



Sankofa, looking back to move forward: Mitigating Bias, Building Dialogues, and Preparing for 2025 and Beyond



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Welcome! Connecting with one another...

With facilitators...

With each other...

Take a moment to think/jot down your responses, then share:

- Your name, work community (organization) or home community
- What brought you to this workshop?
- What's one thing looking back in the last 5 years that gives you hope in terms of progress for a community in which you participate?"



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Overview of Agenda

- **Welcome and connecting with one another**
- **Looking back on the Last 5 Years**
- **Community Summaries:**
 - **A racial justice case-study**
 - **Your community experience**
- **Moving Forward**
- **Sustained intergroup engagement**
- **Assessment: Recognizing the “long tail” of change**
- **“Tools to go”**



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Looking Back on the last 5 years

- **Sharing Your Look Back (in pairs 5 min total)**
- **Prompt:** Share what you’ve seen for up to 2 minutes each uninterrupted, while the other just listens without judgment:

How have you seen progress, change, or responses LOCAL justice and social justice movement generally? What would you tell a friend who doesn’t work in your field about what you saw and what happened on your campus(es)? How do you think and talk about progress since then?



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Community Summaries: ANRJ Case

- **Anselmian Network for Racial Justice: ANRJ**
- **Context: PWI in NH Hampshire, Catholic College, Liberal Arts with Schools**
- **Components** used in our Community Grassroots Response: Initial working groups (e.g. affinity group dialogue model, curricular, co-curricular, parenting and resource groups, policy review)
- **Leadership Team drawn from 40 employees and 100 + students**
 - **Strengths:** An inclusive movement. Shared leadership and empowering
 - **Limitations:** Sustaining (bent under the weight) Doing vs. communicating about the doing...
 - **Assessment:** (the “long tail” of change)
 - 2023 Campus Inventory as a way to maintain community



2023 Leadership Insights (quantitative study)

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Community Summaries: Your experience?

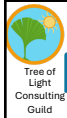
- **Prompts:** Looking back to 2020 (and the years immediately following) write your responses to:
 - **What inspired your involvements?**
 - **What was your role? What did you do differently at the time?**
 - **What is something that you know came out of that time?**
 - **What is one way you would like to help others in your community look back at that time or move forward?**

BELOW

- **Note your institution/organization**
- **Note what are some ways you did assess or would like to assess – support telling that story (with data? Collaborations? Other ways to capture that community learning?)**



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Moving Forward...



- **What 1-2 transformative initiatives can my campus take?** (e.g, media lit courses or ongoing intergroups service or dialogues etc.) **What's 1-2 steps I can take to encourage that?** (e.g. go for coffee with faculty senate president to plant seeds for staffing?)
- **What types of sustained (ongoing) intergroup contact** would you like to see to look back together and illuminate different perspectives? (e.g. shared service work, dialogue groups, common first year experience or senior capstones?)



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sustained intergroup engagement: proven



- **50+ years of prejudice-reduction research (post WWII)**
- **30+ years of intergroup dialogue assessment**
- **5 domains of civic impacts** (cognitions, behaviors, skills etc.)*
- **Multiple models** (Essential Partners, Sustained Dialogue, Everyday Democracy etc.)
- **Shared common purpose - currently exists at multiple scales** from regional (New Hampshire Listens) to national (VISTA and Peace Corps)
- **Introduced to campus and community groups** using *SMART Goals**

* Note: Diaz, A. and Perrault, R. "Sustained Dialogue and Civic Life: Post college impacts" Michigan Journal of Community Service Learning, U. of Michigan. Fall 2010 issue.

** Note: Doran, G., 1981. (stands for specific, measurable, attainable, realistic, and timely)



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Recognizing the long tail of change: assessing a social justice network

Quantitative: Campus Survey

- The Anselmian Network for Racial Justice (ANRJ) aims to foster racial justice through education, dialogue, and action.
- Grassroots movement **40 employees and 100 students** in racial affinity dialogues and other working groups.
- Inventory found **56 new/revamped efforts...and 3000 participants** over 2 years.
- **20 curricular efforts**/32 courses

Qualitative: 5 open-ended questions

- **Leadership Insights (14 faculty/staff/admin)**
- Analyzed for **civic domains**: Cognitions, Attitudes, Behaviors, Skills, and themes of Individual/Institutional Change:
 - Deepened **awareness** of racial justice.
 - **Empowerment to initiate/lead** lasting change.
 - Continued commitments to **advocacy**
 - **Integration** of DEI/J efforts into hiring, curriculum, and co-curricular programs.
 - Establishment of a **culture of inclusion**
 - **Infrastructure for dialogue/sustained learning**, creating shifts in attitudes and actions.

"I helped develop a ... framework [for] faculty to infuse social justice into their teaching." – faculty
"The network ... mobilized the campus, making next steps easier and less controversial." –admin.



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Taking the long view: tools for 2025 and beyond



- Sustained Dialogue tools to approach political conversations
 - Dialogue about media source guide



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APPENDICES: (sign-up sheet for specific interests/?)



- **Political IdentiTree**
- **Unconscious Bias**
- **Media Bias**
- **Tool Kit provided by Sustained Dialogue**
 - Intent vs. Impact
- **Racial Justice Network Inventory**

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Political IdentiTree



LEAVES: Fill in the tree leaves with the following different types of social identities that contribute to your political identity by most important (biggest leaf) to least important (smallest leaf): age, socioeconomic status, parents' political affiliation, race and ethnicity, gender, religion, sexual orientation, education level.

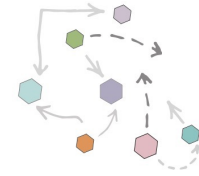
ROOTS: Write the peoples, places, events and experiences that have contributed to your political identity.

Source: James Madison University

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Unconscious Bias



- Affinity Bias** we unconsciously prefer people who share qualities with us/someone we like
- Beauty Bias** many of us judge others harshly based on their physical attractiveness
- Conformity Bias** when our views are swayed too much by those of other people
- Confirmation Bias** people primarily search for bits of evidence that back up their opinions, rather than looking at the whole picture. It leads to selective observation,
- Contrast Effect** when we assess two or more similar things and compare them with one another, rather than looking at each based on their own merits- causes harsh judgement and unattainable standards
- Gender Bias** stems from our deep-seated beliefs about gender roles and stereotypes.
- Halo Effect** focus on one particularly great feature about a person blinds us to other qualities
- Horns Effect** focus on one particularly negative feature, which clouds our view of other qualities



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