Examining Dominant Culture Narratives in College Student Leadership Programs

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FLOW

• Welcome
• Joining Up
• Defining Social Justice
• Social Justice: 5 Key Concepts
• Dominant and Counter Narratives in Leadership Education
• Critical Perspectives in Leadership Education
• Leadership Programs Audit
• Campus Strategies
• Discussion
• Closure/Evaluation
JOINING UP

• Introductions/Why this program?

• Campus Leadership Development Assessment – What do you do well?

• Campus Leadership Development Assessment – What needs improvement?
This session is Instagram & Twitter-friendly!

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SOCIAL JUSTICE
“ADAMS, BELL AND GRIFFIN (2016) DEFINE SOCIAL JUSTICE AS BOTH A PROCESS AND A GOAL. "THE GOAL OF SOCIAL JUSTICE EDUCATION IS FULL AND EQUAL PARTICIPATION OF ALL GROUPS IN A SOCIETY THAT IS MUTUALLY SHAPED TO MEET THEIR NEEDS. SOCIAL JUSTICE INCLUDES A VISION OF SOCIETY THAT IS EQUITABLE AND ALL MEMBERS ARE PHYSICALLY AND PSYCHOLOGICALLY SAFE AND SECURE."

Reference:
DEFINING SOCIAL JUSTICE

• Race/Ethnicity/Nationality/Skin Color
• Religious Beliefs
• Socio-economic Class
• Sexual Orientation
• Sex/Gender Identity
• Age
• Ability/Disability
• Size/ Appearance
• Others
SOCIAL JUSTICE: 5 KEY CONCEPTS

justice /ˈdʒʌstɪs/ n
1. equity, equivalency, fair dealing.
2. a quality of being right or fair.
3. the moral quality of being righteous.

justly /ˈdʒʌstli/ adv
1. fairly, appropriately.
2. in an even-handed manner.
3. without favoritism or prejudice.

justness /ˈdʒʌstnəs/ n
1. the condition of being just.
2. the quality of being just.
1. INDIVIDUAL IDENTITY AND GROUP MEMBERSHIP
2. PRIVILEGED & MARGINALIZED GROUPS

- Race
- Class
- Gender
- Sexual Orientation
- Religion
- Age
- Nationality
- Ableness
- Others
Privileged and Marginalized Group Patterns:

**Privileged Group**
- Have access to power
- Make the rules, decisions
- Control the resources
- Define the organizational culture
- Fit into organizational culture
- Assumed capable
- Assumed to belong
- Approached
- Seen as normal
- Given the benefit of the doubt
- Often less aware of differential treatment
- Focus: How far we’ve come

**Marginalized Group**
- Need access to power
- Adapt to rules, decisions
- Need access to resources
- Work to assimilate and fit in to dominant culture
- Feel out of place
- Often assumed to be deficient
- Viewed as outsiders
- Suspected
- Seen as special exception
- Have to earn benefit of doubt
- Often very aware of differential treatment
- Focus: How far we need to go…
3. EQUAL IS NOT NECESSARILY EQUITABLE.
4. WE ALL HAVE MULTIPLE GROUP MEMBERSHIPS.

who shall I be today?
5. We must embrace the both/and.
Vernon A. Wall

September 20 at 1:03pm

My Mother worries a lot when I travel. She says: "Call when you get there." My siblings and I joke and say: "That's just Earnestine." However, we all know that she is fundamentally frightened that something will happen to me. Every. Single. Day.
“THE TERM DOMINANT NARRATIVE CAN BE USED TO DESCRIBE THE LENS IN WHICH HISTORY IS TOLD BY THE PERSPECTIVE OF THE DOMINANT CULTURE. THIS TERM HAS BEEN DESCRIBED AS AN ‘INVISIBLE HAND’ THAT GUIDES REALITY AND PERCEIVED REALITY.”

“A COUNTER NARRATIVE IS AN ARGUMENT THAT DISPUTES A COMMONLY HELD BELIEF OR TRUTH. THESE BELIEFS OFTEN RELATE TO CULTURES, PEOPLE AND EVEN INSTITUTION.”

Taken from: www.reference.com
EMERGENT THEMES ACROSS LEADERSHIP THEORIES

• The Western Bias (“U.S. Centric”)
• Resistance to exploring social location (Identity)
• The uneven treatment of power and authority
• Acknowledging the complexity of change

“CRITICAL PERSPECTIVES IN LEADERSHIP CHALLENGE NORMATIVE ASSUMPTIONS IN AN ATTEMPT TO TRANSFORM OUR RELATIONSHIPS, COMMUNITIES, ORGANIZATIONS, AND SOCIETY TO BETTER REFLECT THE VALUES OF EQUITY AND JUSTICE.”

Figure 11.1: Integrated Model of Critical Leadership Development

THE INTERCONNECTION OF LEADERSHIP THEORY & DEVELOPMENT

- Domains of Leadership Development
- Fundamental Skills Associated with Critical Perspectives
- Developmental Factors
- Social, Group & Organizational Environments
- Broader Social System

Figure 11.1: Integrated Model of Critical Leadership Development

LEADERSHIP PROGRAM QUESTIONNAIRE

Focus on either an individual leadership program or your entire leadership development initiative
CAMPUS STRATEGIES

- Horizon’s Project
- 10 minute Mentors
- Correspondence with presenters/facilitators
- Training for student facilitators
- Statement on Inclusion/Social Justice
- Closing Statements/Making Meaning
- Journaling
- Movies/TV/Video/YouTube
- Current Events Discussions
- Service Learning (with discussion & reflection!)
- Utilize community resources
- Experiential Exercises (Game of Life, Star Power, Archie Bunker’s Neighborhood, Game of Oppression)
RESOURCES

- [http://www.diversityweb.org](http://www.diversityweb.org)
- National Clearinghouse on Leadership Programs
- [http://www.safezonesforall.com](http://www.safezonesforall.com)
- [http://www.sjti.org](http://www.sjti.org) (click on Resources)
- [http://leadershape.org](http://leadershape.org)
- Council for the Advancement of Standards (CAS)
- Student Leadership Competencies (Corey Seemiller)
RESOURCES

• Multi-Institutional Study of Leadership - MSL (Susan Komives, John Dugan & Friends)
• Leadership Theory: Cultivating Critical Perspectives & Facilitator’s Guide (John Dugan & Friends)
• Social Justice Allies Book (Jossey Bass)
• The Power of Authenticity (Brené Brown)
• Reclaiming Higher Education’s Purpose in Leadership Development (Kathy Guthrie & Laura Osteen)
• Considerations for Cultural and Social Identity Dimensions (Daniel T. Ostick and Vernon A. Wall) In the Handbook for Student Leadership Development – 2nd Edition
ASSOCIATIONS/CONFERENCES

• International Leadership Association (http://www.ila-net.org)
• Association of Leadership Educators (http://www.leadershipeducators.org)
• Leadership Educators Institute (https://www.naspa.org/events/2018LEI)
• National Leadership Symposium (https://www.naca.org/NLS/pages/default.aspx)
DIVERSE COMMUNITY FOUNDATIONS

- Communities are built through building relationships of trust and commitment.
- We all are doing the best we can (most of the time)
- We don’t know all there is to know.
- Just because you are, doesn’t mean you understand.
- Oppression is pervasive and impacts us all.
- Not our faults, but we must accept responsibility.
- Conflict and discomfort are often part of growth.
- Seek first to understand, then to be understood.
- Practice some forgiveness and letting go.
- Self-work, healing and self love are necessary for acceptance of others.
- There are no quick fixes.
- Individuals and communities do grow and change.
- There is HOPE!

Rev. Jamie Washington, Ph.D. 2010
Be who you are. Find your own voice. Lead from the heart

— Dave Carpenter —
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Pronouns: He/Him/His

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Thank you for joining us today!

Please remember to complete your online evaluation following the conference.

See you in Los Angeles in 2019!

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