Mitigating Unconscious Bias and Microaggressions in the Classroom
Concepts to address in the classroom

Identity
Equity and Equality
Unconscious Bias
Stereotype threat
Microaggressions
Introduce yourself to someone next to you using your preferred name and pronouns:

- They/them/their
- She/her/hers
- Ze/ze/zies
- He/him/his
SOCIAL IDENTITY PROFILE...

- Race
- Ethnicity
- Age
- Gender
- Sexuality
- Nationality/Country of Origin
- Ability
- Non Tradition/Traditional Family status
- Socioeconomic Status
- Education
- Religion/Spirituality
- Body Image
- Relationship Status

Your name
Working towards Equity and beyond
Unconscious biases are created and reinforced by our environments and experiences.

Our mind is constantly processing information.

Our unconscious biases fill in the gaps and influence our every day choices and actions.
Practice Identifying your own bias:

PART 1: WHAT ARE THREE ASSUMPTIONS YOU MAKE WHEN YOU WALK INTO YOUR CLASSROOM?

PART 2: HOW DO WE CHALLENGE THESE?
The threat of being viewed through the lens of a negative stereotype

Fear of doing something that will inadvertently confirm a stereotype

Linked to diminished performance based on the associative psychological stress
Addressing Stereotype threat in the classroom

• Establish prior knowledge and get feedback

• In pairs brainstorm ideas for how you can establish prior knowledge of your students.
• Statements or actions that can be intentional or unintentional.

• They communicate slights and insults and can be harmful, hostile, and send negative messages based on a person’s marginalized identity.
Microaggressions

**Verbal**
To a woman, “I can’t believe how articulate and well spoken the women in this class have been. I’m just so impressed”

**Nonverbal**
Avoiding eye contact when working with someone with a disability

**Environmental**
Every image of “Success” in our building is of a white man

Usually outside the level of conscious awareness
Microaggressions

How do I address this in my classroom?

First Day Roll Call
Let’s change the narrative – names and images make a difference.
<table>
<thead>
<tr>
<th>Address this (concept):</th>
<th>By doing this (strategy):</th>
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| Understanding social identities            | - Learning more about our own identities AND about identities other than our own  
|- Creating frameworks / ground rules for classroom discussions  
|- Introducing yourself with your pronouns                                                                                                                     |
| Mitigating stereotype threat               | - Establishing prior knowledge and getting feedback  
|- Rewarding current learning over prior preparation                                                                                                         |
| Reducing microaggressions                  | - Modifying your roll call  
|- Addressing and apologizing for mistakes                                                                                                                     |
| Creating an inclusive classroom            | - Thoughtfully designing your course syllabus  
|- Teaching with transparency  
|- Utilizing a variety of names/genders/pronouns/examples of scientists and leaders                                                                         |
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**Non-Clinical Confidential Resources**
Questions & Comments

Thank You!

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