

Supervision and Equity

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Acknowledging the Land

We acknowledge the land which we occupy today as the traditional home of the Miwok, Maidu and Nisenan tribal nations. These sovereign people have been the caretakers of this land since time immemorial.

Despite centuries of genocide and occupation these tribal nations continue as vibrant and resilient tribes regardless of Federal recognition.

We take this opportunity to acknowledge the generations that have gone before as well as the present-day people.

Goals

- Understand differences in supervision, leadership and management
- Understand core components of supervision
- Understand self-identity, positionality, and current supervisions skillsets
- Gain practical tools to become an equity leader and identity-conscious supervisor

Engaging in Difficult Dialogue-Tips

- Ask inquisitive questions. Ask clarifying questions
- Focus on the issue and not the person
- Assume the best intentions
- Be open to learning from others
- Be **patient** with those who have different perspectives than you
- Recognize how your identity and lived experiences can affect your perspectives.
- Listen when someone speaks versus thinking about what you are going to say next
- Aim to make it an educational conversation for all parties and not a debate
- Agree to disagree
- Allow for silence, so all parties have time to process and reflect
- Be aware of your body language
- Notice if you are interrupting



Diversity

Inclusion

Equity

Social Justice

Oppression

- Abnormal and wrong = oppressed
- Subordinate vs. Dominate groups
- Characteristics of oppressed groups
 - Limited opportunities
 - Lack of protection and rights
 - Devaluing of identity and culture
 - Pervasive and systematic
- Oppression can be
 - Individual
 - Institutional
 - Cultural

Oppression

- **Privilege**

- The unearned social, financial, cultural, and psychological advantages that individuals receive based solely on their membership in a dominant identity group. These advantages confer social advantage over non-dominant groups, but about which its members are “meant” to remain oblivious. Akin to an invisible, weightless knapsack of special provisions readily available to dominant group members. (Not the same as “luck” because these advantages are not assigned by chance, but by identity).

- **Dominate**

- The ability of a particular social identity group to marshal social resources toward one’s own group and away from others. This process can often be rendered invisible and seen as a “natural order.”

- **Subordinate**

- The experience of social dispossession, dislocation, and disempowerment relative to a dominant social group. This experience of being seen as “less than” or “minoritized” can often be rendered invisible and seen as a “natural order.”

Identity and Intersections



Matrix of Oppression*

Social Identity Categories	Privileged Social Groups	Border Social Groups	Targeted Social Groups	Biases with Power/ "Ism's"
Race	White/Caucasian	Biracial/Multiracial	Asian, Black, Latinx, Native/Indigenous	Racism
Sex	Assigned Male at birth	Intersex	Assigned Female at birth	Sexism
Gender	Gender Conforming (Cisgender), Identify as Male or Female	Gender Ambiguous, Gender Queer, Agender	Transgender, Gender Queer, Intersex, Gender Ambiguous, Agender	Transphobia/Trans* Oppression
Sexual Orientation	Heterosexual	Bisexual, Queer, Lesbian, Gay, Questioning, Aces (Asexual/Aromantic), Polyamorous	Lesbian, Gay, Queer, Questioning, Aces (Asexual/Aromantic), Polyamorous	Heterosexism, Homophobia
Social Status/Class	Wealthy, Upper Class	Middle Class	Working Class, Poor	Classism
Ability/Disability	Temporarily Able-Bodied	People with Temporary Disabilities, and/or "Invisible" Disability	People with Disabilities (<i>often physically identifiable</i>)	Ableism
Religion	Protestant, Christian	Roman Catholic (Historically), Spiritual	Jewish, Muslim, Hindu, Atheist	Religious Oppression/Intolerance
Age/Generational	Adults (Ages 35-55)	Young Adults (Ages 25-35)	Elders (55+) and Adolescents/Children (25 and under)	Ageism/Adultism

Discussion

Discuss:

- How could your identities impact your role as a supervisor?
- How could your identities impact your role to lead equity efforts?

Core Competencies as a Dean/Supervisor

- Hiring, training, and onboarding
- Professional development, mentorship and guidance
- Team building
- Conflict resolution and facilitation
- Evaluation and accountability
- Engaging in equity and justice

Discussion

- What does it mean to lead each of these functions centering equity?
 - Hiring, training, and onboarding
 - Professional development, mentorship and guidance
 - Team building
 - Conflict resolution and facilitation
 - Evaluation and accountability

As a Dean

- Leadership vs. Management vs. Supervision
- Servant Leadership

Identity Conscious Supervision

- Starts with understanding your own identity and how that intersects with positional power.
- Understand my own identity, trauma, and power.
- We are all humans first before employees
- Building trusts, relationships, and vulnerability.
- Naming and understanding power.
- How do we talk about
- identity with supervisees and teams.
- Fostering identity
- supervision in the workplace.
- How do we sustain identity
- conscious supervision.
- How do we support
- marginalized team members.
- How do we use our position and power for organizational change.

Final Tips & Takeaways From an HR Leader

Question & Discussion