

EMBRACING OUR DIVERSE POPULATIONS AND THE POWER OF O.N.E. INITIATIVE

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Inclusive Excellence Leadership Community

WHAT DO YOU THINK OF WHEN YOU HEAR THESE TERMS:

- ◉ Diversity
- ◉ Inclusivity
- ◉ Embracing Our Diverse Populations

MOST LIKELY.....

- ◉ People of Color
- ◉ People who identify as LGBTQ
- ◉ People with disabilities
- ◉ Women
- ◉ People of Low SES
- ◉ People of Non-Christian Religion
- ◉ Elderly/Aging Populations

DID YOU THINK ABOUT:

- ◉ White people/White culture

What About Topics Such As:

- ◉ White Privilege
- ◉ Straight Privilege
- ◉ Male Privilege
- ◉ SES Privilege
- ◉ Institutionalized Racism/Sexism/etc...
- ◉ Covert Forms of Racism/Microaggressions

IN ORDER TO ADVANCE INCLUSIVE EXCELLENCE AT UWSP

- ◉ Must educate those who make up the majority (White, Straight, Middle-Class) while simultaneously building programming/opportunities/support for those who represent minority identities.
- ◉ In order to understand and embrace diversity, understanding oneself is key
- ◉ All of us have multiple cultural identities that need exploration/understanding

INFORMATION FROM STUDENTS IN ONE OF MY COURSES OVER THE PAST 9 YEARS

- ◉ Mostly Seniors, 96% White, N = 400
- ◉ Percent who could answer:
 “What Does it Mean to Be White in America/What is White Culture” = 3%

“The multicultural component of this class really opened my eyes to a new realm of who I am. I had not before considered what it means to be White because I had never really thought of myself as a White person. The book *A Race Is a Nice Thing to Have* was especially hard to swallow because I am in fact a perpetrator of racism because I do not take responsibility for my White privilege. Nor had I considered what privileges I have because I am heterosexual or because I am of the upper-middle class. I have never considered myself a blatant racist, but I also rarely take time to consider what I do *not* do that perpetrates the racism.”

-White Female Student

“These past weeks of class have really caused me to open my eyes to the issues of white privilege and multiculturalism. I will not lie; I was very closed-minded to the issues of white privilege. I did not think that white privilege existed and I also believed that there were more opportunities for people of color to receive aid than for whites. After the readings and watching the video, I really feel as though I have a better and more civil understanding of white privilege. The personal accounts of the men in the video put white privilege and multiculturalism in perspective for me. The way they expressed their experiences and the way they tried to explain it to the white males helped me understand first hand the negative effects of white privilege and the importance of multiculturalism in the United States. I feel as though I was undereducated about these matters and that I was not open to putting myself in the position of those who represent the minority.”

- White Male Student

◉ **Percent that initially embraced Color-Blind Racial Attitudes = 89%**

“What an intense and consciousness-raising six weeks. I had thought my “treat everyone equally” approach was enlightened, and initially thought the book *A Race is a Nice Thing to Have* would provide me with no new insight, thinking instead that because I am liberal and not overtly prejudiced, that it would be interesting, but that it would be about it. Why would I want to attend to my “Whiteness”? After all, my philosophy of treating everyone equally is certainly an improvement over the (usually) overt racism practiced by my parents. It did not take long for me to realize how wrong I was.”

- White, Non-Traditional Female Student

○ Percent who could answer:

- **Where do Hmong people come from and what is the history of Hmong people in relation to the United States = 7%**

- “When I was asked the question about Hmong people I quickly realized this was a question I had never considered before. I started to ponder why I had not thought about this earlier. Through all my years living here, I did not ask myself that question. This could be because, as a White person, I do not need to assimilate or learn about other cultures in this society to survive. I can simply live by my own standards, and not have to worry about my safety or how that may reflect on my race. In a strange way, I feel gluttonous. I can take and never give. I can take away the uniqueness and personality from those of other backgrounds and I can hide them, never to think of them again. I can strip people of their identities for the sake of them fitting into my identity. I can hoard safety, ignorance, and opportunity without ever thinking twice.”
 - - White Female Student

“The frustrations and anger I have had towards the system of White privilege have mostly come from personal experiences. I do not know where or to whom I can direct these emotions to; and it has become a personal battle for me. I am not angry at a certain group of people, rather at the very flawed system of society in which we live. The way I get treated, the way I am talked down to, and the way I have been harassed as a Hmong-American have really affected the ways I view the world and view others. In many ways, it has strengthened me and made me more appreciative and open to experiences; but in other ways, it has tainted my self-esteem as well as made me question the nature of many people.”

- Hmong-American Female Student

WE CANNOT TEACH THAT WHICH WE DO NOT KNOW:

- What is your understanding of your own racial identity development?
- What is your awareness of microaggressions?
- What is your level of familiarity/interaction with people of cultural identities that differ from your own?
- How much information from the scholarly literature on teaching and learning have you consulted related to inclusivity in the classroom/inclusive pedagogy?

THE POWER OF O.N.E. INITIATIVE

- One New Effort
- Explore ways in which one new effort (such as a new contact, new activity, new change in language choice, new course design, or other new behavior) you partake in could help to create a more inclusive environment for all students, faculty, staff, and community members.

-- IE Community Facilitators --

- Commit to at least ONE of your ideas on note cards provided....reminder card to be sent via campus mail later in the semester.

SMALL TABLE DISCUSSION
SUMMARIES

QUESTIONS?