PROMOTING EQUITY IN ATHLETICS ON PURPOSE

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Thank you
OBJECTIVES

• Explore our worlds and increase self- and other-awareness
• Define cultural competence and connect to equity
• Identify “Do’s & Don’ts” in conversations across difference
• Promote and discuss inclusive practices
• Illuminate and analyze non-inclusive behaviors
WHAT’S IN YOUR WORLD?
WHEN DID YOU FIRST LEARN YOU WERE DIFFERENT?

- **Listener:**
  - **Listen without interrupting.**
  - **After your partner finishes speaking:**
    - **Did you leave anything out?**
    - **What I heard you say was....**
    - **How did that affect you?**
    - **How does it affect you now?**
WHAT WAS THAT LIKE FOR YOU?
WHY WOULD I START A CONVERSATION ABOUT PROMOTING EQUITY WITH THOSE TWO EXERCISES?
SO, WHAT?

- Our worlds are vast.
- We each have a unique voice.
- We all have something to contribute.
- We all have blind-spots.
- Our worlds, in all our similarities and differences, are interacting all the time.
  - Our goal is to do so with intentionality.
CULTURAL COMPETENCE

• “THE CAPACITY TO INTERACT EFFECTIVELY WITH OTHER CULTURES....THE CAPACITY TO DRAW EFFECTIVELY UPON CULTURAL KNOWLEDGE, AWARENESS, SENSITIVITY, AND SKILLFUL ACTIONS IN ORDER TO RELATE APPROPRIATELY TO, AND WORK EFFECTIVELY WITH, OTHERS FROM DIFFERENT CULTURAL BACKGROUNDS” (SPERRY, 2012).

• “A SET OF CONGRUENT BEHAVIORS, ATTITUDES, AND POLICIES THAT COME TOGETHER IN A SYSTEM, AGENCY, OR AMONG PROFESSIONALS AND ENABLE THAT SYSTEM, AGENCY, OR THOSE PROFESSIONALS TO WORK EFFECTIVELY IN CROSS-CULTURAL SITUATIONS (CROSS, BAZRON, DENNIS, & ISAACS, 1989).
CULTURAL COMPETENCE

• 4 DIMENSIONS:
  • CULTURAL KNOWLEDGE
  • CULTURAL AWARENESS
  • CULTURAL SENSITIVITY
  • CULTURAL ACTION

Sperry (2012)
CONVERSATION ACROSS DIFFERENCE
INCLUSIVE PRACTICES
<table>
<thead>
<tr>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
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| • Use affirmative listening statements  
  “Can you tell me more..”  
  “How did this affect you?”  
  “What I hear you saying is..”  
• Manage your judgments  
• Show you are truly interested  
• Demonstrate caring, understanding, empathy and respect | • Hijack the story; interrupt  
• Play one-upmanship  
• Minimize the difference  
• Get defensive  
• Take it personally  
• Discount, explain away  
• Try to validate assumptions |

**CONVERSATIONS ACROSS DIFFERENCES DO'S AND DON'TS**
Minimizing differences

Dismissing others' feelings

Dismissing or discouraging the perspectives, thoughts, or ideas of others

Projecting stereotypes onto specific diversity dimensions

Ignoring schedule differences when planning meetings and events

Failing to consider multiple perspectives when making decisions
ADDRESSING NON-INCLUSIVE PRACTICES

- Make plans/ask permission to engage
- Share/describe the practice and impact — Use "I" statements
  - I wanted to talk with you about ______ because ____ (why it is important)
  - Describe observable practice — "I saw, noticed, heard....."
  - Name feelings/states of mind — “I was confused, surprised, uncertain, saddened”
  - Share your thoughts as a hypothesis. And I wondered if _______
- “How do you see the situation?” Show you understand. Validate both perspectives.
- Listen, listen, listen.
- Check for clarity and understanding
- Determine how to partner for solution
INSTITUTIONAL CULTURAL COMPETENCE

• Reflect on one practice or policy that reflects culturally competent practice /promoting equity at your institution and explain why. How do you replicate that in other spaces?
UNDERSTANDING RESISTANCE

- Status Quo
- Habit Strength
- Role Image/Security
- Too Much Work
- Philosophical Belief Conflicts
- Mental Health
- Lack of Skills
THANK YOU

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