WELCOME
INTRODUCTIONS

• William Winter Institute: Who are we?
• Non-Profit housed at the University of Mississippi
• Independently funded
• Ending all discrimination based on race
• Four arms:
  • Youth Leadership: SYI and round the year training
  • Public Policy: Rethink Mississippi and #moveMSup
  • Community building
  • Campus work
POSSIBILITIES
WHY WE NEED TO KEEP FOCUSING ON DIVERSITY AND INCLUSION ON OUR CAMPUSES

- Students must learn to live, recreate, work, and think democratically.
- Oppression affects everyone. At some point in time, you will be targeted for oppressive thought and language.
- We have a moral imperative and the social responsibility to discuss and end repression.
- Talking about racism, classism, sexism, homophobia helps students better understand the realities of global, national, and local political, social, and economic structures and relationships.
WHY DEAL WITH DIVERSITY AND INCLUSION ON CAMPUS

- Provides relief from racial anxiety and the guilt/blame/shame knot.
- Provides a more accurate education for all disciplines. Avoids the mistake of narrow understandings of society.
- Professional/private expectations.
THE WORK BEFORE THE WORK

- Establishing campus/learning communities conversational ground rules:

  **The Welcome Table Guideposts**

- What are they?
  - Guides for productive, respectful and safe communication
  - Meant to be a reflection of your own responses and approaches
  - Not to be “weaponized” against individuals

- Read through them.
THE WELCOME TABLE

THE WINTER INSTITUTE
THE WELCOME TABLE
GUIDEPOSTS

• Be present and welcoming.
• Listen deeply to learn.
• No fixing.
• Suspend judgment and assumptions and seek understanding.
• Speak your truth and respect the truth of others.
• Maintain Confidentiality.
THE WELCOME TABLE
GUIDEPOSTS

• Respect silence.
• When things get difficult, turn to wonder.
• Trust the circle.
MIND AND SPIRIT BREAK
BENEFITS OF AN INCLUSIVE CAMPUS

• What makes college different?
  • Exposed to so many different groups of people, so many perspectives.
  • Need to not only “tolerate” but for your own growth its important to include their ideas/experiences into your own intellectual toolbox.

• Self Check: Assess your own comfort level with discussing issues about race/diversity
THE WORK BEFORE THE WORK
Implicit Bias: What is It?

- Implicit bias is when someone consciously rejects stereotypes and supports anti-discrimination efforts but also holds negative associations in his/her mind unconsciously.

- Based on visual and aural cues, individuals make automatic judgments about what category a particular person fits within and we often act on those judgments.

- Implicit Bias begins in the limbic system (serves primal survival needs) and emerges from brain stimuli and schema.
IMPLICIT BIAS: WHAT IS IT?

• According to brain science, biases are often positively or negatively triggered by past experiences, memories, and conditioning and, thus, unintentionally different things get linked together.

• With implicit bias, the brain generalizes, starts to categorize, and conclude in ways that are unproductive and discriminatory.

• Implicit bias does not mean that people are hiding their racial prejudices. They literally do not know they have them.
HOW DOES IMPLICIT BIAS IMPACT OUR LIVES?

• Implicit bias informs us how to behave or respond in a given situation.

• It can affect people’s decisions and their behavior toward people of other races.

• Implicit bias creates embedded stereotypes that heavily and arguably always influence our decision-making without our conscious knowledge.
HOW DOES IMPLICIT BIAS IMPACT OUR LIVES?

• Once a group or category has been defined through brain processes and cultural conditioning, humans tend to exaggerate the differences between different groups and to presume homogeneity.

• Implicit bias includes selective attention and in-attentional blindness.
WHAT CAN IMPLICIT BIAS LEAD TO?

• Diagnosis bias
• Value attribution
• Confirmation bias
• Internalized bias
• Incorrect “trusting the gut.”
• Sustains and reinforces discriminatory action and thinking.
IMPLICIT BIAS CREATES INEQUITY AND INEQUALITY IN:

• Criminal justice
• Health care
• Political representation
• Educational access
• Housing
• Employment opportunities
• Social acceptance
IMPLICIT BIAS
HOW TO COUNTER IMPLICIT BIAS

• Recognize that implicit bias is always operating and a normal part of the human experience.

• Be aware of your own biases--Acknowledge your own reactions, interpretations, and judgments.

• Examine your own narrative traditions about different groups of people.

• Develop the capacity for self-observation, empathy, or perspective taking.

• Pay attention to what’s happening beneath the judgments and assessments.
HOW TO COUNTER IMPLICIT BIAS

• Understand the other’s possible reactions, interpretations, and judgments that may be possible.

• Consciously identify and navigate through unconscious bias—Stereotype replacement.

• Describe and accept the concept of neural plasticity.
HOW TO COUNTER IMPLICIT BIAS

• Search for the most constructive, empowering, or productive way to deal with the situation.
• Increase and practice direct intergroup contact.
• Get feedback and data on bias and how it impacts different individuals, groups, and how it operates politically, economically and socially.
MIND AND SPIRIT BREAK
THE LITTLE THINGS PEOPLE SAY

• https://www.youtube.com/watch?v=ScOA-_tsi-Y
MICRO-AGGRESSIONS: WHAT ARE THEY?

• Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial slights and insults toward minorities.

• Pervasive, conscious, unconscious, subtle, stunning, often automatic, and non verbal exchanges which are ‘put-downs’ of individuals by offenders.”

• Are macro-aggressions and emerges from the social conditioning of members of a society which ranks and inferiorizes folks because of their identities.
MICRO-AGGRESSIONS: WHAT ARE THEY?

- The chief vehicles for pro-discriminatory behaviors.
- Perceived as innocuous, harmless, and are perceived as free speech.
- Often marked by a loss of impulse control.
- Often comes from the social conditioning of whites.
EXAMPLES OF MICROAGGRESSIONS INCLUDE:

• Alien in one’s own land
• Ascription of intelligence
• Color blindness and white privilege
• Criminality & assumption of criminal status
• Denial of individual racism
• Myth of meritocracy
• Pathologizing cultural values & communication styles
• Second-class status
• Environmental examples
BIG DEAL?
WHAT IS THE BIG DEAL?

• If left to fester, micro-aggressions can cause serious psychological and physical damage.
• Creates tremendous stress (both conscious and unconscious).
• Cumulative nature of stress can be devastating
• Justifies inequality
• Reinforces stereotypes
WHAT IS THE BIG DEAL?

- Signals devaluation of social group identities
- Reinforces destructive power dynamics
- Firms up and legitimizes hidden or unintentional bias
- Creates a hostile and invalidating climate for marginalized groups, saps energies.
- Cumulative nature can result in depression, frustration, anger, rage, loss of self esteem, and anxiety.
- Creates disparities in law, health care, education, legislation and other spaces in society.
- Are not free speech.
DILEMMAS
WHAT ARE THE DILEMMAS OF DETECTING MICRO-AGGRESSIONS?

• Did the person engage in micro aggressive behavior or did the “victim” misinterpret the action?
• The “invisibility” of these unintentional expressions of bias.
• Perpetrator is usually sincere in the belief that they acted without bias.
• Perceived minimal harm of micro-aggressions.
WHAT ARE THE DILEMMAS OF DETECTING MICRO-AGGRESSIONS?

• When the perpetrator has been confronted, they often accuse the victim of having overreacted.

• Perpetrator and victim are most likely to “let it go” thereby allowing the behavior to persist.

• Problems results when the cumulative product of letting it go creates a negative climate, emotions of self doubt, frustration, and isolation.
HOW TO DEAL WITH MICRO-AGGRESSIONS:

• Understand yourself as a racial/cultural being by making the “invisible, visible.”

• Accept that due to cultural conditioning, you have inherited the biases, fears, stereotypes, of your ancestors.

• Accept that you will project micro-aggressions.

• Avoid emotional roadblocks.
HOW TO DEAL WITH MICRO-AGGRESSIONS:

• Help individuals see the difference between intention and impact.

• When a difficult dialogue occurs and an impasse seems to have been reached, do not allow it to be brewed in silence.

• Understand that everyone will commit blunders or make insensitive statements.

• This issue is how you recover, not how you cover up.
CONCRETE STEPS TO TAKE IN THE MOMENT

• Strategize the best way to approach the perpetrator
• Seek out the intent of the perpetrator
• Explain why this particular moment was hurtful
• Be prepared for defenses
• Have some resolution in mind
• Actively identify the micro-aggression in the moment
• Counter with a micro—affirmation/micro-progression
IF YOU ARE CHALLENGED:

• Learn to self regulate, self monitor, self motivate, and ego deplete.
• Recognize and validate that a micro-aggression has happened. Don’t second guess the individual.
• Accept that individuals who are members of minority groups rely on experience and connect the dots from past events. Dominant groups tend to see this event in isolation.
• Ask what the individual how you can repair the damage and then complete the request.
• Interrupt micro-aggressions when witnessing them.
• Educate others about micro-aggressions to be able to identify and stop them.
MIND AND SPIRIT BREAK
SMASHING INEQUITY
STEREOTYPE THREAT: WHAT IS IT?

• A situational predicament in which people are or feel themselves to be at risk of confirming negative stereotypes about their social group.

• Likely to encourage those under stereotype threat to become anxious about their performance.

• A potential contributing factor to long-standing racial and gender gaps in academic performance.
STEREOTYPE THREAT: FAST FACTS

• Stereotype threat reduces the performance of individuals who belong to negatively stereotyped groups.

• To be activated, an individual does not need to subscribe to the stereotype for it to be activated.

• Decreases performance.

• Since most people have at least one social identity, which is negatively stereotyped, most people are vulnerable to stereotype threat if they encounter a situation in which the stereotype is relevant.
WHAT ARE THE CONSEQUENCES OF STEREOTYPE THREAT?

- Decreased performance
- Diminished capacity
- Internal attributions for failure
- Self handicapping
- Task discounting
- Distancing the self from the stereotyped group
- Disengagement and dis-identification
- Altered professional identities and aspirations
HOW TO REDUCE STEREOTYPE THREAT

• Use a method that increased the sense of self-complexity.

• Encourage people to think about their characteristics, skills, values, or roles that they value or view as important.

• Deemphasize threatened social identities

• Encourage self affirmation.

• Use a method that increased the sense of self complexity.

• Provide constructive feedback to affect perceived bias, individual motivation, and domain identification.
HOW TO REDUCE STEREOTYPE THREAT

• Constructive feedback appears most effective when it communicates high standards for performance but also assurances that the student is capable of meeting those high standards.

• Providing external attributions for difficulty

• Emphasize an incremental view of intelligence.
ACTIVE BYSTANDER

• https://www.youtube.com/watch?v=8zQ-46k353l
ACTIVE BYSTANDERS: WHAT ARE THEY?

• Action taken by a person or persons to identify, to speak out about, or seek to engage others in responding, either directly or indirectly, to specific incidents of racism, or racist practices, cultures and systems.

• Bystanders stop the perpetration an incident of racism, reduce the risk of its escalation and prevent physical, psychological and social harms that may result.

• Bystanders strengthen broader social norms that work against racism occurring in the future.
ACTIVE BYSTANDERS: WHEN TO RESPOND, WHEN SOMEONE

• Expresses racist attitudes and beliefs.
• Expresses fear and anxiety about, or discomfort with and intolerance of diversity and inclusivity.
• Expresses negative stereotypes and prejudices about certain groups.
• Manages inter-cultural conflict poorly.
• Tries to engage others in positive intergroup interaction.
WHAT PROMOTES ACTIVE BYSTANDER BEHAVIOR

• Empathy--Putting oneself into the victim's situation.
• Feeling responsibility for others' welfare.
• Feeling competent and able.
• Safe, non-confrontational strategies for intervention.
• Promoting caring for people both within and beyond one's own group.
• Promoting the inclination to help others, and the moral courage to speak or act on behalf of positive values in the face of potential opposition.
HOW TO BE AN ACTIVE BYSTANDER: EASY STEPS

• Notice an occurrence out of the ordinary.
• Assess a situation to determine what kind of help, if any might be appropriate.
• Ask yourself, "Could I play a role here?"
• Ask yourself, “If no one intervenes, what will likely happen?”
• Assess your options for giving help.
• Determine the potential risks of taking action.
BEING AN ACTIVE BYSTANDER:

• Name or acknowledge an offense
• Interrupt the behavior
• Publicly support an aggrieved person
• Use humor, if appropriate
• Use body language to show disapproval
• Encourage dialogue
• Help calm strong feelings
• Use distraction
• Silent stare
• Say “I hope nobody ever talks to you like that.”
• Be a friend and say “I thought that you were better than that.”
• Challenge: Say “I don’t get what you are saying.”
• Solicit back up
INCLUSIVITY IN THE CLASSROOM

FAIR ISN’T
everybody getting the same thing

FAIR IS
everybody getting what they need in order to be successful.
INCLUSIVITY IN THE CLASSROOM

• Plan the course with the multicultural classroom in mind by considering syllabi, course assignments, examples, stories, and potential classroom dynamics.

• Find ways to make the actual classroom open and safe for all students, and to make the material accessible to all students.

• Learn how to intervene tactfully and effectively in racially charged classroom situations and to manage hot moments or hot topics.

• Assess conscious and unconscious biases about people of cultures other than your own.

• Educate yourself -- become as sensitive as you can to racial, ethnic, and cultural groups other than your own.
INCLUSIVITY IN THE CLASSROOM

• Never make assumptions about an individual based on the racial, ethnic, or cultural groups to which he or she appears to belong. Treat each student first and foremost as an individual. Get to know each student individually.

• Develop a syllabus that explores multiple perspectives on the topic.

• Design classroom instruction and materials with a diverse group of students in mind.

• Develop ground rules or norms that will guide how students are expected to interact with each other in the classroom.

• Consider how all students would experience the syllabus.
INCLUSIVITY IN THE CLASSROOM

• Consider whether students of all cultures are likely to have a background in the material.
• Consider whether different approaches to learning are accounted for.
• Anticipate sensitive areas in the subject matter being taught.
• Think in advance about how one might handle sensitive topics or explosive moments.
• Design opportunities for students to interact with each other in respectful and meaningful ways.
• Avoid creating situations where students are placed in the position of being representatives of their race.
INCLUSIVITY IN THE CLASSROOM

• Generate a challenging but vibrant learning process that encourages students to develop their creative, critical, and analytical thinking skills.

• Make the classroom norms explicit.

• Ask students to locate cultural or even discriminatory content in textbooks or other materials.

• Create opportunities for students to link theory with practice -- that is, encourage them to apply what they are learning with what's going on in the world.

• Use multiples modes of instruction to account for the range of learning styles that may be present in a diverse group of students.
HOW TO INTERVENE IN A RACIALLY-CHARGED CLASSROOM

• Devise personal strategies in advance for managing yourself and the class in such moments.
• Know your own hot buttons/biases and what will make your mind stop working.
• Try to anticipate what topics may be explosive and design pedagogical strategies (e.g. small groups, free writes, and reflection responses) that may assist in managing sensitive topics.
• Establish clear classroom norms at the beginning of the class.
• **Interrupt blatantly racist and discriminatory behaviors when they emerge in class.**
• Trust your instincts. If you think someone is engaging in discriminatory behavior then you might be right. Don’t let potentially harmful behavior go unaddressed -- your students may take your silence as an unofficial endorsement.
INTERVENTION:

• Don't let students attack other students in personal terms; get them off the personal and onto the issue at stake.

• Try not to let yourself be rattled by the event; or at least, try not to let it look as if you are rattled. If you as the teacher can hold yourself steady, you will create a holding environment in which people can work out the issues that have arisen.

• Don't let yourself get caught up in a personal reaction to the individual who has made some unpleasant remark.

• Protect the lone outlier (the attacked or attacker), regardless of his or her position.
INTERVENTION:

• Defuse potentially harmful moments by having students step back and reflect on the situation.
• Turn potentially hot moments into powerful learning experiences.
• Use the disruption as an opportunity to analyze the issue under discussion or the initial event.
• Find the part in the hot moment that can be used for further discussion.
• Ask students to step back and see how they might make something positive of this exchange, what they can learn from it.
• Ask students to think about how their reactions mirror the subject at hand, and what they might learn about the subject from their own behavior or experience.
• Use the passion as a vehicle to talk about differences in kinds and levels of discourse.
• Use the passion and arguments to look at how group dynamics work -- who speaks and who does not, who allies him or herself with whom, who plays what role -- and to think about how the group wants to work.
INTERVENTION

• Questions an educator might ask to examine his or her own racial or cultural biases in preparation for teaching:

• How do your own experiences, values, beliefs, and stereotypes influence your knowledge and understanding of groups that are racially different from your own?

• How do your own experiences, values, beliefs and stereotypes inform the way you interact with individuals whose racial background is different from your own?

• How do your own experiences, values, beliefs, and stereotypes influence the way you behave in the classroom?
QUESTIONS AND CONCLUSIONS