

Recognizing and Interrupting Microaggressions: Creating and Inclusive and Equitable Environment

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Setting the Stage

- Microaggressions & Microaggressions in Higher Education
- Impact: University of Portland student interviews
- Why microaggressions training?
 - To create inclusive and equitable spaces, learning environments, shows, and so on

Community Agreements

— — —

- Actively turn mic on and off to avoid potential background noise
- Thumbs up for agreement/check for mutual understanding
- Don't necessarily need to raise your hand to participate
- Active participation takes many forms; avoid having windows open in the background so you can remain present in this space
- Minimize interruptions as you would in a dialogue/conversation
- Speak your truth and from your experience – Use “I” statements
- Share the lesson, not the story
- Acknowledge and understand intent *and* prioritize impact or harm
- Listen to understand, not to respond
- Ask clarifying questions out of curiosity not defensiveness
- Hold each other accountable in a constructive way
- Take responsibility for your own feelings and what's happening in your embodiment, don't project your experiences onto others
- Expect and Accept Discomfort and Non-closure

Agenda

1. Building common language for social justice concepts
 - a. Small breakout group: word bank activity; large group discussion

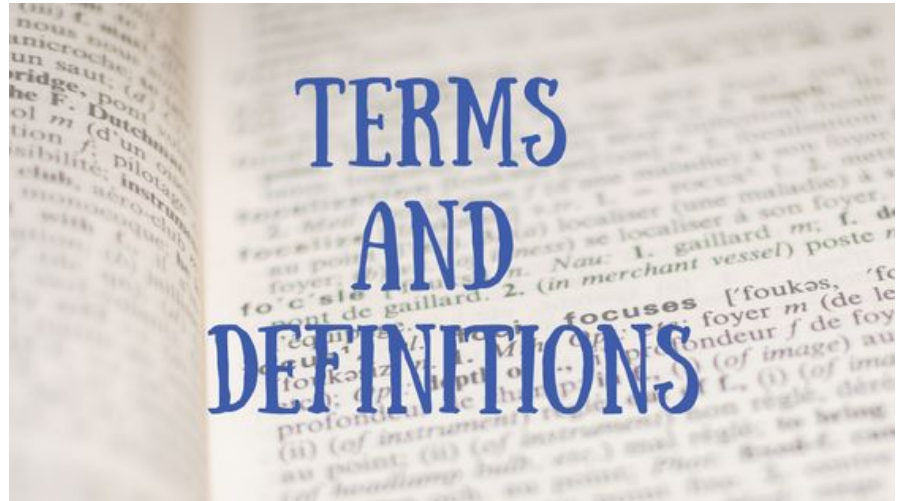
2. Microaggressions
 - a. Large group; videos & lecture-based

3. Recognizing and Interrupting Microaggressions
 - a. Small breakout group: reflection Q's activity; large group debrief

Breakout Room: Building Common Language

Definitions

- Cultural Competence
- Social Justice
- Social Diversity
- Equality
- Equity
- Inclusion
- Oppression
- Privilege
- Intersectionality
- Microaggressions

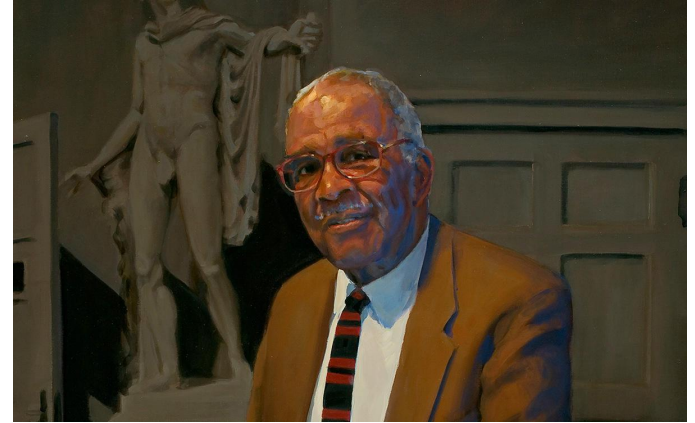


Microaggressions

Chester Middlebrook Pierce

(March 4, 1927 – September 23, 2016)

- [American psychiatrist](#); tenured professor of education and psychiatry at Harvard Medical School
- Coined and developed the term “microaggression” in 1970
- Naming the insidious and powerful ways anti-Black racism is perpetuated through individual interactions and societal structures



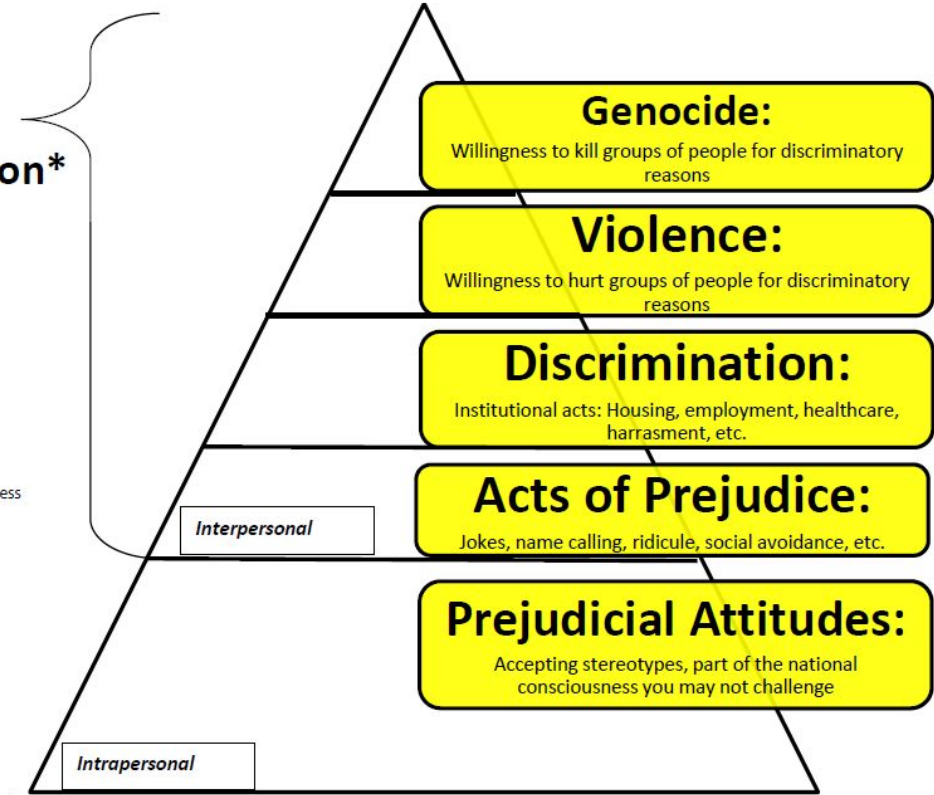


PYRAMID OF OPPRESSION

Acts
of
Oppression*

- * Oppression is:
- Power imbalance
 - Institutionalized:
 - Systemically
 - Systematically
 - A part of national consciousness

- Major Institutions:
- Family
 - Economy
 - Government
 - Education
 - Religion
 - Media Healthcare



The IAD Method - Three Steps for Interrupting Oppression

1. Identify
2. Approach
3. Dialogue

- Interruptions are used to address microaggressions in a productive way; accountability work!
- The main objective is to foster learning for all
- A note on power dynamics/relationships



**Breakout Room:
Recognizing and Interrupting Microaggressions**

Large Group Debrief



What Can We Do To Combat Microaggressions?

Derald Wing Sue's 5 Steps for *Individuals*

1. Learn from **constant vigilance** of one's biases and fears
2. **Experiential Reality** – The importance of interacting with people who differ/are different from you
3. **Don't Be/Get Defensive** – during an interruption
4. **Be Open to Discussion** – Discussing your own attitudes and biases *and* how they might have hurt others or revealed bias on your part
5. **Be An Ally** against all forms of bias and discrimination

Additional Approach Considerations (Calling In vs. Calling Out)

- Acknowledge mistakes happen
- Think about the relationship
- Find common ground as an entry point for engagement
- Decide why you are choosing to engage
- Consider time and place (social media, especially)
- Identify the behavior, don't attack the individual
- Talk to each other with genuine care and respect
- Reaffirm the connection with self and the relationship with others

Closing Remarks

