

## **Creating an Inclusive Classroom: Minimizing Microaggressions and Implicit Biases**

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## **Outline**

- **Student Diversity at Wesleyan**
  - Identities**
- **A Word about Pronouns**
- **Challenges**
  - **Implicit Biases**
  - **Microaggressions**
  - **Culture Shock**
- **Stereotype Threat and Imposter Syndrome**
- **Fostering Learning:**
  - Tips for Inclusive Classrooms**
- **Office for Equity & Inclusion- How We Can Help.**

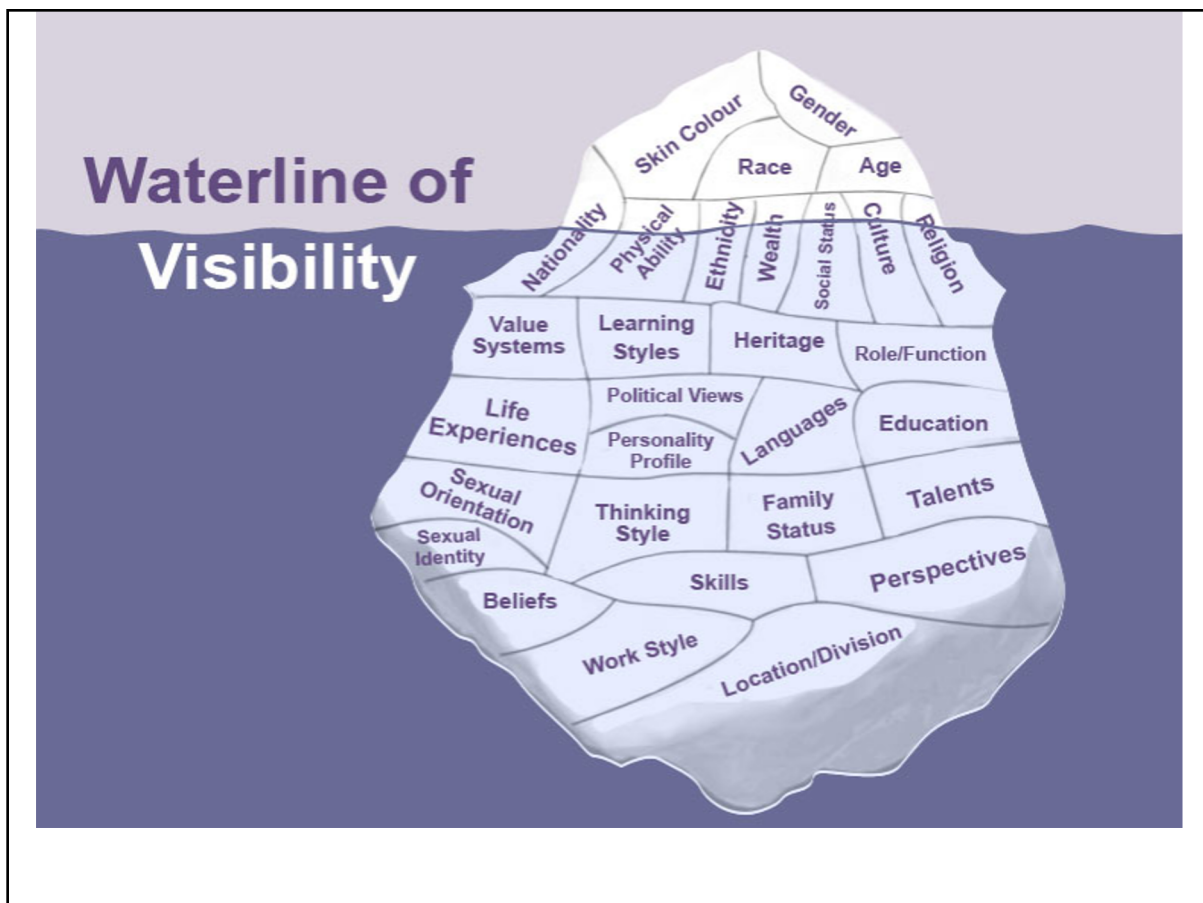
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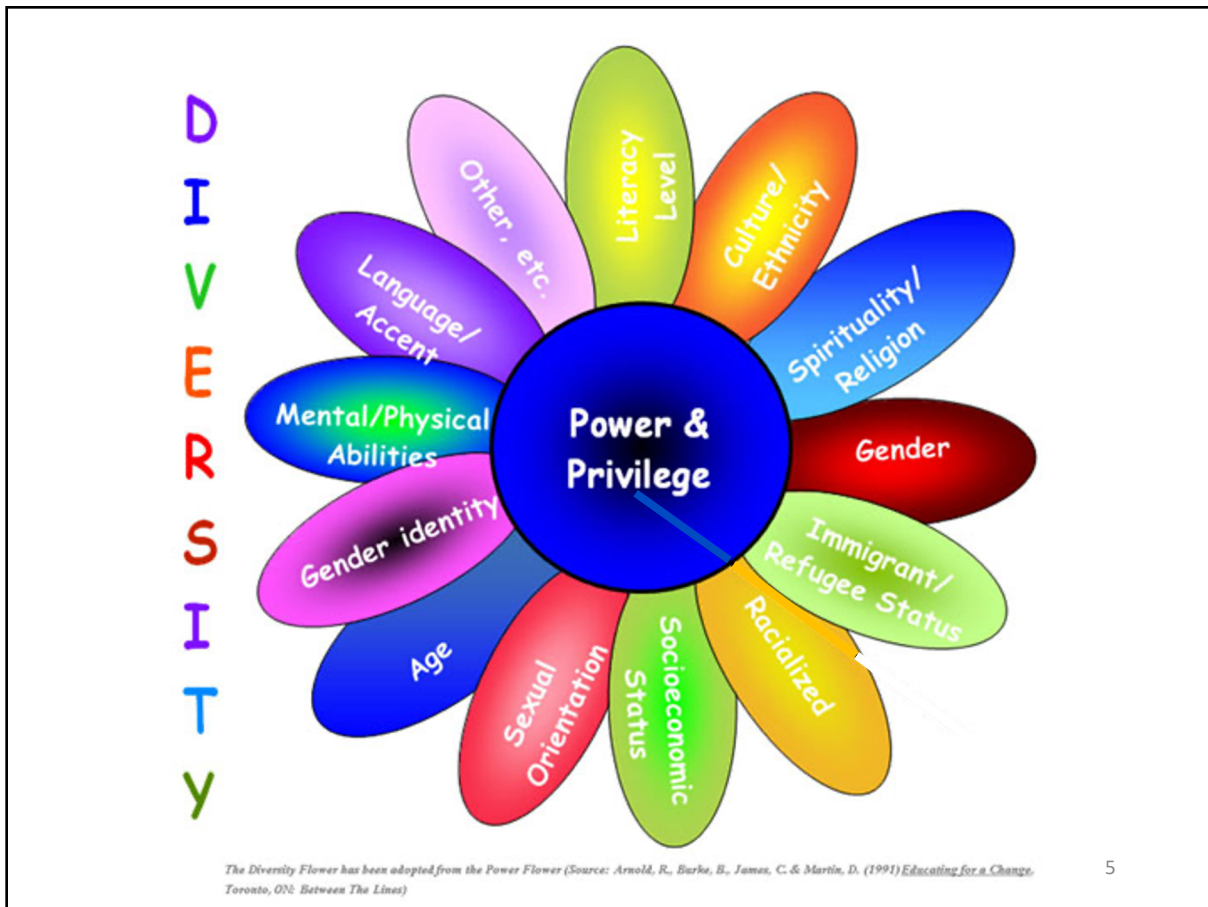
# *Dimensions of Diversity* (visible and invisible)

Age  
Race  
Gender  
Ethnicity  
Physical abilities/qualities  
Sexual orientation  
Educational background  
Geographic location  
Income  
Marital status  
Military experience  
Parental status  
Religion  
Work experience and job classification  
Immigration Status

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## Benefits of Diverse Groups

Diverse working groups are more productive, creative and innovative

Herring 2009; Page 2007; van Knippenberg & Michaela 2007; Chang et al., 2003

Diverse groups engage in a higher level of critical analysis

Sommers 2006; Antonio 2004; Nemeth 1986, 1995

Diverse scholars and professionals can invigorate and expand disciplines

Schiebinger et al. 2013; Catalyst, 2013

Mentors for all

Nat. Acad. Sci. 2007

Fairness and Equity

Nat. Acad. Sci. 2007

Strengthens communities and the workplace

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## The Value of Diversity to a Liberal Arts Education

- Diversity challenges stereotyped preconceptions;
- Encourages critical thinking;
- Helps students learn to communicate effectively with people of varied backgrounds;
- Fosters mutual respect and teamwork;
- Engagement with and challenge from multiple, differing perspectives are incubators of critical thinking and social responsibility.
- Helps build communities whose members are judged by the quality of their character and their contributions.
- Strengthens communities and the workplace
- Enhances economic competitiveness

Through our pedagogies we set out to realize  
the transformative power of education.

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## Wesleyan Students



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## Profile of Students Offered Admission for Fall 2021

- 19.3% admission rate (2,540 out of 13,145 Applicants Admitted)

Of those admitted:

- 43% male, 57% female
- 11% live in 64 other countries including Bahrain, Egypt, Ghana, Jamaica, Lebanon, Oman, Morocco, Somalia, and Zimbabwe
- 15% report that English is their second language
- 42% are domestic students of color
- 49% overall are students of color (including international)
- 13% are the 1<sup>ST</sup> generation in their family to attend college
- 45% applied for need-based aid  
(Wesleyan meets the full demonstrated need of all those admitted.)
- 20 are QuestBridge National College Match Finalists (13th year)
- 9 are Posse Veteran Scholars (8th year in partnership with Posse)

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## Wesleyan Students

From diverse socioeconomic backgrounds- Wesleyan 13<sup>th</sup> on the most economically diverse colleges list.

15% Pell Grant Eligible

Homeless

Represent the spectrum of gender identities

Veterans

Undocumented

~ 15% International Students (54 countries)

~ 12% English is not their first language

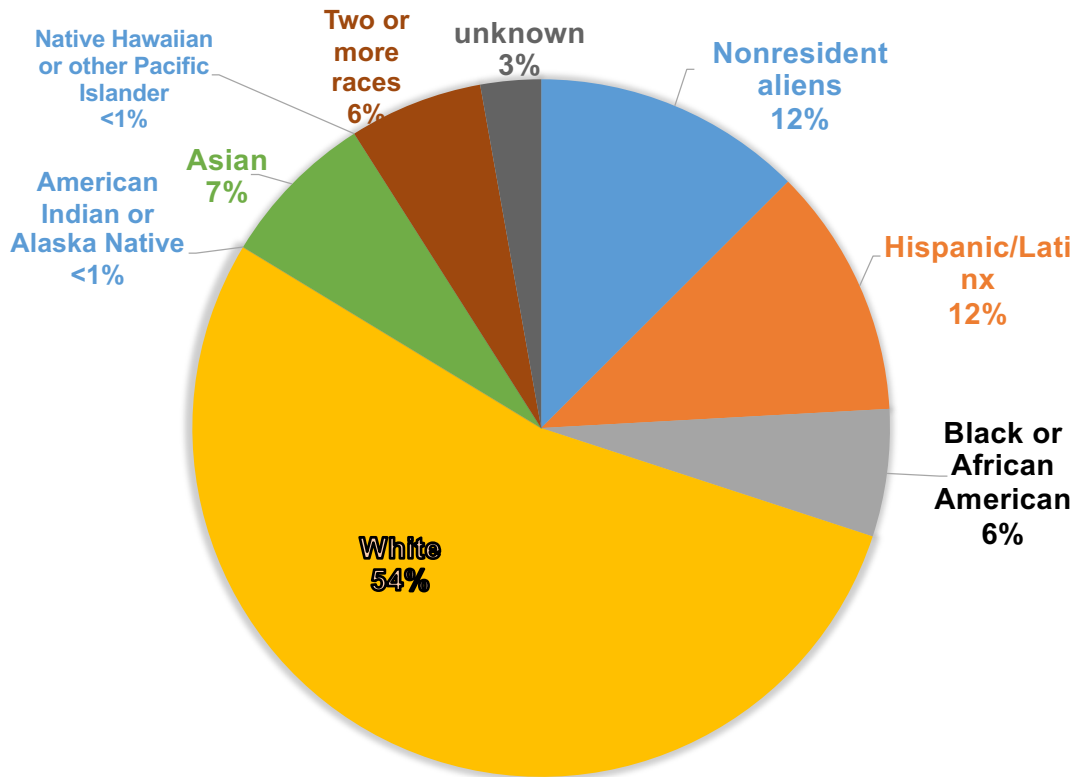
~ 21% First Generation College

~ 17% Registered As Having a Disability

~ 28% Varsity Athletes

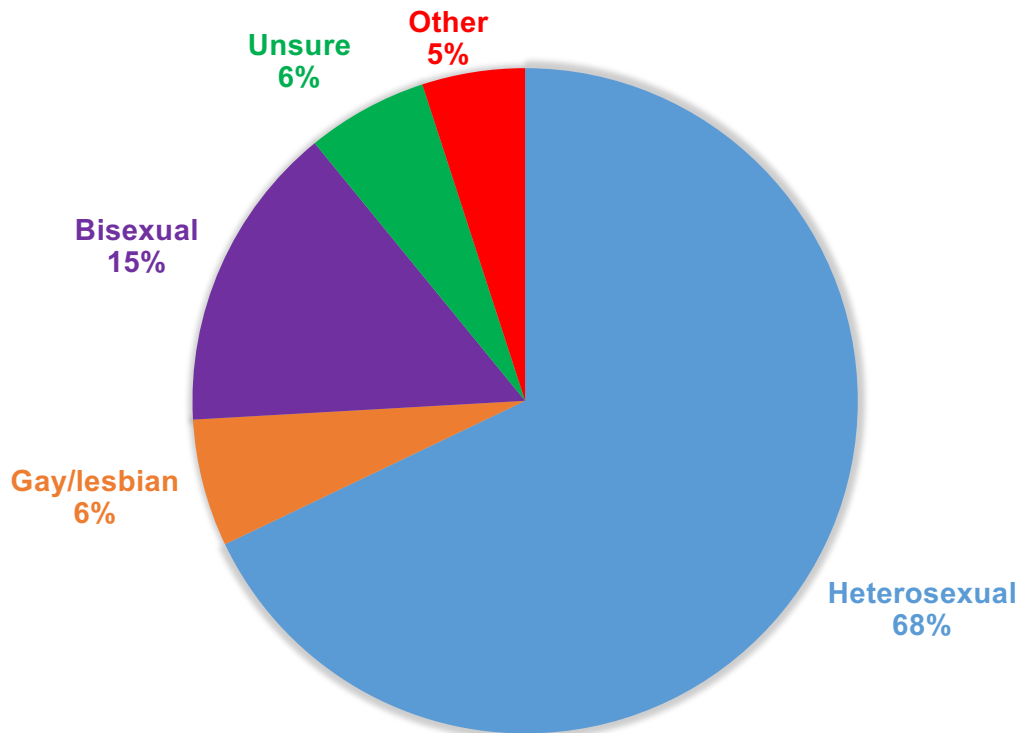
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## Wesleyan Student Race and Ethnicity



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## WesU Student Sexual Orientation

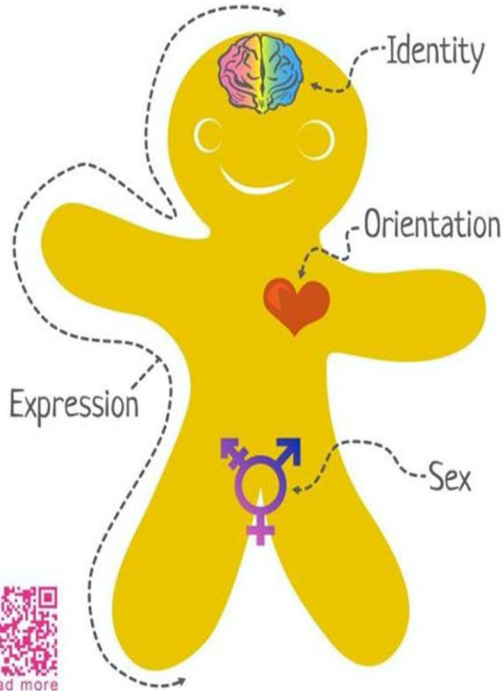


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# The Genderbread Person

by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com)



**Gender Identity**  
Woman Genderqueer Man

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

**Gender Expression**  
Feminine Androgynous Masculine

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

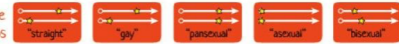
**Biological Sex**  
Female Intersex Male

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

**Attracted to**

Nobody { (Men/Males/Masculinity)  
 (Women/Females/Femininity)

5 (of infinite) possible plot and label combos



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## Preferred Gender Pronouns (PGP's)

**MALE** He, Him, His

**FEMALE** She/Her/ Hers

### GENDER NEUTRAL

They/Them/Theirs

"Xena ate their lunch because they were hungry."

Ze, irs, ir

**Ze** pronounced "zee" and can also be spelled zie or xe and replaces she/he/they

**Hir** is pronounced like "here" and replaces her/hers/him/his/they/theirs

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## Use Gender Neutral Language

Avoid making assumptions about how a person identifies based on the name or image.

If unsure, use gender neutral language

- “Humankind” rather than “mankind”
- “The person...”/ “The author...”/ “The original poster”
- “They/them/theirs”
- Avoid “he/him/his” or “she/her/hers”
- Use names

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## General Etiquette

- Do not Assume!
- Do not “out” a student (of any identity).
- Discuss issues privately at first. Trans\* and undocumented students especially should retain control of their information / histories.
- Always use the name, gender identity, and/or pronouns the student prefers.
- Be open to future changes and fluidity.
- Acknowledge that there may be a difference between how a student identifies and how the college legally recognizes them.
- Continue educating yourself about identities different than your own
- If you make a mistake, acknowledge, apologize and move on. Attempt to be better in the future.

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MISTAKES  
HAPPEN!

So what can you say  
when someone corrects the way  
you talk about gender or sexuality?

My bad! I'll work on it.  
I want you to feel seen, valued,  
and heard.

Thank you for  
correcting me.

Got it! I'll do better  
next time.

I'm sorry. I'm still learning  
and will continue to do so.

Adjusting your language is a simple,  
but meaningful way to support  
LGBTQIA+ folks! Be sure to  
back it up with action.

@antiracismeveryday

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## Implicit (or Unconscious) Bias



This means we all hold unconscious  
associations and evaluations about:

“the attitudes or  
stereotypes that  
affect our  
understanding,  
actions, and  
decisions in an  
unconscious  
manner”

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## IMPLICIT BIAS

- Developed as survival mechanism
- Implicit biases are pervasive
- People are often unaware of their implicit bias
- Implicit biases predict behavior
- People differ in levels of implicit bias

*Source: Project Implicit ([www.projectimplicit.net](http://www.projectimplicit.net))*

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## Implicit (or Unconscious) Bias

- A preference for groups (positive and negative)
- Often operating outside of our awareness
- Based on stereotypes and attitudes that we're taught
- tend to develop early in life
- These biases are widely culturally shared.
- Biases can be subtle but systemic.
- Strengthen over time
- We rely on these preferences/biases more when under time pressure or in ambiguous situations

(Valian 1998; Gladwell 2005)

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## Implicit (or Unconscious) Bias

**Everyone** has implicit bias: having unconscious bias does not make you a bad person, it makes you human.

Originates in flight or fight response.

Often conflict with consciously held or “explicit” attitudes.

Both men and women hold biases around gender.

Both white people and people of color hold biases around race.

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## Non-conscious Bias Impacts:

- the way people interact with you
- the way *you* interact with others
- the accumulation of advantage/disadvantage

*Unconscious bias is NOT discrimination*

*People are often not aware of it.*

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## Bias Every Day

- **We all have implicit biases.**
- Implicit biases are measurable.
- Implicit biases change over time.
- We face unconscious bias every day.
- We must be proactive to combat bias, both within ourselves and others.

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## Where might bias operate?

- Hiring
  - Resource allocation
  - Task assignment
  - Performance evaluation
  - Promotion and bonus allocation
  - Organizational climate
- Brian Nosek (Oct. 16, 2012)

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## Evaluation of CVs

### Is Emily more employable than Lakisha?

Applicant: Brendan, Greg, Emily & Anne



Applicant: Tamika, Aisha, Rasheed & Tyrone



It took 50% more applications from the African American named group to get a call back.

M. Bertrand, S. Mullainathan, *The American Economic Review*, Vol. 94, No. 4 (Sep., 2004), pp. 991-1013

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## Example of Unconscious Bias- Race

987 applications with a white name,

10.7 % received a positive response.

1974 applications with an ethnic minority name

6.2 % received a positive response

*Net Difference of 4.6 percentage points.*

For a successful outcome

16 applications from ethnic minorities had to be sent

9 applications from whites

*74 % more applications from ethnic minority candidates needed to be sent for the same level of success.*

(Wood *et al*, 2009: p11)

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