

# **FACULTY & STAFF FRIDAYS**

**REPRESENTATION, EQUITY, AND INCLUSION FOR BLACK STUDENTS:  
ACTION ITEMS**



# **KEN MORGAN, MA, UHP DIRECTOR**

- **MANAGES THE URBAN HEALTH PROGRAM AND WORK TO INCREASE THE RECRUITMENT, RETENTION, GRADUATION AND CAREER DEVELOPMENT OF UNDERREPRESENTED MINORITY STUDENTS IN THE COLLEGE OF APPLIED HEALTH SCIENCES.**
- **BELIEF THAT ALL STUDENTS WHO ARE COMMITTED AND DEDICATED TOWARD THEIR EDUCATIONAL AND CAREER GOALS CAN SUCCEED GIVEN PROFESSIONAL GUIDANCE TOWARD FULFILLING THEIR DREAMS.**

# **BELONGING UNCERTAINTY**

- **BLACK STUDENTS MAY QUESTION THEIR STATUS OR POSITION IN YOUR CLASS AND IN YOUR FIELD, IN GENERAL**
- **IT IS DIFFICULT TO SEE ONESELF IN THE FIELD WITH FEW ROLE MODELS WITH WHOM TO IDENTIFY**
- **LACK OF CONNECTION OF COURSE CONTENT TO ISSUES RELEVANT TO ONE'S COMMUNITY OR PROBLEMS THEY HOPE TO SOLVE REINFORCES THIS SENSE OF ISOLATION**

# THOUGHT QUESTIONS

- **THINK FOR A MOMENT ABOUT THE DIVERSITY OF YOUR DEPARTMENT'S STUDENT BODY. WHAT IS IT LIKE?**
- **WOULD YOUR FEELINGS AND REACTIONS CHANGE IF YOU WERE OF A DIFFERENT RACE, ETHNICITY, NATIONALITY, GENDER, SEXUAL ORIENTATION, OR RELIGION?**
- **HOW WOULD YOU RESPOND IF SOMEONE ASKED YOU THE FOLLOWING? "WE KNOW THAT (YOUR FIELD) CAN BE A CHALLENGING PLACE FOR STUDENTS WITH MARGINALIZED IDENTITIES. WHAT IS YOUR DEPARTMENT DOING TO CHANGE THAT? WHAT EFFORTS IS YOUR DEPARTMENT MAKING TO ENSURE THAT WOMEN, GENDER-NONCONFORMING INDIVIDUALS, AND PEOPLE OF COLOR (FOR EXAMPLE) FEEL INCLUDED?"**

# **QUESTIONS FOCUSED ON REPRESENTATION**

- **HOW CAN WE ATTRACT MORE BLACK STUDENTS TO OUR PROGRAMS?**
- **WHERE ARE THE BEST SCHOOLS/PROGRAMS FROM WHICH TO RECRUIT BLACK STUDENTS?**
- **WHAT STRUCTURES, POLICIES, AND RESOURCES ARE NEEDED TO RECRUIT MORE BLACK STUDENTS?**
- **HOW CAN WE INCENTIVIZE RECRUITING MORE BLACK STUDENTS?**
- **WHY ISN'T THERE PARITY IN REPRESENTATION OF BLACK PEOPLE IN OUR PROFESSION/SCIENTIFIC AREA?**

# QUESTIONS FOCUSED ON EQUITY

- **WHAT BARRIERS EXIST FOR BLACK STUDENTS AND OTHER STUDENTS WITH MARGINALIZED IDENTITIES IN OUR PROGRAM?**
- **WHAT ADVANTAGES EXIST FOR NON-MARGINALIZED STUDENTS?**
- **AM I ABLE TO ACKNOWLEDGE THAT THERE IS AN UNEQUAL STARTING PLACE FOR BLACK STUDENTS IN OUR PROGRAM?**
- **WHAT MICROAGGRESSIONS HAVE I OBSERVED WITHIN MY CLASS/PROGRAM?**
- **WHAT ACTIONS HAVE I TAKEN TO ADDRESS THEM?**
- **WHAT MICROAGGRESSIONS MIGHT I HAVE BEEN RESPONSIBLE FOR WITHIN MY ROLES?**
- **WHAT IS MY ROLE IN WORKING TO CORRECT THESE INEQUITIES?**

# INTERACTIONAL DIVERSITY QUESTIONS

- **HOW CAN MY COURSE/LAB/JOB EFFECTIVELY USE STUDENTS' DIFFERENCES IN EXPERIENCE AND KNOWLEDGE TO ACHIEVE SHARED GOALS?**
- **HOW CAN MY COURSE/LAB/JOB EFFECTIVELY LEVERAGE AND REVERSE POWER DIFFERENTIALS TO ACHIEVE SHARED GOALS?**

# **INCLUSION-FOCUSED QUESTIONS**

- **WHAT IS THE EXPERIENCE OF BLACK STUDENTS IN MY (CLASS, LAB, DEPARTMENT)?**
- **WHAT BARRIERS STAND IN THE WAY OF STUDENTS WITH MARGINALIZED IDENTITIES FEELING A SENSE OF WELCOME AND BELONGING?**
- **WHAT DON'T WE REALIZE WE ARE DOING THAT IS NEGATIVELY IMPACTING OUR BLACK STUDENTS?**



# EXAMPLES OF INCLUSIVE EXCELLENCE

- **CREATIVE USES OF OFFICE HOURS (IMPROMPTU) AND OTHER WAYS TO SHOW YOUR INVESTMENT IN THEIR SUCCESS**
- **STUDENT-PEER-MENTORING OPPORTUNITIES IN SAFE SPACES (ASAP)**
- **SHARING SOMETHING PERSONAL AND BEING VULNERABLE WITH YOUR STUDENTS THAT YOU ONCE STRUGGLED WITH CERTAIN CONTENT/YOU OFTEN FELT LIKE AN IMPOSTER – OR STILL DO, ETC.**
- **SHARE YOUR OWN MARGINALIZED IDENTITY WITH YOUR STUDENTS (IF YOU HAVE ONE) AND PROVIDE EXAMPLES OF HOW YOU FOUND SUCCESS DESPITE BARRIERS**
- **PROVIDE LISTS OF RESOURCES ON YOUR SYLLABUS AND TAKE AN ATTITUDE THAT ASSUMES STUDENTS WILL WANT TO SEEK OUT SUPPORT – NORMALIZE SUPPORT SEEKING IN AND OUTSIDE OF YOUR CLASSROOM.**
- **USE UNIVERSAL DESIGN PRINCIPLES TO CREATE ACCESSIBLE CLASSROOMS, INCLUDING MULTISENSORY APPROACHES TO LEARNING, SCAFFOLDING LEARNING, PROVIDING CONTENT MAPS, MAKING EXPECTATIONS ABOUT GRADING CLEAR, HONORING HOLIDAYS AND ALLOWING FOR MAKE-UP WORK, ETC.**
- **CONNECT COURSE CONTENT TO ISSUES RELEVANT TO STUDENTS' COMMUNITIES OR PROBLEMS THEY HOPE TO SOLVE**

# MORE EXAMPLES

- **HIGHLIGHT A SCIENTIFIC DISCOVERY MADE BY A BLACK SCIENTIST BY SHOWING A PHOTO OF THE SCIENTIST NEXT TO THE DISCOVERY**
- **INCORPORATE A THEORY DEVELOPED BY A BLACK ACADEMIC INTO YOUR COURSE, AGAIN, SHOWING A PHOTO OF THE THEORIST**
- **SHOW POSITIVE IMAGES OF BLACK PROFESSIONALS IN POWER (NOT ALWAYS THE WHITE THERAPIST TREATING THE BLACK PATIENT)**
- **BE INTENTIONAL ABOUT HOW YOU ORGANIZE STUDENTS INTO GROUPS FOR DISCUSSIONS AND ASSIGNMENTS SO THAT CLIQUES DO NOT LEAVE BLACK STUDENTS FEELING ISOLATED**
- **NOTICE WHEN HANDS ARE RAISED AND DELIBERATELY CALL ON BLACK STUDENTS WHEN IT IS CLEAR THEY WISH TO CONTRIBUTE AND PARTICIPATE. CONVERSELY, DO NOT CALL THEM OUT IF THEY ARE DISENGAGED BUT RATHER, TAKE TIME AFTER CLASS**
- **KNOW STUDENTS' NAMES AND PRONOUNCE THEM CORRECTLY**

# INCLUSIVE EXCELLENCE: 4 STRATEGIES

- **STRATEGY 1: CLASS CONTENT (E.G., EXAMPLES, PROBLEM SETS)**
- **STRATEGY 2: INCLUSIVE TEACHING**
- **STRATEGY 3: DIVERSE TEACHING METHODS**
- **STRATEGY 4: TAKE PRECAUTIONS TO REDUCE BIAS**
  - **ARAGON ET AL. (2017) FOUND THAT FACULTY WITH COLORBLIND IDEOLOGIES WERE LESS LIKELY TO ADOPT INCLUSIVE TEACHING STRATEGIES THAN THOSE WITH MULTICULTURAL IDEOLOGIES.**

# 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 ET AL., 2007, P.273).**
- **INVALIDATING STUDENTS’ EXPERIENCES OR CONCERNS, LOW EXPECTATIONS FOR BLACK STUDENTS, USING INAPPROPRIATE HUMOR IN CLASS THAT DEGRADES BLACK STUDENTS, SINGLING STUDENTS OUT IN CLASS BECAUSE OF THEIR BACKGROUNDS, MALICIOUS COMMENTS, SETTING EXAMS AND PROJECT DUE DATES ON HOLIDAYS, AND STEREOTYPING.**

# TYPES OF MICROAGGRESSIONS

- **AScription OF INTELLIGENCE (E.G. UNINTELLIGENT OR SMARTER THAN AVERAGE BASED ON APPEARANCE OR ACCENT)**
- **DENIAL OF RACIAL REALITY (E.G. DISMISSING CLAIMS THAT RACE WAS RELEVANT TO UNDERSTANDING A STUDENT'S EXPERIENCE)**
- **DENIAL OR DEVALUING OF EXPERIENCE OR CULTURE (E.G. IGNORING THE EXISTENCE, HISTORIES, CULTURES OF GROUPS OF PEOPLE – ASSUMING THAT OTHERS ARE LIKE YOU)**
- **MAKING JUDGMENTS ABOUT BELONGING (E.G. ASSUMING PEOPLE ARE FOREIGN OR DON'T SPEAK ENGLISH WELL BECAUSE OF THEIR APPEARANCE; QUESTIONING SOMEONE'S MEMBERSHIP STATUS SUCH AS "YOU DON'T LOOK DISABLED" OR "YOU DON'T SEEM THAT GAY TO ME" OR "IF YOU WERE JEWISH, WOULDN'T YOU DO X?")**
- **ASSUMPTION OF CRIMINALITY (E.G. GUARDING BELONGINGS MORE CAREFULLY WHEN AROUND CERTAIN GROUPS OR EXPRESSING FEAR OF CERTAIN GROUPS)**
- **ASSUMPTION OF IMMORALITY (E.G. ASSUMING THAT POOR PEOPLE, UNDEREDUCATED PEOPLE, LGBTQ PEOPLE, OR PEOPLE OF COLOR ARE MORE LIKELY TO BE DEVIANT, UNTRUSTWORTHY, OR UNETHICAL)**

# MICROAGGRESSIONS

- **NO ONE IS IMMUNE FROM COMMITTING MICROAGGRESSIONS. THEY ARE PART OF OUR INHERITED UNCONSCIOUS BIASES THAT ARE DEEPLY EMBEDDED IN OUR SOCIETY AND CULTURE.**
- **LEAD STUDENTS TO EXPERIENCE SERIOUS COGNITIVE, BEHAVIORAL, AND EMOTIONAL REACTIONS, MAKING IT VERY DIFFICULT FOR THEM TO LEARN**

**SUE, LIN, TORINO, CAPODILUPO, RIVERA, 2009, PP.187-8**

# MANAGING MICROAGGRESSIONS

- **SURFACE YOUR OWN BIASES**
- **UNPACK YOUR OWN TRIGGERS**
- **ESTABLISH CLASSROOM NORMS FOR DISCUSSION AND DISAGREEMENT, UPFRONT**
- **ACKNOWLEDGE THEM IN THE MOMENT, STOPPING OR SLOWING DOWN THE DISCUSSION**
- **RETURN TO THE CLASS NORMS AND EXPLAIN WHY THE INCIDENT IS PROBLEMATIC**
- **SUPPORT STUDENTS TO CRITICALLY REFLECT UPON WHAT HAPPENED**
- **ACKNOWLEDGE THE IMPACT AND VALIDATE THOSE WHO HAVE BEEN TARGETED**
- **FOLLOW UP IN THE NEXT CLASS**

# WHAT TO AVOID

- **PASSIVITY OR LETTING STUDENTS TAKE CONTROL OF THE CONVERSATION**
- **RESPONDING WITH HOSTILITY**
- **LOOKING TO THE BLACK STUDENTS TO EDUCATE OTHERS ON WHY THIS IS WRONG**
- **GIVING FULL ATTENTION TO THE PERPETRATOR WHILE IGNORING THE TARGET**
- **ALLOWING DEBATE ABOUT THE INTENT OF THE MICRO AGGRESSOR, WHAT EACH PERSON SAID OR DID, WHO IS RIGHT OR WRONG, ETC.**



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