The Anti-Oppression & Liberatory Consciousness Lens

Office of the Chief Diversity Officer

Program Continuum Diversity Curriculum Team

April 2016
Consider this...

“You cannot solve a problem with the same consciousness that created it. You must stand on a higher ground.”

Albert Einstein
and this...

The most dangerous phrase in the language is "we've always done it this way."
What will guide our actions to become more Diverse & Inclusive?

The Anti-Oppression & Liberatory Consciousness LENS
What will guide our actions to become more Diverse Equitable and Inclusive?

The Anti-Oppression & Liberatory Consciousness LENS

The Lens is a collaboration of the Office of the Chief Diversity Officer and the Program Continuum Diversity Curriculum Team based on the works of:


Learn more about The Lens here: https://teachforamerica.box.com/s/o3xjt7f7a6nxnsouwgsyubet3b38pzee
Why do we need The Lens?

✧ To make progress towards liberation for educational equity reflected in: 
*One Day, all children in this nation will have the opportunity to attain an excellent education.*

✧ To shift from a dominant culture ("normative") mindset to an anti-oppression & liberatory consciousness mindset

✧ To give us new perspective on the multiple levels at which oppression and privilege operates

✧ To give us new approach and consciousness to enhance or expand our understanding that oppression and privilege are real and have impact on our everyday lives

✧ To help us figure out how to negotiate and challenge oppression and privilege

✧ To establish a unified approach that guides our Diversity & Inclusiveness work as ONE TFA
**Accountable Ally** – A member of a dominant social group who is working to end the system of oppression that gives them greater privilege and power based on their social group membership.

**Anti-oppression** – The act of interrupting, confronting, challenging, and taking action against any form of oppression, including but not limited to racism, sexism, heterosexism, ableism, classism, ageism, adultism, transgender oppression, religious oppression, and the intersections of these forms of oppressions.

**Equity** – Equity means equally high outcomes of access and opportunities for all individuals, regardless of any social or cultural factor. Power and agency is affirmed for all. Working for equity means:
1. Removing the predictability of success or failure that currently correlates with any social or cultural factor, and
2. Interrupting inequitable practices, eliminating biases, and creating inclusive multicultural environments for individuals

**Intersectionality** – A concept often used in critical theories to describe the ways in which oppressive institutions (e.g. racism, sexism, heterosexism, etc.) are interconnected and cannot be examined separately from each other. The term can be applied to individual experiences with multiple forms of oppression.

**Liberation** – The creation of relationships, societies, communities, organizations and collective spaces characterized by equity, fairness, and the implementation of systems for the allocation of goods, services, benefits and rewards that support the full participation of each human and the promotion of their full humanness. (Love and Dejong, 2013)

**Oppression** – A system that operates on individual, institutional, and societal levels to disadvantage or exploit some individuals or groups and benefit others based on membership or perceived membership in social groups, including but not limited to race, gender, gender identity and expression, sexual orientation, class, religion/spirituality, and ability status.

**Social Justice** – A concern for equity, fairness, respect, and self-determination for all people and requires full and equal participation of all groups in a society that is mutually shaped to meet their needs.
1) The Lens has a dual purpose:
   - To actively critique and disrupt systems of oppression (ANTI-OPPRESSION)
   - To actively develop new thoughts, actions and systems that are liberatory (LIBERATORY CONSCIOUSNESS)

2) Liberatory Consciousness has 4 components: Awareness, Analysis, Action, Accountability & Allyship (The A⁴ Tool)

3) Anti-Oppression requires attention to the four levels at which oppression functions and at which liberation must occur:
   - Individual/Self
   - Interpersonal
   - Institutional/Organizational
   - Systemic/Societal
Understanding The Components: Anti-Oppression

Levels of Oppression & Liberation

**Individual** – Personal beliefs, context, skill set, convictions, and willingness to act.

**Interpersonal** – How we engage, build relationships, empower/oppress others, show up as Accountable Allies or in coalition.

**Institutional** – Policies, practices, structures, or climates within organizations/institutions that enable oppression or liberation.

**Systemic** – Connections across institutions and their units that set system-wide rules and roles that enable oppression or liberation.
Understanding The Components: Anti-Oppression

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Examples of Applying **The Lens** to Levels of Oppression

Individual/Self:
- **Brainstorm examples:**

Interpersonal:
- **Brainstorm examples:**

Institutional/Organizational:
- **Brainstorm examples:**

Systemic/Societal:
- **Brainstorm examples:**
Examples of Applying The Lens to Levels of Oppression

**Individual/Self:**
- Identity-based self doubt
- Biases – and when are you acting on them
- Not being authentic self internalized oppression

**Interpersonal:**
- Positional authority/power – manager/supervisor hierarchy
- Microaggressions – “wow you are so articulate” or “where are you from”
- Hate crimes

**Institutional/Organizational:**
- Differences in pay/pay gap
- Who hears about jobs – access to job openings
- Access to Professional development opportunities
- Institutions going into communities to “save them”
- Performance evaluations
- Access to “quality” education
- Track system within schools
- Inequities in housing policies and the impact on educational access/quality
- Budget priorities

**Systemic/Societal:**
- Criminal justice system – school to prison pipeline
- ISMs
- Segregated schools
- Economic segregation
- School redistricting
- Gentrification

**Example (group brainstorm)**
Examples of Applying The Lens to Levels of Oppression

Individual/Self:
- Identity Development
- Internalized oppression
- Conscious/Unconscious Bias: Privilege, Stereotype Threat, Prejudice, Microaggressions

Interpersonal:
- Positional power dynamics in supervision, management & leadership
- Unequal partnerships
- Conscious/Unconscious Bias in: Peer relations, team inclusion, performance evaluations, promotions, recognition, rewards, access to professional development, Microaggressions, In-Group/Out-Group

Institutional/Organizational:
- Structural power dynamic: Recruitment, career paths, promotions, retention, Board diversity representation; Supervisor, manager, Leadership diversity representation
- Salary inequity
- Inequitable Policies and Procedures
- Unequal Partnerships
- Dominant culture structures: Leadership archetypes, behavioral norms, work styles, definitions of success and excellence

Systemic/Societal:
- Educational inequity
- Isms: Sexism, Racism, Heterosexism, Ageism, Ableism (physical & mental), Classism, Gender oppression, religious oppression...
- Privilege
- White Dominance
- Unequal Access to Strategic Resources
- English language dominance
- Xenophobia (fear of people from other countries)
Understanding The Components:
LIBERATORY CONSCIOUSNESS

These five components in the development of a liberatory consciousness are to be continually practiced - event, by event, each time we are faced with a situation in which oppression is evident.

**Awareness**
- What is happening?
- What level of the system is it happening at?

**Analysis**
- What power dynamics are at play?
- What roles (By me? By others? By institutional structures?) are being played and upheld here?
- Is there a ‘master narrative’ of the situation to be challenged?

**Action**
- What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?)

**Accountability/Allyship**
- Who are those directly impacted and what is my relationship to them?
- How does my commitment to action align with what is most needed?
Understanding The Components: LIBERATORY CONSCIOUSNESS

AWARENESS  ANALYSIS  ACTION  ACCOUNTABILITY/ALLYSHIP

AWARENESS
What is happening?
What level of the system is it happening at?

Developing the capacity to notice ourselves and the world around us

Actively giving our attention to our daily lives, our language, our behaviors, and even our thoughts.
Theorizing about what we see, to develop an understanding:

**ANALYSIS**

What power dynamics are at play?
What roles (By me? By others? By institutional structures?) are being played and upheld here?
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Understanding The Components: LIBERATORY CONSCIOUSNESS

AWARENESS ANALYSIS ACTION ACCOUNTABILITY/ALLYSHIP

Theorizing about what we see, to develop an understanding:

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Understanding The Components: LIBERATORY CONSCIOUSNESS

AWARENESS  ANALYSIS  ACTION  ACCOUNTABILITY/ALLYSHIP

Deciding what needs to be done and taking action through agency:

What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?)
Understanding The Components: LIBERATORY CONSCIOUSNESS

Deciding what needs to be done and taking action through agency:

What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?)
Understanding The Components: LIBERATORY CONSCIOUSNESS

Managing opportunities for perspective sharing & co-work

Building bridges across difference and power to create stable/sustainable alliances

ACCOUNTABILITY/ALLYSHIP

Who are those directly impacted and what is my relationship to them? How does my commitment to action align with what is most needed?
Understanding The Components: LIBERATORY CONSCIOUSNESS

These five components in the development of a liberatory consciousness are to be continually practiced - event, by event, each time we are faced with a situation in which oppression is evident.

**AWARENESS**
What is happening?
What level of the system is it happening at?

**ANALYSIS**
What power dynamics are at play?
What roles (By me? By others? By institutional structures?) are being played and upheld here?
Is there a ‘master narrative’ of the situation to be challenged?

**ACTION**
What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?)

**ACCOUNTABILITY/ALLYSHIP**
Who are those directly impacted and what is my relationship to them?
How does my commitment to action align with what is most needed?
Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far:

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<td>Who are those directly impacted and what is my relationship to them? (feed it/elevate it)</td>
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<td>How does my commitment to action align with what is most needed?</td>
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### System Level:

Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far: In a recent team step-back, a question/concern came up about whether or not bathrooms in the Regional office are safe and inclusive for all staff members and guests.

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<tr>
<td>What is happening?</td>
<td>How do I identify and do I have the choices I need</td>
<td>Assumptions, judgments and thoughts a person has about someone else – what bathroom THEY should use</td>
<td>More women on staff – but same number</td>
<td>Create dialogue and spaces Subscribe to binary gender norms</td>
</tr>
<tr>
<td>What level of the system is it happening at?</td>
<td>Sense of anxiety or fear about choosing a bathroom</td>
<td>Fear – parents fearful about bathrooms for all genders</td>
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<td></td>
<td>Check my own personal biases – how am I perpetuating gender norms</td>
<td>Using a “handicap” stall when I probably should not be using</td>
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| ANALYSIS | |
|-----------| |
| What power dynamics are at play? | |
| What roles are being played and upheld here (by me? By others? By institutional structures?)? | |
| Is there a ‘master narrative’ of the situation to be challenged? | |

| ACTION | |
|--------| |
| What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?) | |

| ACCOUNTABILITY/ ALLYSHIP | |
|--------------------------| |
| Who are those directly impacted and what is my relationship to them? (feed it/elevate it) | |
| How does my commitment to action align with what is most needed? | |
Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far:

**Hiring Process – Demographics on the team = predominantly White; Hiring pool was diverse but not getting hired (for any openings)**

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<td><strong>AWARENESS</strong></td>
<td>Individuals were feeling very frustrated that this seemed to be the norm in terms of hiring</td>
<td>Staff of Color not feeling they can voice their concerns – position within the org/team</td>
<td>Management positions not being filled by POC</td>
<td>What makes a good frontline fundraiser? Profile of fundraisers – to match with funders who are predominantly White – the Master Narrative</td>
</tr>
<tr>
<td>What is happening? Or what happened?</td>
<td>Small number of POC on staff/team</td>
<td>Staff of Color not feeling they can voice their concerns – position within the org/team</td>
<td>Positional power</td>
<td>What is a good fit? Politeness associated with Whiteness</td>
</tr>
<tr>
<td>What level of the system is it happening at?</td>
<td>Noticing during a step back and noticing the lack of diversity within the team</td>
<td>Priority of a Fast Hire as opposed to a process that cultivates a diverse pool</td>
<td>More diverse audience resulting in a need for more diverse staff</td>
<td>White applicants for frontline development/fundraisers would likely have more access or money to approach donors</td>
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<td>Patterns of who were in affinity spaces</td>
<td>No accountability or reward in hiring for diversity (staff or funders)</td>
<td>Salary not enough to hire for a diverse pool – possible inequity in salary offers</td>
<td>Legal/HA are constrained by certain laws</td>
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<td>Team was a lot whiter than other teams and made it uncomfortable</td>
<td>Lack of transparency in setting salary</td>
<td>Lack of clarity for role requirements</td>
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| **ANALYSIS** | Staff of Color not feeling they can voice their concerns – position within the org/team | Management positions not being filled by POC | POC on the team being aware of open roles to reach out to their networks | Build out a more diverse pool of candidates |
| What power dynamics are at play? | | Positional power | | Have a policy around hiring diverse candidates – write out an intentional hiring protocol for team to follow |
| What roles are being played and upheld here (by me? By others? By institutional structures?)? | | More diverse audience resulting in a need for more diverse staff | | Fully leveraging what TFA has to offer (salary) – to afford to hire the best and most diverse applicant pool |
| Is there a ‘master narrative’ of the situation to be challenged? | | Priority of a Fast Hire as opposed to a process that cultivates a diverse pool | | |
| | | No accountability or reward in hiring for diversity (staff or funders) | | |
| | | Salary not enough to hire for a diverse pool – possible inequity in salary offers | | |
| | | Lack of transparency in setting salary | | |
| | | Lack of clarity for role requirements | | |

| **ACTION** | Hiring managers should reflect on personal biases | POC on the team being aware of open roles to reach out to their networks | Build out a more diverse pool of candidates | Create incentives rather than requirements to address the legal implications |
| What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?) | Hiring managers go through training to be able to self check for biases | Have a team member sit on the interviews to check for biases | Have a policy around hiring diverse candidates – write out an intentional hiring protocol for team to follow | |
| | Individually try to promote roles within diverse networks – POC may have more leverage here | People can talk directly to VP directly without going through hierarchy | Fully leveraging what TFA has to offer (salary) – to afford to hire the best and most diverse applicant pool | |
| | | | | |

**Example**
Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far: You are sitting in a diversity session and leading a group of CMs in a discussion at your table. During the small group discussion, CMs are debating the use of culturally responsive pedagogy in classrooms. One CM comments, “It’s not clear to me why we should go out of our way to use these strategies. Students should get a taste of what they are going to experience in the real world. I mean these students already have affirmative action to help them get into and stay in college.”

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<td><strong>AWARENESS</strong></td>
<td>Understanding my own guiding principal about teaching. Understanding my privilege as someone who is educated. Recalling my mindset as a 1st year teacher.</td>
<td>As a staff member I am potentially witnessing students not receiving the best instruction possible because of this mindset.</td>
<td>This organization has a responsibility to provide the best education possible to students as a reflection of our organizational mission.</td>
<td>Recognizing that is in an issue in the broader education community and across other institutions that perpetuate inequity in education.</td>
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<tr>
<td><strong>ANALYSIS</strong></td>
<td>How do I navigate the tension in my head of we are here to develop you vs. you were selected for your social justice orientation? How am I check my privilege of either living or being educated about these issues and assuming others should too as a part of this organization?</td>
<td>As I engage with this CM how am I keeping the voice of students at the forefront of my thoughts and actions? How am I advocating for the needs of students in this moment?</td>
<td>What does our organization believe about how the students in the communities we partner with should be educated? Are there competing examples of how we equip our CMs to teach students?</td>
<td>What is the master narrative across institutions, that all students should learn the same way? What culture does the “same way” reflect?</td>
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<td><strong>ACTION</strong></td>
<td>Because of the privilege I hold in this conversation I would open the response up to the group to get thoughts from other people.</td>
<td>I would consider scheduling a follow-up conversation with this CM to learn more about the perspective presented during the conversation. I would want to understand the experiences of the CM that have led to this particular mindset.</td>
<td>I would take this situation back to my team and work with my CS to think about how we are continuing to reinforce CRP in sessions and in action and how are we continuing to build perspective for our CM about why this form of pedagogy is necessary.</td>
<td>I would continue to consult and utilize academic research to reinforce for our CMs that CRP is not a TFA thing, it’s a good teaching practice period.</td>
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<td><strong>ACCOUNTABILITY/ALLYSHIP</strong></td>
<td>I would offer an opportunity for us to discuss this topic further as a group so that CMs and myself feel accountable to this topic.</td>
<td>I would continue to build a relationship with this CM to understand more about the perspective presented and model how there is space.</td>
<td>I would work with my team to think about how we are continuing to align our work at institute with broader organization.</td>
<td>Share the work with folks in academia to get feedback on our work.</td>
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**Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far:**

It is the beginning of the second week of institute and you notice that the same staff member (CM) is late to your meeting/session for the third time in a row. You have already had a conversation with this person twice and now you are considering putting this person on some form of an improvement plan. When you bring this up, the person responds by saying, “I understand your concerns about my timeliness, but I also think your enforcement of this rule feels very oppressive and isolating. I have seen others show up late, but I have never seen or heard about you addressing the issue with them. I feel targeted.”

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<td><strong>AWARENESS</strong></td>
<td>Understanding my own privilege as a manager and perhaps having more flexibility with my schedule and punctuality.</td>
<td>As a staff member I too have been guilty at some point of being several minutes late to a meeting, call or not submitting something on time and I know of other staff members who have engaged in similar behavior.</td>
<td>Punctuality is an organizational practice and policy and it is something that is reinforced through expectations of staff, CMs, and alum.</td>
<td>Our larger society values punctuality especially in the business world and even in education (i.e. bell schedules).</td>
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<td><strong>ANALYSIS</strong></td>
<td>As someone that potentially manages this person how do I use my positional power to build understanding as opposed to applying blame? How do I not uphold dominant hierarchal structures as I am thinking about how to approach this staff member?</td>
<td>How might my actions potentially perpetuate the oppressive culture this staff member names? How do lead with empathy in this moment and seek to understand the underlying causes for the staff member’s actions without assigning blame? Is race a factor?</td>
<td>What does this reflect of our organization more broadly about how we operate? What policies have we adopted that adhere to oppressive norms and how does this conflict with our core values if at all? Who are the folks in this organization most often penalized by lack of punctuality?</td>
<td>Is our organization just a reflection of policies of the broader society? Do we even question why punctuality is viewed as a necessary part of our society? Have we seen other places in the world where not being punctual does not impede progress?</td>
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<td><strong>ACTION</strong></td>
<td>Press pause on this conversation and find a better time to meet with this staff member to get a better understanding of all perspectives present. Review current expectation and policies that have been set around punctuality through this lens.</td>
<td>Meet with my manager or a peer that serves in a similar management capacity to have a conversation about our organizational policies around timeliness. Perhaps role play the conversation I might have with the staff member.</td>
<td>Put this topic as an item on the agenda at the next parallel team meeting and review our visions for our roles as managers. Revise our visions around punctuality to not be as oppressive and less punitive. Share our learnings with the broader institute and organizational culture.</td>
<td>How can we apply what we have learned in this example to our interactions with our partners and the communities we work in?</td>
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<td><strong>ACCOUNTABILITY/ ALLYSHIP</strong></td>
<td>Make sure I follow-up with the staff member impacted and do not leave this as an open</td>
<td>Make an attempt to build a relationship with this staff member and others so that I understand their perspectives.</td>
<td>Submit proposals to adopt new measures of punctuality into our organization.</td>
<td>Share the new policies we are implementing with other teams across and outside of</td>
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Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far: You are handling a last minute issue when a CM approaches you and asks to speak with you about a current concern regarding a personal issue. The CM says, “Why are there currently no spaces set aside for my religious needs? I noticed that there is a space designated for nursing mothers and was curious about the lack of inclusivity displayed for the religious beliefs of myself and others.”

**System Level:**

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| **AWARENESS**
What is happening?
What level of the system is it happening at? | Understanding my own privilege in being able to engage in my religious beliefs publicly. Understanding my own ignorance around the religious beliefs of others. | I work with a lot of people who are impacted by this situation and this lack of inclusivity is not something I think about when I am engaging with others. | The organization has a responsibility to provide safe and accessible accommodations for all people. There are feelings indicating pain, distrust, anger, frustration, and an individual feeling the institution is not living out its value of diversity and inclusion. |

**ANALYSIS**
What power dynamics are at play?
What roles are being played and upheld? (by me? By others? By institutional structures?)
Is there a ‘master narrative’ of the situation to be challenged?

| What is my perspective on this issue? Do I have biases that I am unaware of and need to address before I can engage in this conversation? How can I be an ally in this moment without engaging in cultural tourism because of my own ignorance? | How do I place myself in community with those directly impacted, as well as be a vocal, visible ally and how is this complicated if I fundamentally have different beliefs? What messages might I send if I decide not to engage with this person because of biases I may carry? | Does this organization have a stance on this issue? Are there policies I should be aware of that I am not? If not, why isn’t this an organization-wide policy? Does this reflect an inherent bias of the larger organization? | How does this lack on inclusion reflect beliefs in our larger society and across other institutions? Are there other institutions that are providing these accommodations that I can learn from? |

**ACTION**
What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take those? (given our identities, our power, our proximity?)

| Do my own research to learn more about this lack of inclusion and what accommodations are provided to individuals. Review institutional policies and national policies that can help inform clear action. | Meet with the head of operations for my institute or my manager to learn more about our institute policies and what is possible in this situation. Ask questions about why we don’t provide these accommodations. | Bring this topic into an affinity space or form a task force for those interested in addressing the issue. Develop solutions to propose to my manager or head of operations. | How can we continue to learn from other organizations who do this well and also share our learnings from our own practice? Consider visiting other organizations and learning from them. |

**ACCOUNTABILITY/ ALLYSHIP**
Who are those directly impacted and what is my responsibility as an ally?

| Set a plan of action to continue to increase my own knowledge around this topic. Begin to find understanding and build a support system. | Continue to build relationships across lines of difference and push myself outside of my comfort zone. | Follow-up on recommendations from the tasks force. Begin to embed recommendations into DEI conversations. | Visit other organizations who are doing this work well and learn from them. Solicit feedback from others. |
Describe a Situation, Issue, Policy, Event etc. that you can analyze the Anti-Oppression & Liberatory Consciousness Lens to based on what you understand so far:
You are coming back across campus approximately 2 hours after the dining hall has closed when a CM stops you. The CM says, “I find it really unacceptable that after the dining hall is closed for the night there is nowhere to access food and no additional options provided to us by TFA. I keep getting told that there are shuttles to the store, but I am already in a financially precarious situation to make this commitment, won’t be paid until the end of September, and TFA said that my room and board and supplies would be covered.”

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<tbody>
<tr>
<td><strong>AWARENESS</strong></td>
<td>I need to be aware that I am a full-time staff member with a salary and benefits and that is a lot of privilege and I don’t have to currently think about where or when I am going to get my next meal.</td>
<td>I need to understand that ALL of our CMs are in transition and with that transition there is sometimes fiscal turmoil. I also need to be aware that CMs may have different dietary needs.</td>
<td>The organization has a responsibility to provide room and board to all CMs. This comment from the CM perhaps reflects a different understanding of what the organization provides.</td>
<td>Providing room and board during staff training is a common practice across most organizations. To what degree though?</td>
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<td>What is happening? What level of the system is it happening at?</td>
<td>How was I feeling during institute as a CM that was short on cash? How can I utilize my previous experience as a CM and act as an ally this CM in this moment?</td>
<td>How can I utilize my knowledge of systems to share advice with this CM during this moment? What pieces of knowledge can I share with this CM that allowed me to navigate similar structure as a CM?</td>
<td>Why as an institute staff do we require folks to eat on a schedule when we don’t always eat on one ourselves? What mindsets do we have as an organization about the fiscal situation of our CMs coming into institute? Do our financial packages provide enough?</td>
<td>Is there a master narrative around where we expect folks to be during transitional points in their lives? From college? From another job? From no job?</td>
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<tr>
<td><strong>ANALYSIS</strong></td>
<td>How was I feeling during institute as a CM that was short on cash? How can I utilize my previous experience as a CM and act as an ally this CM in this moment?</td>
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<td>Is there a master narrative around where we expect folks to be during transitional points in their lives? From college? From another job? From no job?</td>
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<td>What power dynamics are at play? What roles are being played and upheld here (by me? By others? By institutional structures?)? Is there a ‘master narrative’ of the situation to be challenged?</td>
<td>Press pause on this conversation and find a better time to meet with this staff member to get a better understanding of all perspectives present because I actually need to build my own understanding of the situation and potential solutions.</td>
<td>Meet with my manager to gain additional context around the options that are available to this CM and others. Engage in a conversation about how to make adjustments with our current system.</td>
<td>Bring together a focus group of CMs who have similar concerns and solicit suggestions around how to make changes. Offer real vs. perceived parameters for CMs so that solution-building is purposeful.</td>
<td>Manage up to begin conversations about how we might think differently about transitional funding and compare that to how other institutions are thinking about how they fully cover room and board for their participants.</td>
</tr>
<tr>
<td><strong>ACTION</strong></td>
<td>What is the best point to interrupt or build in this situation? What are the different points of leverage and who should take them? (given our identities, our power, our proximity?)</td>
<td>Press pause on this conversation and find a better time to meet with this staff member to get a better understanding of all perspectives present because I actually need to build my own understanding of the situation and potential solutions.</td>
<td>Meet with my manager to gain additional context around the options that are available to this CM and others. Engage in a conversation about how to make adjustments with our current system.</td>
<td>Bring together a focus group of CMs who have similar concerns and solicit suggestions around how to make changes. Offer real vs. perceived parameters for CMs so that solution-building is purposeful.</td>
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<td><strong>ACCOUNTABILITY/ ALLYSHIP</strong></td>
<td>I need to make sure that I follow up with this CM and that I do not make the CM feel like I am being dismissive as a result of being sure how to approach the issue.</td>
<td>Continue to have conversations with CMs about their experience and make sure I am paying attention to what is being said in surveys and that I provide opportunities to CMs to learn more about their points in their lives? From college? From another job? From no job?</td>
<td>Formulate some solutions my manager and team that can be implemented immediately because we want to make sure we are meeting the basic needs of CMs so that they can be fully present for students.</td>
<td>Research practices from other organizations and incorporate it into the short-term and long-term solutions formulated as a staff with CM input.</td>
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</table>
| Who are those directly impacted and what is my relationship to them? (feed it/ elevate it) How does my commitment to action align with what is most needed? | | }
Describe a Situation, Issue, Policy, etc. that you would like to apply the Anti-Oppression & Liberatory Consciousness Lens to:

A school I worked at was challenged with not having all gender and ability accessible bathrooms in academic buildings. An incident sparked a very intense period in the community around the privilege of binary gender-conformity, and not having spaces respectful of transgender/gender non-conforming individuals (students, faculty, staff, guests). Signage around campus for bathrooms had been seemingly randomly designated.

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<td>AWARENESS</td>
<td>Understanding my own privilege as an able-bodied cis male and having access to restrooms on any floor and in any building on campus</td>
<td>As a Dean I worked with supporting ALL students, staff, and other members of the campus community. Some of my own staff members were directly impacted by the incident; one occurred between students and a staff member</td>
<td>The institution has a responsibility to provide safe and accessible accommodations on campus for all people. Feelings that came out of the incident were ones indicating pain, distrust, anger, frustration, and individuals feeling the institution was not living out its value of diversity and inclusion</td>
<td>Recognizing this is an issue (or opportunity) at most places of work, learning, entertainment, etc. most bathrooms are labeled/designated male or female; some may or may not be &quot;handicap-accessible&quot; and in places of public accommodation this needs to change</td>
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<td>ANALYSIS</td>
<td>How do I use my positional power as a Dean and social justice educator at the College to help the institution as a whole understand the multifaceted issues that impact people in the community? How can I be an active ally to students and colleagues who are personally experiencing the impact?</td>
<td>How would my actions or inactions impact my relationship with students, my staff in particular, others in the community? How do I place myself in community with those directly impacted, as well as be a vocal, visible ally?</td>
<td>What are the institutional structures that would impede any progress or attempts to create changes to facilities on campus? How does the school support (socially and fiscally) diversity and equity? Are &quot;tenured&quot; faculty privileged in situations like this?</td>
<td>Equality does constitute equity and in the case of accommodations for all gender and ability – this needs to be analyzed by all systems. The master narrative still lies in a binary understanding of gender/gender identity</td>
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<td>ACTION</td>
<td>Meeting with students, faculty and staff members separately to document what happened, their reactions, feelings, impact, etc. Review institutional policies and national policies that can help inform clear action</td>
<td>Meet with Dept. Chair and Dean of School, President of College, other stakeholders to share documentation. Demand further action to be institutionally sanctioned</td>
<td>Form an Action Taskforce (comprised of diverse group with affinity towards incident) to address issues and make formal recommendations for changes to policies. Submit Recommendations and move forward with actionable steps</td>
<td>How can this lesson serve to help inform others nationally about steps to take; ways to work in community; understandings about intent and impact connected with identity-based situations. Greater conversations around INTERSECTIONALITIES of oppressions</td>
</tr>
<tr>
<td>ACCOUNTABILITY/ALLYSHIP</td>
<td>Personal follow through on connecting with individuals directly impacted; Active participation and at different points – leadership in ensuring proposal is put into place. Continue to advocate for the specific issues around inclusive bathrooms</td>
<td>Continue to build relationships with those on the Taskforce – connecting on identifying other issues that may be related so that the work is not quite done. Hold space with staff to allow for them to always be able to bring concerns to the table at meetings. Revisit how things can be done differently and ways to improve relationships (not as reactive but rather proactive)</td>
<td>Formally embed direct action steps to the charge of a Standing Diversity Committee for the institution. Chief Diversity Officer will be the person holding the institution accountable for all recommendations; and will lead the Taskforce/Committee in constant review/audit of systems changes. This will include aligning resources with diversity priorities</td>
<td>Share the work done at the institution nationally as a model for how to create (in community) an INCLUSIVE Bathroom policy.</td>
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This table outlines the application of the Anti-Oppression & Liberatory Consciousness Lens to a real-world scenario, breaking down the levels of awareness, analysis, action, and accountability.
Outcomes from Applying The Lens

**TFA Vision:** One day, all children in this nation will have the opportunity to attain an excellent education

The TFA community will develop awareness and consciousness within that oppression exists on multiple levels: Individual/Self, Interpersonal, Institutional/Organizational, Systemic/Societal

The TFA community will recognize that we do not have to be consumed or paralyzed by oppression

The TFA community will become unified as accountable allies/agents/leaders for change as we progress towards living into our Diversity & Inclusiveness Value with greater clarity, courage, conviction, and accountability

1. A connected, inclusive, supported, thriving community of corps members, alumni, and staff contributing to a powerful movement

2. Corps members, alumni, and staff who have consistently strong impact for kids inside and outside the classroom

3. A large, diverse, and influential force of corps members and alumni working for educational equity and excellence

The TFA community will understand how perceptions, behaviors, and actions contribute to/navigate/negotiate oppressions in work and life

The TFA community will become allies/agents/leaders for change in liberatory communities of thought and practice for the educational reform movement
What will guide our actions to become more Diverse & Inclusive?

The Anti-Oppression & Liberatory Consciousness LENS

The Lens is a collaboration of the Office of the Chief Diversity Officer and the Program Continuum Diversity Curriculum Team based on the works of:


Learn more about The Lens here: https://teachforamerica.box.com/s/0xjt7f7a6nxnouwgsyubet3b38pzee
Together We Rise