



Monitoring Definitions

Behaviors

- Based in attitudes, opinions, beliefs and values that are learned.
- Changed beliefs and values are difficult.

Bias

- An opinion before there is a reason for it, a leaning of the mind; prejudice; partiality.
- Bias comes from subtle messages – about differences, values and/or power between people
- Stereotyping – assigning traditional and rigid roles or attributes to a group, limiting the potential and abilities of the group by limiting expectation of this group).
 - EXAMPLE – A committee chair prefaces the election of additional officers with the opinion that women are the best committee secretaries because they write so well.
- Linguistic Bias – using language to show our discrimination
 - EXAMPLE: A presiding officer regularly refers to all delegates with the pronoun “he” and masculine terms like “laymen.” He does make a special effort to ask delegates to make room within the bar for delegates who are wheelchair-bound.
- Invisibility bias – certain groups are underrepresented
 - EXAMPLES: A delegate complains that the translator talks too loudly and that “those” delegates can’t possibly expect to contribute unless they speak English when they come to General Conference; highlighting certain groups while not acknowledging other groups
- Unreality Bias – unrealistic portrayals are given as “the portrayals” without acknowledging that there may be other interpretations or information missing).
 - EXAMPLE: Speakers chosen to present a special global emphasis before General Conference plenary are all White and speakers of English as their first language. (Unreality Bias – unrealistic portrayals are given as “the portrayals” without acknowledging that there may be other interpretations or information missing).
- Fragmentation/isolation – by separating issues from the “main” issue implies that these issues are less important and not part of the main component).



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- EXAMPLE: There is a discussion about the lack of funding and a person says – in these hard times, we don't have time to deal with the side issues of social justice, women's issues, etc.

Imbalance/Selectivity – presenting only one interpretation of an issue, a situation or group of people, it restricts the knowledge of the varied perspectives that apply to any given situation, reality is distorted and complex, differing viewpoints are more freely ignored.

- EXAMPLE: When discussing a topic in the legislative committee regarding woman equality, men were talking on behalf of women.
 - Perceptions
 - Detection and interpretation of information from the external world.
 - Perceptions of ourselves and other shape our expectations.
 - Expectations
 - Anticipation of a specified characteristic or outcome.
 - We get our expectations from others, especially those in authority and power (teachers, parents, etc.)
 - Good/Bad, Positive/Negative
 - Perceptions and expectations shape how we behave/act and may be conscious or unconscious (aka explicit or implicit).
 - Corporate behavior
 - Collective actions, interactions, and reactions

Leader

- Person in position of influence, privilege or power that has a DIRECT impact on others' participation and achievement.
- Because of a leader's perceptions and expectations of others shape a leader's behavior toward others...behavior shows a leader's expectations.
- Not only are we influence by leader's expectation of us, but OTHERS around us are influences as well.
- Parallel Language
 - EXAMPLE – When the presiding officer of a Legislative Committee recognizes individuals to speak, he refers to the men with their titles (Rev. Dr.) and refers to the women by their first names or “ma’am.” Is there a subtle message the presider is sending about his expectations of the men and women in that committee? What will others in the committee infer about his comments?



Monitoring – raising awareness

- Brings behaviors to the consciousness (which may be uncomfortable and embarrassing)
- Being intentional
- Assist the leadership in facilitating the discussions as inclusive as possible.
- Giving immediate feedback on actual behavior in situations is an effective strategy for changing exclusive behavior.
- Immediate suggestion of inclusive alternative is a strong healing strategy.
- More effective and respectful functioning of group is a good motivator.
- Making reports to the GC through the Daily Christian Advocate.

Conditions that support the monitoring efforts

- Acknowledgement that we all are hurtful to one another, and we can forgive and learn from the experience
- Create an environment that would support each other knowing that we will make mistakes
- Being kind when addressing the hurt (don't assume it was done intentionally)
- Strategies that can be helpful

Opportunities to participate – who gets recognized, how often, who “takes” opportunities to speak without being recognized, who gets to interrupt or discounted and how is that addressed by the chair; are translation needs protected; are people in some part of the room not noticed or recognized to speak; are “time limits” imposed to curtail some delegates participation and not others; are there some delegates who are allowed to “go on and on” and others not; some questions from the floor are taken seriously and others are not?

- Inclusive Appointment/Assignments – who is assigned or appointed positions of leadership- subcommittee leaders? Does the leadership of the committee reflect the diversity that the Church wants to be?
- Quality of Facilitation – does the presider provide enough time for diverse thinking processes and translation before recognizing the first person to speak, does the presider remind the group of the need to respect diverse linguistic and cognitive needs in pace of speech? (wait time is needed).
- Inclusive Language and Imagery – is inclusive language used in reference to humankind, is exclusive language used even after attention is raised, is language used that is comparable in word order and parallel terms (ladies and men vs.



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ladies and gentlemen)? Is “people first” language used for persons with disabilities?

- Feedback – is feedback given comparably to all members of the group, are there “favorites,” is inclusiveness highlighted by sharing feedback on committee progress with the entire group?

Summary

- Raising awareness through giving feedback
- Work WITH people, assisting them in the process of monitoring, NOT scrutinizing the process.
- Give reports on the progress being made (start with the positive, and give a negative at a time)
- Private, non-threatening approach when problems and concerns arise.
- Positive attitude and professional practices (we need to do what we ask others to)
- Assist the facilitator in doing his/her work or the group to do its work.
- Help the process along – give suggestions.
- Demonstrating to all delegates how these ministries can be replicated in annual conferences through positive attitude and professional practices.

Other comments...

- Inclusion is not be “tolerant” but sought, affirmed, and developed as a benefit to the whole group. It is not “political correctness” (but plain courteous)
- Parity – participation comparable to representation in the group as a whole (or to what?)
- Parallelism – treatment of diverse persons or groups in comparable and equivalent ways.
- Who has been monitored??
- How does it feel?
- What were your concerns?

Monitoring is NOT

- Policing
- Participating in discussion
- Finger pointing
- Shaming