Inclusion, Worldview, & Building Our Intercultural Communication Skills

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UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Land Acknowledgment

We are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations.

These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

Pictured: *Beyond the Chief* exhibit by Hock E Aye Vi Edgar Heap of Birds

Land Acknowledgment cont.

The University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years.

We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them.

Pictured: *Beyond the Chief* exhibit by Hock E Aye Vi Edgar Heap of Birds

From Diversity to Transformation

Diversity asks, "Who's in the room?" Equity responds: "Who is trying to get in the room but can't? Whose presence in the room is under constant threat of erasure?"

Inclusion asks, "Has everyone's ideas been heard?" Justice responds, "Whose ideas won't be taken as seriously because they aren't in the majority?"

-Dr. D-L Stewart, Bowling Green State University

Physicist Stereotype

- What are the stereotypes about physicists?
- What do they look like? How do they act?
- Who are they?
- How did this stereotype affect how you saw yourself as a physicist?

Stereotype Enforcement

- Where do these stereotypes come from?
- What's the impact of these stereotypes?

Danger of a Single Story

"The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."
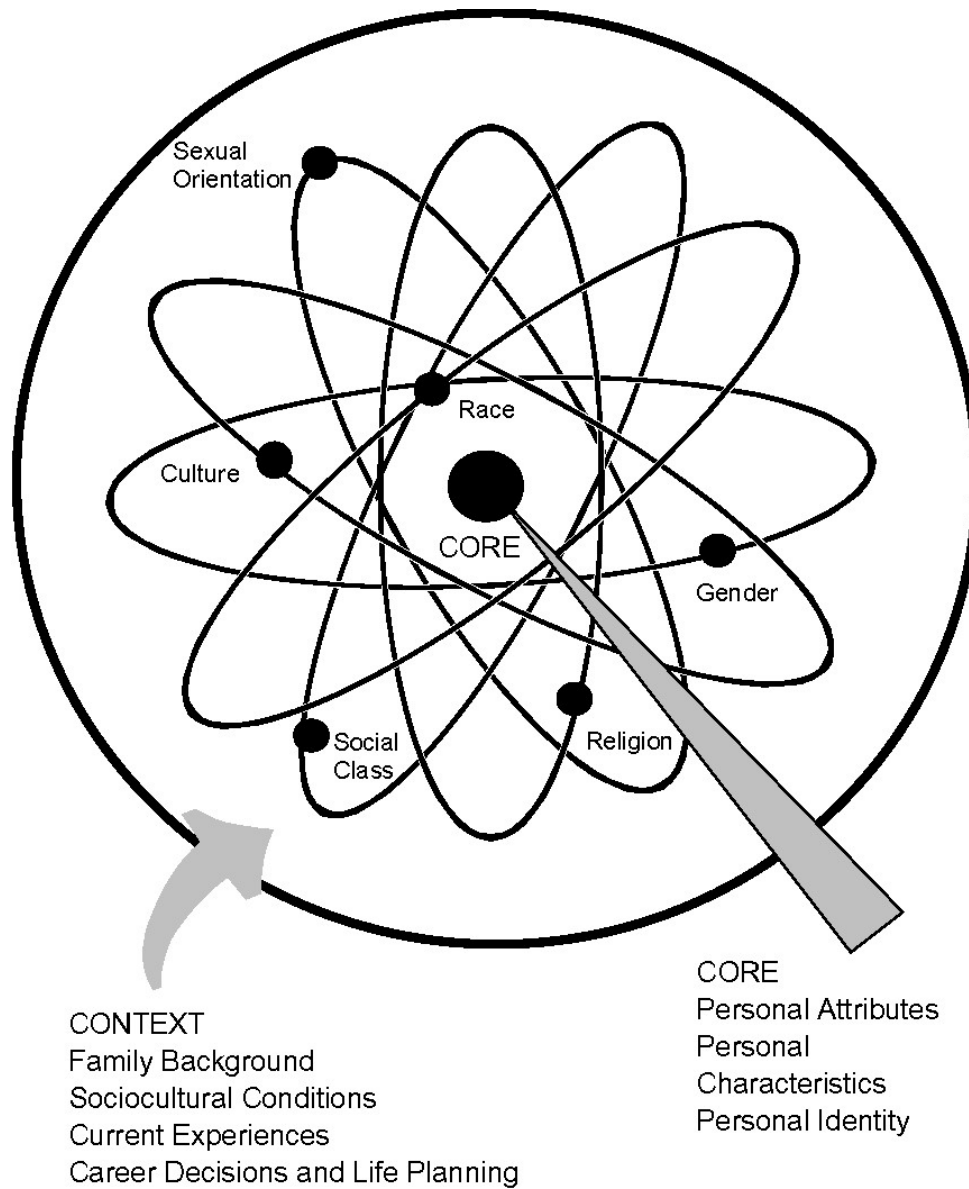
– Chimamanda Adichie

Social Group Membership

Stereotyping can occur along a variety of identities or characteristics, including:

- Gender identity
- Race/Ethnicity
- Sexuality
- Social Class
- Age
- Nationality
- Disability
- Religious Identity
- Appearance

Identity In Context

Sexual Orientation

Culture

Race

CORE

Gender

Social Class

Religion

CONTEXT
Family Background
Sociocultural Conditions
Current Experiences
Career Decisions and Life Planning

CORE
Personal Attributes
Personal Characteristics
Personal Identity

Identity In Context Discussion

- What makes some social identities more significant to us?

- How do our experiences shape our relationship to these identities?
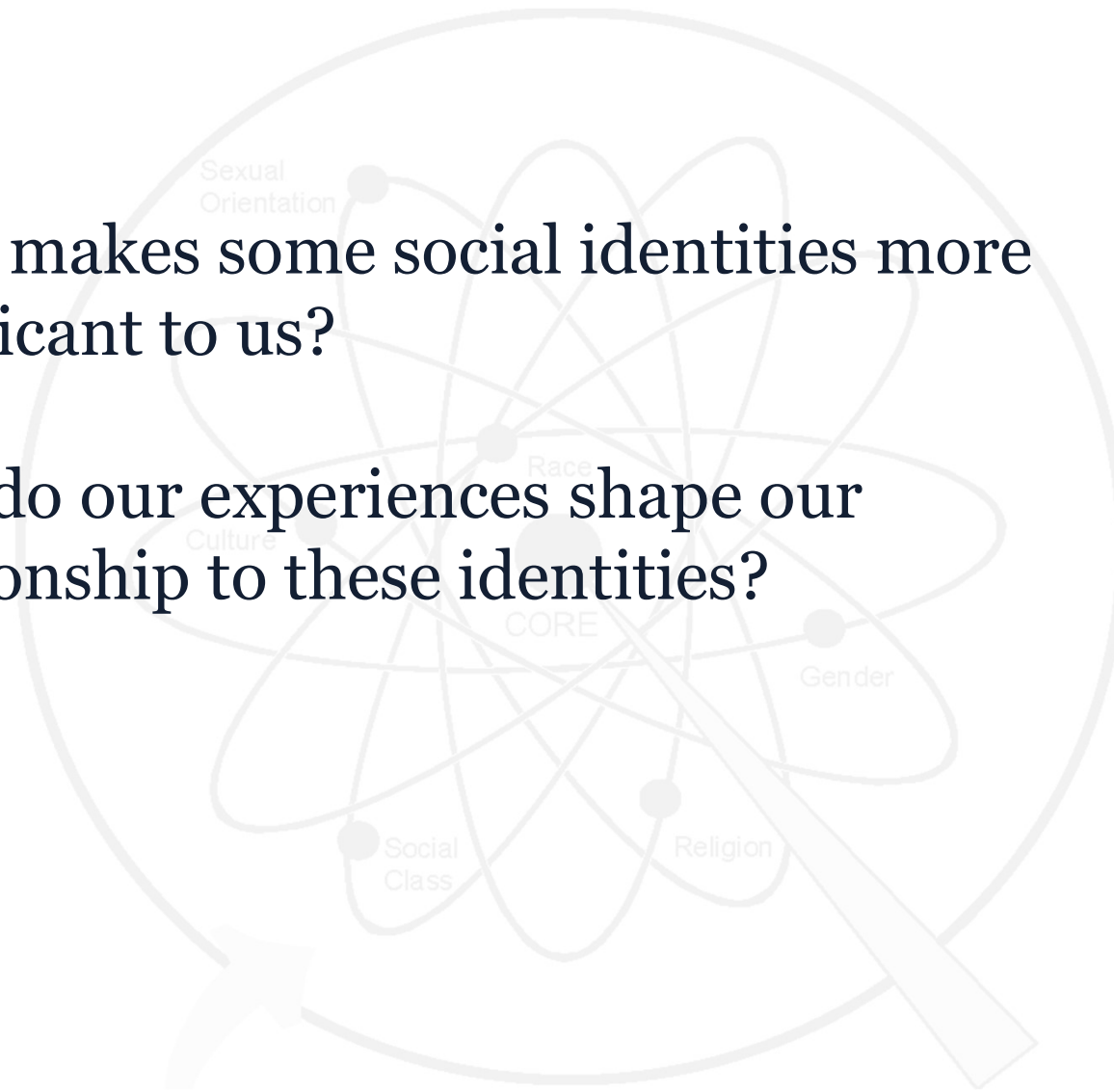
Continuum of Community (Schlossberg)

Marginality →	Mattering
• Separateness	• (Inter)Dependence
• Ignorance	• Attention
• Fear	• Importance
• Shunning/Avoidance	• Appreciation
• Unknown	• Known

Barriers to Mattering

- What are some of the barriers that individuals may experience to support and inclusion in a group?
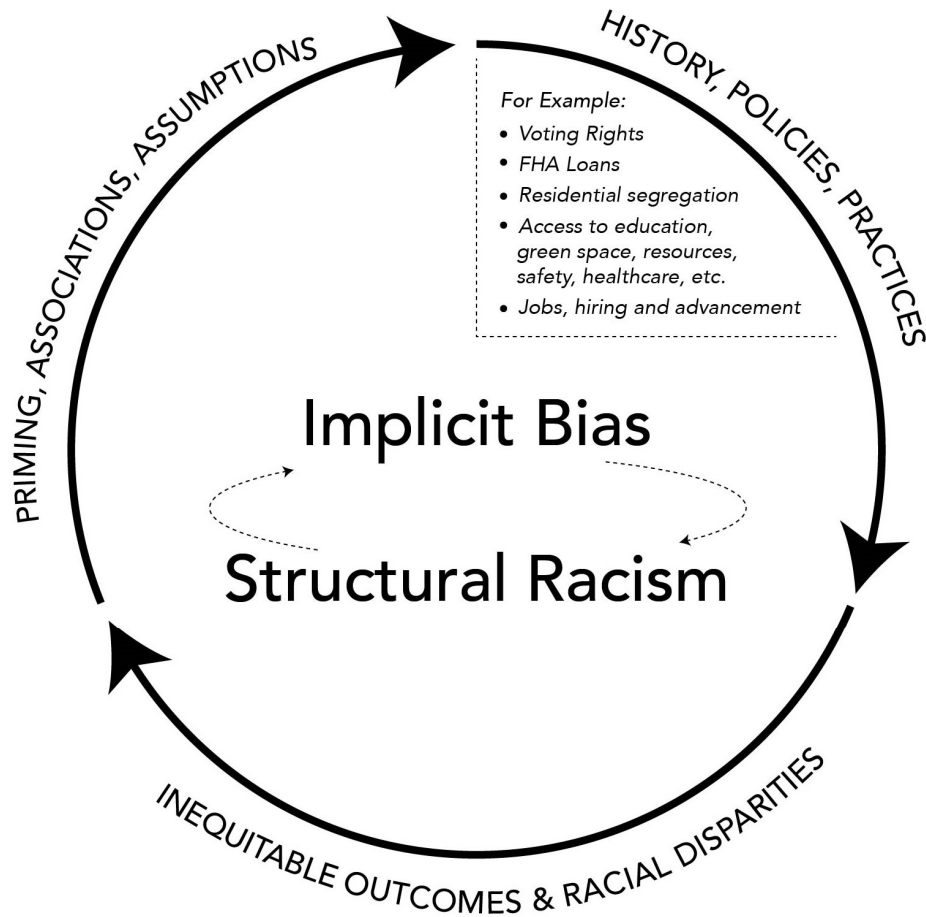
Understanding Barriers to Mattering

- Cultural/historical exclusion
- Disrespectful treatment by others
- Differential access to opportunities, experiences
- Inequitable support, encouragement
- Inequitable expectations, consequences

Racism as a Complex System

PRIMING, ASSOCIATIONS, ASSUMPTIONS

HISTORY, POLICIES, PRACTICES

For Example:
- *Voting Rights*
- *FHA Loans*
- *Residential segregation*
- *Access to education, green space, resources, safety, healthcare, etc.*
- *Jobs, hiring and advancement*

Implicit Bias

Structural Racism

INEQUITABLE OUTCOMES & RACIAL DISPARITIES

Histories, Policies & Practices shape...
How have laws or policies applied differentially based on race?

Inequitable Outcomes & Racial Disparities, which create...
Who has access to resources and opportunities, like health, wealth, and education?

Priming, Associations, & Assumptions, which influence...
What stereotypes are we taught about individuals?
How do those influence the laws we create?

Model from National Equity Project

Behaviors Matter

- Treating others based on our stereotypes and assumptions impact our relationship, community
- We are much more likely to see the bias in how others treat us, rather than how we treat others
- We must consciously pay attention to our biases if we want to change them

Implicit Bias

- The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

- Includes favorable and unfavorable assessments.

- Activated involuntarily and without an individual's awareness or intentional control.
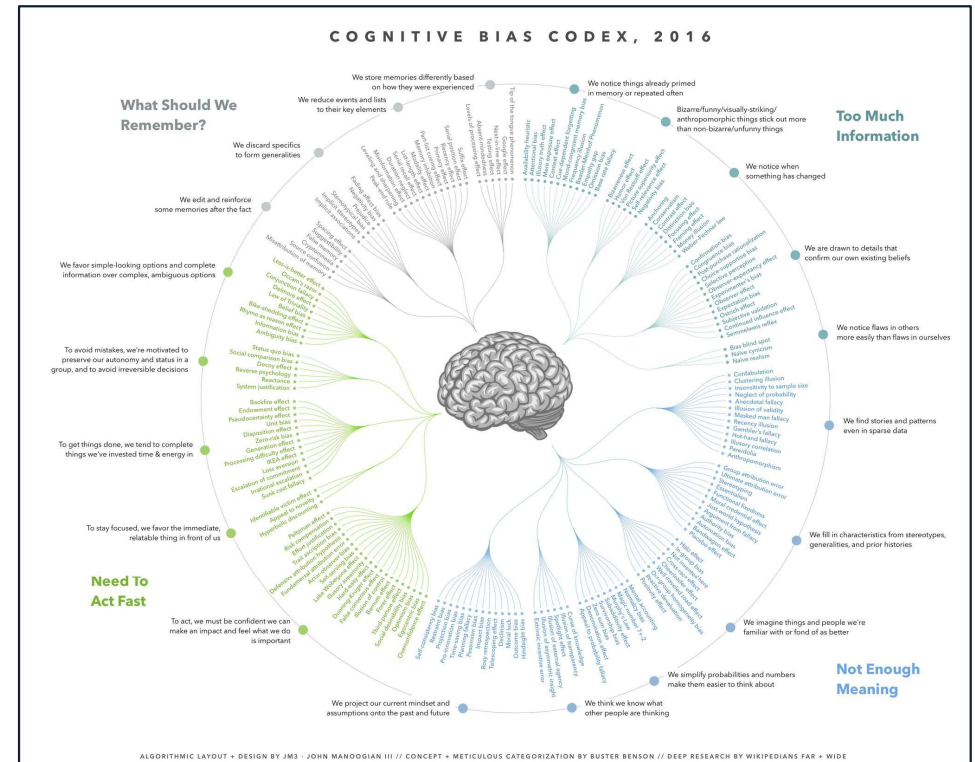
- May include, exacerbated by cognitive biases

Characteristics of Implicit Bias

- Pervasive

- Implicit and explicit biases are related but distinct mental constructs.

- Do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.

- We tend to favor our own ingroup (though research has shown that we can still hold implicit biases against our ingroup)

- Malleable

Issues that Cognitive Bias Solves

◆ Too much information

◆ Not enough meaning

◆ Need to act fast

◆ What to remember?

COGNITIVE BIAS CODEX, 2016

Too Much Information

Not Enough Meaning

Need To Act Fast

What Should We Remember?

COGNITIVE BIAS CODEX, 2016

What Should We Remember?

Too Much Information

Need To Act Fast

Not Enough Meaning

We store memories differently based on how they were experienced

We reduce events and lists to their key elements

We discard specifics to form generalities

We edit and reinforce some memories after the fact

We favor simple-looking options and complete information over complex, ambiguous options

To avoid mistakes, we're motivated to preserve our autonomy and status in a group, and to avoid irreversible decisions

To get things done, we tend to complete things we've invested time & energy in

To stay focused, we favor the immediate, relatable thing in front of us

To act, we must be confident we can make an impact and feel what we do is important

We project our current mindset and assumptions onto the past and future

We think we know what other people are thinking

We simplify probabilities and numbers to make them easier to think about

We imagine things and people we're familiar with or fond of as better

We fill in characteristics from stereotypes, generalities, and prior histories

We find stories and patterns even in sparse data

We notice flaws in others more easily than flaws in ourselves

We are drawn to details that confirm our own existing beliefs

We notice when something has changed

We notice things already primed in memory or repeated often

Bizarre/funny/visually-striking/anthropomorphic things stick out more than non-bizarre/unfunny things

ALGORITHMIC LAYOUT + DESIGN BY JM3 · JOHN MANOOGIAN III // CONCEPT + METICULOUS CATEGORIZATION BY BUSTER BENSON // DEEP RESEARCH BY WIKIPEDIANS FAR + WIDE

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https://betterhumans.coach.me/cognitive-bias-cheat-sheet-55a472476b18

Issues that Cognitive Bias Creates

- Too much information → We don't see everything

- Not enough meaning →Seeking meaning creates illusion

- Need to act fast → Fast decision flawed

- What to remember? → Our memory can reinforce error

Impact of Bias

- A study of postdoctoral fellowships found that women needed many more publications to achieve the same rating as men, unless they personally knew someone on the panel.

- A study showed that when the journal of *Behavioral Ecology* used a double-blind review process (concealing identities of reviewers and authors) there was a significant increase in publication of articles with a woman as first author.

- Research shows that a lack of previous positive experiences with minorities causes majority individuals to feel anxious about interactions, which cause majority individuals to respond with hostility or avoid interactions.

Microaggression Defined

- *Commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial [and/or other identities] slights and insults* (Sue, et al., 2007)

What Are you?

Understanding Microaggressions

Commonplace verbal or behavioral indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative racial [and/or other identities] slights and insults

(D.W. Sue, et al., 2007)

Types of Microaggressions

Micro-Invalidations

- *Exclude or negating the experiences of a group*
- "When I look at you, I don't see color."
- "Where are you from?"
- "I'm not homophobic, I have lots of gay friends!"

Micro-Insults

- *Communicate rudeness and insensitivity based on someone's identity*
- "You're so pretty for a dark-skinned girl"
- Being closely monitored by security when in a store

Micro-Assaults

- *Purposeful discriminatory action, like a verbal attack or avoidant behavior*
- Using racial epithets or other slurs
- Shouting at a same-sex couple holding hands
- Swastikas or other graffiti targeting certain groups

Racial Microaggressions on Campus

- Report written by Harwood, et al., in 2015
- Surveyed over 4,800 students (45%) of color in the 2011-2012 school year

Racial Microaggressions Results (Harwood, et al., 2015)

- 39% of students of color reported feeling uncomfortable on campus because of their race
- 51% reported experiences of stereotyping in the classroom
- 27% felt that their contributions were minimized
- 25% believed they were not taken seriously because of race

Racial Microaggression Quotes #1

- I didn't understand one of the concepts [the instructor] was talking about and asked him to slow down. He made fun of me and said, 'Hey everyone, I guess I have to slow down for the Chinese girl.' The entire class did not react very well with it; no one thought it was funny. (Asian, Female)

Racial Microaggression Quote #2

- A Caucasian professor was talking about how to encourage children to accomplish goals. At some point he said, 'Imagine a Latino boy who wants to work at Burger King to contribute to his family. How would you encourage him?' But before this example, he mentioned encouraging a White kid [to go to] college... It made me feel offended. But it wasn't the first time he did this and he did it with all minorities. (Latino, Male)

Racial Microaggression Quote #3

- An in-class group-mate accidentally sent me an email about not trusting the assignment 'the Black girl' in the group had completed. (African American, Female)

What might be the *intent* of the individual making these statements?

What is the impact of microaggressions on the recipient?

- Fear
- Anger
- Frustration
- Disbelief
- Awkwardness
- Discomfort
- Unwelcome
- Isolated
- Invisible

Intent Vs. Impact

"The impact of unintentional racism—the ways we participate in and bolster racism without actively trying to do so—is indistinguishable from the impact of intentional racism. Imagining myself as a good person, as a progressive person, means little if I am not examining and changing the impact I'm having even through actions I once took without intention."

- Paul Gorski, EdChange

Scenarios

- In small groups, determine how you might respond to the given scenario.
- Be realistic, and think about your responsibilities in the moment.

Scenario One

- You are working in the lab when you overhear fellow students talking about international students in your program. "I don't trust them with the work if they can't speak English," one of them says. What could you say or do?

Scenario Two

- You are TA'ing an upper-level undergraduate physics course. An undergraduate student in the class says that he is pretty sure that people of color are being let into the department who aren't as intelligent just to "fill a quota." What do you do?

Scenario Three

- A Latinx classmate tells you that they worry that their advisor is treating them unfairly. Although many of your cohort are struggling with a particular course, this student's advisor is pressuring them to consider dropping out or changing their field of study, rather than offering resources or support. What might you do?

Scenario Four

- In the classroom, a male student frequently talks over and interrupts female students in the classroom. A couple of times, you realize that he has repeated ideas that have come from his female classmates and attempted to pass them off as his own. As classmate, what could you do?

Responding to Bias

- Stay in the moment
- Decide how to respond, when
- Focus on the specific behavior
- Share your concern about the impact
- Request how you would like this to change, what you need in the future
- Reflect on the experience

Focus on the Behavior

When somebody picks my pocket, I'm not going to be chasing them down so I can figure out whether he feels like he's a thief deep down in his heart. I'm going to be chasing him down so I can get my wallet back.

I don't care what he is, but I need to hold him accountable for what he did. Treat them like they took your wallet and focus on the part that matters, holding each person accountable for the impact of their words and actions.

- Jay Smooth

How Can We Build an Inclusive Community

- What are some of the ways you can personally work to create a supportive, inclusive community in Physics?

- What do you need from your classmates?

- From the faculty & department?

Campus Resources

- Office of the Vice Chancellor for Diversity, Equity & Inclusion (diversity.illinois.edu)
- Office of Inclusion and Intercultural Relations (oiir.illinois.edu/)
- Disability Resources and Educational Services (disability.illinois.edu)
- Bias Assessment Response Team (bart.illinois.edu)

Physics Resources

- Society of Underrepresented Physics Students (SUPS)
- Faculty Support (Lance)
- Particles for Justice (particlesforjustice.org)
- Additional Resources?

Training Opportunities

- LGBT Ally Network Trainings
(oiir.illinois.edu/lgbt-resource-center/our-programs/lgbt-ally-network)

- Racial Justice Ally Trainings
(oiir.illinois.edu/diversityed/events/racial-justice-training)

- Undocumented/DACA Student Ally, September 16th 1-4pm (open.Illinois.edu)

Resources

- Adams, Bell, & Griffin (2016). *Teaching for Diversity & Social Justice Education 3ʳᵈ edition*

- The Danger of a Single Story www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

- Flick, D. (1998). Inside the Understanding Process. In *From Debate to Dialogue: Using the Understanding Process to Transform Our Conversations.*

- Harwood, S. A., Choi, S., Orozco, M., Browne Huntt, M., & Mendenhall, R. (2015). *Racial microaggressions at the University of Illinois at Urbana-Champaign: Voices of students of color in the classroom.* University of Illinois at Urbana-Champaign.

- Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial Microaggressions in everyday life: Implication for clinical practice. *American Psychologist*, 62(4), 271-286.

Contact Me!

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