

Why Aren't We There Yet? Taking Personal Responsibility for Creating an Inclusive Campus

Edited by Jan Arminio, Vasti Torres and Raechele L. Pope

OVERVIEW

Book Thesis: Asking if we are there yet assumes there is a recognizable end point we can all achieve. If we are to truly embrace the complexity of inclusion, it is essential we understand the open-ended nature of multicultural change and the lifelong journey it requires (p.6).

.....Critical Reflection Process for Creating Inclusive Campuses.....

- **Self-Knowledge/ Self-Awareness**

In considering the concept of self-knowledge/ self-awareness, the authors advocate for an honest and knowledgeable perspective of educators' own culture, beliefs, values and privileges, and biases to interact with others authentically in their daily contexts (p.3. P.12-28).

- **Knowledge of and Experiences with Others**

According to the authors, the perspective of the "self" is intrinsically influenced by our relationships with others. Additionally, our perspective of others must be considered in the context of the self, self-in-relation, and people's historical context (p.33, p.50).

- **Understanding Historical Contexts**

Understanding history helps one understand contemporary assumptions, values, ideas, identities and decisions (p.58)

- **Understanding Institutional Contexts**

Refers to "the interplay among institutional mission, climate, culture, structural diversity, and other factors that simultaneously influence students and educators when trying to engage in cross-cultural dialogue" (p.119).

- **Dialogue to Action**

Describes how "Student Affairs professionals can use dialogue on meaningful questions as a strategy to guide faculty, staff and students to face the challenges together related to embracing and enacting diversity as a value" (p.132).

DISCUSSION QUESTIONS

- What are some particularly insightful, interesting items you found in the book?
- How do you think these types of issues play out in your office, unit, division or overall university?
- Think about the case studies presented in the book and consider the prompts provided to the respondents in Chapter 6 (p. 185). Reflect on how you would respond to the situation.
- Think about real life issues in this or other university campuses in which "power, oppression, or privilege are salient" (p.145). Using the critical reflection process described in the book and considering the prompts provided to the respondents in Chapter 6 (p.185), please reflect on how you addressed or would have addressed the issue.

KEY WORDS

- **Diversity:** The concept of diversity is continuously expanding and evolving (for the authors' review of the concept of diversity, please see p. 85-92)
- **Multicultural Competence:** (Pope & Reynolds, 1997) Refers to specific knowledge about cultural groups and identities as well as the dynamics of oppression, self-awareness, awareness of interpersonal relationships, and the ability to use that knowledge to inform practice (p.93).
- **Multicultural Awareness:** Multicultural awareness characteristics are fundamental for leaders who seek to build more inclusive campuses and promote inclusivity in their practices (characteristics described in p.11).
- **Structural Diversity:** refers to the numerical representation of various racial and ethnic groups (p.87).
- **The "other":** Refers to those racially different from oneself, as well as those with differing social identities (p.5). Additionally, "*others* refers to those individuals often seen as outside the mainstream and not the norm or dominant group in terms of race, ethnicity, sexual orientation, religion, and social class..." (p.104).