

Creating Inclusive Excellence Change in Your Work With Students

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Critical Race Learning Series

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Land Acknowledgement

- The Loyola community occupies the ancestral homelands of the people of The Council of Three Fires. This Council was an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatami, and Ojibwe nations.

AACN Diversity, Equity, and Inclusion in Academic Nursing

- **Improve the quality of education** by enhancing the capacity of academic nursing to maximize learning opportunities and experiences for students and faculty, alike, which depend in significant ways on learning from individuals with diverse life experiences, perspectives, and backgrounds.
- **Address pervasive inequities in health care** by ensuring the preparation of nurses and other healthcare professionals able to meet the needs of all individuals in an increasingly diverse American society.
- **Enhance the civic readiness and engagement potential of nursing students** who will be in positions of leadership in health care, as well as in society, more broadly.

ACPA Social Justice and Inclusion Competencies

- **Social justice is defined as both a process and a goal that includes the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power.**
- Identify systems of socialization that influence one's multiple identities and sociopolitical perspectives and how they impact one's lived experiences.
- Articulate a foundational understanding of social justice and inclusion within the context of higher education.
- Advocate on issues of social justice, oppression, privilege, and power that impact people based on local, national, and global interconnections.
- Effectively facilitate dialogue about issues of social justice, inclusion, power, privilege, and oppression in one's practice.
- Take responsibility for the institution's role in perpetuating discrimination or oppression
- Foster and promote an institutional culture that supports the free and open expression of ideas, identities, and beliefs, and where individuals have the capacity to negotiate different standpoints

A Short Case Study

Colorado State University

A Brief History

Universities weren't built for Black, Brown, or Native people

- Wilder (2013) wrote: The American colonists built colleges because they believed in and wished to transplant and perfect the English idea of an undergraduate education as a civilizing experience that ensured a progression of responsible leaders for both church and state.
- Settler Colonialism is a defining feature of what we know as the United States and must be addressed in all aspects of our universities:
 - Whiteness
 - Anti-Blackness
 - Indigenous erasure
- la paperson (2017) calls these technologies:
 - Technologies are knowledges, laws/policies, discourses, power structures, norms, and operations that are used to create a continual domination of Indigenous and Black people and other People of Color along their various axes of identity and an upholding of white supremacy.
 - Technologies are ever-changing because once one is able to stop a technology, settler colonialism will rewire itself again. Therefore, settler colonialism is an ongoing process requiring ongoing decolonizing action. This also renders the idea of "best practices" moot.

How does this show up in our work?

- **Color-evasive:** Ignores race and recreates a culture of ignorance
- **Assimilation:** Believes all people should assimilate to dominant campus culture
- **Privilege:** Privileges ways of knowing and doing of white people and allows people to exclude based on set values; removes considerations of cultural difference
- **Avoidance:** Avoids history; what is your universities relationship to Native lands/enslaved Black ppl?
- **Individualism:** Honors competition, independence, privatization, use of people as labor, survival of the fittest
- **Superiority:** Dominance of one worldview- the belief that one's ideas, knowledge, values, societal roles and norms, and understanding of history are universal and exclusively correct.

Whiteness and Racism in Universities

- Centers “*We are all*” narratives that ignore a history of exclusion and perpetuate a majority experience
- Community members who come from minoritized backgrounds (e.g., race, sexual orientation, gender ID) become tokenized and essentialized for their identities and also estranged from white people
- Reifies epistemologies of ignorance where white people can ignore how white supremacy plays out on campus and allows people to “weed out bad people”, rather than seeing racism as a system of oppression.
- White people become “fragile”, hostile, and “victims” around diversity discourse and challenge it, often calling it opinion and believing that they are losing ground to POCs.
- White people have a sense of ownership over space and a belief it should function under white ideologies and entitlements due to their whiteness.

Some Examples

- Essentializing views of race
 - Essentialized people of color by expecting them to answer all questions related to the POC experience and see themselves as raceless. People sometimes think that everybody should “focus on their areas”. Relieved white people of doing the labor of expanding their knowledge.
- White ascendancy
 - Challenges are made against diversity requirements, but no other curricular requirements. Facts shared by POC become “opinions”. Defensive/hostile because they were placed in “uncalled-for” situations to talk about race. Turns academic arguments into personal slights.
- Protecting racial comfort
 - Referring out SJ questions protects white labor and time. Allows people to be passive and not expand their learning. When learning does occur, a safe space is kept for white people, not people of color. People of color are required to share their racial trauma instead of white people talking about how they perpetuate that trauma.

Framing the Conversation

Racism Still Exists

- CRT provides a lens through which to examine factors contributing to racialized experiences
- It is a theoretical tool that allows researchers and practitioners to expose structural and ingrained societal features of racism.
- Race is socially constructed... racism is purposeful; racism is everywhere; and racism has contributed to all manifestations of group advantage and disadvantage
- Tenets
 1. Racism is endemic to American life.
 2. Challenges the dominant ideology of race neutrality, objectivity, colorblindness, and meritocracy.
 3. Requires recognition of experiential knowledge of people of color
 4. CRT is interdisciplinary and intersectional
 5. Committed to social justice
- CRT actively strives to end racial oppression as part of a broader goal to end all oppression.
- Racism is about power; it is not about inclusion, opportunity, prejudice, or discrimination alone

Color-Evasive Racism

- DisCrit word 'color-evasiveness' to (1) recognize and dismantle the inherent ableism in equating the word blind (e.g., color-blind) with ignorance or deficiency, (2) to recognize that ignoring race can be a deliberate and not passive act, (3) that race and racism is multi-modal and not only seen, and (4) to recognize disability/ableism as a social construct similar to race/racism (Annamma, Jackson, & Morrison, 2017).
- Four Types
 1. Abstract liberalism
 2. Naturalization
 3. Cultural Racism
 4. Minimization of Racism

Color-Evasive Racism Explained

1. Abstract liberalism

Individualism (boot straps); egalitarianism (every person is worth the same)

2. Naturalization

Racism is natural, unavoidable, “just the way it is”

3. Cultural Racism

Cultural differences legitimize exclusion and discrimination based on racial notions and ranking of culture; moves away from biological

4. Minimization of Racism

Racism doesn't exist; it's not as big of a problem anymore

Moving to a race/ism conscious approach

Intercultural Perspective of Persistence

○ Museus and Quaye (2009)

1. Students make meaning based on cultural backgrounds (including geography)
2. Students' cultures moderate the meaning they attach to college attendance, engagement, and completion
3. Knowledge of students' cultures of origin are important to understanding how they navigate the campus
4. Cultural dissonance is inversely related to student persistence
5. These students must acclimate or connect with cultural collective agents (e.g., groups of faculty, staff, and peers)
6. Degree of validation positively associated with reduced dissonance
7. Quality and quantity of engagement with cultural agents associated with persistence
8. Quality= emphasize educational achievement, value educational attainment, and validate traditional heritages.

Culturally Engaging Campus Environments

○ Cultural Relevance

1. **Cultural Familiarity:** Campus spaces for students to connect with faculty, staff, and peers who understand their cultural backgrounds, identities, and experiences.
2. **Culturally Relevant Knowledge:** Opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular opportunities.
3. **Cultural Community Service:** Opportunities for students to give back to and positively transform their home communities.
4. **Meaningful Cross-Cultural Engagement:** Programs and practices that facilitate educationally meaningful cross-cultural interactions among their students that focus on solving real social and political problems.
5. **Cultural Validation:** Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

Culturally Engaging Campus Environments

○ Cultural Responsiveness

- 1. Collectivist Cultural Orientations:** Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
- 2. Humanized Educational Environments:** Availability of opportunities for students to develop meaningful relationships with faculty and staff members who care about and are committed to their success.
- 3. Proactive Philosophies:** Philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down on their own.
- 4. Holistic Support:** Students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support that they require regardless of the problem or issue that they face.

The Normal Questions

- What are the questions we often ask?
 - How do we get more _____ students?
 - What program do we have to create to support _____ students?
 - Why do we have such a problem retaining _____ students?
 - We need students to know X, Y, Z, but there's only time for A, B, C, how can we do it all?
 - How are we going to pay for it?
- These are limiting questions. They do not get at the core of a problem. They are zero-sum. They are reactionary. They're band-aids.

Different Questioning

- We can move beyond patchwork understandings of students and their “needs” and think more holistically/systemically while attending to the racialized dynamics of our programs.
- Different questioning allows us to:
 - Examine our positionality/Be reflexive
 - Examine our epistemologies
 - Engage more critically
 - Allow for potential and possibilities
 - Become more inclusive
 - Engage others
 - Streamline our work
 - Support all

The Different Questions

- Who is an xU student?
 - How is student success and engagement defined and rewarded differently for different students?
 - How do I reify oppressive understandings of success and engagement?
 - How do students understand what college is about?
 - What frameworks/epistemologies influence my thinking about the college student experience?
- **The work of social justice is not always work. It is the thought behind the work.**

Student Success Starts with YOU

- Allot 15 minutes at the beginning of meetings to devote to learning. Assign an article
- Get out of your office and talk to students.
- Take 5 minutes
 - Think of a specific action item you will take personally to do more/better.
 - Think of a specific item you can discuss at your next meeting.
 - Create an accountability group to keep learning around important topics pertinent to your role.

Becoming Self-Centered

The Danger of a Single Story



I am from...

- I am from [description of home, sensory details, things found around the home]
- I am from [traditions, family traits, names, values, ancestry]
- I am from [phrases or sayings you often heard as a child]
- I am from [foods you ate, things you did as a kid, an object you held, neighborhood details]
- I am from [incidences that affected you]
- I am from [people who have supported you, changed you, helped you, raised you]

A Moment of Reflection

- What do we do with perspectives that challenge our own?
- How do we make sense of that information and those people?
- How do we choose to engage in those discussions and with those people?
- What is the role of educators in doing this work?