

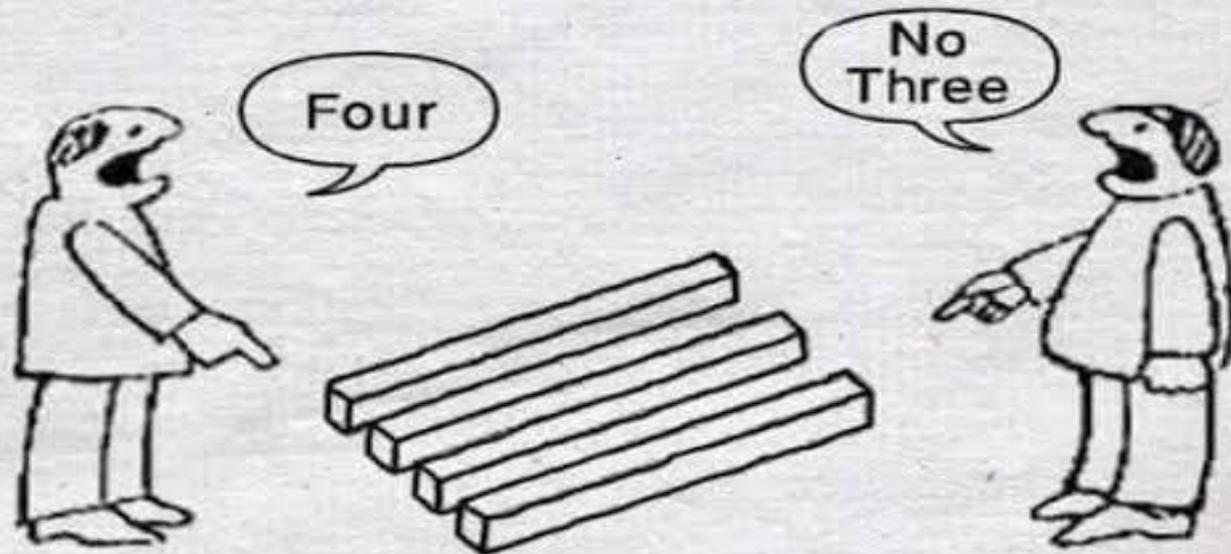
# **MOVING FROM DIVERSITY TO INCLUSION: GETTING THE BEST OUT OF YOUR “PLAYERS”**

**BLANE HARDING**

**UNIVERSITY OF NEVADA RENO**



Reality can be so complex that equally  
valid observations from differing  
perspectives can appear to be contradictory.



fb/the idealist

**DEVELOP THE LEADERSHIP QUALITIES THAT  
CAN ADDRESS THE STRUCTURAL  
PROBLEMS THAT CONTINUE TO STAND IN  
THE WAY OF ACHIEVING GREATER  
EDUCATIONAL, POLITICAL, AND SOCIAL  
EQUALITY.**

**DEVELOP VALUES AND OTHER PERSONAL QUALITIES  
THAT WILL PRODUCE A NEW GENERATION OF  
CITIZENS WHO ARE COMMITTED TO CREATING A  
MORE JUST AND EQUITABLE SOCIETY AND FULLY  
UNDERSTAND THAT CHARACTER DEVELOPMENT AND  
EQUITY ARE NOT SEPARATE ISSUES.**

**EFFECTIVE LEADERS CAN FULLY EXTEND  
THEIR CULTURAL, POLITICAL, SOCIAL,  
EDUCATIONAL, AND ECONOMICALLY  
INSTALLED POWER, PRIVILEGE, AND  
INFLUENCE WITH THOSE THEY LEAD IN WAYS  
THAT DO NOT DISADVANTAGE ANYONE.**

Perceived Social Identity	Dominant Group	Subordinated Group
Race/Ethnicity		
SES/ Class		
Gender		
Sex		
Religion/Spirituality		
Sexuality		
Ability		
Age		
Nationality		

Perceived Social Identity	Dominant Group	Subordinated Group
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SES/ Class		
Gender		
Sex		
Religion/Spirituality		
Sexuality		
Ability		
Age		
Nationality		

Perceived Social Identity	Dominant Group	Subordinated Group
Race/Ethnicity	White	People of color
SES/ Class	Rich, upper	Working class, poor
Gender	Cisgender	Transgender
Sex	Men/Masculine	Women/Feminine
Religion/Spirituality	Christian	Non-christian, no religion
Sexuality	Straight	GLBQ
Ability	No disabilities	People with disabilities
Age	35-55	-35, +55
Nationality	US born, perceived as	Non-us born, perceived as

Perceived Social Identity	Dominant Group	Subordinated Group
Race/Ethnicity		
SES/ Class		
Gender		
Sex		
Religion/Spirituality		
Sexuality		
Ability		
Age		
Nationality		

# OBJECTIVES AND RESULTS

- ✓ **MAKING THE WORLD BETTER**
- ✓ **EQUITY OF OPPORTUNITY NOT EQUALITY**
- ✓ **EQUALITY OF TREATMENT**
- ✓ **FAIRNESS**
- ✓ **APPRECIATING DIFFERENCES**
- ✓ **GIVING VOICE**
- ✓ **EMPATHY THROUGH MULTIPLE PERSPECTIVES**

# MULTICULTURALISM AND DIVERSITY

- ✓ **DIVERSITY IS A REPRESENTATION OF PEOPLE THAT EXEMPLIFIES ALL CULTURAL AND CONGENITAL DIFFERENCES.**
- ✓ **DIVERSITY IS AN ESSENTIAL COMPONENT OF MULTICULTURALISM, BUT MULTICULTURALISM ENCOMPASSES MORE THAN DIVERSITY.**
- ✓ **MULTICULTURALISM SEEKS TO PROMOTE THE VALUING OF DIVERSITY AND EQUAL OPPORTUNITY FOR ALL PEOPLE THROUGH UNDERSTANDING OF THE CONTRIBUTIONS AND PERSPECTIVES OF PEOPLE OF DIFFERING RACE, ETHNICITY, CULTURE, LANGUAGE, RELIGION, GENDER, SEXUAL ORIENTATION, AND PHYSICAL ABILITIES AND DISABILITIES.**

## Cultural Effectiveness

*“To be culturally effective doesn’t mean you are an authority in the values and beliefs of every culture. What it means is that you hold a deep respect for cultural differences and are eager to learn, and willing to accept, that there are many ways of viewing the world”*

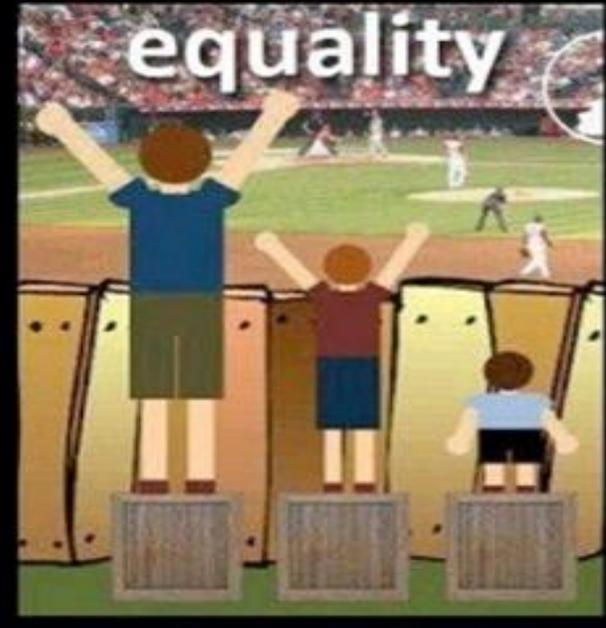
Okokon O. Udo

Rosetta Eun Ryong Lee (<http://tiny.cc/rosettalee>)

# **SOCIAL JUSTICE**

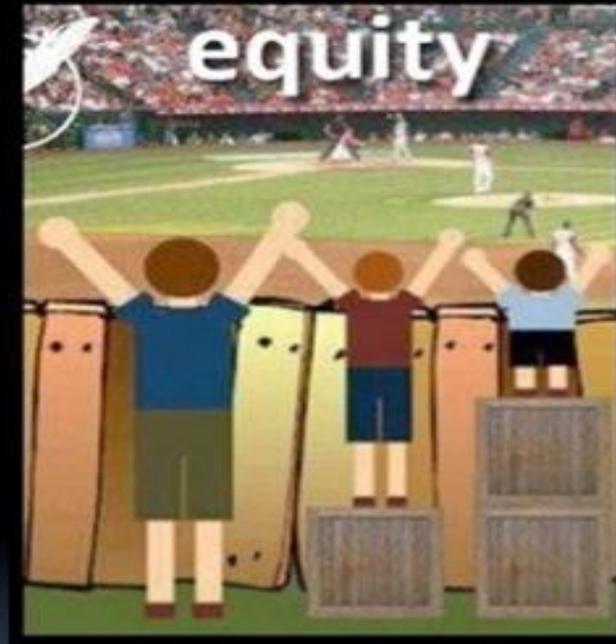
**EMBODIES ESSENTIAL PRINCIPLES  
OF EQUITY AND ACCESS TO ALL  
OPPORTUNITIES IN SOCIETY IN ACCORDANCE  
WITH DEMOCRATIC PRINCIPLES AND RESPECT  
FOR ALL PERSONS AND POINTS OF VIEW.**

# Equality vs. Equity



**EQUALITY=SAMENESS**

**GIVING EVERYONE THE SAME  
THING → It only works if  
everyone starts from the same  
place**



**EQUITY=FAIRNESS**

**ACCESS to SAME  
OPPORTUNITIES → We must first  
ensure equity before we can  
enjoy equality**



Systemic

Empty rounded rectangular box for notes.

Institutional

Empty rounded rectangular box for notes.



Group

Empty rounded rectangular box for notes.

Individual

Empty rounded rectangular box for notes.





Systemic

- \*majority of college administrators are white
- \*lack of retention efforts for marginalized groups
- \*lack of a structured Affirmative Action plan
- \*few programs for first generation students

Institutional

- \*limited campus diversity trainings and focus
- \*curriculum and curriculum design
- \*increased use of technology on campuses
- \*classification of "at-risk" students

Group

- \*fraternity organization not including queer members or students of color
- \*study group meeting in a room that isn't wheelchair accessible

Individual

- \*micro-aggressions
- \*inter and intra cultural conflict
- \*stereotyping

# HIGH-PERFORMING INSTITUTIONS

- ✓ **BRING STUDENTS TO CAMPUS EARLY.**
- ✓ **FOSTER HIGH LEVELS OF ENGAGEMENT AND STUDENT INVOLVEMENT IN CAMPUS ACTIVITIES AND PROGRAMS TO PERSONALIZE THEIR EXPERIENCE.**
- ✓ **OFFER WELL-DEVELOPED FIRST-YEAR PROGRAMS IN WHICH STUDENT PARTICIPATION IS MANDATORY OR HIGH.**
- ✓ **USE EARLY WARNING ADVISING SYSTEMS.**
- ✓ **USE MENTORS.**
- ✓ **BUILD COMMUNITY, PROMOTE ENGAGEMENT AMONG LOW-INCOME, FIRST GENERATION STUDENTS.**
- ✓ **HELP PREPARE STUDENTS FOR SUCCESSFUL LIVES AFTER COLLEGE.**
- ✓ **INVOLVE FACULTY AND STAFF IN SUPPORTING STUDENTS.**

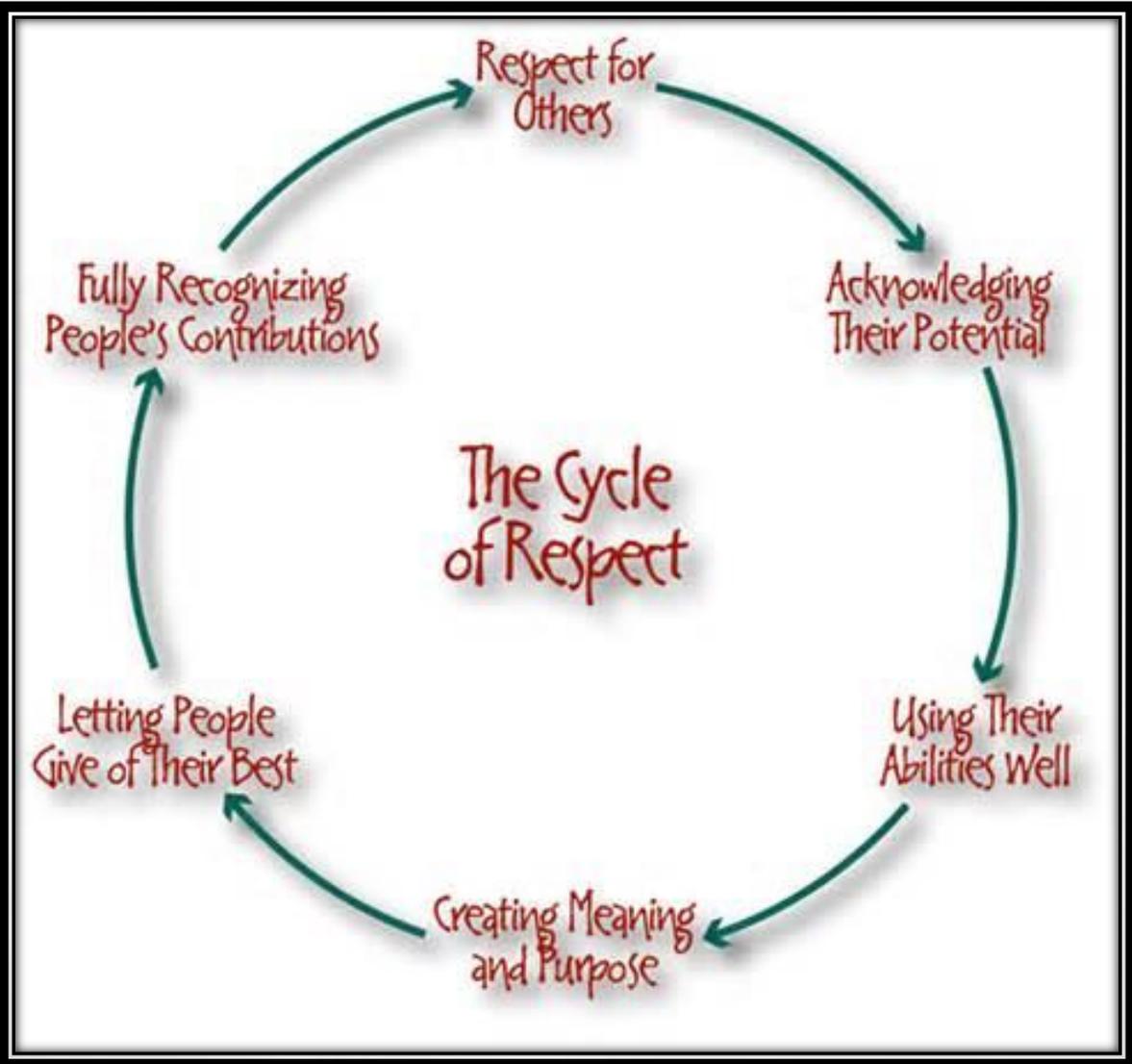
**THE MORE SPACE WE CREATE  
FOR INDIVIDUALS TO  
EXPLORE THEIR IDENTITIES  
THE MORE IDENTITIES WILL  
EMERGE FROM THAT SPACE.**

# GUIDELINES FOR CULTURALLY RESPONSIVE INTERACTIONS

- ✓ **CONSIDER CULTURAL FACTORS IN INTERVENTIONS WITH STUDENTS. REMEMBER DIFFERENCES ARE JUST THAT. THEY ARE NOT NECESSARILY DEFICIENCIES. MEET STUDENTS WHERE THEY ARE!**
- ✓ **EXAMINE AND EVALUATE YOUR OWN “CULTURAL BAGGAGE.” CONSIDER YOUR POSSIBLE *CULTURAL PRIVILEGE***
- ✓ **CONSIDER THE LEVEL OF CULTURAL IDENTITY DEVELOPMENT AND DEGREE OF ACCULTURATION OF STUDENTS.**
- ✓ **AVOID STEREOTYPES AND ADOPTING A MONOLITHIC PERSPECTIVE.**
- ✓ **CONSIDER THE *INDIVIDUAL* WITHIN A CULTURAL CONTEXT.**

# **GUIDELINES FOR CULTURALLY RESPONSIVE INTERACTIONS**

- ✓ **BE WILLING TO LEARN FROM CULTURALLY DIVERSE STUDENTS. INVITE THEM TO TELL THEIR STORY.**
- ✓ **BE ADVOCATES FOR CULTURALLY DIVERSE STUDENTS IN HELPING THEM DEAL WITH THE “SYSTEM.” IF NECESSARY, BE A SYSTEMIC CHANGE AGENT.**
- ✓ **ESTABLISH GOOD RAPPORT WITH CULTURALLY DIVERSE STUDENTS. ADOPT AN *INTERPERSONAL* ORIENTATION.**
- ✓ **CONSIDER DIFFERENCES IN HELP-SEEKING ATTITUDES AND BEHAVIORS.**

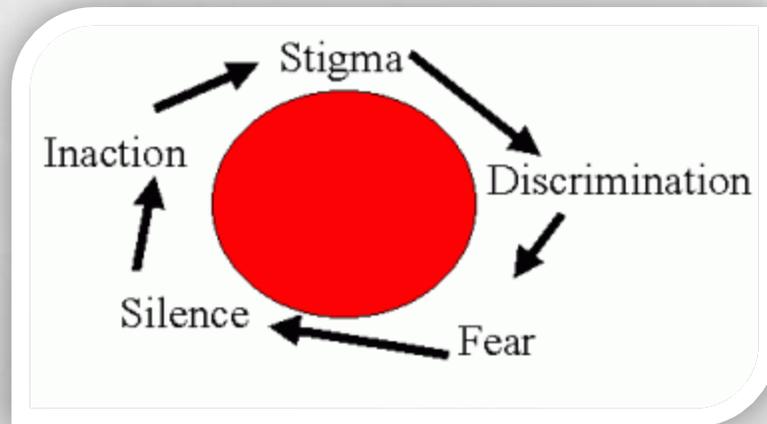




# COMPETENCIES

- ✓ **INFORMATIONAL...KNOW**
- ✓ **RELATIONAL...DO**
- ✓ **CONCEPTUAL...UNDERSTAND**

***“IT’S NOT THE FIGMENT OF THE PIGMENT  
BUT THE ENIGMA OF THE STIGMA”***



# THANK YOU!!!



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