



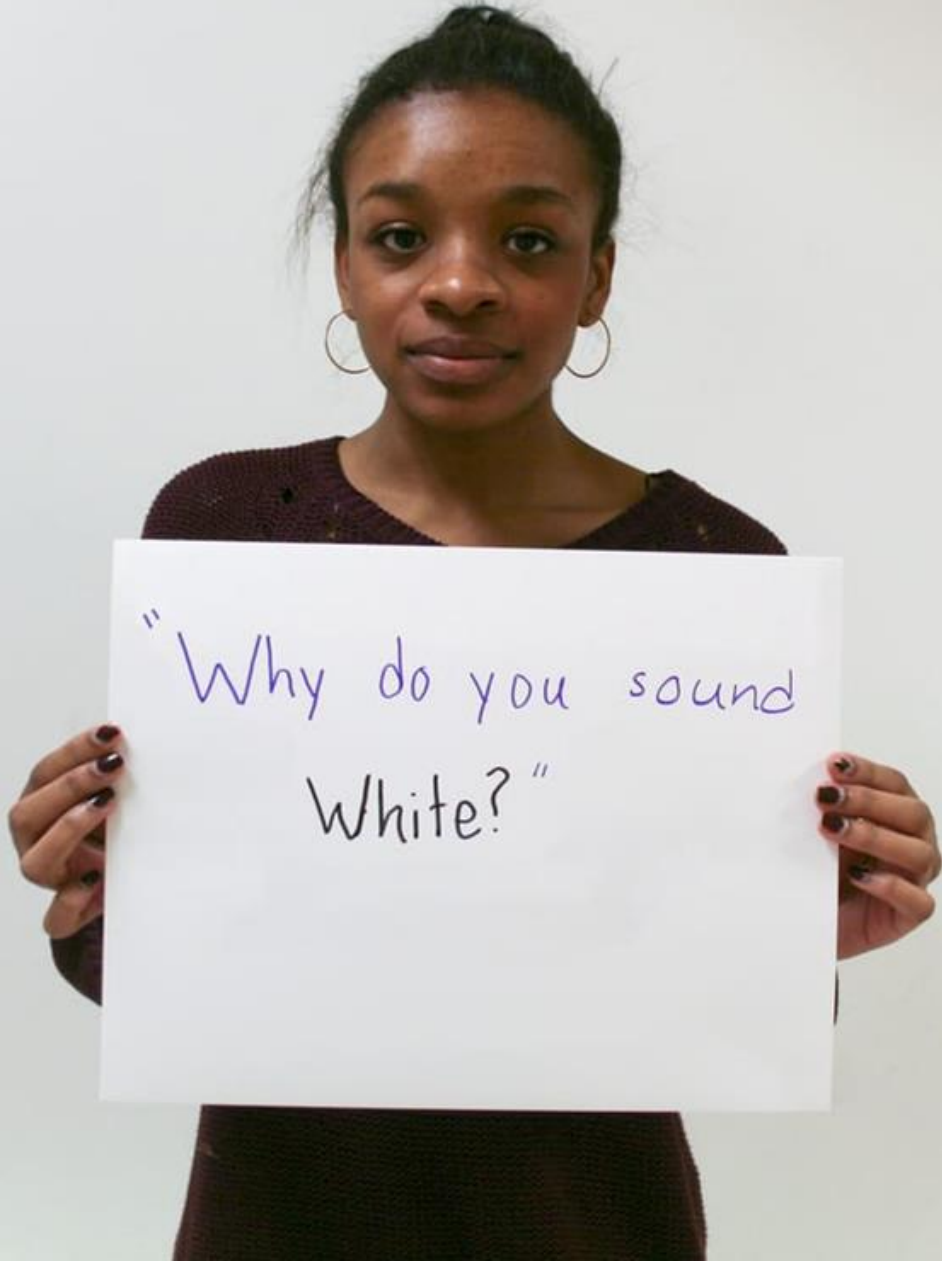
# Let's Talk Language

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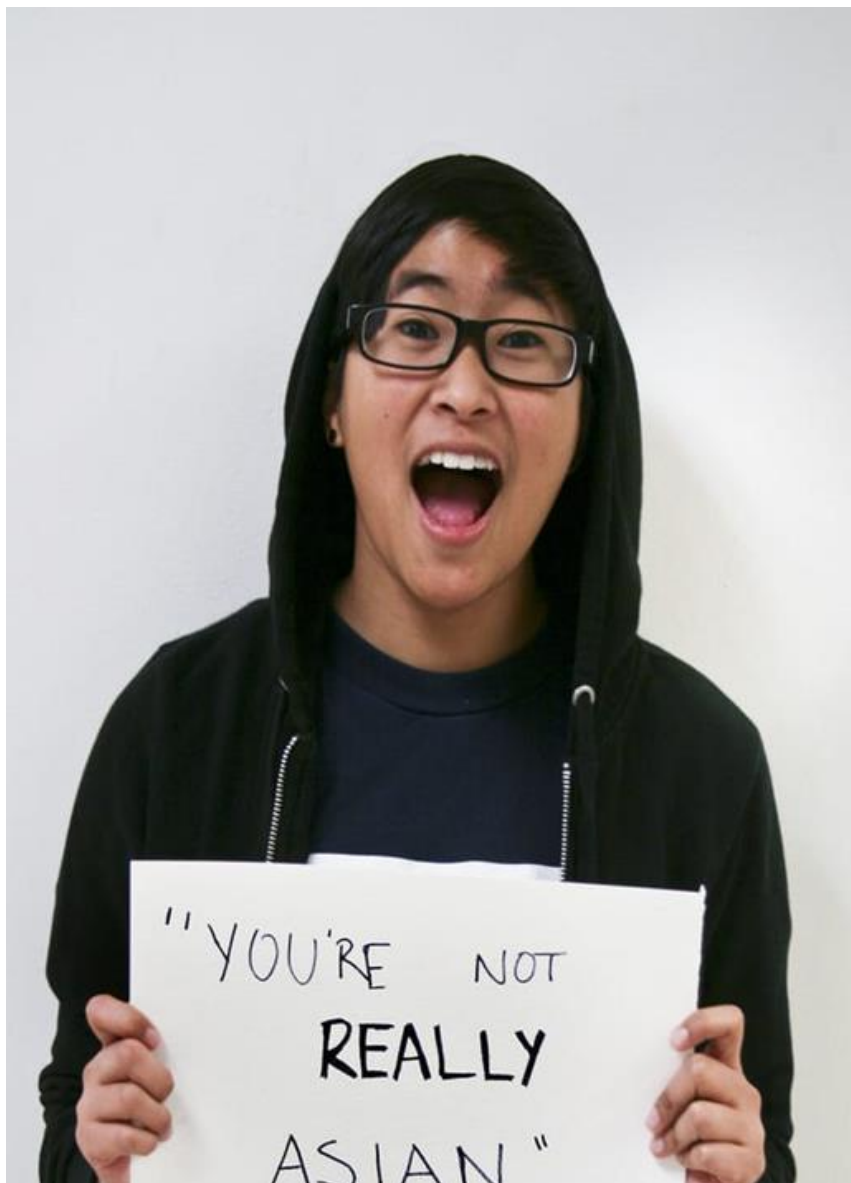
DEI Training Session 3



# Objectives

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- Understand what microaggressions are
- Explore, define, and reflect on how to counteract microaggressions
- Highlight practical strategies that will help foster equitable success on campus and in the classroom



# Goals

What are your goals for this session?

# Social Identity

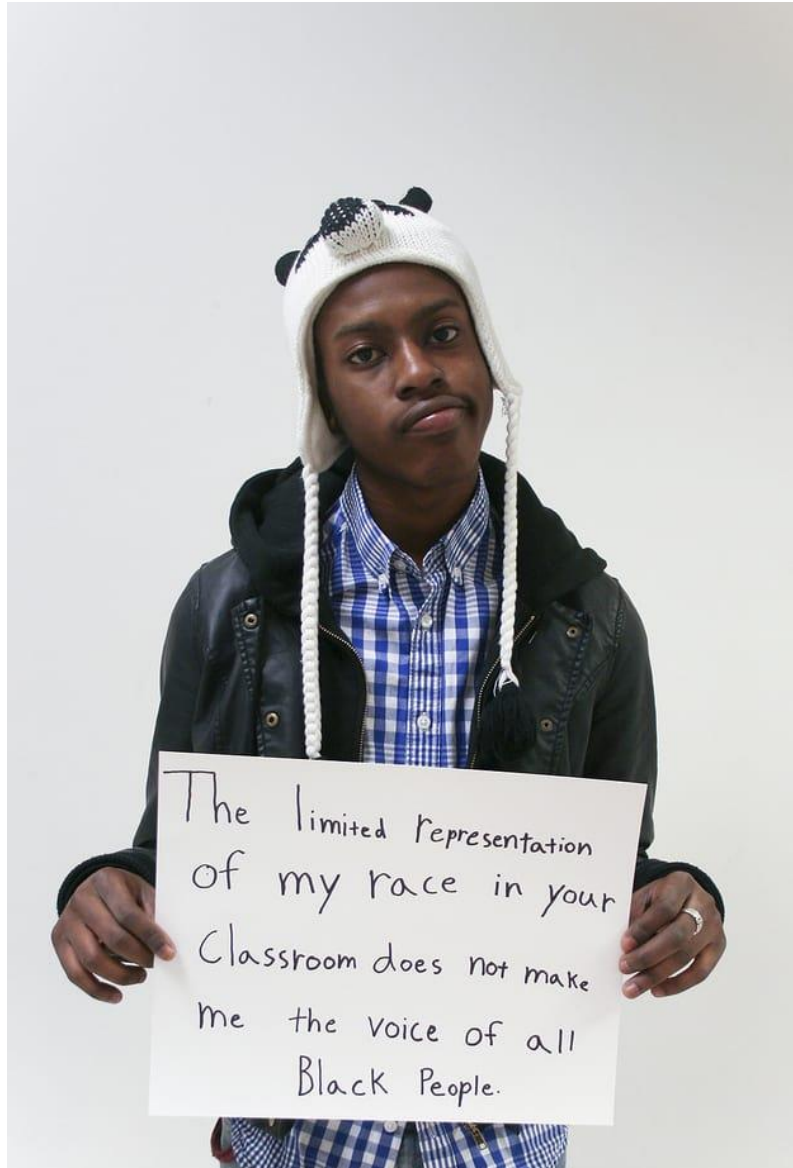
A **social identity** is created and based on a social group that a person belongs to and identifies with (Tajfel, 1979).



# Stereotypes

Over generalized belief about a certain group of people



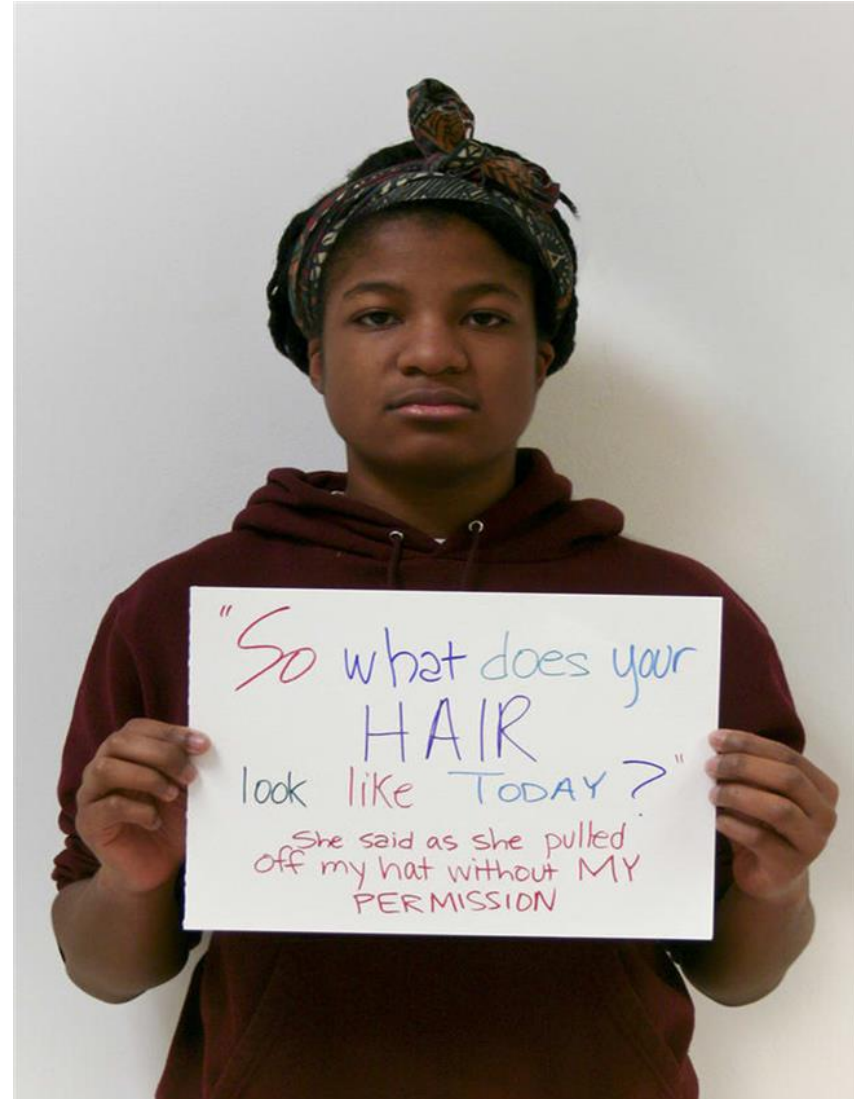


## Microaggressions Defined

“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” (Sue, 2010)

# Types of Microaggressions

- Microinsults (often unconscious)
- Microassults (often conscious)
- Microinvalidations (often unconscious)



# Microinsults

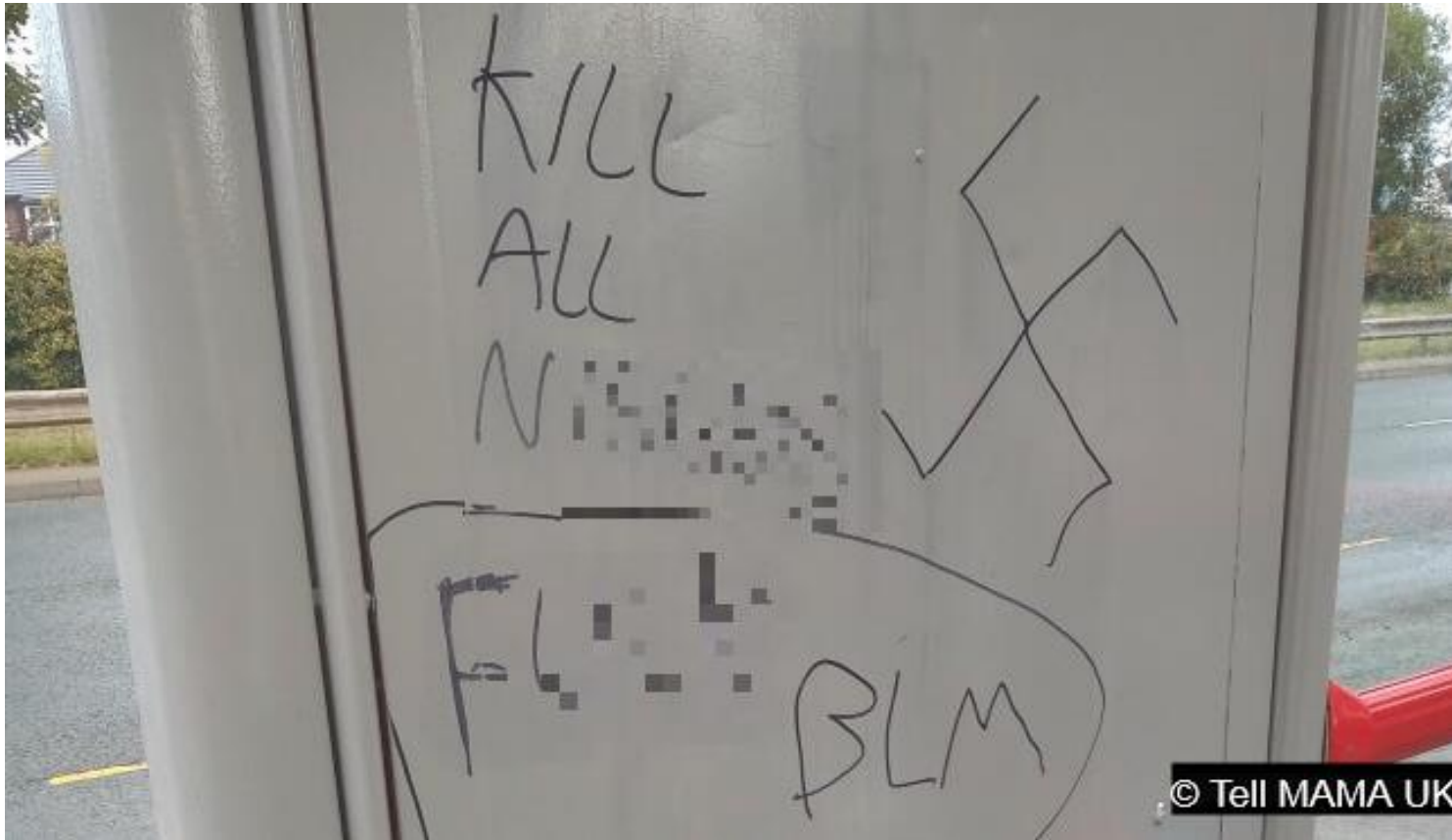


Definition: Convey rudeness and insensitivity and demean a person's racial heritage

Example: In 2008, the first person of color was elected as president of the United States. At the same time, during the presidential campaign Joe Biden made the comment, **“I mean, you got the first mainstream African American who is articulate and bright and clean and a nice-looking guy.”**



# Microassaults



Definition: Explicit derogatory comments or violent verbal or nonverbal attacks

Nonverbal, verbal, or environmental

Example: Someone writing explicit violent comments around campus

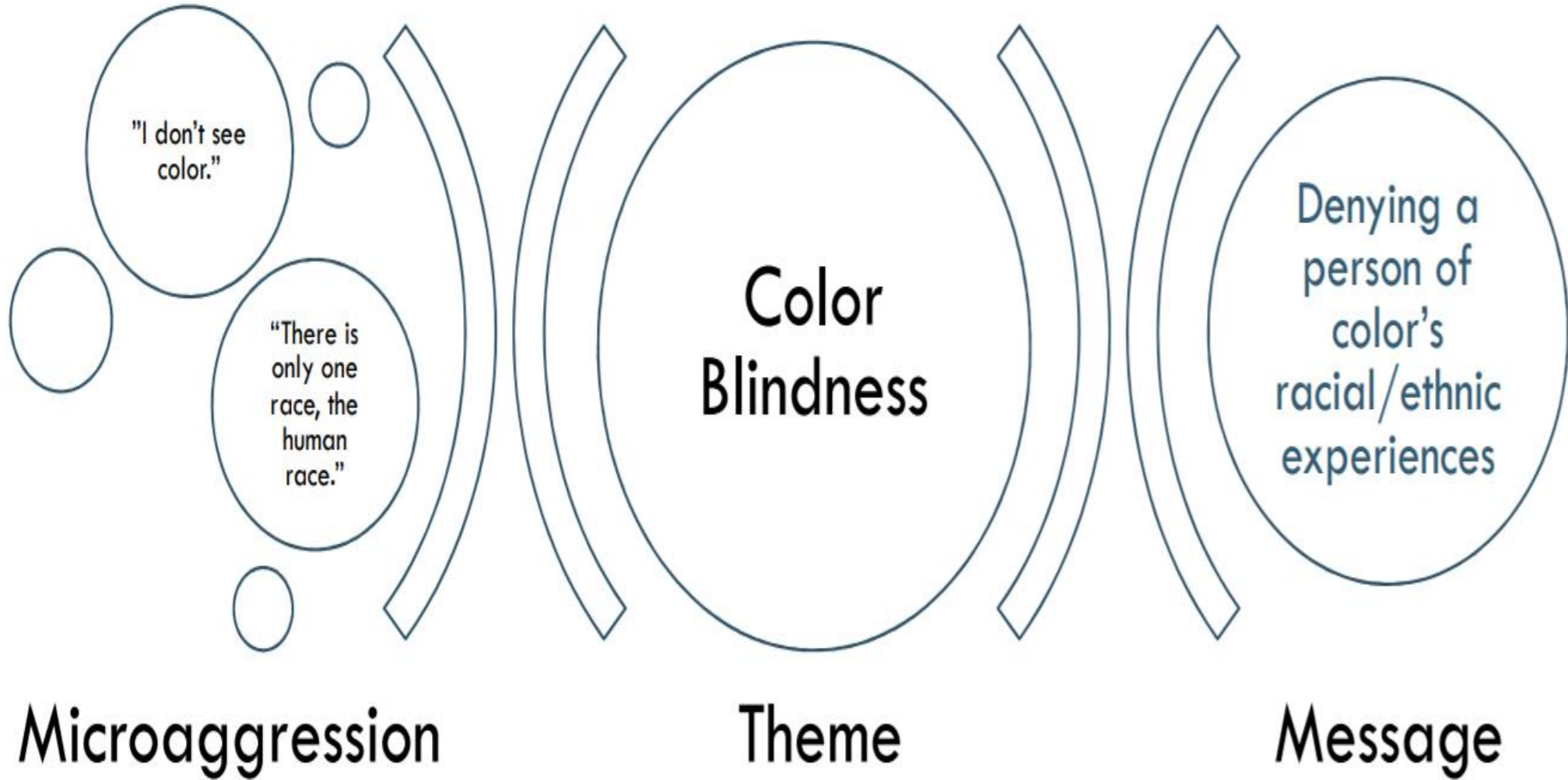
# Microinvalidations

Definition: Exclude, negate, or nullify the experiential reality of people of color

Examples:

- “When I look at you, I don’t see color.” (Denying a person of color’s racial/ethnic experiences)
- “Where were you born?” (You are not American/You’re a foreigner)







# How Microaggressions are Like Mosquito Bites





# A Way Forward

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- ❖ Personal: Prepare yourself for an ongoing and sometimes uncomfortable process of undoing a socialization process that has left you racially illiterate.
- ❖ Classroom/Student Services: Start by setting the tone and modeling the behavior (you cannot expect others to do this until you feel comfortable doing so).
- ❖ Campus: Create spaces to talk about and understand racism (and other forms of structural inequality).

# Rethinking Your Classroom

- ❖ Rethink pedagogy – students learn and engage in different ways
  - ❖ Class materials & syllabus
- ❖ Class participation
  - ❖ Ask for volunteers & call on them, sometimes pick students
  - ❖ Build on students' ideas in lectures
  - ❖ Validate students' contributions, esp. during group work
  - ❖ Ask other faculty to come in and give feedback on lectures
- ❖ Monitor group projects
  - ❖ Do you form the groups or do you let students form their own? How do you monitor group work?
  - ❖ Randomly assign students to groups
- ❖ Classroom sense of belonging
  - ❖ Who do you informally interact with before and after class? Who do you ignore?

# Campus Culture

The idea that students of marginalized communities do not belong may be reinforced by the following:

- ❖ Guest speakers you invite to campus
- ❖ Recruitment representatives
- ❖ Lack of diversity in faculty and staff
- ❖ Internships
- ❖ Media representations

