



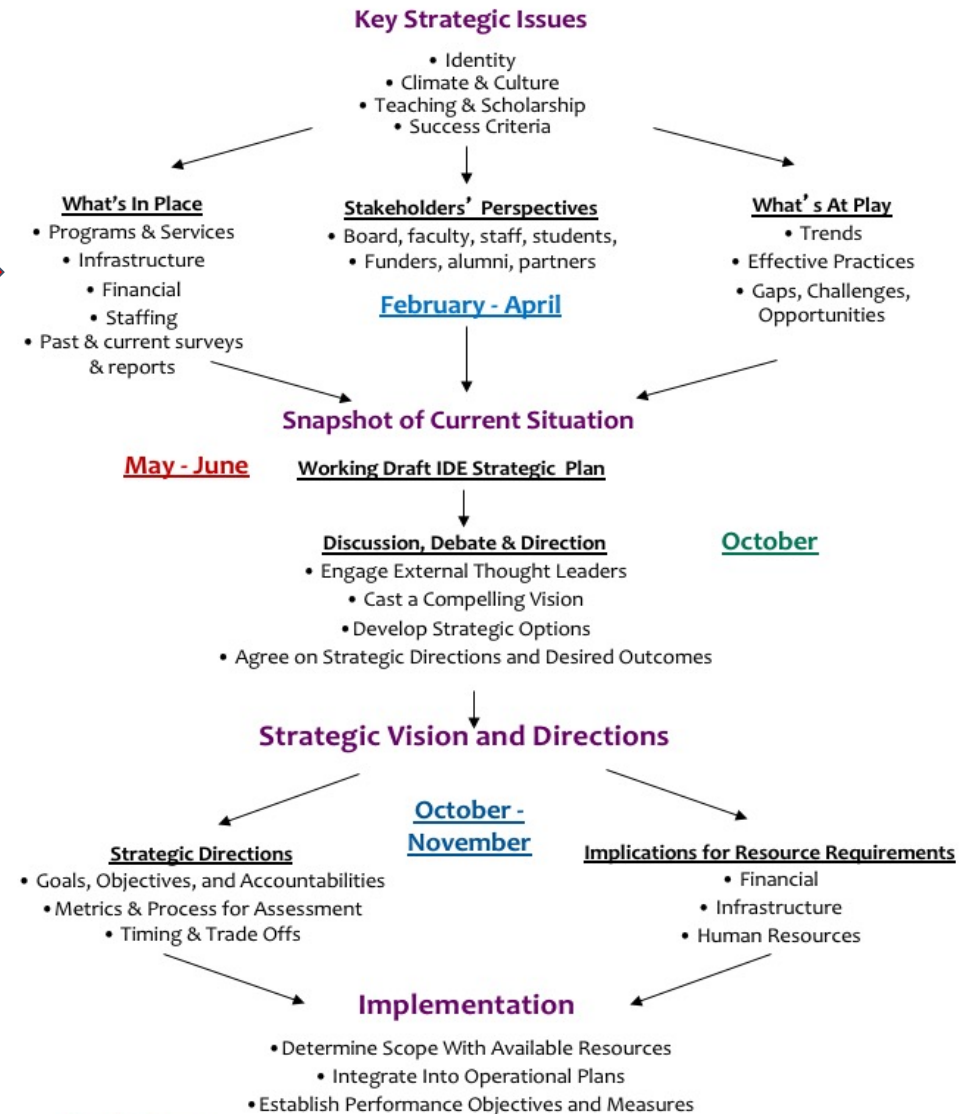
Carleton's Inclusion, Diversity, and Equity Strategic Plan

Carleton College chose to develop an IDE Strategic Plan as a way of bringing **real and lasting change** to the culture, systems and procedures that influence the lived experiences of all members of the community. Strategic Planning is **not simply an exercise** that will be “shelved” at the end of the process. Instead it will:

- **Align and mobilize** the community around a renewed sense of mission, a compelling vision for the future and feasible strategic goals that drive desired changes.
- **Utilize an inclusive process** that recognizes and respects the different perspectives of all constituent groups, creates a shared understanding of the current state and constructively challenges assumptions held individually and collectively.
- Intentionally **identify systemic barriers** that predict success or failure or illustrate inequitable practices and actively disrupt those barriers
- **Generate new options** and formulate effective solutions to what may be perceived as an intractable problem
- Result in an **actionable plan** that not only contains metrics and milestones, but also **articulates accountabilities**.
- Create a context and framework in which the overarching goals and vision of the future will **inform and connect work done in individual departments, organizations, etc.**
- **Provide a way to track progress** and to get back on track when progress falls short.

Carleton College IDE Strategic Planning Process

We are here:





Carleton's Inclusion, Diversity, and Equity Strategic Plan

- While the IDE **strategic plan will include all forms of diversity and inclusion, race is a critical consideration** and the current conversations on anti-racism will inform our work and help move the institution toward productive change by:
 - providing the entire faculty and staff with a common vocabulary for, and understanding of, racism
 - adding to the Strategic Plan's data gathering phase with the suggestions and comments made on the Sli.do forums
- The IDE Strategic Plan Steering Group has sent out a questionnaire to alums, staff, and just this week, faculty and students.
 - We ask that you **complete the short questionnaire; we welcome all input.**
 - You will also have the opportunity to signal your interest in participating in a **focus group**; please do so if you are interested.



IDE Plan Steering Group:

- Trey Williams (Forum)
 - Sally Bell Pierce (SAC)
 - Maya Rogers (Student, '22)
 - Thomas Bonner (External Relations)
 - Art Rodriguez ('96, Admissions)
 - Jessica Brooks ('09, MCAN Board co-chair)
 - Cherlon Ussery (Faculty)
 - Alison von Klemperer ('82, Trustee)
 - Jeninne McGee co-chair ('85, Trustee)
 - Chico Zimmerman co-chair (Faculty)
- website:
<https://www.carleton.edu/inclusion/ide-steering-group/>



Racial Bias and Microaggressions

Drs. Bryana French & Stephen Brookfield, April 2021
Antiracism Training - Carleton College

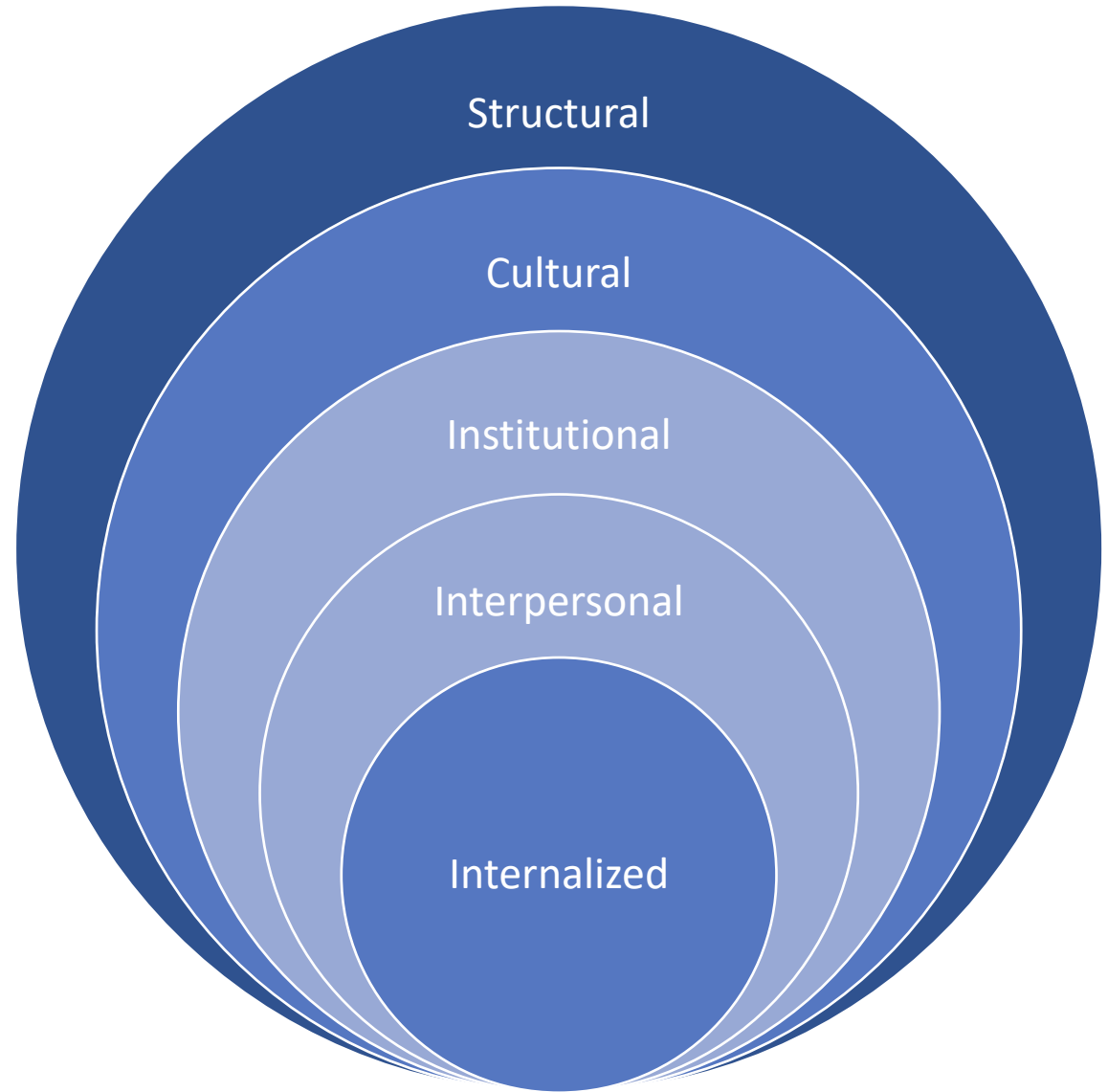


Objectives

1. Connect Anti-Racism training to IDE Strategic Planning process
2. Define implicit bias and racial bias
3. Identify strategies for reducing bias
4. Define and identify racial microaggressions
5. Understand ways to respond to microaggressions



From Institutional to Interpersonal



APA 2021, 2019; Jones, 1979 2003; Yearby, 2020;

Carleton Testimonies

A coworker just reached out and touched my hair, as if a Black woman's hair is something to pet!

I do not hear the voices or see the history or work of BIPOC communities in the curriculum of my classes.

As a student of color, I'm so tired of being assigned to a group and delegated the role of notetaking instead of more meaningful, challenging roles.

I was the only Black woman on my off-campus studies program. My peers repeatedly treated me like I didn't know the course material as well as they did

I am a student of Asian descent. My work supervisor repeatedly mispronounced my name. I corrected her several times, but then she just stopped saying my name at all.

I experienced a double-standard as a student of color at my student work job—I got called in to meet with the supervisor because of something I'd done and had to defend myself, while a white student was doing the same thing, and it was never addressed.

As a BIPOC faculty member, I feel like I constantly face potential repercussions for speaking up about the concerns or BIPOC community, and yet I often do not have a choice to avoid these issues.

As a student of color, I often feel I'm expected to speak on behalf of my entire race in class.

It's difficult hearing alumni in denial that issues of this sort exist at Carleton

The community of color at Carleton is pleading for the same changes year after year

If we're going to recruit staff of color, what are we doing to support them?

Looking at current staff of color, very few of us hold leadership positions on campus

What is Implicit Bias?

- Unconscious and automatic
- Pervasive: everyone possesses them
- Do not always align with explicit beliefs
- Have real world effects on behavior
- Are malleable: Biases can be “unlearned”



Kirwan Institute for the Study of Race and Ethnicity

Go to sli.do
Enter Code: 274762

*What's an example of
an implicit bias about a
racial group other than
your own that you've
noticed in yourself?*

*Your response is
ANONYMOUS*





Examples of Racial Bias in Higher Education

Misuse of standardized tests

BIPOC researchers receiving far fewer grants compared to White researchers

Prioritizing subjective notions of “fit” in hiring

Practicing institutional elitism in hiring/admissions

Relying on and assuming that BIPOC staff and faculty will participate in and lead diversity efforts

Race and class embedded standards of professionalism

Privileging White middle class communication styles

Monitoring BIPOC employees more than White

Reducing Bias (Kirwan Institute)

- Become *aware* of implicit biases
- Be *concerned* about the consequences of the bias.
- Learn *to replace* the biased response with non-prejudiced responses—ones that more closely match the values you consciously believe that you hold



Bias Reduction Strategies



Stereotype Replacement

Recognize and label a response is based on a stereotype
Replace with an unbiased response



Counter-Stereotypic Imaging

Imagining in detail people (known or unknown) who counter the stereotype



Individuation

Focusing on personal over group-based attributes of an individual



Perspective Taking

Taking the first-person perspective of a member of a stereotyped group



Increasing Opportunities for Contact

Engaging in positive interactions with out-group members, best with a shared goal



One Manifestation of Bias: Microaggressions

- *Brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group*





Microassault

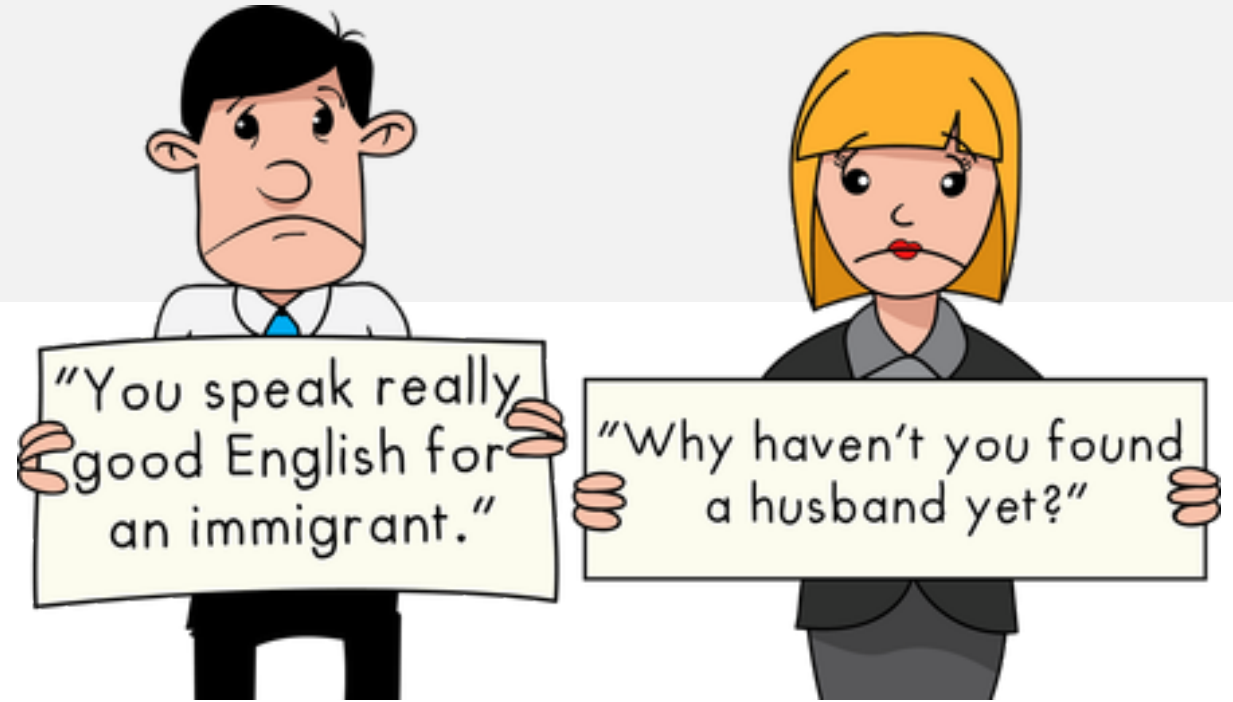
Blatant, verbal, nonverbal or environmental attack intended to convey discriminatory and biased sentiments





Microinsult

Unintentional behaviors or verbal comments that convey rudeness, insensitivity or demean a person's racial heritage/identity, gender identity, religion, ability or sexual orientation identity





Microinvalidation

Verbal comments or behaviors that exclude, negate, or dismiss the psychological thoughts, feelings, or experiential reality of the target group



Examples of Racial Microaggressions

(Sue et al., 2007)

Theme	Microaggression	Message
Alien in own land: When Asian Americans and Latino Americans are assumed to be foreign-born	<p>"Where are you from?"</p> <p>"Where were you born?"</p> <p>"You speak good English."</p> <p>A person asking an Asian American to teach them words in their native language</p>	<p>You are not American.</p> <p>You are a foreigner</p>
Ascription of intelligence: Assigning intelligence to a person of color on the basis of their race	<p>"You are a credit to your race."</p> <p>"You are so articulate." Asking an Asian person to help with a math or science problem</p>	<p>People of color are generally not as intelligent as Whites.</p> <p>It is unusual for someone of your race to be intelligent.</p> <p>All Asians are intelligent and good in math/sciences</p>
Color blindness: Statements that indicate that a White person does not want to acknowledge race	<p>"When I look at you, I don't see color."</p> <p>"America is a melting pot."</p> <p>"There is only one race, the human race."</p>	<p>Denying a person of color's racial/ethnic experience</p> <p>Assimilate/acculturate to the dominant culture.</p> <p>Denying the individual as a racial/cultural being</p>
Criminality/assumption of criminal status: A person of color is presumed to be dangerous, criminal, or deviant on the basis of their race	<p>A White man or woman clutching their purse or checking their wallet as a Black or Latino approaches or passes</p> <p>A store owner following a customer of color around the store</p> <p>A White person waits to ride the next elevator when a person of color is on it</p>	<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>

Examples of Racial Microaggressions (Sue et al., 2007)

Theme	Microaggression	Message
Myth of meritocracy: Statements which assert that race does not play a role in life successes	<p>"I believe the most qualified person should get the job."</p> <p>"Everyone can succeed in this society, if they work hard enough."</p>	<p>People of color are given extra unfair benefits because of their race.</p> <p>People of color are lazy and/or incompetent and need to work harder</p>
Pathologizing cultural values/communication styles: The notion that the values and communication styles of White culture are ideal	<p>Asking a Black person: "Why do you have to be so loud/animated? Just calm down."</p> <p>To an Asian or Latino person: "Why are you so quiet? We want to know what you think. Be more verbal." "Speak up more."</p>	Assimilate to dominant culture.
Second-class citizen: Occurs when a White person is given preferential treatment as a consumer over a person of color	<p>Person of color mistaken for a service worker</p> <p>Being ignored at a store counter as attention is given to the White customer behind you</p> <p>"You people . . ."</p>	<p>People of color are servants to Whites. They couldn't possibly occupy high-status positions</p> <p>Whites are more valued customers than people of color.</p> <p>You don't belong. You are a lesser being.</p>
Environmental microaggressions: Macro-level microaggressions, which are more apparent on systemic and environmental levels	<p>A college or university with buildings that are all named after White heterosexual upper class males</p> <p>Television shows and movies that stereotype people of color</p> <p>Overcrowding of public schools in communities of color</p> <p>Overabundance of liquor stores in communities of color</p>	<p>You don't belong/You won't succeed here.</p> <p>There is only so far you can go</p> <p>You are an outsider/You don't exist</p> <p>People of color don't/shouldn't value education</p> <p>People of color are deviant.</p>

College Examples

Setting low expectations for coworker/students from particular groups or neighborhoods

Using inappropriate humor that degrades particular groups

Singling people out because of their backgrounds or expecting them to represent their group

Complimenting people of color for being “articulate”

Failing to learn or continuing to mispronounce the names of BIPOC after they’ve corrected you

Relying solely on White, male, and/or heterosexual scholarship for curriculum

Tokenizing students (e.g., small groups and splitting up BIPOC)

Using the term “illegals” to refer to undocumented Americans

Using heteronormative examples in class

Ignoring student-to-student microaggressions

Continuing to misuse pronouns

Disregarding religious traditions

Go to sli.do
Enter code: 982349
Or, use the QR code
opposite

*What's an example of a
microaggression that you've
witnessed, experienced or
enacted at Carleton ?*

*Your response is
ANONYMOUS*





Implications of Microaggressions



Predictive of higher negative affect

Greater somatic symptoms

Increased risk for anxiety

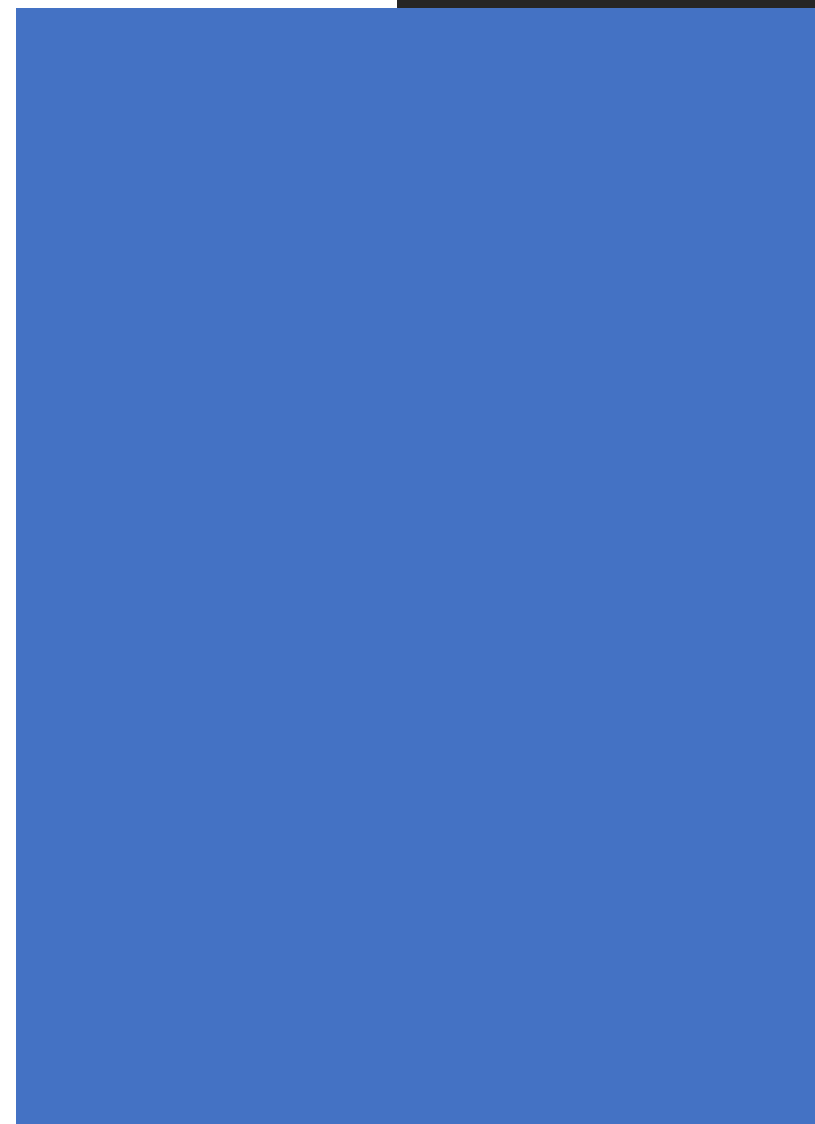
Increased risk for binge drinking

Lower self-esteem

Negative feelings about identity



How can we
respond to
microaggressions?



Navigating Microaggressions

When you're the Bystander

- Be an Ally
- Speak for yourself
- Consider the context of how and if you respond

When you're the Microaggressor

- Try not be defensive
- Acknowledge the person's feelings
- Apologize

When you're the Target

- Consider the context in how and if you respond
- Criticize the microaggression, not the microaggressor
- Take care of yourself

Dynamics and dilemmas of Microaggressions

- Different racial realities
- Invisibility of unintentional expression of bias
- Perceived minimal harm
- Catch 22 of responding

MicroInterventions (Sue et al., 2019)

The everyday words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions

- a) validation of their experiential reality,
- b) value as a person,
- c) affirmation of their racial or group identity,
- d) support and encouragement, and
- e) reassurance that they are not alone



Photo by Rachel Elmakiss

Microintervention Goals and Examples

(Sue et al., 2019)

Make Explicit

- Make the “Invisible” Visible
 - Bring the micro-/macroaggression to the forefront of the person’s awareness
- Response to “you speak excellent English” with “Thank you. I hope so, I was born here”

Disarm

- Disarm the Microaggression
 - Stopping or deflecting the comments or actions through expressing disagreement, challenging what was said or done, and/or pointing out its harmful impact.
 - “Ouch”

Educate

- Educate the Perpetrator
 - Engaging them in a dialogue about what they have done that has proven offensive, what it says about their beliefs and values, and have them consider the worldview of marginalized group members
 - Differentiate between intent and impact

Seek Support

- Seek External Reinforcement and Support
 - When the most effective approach is to seek external support
 - Connect with like-minded people, report incident



Ask for Clarification

Sue et al., 2019

This tactic is one that feigns ignorance and confusions. It is intended to seek the guidance or help of the perpetrator in clarifying what they meant by the statement

- Examples
 - *“Robert, what exactly do you mean?”*
 - *“Come again. Did I hear you correctly?”*
 - *“Do you realize what you just said?”*
 - *“I can’t believe you just said that. Tell me what you mean?”*
- Specific Questions
 - *“Do you really believe all Latinos have a poor worth ethic?”*
 - *“What experiences do you have with African Americans that led you to that conclusion?”*
- Come from curiosity, not Judgment
 - Use active listening skills to ascertain whether your paraphrase was correct.
 - *“Help me understand what you meant by...”*

The intent of these questions is to

- (a) force the perpetrator to stop and consider what they just said or did,
- (b) communicate your disagreement or disapproval
- (c) encourage a further exploration of the belief or attitude of the person



Tell what you Observed

Tell what you observed as problematic in a factual way. Stay close to observable behavior

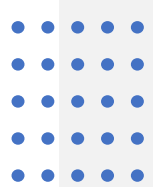
“Did you realize you rolled your eyes while Katherine was talking?”

Explicit Naming: *That’s a racist or sexist remark,* “*That’s a microaggression,*” and “*That’s a stereotype.*”



Impact exploration

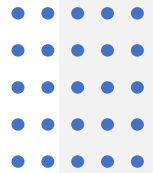
- Engage in a discussion about the potential impact of the initial statement on peers
- Whenever possible, give the person the benefit of the doubt that they did not intend harm with their comment.
- **Promote empathy**
 - Example: “How would you feel if someone assumed something about you because of your race?”
- Help distinguish between intent vs. impact
 - Examples: “I know you kid around a lot, but think how your words affect others”; “I know you meant it to be funny, but that stereotype is no joke.”



Model / disclose your own actions as a perpetrator

Brookfield, S.D. & Hess, M. 2021. *Becoming a white antiracist*.

- Talk about times & situations when you've witnessed / enacted / experienced microaggressions
- *"I remember I used to say / do what you just said/did, but after speaking to 'X' I understood how harmful that was to him/her..."*
- *"I've done/said what you're doing here so many times. But now I realize there's so much that I missed or was unaware of, such as..."*
- *"When I've done that in the past I thought I was being complimentary/helpful. Then someone pointed out to me the assumptions behind my comment & I realized what I said/did was really condescending/hurtful"*
- *"You know I've learned from painful experience that when a White person says/does that, it has a completely different impact on BIPOC than what I intended"*
- *"I'm going to pay forward the advice a peer gave me when I did exactly what you're doing now. They told me....."*



Supporting the validity of the impact of a microaggression

Brookfield, S.D. & Hess, M. 2021. *Becoming a white antiracist*.

- Insist that an institutional policy & system of accountability be instituted to respond to such aggressions.
- Provide example of other similar microaggressions you've experienced, witnessed or enacted.
- Direct people to research & scholarship on how racism is enacted & maintained
- Provide digital testimony from those who have experienced analogous aggressions as a resource to address the situation
- Request that the institution create a process to allow BIPOC members to report microaggressions in a way that feels safe to them



Challenge the Stereotype

Sue et al., 2019

Addressing, unmasking and challenging the impact of the meta-communication being sent to the target.

- Example: White woman says to a third-generation Asian American coworker, “You speak excellent English!”
 - **Metacommunication:** “You are a perpetual alien in your own country. You are not a true American.”
 - **Microintervention tactic:** Undermine metacommunication “Thank you. I hope so. I was born here.”
 - **Microintervention tactic:** Ask for clarification “Are you surprised by that?”
- Broaden ascribed trait to universal behavior
 - **Statement:** “*Why are all the Black kids seated together in the cafeteria? Why do they separate themselves from us?*”
 - **Counter:** “*I could ask the same question about Whites. Why are all the White people sitting together in the restaurant?*”



Disarm the Microaggression

Sue et al., 2019

Stopping or deflecting the comments or actions through expressing disagreement, challenging what was said or done, and/or pointing out its harmful impact.

- **Microintervention:** “Ouch”. Indicates behavior is offensive, force person to consider impact, facilitate enlightened conversation
 - Examples *“Those people all look alike” (“Ouch!”); “He only got the job because he’s Black” (“Ouch!”)*
- **Microintervention:** Interrupt and redirect
 - Examples: *“Whoa, let’s not go there,” “Danger, quicksand ahead!” and “I do not want to hear the punchline, or that type of talk.”*
 - Nonverbal examples: shaking your head (disapproval), physically leaving the situation.



Educate the Perpetrator

Sue et al., 2019

Educate the perpetrator by engaging them in a dialogue about what they have done that has proven offensive, what it says about their beliefs and values, and have them consider the worldview of marginalized group members

- **Appeal to offenders' values and principles**

- Example " "I know you really care about representing everyone on campus and being a good student government leader but acting in this way really undermines your intentions to be inclusive"

- **Point out commonalities**

- Example: "That is a negative stereotype of Arab Americans. Did you know Maryam also aspires to be a doctor just like you? You should talk to her; you actually have a lot in common."

- **Increase awareness of benefits**

- Example: "know you are studying clinical psychology. Learning about why those stereotypes are harmful is going to make you a better clinician."



Seek External Reinforcement or Support

Sue et al., 2019

Sometimes the most effective approach is to seek external support from others or institutional authorities

- Confronting microaggressions can be risky and emotionally draining
- Especially important with power differentials, blatant and violent microaggressions, and when institutional change is needed



Considerations of Context

Sue et al., 2019

- Pick your battles
 - Particularly if you're the target to preserve energy and safety
- Consider when to address offender
 - Public vs private
 - Immediate vs later
- Adjust response depending on situation
 - Education vs. confrontation
 - Collaborative vs. attacking
- Consider relationship factors
 - Power dynamics between faculty and students
 - Modeling behavior

Responses in the Classroom or Meeting



- Acknowledge the conflict
- Acknowledge the silence
- Acknowledge your own identities (e.g., faculty privilege, lack of understanding of being targeted in this area)
- Acknowledge your own discomfort and the student's/coworkers but that you're not going to shy away
- Come with curiosity and explore intent
- Identify your own reactions



Affinity Groups

Practicing

- Practicing ways to respond with a vignette
 - As a Bystander
 - As a Perpetrator
- Recipient

Affirming and supporting

- Affirming and supporting BIPOC

Reflecting

- Reflecting and acknowledging on the impact of microaggressions experienced at Carleton

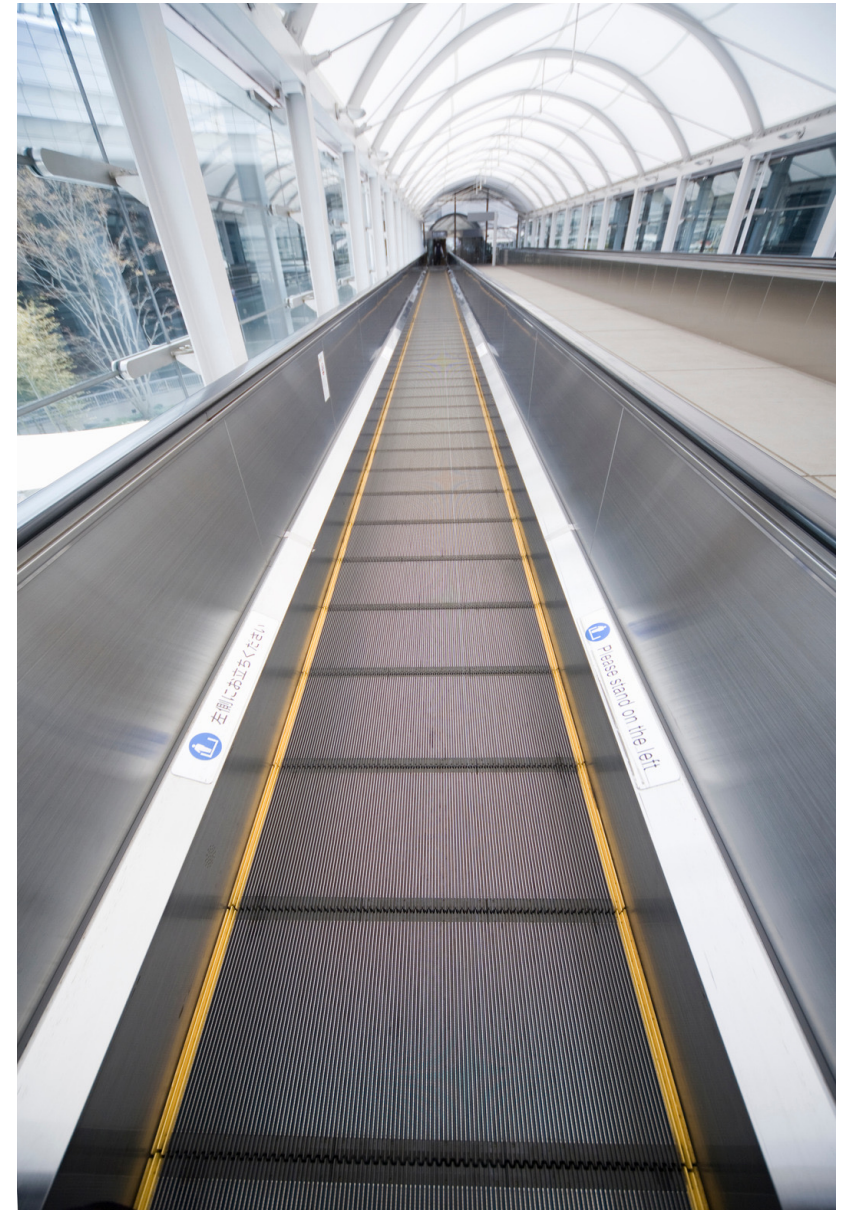


Preview for Next Month: Anti Racist Action

Moving Walkway Metaphor by Beverly Tatum:

“I sometimes visualize the **ongoing cycle of racism as a moving walkway at the airport.**”

- **Active racist behavior** is equivalent to walking fast on the conveyor belt. The person engaged in active racist behavior has identified with the ideology of our White supremacist system and is moving with it.
- **Passive racist behavior** is equivalent to standing still on the walkway. No overt effort is being made, but the conveyor belt moves the bystanders along to the same destination as those who are actively walking.
- But unless they **are walking actively in the opposite direction** at a speed faster than the conveyor belt – unless they are actively anti-racist – they will find themselves carried along with the others.”
- Anti Racism Actions
 - Individual action (e.g., self-reflection, learning)
 - Interpersonal consciousness raising groups (e.g., intergroup dialogue)
 - Group and organization action (e.g., ethnic studies, SURJ)
 - Social Movements (e.g., AIM, BLM)





Readings & Resources

- Kirwan Institute for the Study of Race and Ethnicity (2018). *Implicit Bias Module Series*. <http://kirwaninstitute.osu.edu/implicit-bias-training/>
- Devine P. et al., (2012). **Long-term reduction in implicit race bias: A prejudice habit-breaking intervention**. *Journal of Experimental Social Psychology*, 48, 1267-1278.
- Jana, T. & Baran, M. 2020. *Subtle acts of exclusion: How to understand, identify, and stop microaggressions*. Oakland, CA: Berrett-Koehler Publishers.
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- Sue, D.W. 2010. *Microaggressions and marginality: Manifestation, dynamics and impact*. Hoboken, NJ: Wiley.
- Sue, D. W. et al., (2020). *Microintervention strategies: What you can do to disarm and dismantle individual and systemic racism and bias*. Wiley.
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