Building Equity towards Liberation

Listen & Learn...and Do

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Theory of Change

Inclusivity Education | Theory of Change

Increasing Inclusivity

Equity
- Reform Existing
- For Now
- Equity-First Path
- Foster Systemic Change

Either
- For Now

Both
- For Now
- Forever
- Furthers Critical Transformation

Liberation
- Build Anew
Theory of Action: Liberatory Consciousness

Barbara Love (2013)

- All members of society play a role in keeping an unjust system in place, whether the system works beneficially or to a disadvantage.
- People want to work for social change, but live in ways that preserve and perpetuate the existing system.
- Humans are creatures of habit, and work according to how they have been socialized.
- People must develop a liberatory consciousness to be effective liberation workers.
Liberatory Consciousness | 4 Elements

1. **Awareness** – Developing the capacity to notice, to give attention to daily lives, language, behaviors, and thoughts
2. **Analysis** – Think and theorize about what is going on around you
   ○ What is happening and what needs to be done
3. **Action** – Deciding what needs to be done, and then seeing that action is taken
   ○ Encouraging others to act, organizing and supporting others to feel empowered to take action, and/or locating the resources for empowering others
4. **Accountability** – Accepting accountability to self and community for the consequences of actions taken or not taken
   ○ Understanding and managing the opportunity and possibility for perspective-sharing and allyship in liberation work
Liberatory Consciousness Cycle

AWARENESS
Developing the Capacity to Notice

ACCOUNTABILITY
Accepting Accountability to Self and Community

ANALYSIS
Thinking and Theorizing about What is Going On

ACTION
Deciding What Needs to be Done and Taking Action
Commitments for this Work

Be open
Be honest
Be vulnerable
Lean into discomfort

CENTER RACE
Liberatory Consciousness Cycle

AWARENESS
Developing the Capacity to Notice

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ACTION
Deciding What Needs to be Done and Taking Action
Multiple Identities | Beverly Tatum (1997)

8 Identity Categories

1. Race and/or ethnicity
2. Gender
3. Religion
4. Sexual orientation
5. Socioeconomic status
6. Age
7. Physical ability
8. Mental Ability

Ranking Activity
8 Identity Categories of “Otherness” Common in the U.S.

1. Race and/or ethnicity
2. Gender
3. Religion
4. Sexual orientation
5. Socioeconomic status
6. Age
7. Physical ability
8. Mental Ability

Each group has a dominant (systematically advantaged by society) because of group membership and a subordinate/targeted group (systematically disadvantaged)
8 Identity Categories of “Otherness” Common in the U.S.

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- Dominant groups set the parameters within which subordinate groups operate
- Subordinate/targeted group is labeled as defective/substandard in significant ways
  - Assigned roles that reflect devalued status
  - Said to be innately incapable of being able to perform preferred roles
  - Belief in own ability determined by extent of internalization of the images reflected on them by dominant group
  - When demonstrating positive qualities believed to be characteristic of dominants → anomaly
8 Identity Categories of "Otherness" Common in the U.S.

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- Dominant group considered the “norm”
- Inequitable social relations seen as model for "normal human relationships"
- Dominant groups don't like being reminded of existence of inequality → Believe everything is as it should be
- Dominants don't really know the experience of subordinates, BUT subordinates are well informed about dominants
“Who was I before?” “Who am I now?” “Who will I become?”

"The parts of our identity that do capture our attention are those that other people notice, and that reflect back on to us. The aspect of identity that is the target of others’ attention, and subsequently our own, often is that which sets us apart as exceptional or ‘other’ in their eyes.” (p. 21)

- If a member of a dominant group, it is usually not mentioned → privilege taken for granted

- Multiple identities → intersection of (historical) circumstances but always GROUNDED IN RACE
Quick Aside: Intersectionality
Multiple Identities | Beverly Tatum (1997)

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**Intersectionality**

**Independent vs. Dependent Variables**

**Independent variable** = a variable *(often denoted by x)* whose variation does not depend on that of another.

**Dependent variable** = a variable *(often denoted by y)* whose value depends on that of another.
Intersectionality

Independent vs. Dependent Variables

Independent variable: Race
   Main social construct in the U.S.

Dependent variables: Any Other Category
   Effect sizes determined by race

What does this mean?
The further one is from the dominant in each, the more one will be negatively affected by it.

BIPOC will start off and always be more affected because of the race factor

Experience can be improved by closeness/assimilation to Conceptual Whiteness
Example: Intersectionality | Race and Class

**How Environment Is**
- Conceived
- Implemented
- Received

Always distinguish between Individual vs. Average

*Experience can be improved by closeness/assimilation to Conceptual Whiteness*
Intersectionality | Race and Age

How Environment Is
- Conceived
- Implemented
- Received

Always distinguish between Individual vs. Average

0,0 = Black & Gen Z

5,5 = White & Gen X+

*Experience can be improved by closeness/assimilation to Conceptual Whiteness
Liberatory Consciousness Cycle

**Awareness**
- Developing the Capacity to Notice

**Accountability**
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**Analysis**
- Thinking and Theorizing about What is Going On

**Action**
- Deciding What Needs to be Done and Taking Action
Why Are We Here?
Race Still [ALWAYS] Matters

- Race is still a powerful social construct and signifier
- **Polarity** of race in America
- Shortcomings whether one considers race an objective condition or an ideological construct
- **Whiteness** as normative --> everything ranked and categorized in relation
  - white = people; White = systemic

- Racism is normal in America
- 3 common foci:
  - To understand how a "regime of White Supremacy and its subordination of People of Color have been created and maintained in America"
  - "To change the bond that exists between law and racial power"
  - To avoid self-condemnation

Adapted from Ladson-Billings (1998)
How Does Whiteness Show Up?
Conceptual Whiteness → Whiteness as Property → White Normativity

- Perfectionism
- Quantity over Quality
- Power Hoarding
- Individualism
- Fear of Open Conflict
- Sense of Urgency
- Defensiveness
- Worship of the Written Word
- Only One Right Way
- Paternalism*
- Either/Or Thinking
- Progress = More, Tangibles
- Objectivity
- Right to Comfort

*The policy or practice on the part of people in positions of authority of restricting the freedom and responsibilities of those subordinate to them in the subordinates' supposed best interest

Adapted from Jones & Okun (2001)
Cultural Development Effects
Inclusivity Scale

Diversity → INCLUSIVITY → Equity

Representation → Participation → Contribution → Fairness → Belonging

Oppression → Liberation
Inclusivity Scale

Inclusivity Rubric

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<tr>
<td>1</td>
<td>Low</td>
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<td>2</td>
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<td>Proficient</td>
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<td>5</td>
<td>Exceptional</td>
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Rounding only to hundredth place
From Example: 2.42 = Beyond Developing
Inclusivity Scale

**Oppression:** Unjust systems, treatment, and control that subjugate the value, voice, power, and empowerment of members of historically marginalized groups

**Liberation:** Critical transformation of oppressive systems and their associated assumptions, norms, rules, and roles, via communal processes, to bring about social reconstruction
**Diversity:** Representation and recognition of human differences and uniquenesses, in identities and characteristics, in socially constructed categories such as race, gender, and class

**Equity:** Fair treatment, opportunity, and access to all things for all people to overcome unjust systemic barriers that have disproportionately affected those from historically marginalized groups
Inclusivity: The practice or policy of including people who might otherwise be excluded or marginalized.

Participation and Contribution can be conceptualized as left and right Inclusivity poles, respectively, with Belonging moderating the strength of the level of Inclusivity.
Inclusivity Scale

Participation
Involvement is optional
Involvement need only be minimal
Involvement is just to be included

vs.

Contribution
Involvement is essential
Involvement is preferred to be thorough
Involvement is to advance something
Belonging | Moderating Variable

Strength of the Level of Inclusivity is Affected by sense of BELONGING

Belonging
Authentic self is allowed (in the space)
Authentic self is embraced (in the space)
Authentic self is integrated (into the space)
On the scale of Participation to Contribution that considers the 3 levels of involvement (essentialness, thoroughness, and accomplishment), the average Likert-Scale rating is a 4 (out of 5).

BUT when the 3 levels of Belonging are measured (permission, comfort, and integration), the average is a 3/5. This 60%, now becomes how the contribution level must be moderated: 

\[0.6 \times 4 = 2.4 \rightarrow \text{the ACTUAL level of Inclusivity}\]

Levels of inclusion are **PERFORMATIVE** without a sense of Belonging, i.e. individuals *comfortably existing in their full authenticity*
Belonging vs. Discrimination
A **Mediating Variable** explains the relationship between two variables

The mediating variables between belonging and levels of inclusivity are:

- Stereotype
- Implicit Bias
- Aggression (Macro & Micro)

Inclusivity Education refers to these three belonging barriers as the **Discrimination Triad**

Discrimination: the unjust or prejudicial treatment of a person because of group membership, especially race/ethnicity

*More discrimination results in a lower sense of belonging*
Discrimination Triad | Definitions

- **Stereotype**: a *conscious*, widely held, fixed, and an over-generalized—even if unfair or untrue—belief about a particular group of people

- **Implicit Bias**: an *unconscious*, automatic, and unintentional yet deeply ingrained belief about a particular group of people

- **Aggression** (racial/ethnic): a hostile and/or violent statement, action, and/or incident towards a person due to racial/ethnic membership
  - **Macroaggression**: an overt and direct aggression that is *often intentional*
  - **Microaggression**: a subtle, indirect, and/or disguised aggression, *whether intentional or not*
Discrimination Triad

- Implicit Bias (Unconscious)
- Stereotype (Conscious)
- Aggression (Macro & Micro) Intent
- Impact

In explaining barriers to increased feelings of belonging, the Discrimination Triad is a key area for increasing inclusivity.

The majority of the time, the higher the Discrimination Triad average, the lower the Belonging average.
Micro and Macro AGGRESSION are together because form and intent do not determine the level of impact on the recipient. Understanding the distinction AND connection between Micro and Macro AGGRESSION is required to address independently and jointly.
Liberatory Consciousness Cycle

Awareness:
Developing the Capacity to Notice

Analysis:
Thinking and Theorizing about What is Going On

Accountability:
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Action:
Deciding What Needs to be Done and Taking Action
Scaffold: Dilemma Creation

Dilemma = A Puzzle
An issue that raises questions, an idea that seems to have conceptual gaps, or something about a process that needs figuring out.

All dilemmas have identifiable tension in them

A selected dilemma should be within the locus of control of the deconstructors

2 Main Purposes
Develop capacity to see and describe the dilemmas that are the essential to organization success
Consider the path forward for addressing the dilemma
Dilemma Protocol = 5 Sections, 15 Questions

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<td>V</td>
<td>Timelining</td>
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DEI Developmental Timeline

Listen & Learn Session #1
Intro to Liberation Theory, Multiple Identities, Inclusivity, & Structural Racism
04/21

Listen & Learn Session #2
Liberation Theory meets Racial Literacy
05/21

Listen & Learn Session #3
Liberation Theory meets Ecological Systems Development
06/21

Anti-Racist Development Course
8-month course to learn about the system of U.S. racism, your organization within the system, and your capacity as a change-maker.
08/21-03/22

Appraisal & DEI PDP
Report of (dis)similarity between stated goals and DEI evidence, and professional development plans towards change
01/22-12/22

Community Racial Identity Development
Community-based individual development of a positive, anti-racist identity dedicated to social justice
02/22-11/22

Detailed Deck [HERE]
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Thank You!

Contact Me: akuoma@inclusivityed.com