

Participant Materials

Handout & Pre-Work



Western Oregon
UNIVERSITY

**DEI Professional
Development Sessions**

Directions:

This Packet Contains The Following:

- Overview of both training sessions on **September 22, 2021.**
- Handout on Microaggressions- Read BEFORE our session 2 and bring it with you on the training date
- Pre-Work (To be completed by all participants BEFORE our session and bring the completed work items with you.

(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)

Session One Description:

Equity-Based and Inclusive Practices in the Classroom (Concepts and Action)

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

Participants in this session will experience a series of incremental and experiential activities for developing strategies to improve the participant's ability to communicate, teach and collaborate across diverse groups. This session addresses the following topics: reduction of stereotypes and bias; cultivating and fostering a growth mindset and allyship among educators; best practices for inclusive pedagogy and creating a welcoming and equitable classroom environment designed to actively engage, include, and challenge all students. Reflections on the implications of students' and instructors' social identities and lived experiences and how they manifest in the classroom.

Session One Training Outline



Western Oregon
UNIVERSITY

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

Session Two Description:

How to Have and Facilitate Difficult Conversations in the Classroom (Concepts and Action)

Afternoon: 12:00-2:30 p.m. (PST)

Participants will experience a supportive and content-driven space for discussion and skill development on facilitating difficult conversations in the classroom (in all academic disciplines). Session objectives (listed below) will be accomplished via presentation with guided discussion, activities, and reflective prompts that focus on creating and sustaining inclusive learning environments while creating space for conversation and discourse. Session objectives include the following: Learn and use best practices and strategies for active listening; Reflections on the implications of students' and instructors' social identities and lived experiences and how they manifest in the classroom; Developing an action plan for future teaching that incorporates inclusive and effective conversations about our changing social and political landscapes. The goal is not for all faculty to become experts in DEI but rather how to engage and empower our students and not shut down conversation, discourse and disagreement.

Session Two Training Outline



Western Oregon
UNIVERSITY

DEI Professional Development Sessions

- Key Concepts Review
- How to establish classroom rapport and climate for active listening?
- **Review DEI Participant Pre-Work**
 - **Active Listening Self Assessment**
 - **Faculty Reflection Worksheet Activity**
 - **Microaggressions Handout**
- Emotional Intelligence and growing skills in active listening and conflict resolution
- Affinity Biases and Triggers and impacts on teaching and learning
- Developing an action plan for future teaching that incorporates inclusive and effective conversations

Handout & Pre-Work

Read BEFORE our session and bring ALL with you on the training date



Western Oregon
UNIVERSITY

**DEI Professional
Development Sessions**

Tool: Recognizing Microaggressions and the Messages They Send

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership (*from Diversity in the Classroom, UCLA Diversity & Faculty Development, 2014*). **The first step in addressing microaggressions is to recognize when a microaggression has occurred and what message it may be sending.** The context of the relationship and situation is critical. Below are common themes to which microaggressions attach.

THEMES	MICROAGGRESSION EXAMPLES	MESSAGE
<p>Alien in One's Own Land When Asian Americans, Latino Americans and others who look different or are named differently from the dominant culture are assumed to be foreign-born</p>	<ul style="list-style-type: none"> • "Where are you from or where were you born?" • "You speak English very well." • "What are you? You're so interesting looking!" • A person asking an Asian American or Latino American to teach them words in their native language. • Continuing to mispronounce the names of students after students have corrected the person time and time again. Not willing to listen closely and learn the pronunciation of a non-English based name. 	<p>You are not a true American.</p> <p>You are a perpetual foreigner in your own country.</p> <p>Your ethnic/racial identity makes you exotic.</p>
<p>Ascription of Intelligence Assigning intelligence to a person of color or a woman based on his/her race/gender</p>	<ul style="list-style-type: none"> • "You are a credit to your race." • "Wow! How did you become so good in math?" • To an Asian person, "You must be good in math, can you help me with this problem?" • To a woman of color: "I would have never guessed that you were a scientist." 	<p>People of color are generally not as intelligent as Whites.</p> <p>All Asians are intelligent and good in math/science.</p> <p>It is unusual for a woman to have strong mathematical skills.</p>
<p>Color Blindness Statements that indicate that a White person does not want to or need to acknowledge race.</p>	<ul style="list-style-type: none"> • "When I look at you, I don't see color." • "There is only one race, the human race." • "America is a melting pot." • "I don't believe in race." • Denying the experiences of students by questioning the credibility /validity of their stories. 	<p>Assimilate to the dominant culture.</p> <p>Denying the significance of a person of color's racial/ethnic experience and history.</p> <p>Denying the individual as a racial/cultural being.</p>
<p>Criminality/Assumption of Criminal Status A person of color is presumed to be dangerous, criminal, or deviant based on his/her race.</p>	<ul style="list-style-type: none"> • A White man or woman clutches his/her purse or checks wallet as a Black or Latino person approaches. • A store owner following a customer of color around the store. • Someone crosses to the other side of the street to avoid a person of color. • While walking through the halls of the Chemistry building, a professor approaches a post-doctoral student of color to ask if she/he is lost, making the assumption that the person is trying to break into one of the labs. 	<p>You are a criminal.</p> <p>You are going to steal/you are poor, you do not belong.</p> <p>You are dangerous.</p>
<p>Denial of Individual Racism/Sexism/Heterosexism A statement made when bias is denied.</p>	<ul style="list-style-type: none"> • "I'm not racist. I have several Black friends." • "As a woman, I know what you go through as a racial minority." • To a person of color: "Are you sure you were being followed in the store? I can't believe it." 	<p>I could never be racist because I have friends of color.</p> <p>Your racial oppression is no different than my gender oppression. I can't be a racist. I'm like you.</p> <p>Denying the personal experience of individuals who experience bias.</p>
<p>Myth of Meritocracy Statements which assert that race or gender does not play a role in life successes, for example in issues like faculty demographics.</p>	<ul style="list-style-type: none"> • "I believe the most qualified person should get the job." • "Of course he'll get tenure, even though he hasn't published much—he's Black!" • "Men and women have equal opportunities for achievement." • "Gender plays no part in who we hire." • "America is the land of opportunity." • "Everyone can succeed in this society, if they work hard enough." • "Affirmative action is racist." 	<p>People of color are given extra unfair benefits because of their race.</p> <p>The playing field is even so if women cannot make it, the problem is with them.</p> <p>People of color are lazy and/or incompetent and need to work harder.</p>

Tool: Recognizing Microaggressions and the Messages They Send

THEMES	MICROAGGRESSION	MESSAGE
<p>Pathologizing Cultural Values/Communication Styles The notion that the values and communication styles of the dominant/White culture are ideal/“normal”.</p>	<ul style="list-style-type: none"> To an Asian, Latino or Native American: “<i>Why are you so quiet? We want to know what you think. Be more verbal.</i>” “<i>Speak up more.</i>” Asking a Black person: “<i>Why do you have to be so loud/animated? Just calm down.</i>” “<i>Why are you always angry?</i>” anytime race is brought up in the classroom discussion. Dismissing an individual who brings up race/culture in work/school setting. 	<p>Assimilate to dominant culture.</p> <p>Leave your cultural baggage outside.</p> <p>There is no room for difference.</p>
<p>Second-Class Citizen Occurs when a target group member receives differential treatment from the power group; for example, being given preferential treatment as a consumer over a person of color.</p>	<ul style="list-style-type: none"> Faculty of color mistaken for a service worker. Not wanting to sit by someone because of his/her color. Female doctor mistaken for a nurse. Being ignored at a store counter as attention is given to the White customer. Saying “<i>You people...</i>” An advisor assigns a Black post-doctoral student to escort a visiting scientist of the same race even though there are other non-Black scientists in this person’s specific area of research. An advisor sends an email to another work colleague describing another individual as a “good Black scientist.” Raising your voice or speaking slowly when addressing a blind student. In class, an instructor tends to call on male students more frequently than female ones. 	<p>People of color are servants to Whites. They couldn’t possibly occupy high status positions.</p> <p>Women occupy nurturing positions.</p> <p>Whites are more valued customers than people of color.</p> <p>You don’t belong. You are a lesser being.</p> <p>A person with a disability is defined as lesser in all aspects of physical and mental functioning.</p> <p>The contributions of female students are less worthy than the contributions of male students.</p>
<p>Sexist/Heterosexist Language Terms that exclude or degrade women and LGBT persons.</p>	<ul style="list-style-type: none"> Use of the pronoun “he” to refer to all people. Being constantly reminded by a coworker that “<i>we are only women.</i>” Being forced to choose Male or Female when completing basic forms. Two options for relationship status: married or single. A heterosexual man who often hangs out with his female friends more than his male friends is labeled as gay. 	<p>Male experience is universal.</p> <p>Female experience is invisible.</p> <p>LGBT categories are not recognized.</p> <p>LGBT partnerships are invisible.</p> <p>Men who do not fit male stereotypes are inferior.</p>
<p>Traditional Gender Role Prejudicing and Stereotyping Occurs when expectations of traditional roles or stereotypes are conveyed.</p>	<ul style="list-style-type: none"> When a female student asks a male professor for extra help on an engineering assignment, he asks “<i>What do you need to work on this for anyway?</i>” “<i>You’re a girl, you don’t have to be good at math.</i>” A person asks a woman her age and, upon hearing she is 31, looks quickly at her ring finger. An advisor asks a female student if she is planning on having children while in postdoctoral training. Shows surprise when a feminine woman turns out to be a lesbian. Labeling an assertive female committee chair/dean as a “b_____,” while describing a male counterpart as a “forceful leader.” 	<p>Women are less capable in math and science.</p> <p>Women should be married during child-bearing ages because that is their primary purpose.</p> <p>Women are out of line when they are aggressive.</p>

4 STEPS FOR BEING A WHITE ALLY

Here are some suggestions for white allies to better understand race and racism through open and honest dialogue:

1

HAVE CONVERSATIONS ABOUT WHITENESS IN WHITE SPACES

Expecting people of color to be the only ones speaking about racism is unfair at best, and propping up unjust structures at worst.



2

DON'T SETTLE FOR BEING ENLIGHTENED

Continue to stay informed on discussions of race in our country. Ask a racially diverse group of friends and colleagues to literally hold you accountable for your words, behavior, and education.



3

BE OKAY WITH MAKING MISTAKES

Not only should we be OK with making mistakes, we should be actively creating communal spaces for dialogue wherein mistakes are valued as steps toward learning.



4

LISTEN TO EXPERIENCES OUTSIDE OF YOUR RACIAL IDENTITY & BELIEVE THEM!



Pre-Work Items & Directions:

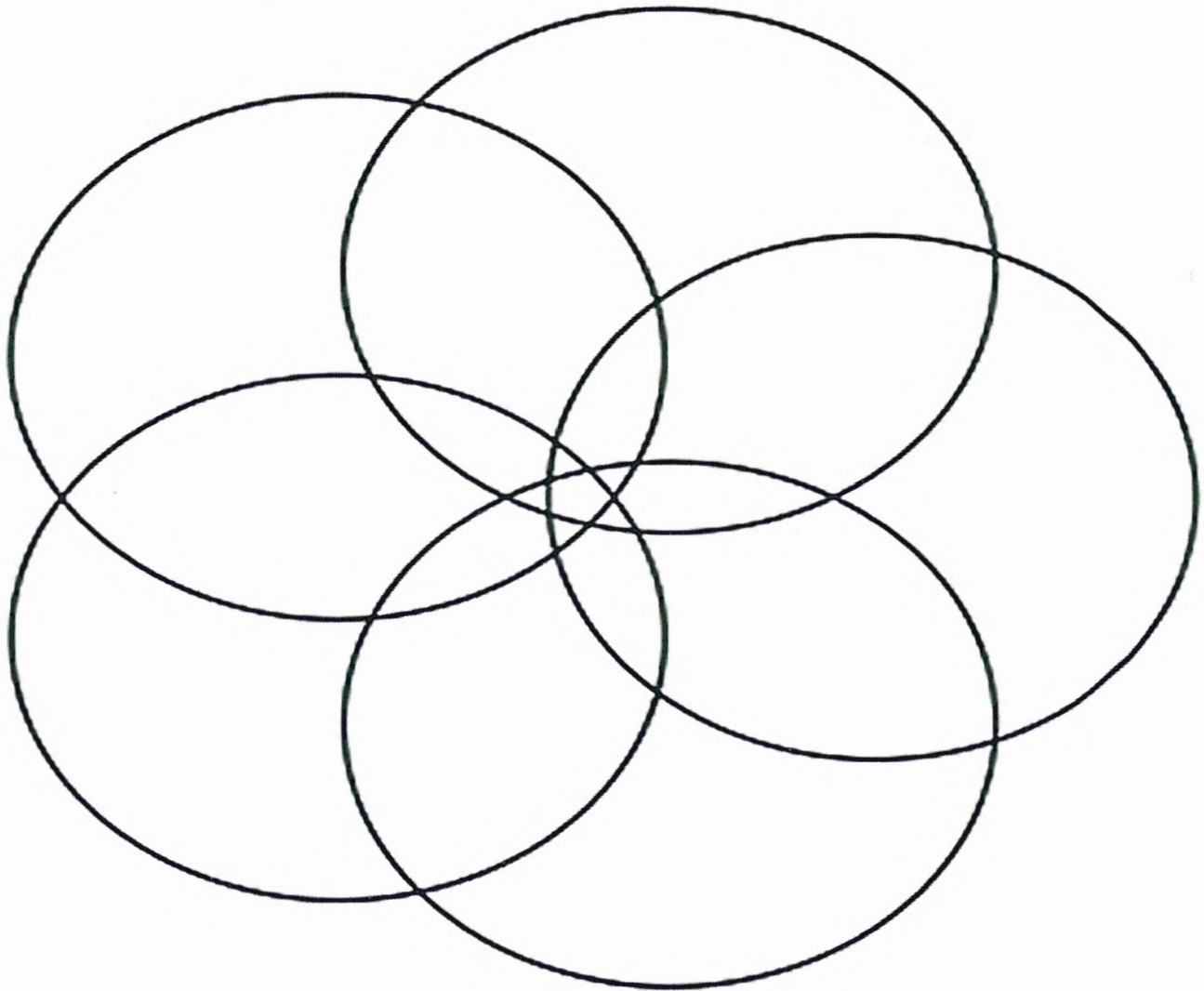
- 1) Identity Circles- **Do First**
- 2) Cultural Diversity Self Assessment- **Do Next**
- 3) Active Listening Self Assessment- **Do Next**
- 4) Faculty Self Reflection Worksheet-**Do Last**

(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)

Circles of My Identity

This activity highlights the multiple dimensions of our identities. It addresses the importance of individuals self-defining their identities.

Place your initials or “Me” in the center of the circle structure below. 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.



With the person next to you:

1. Share a story about a time when you were especially proud to identify yourself with one of the descriptors you used above.
2. Share a story about a time when it was especially painful to be identified with one of your identifiers or descriptors.

Cultural Diversity Self Assessment

Read each statement and circle the number that best describes your behavior or belief. Remember, be as candid as possible with your responses, there are no right or wrong answers.

	Almost Never		Sometimes		Always
1. I am aware of my own biases and how they affect my thinking.	1	2	3	4	5
2. I can honestly assess my strengths and weaknesses in the area of diversity and try to improve myself.	1	2	3	4	5
3. I assume good intent and ask for clarification when I don't understand what was said or implied.					
4. I challenge others when they make racial/ethnic/sexually offensive comments or jokes.					
5. I speak up if I witness another person being humiliated or discriminated against.					
6. I do not participate in jokes that are derogatory to any individual group.					
7. I don't believe that my having a friend of color means that I'm culturally competent.					
8. I understand why a lack of diversity in my social circle may be perceived as excluding others.					
9. I realize that people of other cultures have a need to support one another and connect as a group.					
10. I do not make assumptions about a person or individual group until I have verified the facts on my own.					
11. I have multiple friends from a variety of ethnicities and abilities.					
12. I connect easily with people who do not look like me and am able to communicate easily.					
13. I'm interested in the ideas and beliefs of people who don't think and believe as I do, and I respect their opinions even when I disagree.					
14. I work to make sure people who are different from me are heard and accepted.					
15. I recognize and avoid language that reinforces stereotypes. ("jew them down on the price")					
16. I know the stereotype of my ethnicity.					
17. I encourage culturally diverse people to speak out on their issues and concerns and validate their issues.					
18. Avoid assuming that others will have the same reaction as me when discussing or viewing an issue.					
19. I understand that I'm a product of my upbringing and believe there are valid beliefs other than my own.					
20. I do not take physical characteristics into account when interacting with others and when making decisions about competence or ability.					

21. I recognize that others stereotype me and I try to overcome their perceptions.					
22. I include culturally diverse people in team decision making processes that impact them.					
23. I actively seek opportunities to connect with people different than me and seek to build rapport.					
24. I believe "color blindness" is a counter productive and devalues a person's culture or history.					
25. I avoid generalizing behaviors or attitudes of one individual group to another group. ("All men are..." or "All Asians act..." or "Handicapped people usually...")					
26. I actively convey that nontraditional employees or students are as skilled and competent as others.					
27. I do not try to justify acts of discrimination to make the victim feel better. I validate his/her assessment of what occurred.					
28. I try to learn about and appreciate the richness of other cultures and honor their holidays and events.					
29. I believe there are policies and practices in place that negatively impact people outside the majority culture.					
30. I understand the definition of internalized racism and how it impacts people of color.					
31. I believe that race is a social construct, not a scientific fact.					
32. I know and accept that a person's experiences and background impacts how they interact and trust me.					

TOTAL SCORE: _____

Cultural Diversity Self-Assessment Scoring

0 to 39 Points: UNAWARE

Unaware people don't realize they exhibit biased behavior. They may offend others without being aware of it. They may accept stereotypes as facts. They may even unknowingly commit illegal acts! An unaware person's scores can fall in any category because an unaware person might answer "always" or frequently" when in reality he or she simply doesn't comprehend biased behavior. Because unaware people "don't know what they don't know," the only accurate indicator is feedback from others.

40 to 69 Points: TRADITIONAL

Traditional people are aware of their prejudices and that their behavior may offend some people. However, they continue with derogatory jokes, inappropriate comments and actions as though the laws and our organization's values don't apply to them. If you fall in this category, not only is it likely that your behavior is damaging to workplace productivity and helping to create a hostile workplace climate, but your behavior may have legal consequences as well. Examine the questions you scored lowest—you may want to create personal and professional goals to help you break these habits.

70 to 99 Points: NEUTRAL

Neutral people are aware of biases in themselves and others. They are working to overcome their own prejudices, but are reluctant to address inappropriate behavior by others. They avoid risk by saying nothing and this is often perceived as agreement. If you fall into this category, look at the questions that you marked the lowest—you may want to identify ways in which you can improve in those areas. You may also want to find ways in which you can become more comfortable as an ally to others. Determine tactful, clear and firm ways to address inappropriate language, behavior and attitudes by others in the workplace.

100 to 129 Points: CHANGE AGENT

Change agents are aware of biases in themselves and others and realize the negative impact that comes from acting on those biases. Change agents are willing to take action when they encounter inappropriate words, behaviors, or attitudes. They relate to people in a way that values diversity. If your score fell in this range, you can make great contributions to your workplace and your community because you try to find ways to educate others and help others realize the value of diversity.

130 to 160 Points: REBEL

Rebels are acutely aware of prejudice and bias—sometimes to a fault. At times they may come across too strong and appear to be overreacting. Rebels sometimes receive a reputation that causes people to discount their views, avoid them, or not take them seriously. If you scored in this range, you may be a change agent, but you may also be perceived as too radical or reactionary. Asking other people for honest feedback may help bridge the gap between rebel and change agent.

Active Listening Self-Assessment

Are You an Active Listener?

Coaches who listen actively tend to get the most out of their coaching discussions and tend to be better coaches overall. Use this self-assessment to think about how actively you listen and to identify areas for improvement. Check the box next to the number in the column that best describes your listening habits.

While someone is talking, I:	Usually	Sometimes	Rarely
Plan how I'm going to respond.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Keep eye contact with the speaker.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Take notes as appropriate.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Notice the feeling behind the words.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Find myself thinking about other things while the person is talking.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Face the person who is talking.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Watch for significant body language (expressions, gestures).	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Control fidgeting or other distracting habits.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Interrupt the speaker to make a point.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Am distracted by other demands on my time.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Listen to the message without immediately judging or evaluating it.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Ask questions to get more information and encourage the speaker to continue.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Repeat in my own words what I've just heard to ensure understanding.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1

Totals for each column: _____ + _____ + _____

Grand Total = _____

Scoring:

49–65 = You are an active listener.

31–48 = You are a good listener with room for improvement.

13–30 = You need to focus on improving your listening skills.

If you received a score between 13 and 48, develop a plan for strengthening your active listening skills. Write your ideas in the space below.

Figure 2 Assessment of Listening Qualities – Action Plan Sample

Listening Qualities I Have I am expert at observing body language.	How I Know I focus on maintaining eye contact when people speak to me and recognize when their words do not match their tone of voice and facial expressions
Listening Qualities I Want to Develop I want to get better at listening completely without planning what I'm going to say while waiting for the speaker to finish	

Figure 3 Assessment of Listening Qualities – Action Plan

Listening Qualities I Have	How I Know
Listening Qualities I Want to Develop	

Madelyn Burley-Allen, in Coaching Conversations: Transforming Your School One Conversation at a Time; Cheliotis and Reilly, 2010.

Faculty Self Reflection Worksheet:

Directions: Please complete part one of this worksheet PRIOR to our session meeting. Parts two and three will be completed during the session. Thank you.

Part I: Reflection Pre-Work (Please answer these questions thoughtfully and honestly. *(These answers are for you and will not be shared unless you choose to)*)

- 1) How would I describe myself as a teacher and scholar?
- 2) How might others describe me as a teacher and scholar?
- 3) What values inform my teaching?
- 4) What perceptions (broadly) do I have about the students I currently teach?
- 5) What perceptions (broadly) might my students have about me?
- 6) How would I describe the classroom environment that I help to create?
- 7) How might others who observe describe the classroom environment that I help to create?
- 8) Do my assessments really reflect learning, or merely task completion or memorization skills?
- 9) Reflecting on this past semester, what was my most challenging teaching moment and why? How did I respond to that challenging moment?
- 10) Reflecting on this past semester, what was one of my best teaching moments and how can I have more moments like it?

Part II: (During the session presentation, please answer these questions thoughtfully and honestly. *(These answers are for you and will not be shared unless you choose to)*)

- 1) What evidence do I have that demonstrates my excitement about my discipline and teaching?
- 2) Can I explain at least one thing about each of my student's personal lives?

- 3) What are the biggest obstacles to improving my teaching practice and how might I overcome them?
- 4) What new strategies have I tried that might benefit a student I am struggling with?
- 5) Are the relationships that I have with my students helping or hindering their ability to learn or bring their whole self to class?
- 6) Is my demeanor and attitude toward my students helping or hindering their ability to learn or bring their whole self to class?
- 7) What evidence do I have that my students feel included, empowered and welcomed when they come to class?

Part III: (After the session presentation, please answer these questions thoughtfully and honestly. (These answers are for you and will not be shared unless you choose to)

- 1) Based on my responses above, what could I have done differently during my most challenging moment?
- 2) Based on my responses above, were my students excited to be in class? If not, how can I inspire or engage them more?
- 3) Based on what I learned today, how can I learn more about my students

Trainer/ Facilitator

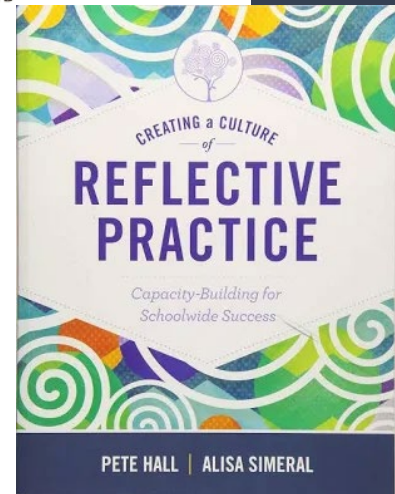
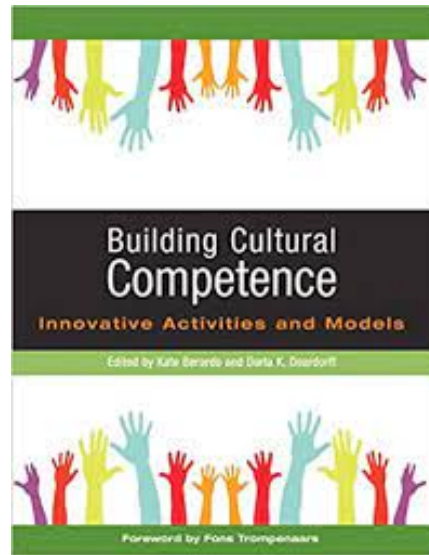
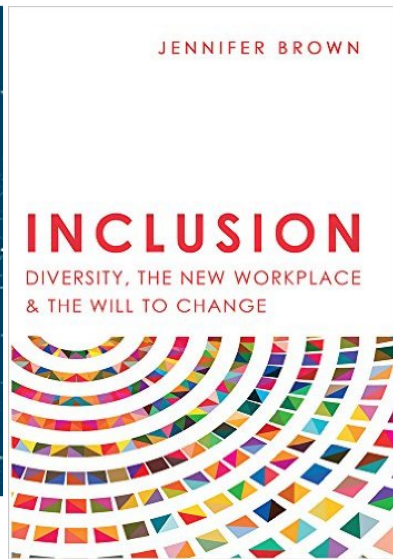
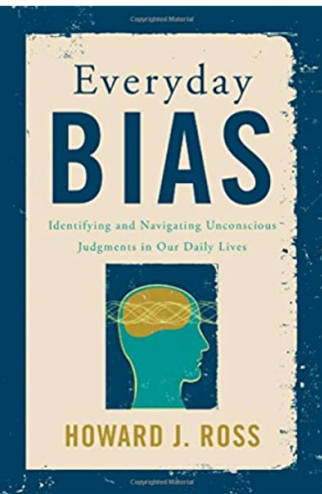
Nicole R. Stokes, Ph.D.

nstokes@sju.edu

www.sju.edu/dei



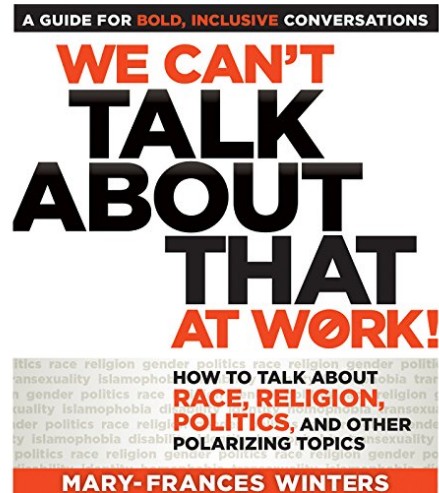
Learn More/ Do More: Great Reads!



Better Allies
Everyday Actions to Create
Inclusive, Engaging
Workplaces



Karen Catlin



TIA BROWN McNAIR · ESTELA MARA BENSIMON · LINDSEY MALCOM-PIQUEUX
FOREWORD BY LYNN PASQUERELLA

FROM
**EQUITY
TALK TO
EQUITY
WALK**

Expanding Practitioner Knowledge
for Racial Justice in Higher Education



"The hope for progress is greatly increased by this groundbreaking new book." —Bryan Stevenson, author of JUST MERCY

BIASED

Uncovering the Hidden Prejudice
That Shapes What We See,
Think, and Do



JENNIFER L. EBERHARDT, PhD