



**FACILITATING CULTURALLY
INCLUSIVE MEETINGS**



UNIVERSITY OF
MARYLAND

FACILITATING CULTURALLY INCLUSIVE MEETINGS

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Learning Outcomes

- Establishing tools to become an effective reflective-educator.
- Understanding critical communication skills (e.g., deep listening, genuine question probing, and suspending assumptions and judgments).
- Understanding the value of establishing accountability partners.

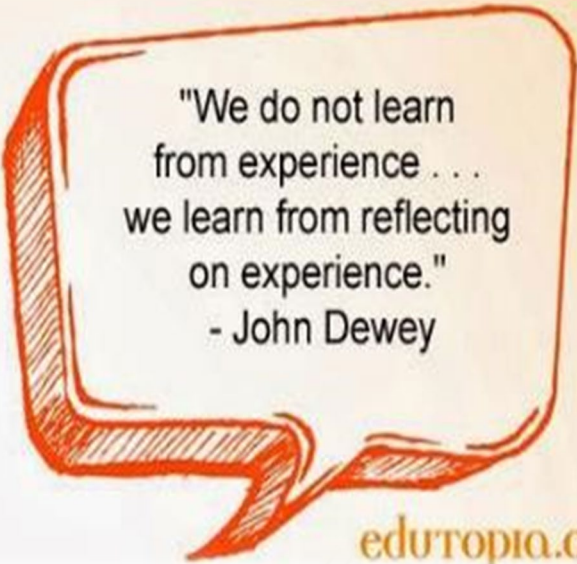


Learning Outcome 1



**Establish Tools to Become an
Effective Reflective-Educator**

Tools to Become an Effective Reflective-Educator



"We do not learn
from experience . . .
we learn from reflecting
on experience."
- John Dewey

edutropia.org

- Identify what makes up your birdcage of identity and how your intersecting identities shape your beliefs and others' beliefs about you
- Examine whether your beliefs are visible in your actions at work, especially in interactions with colleagues
- Think about whether your meetings are an open space where people feel free to try out ideas and practice building their competency around inclusion

What Makes Up My Birdcage of Personal Identity?

ABILITY

NATIONALITY

GENDER

SEX

SES

ETHNICITY

LANGUAGE

SEXUAL ORIENTATION

RELIGION

RACE



Activity Free-Write: *What Makes Up Your Birdcage of Personal Identity?*

ABILITY

GENDER

NATIONALITY

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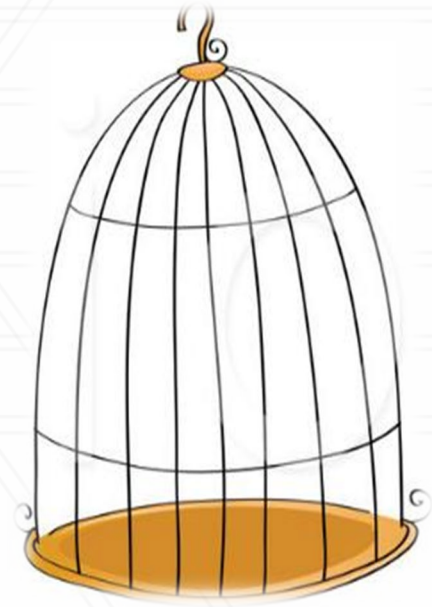
ETHNICITY

LANGUAGE

SES

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Integrity:

Are my beliefs visible in my actions?



- Engage in critical self-reflection about your beliefs to identify misinformation, biases, prejudices, and stereotypes you hold and how they might manifest
- Personal Identity Exploration (Beverly Daniel Tatum)

Integrity:

Are my beliefs visible in my actions?

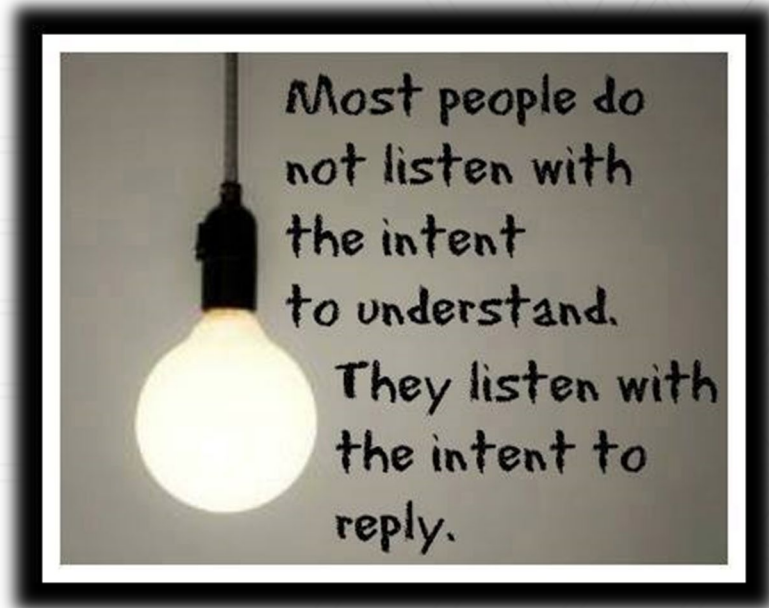
- Respond to conflict when a colleague bravely shares you said or did something to offend them

How do I know I committed a microaggression?

- Ask yourself: was there a change in their demeanor?
- Say: It looks like I have said something that is making you uncomfortable. Can you tell me what I said?
- Say: I am sorry (do not try to explain what you intended) and correct the mistake.

Intent v. Impact:

Are meetings open/brave spaces?



Young (2018): “everyday practices of a well-intentioned liberal society” that exploit, marginalize, render others powerless, normalize dominant culture’s experience, and/or promote a culture of violence

Intent v. Impact:

Are meetings open/brave spaces?

Tappan (2006): appropriated oppression is mastery and ownership of cultural tools (e.g. parents' words, teachers' phrases, friends' jokes, media images) that transmit ideologies, messages and scripts that are White & male-supremacist, classist, and heterosexist, among other -isms



Learning Outcome 2



**Understand and Practice Critical
Communication Skills to Foster Inclusion &
Collaboration in a Group Setting**

Critical Communication Skills

**Between Stimulus and Response There Is a Space.
In That Space Is Our Power To Choose Our Response.
In Our Response Lies Our Growth and Our Freedom.
(Rollo May, 1963)**

Critical Communication Skills

- Deep and active listening
- Modeling
- Genuine probing questions
- Clarifying questions
- Suspending judgment/assumptions
- Perspective-taking for areas



Chat Time: Critical Communication Skills



- Please read the following scenario
- Respond with one sentence that uses active listening, modeling, genuine probing or clarifying questions, or perspective taking

Chat Time: Critical Communication Skills

SCENARIO:

Pat came into the unit meeting hoping to soak up knowledge from the lesbian, gay and bisexual community guest speaker without having to bring anything other than a listening ear. Pat said “your request that we had to view pre-assigned readings from our own personal and professional experience, critically examine what we thought and felt about the reading, and uncover what our lens revealed about messages we had internalized from parents, media, friends or faith traditions about LGB students was unreasonable and has nothing to do with my work as an advisor.”

How do you respond as director and convener of the meeting?

Critical Communication Skills

- Deep and active listening
- Modeling
- Genuine probing questions
- Clarifying questions
- Suspending judgment/assumptions
- Perspective-taking for areas



Learning Outcome 3



**Understand the Value of Establishing
Accountability Partners**

Accountability Partner Characteristics

- Share different salient identities than you (e.g. birdcage is not the same as yours)
- Experience the world differently from you by virtue of their role, title, position, or institutional characteristics
- Provide honest, critical feedback in a way that you can listen to
- Will not let you “off the hook” when you say, do or share something that is not culturally inclusive
- In a mutually beneficial and reciprocal relationship with you

Identifying Accountability Partner

Personal Identity Exploration Resource

- I modified Beverly Daniel Tatum's resource for you to conduct self-interview and reflect on your knowledge of your own and other's personal identities
- Utilizing this resource may shape your experience with facilitating culturally inclusive meetings and identifying what you need in an accountability partner

Effective Accountability Partner Example

When I was in graduate school and even in my first decade of being a faculty member steeped in equity and inclusion work, I was unfamiliar with terms people who identify along a gender spectrum used. I met a student who identified as a woman and over the course of the student's time in the doctoral program, the student transitioned and now identifies as trans and uses they gender pronouns. In a meeting I was facilitating with this student and other faculty, I consistently mis-gendered this student and used she and her to refer to the student. After the meeting, a colleague took me aside and shared with me that I did this.

What If You Cannot Find an Accountability Partner?

- Read (books, articles)
- Research (utilize librarian)
- Reflect (assessment cycle)



Takeaways



- Need brave and safe space in order to facilitate culturally inclusive meetings
- Brave space invites folx who do not agree to voice their needs and experiences
- Safe space is created by establishing trust that when there is dissent, it will be addressed without negative judgments or assumptions
- Need brave and safe space to grow, develop, create, innovate in a culturally inclusive environment

Takeaways

Intent v. Impact (Velasquez, 2006)

There are two experts in every conversation...

I am an expert at my intentions;

You are an expert at my impact.



You are an expert at your intentions;

I am an expert at your impact.

We tend to judge ourselves by our good intentions and we tend to judge others by their impacts.

Questions?

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