LEADERSHIP
FOR THE FUTURE

DEVELOPING AN INCLUSIVE LEARNING ENVIRONMENT THROUGH DIVERSITY ENGAGEMENT

Statewide Collaborative Diversity Conference
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INTRODUCTION/BACKGROUND

• Three facilitators-14 participants
• Age, Gender and Racial Identity diversity
• Modeling teamwork and cross-cultural engagement among leaders
• Student Leaders recruited through SGA, Student Organizations, and other faculty connections
• Diversity actively sought for student participants
COURSE DETAILS

• Differences in Debate, Dialogue
• Ground Rules
• Social Justice Leadership Model
• Relevance of Diversity Facilitation Skills to Leadership
• Qualities of Good Leaders
• Challenges “Diversity” Presents for Leaders
CORE TOPICS

- Privilege
- Individual vs. Institutional IMPACT
- Gender
- Sexual Orientation
- Race
- Class
- Religion
COURSE DELIVERY

• Films
• Activities
  – Privilege Walk/Discussion
  – Worksheets/Bingo
  – Marginalizing event
• Discussion
COURSE PROCESS

• Introduction of Healthy Communication Strategies
• Ground Rules Revisited
• Regular Journal Reflections
• Large Group Discussion
  – Regular “check-ins”; process what’s coming up
• Partner Pairings for Discussion
  – “like me”; “different from me”
EXAMPLES OF JOURNAL #1 STEMS

1. We are all members of many identity groups, some with social power, some without. Describe yourself with as many of these as are relevant for you.

2. How old were you when you became aware there was social meaning in being a member of your racial/ethnic group?

3. What meaning did you learn your racial/ethnic identity had?

4. How old were you when you became aware of different meanings associated with gender?

5. What kind of emotional experiences have come from being a member of your identity group?

6. What do you hope to experience in this class related to your own identity group(s)?

7. What do you hope others will better understand about you as a member of your identity group(s)?
ACTIVITY/FILM JOURNAL STEMS

1. What things surprised or impacted you about this film (activity)?

1. How might this film’s (activity’s) content impact your relationships (both personal relationships and those you may have as a leader)?
What surprised or impacted you about this activity/film?

I think the biggest thing that impacted me about the film is when David was talking not identifying with an ethnicity/race and why that way. I too don’t necessarily identify with one either and I don’t think it was until Victor explained why that I understood. I was also impacted by Victor’s comments about what it means when White people say forget about your race and embrace being human.

This film has caused me to think deeper about what I mean when I discuss race and more importantly what it means to others and how they perceive it. This film will help me better understand the relationships I have with people of different backgrounds and how they perceive my remarks.
JOURNAL #10

1. What has been the most rewarding part of this class so far?
2. What has been the least helpful? Why?
3. Have you had any internal response to this class that you have wanted to but not been able to share?
4. What has kept you from talking about this?
5. Is there anything that you are committed to discuss in the remainder of this class?
What has been the most rewarding part of this class so far? Why?

Reading and see videos on racism. Lee Mun Wah’s discussion was easily the most rewarding. The readings and videos really have challenged my preconceptions of race and racism.

The Color of Fear film. It was raw. I needed to see people be truthful especially white people.

Being able to have discussions & know there is a safety net. I truly have learned A LOT about others, but more so about myself.

To finally discuss these issues at hand, with an open heart because without our own awareness about ourselves and the society we live in, we are blind, will continue to do damage to ourselves and others around us in our way of thinking.

The relationships made and the insight into myself and others. It has helped have a much deeper understanding of interactions between people.
I’m glad I got to experience it in a comfortable area like the class, and didn’t have to figure it out in the real world. I really liked when we talked to each other in groups. I got to talk to **** and I really learned a lot about her. The best part about it was in the beginning when she said she didn’t trust people and doesn’t open up to people. Then a few hours later there she is telling a person she barely knows why she wants to do with her life what she does. It really hits you deep when a person will open up to you like that especially when it is someone of a different group.
## RESULTS

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Additional measures not reaching statistical significance: Interpersonal Reactivity Inventory (IRI), Quick Discrimination Index (QDI), Miville-Guzman Universal-Diverse-Short (M-GUD-S)
RECOMMENDATIONS

• Know your population! Be sensitive to the contextual issues impacting issues of diversity in your particular area, and have the ability to utilize local historical references and/or materials.

• Expand your repertoire for possible materials to be utilized. It is a good idea to have more activities ready than you may be able to use, and make final decisions as you convene the group, or as dynamics develop.

• Dedicate time to reviewing material beforehand. Constantly ask yourself the purpose of this material and what you can pull out of it. Don’t just consider the content; consider what the discussion will be. Ask your own questions and work out the answers. You are not the only “expert”.

• Be aware of the student’s racial identity development, comfort with conflict, skill level, and openness to supervision. Utilize reflective questioning as suggested by Glosoff & Durham (2010).
RECOMMENDATIONS

• Establish a relational partnership with co-facilitators from the beginning that sets an expectation of ownership, trust, and competence.

• Encourage co-facilitators to bring their complete selves to the process. The leaders serve as models of healthy interaction for participants.

• Be open to the growth your co-facilitators will provide you, through feedback and their own style of facilitation. Discuss and explore, so that you can coordinate these styles before the class begins.
**Who we are:**
Race, gender, age, ethnicity, physical considerations, religion, sexual orientation

**What we’ve learned:**
Educational background, work experience, beliefs, family situation, geographic background, job assignments

**How we lead:**
Learning, teaching, sharing, acceptance, understanding, innovation, results-driven, integrity

**How we interact:**
Accountability, appreciation, respect, empowerment, teamwork, openness, positive change, flexibility, opportunity, inclusion, work/life balance, community/business outreach
SUPERVISING DIVERSITY ENGAGEMENT—ENGAGING FUTURE LEADERS: An Ecological Model

Pedagogy, previous training and expertise, identity and professional development in area of cultural competence development, personal experiences

EXO

Professor/Mentor

Personal experiences, group dynamics, requests of each other and group (ground rules)

MACRO

Personal growth:
Self-Awareness

Identity development stage, reactions to personal experience, Co-facilitator feedback, student reaction and feedback

Student Co-Facilitator input

Participants’ input

Learning role—how to facilitate, conflict management etc.

Trying new things; Personal experiences

MICRO

DISCUSSION and QUESTIONS

Please feel free to contact us for additional information/support for developing similar programming in your area!

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