

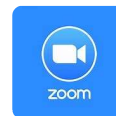
Get Comfortable Being Uncomfortable: Engaging in Dialogue About Race and Bias



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April 11, 2022 – CANSSI & PIMS EDI TRAINING

RESOURCES

Welcome (back) to Zoom!



- A. Mics** (keep muted please)
- B. Camera** (option to keep on or off)
- C. Chat Box**
 - Use whenever you need it to ask questions or respond
 - Any question for our instructor that you would like to keep anonymous, please send a **private chat to Rabia**
 - Look here for downloadable files during the presentation
- D. Reactions Toolbar**
 - Raise Hand Option
- E. Participant List**
 - Change your name option (hover over your name, select "more" then "rename" to change your name, add pronouns if you wish)



Overview of the Virtual Event

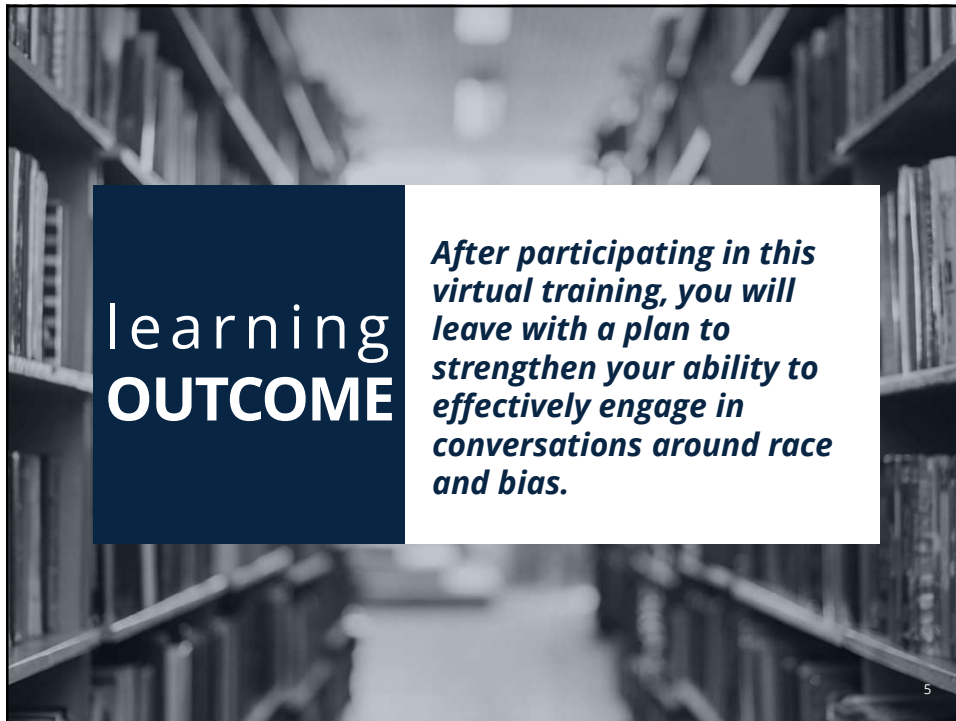
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AGENDA

1. Setting the Stage
2. Sources of Racial Bias
3. Intersectionality
4. Triggers of Racial Bias
5. Action Planning to Unpack Racial Bias
 - Final Q&A

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**learning
OUTCOME**

After participating in this virtual training, you will leave with a plan to strengthen your ability to effectively engage in conversations around race and bias.

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■ Meet Your Faculty Instructor



Dr. Sandra Miles (she/hers)
Diversity, Equity, and Inclusion Consultant & Educator
smiles@dsminitiatives.com
Twitter handle: @sandramilesphd



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#1

Setting the Stage

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■ Our Learning Goals

Beyond our learning outcome, our goals for this session are to have you leave with:

- Increased capacity to recognize and accept personal, internalized bias.
- Increased capacity for interrupting personal biased reactions and responses in real time.
- Increased ability to understand the impact of intersectionality.
- Tools to help continuously uncover and deepen the understanding of personal biases
- Tools to compassionately help others recognize their own biases.

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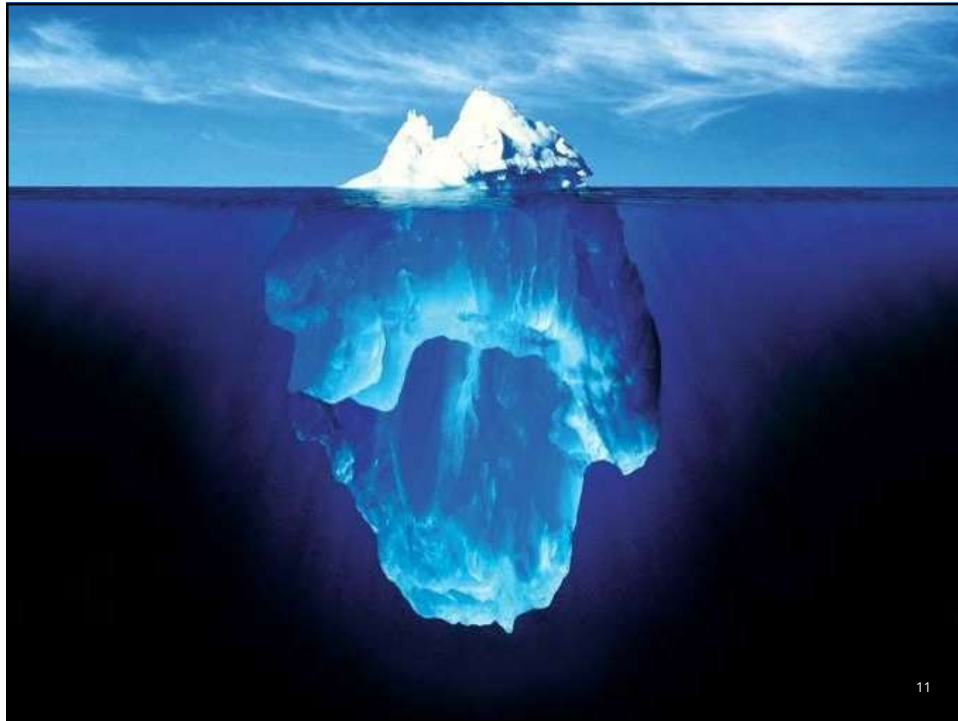
The How

This work is ambitious
and can**NOT** happen
in a 3-hour workshop
alone!



Ground Rules


- The facilitator's frame of reference is centered on experiences as a career administrator that occur in the United States. We acknowledge that there are participants from other countries and/or in faculty ranks who may have other experiences.
- We agree that I'm not here to teach you how to not be racist or biased.
- I will assume that everyone participating today is a good person.
- We need to agree that we are safe and not in any danger, even if we feel uncomfortable.
- We need to be willing to be uncomfortable.
 - We will be honest in a way that prioritizes honesty, not what people think of us.
- We will resist the urge to get defensive.
- We will share and consider examples of our own behavior.
- We will give grace.




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The Scenario & Characters


Meet the Team at Equity U!




Shana Stanford
Associate
Professor of
Statistics



Angela Harvard
Dean of Business
Services



Raphael Princeton
Director of
Academic Support
Services



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The Scenario: An Uncomfortable Conversation in the Office

- Go to **page 3** of workbook to read the scenario

The Uncomfortable Conversation

During a conversation related to a campus budget meeting, Shana, Angela, and Raphael debate and try to think of ways they can work together to increase student enrollment.

Shana: I'm thinking about having my recruitment team increase their engagement with some of the local high schools. We really haven't done everything possible to tap into our local market. Ang, how many additional students would we need to enroll to add \$1 million to the budget?

Angela: Well, I don't think recruiting at our local high schools will work.

Shana: Why not?

Angela: Well, you know, most of the high schools here are very urban and we don't have the academic support structures in place to be able to cater to their needs. Right Raphael?

Raphael: I'm not sure what you mean.

Shana: I'm also confused. Are you saying that students of color can't do well here academically?

Angela: Listen, I know we want to increase diversity and everything, but in terms of the budget, I just don't think it would be wise to bring in a group of students that we know we can't retain. That will cost us more in the long run.

Shana: Wow... I can't believe you're saying this - there is so much bias in your comments I don't even know where to start. All I asked you for was a number. Let Sagg and I handle student recruitment and support. That's our job and we do our jobs very well.

Angela: You don't have to get hostile; I'm trying to be helpful. I'm not a bigot - I'm a woman, I know it feels like to be discriminated against. I just don't want us to take advantage of anyone. Ethically, it would be wrong for us to take these students' money when we know they won't be successful.

Shana: Hostile? So now you're placing your stereotypes on me? Listen - it is not a fact that local students won't do well here based on the color of their skin.

Angela: I never said that!

Shana: Raphael - what did you hear her say?

Raphael: Well, she didn't say they wouldn't do well based on the color of their skin but, Ang, it did sound like you were suggesting that students from urban areas were less capable without any evidence other than where they are going to school. And it is a known fact that most of the students in those schools are black and brown.

Angela: So now you're ganging up on me?

Shana: No one is ganging up on you. We are holding you accountable for what you said. It was unnecessary, inappropriate, and wrong.

Angela: *starts crying* I just don't understand why you are attacking me. I was only trying to help. I care about those kids and I don't want to put them in a situation where they will be set up to fail.

Shana: This is ridiculous. So, you're a victim now? You are basically saying these students don't belong here without seeing a single transcript or test score. But you're the victim? You may be a woman, but I'm a Black woman and I have seen people like you try to stop

ACTIVITY

Processing Space 1:

Take a moment and use the Processing Space on page 4 of your workbook to write down 2-3 words that describe what emotions you felt while reading the conversation.

If comfortable, please share them in the chat.

#2

Sources of Bias

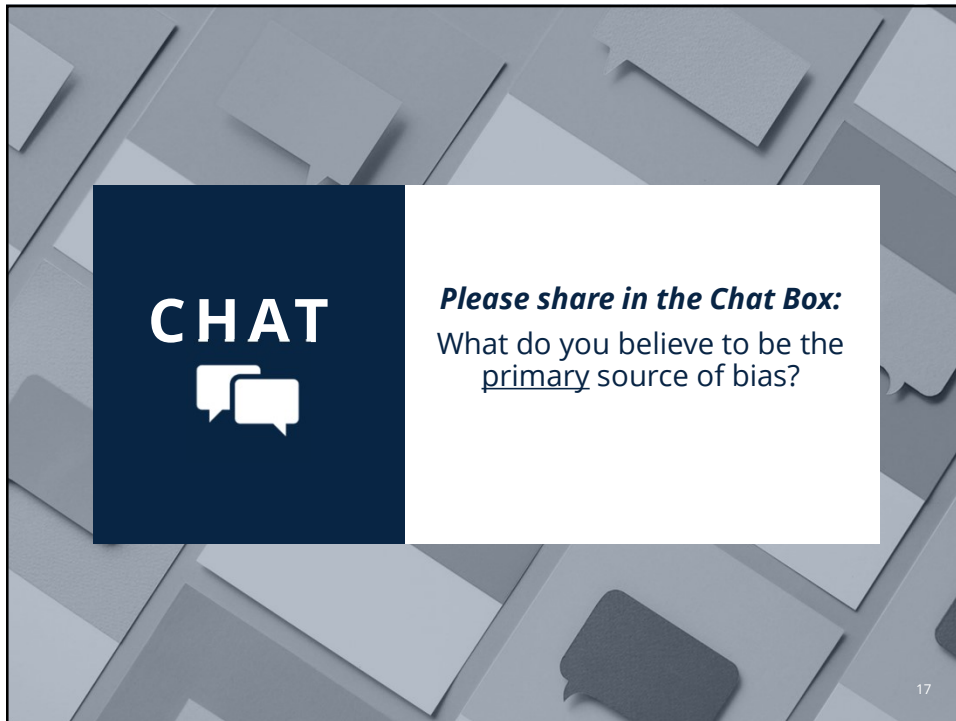
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Bias

- What is bias?
- How does bias develop?
- Characteristics of bias

In the context of today's session, we are focusing in quite a bit on racial bias. However, it is important to recognize that biases are complex and go beyond race.

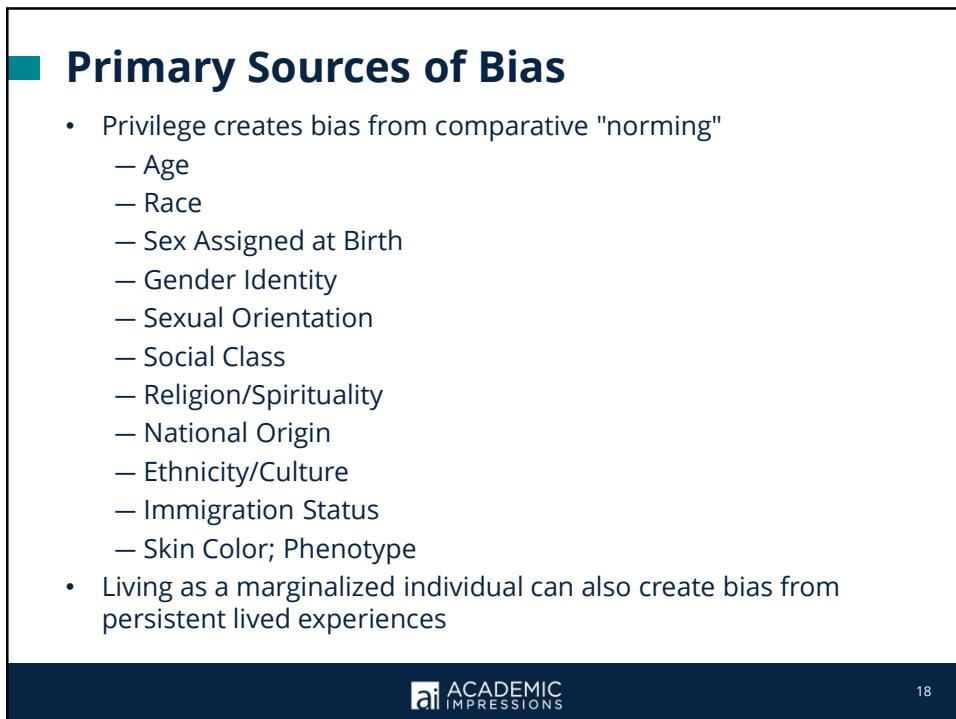
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CHAT

Please share in the Chat Box:
What do you believe to be the primary source of bias?

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■ Primary Sources of Bias


- Privilege creates bias from comparative "norming"
 - Age
 - Race
 - Sex Assigned at Birth
 - Gender Identity
 - Sexual Orientation
 - Social Class
 - Religion/Spirituality
 - National Origin
 - Ethnicity/Culture
 - Immigration Status
 - Skin Color; Phenotype
- Living as a marginalized individual can also create bias from persistent lived experiences

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RESOURCES

Sources of Bias

- The chart on **page 6** of your workbook was developed by Dr. Kathy Obear and was included with her permission.

 transformation and change

PRIVILEGED GROUP	1. Age	MARGINALIZED GROUP
Late 30's to late 40's/early 50's	Younger, Older	Person of Color, People who identify as Bisexual/Multiracial
White	2. Race	Female, Intersex
Male	3. Sex Assigned at Birth	Transgender; Gender Nonconforming
Cisgender	4. Gender Identity	Gender Queer
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	6. Sexual Orientation	Gay, Lesbian, Bisexual, Queer, Questioning
Upper class, Upper middle class, Middle class	7. Social Class	Working class, Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level, Credential, Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant, Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah's Witness, Pagan, ...
U.S. born	10. National Origin	"Foreign born," born in a country other than the U.S.
Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV
"American" Western European heritage	12. Ethnicity/Culture	People of African, Hispanic, Mexican, Nigerian, Chinese, Iranian, Russian, Jewish, ...
Fits society's image of attractive, beautiful, handsome, athletic, ...	13. Size, Appearance, Attraction	Perceived by others as too fat, tall, short, unattractive, not athletic, ...
Proficient in the use of "Standard" English	14. English Literacy	Use of "non-standard" English dialects; born as "twice"
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents, ...
More years on campus	17. Years of experience	New, little experience on campus
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship are undocumented
Suburban; suburb region of U.S.	19. Geographic region	Rural; some urban areas; less valued regions
Light skin; European/Caucasian features	20. Skin color, phenotype	Darker skin; African, Asian, Aboriginal features
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker

Developed by Kathy Obear, Ed.D., www.kathyobear.com kathy@kathyobear.com
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CHAT

Scenario Activity 1: Bias

Thinking back to the Uncomfortable Conversation Scenario, how did bias show up for each person involved?



Shana Stanford

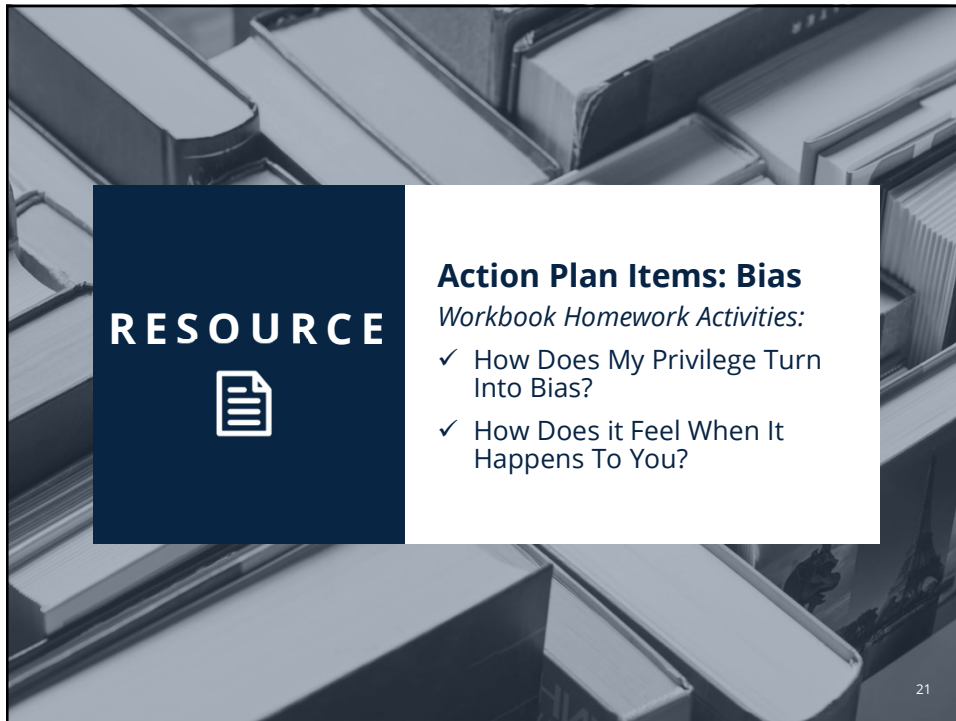


Angela Harvard




Raphael Princeton

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RESOURCE



Action Plan Items: Bias
Workbook Homework Activities:

- ✓ How Does My Privilege Turn Into Bias?
- ✓ How Does it Feel When It Happens To You?

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QUESTIONS?

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#3

Intersectionality

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■ Intersectionality

- Intersectionality, a concept defined by Kimberlé Williams Crenshaw (1989), describes the social, economic, and political ways in which identity-based systems of oppression connect, overlap, and influence one another.
- Intersectionality adds layers to privilege and marginalization and compounds the impact of bias
- Individuals with intersecting identities tend to identify primarily with the most marginalized identity

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CHAT 

Scenario Activity 2: Intersectionality

Thinking back to the Uncomfortable Conversation Scenario, what role did intersectionality have in the conversation for each person involved?



Shana Stanford



Angela Harvard




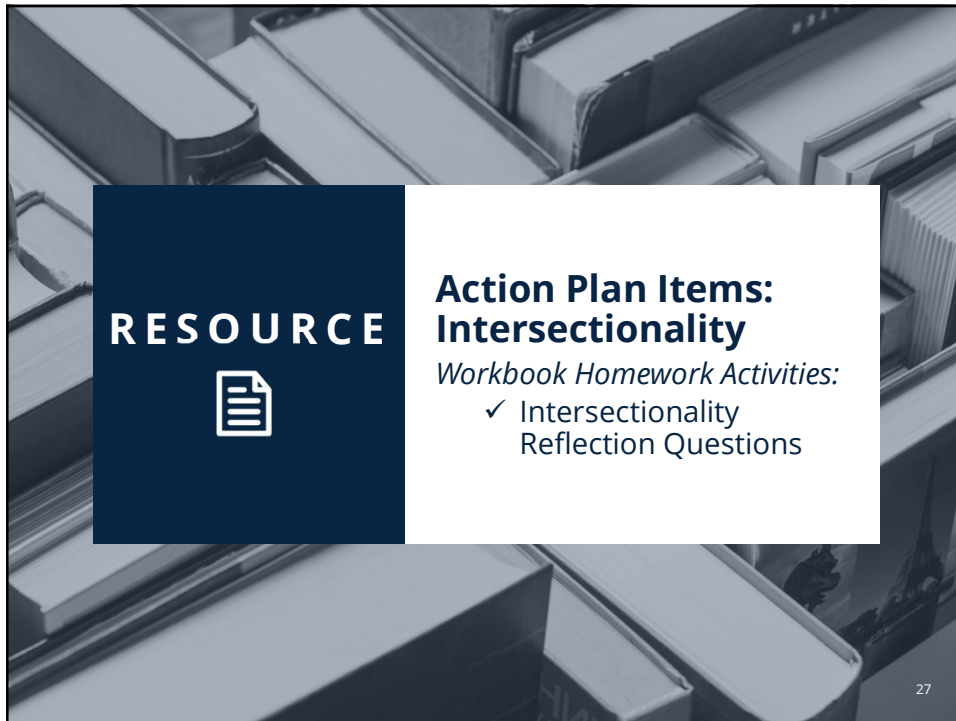
Raphael Princeton

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■ **Key Considerations:
Intersectionality**

- How might intersectionality impact conversations around race and bias?
- What nuances should be considered when entering these conversations with students or colleagues?
- What role did the Faculty vs. Staff dynamic play?
- In what ways do your social identities impact your personal and professional life?
- How do they show up during difficult conversations?

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**Action Plan Items:
Intersectionality**


Workbook Homework Activities:

- ✓ Intersectionality Reflection Questions

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 **Your Action Plan**

- How might intersectionality impact conversations around race and bias?
- What nuances should be considered when entering these conversations with students or colleagues?
- What role did the Faculty vs. Staff dynamic play?
- In what ways do your social identities impact your personal and professional life?
- How do they show up during difficult conversations?

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■ What does it mean to be “Triggered”

- **Triggers** are anything that remind someone of previous trauma. To be **triggered** is to have an intense emotional or physical reaction, such as a panic attack, after encountering a **trigger**. Related words: content warning.
- Dialogue vs. Debate (Page 10 of workbook)
- Leaning into Bias

CHAT

Scenario Activity 3: Trigger Responses

Thinking back to the Uncomfortable Conversation Scenario, how did bias show up for each person involved?



Shana Stanford



Angela Harvard



Raphael Princeton

■ Key Considerations: Triggers of Bias

- How can we engage in conversations in a non-triggering way?
- What steps can we take to remove our defensive posture and come to the table ready to effectively listen and learn with, and from, one another?
- When should you step up and when should you step back during these dialogues?

RESOURCE



Action Plan Items: Triggers of Bias

Workbook Homework Activities:

- ✓ Identifying Triggers of Bias
Reflection Questions
- ✓ Trigger Response Questions



Unpacking Bias

- Accept that bias is a part of life
- Acknowledge what you're feeling
- Experience what you're feeling
- State what you're feeling
— Every. Time.

Revisiting the Scenario at Equity U: A More Productive Uncomfortable Conversation

- Go to **page 14** of workbook to read the scenario

Shana: I'm thinking about having my recruitment team increase their engagement with some of the local high schools. We really haven't done everything possible to tap into our local market. Ang: How many additional students would we need to enroll to add \$1 million to the budget?

Angela: Well, I don't think recruiting at our local high schools will work.

Shana: Why not?

Angela: Well, you know—most of the high schools here are very urban and we don't have the academic support structures in place to be able to cater to their needs. Right Raphael?

Raphael: I'm not sure what you mean.

Shana: I'm also confused. I don't think you mean any harm, but it sounds like you're suggesting that students of color can't do well here academically. Is that what you believe?

Angela: No, I didn't say anything about students of color.

Shana: Well, you didn't explicitly say students of color, but the majority of those students are students of color. So if I'm misunderstanding, please clarify for me because this conversation could easily take a very unfortunate turn.

Angela: Oh, I admit that I do know that most of the students in our local high schools are students of color, but it's not their race that makes me feel like we can't support them. I can see how it could be interpreted in that way, but I promise that's not what I meant.

Shana: So what did you mean?

Angela: To me this is a class issue, not a race issue. Many of our local schools are underfunded and don't have the same rigorous academic preparation as many of the schools we currently recruit from. Ethically, it would be wrong for us to take these students' money when we know they won't be successful.

Shana: I agree that ethically that would be wrong if we knew they wouldn't be successful, but we don't actually know that. Can you see how problematic it is that you dismissed my idea without any facts other than an assumption that students from "urban" schools who also happen to be students of color are so academically underprepared that they aren't worth our effort to recruit them.

Angela: I never said that!

Shana: Raphael—what did you hear her say?

Raphael: Well, she didn't say they wouldn't do well based on the color of their skin but, Ang, it did sound like you were suggesting that students from urban areas were less capable without any evidence other than where they are going to school. And, as you said earlier, it is known that most of the students in those schools are black and brown.

Angela: I can't believe that both of you just completely misinterpreted what I was saying.

Shana: Well, if we both misinterpreted you, then can you consider that maybe your premise is flawed?

Angela: *takes a deep breath* I want to try to explain myself, but I'm getting nervous that anything I say will only make it worse. I was only trying to help. I care about those kids and I don't want to put them in a situation where they will be set up to fail.

Shana: Ok. Let me stop you. The last sentence you said is where I am getting stuck and it's making it difficult for me to continue to give the benefit of the doubt. We have said multiple times that until we actually look at their academic grades we have no way of knowing if the students from local high schools are prepared and yes you keep stating that they are not good candidates as if it is a known fact. Do you believe that students from similarly resourced schools in rural communities are also not worth our effort? Because we spend quite a bit of

ACTIVITY

Processing Space 2:

- Take a moment and use the Processing Space on page 16 of your workbook to write down 2-3 words that describe what emotions you felt while reading the more productive conversation.
- If comfortable, please share them in the chat.

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CHAT

Scenario Activity 4: Trigger Responses

After reading the Updated Uncomfortable conversation, consider the differences of how the participants showed up compared to the earlier example. Where did you see the participants push through their biases?

**Shana Stanford****Angela Harvard****Raphael Princeton**

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■ Vulnerability

- Practice honesty in your own mind.
- What would you say/how would you behave if you didn't believe there would be consequences?
- What are the consequences that you are afraid of?
- If someone said those same things to/about the people you love the most, what consequences would you want to see?

RESOURCE



Action Plan Items: Unpacking Bias

Workbook Homework Activities:

- ✓ Unpacking your Bias
- ✓ Getting Vulnerable

TAKEAWAYS

- Bias is normal and pervasive
- Intersectionality adds layers to privilege and marginalization and compounds the impact of bias
- Our triggers are our own
- We cannot have these conversations without vulnerability

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Your Action Plan

You were given a number of action plan items for your homework today.

What other “next steps” do you want to take?

QUESTIONS?

Thank you!

Please remember to complete the [event evaluation](#).
Your comments will help us continually improve the
quality of our programs.