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Western Oregon  
UNIVERSITY

# DEI Professional Development Sessions

# **Session I: Equity-Based and Inclusive Practices in the Classroom (Concepts and Action)**

**Morning: 9:00-11:30 a.m. (PST)**



**Western Oregon**  
UNIVERSITY

**DEI Professional  
Development Sessions**

# What you will need for this session



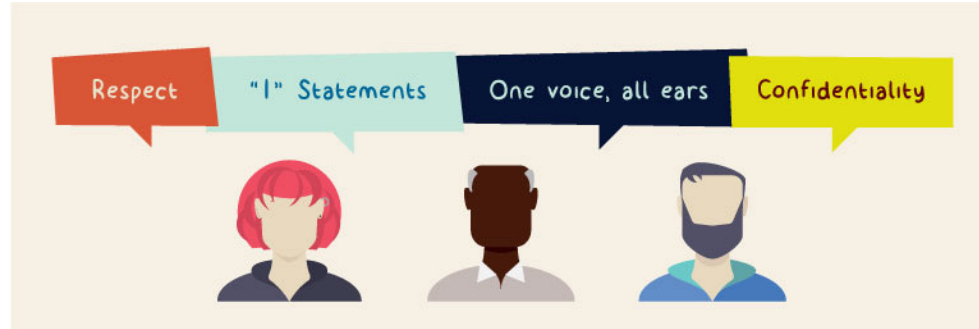
# Handouts & Completed Pre-Work:

## The Pre-Work Packet Contained the following:

- Overview of both training sessions on **September 22, 2021**.
- **Handouts** on Microaggressions & How to be a White Ally-Read **BEFORE** our session 2 and bring it with you on the training date
- **Pre-Work** (To be completed by all participants **BEFORE** our sessions)
  - Identity Circles Activity
  - Cultural Diversity Self Assessment
  - Active Listening Self Assessment
  - Faculty Self Reflection Activity

**(Please note: the pre-work responses will not be shared and are private but you will need to refer to it during the professional development sessions)**

# Expectations/ Ground Rules



Respectful & Mindful



Assume Good Intent



Be Open Minded



Share Experiences



Active Listening



Oops/ ouches



What is said/ shared here, stays here



One speaker, one mic (at a time)

# Session One Training Outline



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## DEI Professional Development Sessions

- Key Concepts Review
  - DEI & Sometimes J
  - Explicit & Implicit Bias
  - Stereotyping & Microaggressions and impacts on leadership and teaching
- Review DEI Participant Pre-Work
  - Cultural Competence Self Assessment
  - Identity Circles Activity
- Intersectional Identity and Building Effective Allyship
- Sustaining Inclusive Decision Making
- Closing Activity & Questions

# Introduction: A bit about me

- **Nicole Stokes, Ph.D.** currently serves as Associate Provost for Diversity, Equity and Inclusion/ University Professor of Sociology at Saint Joseph's University in Philadelphia, PA.
- I am the Chief Diversity Officer and a senior administrative officer who is responsible for overall strategic leadership to advance diversity, equity and inclusion as expressed within the University's Jesuit mission and its related institutional strategic plan.
- Dr. Stokes oversees the Center for Inclusion and Diversity (CID), Office of International Students and Scholars and the Women's Center.
- Throughout my career, I have led efforts to develop programming, training, surveys and curricula focused on equity, diversity and inclusion.



[www.sju.edu/dei](http://www.sju.edu/dei)

# Introduction: A bit about you

## Three Things Activity

Who's in the Zoom Room?

- Your Role at WOU?
- One thing I want people to know about me
- One thing people assume about me that is not correct
- One thing that I need to feel safe and secure



### Directions:

Go to [www.menti.com](https://www.menti.com) and use the code XXX (will provide day of because codes expire in 48 hours)



# Think/ Activity Identity Associations

- Women
- Men
- Old
- Young
- Immigrants
- Citizens
- Latinos
- African Americans
- Asians
- White men
- Black women
- People with disabilities
- Gifted
- Slow
- Criminals
- Conservatives
- Liberals
- Radicals
- Gangs
- Patriots
- Nerds
- Popular
- Muslims
- Christians
- Jews

# Questions to Consider

## Identity Associations Activity

- **Did any of your identity associations surprise you? Which ones?**
- **Did you think of stereotypes for any of your identity associations? Which ones?**

### **Directions:**

Go to [www.menti.com](http://www.menti.com) and use the code XXX (will provide day of because codes expire in 48 hours)

# Part I: DEI Key Concepts Review

# DEI and Sometimes J



# Unpacking the Unconscious (Implicit)

## Implicit Bias is...



Attitudes, Stereotypes, & Beliefs  
that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



Race



Ability



Gender



Culture



Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

- **Pervasive** – Everyone possesses them
- **Malleable** – Can be unlearned
- **Related but distinct** – from explicit biases
- **Not necessarily aligned** – with core beliefs
- **Usually favor** – our own in-group

# Microaggressions

Refer to the brief and everyday slights, insults, and indignities and/or denigrating messages sent by “**well-intentioned**” people who are **unaware** of the hidden messages they communicate.

*(Derald Wing Sue,  
Columbia University)*



# Questions to Consider

## (Intro) Microaggressions

- What are some other examples of microaggressions?
- Have YOU received microaggressions? If yes, Which ones?

### Directions:

Go to [www.menti.com](http://www.menti.com) and use the code XXX (will provide day of because codes expire in 48 hours)

# Microaggressions: Other Varieties

- **Micro-Assaults** – Conscious and intentional actions or slurs; examples include: slurs, catcalling, intentionally mis-gendering or outing someone.
- **Micro-Insults** – Subtly convey rudeness and insensitivity and demean a person's identity; examples include: “that’s so gay,” “she’s so ghetto,” “you’re so articulate;” “your English is really clear/ good.”
- **Micro-Invalidations**– Verbal comments or behaviors that exclude, negate, or nullify the thoughts, feelings or experiential reality of a marginalized person; examples include: feelings of being “alien” in your own country, denial of individual racism/sexism/heterosexism, myth of meritocracy





# **Part II: Intersectional Identity & Building Effective Allyship Skills**

# IDENTITIES & OUR WHOLE SELVES

“  
**When we are taking care  
of ourselves, we are able  
to bring our whole selves  
into the classroom for the  
benefit of our students.**

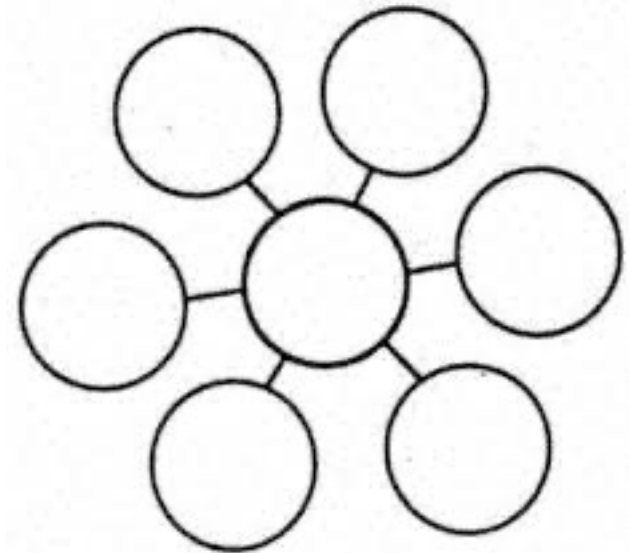
Jenny Edwards, Ph.D.  
Education Week



# IDENTITY CIRCLES

## DIRECTIONS:

- Place your initials or “Me” in the center of the circle.
- Write an important aspect of your identity in each of the intersected circles an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Buddhist, heterosexual, or any descriptor with which you identify.
- When finished hold on to your circle until later



# Questions to Consider

## Identity Circles Activity

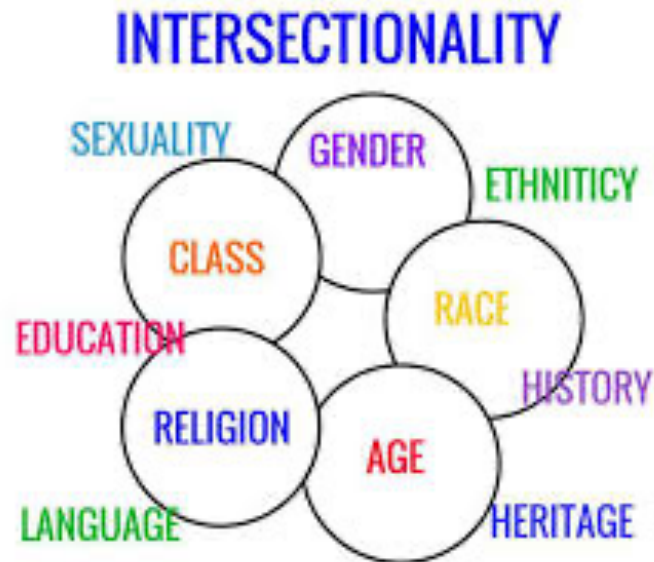
- What are the aspects of your identity that you think about the **least**?
- What are the aspects of your identity that you think about the **most**?
- What specific challenges do you think people with **different identities** from your own might encounter daily?

### Directions:

Go to [www.menti.com](http://www.menti.com) and use the code XXX (will provide day of because codes expire in 48 hours)

# Intersectionality of Identities

- is a framework developed by Dr. Kimberle Crenshaw for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face



"overlapping or intersecting social identities and related systems of oppression, domination, or discrimination."

# Taking Action/ Allyship

**Allyship** is: a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people. Not self-defined—work and efforts must be recognized by those you are seeking to ally with.

## How to do it?

- Intersectionality helps allies consider the interconnectedness of social identities. Through this lens, they understand that race, gender, social class, sexual orientation, and other identities are inexplicably linked.
- The experiences of those who are marginalized in society do not fit into isolated boxes of “racism” and “sexism.” Systems of inequality overlap to impact individuals in the community.

# Effective Allyship

## We are not one-dimensional!

- An intersectional perspective deepens the understanding that there is diversity and nuance in the ways in which people hold power. It encourages theoretical understandings of identity that are more complex than simple oppressor/oppressed binaries.

## Don't Make Assumptions

- Don't assume that the sexual orientation or gender identity of a person is the most important aspect of that person, or the only topic they want to discuss. Remember that everyone is a multifaceted individual whose sexuality is only one aspect of their total life.
- Don't assume that all unmarried people are single or have relationships or desire relationships with individuals of the "opposite" gender/sex.
- Don't assume all mothers and fathers are heterosexuals or that children live in families consisting of a male-female couple.

# Effective Allyship

## Listen, Listen, Listen!

- The most important strategy for an Ally is to listen without judgment and with compassion.

## Be Aware of Your Language

- Use inclusive terms such as “partner,” “significant other,” or “date” instead of “spouse,” “wife,” “husband,” “boyfriend,” or “girlfriend.”
- Use inclusive terms such as “committed relationship” instead of “marriage.”
- Use terms that are gender neutral and don’t assume the sex/gender of someone’s partner, such as “person,” “someone,” or “anyone.”
- Use preferred pronouns including gender neutral pronouns such as “zi/hir” or the singular “they.”



# Effective Allyship

## Be Aware of Your Own Bias

- Be an Ally 100% of the time, no deals, no strings attached.
- Recognize that it will take some time to bridge communication gaps and develop an understanding of the experiences of people with different sexual orientations and gender identities from your own.
- You don't have to try and convince individuals that you are “on their side,” just be there for them.
- Confront jokes and slurs: silence may communicate that you condone the prejudiced behavior.

# Allyship Basics: How To

MEET PEOPLE  
WHERE THEY  
ARE, NOT  
WHERE YOU  
WOULD LIKE  
THEM TO BE

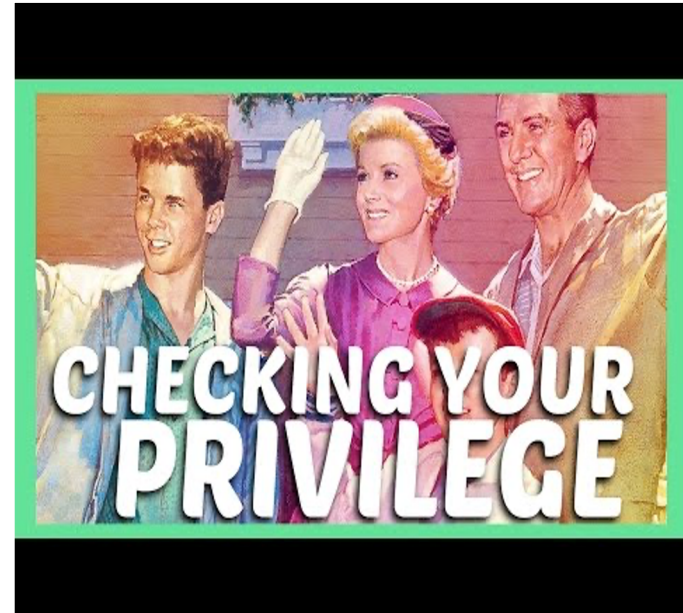
some are posting on social media  
some are protesting in the streets  
some are donating silently  
some are educating themselves  
some are having tough conversations with friends & family

a revolution has many lanes — be kind to yourself and to others who are traveling in the same direction

just keep your foot on the gas

# What is Privilege?

- **Privilege** – an unearned advantage given by society to some people but not all.
- **Oppression** – systemic, pervasive inequality that is present throughout society, that benefits people with more privileges and harms those with fewer privileges



- **Source: Short Film:**  
(about 5 minutes)  
<https://www.youtube.com/watch?v=v1Mt-W6ae4o>

# Core Concepts for Understanding Privilege?

**Culture**—set of shared attitudes, values, goals and practices that characterizes a group of individuals or an institution or organization.

**Identity**— a person's sense of who they are based on their group membership(s). Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to were an important source of pride and self-esteem.

- Age, gender, religious or spiritual affiliation, sexual orientation, race, ethnicity and socioeconomic status are all identities. Some identities are things people can see easily (like race or assumed gender), while other identities are internalized and are not always easy to see (like a disability, socioeconomic status or education level).

# Aspects of Majority Identity Status

- Normalcy (Default Setting) Taken for granted
- Maintains status quo (now)
- Reproduces status quo (future)
- **Choice to confront or “not”**
- Non- visible Undercurrent/ Ever-present
- Make differential outcomes seem “natural” or expected (e.g. who is in positions, who applies for positions, how they are evaluated, who is promoted to leadership)
- Elitism-Wanting to feel superior through certain attributes or selectivity that highlights how we characterize more positive stereotypes (accents, schools, dress, ratings).
- **Good “Fit”/Bad “Fit”** While it may be about whether the person can meet needs for the position or environment, it often is about how comfortable and culturally at ease we will feel.

# Pre-Work:

## Cultural Competence Self Assessment



- Are there any questions that need further clarification or explanation?

# Self Reflections:

Some thoughts about the following questions?

- Q4: I challenge others when they make racial/ethnic/sexually offensive comments or jokes.
- Q8: I understand why a lack of diversity in my social circle may be perceived as excluding others.
- Q10: I do not make assumptions about a person or individual group until I have verified the facts on my own
- Q12: I connect easily with people who do not look like me and am able to communicate easily.
- Q14: I work to make sure people who are different from me are heard and accepted.
- Q19: I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.
- Q27: I do not try to justify acts of discrimination to make the victim feel better. I validate his/her assessment of what occurred.

# Scoring: Some Questions to Consider

- Are there questions that made me feel uncomfortable?
- Do I accept common stereotypes as facts or part of my definition of “normal?”
- Do I consistently frame words, behaviors or situations in absolutes such as “always” or “frequently?”
- Do I consistently reflect on my language and behavior around both people who are similar to me and those who are not?
- Do I consistently challenge the inappropriate behaviors of others or do I shy away from this kind of conflict?
- Have I been consistently accused of overreacting or being “too radical” in my behavior, language or perspective?



# Questions to Consider

## Majority Identity in Teaching & Learning

- How does canon or “core” knowledge in any discipline get developed/ established?
- How does “core” knowledge evolve or change over time?
- Which group(s) feel most at home in your classroom and which group(s) feel like unwanted guests?
- Whose norms, values and perspectives are “normalized” or considered legitimate?
- Whose voices are amplified, silenced, marginalized or delegitimized?
- Whose experiences, norms, values and perspectives influence school norms, policies and systems of evaluation?

### Directions:

Go to [www.menti.com](http://www.menti.com) and use the code XXX (will provide day of because codes expire in 48 hours)

# Disrupting Bias & Privilege

- With awareness, we can become aware of our biases so that we can interrupt them ourselves.
- Before entering the classroom, a conversation with friends, family or colleagues who trigger us, takes a ten-second pause to ask: "What are my biases toward this person? How can I disrupt my autopilot thoughts so that I can genuinely see and listen to the person in front of me?"
- Study and teach friends about implicit bias and privilege (structural & individual).
- Counter the messages are created through media, our limited interactions with others, or other influences that can reinforce bias perspectives?

# THINK/ PAIR/ SHARE

**What is one thing that you learned today that you intend to apply?**

**AND/ OR**

**What is one conversation you intend to have with colleagues about what you learned today?**

# Discussion/ Questions

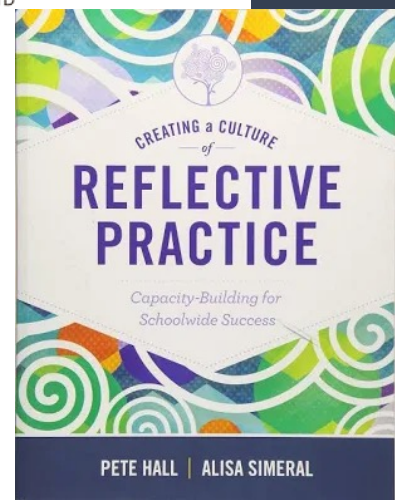
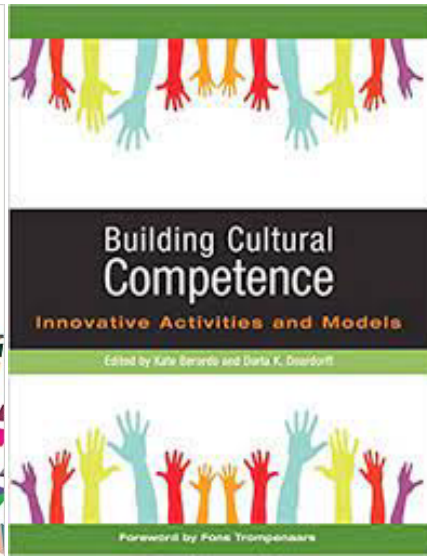
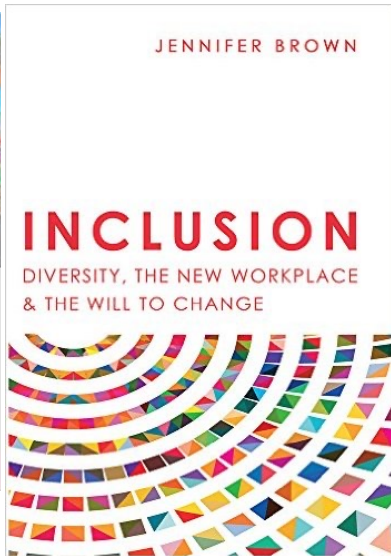
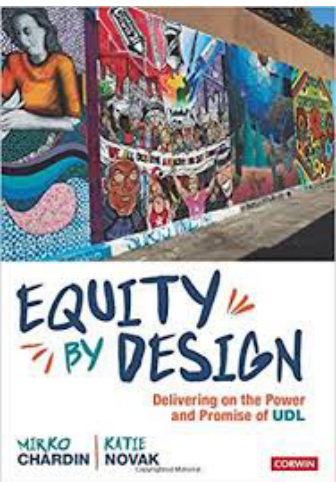


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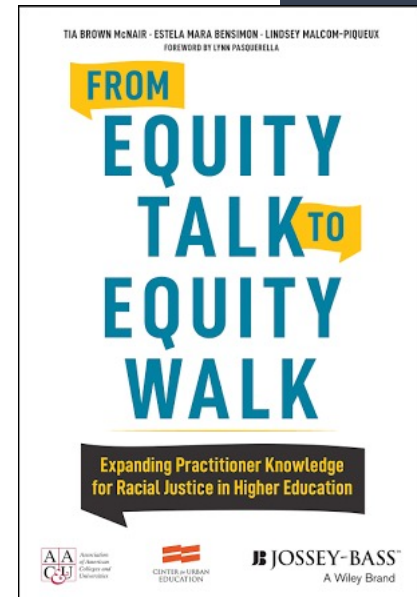
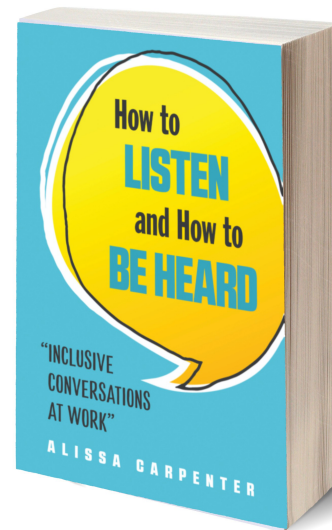
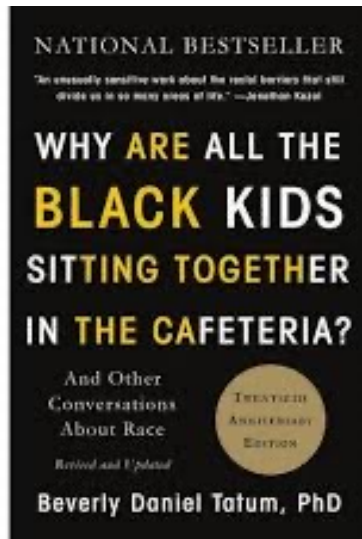
# Learn More/ Do More: Great Reads!



**Better Allies**  
Everyday Actions to Create  
Inclusive, Engaging  
Workplaces



**Karen Catlin**



# Learn More/ Do More: Great Reads!

- *State of the Science: Implicit Bias Review 2015* ([Kirwan Institute, 2015](#))
- *The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care* ([Perception Institute, 2014](#))
- “Social Justice in Our Minds, Homes, and Society: The Nature, Causes, and Consequences of Implicit Bias” ([Rudman, 2004](#))
- “What Does Modern Prejudice Look Like?” ([NPR, 2013](#))
- “Moving the Race Conversation Forward” ([Race Forward, 2014](#))
- “The Racist Mind” ([Color Lines, 2013](#))
- “‘You Said, I Heard:’ Speaking the Subtext in Interracial Conversations” ([Brondolo & Jean-Pierre, 2014](#))
- “Racial Microaggressions in Everyday Life: Implications for Clinical Practice” ([Sue et al., 2007](#))
- “White Women’s Tears and the Men Who Love Them” ([The Good Men Project, 2015](#))
- *Double Jeopardy? Gender Bias Against Women of Color in Science* ([UC Hastings College of the Law, 2014](#))
- Implicit Bias Presentation: Winona D. Vernberg Distinguished Lecture Series ([USC Arnold School of Public Health, 2015](#))
- *Readings for Diversity and Social Justice* ([Adams, 2000](#))
- *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* ([Steele, 2011](#))