**DEI AND VOLUNTEER LEADERSHIP**

**ASHA LEADERSHIP ACADEMY**

**ANDREA FALZARANO:** Welcome to the ASHA Leadership Academy webinar on DEI and Volunteer Leadership. This webinar content is appropriate for entry leaders. I am Andrea Falzarano, Director of Association Governance Operations at the ASHA National Office. We planned this webinar to help Communication Sciences and Disorders professionals to understand that leadership is not restricted to people who supervise employees or hold certain titles, but a series of skills and behaviors that can be learned and developed. Each of you should have a copy of the handout which includes speaker information and slides. If you do not have the handout, please pause the webinar now and access a copy from our website. You will need a copy for interactive sections of this presentation.

At this time I would like to welcome our presenter, Dr. Tatia Granger. Dr. Granger is a multifaceted professional who serves as a leadership coach and strategist, as well as a university professor. She is a professional certified coach through the International Coach federation. The intersection of her roles is focused on working with others to find and commit to paths of intentional and purs—purposeful leadel—leadership. She has coached clients in higher education, corporate, nonprofit, and government sectors, and internationally with an emerging leaders program, focusing on the next generation of talent across the continent of Africa. Throughout her career, she has especially enjoyed professional opportunities to support and promote professional diversity. Now let’s begin. Over to you Tatia.

**TATIA GRANGER:** Thank you Andrea. I am so excited and delighted to join everyone today. I am looking forward to this opportunity to share this topic that is very meaningful to me, and looking forward to exploring it with you.

So, as we get started, I will just advance here and share a few piece of information with you. As you heard, I am going to be spending time with you today exploring this topic, and I am being financially compensated as a contract employee with ASHA, and there is no financial, I have no nonfinancial interest in this presentation.

So, we are going to spend our time across several dimensions today, as we uncover DEI and volunteer leadership. What you’ll see before you is the agenda. We will get started with just kind of opening up the content, and then we will expand upon it by identifying and defining some key concepts to help get us all on the same page about this topic. We will also talk about the way in which DE&I levers will contribute to outcome productivity, for committee groups, teams, and other small subunits. So we’ll talk a little bit about that and the connections to volunteer leadership. We will unpack what it means to create an opportunity, and an environment of psychological safety, so that that, those outcomes and, and deliverables can be met with the greatest sense of commitment and comfort across the group. And then we’ll also look at a pars- specific framework or growth in terms of addressing some of what often happens in the DEI space around very difficult conversations, but very important conversations to have. And so I wanna give you an opportunity to share with me how you might be thinking about approaching such, as well as share with you, some… strategies and steps that have been useful to me in the past. So.

As we think about how we will break this out, there are a few things that I would like for you to be able to walk away from this session with. You heard as a part of the introduction, that one of my roles is faculty, instructional faculty at a university. And as such, I am always committed to the learning objectives of whatever type of engagement I find myself connected to. And so for this session in particular, I want us to really be able to describe some specific, uh, diversity, equity, and inclusion, uh, concepts, and think about them in the way that they could help advance our work around engagement and impact of small groups. Volunteer groups, committee groups. I want us to also be able to… explain, and therefore understand, some of the practices for creating psychological safety, including recognizing and being able to address microaggression.

So we will dig a little deeper into what a microaggression is, and how we can make the most of addressing those in group situations. And along with that, domains of privilege. We will make a connection there, and better, hopefully, understand how to leverage what we know about both in order to move forward. And then finally, as I reference, we wanna be able to move through conversations in a way that recognizes the advantages of the difference in our presence, and the way to maximize that, rather than… uh… create situations where we are mitigating difference. We wanna elevate difference in a way that allows us to benefit and gain. And so we’ll talk about a model to do that. I’ve talked a little bit about the agenda, and then I just wanted to remind you that in terms of moving through this webinar, and getting the most of it, whether you are, with us live in the moment, or you are listening to this as a recording after the fact. Please make sure you have the guide available so that you can capture your thoughts in notes at the appropriate time. I hope that you will do so in a way that allows you to reflect in the moment, and then go back and reflect as a, as a collective opportunity after the session ends.

I like to think of these sessions as a learning lab. And so there will be opportunities with the live audience for you to contribute in the chat, and we want to bring your thoughts and ideas and concepts to life for the rest of… those who will be listening afterwards. And I also want you to challenge what you hear coming from me. One a the things I will share shortly is, my intra, entre if you will, to DE&I, and, um, how… much I have grown in this space as a professional and as an individual, through my interactions with others. So I’m really looking forward to hearing what the audience, uh, has to say. And then occasionally you may feel the need, particularly our recorded audience, to stop this, uh, recording, again, and do some very thoughtful and intentional reflection and application. Make the notes where you need to make them. Capture your thoughts and your reactions, so that you can go back and process those in the moment, or after the fact. And we wanna, we want you to have those opportunities, because we want you to deepen your learning around this topic. So, that should set us all up for moving forward.

We’re gonna talk about these leadership competencies that are going to hopefully make a difference in the way that we approach this topic. But I do wanna just spend a moment, kind of giving you some insight about my background and my introduction to the topic. I also want you to understand how important being a part of this presentation is for me. So, first and foremost, I have spent the majority of my professional career in higher education. And, very early on, I stepped into a role, in… undergraduate admissions. And one of the reasons I was very interested in that role, is because I saw it as a gateway to opportunity, for young people. I had recently graduated, I understood how important my college experience was in elevating me to next level, whatever next level was. And I also recognize that I had taken advantage, or had been privileged to experience an opportunity, an access to an opportunity that was not widely available, and not always encouraged, particularly for different sets of individuals, different groups of individuals. And I really, at that very early and young age, wanted to do my part to engage and pull others along into that pathway, or at least help them understand if it wasn’t my particular university, that there was a university, or a postsecondary opportunity out there that could make a difference in the way that they ultimately lived a, their lives. So access was very important to me. What I didn’t realize then, is that equity, the E, the, of the DE&I, that equity is really about creating access. And so I think I was very committed to this space, even before I knew this was going to be a technical space, or a, a thing if you will. And what I also realize is over that time, we… and this is true as, you know, we, we’ve talked about kind of evolution of, of concepts, we evolve to recognize and understand the space in which we find ourselves differently over time. And, so I’m really grateful that I recognized what was important to me early on, and then have found a space to continue to make contributions. So some a that will come out on my part as we go through, and I certainly hope you will share your introductions.

One of the key concepts we wanna explore is how can we become effective leaders in the space of DEI. And one of the ways that I think will resonate with you is for us to consider what kinds of competencies are most valuable, that serve us well in this space. And in particular, what you’ll see before you are some that I think are well worth our attention. And so they’re not specifically named maybe in the way that would give you a specific focus, but they are worded I a way that helps you understand what’s really at stake. So, I like to think about competencies as collect, collections of skills that are relevant I a particular area. So recognizing and understanding key concepts, or embracing and maximizing cultural differentiation. That’s really cultural competency. And so there’s a lot that is a part of that, but at its essence, we want to be able to do just that very thing, recognize and understand how we can embrace and maximize differentiation at the cultural level. Again, keeping in mind, we are looking to advance and maximize the opportunities of, of small groups of, of volunteers.

Next we wanna talk about this space of acknowledging the range an impact of personal capital based on social dimensions of abundance and deficit. In and of itself, that has become a competency known as privilege and oppression. And it’s important for us to recognize and claim our, both our privilege and oppression as individuals and therefore how that, how we show up in collective settings, and what that means for our contributions to those settings.

Next we wanna look at, I, I mentioned this earlier, we wanna look at understanding, and better being able to betters how up in the space around microaggressions. And there is a space of microaggression competency, and it is being able to recognize these interpersonal insults that are aligned with that cultural differentiation. And so the way we move through some of these competencies, we will see some of the connections, and we will begin to recognize that grow in ourselves in one is likely to grow ourselves in others. And that’s really what we wanna have happen, because as, as we’ll talk about, these concepts are intertwined and interrelated. And so our development, terms of our competencies and skills, have to be as well.

And then finally, creating space to support high level performance without fear of rejection. That is all about promoting psychological safety. That has become much more of a competency that we need to pay attention to, as we have evolved into spaces and had to confront the importance of… the output and the outcomes of these varied groups, and the collectives, the very collectives. And yet, that’s the, those, the best outputs are not likely to happen if we are not able to create a comfortable setting or environment. And so we wanna make sure that we understand what we can do to make that happen.

So moving forward, I want to introduce you to my dance party metaphor. You know, one of the, one of the ways to really better sink ourselves into this space of DE&I is to try and understand what we all mean by DE&I. And so there are lots of ways out there to understand these three concepts in particular; diversity, equity, and inclusion, and yet I love the dance party metaphor. The reason I love it is because I think it’s, it brings to mind a situation that we can all relate to. It is lay language. We all have social aspects of ourselves, we all know what it feels like to be invited into a social interaction or not, and what that brings up in us as individuals, and subsequently, how that might encourage or discourage us in the future. How it might also create impressions about groups that we’ve been invited into or excluded from. And so I wanna introduce you to my dance party metaphor. So I encourage you to think just a little bit about an occasion that might come to mind for you as I walk through kind of my understanding as I’ve picked up from professionals and colleagues over, over time about how we can really level the playing field terms of understanding what we mean.

So first and foremost, there is the party. We all would like to be a part of the party, invited to the party, enjoying the party. And so we keep that kind of dance party metaphor in mind. It is the presence at the party, just bein’ able to show up, that creates this space of representation. And you can visibly see who’s at the party. In the same way, you can visibly see who’s not at the party. And that’s typically where our awareness begins around the space of diversity, is just paying attention as we look around. Who’s in the room, who’s not in the room. And then we have some choices and some decisions to make as a result. So representation is where diversity really takes hold. Equity, as I talked about from my own personal experience is about this notion of having access to the party. So… you may be asked to the party, and yet, if you’re in, uh, if your invitation is not cognizant of how you can best access the party, based on your individual needs, then the invitation is almost mute. Right? So as an example, if we are having a dance party, and I want to invite my friend who has some limitations with, with their physical abilities, around mobility, then I might want to make sure that that person is able to access, literally access the facility where we’re having the party, and that there is space within the party that is… accommodating to that person’s needs. Whether it’s maybe a little bit more space on the dance floor, maybe it’s a little bit segmented space because of my mobility needs. Just thinking through what will be the experience once the person shows up. And then we also have this notion of inclusion. Inclusion is really about being asked to dance at the party. So you’ve shown up, there’s some representation. We’ve tried to assure that there is access for those that have been invited. And now we wanna make sure that everybody is having an opportunity to take advantage of the party, the dance. And so, inviting just to the party is the first step. Including in the activity that’s happening within the party, a dance itself, and really pulling people in, making sure that that’s happening, that’s where that sense of inclusion is really happening. And then one more aspect that is becoming much more… prominent as we talk about DE&I, and there are lots of, um… other… uh, concepts that are coming into the space we can expand on. But I did wanna also include belonging. Because belonging is in this case, it is not just about being invited to, and even being asked to dance, or having access to. It is about your ideas of what the party should be like and feel like. Having those ideas included, so that you feel like you’re not just there because, but that you have been, uh, a part of the planning. I like to say you’re a part of the setup, all the way to the cleanup. So, you don’t, you don’t get to not participate in even the, the setup and the breakdown, as much as we want you to be a part of what’s happening during the party. But we really want you to feel like start to finish, there’s a place on the, in this, uh, space for you.

And so before I go on to any other concepts, what I’d like to hear from you, and if you don’t mind sharing in the chat, is, what are some of your thoughts? How do you think about diversity, equity, inclusions, and belonging? What does; what metaphors, or ideas come to mind for you? How do you… orient yourself in this DEI space? I would love to hear. And maybe if you can jut let me know, diversity, this way, and inclusion this way, so I can keep up as you share. That would be great. And for those of you who might be listening on the recording, you might wanna just stop and take some notes for yourself at this point about how diversity, equity, inclusion, and belonging look and feel for you.

Great. I’m starting to see some input here. Um… Kevin says, I’m starting to realize DEI is far more than just the usual categories we think of. And I appreciate that Kevin, because, what that suggests is, you recognize the expansiveness of these concepts. And that’s really important, thank you. Sally Ann says, “I recall the idea of everyone getting what they need, and that isn’t the same for everyone.” I love that Sally Ann. I think that really ties to that notion of equity. There is sometimes a misconception with the E, that, that sometimes presents itself in DEI. Mostly we understand that we are using the word “equity” which refers to what you suggested. And then sometimes you’ll hear the word “equality” kind of simultaneously used or interspersed as if it means the same thing. And they do not. And so your point is recognizing the needs, and how those needs are different. Equity is about the other, and the needs of other, rather than in some instance thinking about equality, which is more about the system, what the system can provide. And the, I like to think of the convenience of bein’ able to provide the same thing for everyone. Well, as we just, uh, as you shared, if everybody doesn’t show up kind of prepared in the same way, then providing the same level of access is not necessarily going to help. So thank you for bringing up that topic.

Kathy shares, “I think about inclusion as being curious and asking for other’s ideas and input. And that is a great position to take Kathy. We’re gonna explore that space of curiosity and how it can really again, goin’ back to Kevin’s point, uh, expand us, and our presence in the DEI space. Carla talks about taking an effort on our part to include all, and ensure that they have an equitable opportunity for contribution. Yeah. It’s opening up, it’s expanding. And then Raquel talks about belonging is being acceptance by group members. Yeah. And think about what acceptance feels like. You know, one a the aspects we’ll wanna talk about at some point, and we will, is not only the logical and the rational backing and foundations for these concepts, but it’s the emotional piece that comes into play. And, how we are paying attention to that for members. Airsmia(?) talks about “It’s so clear to me now that diversity and inclusion should not be confused.” Yeah, absolutely, thank you, thank you.

Okay. Um… you all are sharing some great insights, and I appreciate… the metaphors, belonging, psychological safety which we’ll get to, thank you Ramani. Alecia, I’ve heard about that metaphor as related to everyone. Has a place at the table, um-hm. And Andrea, “I think about a baseball game. Some kids in school are never picked. Some are but never get to play.” Yeah, you all are doing a great job of bringing that, um, bringing the expansiveness and how much we need to consider.

I wanna move forward and just address these other two concepts in terms, in terms of definitions that you see before you. Microaggressions, which we will unpack momentarily. We, I, I use the definition as the subtle, um… interpersonal exchanges that cause harm to others, whether intended or not. One of the pieces of microaggressions that I wanna highlight, based on the research, and microaggressions have been in the kind of lexicon of this space since the ‘70s. Um, Chester Pierce is actually the academic and researcher who introduced the term. And… we’ve, we’ve come a long way in terms of fine tuning what we know and understand about microaggressions. But micro piece is what I wanna call your attention to as you move forward. Because, it’s often interpreted as those small insults. And it’s not that the insults are small, it, the micro is really related to micro versus macro, in terms of inter, interpersonal versus, more broadly. So it is a one on one usually, or a one to small groups. And that’s really where that micro is focused. It is highlighting a, a specific group of individuals, and kind of targeting that group. And so I, I just wanna make that clear as we think about this concept going forward. And then, psychological safety is… this understanding that you are in fact safe, and you will not be… diminished, rejected, for the way in which you con, contribute in a group setting. That you have a sense of a safety that you can count on. And that’s gonna be really important as we talk about what we can do.

Now this next engagement here, is an opportunity for… uh, those of you who are present. To think about behaviors of volunteer leaders, that you have witnessed who’ve. Who you feel appear to be well, um… versed and… they show up well in the space of diversity, equity, and inclusion practices. So when you think about how you’ve des, described DE&I, how I’ve described it, what are some of the behaviors that support the uplift and the enhancement of DEI? And if you could share those in the chat as we move forward. And again, this is a space where our recorded and listening audience may want to stop the recording and think about what behaviors um, you’re familiar with. Maybe you’ve witnessed others that you feel are doing a great job in the space, and you want to… shar that with us.

And while you’re thinking about that, and sharing, I wanna include just a few. I’m gonna just jump out there, because, there are some folks that I have encountered in my professional, and even personal life, that I have tremendously appreciated in the way that they have championed DEI. I’m seeing some of the same things that I’m about to mention. I appreciate open and consistent responses, as you ne— Uh, Raquel chimes in with warm, sincere, and welcoming greetings. Uh, Ramani talks about making sure everyone feels like they belong, and creates a feeling of comfort and inclusion. And all of That, Sally Ann also adds genuine interest and perspectives.

All of that takes me to… this space of supportive language. You’ve all touched on… the importance of hearing, uh, and, and no pun intended for the professional opportunities that we’re all committed to. But the importance of hearing language that… brings you in, that helps you understand that you’re a part of. And that can come as Kathy is pointing out, through powerful questions, um, active listening, um… also just, uh… listening to what the other person or persons have to say. Alecia contributes, “I’ve seen these leaders reach each person in the room by providing a sense of belonging, comfort, and freedom to share their thoughts, by creating the safe space. And you are all on target with that. And I, I definitely wanna highlight the, um… the… supportive language, the active listening, um… speaking up on behalf of others, which falls into that. And I think, so, we all know how important speaking and listening can be. And creating space for others to… to feel like they belong. So thank you for sharing that. We’re gonna move on to how we might be able to pay attention to doing some of that.

What we are interested in kind of further understanding about our interactions in groups, particularly in diverse groups, is what’s present in the space. What do we need to pay attention to, and how can we be aware in ways that we’re able to exactly what you just described? Pull people in, make people feel comfortable.

One of the… aspects of working in a team is this notion of process gain. And I just wanna point to that because it really means maximizing all that you have available to you from each individual, for better, stronger outcomes. Making sure that’s happening is also based in recognizing the potential contributions that individuals can make. And in the DEI space, we really want to make sure that as we are tryin’ to create a safe environment, and that we are aware of the potential for microaggressions in terms of those intended or unintended slights, that we’re aware of where some a that might come from. And in particular, I just wanna raise your attention to what we call the Privilege Continuum. And one of the reasons this is so important is because this is a space in which we all occupate—we, uh, occupy. We are all a part of privilege and oppression in some way, shape, or form. And, when I speak to privilege, what I’m really referring to is this space of advantage, that some have access, and it’s not all, it’s not by choice. Some privilege we are born into, some we make more conscientious choices to pursue, but we have to recognize that it advantages us in some way in societies, in groups, whether it’s perceived or actual. And the opposite end of that continuum is what we call oppression. And, we have to recognize how the collective of… privilege and continue, and oppression, depending on where you find yourself, influences how you feel and how you see others. And so some a those interactions that we’ve talked about and wanting to create spaces, safe spaces, really is anchored in this space.

So what I hope you will recognize here with this graphic, is that we have kind of this societal standard above which we have these categories, where we tend to deem individuals and groups more advantaged. And so some of the examples that I’ve shared here have to do with gender, have to do with ability, physical ability, have to do with race and ethnicity, have to do with socioeconomic. So wealth on the privileged end, poverty on the oppressed end. And you can think about the way in which those descriptions sometimes contribute to the way we perceive others, and the way others might perceive us, depending on where we are.

One of the other significant aspects of this graphic that I’d like for you to pay attention to is, is the continuum. And so you can move from one end to the other, sometimes again by choice, sometimes by happenstance, and yet that can influence the way you are perceived, the way you perceive others. And so it’s really important to recognize that continuum. It’s also important to recognize that you belong to a number of these spaces. And so Intersectionality is another term that we want to be able to recognize in the way that it will help us understand kind of how much privilege and how much oppression we might be a part of.

And so I want you to think about your privilege and your space of less privilege in this exercise, which is really to bring your awareness to what is showing up in the small groups that you are a part of. What you’re bringing, as well as what others are bringing. So this is another exercise where our recording audience may want to stop and fill this in for themselves. I will ask our listening audience to add some additional spaces of privilege and/or oppression that you are thinking about for yourself. While you’re doing that, I will just share that one of the aspects about this process that has been particularly insightful for me as a woman of color, is to recognize that I do in fact have privilege. My privilege is often anchored around my educational status. The fact that I am credentialled, the opportunities that that has afforded me, to be in what I consider an upper to middle cla—middle, middle upper class socioeconomic status. So those are some of my privileges. I also think about religion, and… the fact that I am a practicing Christian. That tends to be weighted as a more privileged, um… space in some communities. At the other end, I recognize that my gender is often a category of oppression in some communities, as well as my race. And if I go a little deeper into race, I think about… colorism. Light skinned versus darker skinned, and where that comes. So there are lots of different… ex, uh, spaces that we all… experience. And it’s just really important for us to recognize where our privilege versus oppression is, and how that influences the way we interact with others, or may be perceived by others.

So some questions to keep in mind here. To what extent are you surprised by your privilege? What about this diagram challenges you in the way that you see yourself? And how might this exercise of exploring privilege and oppression work in… a group setting, a team setting, a volunteer setting? What can it bring to light within those, those… working groups? So if anybody has insight to share there, we welcome that. And again, for those of you who have the opportunity to stop and reflect, you may very well want to do so at this point, and then kind of open up for continued conversation. I’m gonna move on because we do have a couple of other topics that we wanna get to.

I wanted to spend a little bit of time unpacking psychological safety, as it is an element anchored in trust, and talk about the connection between psychological safety and some of the aspects that we’ve raised. In particular, trust, the trust triangle really encourages us to acknowledge where competence comes into play, where compassion or likability comes into play, and then consistency. And these are elements that serve us well in our efforts to address the DEI space. And I wanna tie them back to some of the concept that we’ve unpacked already.

So, we, you’ve heard me talk about microaggressions and the way that those are focused on interpersonal engagements and slights. And, I tie that to… competence as a way to remind us that… microaggressions can diminish one’s perspective of their own competence, and therefore, impact the way individuals are contributing in a group setting. And so if we’re not careful of the way that we create space for microaggressions or support microaggressions, we might find ourselves missing out on the competence that individuals are bringing or could bring to our, to our groups.

Compassion is another element, and I wanna tie that to this notion of allyship, which takes us back to… this space of passion for purpose. You know, having compassion for a purpose means being willing to explore more deeply, to be… to take on a learning perspective, and then also to determine how and what about myself needs to change in order for me to show up as an ally, and therefore build this stronger sense of trust.

And then co-conspiratorship. That’s a space where action. We move from this space of learning and wanting to be a partner, to actively partnering. And so it is the consistency of those behaviors that you talked about before, that begin to dominate in, in an individual’s exchanges in situations around DE&I.

And then the latter part of this graphic really allows us to focus on the learning zone of psychological safety. So, if we have… set ourselves up to reinforce trust among individuals, then we are much more likely to be in a space of supporting psychological safety, which simply means we are wiling to look at… scenarios as opportunities for learning, and not situations that we’re, uh, likely to move away from. It also means that as individuals, we are willing to claim our own fallibility in wanting to do more. Particularly more in the way that you described earlier. And acknowledging that sometimes we’re going to make mistakes. And, some of you said before, we wanna lead with curiosity. This authentic and genuine curiosity that allows us to suggest that we are interested in this scenario because we want to know more. We want to grow from this. And so moving from spaces of bein’ able to reinforce our trust, into this space of… wanting to, or to, being able to be okay with the growth that needs to take place. And sometimes knowing that that’s not going to be a perfect process, allows us to… provide the space for others to, to, for us to be able to demonstrate in that space to others, that we are… actively supportive of DEI concepts.

Now I know I have shared a lot of content with you, and… it’s going to take some reflection and processing after the fact. As we have gone, ki-kind of moved through this, my hope is that you are… imagining situations that have come up in the past, or… and how you have witnessed those, experienced those, and in particular, what are your thoughts about how those could be different, and therefore create a different outcome. If you’ve been in a situation where you’ve been especially pleased with… the exchanges, and the subsequent outcomes, I would ask you to really think about those behaviors that have led to those outcomes, and, and share those. And some of which I know you have. When you have found yourself in situations where you have not been particularly pleased with the outcome. So I, I describe that as a situation where I walk away and I feel like something should have been different in that. And I’m not sure what I could of contributed, but I wanna think more about that for the future. And so this exercise of tryin’ to determine the trust building factors in a way that uplifts, uh, a community of psychological safety is really important. So in particular again, just think about behaviors. Behaviors around volunteers, committee members, other leaders that you’ve witnessed, around their competence in the DEI space. So that might take you back to cultural competence, how comfortable are they with cultural differentiation, um, how comfortable do they seem to be with…even microaggression competency, even if they’re not well versed in it. Is there a sense of genuine curiosity that they bring to that space? So what kinds of competent behaviors do you, have you witnessed, and how would you assess those in the groups that you’ve been a part of? I would say assessing at the weak level versus the strong level is just as important, because that lets us know exactly where we need to work, and how we need to move forward. And the same will be true for evidence around competence, around compassion, and around consistency. What are you seeing; how would you rate it; where’s there room for improvement; where is there room to celebrate what you’ve seen, and how can you use this assessment in the spaces where you find yourself?

Okay, I might ask you to take that exercise as one that one you can unpack and think about, as we move forward to this final framework.

I said I wanted to leave you with some ideas about how to address some of the difficult situations and conversations. And so one of the ways I like to think of just this whole DEI space, as multifaceted as it is, is that it is not a space that we can retreat in. In fact it is, it is a space where we, we need to figure out what is it going to take for us to advance. And so when we think about the advance framework, and that’s just literally how I wanted us to think about what we can do. And the reason that I picked that word is, you know, the etymology of it encourages us to move forward, to think about how to grow, to think about… how to get in front, out front in situations. And that’s really where we need to be in this DEI space. So first we just need to face the situation and the moment, and not be afraid that if we don’t have the perfect response in our minds about how we might address this, that we run from it. We wanna, we wanna face it.

The space piece is really about that growth and expansion. It is reminding ourselves that we need to create space. And some of the prompts that I’ve included here are directly relatable to ways that we can create space in a conversation. Are we giving everyone an opportunity to participate? Are we creating space for… different perspectives? Are we supporting those perspectives? Are we opening for information that we may not have access to in the moment, but we wanna come back to? And are we creating support for one another, what, whatever that support looks like? So, in terms of expanding our boundaries, we just wanna make sure that we have some viable prompts and opportunities to be able to do that.

And then place; place is really about our specific positioning if you will, in terms of where we want to be as individuals, and how we want to contribute in our groups. To find a place that is… a learning space, a supportive space, and an, and a space of opportunity that we’re willing to move into.

And so I think if you keep kind of face, space, and place in mind, when difficult situations or scenarios come to, come to pass, these are some ways in which you can identify specific behaviors or think about collective behaviors for your group that might help advance the scenario. And so I have actually identified a short case that gives us a lot to unpack, and potentially using that framework of facing, creating space, and then determining what place we wanna find ourselves in to resolve or, or manage the scenario.

So for those of you both present and listening, and I know some of you’ve had a chance if you’re here, to address this in advance, kind of looking over it. I… welcome any reactions in the few minutes we have to your impressions of what’s happening in this, in this moment, and then yes, microaggression and action, we definitely can identify microaggressions. And because we, we can identify a microaggression, that can lead us to action, in terms of where do we wanna go. What do we know about microaggressions and how can we position ourselves to address those in the moment, either directly or as a group? And what, one thing I’ll say about microaggressions is, we might become much better at recognizing them than our, than our comfort level allows us to address them in the moment. We will grow in that comfort as we build on the trust components, and build psychological safety in our groups. And that does take time and effort and energy. I do not want us to back down from that. I want us to move into that space. And it can be as simple as… maybe calling the attention of what you perceive to be a microaggression to that person. Maybe not in front of the whole group at that time, maybe in a one on one, just to explore whether, you know, I always like to say intent versus impact is really important in these scenarios. And being able to understand the intent, as well as sharing the impact can go a long way towards advancing the conversation. So… Ramani shares, “I sometimes feel microaggression is not an appropriate name, because it is quite obvious, like in this case.” It is quite obvious, and yet again it is, it is the term that reminds us that, that there is an interpersonal slight happening. And, and there is actually research now, looking at macroaggressions as well as microaggressions in the way that some of these aggressions tend to be targeted towards larger groups. And that’s something that… um… Ramani is sharing. It is not micro, (Laugh) it might be perceived as, um, or aggressive as Alecia is pointing out.

Is there… any, um, let’s see… I wanted to ask Ramani, did that help unpack what you were saying about micro versus? Is it really micro? You could add that in the chat. I just wanted to make sure we addressed that. And the opportunity to expand, quite frankly, is always there for, for all of us. Okay. I know we are getting to the end of our time together.

I would like to give those who are in the audience and present today, an opportunity to offer any reactions or insights to any of the information that we shared. I wanna be able to move on to our takeaways, but I don’t wanna share my takeaways before maybe I hear some of your takeaways. So if you’re interested in, or if you would like to share maybe a key reaction or takeaway, I’d love to hear that as a way for us to think about closing this session. (Pause) I’ll give you a… (Pause) Alecia says “I am going to reflect more.” I appreciate that. “And the more I learn,” Sally Ann adds, “The more I learn, the more I realize I have to learn. It is a process, not an end of story.” I love the journey metaphor, yes. And Kevin adds, “It makes me think about the importance of prevention. Setting the right tone when a new committee comes together to prevent these issues.” And Ramani adds, “The frameworks provided are helpful to use in my DEI voluntary work, volunteer work.” Yes, absolutely. And “The concept of psychology safety is new to me, but so important to understand.” And “The need to practice my language on how to intervene as a committee leader.” You all have such rich contributions in terms of takeaways. “Co, comments about privilege and oppression challenge us to think about how we can shift more of the oppressed characteristics into the privileged session.” And “Assessing the culture of the workplace and reflecting on what is important in DEI is also important.” You all have really… hit the nail right on the head. (Laugh) Um… Kevin adds, “I could see doing a primer on DEI with a new committee using these ideas.” Absolutely. And I, I… I’m, I’m thinking I might wanna incorporate some of your takeaways into some of mine. There’s a little bit of overlap. I think we all recognize, and one of the key points I wanted to make, is that DEI really is multifaceted. There’s so many connections and so many ways to think about the concepts and understand the interrelatedness of those concepts. And subsequently, the work towards those concepts has to also be interrelated. We have to think about the competencies and the way that they connect with one another. We have to think about our behaviors, and the consistency of those behaviors towards supporting and building trust, as well as psychological safety, and how we reinforce that, both of those, with behavior. And then finally, just recognizing how we all enjoy privilege, and acknowledging that privilege is not about guilt, it is about uplift and acknowledgement. And it’s about the impact that it has, and opportunity to… demonstrate for so many.

So with that, I would like to turn it back to Andrea for our closeout. I thank you very much for your patience. And if not a very kind of quick paced as I tried to catch up on this multifaceted topic. Thank you.

**ANDREA FALZARANO:** Thank you Tatia, and thank you everyone for joining us. This webinar is part of a series in ASHA’s Leadership Academy. For more information, including information on continuing education credits, visit [www.asha.org](http://www.asha.org), and search Leadership Academy. We also encourage you to join the ASHA community focused on leadership topics. Go to asha.org, and search Leadership Academy. You will find a link to the online community on this page. This concludes the ASHA leadership Academy Webinar, DEI and Volunteer Leadership. Goodbye from the ASHA National Office