

## How Allies with Majority Identities Can Foster More Inclusivity

### What is Allyship?

Allyship is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people. Allyship is particularly useful when we recognize the aspects of our identity that hold privilege and can be used in service of all people being treated equitably. Use the chart below to evaluate the identity categories, those identities that are most often privileged, and those identities that are often targeted.

**Matrix of Oppression**

Social Identity Categories	Privileged Social Groups	Border Social Groups ↔	Targeted Social Groups	Ism
Race	White People	Biracial People (White/Latino, Black, Asian)	Asian, Black, Latino, Native People	Racism
Sex	Bio Men	Transsexual, Intersex People	Bio Women	Sexism
Gender	Gender Conforming Bio Men And Women	Gender Ambiguous Bio Men and Women	Transgender, Genderqueer, Intersex People	Transgender Oppression
Sexual Orientation	Heterosexual People	Bisexual People	Lesbians, Gay Men	Heterosexism
Class	Rich, Upper Class People	Middle Class People	Working Class, Poor People	Classism
Ability/Disability	Temporarily Abled-Bodied People	People with Temporary Disabilities	People with Disabilities	Ableism
Religion	Protestants	Roman Catholic (historically)	Jews, Muslims, Hindus	Religious Oppression
Age	Adults	Young Adults	Elders, Young People	Ageism/Adultism

### HOW CAN YOU USE YOUR IDENTITIES OF PRIVILEGE IN ALLYSHIP TO OTHERS?

**Use your power** – Use your role to elevate the careers, aspirations and scholarship of faculty of color. As a leader within your college or university and as a member of search committees, admissions committees, conference committees, study sections and other decision-making bodies, you have the power to push for justice, inclusivity and diversity within these institutions.

**Understand How Exclusion is Codified** – Often exclusion is codified in policies and practices and injustice is normalized in schools and universities. This may include topics such as gender, SES, and race. It is important for allies with majority identities learn to detect codes that camouflage institutional discrimination and exclusion in the academy. Phrases used in reference to non-white scholars, such as, “Their work is not published in “high quality” journals, and ‘We have to follow policy,’ are a few examples of comments that often exclude a demographic of individuals and are not mentioned with other applicants.

**Examine Policies for Inherent Bias** – Many policies need to be re-examined for inherent bias and potential to discriminate. For instance, when looking at journals ranked highly by conventional standards, many of these may not be the best outlet and audiences for faculty of color work which often goes against the status quo. Hence, the likelihood of acceptance is less – not because of the quality of the manuscript or scholarship, but because of the nature and focus of the scholarship.

**Stop Business as Usual** – In cases of race, many allies with majority identities recognize structural inequities in schools (e.g., tracking, differential access to special education and gifted classes; disproportionality in dropout rates, suspensions, and expulsions). Yet institutional racism in the academy often goes unnoticed and processed as ‘business as usual. day-to-day practices are routinely accepted without consideration of who might be marginalized or silenced. Advocate for dismantling these structures.

**Be a Vigilant Bystander** – If you see people shifting less desirable work to others or shirking their way out of doing their fair share, intervene as you would in other cases where bias occurs. Ask them to do their part. Show that each faculty member is expected to participate and help promote the benefits of sharing the burden for the collective good. Consider working with colleagues to create benchmark expectations for key areas of service work and make them public.

**Ask** – Ask colleagues and friends, especially women and underrepresented minorities, how their work is going and if they are challenged in particular areas. For example, there are well-documented differences in the experiences of women and underrepresented minority faculty, who will be asked more often to serve on search committees, chair diversity councils, mentor minority students and clubs, and do a greater share of committee work.

**Speak up** – Be strategic with who leads on issues. It may be more feasible for tenured allies with majority identities to lead in certain processes In the best interest of faculty of color, white allies must be willing to speak up (e.g., request that the process be redone; consult or develop policies to keep it from happening; report it to higher authorities if policies are in place but are not followed). Having some political savvy is important in how this is addressed. That is, an opportunity should be allowed to redress the issue before moving it through channels. Also, it is recommended to seek support and commitment from other allies and people of color.

**Become a sponsor** – Champion someone from an underrepresented community to support career growth and increase retention.

**Call out inappropriate behavior** – People in privileged positions have the ability to call out unacceptable behavior towards underrepresented people and be heard. Underrepresented people may not be comfortable raising issues due to a fear of backlash or risk of jeopardizing professional relationships.

**Use inclusive language** – Be aware of gendered terms and use language that is inclusive. For example, using “partner” instead of gendered terms such as “girl/boyfriend” or “husband/wife” to be more inclusive of those in the LGBTQI+ community.

**Roll out unconscious bias training regularly** – Understand that unconscious, unchecked bias cannot and will not be fixed after one unconscious bias training session. This is a growing process and continued challenging of ourselves and peers must happen to aid growth and learning in this space.

**Encourage transparency** – Advocate to your department chair or organizational lead to collect data and work with colleagues to get basic data about faculty or member workload made into transparent tables or charts and accessible to all members.

**Advocate for Equitable Opportunities for Compensation** – If any service positions are particularly coveted by virtue of their visibility or compensation, promote policies that allow all faculty members in the department to know how they can obtain those positions. Advocate for compensation transparency and equity across all faculty or staff.

**Recognize privilege and use it to amplify underrepresented voices** – Understanding and recognizing privilege can be a daunting and uncomfortable task. Having uncomfortable conversations with yourself, understanding the systematic and societal issues which may have played in your favor is eye opening and allows you to use this privilege to amplify those who do not have it.

**Be Prepared for Social Distancing from Colleagues** - One of the more difficult processes for many allies with majority allies who begin to actively speak against racism and take action is that they lose 'friends.' The alienation of White allies by your colleagues who previously embraced and supported you is very possible.

**Build relationships with other Allies with Majority Identities and People of Color** – It is important for the White ally to develop friends with people with similar beliefs and to begin building authentic relationships with people of color. This will entail socializing and getting to personally know and experience the worldview of people of color.

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