

Exploring Identity, Implicit Bias, Diversity, Equity, and Inclusion in Our Work

Key Terms

The definition of **identity** is _____, the way you think about yourself, the way you are viewed by the _____ and the characteristics that **define** you.

Privilege is a special right, _____, or immunity granted or available only to a particular person or group.

Intersectionality theory asserts that people are often _____ by _____ sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity marker

Bias is defined as _____ in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

Explicit bias is when a person is clear about their attitudes and beliefs, and their behaviors are _____ with those beliefs whether favorable or unfavorable.

Implicit bias is unconscious, and operates outside of a person's awareness, and often _____ their declared beliefs.

Microaggressions are slights, insults, _____, and denigrating message

Examining the Impact of Intersectionality

30 statements to demonstrate the impact of intersectionality

1. I have usually had access to healthcare, and can afford to visit a healthcare professional multiple times per year.
2. I know that the police and other state authorities are there to protect me.
3. I can go to a store or spend money knowing that no one will be suspicious of me.
4. I am seen as an individual; I am never held personally responsible for the actions of others
5. I have access to transportation that will get me where I need to go.
6. People do not assume that I am unintelligent or lazy based on the dialect I grew up speaking.
7. I know that I will be able to go to the grocery store when I need to and will be able to buy healthy foods that I want.
8. I can expect that I'll receive days off from work for holidays that matter to me.
9. People know how to pronounce my name; I am never mocked or perceived as a threat because of my name.
10. People like me are widely represented in the media, positively as well as negatively.
11. Other people attribute my successes to my personal merit.
12. I do not have to worry about being chosen last for a job or housing due to my race or ethnicity.
13. I can move into a new neighborhood, start a new job, or enter a new school or class and know that the people around me will generally respect and feel safe around me.
14. No one ever tells me to speak a particular language or to get out of 'their' country.
15. I know that I will be paid at least minimum wage at a job and that labor laws will protect me.

16. I am not worried on a daily basis about being “discovered” and deported along with, or away from my family; I don’t have to worry that a small misstep could lead to my deportation, even if I currently have legal papers to be in the U.S.
17. I can use public facilities like restrooms and locker rooms without fear of verbal abuse, assault, or arrest.
18. People know what to call me and how to refer to me without asking.
19. Strangers don’t ask me what my genitals look like and how I have sex.
20. Official documents like my certificate and driver’s license show the name I go by and the gender I identify as.
21. I can express frustration, passion, assertiveness, etc. without being called a ‘bitch’, someone attributing my ideas to ‘my time of the month’, or being similarly dismissed.
22. I can mess something up without it being seen as an indictment of my entire gender.
23. At work, I don’t often have to worry about harassment from customers, coworkers, or bosses.
24. I feel comfortable going somewhere alone or going on a date with someone new; I don’t have to fear violence.
25. People do not often make unsolicited comments about my body.
26. The decision to hire me will not be based on assumptions about whether or not I might choose to have a family.
27. People do not assume that living in the same household as me is inherently “tragic” or “devastating,” or that my family, friends and partner will need a support group to deal with living with me.
28. People do not pity me or call my quality of life into question.
29. People do not treat me like a child by crouching down to me, using a ‘baby voice’, or offering unsolicited help for trivial tasks.
30. I can excel in challenging situations without other people being surprised by my success.

Add up your points: in the chat, please select message to host: Place your score, and your identity-

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Strategies for Allies

1. Educate yourself about implicit bias
 - a. Take the Implicit Bias Test
 - b. Read books about bias- 1st books written by Wonderful people, then books by people of color
2. Call bias out when you notice it
3. Focus on impact over intent
4. Stereotype replacement
5. Counter-stereotype imaging
 - a. Recognize response as stereotypical
 - b. Label it and identify why it is stereotypical and why it occurred
 - c. Consider alternate responses
6. Individuation
7. Perspective taking
8. Increased interaction outside of your in-group
9. Know that it is our responsibility to bridge the gap between our students' cultures and our own, not theirs
10. Question cultural assumptions like meritocracy- Question Defensiveness
11. Examine patterns instead of zeroing in on isolated incidents and exceptions
12. Make diversity, equity, and inclusion a part of the culture of your organization

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Final Scenario 1

Your program operates with co-teachers in each classroom. You are looking for a co-teacher for your afternoon class. The current teacher has degrees in literature and rhetoric and is very comfortable with helping students with language arts, but is not very effective with math and science topics. She also struggles to help special needs students because she is not a trained educator. You discuss the need for a candidate whose strengths lie in her areas of weakness. Specifically you would prefer a candidate with a background in math or science, and would really prefer a trained educator who can provide educational leadership. As an organization you have an overall goal of adding diversity to your team. Your search committee meets with the current teacher to review resumes of candidates and narrow down to two people.

Candidate 1- holds a bachelor's, master's, and PhD in English; has 20 years of experience teaching English at various colleges as an adjunct, but has no experience in adult education.

Candidate 2- holds a bachelor's in chemistry, and a master's in special education, mild to moderate; is currently teaching adult literacy and GED prep for a credit recovery program full-time. He wants to change jobs because he has an hour-long commute to work, and would like to work with older students who want an education, rather than youth who are compelled to participate.

Candidate 2 comes for the interview, and he is clearly qualified for the job, acquainted with the population, and familiar with instructional tools and strategies.

Candidate 1 comes for the interview and arrives an hour late. He denies that he is late, and when his email confirmation is presented is unapologetic. He has clearly done his homework and can recall lots of facts from the company website, and seems very excited about the idea of working with your students, but cannot articulate any instructional strategies.

Two members of the search committee decide to hire candidate 1 while the third search committee member is away. When the third search committee member

(who is Black) learns of the hiring decision she comes to you (the boss) to express her concerns about the decision, insisting that the only reason the search committee members selected candidate 1 is because they are not comfortable hiring a Black man for the job. She expresses her concerns that if the staff can't see a Black man as capable, then what are the hopes for the program's Black male students. This creates real tension for your staff. How do you address it?

Final Scenario 2

Your staff is reviewing program data after a professional development on interpreting your program data. When looking at your assessment data a staff member notices that the length of time between students achieving a high TABE score and taking a practice test is longer for female students than it is for male students. A female staff member shares that she has noticed that the male staff does not push female students to test, and that there seems to be a general bias against women throughout the program.

Final Scenario 3

A student approaches you about an incident with a staff member where the student felt he was being treated differently because of his race. You are skeptical since you have not personally witnessed this, but you apologize to the student and assure him that you will talk to the staff member about it. Later that day you are reaching out to students who are no longer active to collect data about their reasons for separating from your program, and to invite them to return. Several students indicate that a primary reason for leaving was that they felt the instructor was the problem. One student heard the staff member say "Why are we teaching in Spanish? These people are in America, they need to learn English." Another student complained that she was consistently misgendered by the staff member despite repeated requests that she refer to her as "she" or "her." What do you do?