Source: Disability 101: Defining Disability: <http://disabledfeminists.com/2009/10/07/disability-101-defining-disability/>)

- **Male Privilege Checklist:** Don't worry, this is not about how men are bad and beat down on woman. This is simply a list of things men do not have to worry about because of their gender. <http://itspronouncedmetrosexual.com/2012/11/30-examples-of-maleprivilege/#sthash.zcaZP1ZY.dpuf>
- **Heterosexual Privilege Checklist:** Interestingly, this is the longest list. If you do not know any people who identify as gay or lesbian, then many of these 'privileges' might be totally new to you. <http://itspronouncedmetrosexual.com/2012/01/29-examples-of-heterosexualprivilege/#sthash.5Rdlr7FG.dpuf>
- **Cis-gender Privilege Checklist:** This list provides some insights into the daily experience of transgender individuals.
<http://itspronouncedmetrosexual.com/2011/11/list-ofcisgender-privileges/#sthash.b88V3mbt.dpuf>

NOTE: It might be helpful to learn or enhance your understanding of some of the terminology before proceeding. This website provides a great summary of this complex topic: <http://itspronouncedmetrosexual.com/2011/11/breaking-through-the-binary-gender-explained-using-continuums/>

- **U.S. Citizenship Privilege Checklist:** This is something that most of us do not have to think about, but impacts many of our neighbors, clients, co-workers, students, etc. The second page of this document is about becoming an ally (Step 3).
http://collectiveliberation.org/wp-content/uploads/2013/01/Citizenship_Privilege_Ally_Basics_CFIR.pdf
- **Youth Privilege:** Although young people (women in particular perhaps) face biases and stereotypes in the workplace, older workers (also particularly women) face another set of issues related to age. This list provides some insight into privileges that

younger people might not be aware of. Interestingly, was not able to find a list that addresses 'elder' privilege in the workplace.

<http://everydayfeminism.com/2013/01/20-examples-of-age-privilege/>

- **Adult Privilege:** This list provides perhaps a different way to think about privilege from a child/adolescent/teen-ager perspective.
<http://rightsforchildren.pbworks.com/w/page/53433613/adult%20privilege%20checklist>
- **Thin Privilege:** Under the broader umbrella of "lookism" which is preferential treatment for those who embody the culturally dominant ideas about 'ideal' body (weight, height, attractiveness, etc.), this privilege checklist provides insight for people who are never judged or mistreated because of their body size.
<http://everydayfeminism.com/2012/11/20-examples-of-thin-privilege/>

Allyship and Advocacy

Allyship and advocacy is about putting empathy and privilege into practice! Hopefully, learning about privilege has provided you with some insights into how some of the things that you might consider "normal" are experienced differently by some of your coworkers, students, clients, neighbors, and friends. So, now you might be asking "Now what?" I'm glad you asked!

This short cartoon provides a short and easy explanation/how-to of intersectionality, privilege, and being an ally. http://www.robot-hugs.com/?attachment_id=894

Here are some more resources to empower you with some tools and ideas for moving forward...but we can only do so much at a time. Be gentle with yourself, but don't get stuck.

- **Cracking the Codes: Joy DeGruy and "A Trip to the Grocery Store":** A story about a simple example of using White privilege as an ally.
<https://www.youtube.com/watch?v=Wf9QBnPK6Yg>
- **How to Be an Ally if You Are a Person with Privilege:** An essay by Frances Kendall with a general approach to using your (various forms of) privilege to be an ally to groups of people who are often the target of discrimination.
<http://www.scn.org/friends/ally.html>
- **How to be an ally to individuals with disabilities:**
<http://morethansides.blogspot.com/2010/03/how-to-be-ally-guide-for-currently-not.html>
- **How to be an ally to LGBTQ individuals:**
<http://community.pflag.org/document.doc?id=139>
- **How to be an ally to transgender individuals:**
<http://www.glaad.org/transgender/allies>

- How to be an ally to immigrant populations
<http://www.afsc.org/sites/afsc.civicaactions.net/files/documents/Being%20a%20Strong%20Ally%20in%20the%20Immigrant%20Rights%20Movement.pdf>
- How to NOT be a bad ally:
<http://everydayfeminism.com/2013/11/things-allies-need-to-know/>
- 10 ways that cisgender men can be an ally to women and trans* people:
<http://everydayfeminism.com/2014/07/combat-entitlement-in-public/>

Discussion Questions

1. How do the 6 Habits of Highly Empathetic People relate to the concepts we discussed in Weeks 1 & 2? Which habit do you think you need to work on the most?
2. Please share a few examples of 'privilege' you have (and the way it plays out in your daily life) but did not think of as privilege before doing this activity? How did you feel when this information was presented? Did your feelings change after going through the advocacy/ally lists?
3. Based on the advocacy/ally lists, please state 1-3 concrete things you can do to use your privilege to make positive change in your work practices and/or relationships?
4. Now, stretch your imagination...what are some things we might do on a campus-wide/organizational level?

Additional Resources: Week Three

- **Diversity and Privilege:** A thought provoking American Association of University Professors (AAUP) article about diversity and privilege in academia (primarily addressing faculty and research issues). <http://www.aaup.org/article/diversity-and-privilege#.VaUilsvbLIX>
- **Levels of Racism: A Theoretic Framework and a Gardener's Tale:** This article provides a framework for understanding how three levels of racism (institutionalized, personally mediated, and internalized) intersect and are mutually reinforcing. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/pdf/10936998.pdf>

Here are just a few items collected off the internet. Each one provides an interesting glimpse into the ways that our complex, multifaceted identities intersect with systems of privilege and oppression.

- **TED Talks Video: Maysoon Zayid: "I got 99 problems... palsy is just one"**
<https://www.youtube.com/watch?v=buRLc2eWGPQ>
- **The Privilege of White Hispanic II: Facts, Stats, and Cognitive Dissonance**
<http://www.upliftt.com/film/the-privilege-of-white-hispanic-ii-facts-stats-and->

[cognitive-dissonance/](#)

- **Colorism and light skin privilege**
<http://everydayfeminism.com/2015/02/light-skinned-privilege/>
- **Why I'm not really here for Emma Watson's feminism speech at the U.N.—A Black feminist queer blog critiquing actress Emma Watson's speech on feminism and gender equality to the U.N.**
<http://www.blackgirldangerous.org/2014/09/im-really-emma-watsons-feminism-speech-u-n/>
- **Kyriarchy 101: We're Not Just Fighting the Patriarchy Anymore—Kyriarchy is** concept that is helpful in understanding how different forms of privilege and oppression are woven to together. It helps to understand that we can't just talk about race or gender or social class, etc. We have to understand how these function as a system. This blog does a good job of explaining this complex idea.
http://everydayfeminism.com/2014/04/kyriarchy-101/?utm_content=bufferf3da5&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer

Week 4: Communication Skills and Inclusive Practices

Diversity is not a destination. It is a journey and a process. This process involves the interrelationships between individuals, groups, organizations, societies, and nations. As we have discussed over the past few weeks, the road to a diverse, welcoming, and inclusive campus is neither smooth nor straight. We have already been traveling this road for decades and much progress has been made. But this is a never ending journey because the landscape is always changing. There is no clear path...and sometimes we have trouble seeing the road due to the fog of privilege, bias, and stereotypes. There are also structural obstacles. And yet, we must move forward on our journey...together.

In this module, we'll explore three critical areas of diversity skills & practices which I have termed The Traffic Light Model in honor of our journey.

Traffic Light Model (Please see handouts in Appendix A)

Discussion Questions

1. **RED LIGHT:** In the video, you were asked to do a "Do-Over" activity in order to practice applying the Red Light Skills. The purpose of this activity is to get you to start developing a tool box of at-the-ready strategies for speaking up, either in the moment or at a later time. I personally believe that the more practice we have at actually forming the words, the easier it will be come. So, now, I ask that you give it a try. Based on the 3 R's discussed in the video, write out the words that you might say to someone if you had the opportunity to do it over. Your peer learners can then give you feedback as to how it sounds to them, as an impartial observer.
2. **YELLOW LIGHT:**
 - *Judgements & assumptions:* What judgements or assumptions did you make about Yin and/or Lisa in the scenario?
 - *Feelings & Values:* Why do you think you felt that way? What values or personal experiences informed your view?
 - *The Great Unknown:* Moving beyond right and wrong...What do you think that Lisa would have liked for Yin to understand about her (Lisa's) concerns, motives, struggles? What key information do you think would have helped Lisa understand Yin's behavior, motivation, needs?
3. **GREEN LIGHT:** Make a Green Light Action Plan. Think about everything that we've explored in this course...your take-aways from each week. Name at least 3 concrete steps that you can commit to taking in order to build upon what you've learned. How will you expand your horizons, practice mindfulness, and enhance the level of inclusion in your department and/or your personal work practices?

And finally, please say some parting (for now) words to your peer learners about what you will take away from your time together, what your hopes are for moving forward, and anything else you'd like to say as we close out this four week journey.

Additional Resources

- **Speak Up! Responding to Everyday Bigotry:** This booklet provides some great examples and advice for speaking up in different situations.
<http://www.splcenter.org/get-informed/publications/speak-up-responding-to-everyday-bigotry>
- **6 Ways to Respond to Sexist Microaggressions in Everyday Conversations**
<http://everydayfeminism.com/2015/01/responses-to-sexist-microaggressions/>
- **People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts by Robert Bolton:** This book is available on amazon. Although it does not specifically address diversity, its communication advice is very useful in many situations.
- **How to Unleash the Power of Introverts at Work:** This article provides some insights into an area of inclusion that is often undiscussed in organizations, but may be widely applicable.
http://business.financialpost.com/entrepreneur/how-to-unleash-the-power-of-introverts-at-work?__lsa=dc2d-7623

Resources

MizzouDiversity website—a centralized web “hub” of diversity-related resources at Mizzou.
<http://diversity.missouri.edu>

Diversity, Difference, and Conflict—an online, self-paced module about conflict management in cross-cultural situations <http://cdi.missouri.edu/conflict/>

Civility, You, and Mizzou—an online, self-paced module about promoting civility in the workplace <http://civility.missouri.edu/education/civility-you-mizzou/>

Multicultural Mizzou: A Brief Timeline of Social Change and Notable Firsts at the University of Missouri
<http://diversity.missouri.edu/timeline/>

Understanding Racial Inequality in Ferguson and Beyond (reading list)
<http://diversity.missouri.edu/learn/understanding-race.php>

MU Guide to Religions—Includes a religious holiday calendar and directory of religious student organizations and places of worship
<http://diversity.missouri.edu/get-involved/religion/>

Equity Resource Library—Resources provided as a guide to some common equity issues
<http://equity.missouri.edu/resource-library/>

“Show Me Respect” Civility Project—Promoting civility at the University of Missouri
<http://civility.missouri.edu>

Title IX Office—This office helps faculty, students, and staff get the support they need if they experience sex-based discrimination (sexual harassment, stalking, sexual misconduct, etc.).
<http://title9.missouri.edu/>

Mizzou Communities Resource Guides—Information and services for members of major race/ethnic groups, women, faculty/instructors, and religious communities and allies.
<http://diversity.missouri.edu/communities/>

MizzouDiversity Book List—Learn about diversity through good books!
<http://diversity.missouri.edu/learn/books.php>

Understanding Racial Inequality in Ferguson and Beyond (a reading list)
<http://diversity.missouri.edu/learn/understanding-race.php>

Women’s Center Library
<http://womenscenter.missouri.edu/library/>

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Created Marlo Goldstein Hode & Niki Stanley for the Chancellor’s Diversity Initiative.

LGBTQ Resource Center Library
<http://lgbtq.missouri.edu/our-library/>

InsideOUT Radio—Listen to a live call-in show (or archived podcasts about LGBTQ issues at MU)
<http://lgbtq.missouri.edu/insideout/>

Tip Sheets for Promoting Inclusivity at MU

- 10 Ways to Expand Your Horizons in Columbia
<http://diversity.missouri.edu/learn/expand-horizons.php>
- 10 Ways to Practice Mindfulness and Inclusiveness at Mizzou
<http://diversity.missouri.edu/learn/mindfulness.php>
- Tips for Using Respectful and Inclusive Language
<http://diversity.missouri.edu/learn/language.php>
- Tips for Talking about Race
<http://diversity.missouri.edu/learn/talking-about-race.php>
- Promoting an Inclusive Classroom
<http://diversity.missouri.edu/learn/inclusive-classroom.php>
- Speak Up! Identifying and Confronting Bias and Prejudice
http://cdi.missouri.edu/programs-services/bbkits/speakup_bbkit.pdf
- Show Me Respect: Tips for Thwarting Cyberbullying, Cyber-Harassment and Cyberstalking
<http://civility.missouri.edu/cyberbullying.pdf>

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APPENDIX A

The Traffic Light Model of Diversity Competence



by Marlo Goldstein Hode, postdoctoral fellow



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The Traffic Light Model of Diversity Competence



Red Light — Stop!

Put a stop to bias and bullying behaviors!

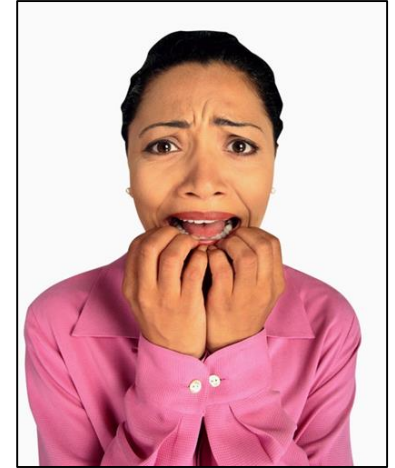
In order to work towards an environment that is welcoming and inclusive for everyone, we must all do our part to stand up to and stop behaviors and communication that demeans, degrades, disrespects, threatens, or humiliates. This means speaking up for ourselves and others.

We'd all like to think, "well of course I would speak up," but the truth is that confronting bias and bullying behaviors is easier said than done.

Notes:

Why is it hard to speak up?

In most workplaces, it is rare that someone will come out and say something blatantly and intentionally offensive or derogatory. More often, such remarks are more subtle, ambiguous, or unintentional which actually can make it more difficult to address.



We often avoid speaking up due to

- Uncertainty about one's own perception
- Uncertainty about intention
- Concern for relationships

Why must we speak up?

- Intentional or not, words hurt.
- Letting things go normalizes and reproduces destructive communication practices.
- Rights and responsibilities.

Of course, this is easier said than done. So let's talk about some strategies that might be useful for approaching these difficult situations.

Notes:

How should we speak up?

Step 1—Think strategically

- **Time and place**
What do you think will be most effective? Speaking up in the moment? Waiting until some time has passed so that emotional level might be diffused?
- **Alone or with someone else?**
Does it make sense to confront the person in front of others so that you might have some back up? Or is it better to talk alone over coffee or lunch? Is this something that has happened repeatedly in certain situations so that you could talk to the person pre-emptively?



Notes:

Step 2—Formulate your message based on the 3 R's

- **Relationship**—Let the person know that you are concerned about your relationship and the overall workplace environment. For example, you might say, "I'm coming to you with this because our working relationship is important to me. I want all of us to feel comfortable here."
- **Respect**—Think about word choice...what you say and how you say it... can demonstrate respect. Calling someone racist or ignorant, for example, is probably not a good way to get them to listen to you.
- **Responsibility**—Let the person know that you are speaking up because everyone is responsible for the workplace environment...which should be a place where everyone feels safe and welcome. So, your intention is not to attack them, but rather to point there attention to something that should concern them. You might say, "Since you work here, I know you must be concerned about a good working environment. So I thought it would be helpful to you to let you know that..."

Notes:

Step 3—Be assertive, be prepared for them to be defensive, and be prepared to hear another side.

Sometimes we are so focused on delivering our well-thought out message that we forget that the other person probably does not want to hear it; or that they see the situation from a completely different perspective. You have to be open to hearing that too, because we only experience life in our own shoes and no one holds all the stock on 'truth'. Sometimes there is a real difference between someone's intentions and the impact it has. Often times, it is helpful to acknowledge the person's intentions and say, "ok, I get that . . . but even if you didn't mean it to be offensive, it was . . . at least from my perspective."



Notes:

Third Party Assistance

Another strategy is to seek advice or assistance, especially if you feel unsure or unsafe confronting the person directly or on your own. This can be a real concern when there are power imbalances in the relationship.

You might want to ask a fellow coworker or supervisor to be a supportive presence.

Depending on the situation, you might even ask someone else to talk to them.

You don't have to go it alone. Having a third party as part of the process can sometimes help mitigate some of the fear and discomfort as long as the person being confronted doesn't feel that they are being ganged up on.

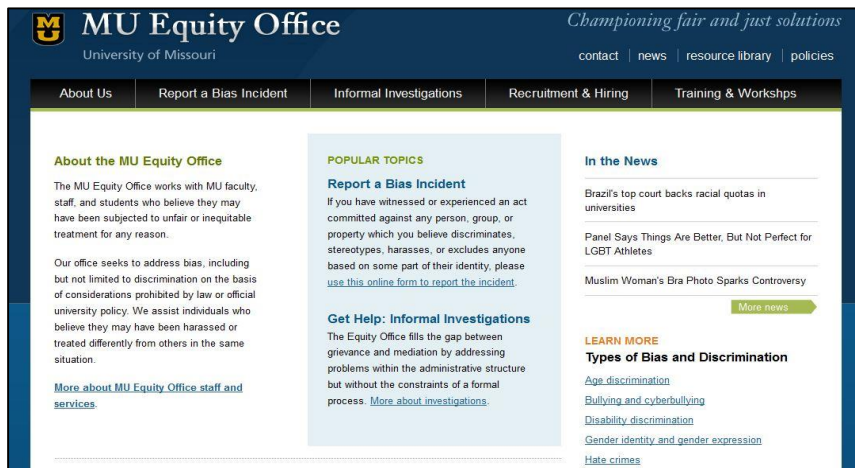


Notes:

Empower yourself with information

Remember, knowledge is power. The MU Equity (equity.missouri.edu) office offers information and services that might be helpful to you in confronting these difficult situations. On the website, you can learn more about:

- Different types of bias and discrimination.
- File a bias incident report either online or in the mail. You can do so anonymously if you are afraid to get involved, or you can ask that the situation be investigated.
- Get some practical advice and ideas for how to approach the situation from Noel English, our equity officer.



Notes:



Yellow Light—Slow down! *Critical thinking needed!*

Cultural differences

Consider how your own cultural background influences your world view, communication style, work style, expectations of others, and value system.



Age
Profession
Geography
Religion
Race/
Ethnicity
Family

Notes:



Critical Thinking

Judgments and Assumptions

- What assumptions am I making about what is good and bad behavior for myself and the other person?
- What was I expecting from the other person in this situation? Why is that expectation appropriate in my eyes?
- Why do I think that person acted the way they did? What was their motivation?

Feelings and Values

- What emotional response did I have to the situation? Name and describe the feelings.
- Why is this situation a conflict for me? What values or beliefs are involved?

The Great Unknown

- What key information do I not have about the person or the situation?
- What do I not understand?
- What do I think the other person does not understand about me and/or my intentions?

Notes:

Each of us is such a unique blend of core, chosen, and given identities that almost anyone we interact with is very different from ourselves—even if it is not visibly obvious. In other words, any conflict can be considered a cross-cultural conflict of sorts. So next time you find yourself speeding headlong into a conflict, heed the yellow light, slow down, and put your critical thinking skills to work.



Green Light—Go!

So far, we've talked about how to stop and how to slow down. Now we will learn how to move forward. This can be both exciting and daunting.

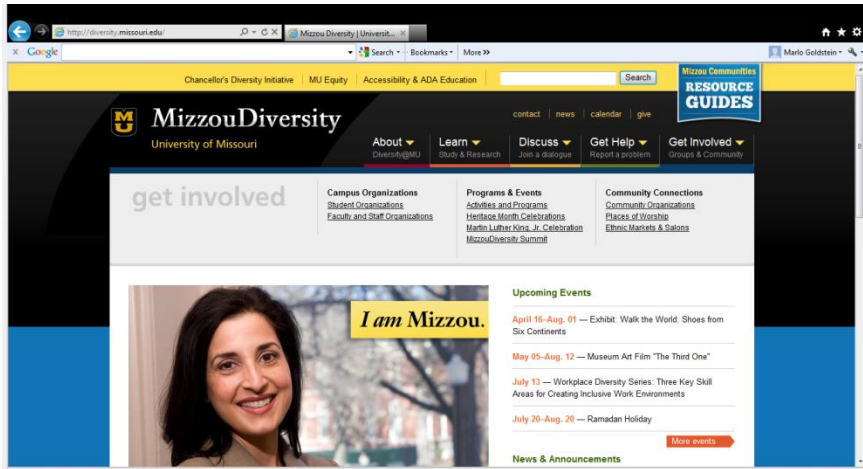
Moving forward on the journey:

- Expanding your horizons
- Mindfulness
- Inclusiveness

Notes:

Expand your horizons

Unfortunately, most of us can't hop on a plane and travel around the world, but there many ways that we can expand our horizons right here in Columbia. The Mizzou Diversity website (diversity.missouri.edu) is a wonderful resource to get you started.



• Cultural events • Organizations and programs • Ethnic markets and salons • MU Guide to Religions • Book List • Community resources and more!

Also see the “10 Ways to Expand Your Horizons in Columbia” tip sheet.

Notes:

Mindfulness at Work

We all have a lot to do at work, plus we have our home lives to be concerned about. Work/life stressors can cause us to miss things that are going on around us because we are so focused on our own concerns. Being mindful means having both an internal and external awareness.

We need to:

- Be conscious about how our own concerns are impacting us and be able to communicate that to those with whom we are working.
- Remember that every other person we encounter has their own set of concerns and we have no idea how those issues might be impacting them.

Synonyms:

alive, aware, cognizant, conscious, thoughtful, knowledgeable

Antonyms:

insensitive, oblivious, unaware, unconscious, unmindful, unwitting

Practicing mindfulness involves a conscious effort at monitoring your communication and behaviors—not for the purpose of judging yourself or walking on eggshells, but to be aware of how you may be impacting others, and they you.

Notes:

Inclusiveness at Work

Inclusion is about the sharing of ideas from all perspectives. It's about individuals being able to realize their full potential. It's people working together despite differences to achieve organizational goals. Inclusion is an environment where differences of thought and opinions are valued.

See the Mindfulness and Inclusiveness tip sheet for way to integrate inclusive practices into your work and daily life at MU.

"Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work."

—Miller, F.A. and Katz, J.H. (2002). *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*. San Francisco: Berrett-Koehler Publishers.

Suggested Reading

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Pulling it all together



STOP bias and bullying behaviors!

SLOW DOWN and use critical thinking!

GO forward on the journey!