

# DIVERSITY & INCLUSION TRAINING: ADDRESSING IMPLICIT BIAS, MICROAGGRESSIONS AND MORE

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# m i c r o a g g r e s s i o n s

are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

~Dr. Derald W. Sue



# **CHARACTERISTICS**

(DR. DERALD W. SUE)

- **Every day actions that occur all around us**
- **By people who believe they are fair-minded, without prejudice**
- **Possibly, without any conscious intent or malice**
- **Usually unaware of how their comment, tone, or behavior negatively impact others**



# **CHARACTERISTICS**

(DR. DERALD W. SUE)

- **May be considered “no big deal”**
- **Few recognize the cumulative, enduring impact of constant barrage of microaggressions**
- **Some may not even recognize they experienced a microaggression until later**

## Micro-Assaults

- Name calling
- Jokes that are racist/sexist...
- Not being served in setting

## Micro-Insults

- Talking slowly or loudly to someone with an accent.
- Displaying a confederate flag.
- Where are you REALLY from?
- Asking a same gender couple "who the 'man' or 'woman' is in the relationship"

## Micro-Invalidations

- I'm colorblind.
- I don't think you're bisexual, I think it's just a phase.
- What's your REAL name?
- It's just a joke, don't be so sensitive.

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## Still I Rise

*You may write me down in history  
With your bitter, twisted lies,  
You may tread me in the very dirt  
But still, like dust, I'll rise.*

*You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.*



Maya Angelou  
1928-2014

# REFLECTION

- Think about a time when you either experienced a microaggression or heard/observed one in action.
  - What feelings come up?
  - Was this the first time you experienced something like this or was it familiar?
  - What do you think the intent of the other person(s) in the situation?
  - How did you process this if you did at all?
  - What could be the messaging or cumulative impact of this situation on you or others?



There is a cumulative & enduring impact of constant barrage of microaggressions

What are you

I don't think of you as

What are you

You're not like other...

Where are you really from?

You speak English well!

What are you

**Why is it important to deepen capacity of staff, faculty, and student leaders and student workers to recognize and respond to microaggressions?**





# **CONTEXT, CONTEXT, CONTEXT**

- **How have national, regional, and local events contributed to campus climate issues in your community?**
- **What is the pulse of your community today?**
- **What academic dates and deadlines are upcoming?**
- **Where do you gather information about campus climate and/or current issues, needs, or concerns of your community?**



# MICROAGGRESSIONS PUSHBACK

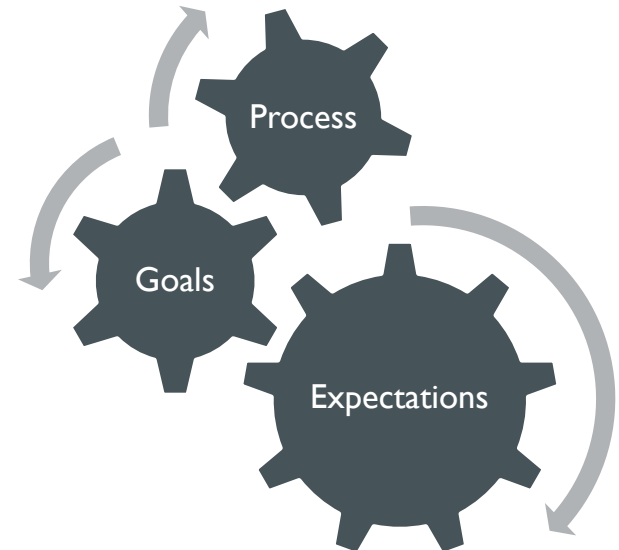
- The language isn't strong enough. It's not as "micro" as people think.
- I've done these things and they aren't that big of a deal.
- What about free speech or academic freedom?
- We are "coddling" our students and are not preparing them for the "real" world
- Isn't this all just political correctness?
- What about microaggressions towards dominant communities?



Breathe

# CREATING BRAVE SPACES

- Cultivating the Environment
  - Expectations and Learning Agreements
- Everyone must know the goal and the process
- Experts on Your Campus
- Where Do These Spaces Exist



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**“DIALOGUE** is a process of genuine interaction through which human beings LISTEN to each other deeply enough to be changed by what they learn. Each makes a serious effort to take other's concerns into their own picture, even when disagreement persists.

No participant gives up their identity, but each recognizes enough of the other's valid human claims that they will act differently toward the other.”

~ Sustained Dialogue materials, Hal Saunders

Disengagement	Discussion	Dialogue	Debate	Dictation
Appearance only	Conceptual and/or conversational	Collaborative, towards a sense of community understanding	Competitive	1 way
Little or inappropriate feedback	Presents ideas, often in a "clean" or "sophisticated" way	Re-evaluate and acknowledge assumptions and biases	Succeed or win, often by proving others' logic to be 'wrong'	No feedback
	Share information, seek 'neutral' conclusions	Bring out areas of ambivalence	Focus on 'right' & 'wrong' through evidence	My way is THE way
Only effort is directed away	Seek answers & solutions	Look for shared meanings	Look for weakness	
No follow up	Give answers, often in accordance with academic standards	Discover collective meaning; reexamine & destabilize long held ideas	Search for flaws in others' logic; critique their position	Silence & Obedience
Silence ≠ Obedience	Listen to find places of disagreement or to gather rational pieces of an argument	Listens without judgement & with a view to understand	Listen to form counterarguments	Listening = Silence
Not listening = no conflict	Avoid areas of strong conflict and difference	Articulate areas of conflict and difference	Focus on conflict & difference as an advantage	Only authority is in speaker. No external conflict
"Polite" relationship	Retain relationships	Build relationships	Disregard relationships	Subservient relationship
Silence = opportunity to physically leave	Avoid silence	Honor silence	Use silence to gain advantage	Silence only option for listener.
Content: No energy Relationship: Polite energy	Content: Low energy Relationship: Low energy	Content: High energy Relationship: High energy	Content: High energy Relationship: Low energy	Content: High energy Relationship: Minimal energy

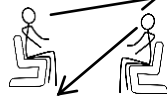


Disengagement	Discussion	Dialogue	Debate	Dictation
Agreement only	Low level and unemotional	Collaborative, there is a sense of ownership and responsibility	Competitive	One-sided
Lack of engagement and trust	Presented ideas, often "I" or "My" statements	Relationships and working together are important	Goal of win, which by definition is a loss	Good ideas are in abundance
Strong open to close only	Open to close, open to closed, not both	Being in a state of collaboration	Open fight to win through willpower	There is no room for this person
Only self in discussion	Self centered & self focused	Look for shared messages	Look for audience	Message of audience are gone
No follow up	One message, one message only, not a conversation	Discussion reflects, listening, understanding, and learning	Will be there to defend the position	No opportunity to find common ground or to share with one another
Stress + Distress	Stress is not a part of the discussion	Stress reduces understanding and opens for negotiation	Stress is often a performance	Belonging to the person who creates the performance
Not listening - no words	Ahead of time of conflict and debate	Activate areas of conflict and dialogue	There are conflicts & there are no choices	Conflict is resolved in one or the other
Not understanding	Stress is not a part of the discussion	Build understanding	Speed of understanding	Discussion is understood from the start
Heavy opportunities for follow up	Accidental	Strong follow up	The chance to gain something	One side has achieved something
Constant follow up	Low energy to high energy to high energy	High energy to constant high energy to relationship	Energy to win through	Variable Content Low in the relationship

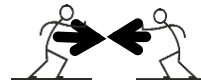
# Dialogue



Discussion



Debate



Dictation



Disengagement



# USING DIALOGUE

- How can you infuse dialogue on your campus?
  - Staff Meetings
  - Campus Decision Making
  - Classroom Settings
  - Student Organizations



- Campus Dialogue Groups
- Day of Dialogue Events
- Community Dialogue after Bias Incidents
- Classroom Dialogues
- Common Reading Groups
- Decision Making Processes



# OPEN CAMPUS DIALOGUE



# INTENTIONAL DIALOGUES

- Seek to understand then be understood
- Moderated
- Have clear expectations and learning guidelines
- Must include diverse perspectives
  - Need folks from all walks of life, experiences, philosophies, identities, belief systems
- Infuse relevant and timely topics
- Have common purpose and outcomes important to all members in the group



# IMPLICIT BIAS

- **What biases, assumptions, or stereotypes *MIGHT*** be fueling some of these microaggressions and exclusionary situations?
  
- **Where** do these biases come from?



# BIAS

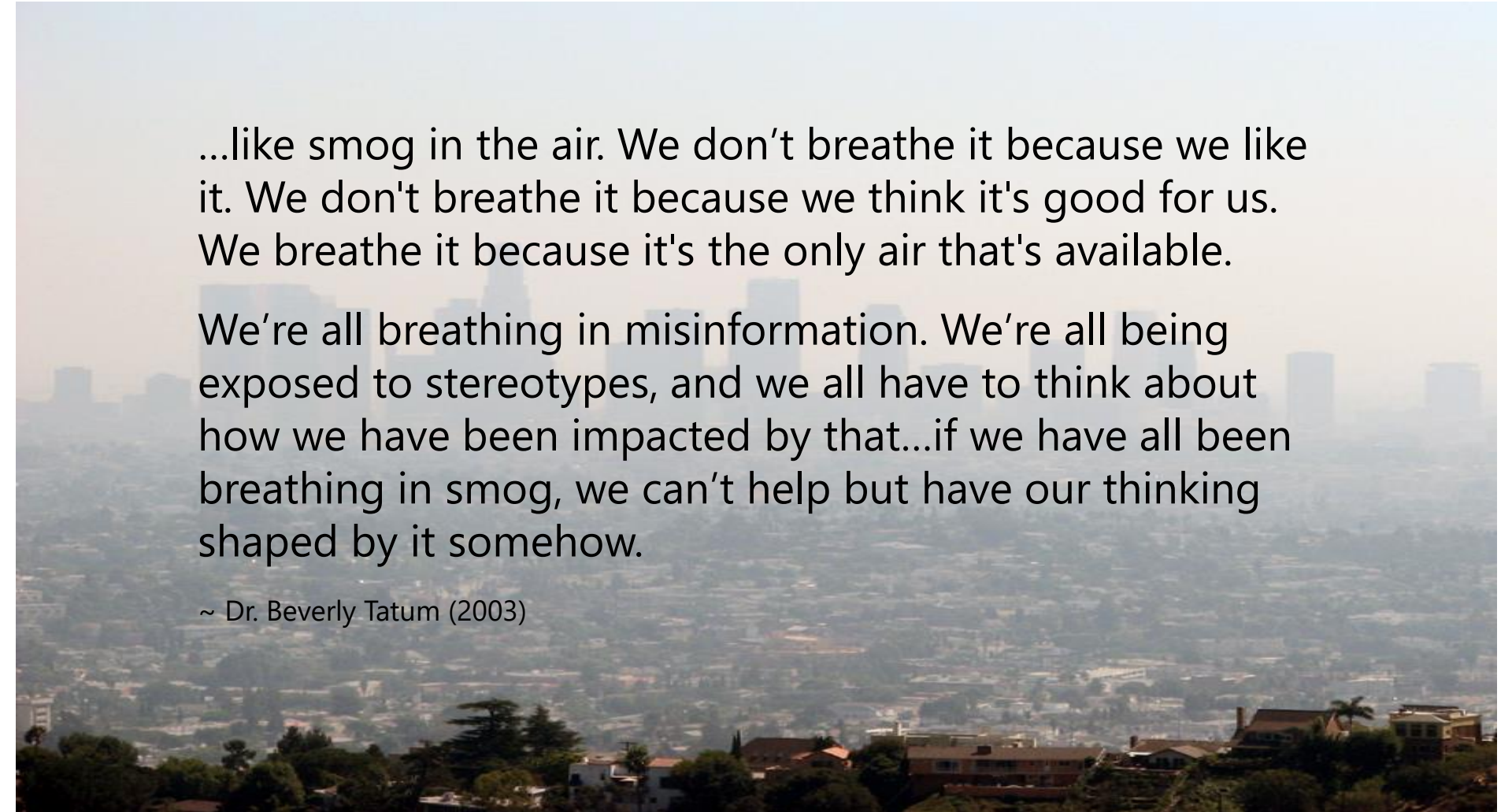

“Implicit bias is bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment, and personal experiences.”

(Unconscious Bias & Higher Education, Equality Challenge Unit, 2013).

In contrast to explicit bias, whereby we are aware of our biases toward a group, implicit bias operates outside of our awareness: we don't even know it is there.”

(Marsh, 2009, p. 17)



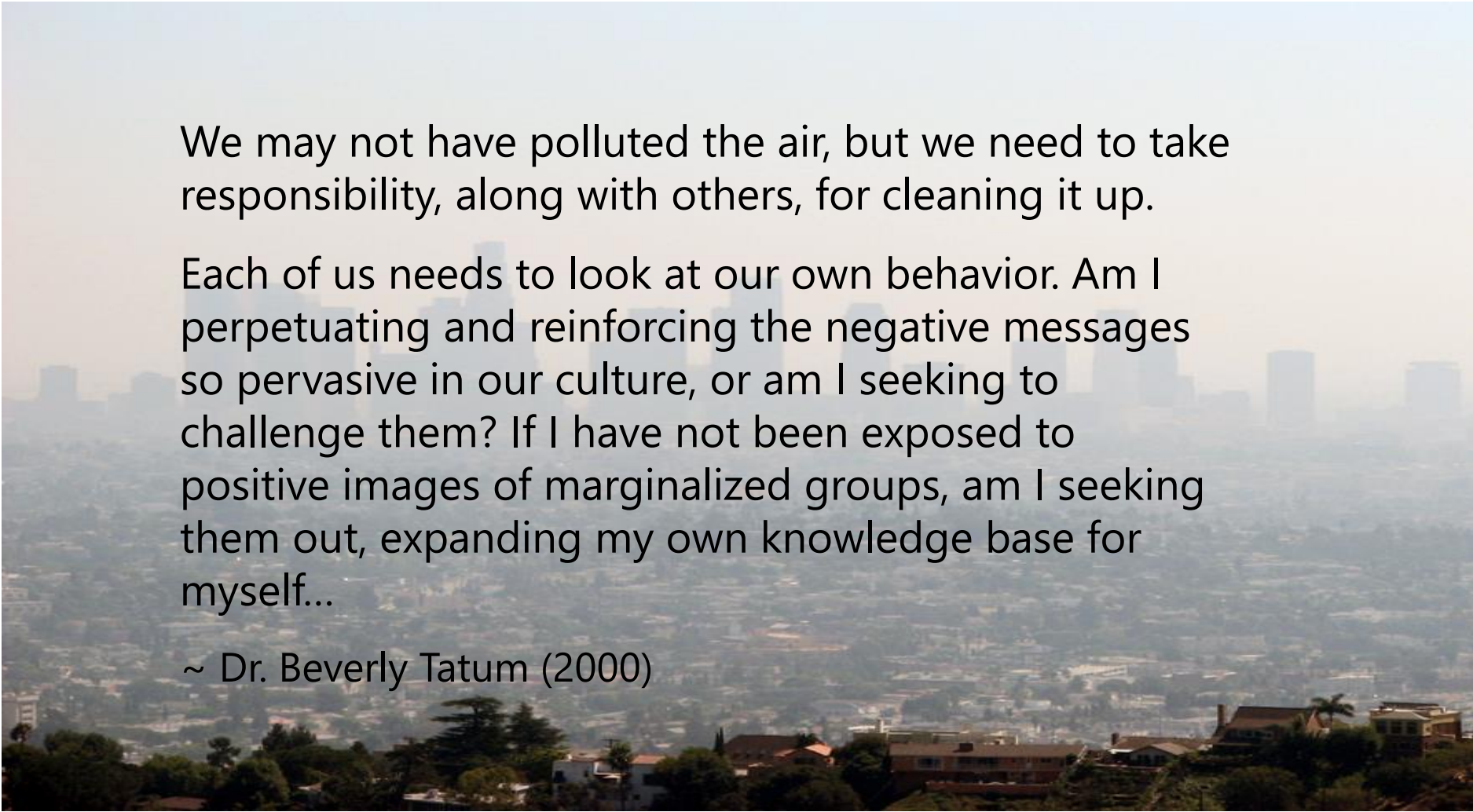



...like smog in the air. We don't breathe it because we like it. We don't breathe it because we think it's good for us. We breathe it because it's the only air that's available.

We're all breathing in misinformation. We're all being exposed to stereotypes, and we all have to think about how we have been impacted by that...if we have all been breathing in smog, we can't help but have our thinking shaped by it somehow.

~ Dr. Beverly Tatum (2003)





We may not have polluted the air, but we need to take responsibility, along with others, for cleaning it up.

Each of us needs to look at our own behavior. Am I perpetuating and reinforcing the negative messages so pervasive in our culture, or am I seeking to challenge them? If I have not been exposed to positive images of marginalized groups, am I seeking them out, expanding my own knowledge base for myself...


~ Dr. Beverly Tatum (2000)

Intent  $\neq$  Impact



# POTHOLES TO AVOID

- **That wasn't my intent/I didn't mean it that way.**
- **I'm a good person...**
- **Defensiveness and Explaining Things Away**
  - ✦ **The reason I said that was...**
  - ✦ **You took that the wrong way...**
- **Tug-of-war: You started it! You made me....**
- **You're too sensitive, over-reacting.**
- **Jumping to solutions**



*Change does not roll in on the  
wheels of inevitability, but  
comes through continuous  
struggle.*

*~Dr. Martin Luther King Jr.*

# RESOURCE, TRAINING, ACTIVITIES

- Inclusive of the entire community, faculty, staff, students
- Ongoing, not just one thing at one time
- Training to build capacity
- Keep up to date on your campus climate, current issues, nationally, regionally, locally, and on your campus
- Infuse the work into your campus culture
  - Vision
  - Mission
  - Values
  - Onboarding/Orientation

- 
- **Partnership** with the Office of Multicultural Affairs and the Office of Inclusion, Diversity, and Equal Opportunity
  - **3 hour module** for students
  - Co-Facilitated by faculty, staff, or students who have undergone extensive training
  - Interactive, relevant, and changing curriculum
  - Flexible module for staff and faculty with pre-work assigned



Increase **capacity to recognize and engage** in dialogue across the breadth of differences;

**Deepen understanding** of how affiliations in **privileged and marginalized** groups impact treatment on campus, campus climate and productivity.



Deepen **awareness of types of microaggressions** and **how they affect experiences** on campus and in the local community.

Discover ways to **become a change agent** and diversity champion with new knowledge, ideas, and resources about university policies, programs, and best practices.



## MICROAGGRESSIONS COMMUNITY ACTIVITY

- Collect microaggressions from students, faculty, and staff and create a list of 40-60 examples
- Have ten volunteers read one microaggression out loud to the group
- Note your thoughts and reactions





**1. What are your reactions to reading these?**

**2. Each person** share 3-4 microaggressions that got your attention or feel familiar.

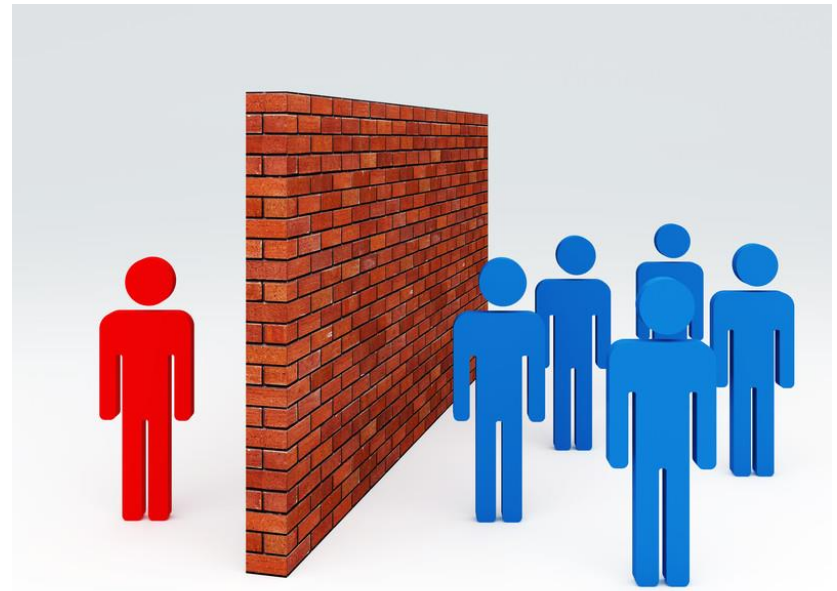
3. What do you think could be the cumulative impact of these types of negative, exclusionary experiences?

\* On ***student persistence and success?***

\* On **staff and faculty retention?** Morale Productivity?

# BARRIERS TO INTERVENTION

- Personal
- Relationships
- Organization/Structural
- Cultural



allies  
=  
ACTION



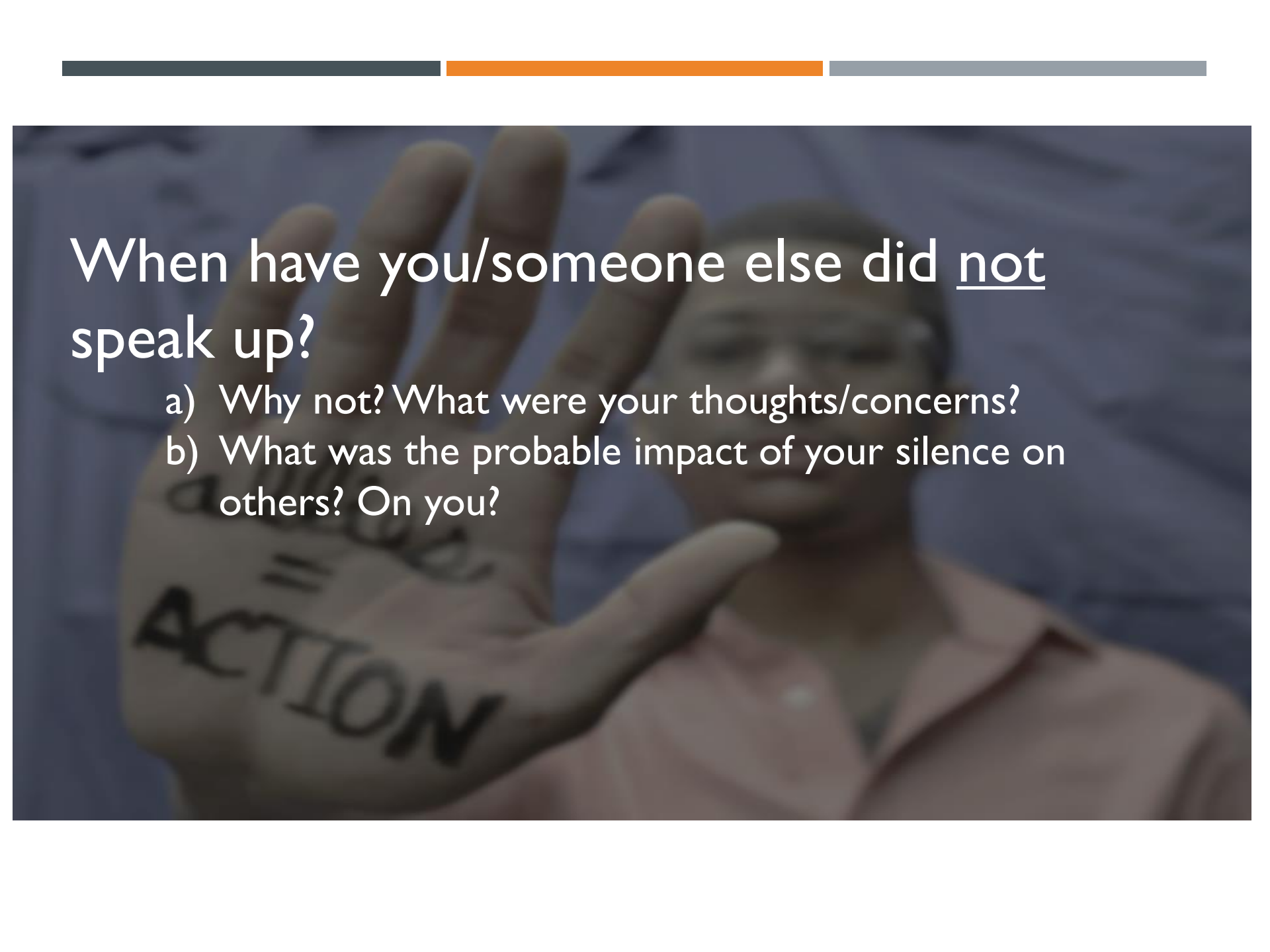
A photograph of a man in a light-colored shirt holding up his right hand. On the palm of his hand, the word "ACTION" is written in large, bold, black capital letters. Above the word "ACTION", there are two horizontal lines and some faint, illegible text. The background is a blurred blue and white pattern.

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# When have you/someone else spoken up?

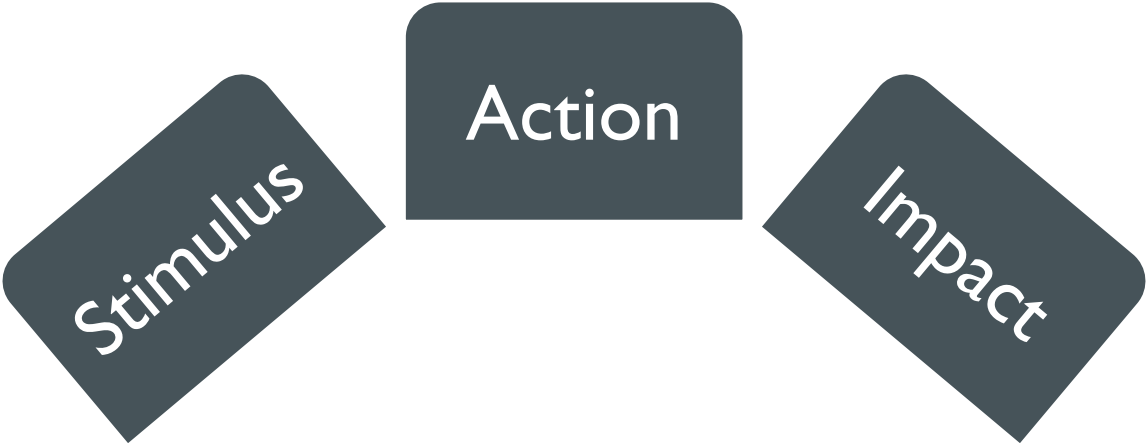
a) How did you feel?

b) What was the probable impact of your speaking up?

A woman is shown from the chest up, holding her right hand up in a 'stop' gesture. Her palm is facing the camera, and the word 'ACTION' is written in black marker on it. The background is a blurred blue wall. The text of the slide is overlaid on the image.

When have you/someone else did not speak up?

- a) Why not? What were your thoughts/concerns?
- b) What was the probable impact of your silence on others? On you?



 **A**cknowledge

 **D**ialogue

 **D**ocument

 **R**edirect

 **E**ducate

 **S**top

 **S**upport





# MICRO-AFFIRMATIONS

*Apparently small acts, which are often ephemeral and hard-to-see, events that are public and private, often unconscious but very effective, which occur wherever people wish to help others to succeed (Rowe, 2008).*

# EXAMPLES OF MICRO-AFFIRMATIONS

- Marketing/Publicity of Events
- Listening and Validating
- Acknowledgement of Presence and Contribution
- Appreciation Both Public/Private
- Bystander Intervention/ADDRESS
- Paying Attention to Details
  - Timing of Events
  - Food Options
  - Location Accessibility





NOW IT'S TIME FOR  
SOME  
QUESTIONS...

# QUESTIONS?

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