

#### APA ANNUAL CONVENTION August 3-6, 2017 | Washington, D.C.

# Responding to Hate on Campus





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# The importance of Allyship in the teaching and mentoring of psychology students during times of hate

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#### Mentoring

- "Mentoring is different than teaching, or coaching, or counseling and therapy... It is about the relationship, and it has no ties except respect and caring"
- Mentoring relationships have been hailed as not only beneficial, but critical in the development of professional counselors and psychologists
- If you are teaching, but you are not mentoring, you are only fulfilling a small part of your role
  - Very few professionals are unable to identify a mentor or mentors when reflecting on their professional journey

## The Challenge of Cross-Cultural Mentorship

- When the safe spaces of learning and community are challenged, trainers must be equipped to engage students cross-culturally in an effective way.
- Mentoring relationships are innately challenging: they invite the possibility for blurred relational lines, inappropriate boundary crossings and/or difficulty evaluating equitably and honestly
- Challenges for Trainers
  - Ensuring the mentoring relationship remains safe, appropriate, and beneficial to the student
  - Ensuring the responsibilities associated with teaching are not lost within the mentoring relationship
  - Ensuring that YOU as a {insert privileged identity here} do not reengage oppression within the mentoring relationship
- Challenges for Students
  - Identifying areas of mentorship need and identifying APPROPRIATE and INVESTED mentors
  - Developmental understanding of how to engage with mentors

# Ethics in Mentorship: The Case for Allyship

- Important to attend to the ethical principles of Autonomy,
  Nonmaleficence, Beneficence, Justice, and Fidelity when engaging in mentoring relationships.
  - How can I strengthen my mentees knowledge, maturity, and independence?
  - How can I avoid unintentional harm to those I mentor?
  - How can I facilitate the growth of my mentee?
  - How can I ensure equitable treatment of my mentee and other trainees;
    and how can I keep promises to those I mentor?
- The overarching ethical principles will likely ensure that the mentoring relationship remains ethically sound and that the quality of training is not sacrificed in preference of the mentoring

# What is an Ally?... And Why Should I?

- Ally: A person who utilizes privileged identities to challenge oppression on individual, institutional, and systemic levels
  - An important component of providing effective cross-cultural mentorship is self-development as an ally within the teaching relationship.
- "Aspiring" Ally development requires the teacher/mentor to invest in deepening their own personal understanding of the student's experience
- As an ally, the teacher/mentor is able to provide:
  - personal support (acceptance and inclusiveness)
  - education to others outside of the mentoring relationship (especially in the context of training opportunities)
  - institutional advocacy (ensuring resources and policies are in place in support of students)

## Ally Development in Teaching

- Stage 1: Unconscious Incompetence
  - "I don't know what I don't know"
  - Perhaps completely unaware or in denial
  - Will be ineffective at forming MEANINGFUL relationships with anyone whose life experiences are strongly affected by oppression.
- Stage 2: Conscious Incompetence
  - "Now I know that I don't know very much, and I know I need to learn"
  - We begin locating Ourselves on Multiple Dimensions from Privilege to Oppression
  - Make commitments to learn and practice new ways of thinking

## Ally Development in Teaching

- Stage 3: Conscious Competence
  - Begin to bring personal knowledge of privilege and oppression into their teaching and mentorship efforts
  - Process is not automatic; must remind self to engage
  - Discomfort in this stage of ally development may lead to avoidance of some relevant issues
- Stage 4: Unconscious Competence
  - Process becomes the way in which the mentor sees the world
  - Learning and growth continue as mentor pursues training and continually self-evaluates

#### So Where are You?

# STEPPING STONES OF ANTI-OPPRESSIVE EDUCATION

#### **Education about the Other:**

Focus on what all students (privileged and marginalized) know and should know about the Other in order to disrupt the "knowledge" many students have about the Other that is either incomplete (because of exclusion, invisibility, and silence) or distorted (because of disparagement, denigration, and marginalization)

Stone 2

Incorporate specific units on the Other in the curriculum

Integrate information about and from the Other throughout the curriculum

#### Education that is Critical of Privileging and Othering:

Focus on how the process of privileging and Othering is legitimized and maintained by social structures and ideologies in order to stimulate students toward action and change

Help students recognize, understand, and critique social inequities and oppression

#### Education that Changes Students and Society:

Focus on creating space in the curriculum for students to work through "crisis" in order to move students to a new intellectual/emotional/ sociopolitical space that will change them and motive them to change

#### society

Direct students to stop the repetition of oppressive discourse and to participate in the altering of the discourse in new, socially just ways

Recognize the likely resistance students will experience when they encounter knowledge that disrupts what they already "know", and help students overcome this resistance

#### **Education for the Other:**

Focus on improving the experience of students who are Othered

epping Stone 1

Provide "helpful" spaces that welcome, educate, and address the needs of the Other

# Allyship in the Classroom and Mentoring Relationships

- Direct Action
  - Ignoring the reality is detrimental
  - Your silence speaks VOLUMES
- More Representative Faculty
- Ongoing Learning for Mentors
- "Aspiring Ally": We earn our ally card EVERYDAY

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#### A time of Hate

During Black history month, an Afro-Latino OID coordinator placed a poster of Black people who lost their lives to violence in the state that month - with pictures and descriptions of how each individual died. A white male student ripped the poster down and went into the coordinator's office ranting about the poster and quoted "I have a concealed weapon and I would use it too." The incident was captured and trended on the University students snapchat and yik yak accounts that day. Many of those posts indicated that Black students should "Go back to Africa" and referred to Black students as "campus monkeys". University officials, after reviewing security video of the incident and social media posts submitted by other students, ruled that the student vandalized property, but did not engage in a hate crime, and did not threaten the OID coordinator (the rationale was that the student would have needed to show the weapon for that to be considered a threat). The student remained in classes, and was reprimanded to the student-led honor council, who sentence him to recreating the poster within a 6 month time frame.

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#### Responses

- Students of color were angry, hurt, and felt they did not belong on their campus
- Faculty of color were concerned about the administrative response as it seemed to devalue the presence of faculty and staff on campus
- Many white students expressed surprise, guilt, and uncertainty
- Many ignored the situation, regarding as an isolated incident

# Ally Promotion of Healing & Comfort

So how did mentors show up for students:

- One faculty member canceled all classes and held "spaces for healing" in which a community facilitator was invited to process the experience with students.
  - Students cried, threw chairs, apologized, etc.
- A group held a teach in at the office of administrators that had made the decision about the student
- One faculty reached out in individual emails to everyone involved in the incident (including the offending student) about reactions
- A faculty and student pair wrote a news article for the local paper about the incident and campus reactions

## REMINDERS: Allyship in the Classroom

- The Question: AM I being an ally in places where my marginalized students ARE NOT. Am I still an ally when only people "like me" are around.
- Direct Action
  - Ignoring the reality is detrimental
  - Your silence speaks VOLUMES
- "Aspiring Ally": We earn our ally card EVERYDAY
  - There is NO RIGHT WAT

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