



RESPONDING TO
**BIAS AND
MICROAGGRESSIONS**
IN THE WORKPLACE

DIGITAL TOOLKIT

ABOUT THE RESOURCES PROVIDED IN THIS TOOLKIT

In the fall of 2020, the UNMC Office of Faculty Development and Offices of Equity and Inclusion partnered with Dr. Vicki Sapp to bring this implicit bias training to UNMC. A portion of these resources were adapted from her Erasing Cultural Indifference workshop training materials.

Take **A.C.T.I.O.N.** AGAINST MICROAGGRESSIONS

Microaggressions are verbal or behavioral instances of relatively subtle indignities, slights, or insults that contribute to a hostile, derogatory, or negative environment. Because microaggressions can be unintentional and indirect, they can seem inconsequential in the moment. However, microaggressions become a cumulative burden over time, creating a tense culture and impacting the recipient's well-being.

Raising our own awareness is key to preventing microaggressions and fostering a safe, inclusive environment for all. Beyond that, we can be ready allies and stop microaggressions when they occur.

A

Ask

Ask clarifying questions to assist with understanding the microaggressor's intentions.

"I want to make sure I understand what you were saying. Were you saying...?"

C

Come from curiosity, not judgment.

Listen actively and openly to their response. Be aware that there are things you might not know about the person or situation that may be influencing what is said.

T

Tell others

Tell others what you observed as problematic in a factual manner.

"I noticed that..."

I

Impact consideration

Ask for or state the potential impact of such a statement or action on others.

"What do you believe people think when they hear that type of comment?"

O

Own your response

Own your own thoughts and feelings around the impact by using first-person language.

"When I hear your comment, I think/feel..."

N

Next steps

Request appropriate action be taken and check in with the target of the microaggression.

"I'd appreciate it if you'd stop making these types of negative comments, because..."



**Have you encountered these microaggressions?
You're not alone!**

"You're too young to be a doctor."

"Where are you really from?"

"You'd be prettier if you smiled."

"You're lucky minorities get into medical school easier."

*"Nurse, can you call my doctor?"
(said to female doctor)*

Additional Resources

Souza, T. J. (2018). Responding to Microaggressions in the Classroom: Taking A.C.T.I.O.N. *Faculty Focus Premium*, Madison, WI: Magna Publication

Ganote, C.M., Cheung, F., & Souza, T. J. (2015). Don't Remain Silent! Strategies for Supporting Yourself and Your Colleagues via Microresistance and Ally Development. POD Diversity Council White Paper

Cheung, F., Ganote, C.M., & Souza, T.J. (2016). Microaggressions and microresistance: Supporting and empowering students. *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom*. Magna Publication.

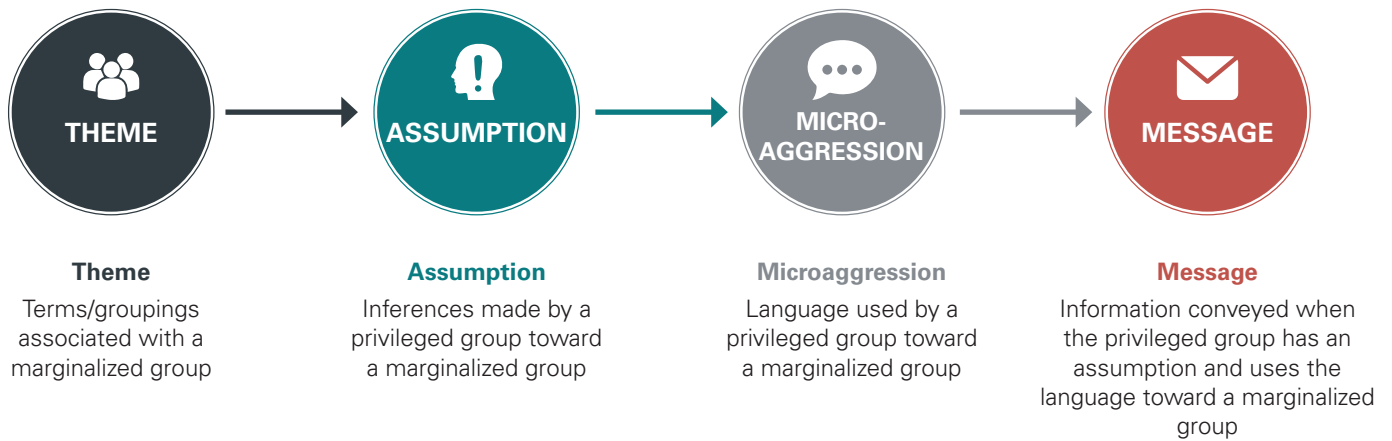
Visit iLearn.unmc.edu for more information.

Search: Microaggressions



A Closer Look at Microaggressions

Microaggressions: Commonplace, usually unintentional, negative slights and expressions of bias toward socially devalued groups. **Microaggressions evolve in 4 categories –**



THEMES/ASSUMPTIONS	MICROAGGRESSION EXAMPLES	UNDERLYING MESSAGE
Second class citizen: seeing certain groups as less worthy, less important, less deserving and inferior. People get excluded, ignored, or discriminated against.	<ul style="list-style-type: none"> › Not knowing the name of lower status workers. › Ignoring the contributions of marginalized people in groups. › Overlooking the person of color in line. 	Who you are and what you have to say is not important.
Inferiority or pathology of marginalized culture/identity: assuming that certain groups are abnormal, deviant or pathological. Assumes dominant cultural norms are correct and superior.	<ul style="list-style-type: none"> › Saying to an African-American person, "You speak really well. You sound white." › Asking, "Why do they have to be so loud/so _____ like that?" › Not putting a person with a disability in a front line position. › "That food smells really funny." 	Who you are is not acceptable or not as good as people from the dominant culture.
Assuming the normality and superiority of the dominant culture	<ul style="list-style-type: none"> › Asking everyone to contribute money or attend an event without considering financial differences. › Assuming that people are in heterosexual relationships. › Saying to a woman, "So what does your husband do?" 	You should conform to dominant cultural norms regardless of who you are, or the dominant cultural norms are what's "normal."
Assuming inherent abilities or qualities	<ul style="list-style-type: none"> › Asking an Asian person, "Do you work in the math or computer fields?" › "I don't think a woman can handle this position- we need someone strong and decisive." › Assuming a tall, Black man plays basketball. 	Your individuality doesn't matter, I know what you are like.
Assuming homogeneity: assuming that all people from a certain group are alike. Not seeing individual and group differences.	<ul style="list-style-type: none"> › Asking a Black person, "So what do Black people think about Obama?" › Asking a Latina (who is Colombian) to explain Cinco de Mayo (a Mexican holiday). › Assuming a Sikh is a Muslim. 	You are all alike.

THEMES/ASSUMPTIONS	MICROAGGRESSION EXAMPLES	UNDERLYING MESSAGE
<p>Ascription of intelligence: making assumptions about a group's intellectual ability, competencies and capabilities.</p>	<ul style="list-style-type: none"> › Saying to a service worker, "Wow, that sounded smart. How did you know that?" › Saying to a Black person, "You're so articulate!" › Speaking more slowly and simply to a person with a physical disability (who does not have a cognitive disability). › Not encouraging females to pursue high level math and science. › Assuming Asians are good at math. 	<p>You're not as intelligent or you must be good at this activity.</p>
<p>Alien in one's own land: being perceived as a perpetual foreigner or being an alien in one's own country.</p>	<ul style="list-style-type: none"> › Saying to a Latina or Asian-American, "So where are you really from?" or "You speak really good English." › Saying to an African-American or Muslim, "If you don't like it here, you can just go back to Africa/the Middle East." 	<p>You're not really an American. You don't really belong here.</p>
<p>Assuming criminality: presuming that certain groups are dangerous or criminals.</p>	<ul style="list-style-type: none"> › Crossing the street or holding one's purse tighter around Black/Latino men. › Not wanting one's child to be taught by gays or lesbians. › Only asking people of color for ID when using checks or credit cards. 	<p>You can't be trusted. You might be dangerous.</p>
<p>Using offensive/biased language: referring to individuals or groups in ways that are insensitive or derogatory.</p>	<ul style="list-style-type: none"> › Calling women "girls" or "hun" › Not using the correct gender pronoun. › Using the term "illegal alien" › "That's so gay." › "That's so ghetto." 	<p>Who you are is not important or worthy of respect.</p>
<p>Myth of meritocracy: assuming that all groups have equal opportunity and that there is a level playing field. Therefore, success or failure is due to individual effort and attributes. "Blaming the victim."</p>	<ul style="list-style-type: none"> › "I had no problem finding an internship/job, you must not be trying hard enough." › "I just want to hire the most qualified person." 	<p>Your marginalized status or experiences with inequality don't matter.</p>
<p>Ignoring/Denying Differences: unwillingness to acknowledge or admit seeing someone's social identity and thus the significance of it.</p>	<ul style="list-style-type: none"> › "I don't see color, I just see people." › "You're so pretty I forget that you're a lesbian." 	<p>Your identities don't matter.</p>
<p>Denying personal bias: unwillingness to admit individual prejudice or discriminatory behavior.</p>	<ul style="list-style-type: none"> › "I can't be racist, some of my best friends are Black" › "My sister has a disability, so I have no prejudice against people with disabilities." › "I'm not homophobic, that was just a joke." 	<p>You're wrong. I don't have any bias.</p>

Adapted from: Sue, D.W. (2010). *Microaggressions and Marginality and Microaggressions in Everyday Life*. Hoboken, NJ: John Wiley and Sons.

For more examples of microaggressions see: www.microaggressions.com

RESPONDING TO MICROAGGRESSIONS & BIAS

(Can be used alone or in combination)

SIMPLY SHUT IT DOWN

- » "Please stop. That's not funny."
- » "Come on, that's inappropriate. Cut it out."

RESTATE OR PARAPHRASE

- » "I think I heard you saying (paraphrase their comments). Is that correct?"

ASK FOR CLARIFICATION OR MORE INFORMATION

- » "Could you say more about what you mean by that?"
- » "How have you come to think that?"

ACKNOWLEDGE THEIR FEELINGS

- » Express empathy and compassion.
- » "It sounds like you're really frustrated/nervous/angry..."
- » "I can understand that you're upset when you feel disrespected."

SEPARATE INTENT FROM IMPACT

- » "I know you didn't realize this, but when you (comment on behavior), it was hurtful/offensive because _____. Instead you could (different language or behavior)."

SHARE YOUR EXPERIENCE

- » "I noticed that you (comment on behavior). I used to do/say that too, but then I learned _____."

EXPRESS YOUR FEELINGS

- » "When you (comment on behavior), I felt (feeling) and I would like you to _____."

CHALLENGE THE STEREOTYPE

- » Give information, share your own experience and/or offer alternative perspectives.
- » "Actually, in my experience, _____."
- » "I think that's a stereotype. I've learned that _____."
- » "Another way to look at it is _____."

APPEAL TO VALUES AND PRINCIPLES

- » “I know you really care about _____. Acting in this way really undermines those intentions.”

LEAD WITH EMPATHY

- » Ask how they would feel if someone said something like that about their group, or their friend/partner/child.
- » “I know you don’t like the stereotypes about (their group), how do you think he feels when he hears those things about his group?”
- » “How would you feel if someone said that about you/did that to your sister or girlfriend?”

PRETEND YOU DON’T UNDERSTAND

- » As people try to explain their comments, they often realize how silly they sound.
- » “I don’t get it..”
- » “Why is that funny?”

USE HUMOR

- » Exaggerate comment, use gentle sarcasm.
- » “She plays like a girl? You mean she plays like Serena Williams?”

POINT OUT WHAT THEY HAVE IN COMMON WITH THE OTHER PERSON

- » “I’m tired of hearing your Muslim jokes. Do you know he’s also studying _____ and likes to _____? You may want to talk with him about that. You actually have a lot in common.”

W.I.I.F.T. (What’s in it for them)

- » Explain why diversity or that individual/group can be helpful/valuable.
- » “I know you’re not comfortable with _____, but they can help us reach out to/better serve other groups on campus/in the community.”
- » “In the real world, we are going to have to work with all sorts of people, so might as well learn how to do it here.”

REMIND THEM OF THE RULES OR POLICIES

- » “That behavior is against our code of conduct and could really get you in trouble.”

What are Your Inclusion Values and Intentions?

Do you want to do any of these?

- » Create greater inclusion
- » Leave people feeling whole
- » Engage in respectful dialogue
- » Do no harm
- » “Go with the flow;” trust the process
- » Deepen learning and growth
- » Meet the people “where they are” without judgment
- » Use the triggering moment to deepen understanding
- » Relate with connect to the person
- » Create space for honest, authentic dialogue; sharing of feelings, perceptions
- » Invite people to learn from the situation
- » Model the social justice behaviors you espouse; authenticity, empathy self-reflection, engagement...
- » Deepen understanding across differences
- » Identify deeper issues fueling feelings, perceptions and behaviors
- » Create safety for the expression of differing viewpoints
- » Treat others with respect and dignity
- » Encourage more people to engage in the dialogue
- » Support people to disagree with each other in respectful ways
- » Model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- » Identify inappropriate behaviors and explore the negative impact
- » Interrupt unproductive, inappropriate behaviors and group dynamics
- » Build a “bridge” and a connection with the other person
- » Encourage identity development and growth
- » Demonstrate compassion and empathy

Have you ever had these less productive intentions?

- » Win the argument
- » Get even; get them back
- » To be right; prove the other person wrong
- » To prove you are competent, smart
- » Assert your power and authority
- » Gain status and prestige; be admired
- » Be in control
- » Intimidate the other person
- » “Put them in their place,” shut them down
- » Punish the other person
- » Embarrass or put down the other person
- » Make them feel the pain and hurt you feel
- » Change the other person’s views, feelings or behaviors
- » To make people learn
- » Trick and “out fox” the other person
- » Avoid confrontation and conflict
- » Keep the conversation “under control”
- » Avoid intense emotions: in self and others
- » Make everyone feel happy and harmonious
- » Avoid feeling or being viewed as “incompetent”
- » Control how others feel about you
- » To seen as a “good one,” an ally
- » Use the current opportunity to “right the wrongs” you experienced in your past
- » Change the other person to account for times you either didn’t or couldn’t change oppressive people earlier in your life
- » Ignore them
- » Seek approval of others
- » To be liked, to fit in



Traps and Potholes for Allies to Avoid – A Beginning List

Tanya Williams, EdD and Kathy O’Bear, EdD

- » Colluding and trying to maintain the status quo culture
- » Trying to keep your status, membership in “the club” while saying you are creating change
- » Fear of losing your access, connections, and future career opportunities
- » Attached to what people will say about you
- » Afraid of the consequences and backlash if you speak truth to power
- » Thinking you know all you need to know; feeling you have arrived/done all your self-work
- » Believing you have the right answer, you know exactly what is needed
- » Having some information and skills, but nowhere near enough competence
- » Acting alone or in isolation
- » Not having accountability structures with people in the corresponding marginalized group
- » Motivated by wanting to “help” people in marginalized identities
- » Reacting out of rescuing, patronizing, or condescending energy
- » Motivated by guilt, shame, or pity
- » Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
- » Wanting recognition and appreciation for your contributions
- » Taking over and dominating conversations
- » Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
- » Reacting out of self-righteous energy
- » Social justice arrogance: believing you “get it” and others “don’t get it”
- » Believing there is a progression from mediocre ally to “super ally”
- » Personal attacks on people who “don’t get it”
- » Shaming others or yourself for not knowing enough, doing enough, etc.
- » Acquiescing to anything people from marginalized groups say and do
- » Disappearing from conversations and deifying people from marginalized groups

(continued on next page)

- » Defensiveness to feedback from people from both marginalized and privileged groups
- » Resistance to looking at impact of your behavior
- » Unwilling to explore how you may be reacting out of internalized dominance
- » Holding back out of perfectionism, fear of making a mistake, or being wrong
- » Fear of intense emotions (yours or others'), especially anger and deep pain
- » Not seeing all people as worthy human beings, deserving of respect and dignity
- » Hiding your prejudicial thoughts and implicit bias
- » Fear of being vulnerable
- » Disengaging from other members of your privileged group(s)
- » Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) – the people you say you are an ally to
- » Only working on a single identity without seeing and working with the intersections and simultaneity of multiple identities
- » Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
- » Doing for others what they can do for themselves
- » Thinking there is a checklist, a to-do list of “right” ally behaviors

ACTIVITY – Checklist for Allies and Accomplices

Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents (A Place to Start)

Read each of the following and **rate** how often you *effectively* demonstrate these skills:

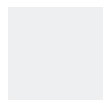
1 Very Rarely **2** Rarely **3** Occasionally **4** Frequently **5** Very Frequently

RATING

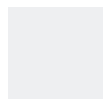
SKILL

<input type="checkbox"/>	Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
<input type="checkbox"/>	Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
<input type="checkbox"/>	Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
<input type="checkbox"/>	Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
<input type="checkbox"/>	Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
<input type="checkbox"/>	Support others when they question or challenge exclusive or disrespectful behaviors or policies, so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
<input type="checkbox"/>	Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
<input type="checkbox"/>	Continually learn more about the experiences of members of marginalized groups and oppression.
<input type="checkbox"/>	Recognize when members of marginalized groups might be reacting out of cumulative impact and offer space to talk about issues and their experiences.

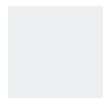
(continued on next page)

RATING**SKILL**

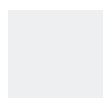
Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.



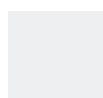
Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.



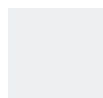
Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.



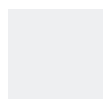
Constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, hiring and promotion, etc.



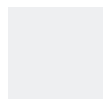
Ask questions to seek to understand BEFORE disagreeing or defending your position.



If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.



In meetings and conversations, ask these questions, "How might this impact members of different marginalized groups?" "What perspectives and input might we be missing from different marginalized groups?"



Talk with members of privileged groups who seem to be colluding, "going along to get along" help them consider the consequences of their actions and shift their behaviors.

Adapted from: Kathy Obear, EdD, Center for Transformation & Change
kathy@drkathyobear.com | www.drkathyobear.com

GROUP ACTIVITY – What Could You Do?

Directions: This activity is recommended for use in department/unit meetings. Choose 2 case scenarios to review for each round (pages 16-19). Examine key concepts, attitudes, actions and behaviors to identify microaggressions and exclusionary themes – write them in the left-hand column. Then as a group discuss and note how you could **A.D.D.R.E.S.S.*** the microaggressions your group identified in the other column. Alternatively, you could use the **A.C.T.I.O.N.** framework on page 3.

Consider as you discuss:

- What is the probable impact if no one speaks up in this situation?
- What could be the positive outcomes if someone does intervene and speak up?
- What could you do to **A.D.D.R.E.S.S.** the situation?
 - » **A** = Acknowledge (that something occurred)
 - » **D** = Dialogue (with the person in the moment, afterwards)
 - » **D** = “Document” (tell someone; use the Bias Reporting System)
 - » **R** = Redirect (the conversation)
 - » **E** = Educate (the person)
 - » **S** = Stop (the exclusionary behavior)
 - » **S** = Support (the people impacted)

	MICROAGGRESSION, EXCLUSIONARY SITUATION	WHAT COULD YOU DO?
ROUND 1 CASE 1		
ROUND 1 CASE 2		

*Developed by Naomi Sigg, Director of Office of Multicultural, Case Western Reserve University

	MICROAGGRESSION, EXCLUSIONARY SITUATION	WHAT COULD YOU DO?
ROUND 2 CASE 1		
ROUND 2 CASE 2		
ROUND 3 CASE 1		
ROUND 3 CASE 2		

MICROAGGRESSION, EXCLUSIONARY SITUATION	WHAT COULD YOU DO?
ROUND 4 CASE 1	
ROUND 4 CASE 2	
NOTES:	

WHAT COULD YOU DO?

ROUND 1 | CASES #1 - #13

1. You are walking on campus with your African American colleague to grab something to eat. Suddenly, 4 police cars surround you. Two police officers jump out of the police car and grab your colleague, handcuff him, and throw him on the ground.
2. During the morning report/meeting, you notice your female colleagues often get talked over or ignored by male colleagues when they make contributions to the discussion.
3. During clinic, instead of interacting with women wearing hijab/veils to address their health concerns, you observe one of your colleagues only interacting with their male companions. You also notice that clinic staff do not acknowledge or interact with women wearing hijab/veils.
4. You admit (enroll) a patient (participant) who insists that they do not want any Muslim doctors (research assistants) or doctors (research assistants) with an accent taking care of (interacting with) them.
5. An attending physician (Co-I) on your rounding (research) team repeatedly calls two residents (research assistants) by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
6. In a group discussion, you overhear a female nurse (research assistant) confront one of your male colleagues about a disagreement on patient care (participant enrollment). After she walks away, your colleague turns to you and says, "What a Bitch!"
7. Your colleagues are complaining how Black, Latino, Arab, and South Asian residents (research assistants) have to show 1 to 2 forms of ID to use the physician's lounge (access the research building) at night, while white residents (research assistants) do not. One of the white residents (research assistants) says, "I had to show ID last week. This has nothing to do with race."
8. You are hanging out with a large group of friends at your best friend's home. Someone brings up the New Zealand Mosque bombing. Everyone turns to the only person of Middle Eastern descent in the group and asks, "What do you think about what is going on?"
9. You are working an ER shift and a young woman presents with her chief complaint of being sexually assaulted. She is wearing a short, tight-fitting, cleavage-revealing dress. You overhear the ER physician mutter to the nurse, "What do you expect wearing that dress?"
10. A trans-woman is admitted to the hospital. Not only do the nurses (RAs) keep referring to her as "he/she," but they refuse to room her with another woman.
11. Over time you have noticed that most colleagues do not greet or interact with someone who uses a wheelchair like they do to others walking by.
12. You observe a student asking a person you think might be multiracial or biracial, "What are you?"
13. You notice new group members get talked over or ignored in discussions.

WHAT COULD YOU DO?

ROUND 2 | CASES #14 - #26

14. A group member talks louder and more slowly when addressing someone from Korea.
15. You hear someone making fun of an “overweight” student.
16. You notice in group meetings; the men only talk to men; white people only talk to white people; and overlook, don’t engage other members.
17. During a discussion about how to celebrate the end of the fall semester, several colleagues are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few colleagues look down or seem restless.
18. You hear a faculty/staff member asking a student who they think is Asian, “Where are you from? And where did you learn to speak English so well?”
19. A student is seen writing, “That’s so gay!!” on the bulletin board.
20. You notice a male colleague standing really close to a female colleague. As she backs away, the male colleague moves closer.
21. You overhear a student discussing what accommodations they will need in the classroom, and the faculty/staff member seems distracted and frustrated.”
22. You notice that some faculty/staff seem to react negatively when they see a woman wearing a veil/hijab on campus.
23. A student talks about being LGBTQ and a faculty/staff member says, “I’ll pray for you.”
24. You notice that the activities planned for alumni always require individuals to pay what seems to you as a high fee.
25. You see a U.S.-born student approach an international student and ask him to teach them swear words in his native language.
26. A colleague refuses to use the personal pronouns and name of a transgender student.

WHAT COULD YOU DO?

ROUND 3 | CASES #27 - #39

27. You notice a graduate intern/fellow regularly looking women up and down and staring at their breasts.
28. A colleague doesn't agree with a resident/post doc and seems to raise their voice to silence them and end the conversation.
29. You notice a student wearing a baseball cap with a team "mascot" that is Native American.
30. A faculty/staff member tells you their dean/chair told them, "Someone with your type of learning disability will probably not graduate."
31. You overhear a dean/chair saying to an African American woman, "You're very articulate!"
32. A Latina student is talking to some of the white students in the hallway about a racist situation that happened on campus. You overhear a colleague walking by saying to another colleague, "Why do they have to make everything about race? They were probably just having a bad day."
33. You notice that some colleagues repeatedly mispronounce an international research assistant's name.
34. As the class starts to discuss the Black Lives Matter movement, all of the students turn to the only African American in the class and ask, "What do you think about what is going on?"
35. You overhear a few of your colleagues make disparaging comments about Islam and Muslims.
36. A colleague wants to include a photo of two men kissing in a brochure about alums getting married on campus; another colleague just shakes their head.
37. A female faculty member is assumed to be the secretary of the department.
38. You see a colleague treating a custodial staff member with disrespect.
39. As some students/residents are talking about how a female student/resident was sexually assaulted at a party over the weekend, you hear one of them say, "Given me a break! Did you see what she wore to that party?!?"

WHAT COULD YOU DO?

ROUND 4 | CASES #40 - #52

40. A faculty member listens and considers new ideas when a more experienced faculty member raises them, but quickly shuts down new or junior faculty who ask questions or offer innovative ideas.
41. When a colleague points out the racist comment another colleague just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
42. During a team discussion about sexism, you notice that while a female resident/research assistant is talking about her experiences on campus a couple of men are talking to each other and smiling.
43. When a resident/student/research assistant gets confused during a discussion, someone says, "She's having a blonde moment!"
44. You overhear a faculty member saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
45. Two faculty members are standing talking to each other at the desk of the administrative assistant while he is there trying to get work done.
46. A faculty member publicly chastises students if they are a few minutes late, but then will casually walk in 10 minutes late to a meeting and not apologize for keeping others waiting.
47. A faculty member of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
48. You observe a colleague talking to an "average looking" student who seems to get distracted when a "very attractive" student approaches; and quickly stops talking to the first student and turns their attention to the more attractive one.
49. A 6-foot person patting the head of someone who is 5'2", someone they hardly know.
50. Introducing the male faculty/staff as Dr.____, and the female faculty/staff with a doctorate as Ms.____ or by their first name.
51. A faculty member who often raises issues is not invited to lunch when a senior faculty member organizes an informal gathering among most faculty.
52. A student makes a comment to a student of color: "You got that scholarship/fellowship/research assistantship because of your race."

Adapted from: Kathy Obear, EdD, Center for Transformation & Change
kathy@drkathyobear.com | www.drkathyobear.com