

Remaining Accountable to Marginalized Student Populations: Addressing Bias Incidents and Creating an Inclusive Campus Community

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Overview

- ▶ Demographics of UW-Madison
- ▶ Definitions & Examples
- ▶ Bias Reporting Process, Data & Testimonies
- ▶ Needs of Diverse Student Populations
- ▶ Creating an Inclusive Campus: Faculty & Staff Accountability



Demographics of UW-Madison

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- ▶ Total Enrollment: 43,814
- ▶ Men 21,447 (49%)
- ▶ Women 22,367 (51%)
- ▶ Race:
 - ▶ Black 1,273 (3%)
 - ▶ Asian American 3,133 (7%)
 - ▶ Native American 412 (1%)
 - ▶ Native Hawaiian 114 (>1%)
 - ▶ Latinx 2,142 (5%)
 - ▶ White 30,132 (69%)
 - ▶ International Students 5,877 (13%)
 - ▶ Unknown 731 (2%)



Definitions & Examples

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- ▶ Unconscious (Implicit) Bias- *The attitudes, beliefs or stereotypes that affect our understanding, actions, and decisions about a person or group in an unconscious manner.*
 - ▶ *Example: When you automatically exclude certain neighborhoods of where you might live*
- ▶ Conscious (Explicit) Bias- *The attitudes, beliefs or stereotypes that affect our understanding, actions and decisions about a person or group on a conscious level.*
 - ▶ *Example: Hate Speech*

Definitions & Examples

- ▶ Microaggressions- *a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group*
 - ▶ *Example: Raising your voice or speaking slowly when speaking to a student who identifies as visually impaired*
- ▶ Microinsults- *A form of a microaggression that is characterized by words that convey rudeness or insensitivity and demeans a person's identity*
 - ▶ *Example: Mocking a persons form of speech or their accent*
- ▶ Microinvalidation- *A form of a microaggression where words or actions convey exclusion, negation or which nullify the thoughts, feelings or experiential reality of a person's identity*
 - ▶ *Example: Not calling someone by their preferred gender pronouns*

Definitions & Examples

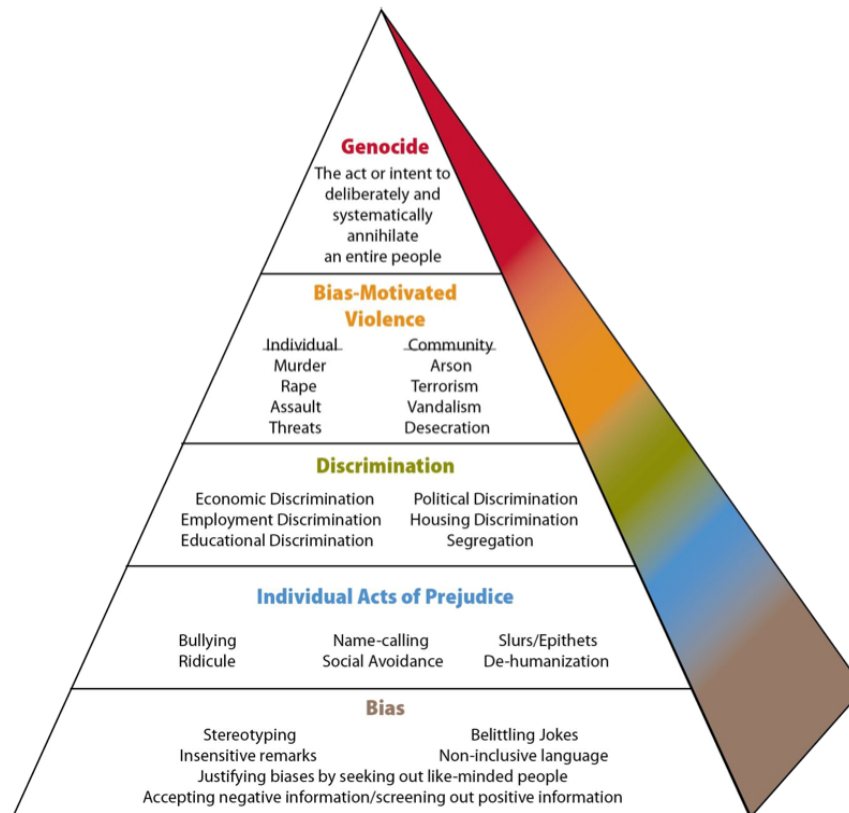
- ▶ *Microassault- A form of a microaggression where there is an explicit attack on an identity category, either verbal or nonverbal, intended to harm*
 - ▶ *Example: Someone shouts a racial slur*
- ▶ *Macroaggression- Large scale, structural or overt aggression towards people with marginalized identities*
 - ▶ *Example: Physical assaults targeting an identity category*
- ▶ *Discrimination- The treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which the person is perceived to belong rather than on individual attributes.*
 - ▶ *Example: Firing someone because of injury, but they need time to heal; firing someone because they are pregnant*



Microaggressions in the Classroom

VIDEO

Pyramid of Hate





Bias Reporting Process, Data & Testimonies

Bias Incident Reporting System

- ▶ The University has a reporting system for incidents of bias or hate
- ▶ An act of bias is defined as single or multiple acts towards an individual, property or their team that has a negative impact and that one could reasonably conclude is based upon their perceived or actual targeted identity categories.
- ▶ Bias Incidents can include slurs, degrading language, microaggressions, graffiti, vandalism, intimidation, symbols and harassment

Bias Reports: Spring 2017 Data

- ▶ Spring 2017: 92 reports for 74 incidents of bias or hate
- ▶ Majority of incidents occurred on-campus
- ▶ Most common targeted identities: race & ethnicity
- ▶ 65% of known reporters were graduate students

Testimonies

"Living in this University Residence Hall has become a nightmare"

"As a queer Jewish student I am afraid for my life"

"I was extremely uncomfortable attending class"

"I got startled several times last night because unconsciously, I felt unsafe"

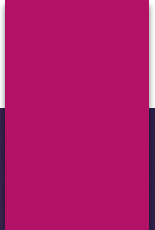
"I am a Black student and I do not feel safe knowing this is how my peers feel about me"



Needs of Diverse Student Populations

Needs of Diverse Student Populations

- ▶ Student Experiences before UW
- ▶ Student Experiences inside and outside of the classroom
- ▶ Additional Stress
- ▶ Space where students from marginalized communities can BE.



Creating an Inclusive Campus: Faculty & Staff Accountability

Faculty & Staff Accountability

- ▶ Pair Share:
 - ▶ What does accountability look like in your work?
 - ▶ What are areas of growth in your department?
- ▶ Self-Work



THE ACTION CONTINUUM

Actively Participating: Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members.

Denying: Enabling oppression by denying target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

Recognizing, No Action: is aware of oppressive actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

Recognizing, Action: Is aware of oppression, recognizes oppressive actions of self and others and takes action to stop it.

Educating Self: Taking actions to learn more about oppression and the experiences and heritage of target group members by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose oppression, attending social action and change events.

Educating Others: Moving beyond only educating self to questions and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

Supporting, Encouraging: Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group.

Initiating, Preventing: Working to change individual and institutional actions and policies that discriminate against target group members, planning educational programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups.

Adams, M., Bell, L., & Griffin, P. (1997). *Teaching for diversity and social justice: A sourcebook*. New York: Routledge.

Creating an Inclusive Campus

- ▶ Inclusion: the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate with equal access to opportunities and resources embrace differences and offers respect in words and actions for all people.
 - ▶ Introductions: including pronouns
 - ▶ Acknowledging Ho-Chunk Nation and Land
 - ▶ Campus facilities are accessible
 - ▶ Creating intentional identity spaces
 - ▶ Gender Inclusive Restrooms
 - ▶ Teaching students through all modalities: hearing, seeing, touching

TIPS for Intervention

DO'S AND DON'T'S

FOR BYSTANDER INTERVENTION

This handout offers tips for how to intervene in public instances of racist, anti-Black, anti-Muslim, anti-Trans, and other forms of oppressive interpersonal violence and harassment while considering the safety of all parties. Clearly, this is only a start. We hope it can be one tool on the way towards building strong communities that resist institutionalized racism and state violence.

DO:

Do make your presence as a witness known.

- If possible, make eye contact with the person being harassed and ask them if they want support.
- Move yourself near the person being harassed. If possible and you feel you can risk doing so, create distance or a barrier between the person being harassed and the attacker.
- If it's safe to do so, and the person being harassed consents—film or record the incident.

Do take cues from the individual being harassed.

- Is the person engaging with the harasser or not? You can make suggestions, "Would you like to walk with me over here? Move to another train car?," and then follow their lead.
- Notice if the person being harassed is resisting in their own way, and honor that. (Especially white folks, don't police tone of the person being harassed).
- Follow up with the individual being harassed after the incident is over, see if they need anything else.

Do keep both of you safe.

- Assess your surroundings - are there others nearby you can pull in to support? Working in a team is a good idea, if it is possible.
- Can you and the person being harassed move to a safer place?

DON'T:

Don't call the police.

- Unless the person being harassed asks you to do so! For many communities experiencing harassment right now the police can cause a greater danger for the person being harassed.

Don't escalate the situation.

- The goal is to get the person being harassed to safety, not to incite further violence from the attacker.

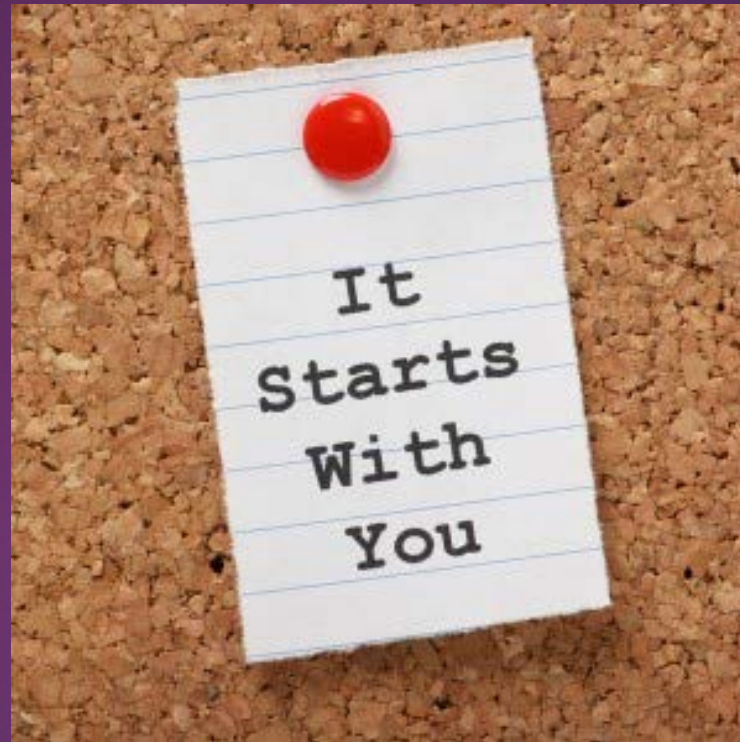
Don't do nothing.

- Silence is dangerous—it communicates approval and leaves the victim high and dry. If you find yourself too nervous or afraid to speak out, move closer to the person being harassed to communicate your support with your body.



A project of the American Friends Service Committee
contact: dsouthorn@afsc.org
adapted from The People's Response Team





It
Starts
With
You

Hand-Outs/Resources

- ▶ How to Report a Bias or Hate Incident
- ▶ How to File a Complaint of Discrimination
- ▶ Diversity/Inclusion Resources at UW-Madison
- ▶ Microaggressions Hand-out
- ▶ Dominant/Subordinate Worksheet

<https://tinyurl.com/UWDFICC>

Sources

- ▶ Adams, Maurianne & Bell, Lee. (2016). Teaching for Diversity and Social Justice, 3rd edition.
- ▶ Boske, Christa & Osanloo, Azadeh & Newcomb, Whitney. (2016). Deconstructing Macroaggressions, Microaggressions, and Structural Racism in Education: Developing a Conceptual Model for the Intersection of Social Justice Practice and Intercultural Education found at <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Osanloo,%20Azadeh%20Deconstructin%20Racism%20in%20Education%20IJOTD%20V4%20N1%202016.pdf>. INTERNATIONAL JOURNAL OF ORGANIZATIONAL THEORY AND DEVELOPMENT. 4. 1-18.
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- ▶ "Explicit Bias Explained." *Perception Institute*, perception.org/research/explicit-bias/.
- ▶ Teaching Tolerance <https://www.tolerance.org/>
- ▶ Anti-Defamation League- Pyramid of Hate
- ▶ Step UPI- Action Continuum
- ▶ American Friends Service Committee- Do's & Don'ts for Bystander Intervention
- ▶ "microaggression." *Merriam-Webster.com*. Merriam-Webster, 2017. Web. 1 November 2017.
- ▶ "discrimination." *Cambridgedictionary.com*. Cambridge Dictionary, 2017. Web, 1 November 2017.

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THANK YOU!