Cover Page for: Hagen et al. 2020, Workshop Guide.

Hagen, Gillian L. and Iyana Jackson, Deanna Thomas, and Kierstyn Lau (2020 May) *Workshop Guide*. **Final Project for Mount Holyoke College class COLL- 224 (Being Human in STEM), Spring semester 2020.**

Context of this project from author notes in co-authored ancillary document:
"For our group project, we focused on ways to improve the retention of underrepresented groups in STEM fields. We determined that a project focusing on 100-level STEM courses would allow us to have the most lasting impact on student retention as introductory course experiences often shape the long-term trajectory of students. When thinking about the possible ways we could improve retention relating to 100-level STEM classes, we thought the best approach was to develop a workshop focused on educating students and faculty about microaggressions in the STEM classroom. Through our group meetings, we expanded the workshop to include sections on implicit bias and stereotype threat."

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Workshop Guide

Pre-workshop exercises/readings for students:

- Implicit Bias 101 article - writing to show they did the reading
  - Have questions for them to answer to check if they understood the material (ie. what is a microaggression)
- Value Affirmation Writing activity (15min)

30 min Class Discussion:

- Intro (who we are, what we want to do, goals of the workshop) (5min)
- Split students into small groups for discussion throughout workshop
- Implicit Bias (5min)
  - Based on reading the Implicit Bias 101 article, have them reflect on what they wrote for their assignment in small groups
  - Also have students answer the questions: How would you define implicit bias in your own words? Have you heard of this concept before?
- Stereotype Threat (5min)
  - Have students read article: Stereotype Threat
  - In small groups, answer the question: What did you learn about stereotype threat from this article?
- Microaggressions (10min) - from University of Washington website on microaggressions
  - Definition from University of Washington: *Microaggressions are: "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, Capodilupo, Torino, Bucceri, Holder, Nadal, et al., 2007, p.273). Although this definition focuses on racial microaggressions, microaggressions can target any marginalized group identity, such as race, socioeconomic class, gender, sexuality, nationality, citizenship, ability, etc. Microaggressions can cause 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).*
  - Microaggression video: "How microaggressions are like mosquito bites"
  - Print out **microaggression handout** for students and pass around
  - Ask students to raise hands if they have ever received, witnessed, or given a microaggression
  - Pass out **Responses to Microaggressions handout**
- Debrief (5min)
  - How can we create an inclusive classroom?
  - Have small groups write top three things for classroom to make classroom contract
  - Go around room and have small groups say their items, type them up as said
  - Post the final class contract document on the Moodle site
  - Exit survey - Have students anonymously answer the following questions on paper: Was this helpful? Do you have any suggestions for this workshop?

Additional Faculty/Facilitator Background Resources:

- Privilege
    - Facilitator Reading: National Association of School Psychologists - "Understanding Race and Privilege"
    - 3 minute video for students: Sometimes You're A Caterpillar
- Implicit Bias
    - Kirwan Institute: Implicit Bias
    - 7-Day bias cleanse
- Stereotype Threat
    - Faculty Resources:
        - Empirically Validated Strategies to Reduce Stereotype Threat
        - Article: Stereotype Threat
- Microaggressions
    - Article for Faculty: Addressing microaggressions in the classroom
    - Racial Microaggressions in STEM

Responses to Microaggressions
From the University of Washington Center for Teaching and Learning

Before microaggressions happen:
- Recognize and reflect on your own biases, interactions, and behaviors.
- Understand a general definition of microaggressions. Consider the various ways that they might manifest themselves, and the impact they will have on everyone in the learning environment.
- Understand intent vs. impact: that good intentions can have harmful impacts.
- Understand your own triggers and unpack them: what makes you uncomfortable, and why? How can you work with and through this discomfort?
- In the beginning, focus on collaboratively establishing classroom norms for discussion or dialogue.

When microaggressions happen:
- Acknowledge the moment and immediately take the lead in addressing the situation (slow down or stop the conversation).
- Breathe. Pause. Stay as calm as possible.
- Return to the class norms. Hold everyone accountable for their actions and ask for clarification. Explain why the incident is problematic. Support students in critical reflection on the situation.
- Acknowledge the emotions in the room, both visible and invisible. Ask students if they would like to stay in class or take a break/leave.
- While acknowledging the impact, make sure to validate and support those who have been targeted.
- Follow up as needed, e.g. revisit in next class and/or see individuals after class. Identify other people as sources of support.

What to avoid when intervening in microaggressions:
- Taking a passive approach and letting the class direct the discussion.
- Disengaging from the conversation by accepting superficial responses or dismissing the topic.
- Responding with hostility.
- Looking to marginalized students/instructors to be experts on issues related to their identity group.
- Giving full attention to the perpetrator while ignoring the target(s) of the microaggression
- Focusing on (or allowing a focus on) debates about:
  - The intent of the micro-aggressor
  - What each person said or did
  - Who's right or wrong

Linked sources in WORKSHOP GUIDE, in order of mention:

Implicit Bias 101 article: Finley, Todd (2019, March 25) *A Look at Implicit Bias and Microaggressions; A primer on the impact of implicit biases in schools and how they can be expressed by students and faculty*. Edutopia. https://www.edutopia.org/article/look-implicit-bias-and-microaggressions

Value Affirmation Writing activity: Character Lab (2018) *Value Affirmation Writing activity: GRIT playbook; My Values*. Character Lab. https://characterlab.org/wp-content/uploads/sites/10/2019/03/grit_myvalues.pdf

Stereotype Threat: Glossary of Education Reform (last updated 2013, August 29) *Stereotype Threat*. Great Schools Partnership. https://www.edglossary.org/stereotype-threat/

Quotes from **University of Washington website on microaggressions**:
• Sue, Derald Wing and Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin (2007) *Racial Microaggressions in Everyday Life; Implications for Clinical Practice*. American Psychologist vol. 62, No. 4, pp. 271–286. DOI: 10.1037/0003-066X.62.4.271
• Sue, D. W., Lin, A. I., Torino, G. C., Capodilupo, C. M., & Rivera, D. P. (2009) *Racial microaggressions and difficult dialogues on race in the classroom*. Cultural Diversity and Ethnic Minority Psychology, vol. 15, No. 2, pp. 183–190. https://doi.org/10.1037/a0014191

"How microaggressions are like mosquito bites": Fusion Comedy (2016, October 5) *How microaggressions are like mosquito bites; Same Difference*. YouTube. https://www.youtube.com/watch?v=hDd3bzA7450

Microaggression handout: University of Washington Center for Teaching and Learning (no date) *Addressing microaggressions in the classroom; Strategies for dealing with microaggressions in your online, hybrid, or face-to-face classroom*. https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/

"Understanding Race and Privilege": National Association of School Psychologists (2016) *Understanding Race and Privilege*. National Association of School Psychologists, Bethesda, MD. https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/social-justice/understanding-race-and-privilege

Sometimes You're A Caterpillar: chescaleigh (2015, March 24) Sometimes You're A Caterpillar. YouTube. https://www.youtube.com/watch?v=hRiWgx4sHGg

Kirwan Institute- Implicit Bias: The Kirwan Institute for the Study of Race and Ethnicity (2015) *Understanding Implicit Bias*. The Ohio State University. http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

7-Day bias cleanse: link no longer available. Appears to have been a Kirwan Institute/MTV film project that aired in 2015 and is no longer widely available?

Empirically Validated Strategies to Reduce Stereotype Threat: Anonymous (no date) *Empirically Validated Strategies to Reduce Stereotype Threat*. Stanford University Graduate School of Education website
https://ed.stanford.edu/sites/default/files/interventionshandout.pdf

Article- Stereotype Threat: Glossary of Education Reform (last updated 2013, August 29) *Stereotype Threat*. Great Schools Partnership. https://www.edglossary.org/stereotype-threat/

Addressing microaggressions in the classroom: University of Washington Center for Teaching and Learning (no date) *Addressing microaggressions in the classroom*.
https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/

Racial Microaggressions in STEM: Shepherd, Marshall (2020, February 18) *Racial Microaggressions in Science*. Forbes.
https://www.forbes.com/sites/marshallshepherd/2020/02/18/racial-microaggressions-in-science/

Responses to Microaggressions From the University of Washington Center for Teaching and Learning: University of Washington Center for Teaching and Learning (no date) *Addressing microaggressions in the classroom; Strategies for dealing with microaggressions in your online, hybrid, or face-to-face classroom*. https://teaching.washington.edu/topics/inclusive-teaching/addressing-microaggressions-in-the-classroom/