



Creating Inclusive Campus Environments: Addressing Incivility and Microaggressions

**BE BRAVE
ENOUGH
TO START A
CONVERSATION
THAT MATTERS**

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UNIVERSITY OF MINNESOTA DULUTH

Driven to Discover™



Learning Outcome

- Deepen capacity to **recognize and interrupt microaggressions** and other **forms of incivility** on campus.

Building our Learning Community

- Go greet 5+ people, especially anyone you do not know as well until you hear the chime!






Find a a partner, you don't now as well


- Share **some highs** from the semester
- Why is it **important to you** to create greater equity & inclusion:
 - Among staff
 - For students
 - On campus

- Share **GENERIC** times you observed or experienced incivility or microaggressions:
 - **What happened?**
 - How did **you** **feel**? Others feel?
 - What was the **impact on you and/or others?**






- 
1. What **should no one ever have to experience or feel** on campus?
 2. What do you hope **everyone feels and experiences** on campus?

- 
- Think about times you spoke up.
 - **Why did you choose to speak up?**
 - And times you didn't speak up
 - What were **some of the thoughts or concerns** you had that lead to your not speaking up?
 - What was the possible **impact of your silence** on others? On you?



Find a new partner:

- Think about times **you spoke up** when you saw or experienced incivility or a microaggression based on group membership(s) either on campus or in another setting.
 - **Why did you choose to speak up?**

- 
- Think about **times you have not spoken up** ~ for whatever reasons.
 - What were **some of the thoughts or concerns** you had that lead to your not speaking up?
 - What was the probable **impact of your silence** on others? On you?



Individually, review the


Learning Guidelines (top of pg. 6) and identify, which ones:


- Have you **EXPLICITLY agreed** to use in meetings as people engage each other?
 - **Or IMPLICITLY**

- What **other norms/agreements** are used in your meetings ~ explicitly? Implicitly?

Learning Community Guidelines

1. **Open and honest communication**
2. **Participate fully (comfort zone +1)**
3. **Speak from personal experience**
4. **Listen respectfully; Seek to understand; Listen harder if disagree**
5. **Share air time: Move in, move out; encourage others to share**
6. **Be fully present**
7. **Be open to new and different perspectives**
8. **Assume good intent; explore unintended impact**
9. **Take risks; Lean into discomfort; Be brave; Engage**
10. **Respect and maintain confidentiality**
11. **Notice/describe what you see happening in the group, in you**
12. **Recognize your triggers; Share if you feel triggered**
13. **Trust that dialogue will take us to deeper levels of understanding and acceptance**
14. **Engage, embrace, and enjoy this opportunity!**

- 
- Hold your card **facing downwards** in your hand
 - **TRADE your card 5 X's**
 - **Never** look at your own Playing Card
 - Hold it in your hand facing outwards so others can always see it
 - Go and interact with **AT LEAST 20+** people
 - **Notice** what you notice, feel, do....how you get treated

- 
- **What card do you think you have and why?**
 - **How were you treated?**
 - **What happened that feels familiar to campus dynamics?**



1. What are some groups that get seen and treated as **LOW CARDS**?

- * How do they get treated?

- * What is the probable impact?

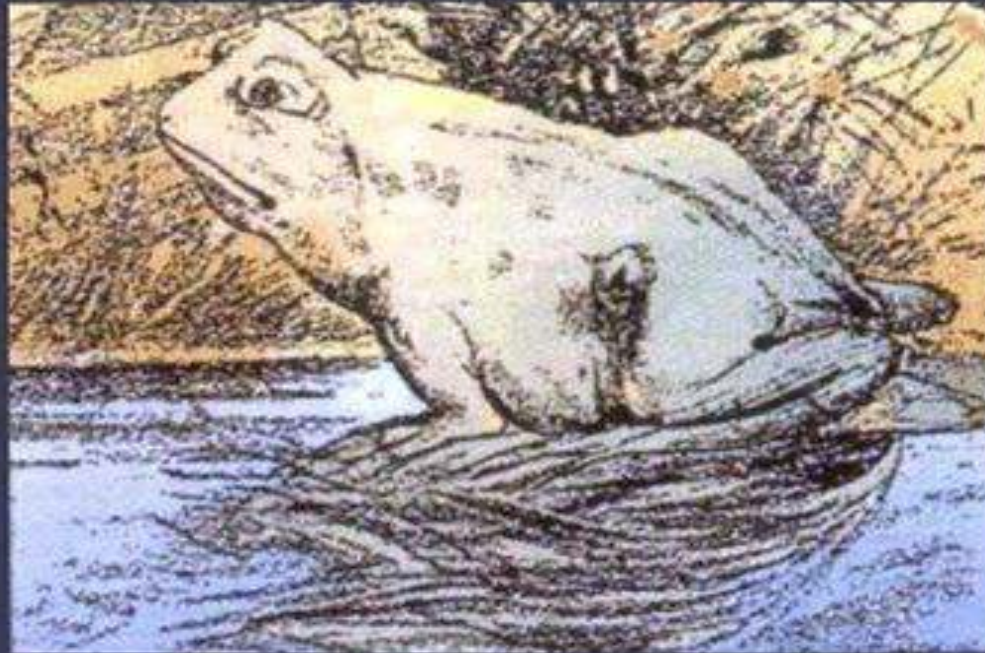
2. What are some groups that get seen and treated as **HIGH CARDS**? **MIDDLE CARDS**?

- * How do they get treated? Probable impact?

Differences That Make A Difference

- Age
- Athleticism
- Criminal background
- Disability Status
- Economic class
- Educational level
- English Literacy
- Ethnicity/culture
- Family status
- Gender identity/expression
- Geographic region
- Hierarchical level
- Immigration status
- Job function
- Marital/Relationship Status
- National origin
- Parental Status
- Race
- Religion/spirituality
- Sex
- Sexual orientation
- Size/appearance
- Skin color; phenotype
- Veteran Status
- Working style
- Years of experience
- Others....

Share When You See The Horse





oh no
YOU DIDN'T

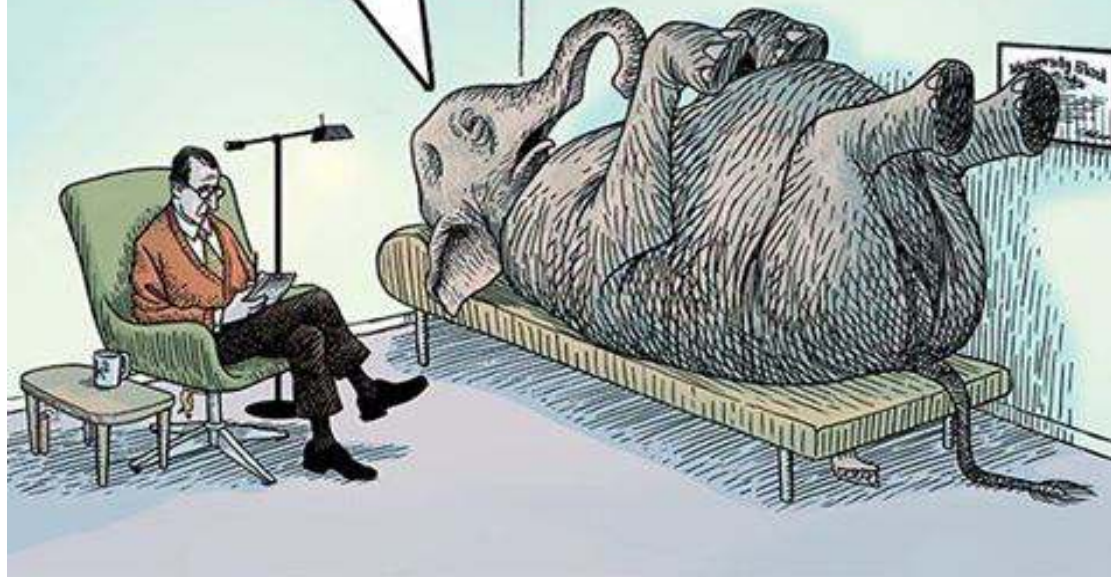
Microaggressions: Characteristics, pg. 8

- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others

Microaggressions: Characteristics

- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Sometimes, even if I stand in the middle of the room, no one acknowledges me.




Unproductive Meeting Behaviors

On **pages 9-10**, review each behavior and note:


- Which have you seen others do?
- Which have you done?

In groups of 4:

- Assign each person a #: 1, 2, 3, 4
- Each will review 1/3 of the items on pgs. 11-13:
 - 1 = #'s page 11
 - 2 = #'s page 12
 - 3 = #'s page 13
 - 4 = read 6+ from each page
- Which ones could/do occur on campus?
- Possible Bias? Possible impact?



BREATHE

- 
- Each person **share 2-3 microaggressions that got your attention or feel familiar.**

 - **Discuss for each one:**
 - a. What is the (unintended) **IMPACT? Especially if not one speaks up?**


 - b. What are the **probable biases or stereotypes fueling the microaggression?**

PAN Dynamics with an Inclusion Lens to Recognize Microaggressions


- Observe/ “PAN” (Pay Attention Now)
- With an *Inclusion Lens*
- Review page 5:
 - Which of these do you do unconsciously, all the time? (Check-off ✓)
 - (*) Which ones could you add to your Toolkit?

Common Unproductive Reactions, pg. 3





RESPONSIBILITY:
THE ABILITY TO
CHOOSE
YOUR RESPONSE.





What could you do? ADDRESS it! pg. 14

A = **Acknowledge** (that something occurred)

D = **Dialogue** (with the person)

D = **“Document”** (tell someone; use a reporting system)

R = **Redirect** (the conversation)

E = **Educate** (the person)

S = **Stop** (the exclusionary behavior)


S = **Support** (the people impacted)



■ **1 & 4's**: Review page 15 (PAIRS)

■ **2 & 3's**: Review page 16 (Engaging Skills)

* **Note useful tools and approaches**

- 
- **Each share 3-4 tools** you think could be useful to engage microaggressions in your area, on campus...

Share Examples

- Each person will write examples of:
 - **Microaggressions or examples of incivility** that have occurred on campus
- You will **TRADE** the papers 5+ times
- These examples will be **read aloud** in small groups; and ***may be used in future trainings***

Situations you experienced, witnessed, or heard about from a credible source:

- Recent situations or patterns (within last 2-3 years)
- Occurred on campus, if possible, or local community
- Anonymous/Generic: **NO NAMES** or key references

For each example, write out:

- * **What** happened
- * How did you **feel**? Others feel?
- * What was the initial impact on you/others
- * Who did what to engage, respond?
- * Any long-term impact on individuals, department, student success?

Form groups of 8-10

- One at a time, read one aloud....then the next person reads one....
- When finished reading your batch, trade, and continue reading



In your small group, share and discuss:

- What are you *feeling* as you hear these?
- What *examples* stood out to you and why?
 - What *impact* could these situations have on *student persistence and success*?
 - On staff and faculty *productivity, morale, and retention*? Team effectiveness?



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Choose a situation: **What Would You Do?**

- Discuss **2+** approaches
- Then discuss another situation...




When you know better...
You do better

- *Maya Angelou*

STAND
SPEAK
SHOW
UP
FOR SOMETHING

workisnotajob.




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ENOUGH
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@Candidman



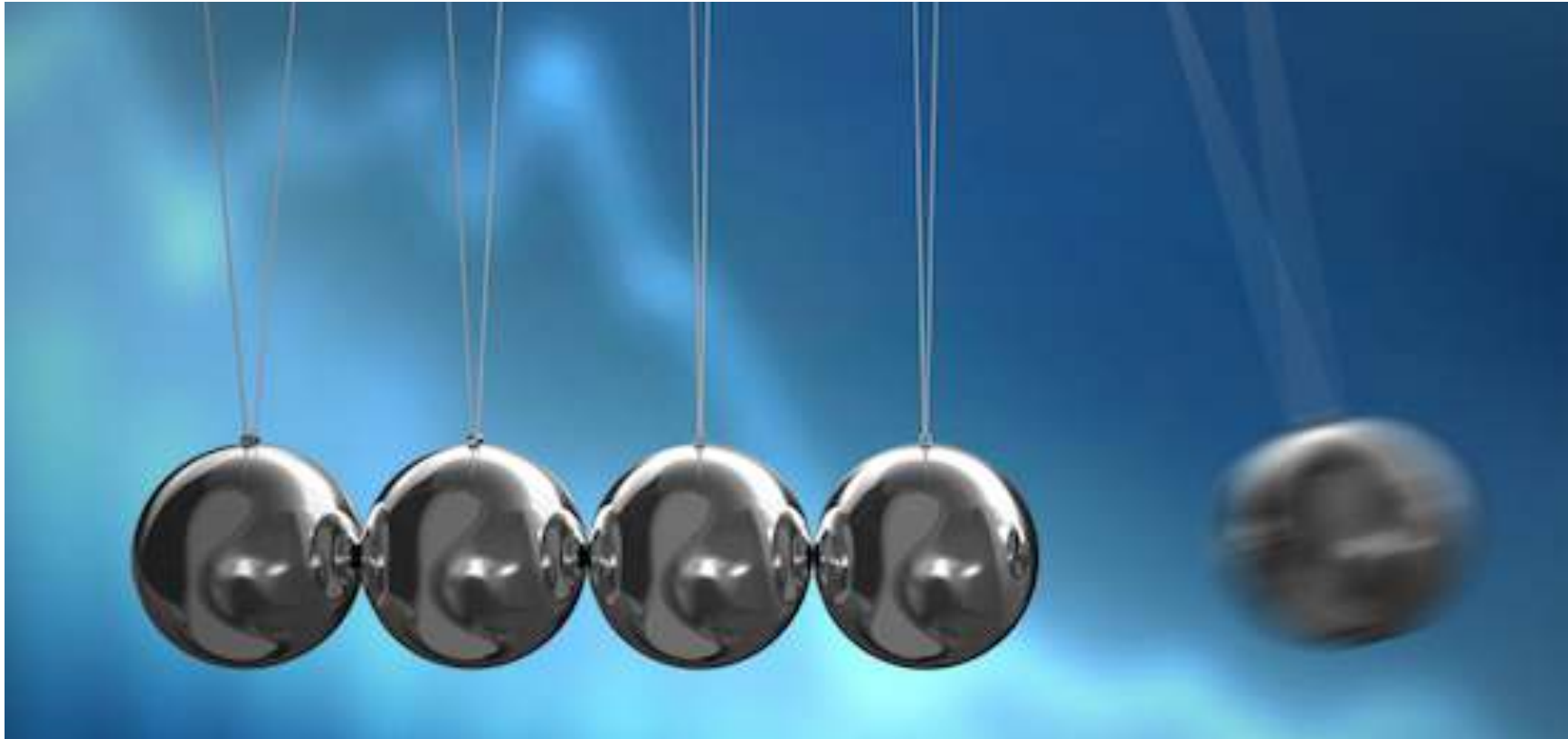
HOP
WHITE
ROAST



LET'S CHANGE.
YOU GO FIRST.

**NOTHING CHANGES,
UNTIL YOU DO.**

thingsweforget.blogspot.com







Closing reflections

- **What I've appreciated about our session together is....**
- **One learning I'm taking with me is...**
- **What I intend to do in the future...**



**BE
TRUTHFUL,
GENTLE,
AND
FEARLESS.**

-GANDHI-

This is the “New Normal!”

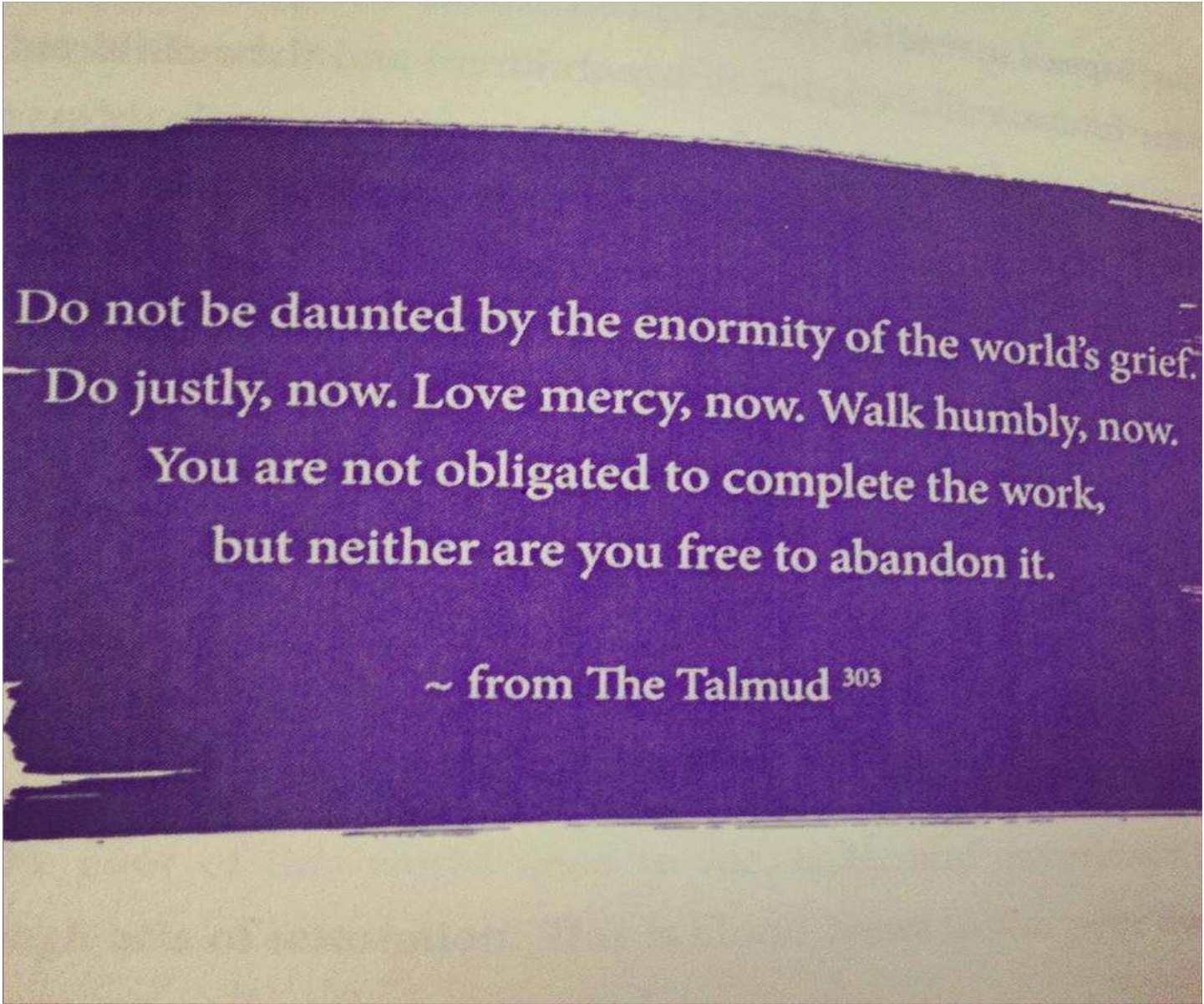


“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.”

■ **President Nelson Mandela**

(Diversity)





Do not be daunted by the enormity of the world's grief.
Do justly, now. Love mercy, now. Walk humbly, now.
You are not obligated to complete the work,
but neither are you free to abandon it.

~ from The Talmud ³⁰³