

Diversity and Inclusion in Teaching

UW Anthropology Department
Diversity Committee
8 October 2011

Statistics on diversity: Estimates for UW incoming freshman Autumn 2011

- In 2011, the freshman class of approximately 5,800 will include approximately 780 historically underrepresented students or **12.4%** (compared to 12.1% last year).
 - With the addition of Asian-American students (approximately 1,567), the student of color proportion of the freshman class will be **40.5%**.
 - Lumping Asians together a common problem (text in green is new, based on comments from students)
- About **30%** appear to be the first in their families who would attain a 4-yr degree.
- Roughly **27-28%** appear to be from low-income families.
- **9%** of students report having a disability
- the Q Center said at their annual welcome back luncheon that more students than ever are openly identifying as LGBT (no firm # 's).

Source: UW Student Life Office; Coleen Carrigan

Diversity and Inclusivity

- Defining diversity
 - Social differences, race, class, gender, age, ability, sexual orientation, nationality, religion
 - Differences in perspectives and experiences
 - Differences in learning styles

- Diversity is not always comfortable

- Classroom and syllabi should not only be sensitive to diversity issues, they should also reflect inclusivity

- Becoming a more inclusive teacher is a process. Incorporate what you feel comfortable with now, and build on this in the future.

Source: CIDR

Diversity vs Inclusion

- **Diversity:**
 - Social identities, groups to which we belong that are meaningful to us and give us a source of identity.
 - Social identity can make us appear different from others.
 - Diversity goals are intended to make difference acceptable and to reverse patterns of discrimination which result in under-representation in academia.

- **Inclusion:**
 - Valuing differences in social identities and cultural backgrounds.
 - Working towards not only acceptance of these differences but celebration of them as well.
 - In inclusive environments, teachers are accountable for diversity and for actively fostering welcoming climates.

Source: *Interrupting Bias*; Coleen Carrigan

Sample student comments about feeling excluded

- See handout
- “We were discussing how education is viewed differently in other countries and the professor asked me about the Japanese education system. Just because I’m Japanese American doesn’t mean I know anything about how things work in Japan. I was born and raised here, and so were my grandparents!”
- “When he talks about ‘common sense’ or a ‘typical human response’ I used to think, “Not where I live it’s not.” For a while I thought it was something wrong with me.....”

Source: CIDR

Breakout Groups

- What does “diversity” mean to you?
- Thinking back to your own undergraduate education, what were your experiences with diversity?
- Do you remember particular situations where you felt included or excluded?
- What are some of your concerns about addressing diversity in your own classroom?

Adapted from CIDR

Key Concepts

Diversity vs
Inclusion

Privilege

Micro
aggressions

Unexamined
Bias

Source: *Interrupting Bias*; Coleen Carrigan

Privilege

- Systemic form of advantage for those who have it.
- Because it is invisible, it is taboo to even name or identify it, and therefore much more difficult to challenge.
- We are all both afforded and denied privilege based on our various group memberships.

Source: *Interrupting Bias*; Coleen Carrigan

Breakout Groups

- Handout: ***White Privilege: Unpacking the Invisible Knapsack***
- What are some ways to address unacknowledged privilege in the classroom?
 - Have students list/acknowledge the privileges they have had
 - Important to situate privilege by context
- The handout talks about privilege based on race. What are some unearned privileges you or others might have based on other categories, such as age, sexual orientation or class background?

Adapted from CIDR

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Microaggressions

- “Brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group.”
 - Sue DW, Capodilipo CM, Torino GC, Bucceri JM, Holder AMB, Nadal KL et al. (2007) Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist* 62:271-286.
- Everyday acts of exclusion against under-represented groups that denigrate their capabilities.
- Micro-aggressions include:
 - interruptions, translations, misidentifications (called the wrong name or have one’s name repeatedly mispronounced),
 - exclusion (when one is ignored and left out of networks)
 - marginalization (one’s contributions are ignored or discounted).

Additional Source: *Interrupting Bias*; Coleen Carrigan

Microaggressions

- “I informed some of my friends that I get extended time on a high school final because of a mild learning disability that I have struggled with for my entire life. They proceeded to tell me that **I AM “LUCKY”** for having extended time, that they are “jealous” that they do not also get it or that it’s “not fair” that I have that privilege when most students don’t. I felt misunderstood, embarrassed, and alone.”
 - Source: *microaggressions.com*
- In a class, a video was used for training in counseling that portrayed an African American client as angry and hostile. Some of the students started to immediately be concerned about what to do if he got violent, instead of reflecting that he was distressed, older and resistant to the situation.
 - video reinforced White student beliefs about the potential violent nature of Blacks.
 - Source: Sue et al. (2009) Racial Microaggressions and Difficult Dialogues on Race in the Classroom. *Cultural Diversity and Ethnic Minority Psychology* 15:183-190.

Examples of Micro-Aggressions & Solutions

Micro-aggressions

- Interruptions
- Translations
- Misidentifications
- Exclusion
- Marginalization

Micro-support

- Provide our full attention
- Acknowledge each other's contributions
- Recognize strengths
- Respectfully ask questions for clarification
- Hold each other accountable when we see micro-aggressions
- Break the silence

Adapted from 2009 LEAD presentation by Kecia M. Thomas, Ph.D., Professor of Psychology and Sr. Advisor to the Dean of the Franklin College of Arts & Sciences, University of Georgia

Source: *Interrupting Bias*; Coleen Carrigan

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Unexamined Bias

- A form of stereotyping that is often unintentional, automatic, and outside our awareness.
 - Often contradictory to our conscious beliefs. Also called subtle or implicit bias.
- Framing it specifically as **“unexamined”** puts onus for change on the person who harbors or acts on bias, holding them accountable.

Source: *Interrupting Bias*; Coleen Carrigan

Six Types of Bias

- See hand out
- **Linguistic bias**
 - Using language in a way that is **exclusive** to particular groups (using "he" to refer to an unknown person or "mankind" to refer to humanity; asking a student if he is married) or **carries negative or trivializing connotations** about particular groups ("she was blind to the facts"; "he throws like a girl"; "what a crazy idea"; "that's so gay").
- **Stereotyping**
 - Assuming that all members of a certain group think or behave in a certain way.
- **Invisibility**
 - Lack of examples using women or non-white ethnic groups. For example, "students who never hear of a woman philosopher have trouble believing in such a creature" (Minnich 1990: 78).
- **Imbalance**
 - Offering only one interpretation of an issue or situation.
- **Unreality**
 - Avoiding negative facts history or contemporary life by, for instance, uncritically presenting European settlement of America without discussing the colonization of Native Americans.
- **Fragmentation**
 - Including contributions of women or non-white ethnic groups as "special" topics: "fragmentation communicates to readers that women [or minorities] are an interesting diversion but that their contributions do not constitute the mainstream of history and literature" (Sadker 1993: 113).

Source: *CIDR*

Breakout Groups

- Handouts:
 - *Six Types of Bias*
 - *Strategies for the Inclusive Classroom*
- What techniques have you used or seen used to make sure everyone feels included?
- How can you make your syllabus reflect more inclusivity?

Adapted from CIDR

Resources

- See handout on resources
- CIDR – UW Center for Instructional Development and Research
- Articles referenced within powerpoint presentation (Sue et al, in particular)
- Anthropology Department Diversity Committee