
Paradigm Shifts For Successful Collaborations

Presenters: Villegas, walker-ashley, & coté,

learning objectives

- develop and/or enhance understanding of collaboration and partnership
 - develop a more critical ideology pertaining to the prevalent notions of collaboration, partnership, and support
 - gain better understanding of collective group dynamics
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grounding: what we mean

What does it mean to be/have critical self awareness (as SAP)?

- Understanding privilege and oppression, our positionality within systems of oppression
- examining where our thoughts and actions come from, and exploring new ways of thinking and doing

What is the impact of having critical self-awareness?

- we are working within systems of oppression, thus our individual actions can be helpful in disrupting systems of oppression
 - offering spaces/ interactions that are affirming and inclusive
 - on a collective scale we can change systems of oppression
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Word Association Activity

Collaboration

grounding: What we mean?

Collaboration: the process of creating something with others where each person contributes ideas, direction, insights; where collaborators have both overlap and differences in their values, goals, experiences, perspectives and identities.

[Villegas, walker-ashley, & coté, 2015]

Professionalism → Intentionality

Professionalism

- Prescribes how work must be approached
- Reinforces oppressive power structures by valuing dominant (Eurocentric, masculine, thin-bodied, cisgender, middle-class, Christian) presentations
- Devalues queer, working class, femme, and non-Christian & non-Eurocentric dress and expression
- Reinforces ableism in the workplace through rigid expectations around productivity and presentation
- Implies expertise can only be the result of formal education
- Emotions are seen as a barrier to production; brought to you by: Sexism+Patriarchy+capitalism

Intentionality

- Autonomy of individual approaches to work
 - Emotions are essential information necessary for our work as holistic human people
 - Considers impact of individual actions on others
 - Acknowledges interdependence of a working community
 - Values expertise gained from lived experiences
 - Balances flexibility with community work goals
 - Recognizes the value of affirming each individual's' desired presentation
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Students → Scholars

Students

- Receivers of knowledge
- A staff/faculty presumption that our existing knowledge is superior/enough
- Excuses a culture of “need to know” communication (lack of transparency)

Scholars

- Holders of knowledge
 - Hold knowledge to offer in the classroom, as university employees, as community members/as people
 - Legitimacy as producer of knowledge
 - A staff/faculty orientation to scholars’ input where that input is invited, received, and incorporated into practices - even and **especially** when that input challenges/contradicts existing knowledge
 - Supports a culture of transparency, open communication
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Prescriptive Process → Collective Process

Prescriptive Process

- Hierarchical approach to decisions around duties and delegation
- Rote repetition of past year's events/programs and the approaches used to create them

Collective Process

- Consciousness around identities in the space; eg. who "leads" meetings, who is told/asked to take notes, who speaks up more, is the meeting space accessible to folks in collective, who's invited and who is not to the space
 - People take on tasks according to their interests, abilities and willingness
 - Open to feedback and being challenged
 - Takes more time and energy - must be willing to invest that time and energy
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Think about a time when a collaboration/work experience did not go well for you. Use the lens of the paradigm shifts we have discussed to reflect on that experience.

1. How did ideas attributed to professionalism, students, and/or the prescriptive process play out in that situation?
 2. How would a shift to intentionality, scholars and/or collective processes have changed that experience?
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the connection

