

Reflecting on and Redressing Faculty/Staff Experiences of Violence and Harm

Epistemic Violences and Harm

The following table represents epistemic violences inflicted on and harms experienced by students in postsecondary education.

Epistemic Violences	Epistemic Harms
Equity-seeking students' <ul style="list-style-type: none">• knowledge and capacity as knowers are discounted• diverse epistemologies (e.g., experiential, familial, nondominant cultural knowledge) are not recognized• epistemic labor is dismissed and/or exploited.	Equity-seeking students <ul style="list-style-type: none">• feel unrecognized as knowers• experience their diverse epistemologies as illegitimate• experience their epistemic labor as invisible and not valued, or as unfairly used.

Select and reflect on one or more of the following prompts:

How might this table apply to the experiences of faculty/staff? What epistemic violences and harms do faculty/staff face, and in what ways might these be similar to or different from the experiences of students?

Reflecting on your own context, what epistemic violences and/or harms affecting faculty/staff have you experienced, witnessed, or had shared with you?

How might these violences and harms impact various faculty/staff members differently depending on their social location/context and intersections of identity?

Which structures, policies, or processes in your educational context might contribute to these forms of violence and harms? How/in what ways?

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Affective Violences and Harm

The following table represents affective violences inflicted on and harms experienced by students in postsecondary education.

Affective Violences	Affective Harms
Equity-seeking students <ul style="list-style-type: none">• are subject to multiple forms of discrimination and oppression (e.g., psycho-emotional disablism, microaggressions, and abuse)• are expected to conform to dominant norms.	Equity-seeking students <ul style="list-style-type: none">• experience emotional effects of discrimination and oppression (e.g., isolation, nonbelonging, self-doubt, uncertainty, fatigue)• carry burdens of emotional labor.

Select and reflect on one or more of the following prompts:

- How might this table apply to the experiences of faculty/staff? What affective violences and harms do faculty/staff face, and in what ways might these be similar to or different from the experiences of students?
- Reflecting on your own context, what affective violences and/or harms to faculty/staff have you experienced, witnessed, or had shared with you?
- In some contexts and for some people, the affective harms described in Chapter 2 (e.g., distress, low self-esteem) might be recognized and pathologized as symptoms of mental illness or as individual psychological issues or deficits. How might understanding, collectivizing, and politicizing these emotional repercussions as harms from violence contribute to equity and justice?
- How might these affective violences and harms impact various faculty/staff members differently depending on their social location/context and intersections of identity?
- Which structures, policies, or processes in your educational context might contribute to these forms of violence and harms? How/in what ways?

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Ontological Violences and Harm

The following table represents ontological violences inflicted on and harms experienced by students in postsecondary education.

Ontological Violences	Ontological Harms
<ul style="list-style-type: none">• Epistemic and affective violences constitute and are constituted by ontological violences.• Equity-seeking students are dehumanized—their very beings are negated or inhibited, blocking them from being who they are.• Normalized and institutionalized academic ontologies restrict possibilities for being.	Equity-seeking students <ul style="list-style-type: none">• internalize epistemic harms and dehumanization (i.e., experience negative impacts on sense of self, personhood; deny and limit who they are and can be)• engage in self-suppression through adaptation to dominant ontologies, becoming unable to be fully themselves• experience a profound lack of agency.

Select and reflect on one or more of the following prompts:

- How might this table apply to the experiences of faculty/staff? What ontological violences and harms do faculty/staff face, and in what ways might these be similar to or different from the experiences of students?
- Reflecting on your own context, what ontological violences and/or harms affecting faculty/staff have you experienced, witnessed, or had shared with you?
- How might these violences and harms impact various faculty/staff members differently depending on their social location/context and intersections of identity?
- Which structures, policies, or processes in your educational context might contribute to these forms of violence and harms? How/in what ways?

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Facilitating Epistemic, Affective, and Ontological Justice through Partnership

The following table represents several ways in which partnership might facilitate epistemic, affective, and ontological justice via redress of the harms resulting from epistemic, affective, and ontological violence.

Epistemic Justice	Affective Justice	Ontological Justice
<p>Partnership enables</p> <ul style="list-style-type: none"> • affirmation of students, especially those from equity-seeking groups, as knowers • recognition of students' knowledge gained from diverse backgrounds and experiences • the development and sharing of students' knowledge, which can, in turn, facilitate broader change. 	<p>Partnership enables</p> <ul style="list-style-type: none"> • redress of some of the emotional effects of oppression (e.g., increased sense of confidence, empowerment, belonging, joy and energy; creation of counterspaces that mitigate affective harms) • relief from some forms of emotional labor in the academy • new forms of affective relations between students and faculty (e.g., empathy, "politicized compassion" (Gibson and Cook-Sather 2020)). 	<p>Partnership enables</p> <ul style="list-style-type: none"> • rehumanization through respecting the dignity and worth of students, especially those from equity-seeking groups • social conditions and relationships through which students can develop—and have affirmed—their sense of self and agency and explore possibilities for who they can be • development and enactment of different worldviews that counter dominant academic and neoliberal ontologies.

Select and reflect on one or more of the following prompts:

- How, if at all, might this table apply to the experiences of faculty/staff? In what ways might partnership contribute to redressing epistemic, affective, and ontological harms experienced by faculty and staff belonging to equity-seeking groups? What are partnership's potential limitations or tensions in this respect?

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- What concrete practices might be enacted to better realize these potential outcomes?
What are the limitations of these practices?

- What other practices exist (or might be put into place) in your context to redress epistemic, affective, and ontological harms?
 - What insights might such practices offer for people attempting to redress harm through partnership?

 - Conversely, how might partnership further inform, support, or complicate such efforts?