

## **1 - When the Spirit of Compliance Fails: The Importance of Mattering, Social Justice, and Diversity in Forming an Inclusive Campus Community**

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### **2**

“If they [students] feel they matter to the school, or even to one teacher in the school, they’re going to be in a lot better shape than if they think they are basically there alone.”

- Source: Gregory Elliott, Ph.D., Sociologist, Brown University

### **3 - The Spirit of the ADA**

The spirit of the ADA is about inclusiveness as well as compliance. If you are merely complying with the ADA to meet a legal requirement, you’re missing the true purpose—or spirit—of the ADA.

Source: [The Spirit of the ADA and Your Business | The Northeast ADA Center](#)

### **4 - Goals of the presentation**

To enable Disability Resources Professionals (DSPs) to engage faculty and administrators in conversations involving disability and social justice, the presenter will lead participants in accomplishing the following goals:

- Gain understanding of the importance of mattering
- Learn how mattering and belonging can affect students’ performance, retention, and interpersonal relationships on campus.
- Take best practices back to their respective institutions about how to initiate discussions with instructors and staff about creating welcoming inclusive environments through social justice concepts.

### **5 - Compliance versus “the why”**

- Compliance – required, “you have to”  
VERSUS
- Social Justice (as opposed to “required”);
- Diversity (as opposed to “outcome” over “process”); and
- Mattering (as opposed to marginalization)

### **6 - Social Justice**

- Includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- Involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others, their society, and the broader world in which we live.”
  - *Source: Teaching for Diversity and Social Justice*

## 7 - Marginalization

- To put or keep (someone) in a powerless or unimportant position within a society or group
  - Source: Merriam-Webster's Learner's Dictionary
- From this lens, can you imagine.....
  - Entering a classroom
  - Attending a campus event
  - Talking with instructor about accommodations

## 8 - Mattering

- To be important
  - Source: Merriam-Webster's Learner's Dictionary
- “The perception that we are a significant part of the world around us.”
  - Source: Mattering: Empirical Validation of a Social-Psychological Concept
- NOW can you imagine.....
  - Entering a classroom
  - Attending a campus event
  - Talking with instructor about accommodations

## 9 – I call DIBs!

## 10 - Diversity and Inclusion

- Diversity: encompasses acceptance and respect. Understanding individual uniqueness and recognizing individual differences. It is the exploration of these differences in a safe, positive, and nurturing environment and moving beyond simple tolerance.
  - Source: <http://gladstone.uoregon.edu/~asuomca/diversityinit/definition.html>
- Inclusion: a set of community values which suggest that people of all backgrounds, identities, abilities, perspectives and beliefs should have an equal opportunity to belong, achieve and contribute to their community(ies).
  - Source: *Arizona State University – Intergroup Relations Center, National Conference for Community and Justice, Oregon State University, Suffolk University—Boston, The McCune Foundation, and The National Center for Transgender Equality*

## 11 - Belonging

“Is creating a culture of diversity and inclusion requires that we strive to nurture a sense of belonging in those who work, live, play and worship alongside us in our shared spaces and communities. Belongingness represents—and gives power and force—to the concepts of diversity and inclusion. Belongingness means acceptance. It means feeling like you fit in, as if you have a contribution to make. Belongingness is a mindset characterized by being able to be authentic, knowing I matter and that my voice is essential.”

Source: [ABA Journal: “Belongingness” is important to diversity and inclusion in the workplace](#)

## **12 - Barriers to Mattering**

- Preconceptions, prejudices, and stereotypes
- Lack of understanding
- Apathy
- The “-isms” (ableism, elitism, classism, racism, sexism, etc.)
- Bias – implicit and explicit

## **13 - The Trauma is REAL!!**

Intent versus Impact

- Intent: What we hope our audience will think, feel and do.
- Impact: What they actually think, feel, and do.

## **14 - Intersectionality**

- Framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege
- Contextual framework for examining how systems of oppression deeply intertwine

## **15 - Ableism**

Definition: Discrimination or prejudice against individuals with disabilities-noun (Merriam-Webster)

(Here are four common examples)

1. Society sets low standards and expectations for people with disabilities. Consciously and subconsciously, people with disabilities are seen as “incapable” or “inferior.”
2. Many people make the assumption that if someone has a disability you can see, they must have an intellectual one too, which is most definitely not the case. The two do not coincide.
3. There are ableist words embedded in our language used as disrespectful slang and insults, like “I am so ADD today,” or “She’s absolutely insane.”
4. Inspiration porn: Society views and uses people with disabilities solely as objects of their own inspiration. The term inspiration porn was coined by Stella Young, an Australian comedian, journalist, and disability rights activist.

Source: [4 ways ableism still affects people with disabilities – Partners for Youth with Disabilities \(pyd.org\)](https://www.pyd.org/4-ways-ableism-still-affects-people-with-disabilities/)

## 16 - What does marginalization look like?

- Sometimes in form of Microaggressions
  - “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Source: [Derald Wing] Sue, et al., 2007, p. 271).
  - Everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. (Source: Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014)

## 17 - Examples of Microaggressions

Things people say:

- “The way you've overcome your disability is so inspiring”
- (Interrupting) “Well, actually, I think...”
- “If the student uses extra time in my online exam then the student needs to come to campus to take exam.”
- “None of the other students in my course...”
- “This is not fair to the other students taking my class/unfair advantage”
- “This is a visual class. Can the student (who is blind) sign up for a different section or class?”
- “What is the student going to do when they are in the ‘real world’?”
- “I don't get paid to...”
- “How did student get admitted?”

## 18 - Impact of Marginalization on Students

- Psychological and emotional effects
  - Fear, anxiety, frustration, sadness, depression, powerlessness, stress
- Internalization of messages
- Being inauthentic – in fear that the student's actions may confirm a stereotype
- Poor academic performance
- Leaving institution

## 19 - Impact (continued)

- Students
  - become less involved or experience discomfort engaging with others and campus activities
  - become withdrawn/do not develop interpersonal relationships
  - are less likely seek out help from campus or community
  - feel invisible
  - perceives inaction/silence as an action
  - leave (drop-out/transfer out)

## **20 - Students with disabilities battle inaccessibility and isolation – 12/03/2015 (UC Berkeley)**

- “Most people who are not close to disabled people or who do not have disability themselves just forget. ... People don’t notice that the venue that was chosen excludes, unintentionally, people with mobility impairment,” Saxton said. “When you’re a disabled person, you are acutely aware that you just get forgotten. And that has a huge impact on your sense of inclusion.”

## **21 - Empowering and Creating a New Campus Culture**

Successes and FAILURES are opportunities

- Campus events, however unfortunate
- Interactions (confrontations/“educational moments”) with faculty
- Collaborations with campus partners

## **22 - Empowering and Creating a New Campus Culture**

- Develop a working definition for social justice concepts as it applies to your conversation and approach
- Expand social justice concepts into your office communications, mission, and branding
- Utilize opportunities to become involved in campus committees and work groups that provide forums for addressing various forms of oppression or marginalization
- Be true change agents
  - Begins with a sincere acknowledgement of a problem
  - Simply CARE about what is happening on campus, in community, and across the country

## **23 - Empowering (continued)**

- Get involved with campus groups or organizations that welcome and celebrate individual difference
- Don’t ignore or minimize student experiences
  - Supported student activism – teachable moments
- Form coalitions across campus (involve students, faculty, staff, administrators)
  - Creation of safe zones/support networks
- Use INTERSECTIONALITY to broaden your message and connectedness

Thank you for attending! Please complete the survey!