

# Addressing Bias in the Classroom

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“The success of college students is related in part to whether or not they feel welcomed in specific college environments, such as classrooms.

Sense of belonging is related to a number of things, including college students’ engagement and persistence, course grades, and academic motivation.

The bottom line is this: college students who feel that they belong in your classroom are more likely to succeed.”

(Ohio State University, 2018)

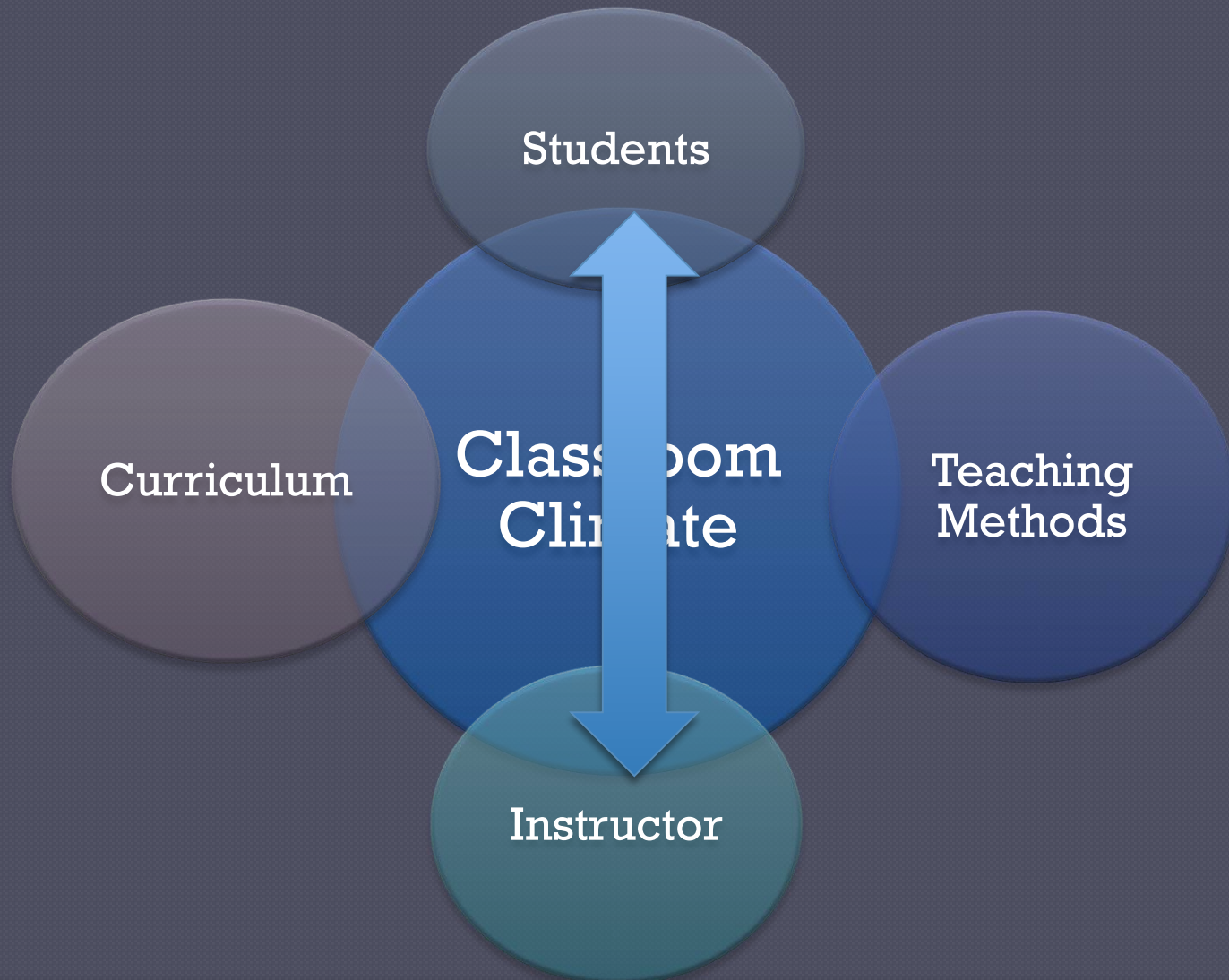
# Sense of Belonging in the College Classroom

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- ◉ Students from underrepresented populations tend to report a lower sense of belonging than their peers (Strayhorn, 2008)
- ◉ The messages students hear, see, and encounter can reinforce a sense of belonging or the converse (Strayhorn, 2008)

# Five Dimensions of the Classroom

(Adapted from Marchesani & Adams, 1992)





*Image ©istockphoto*

# What is Bias?

## What is Implicit Bias?

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“We all have unconscious bias;  
it doesn't make us bad, it makes us human”  
– Rod Bolger, SVP Finance & Controller, Royal Bank of Canada

- Explicit – holding a preference for or aversion to a person or group of people
- Implicit – attitudes toward people or associating stereotypes of people without our conscious knowledge
  - “Short cut” for our brain

# Implicit Bias in Action

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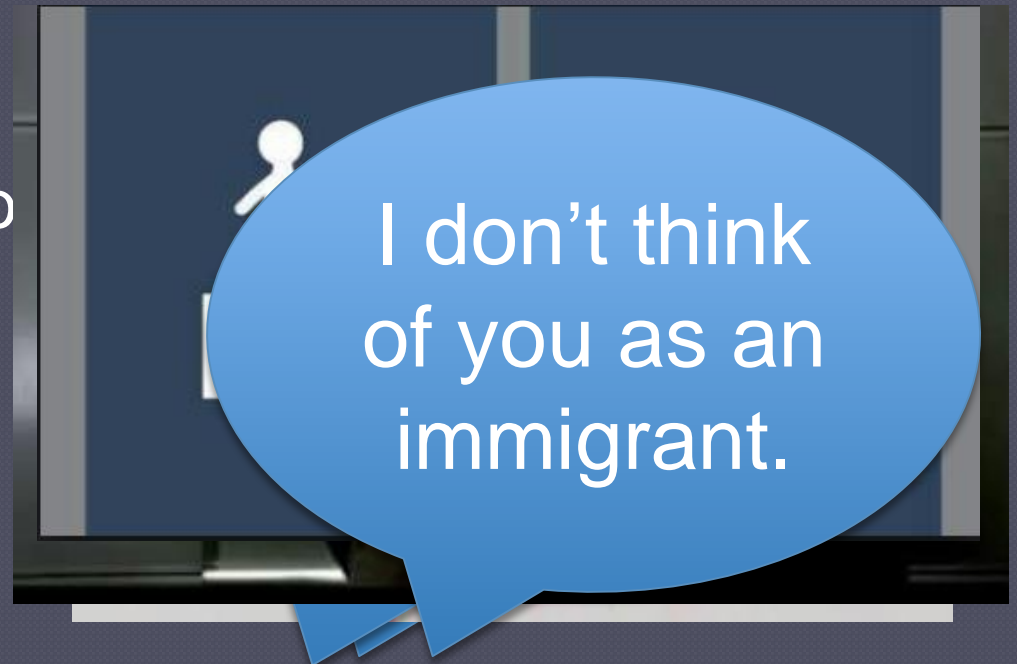
- ◉ Implicit biases can translate into thoughts, behaviors, and statements
  - Unintentional
  - Unconscious
- ◉ Such actions, thoughts, and statements result in what are called *microaggressions*
  - “subtle, stunning, often automatic, and non-verbal exchanges which are ‘put downs’

(Pierce et al., 1978, p. 66)

# Kinds of Microaggressions

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- Microassaults  
overt discrimination,  
intentional
  - Verbal
  - Non-verbal
  - Environmental
- Microinsults  
demographic not  
respected, or exception  
to stereotype
- Microinvalidations  
ignoring differences





# Effects of Microaggressions

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- ◉ Feelings of isolation, exclusion, loneliness, and tokenism (Alexander & Moore, 2008; Neiman, 2012)
- ◉ Lower problem-solving abilities (Dovidio, 2001; Salvatore & Shelton, 2007)
- ◉ Undermine and question the individual's abilities (Fernandez, 2013; Monforti, 2012)
- ◉ Result in feelings of being-ignored, overlooked, underappreciated, under-respected, and devalued (Lomax, 2014; Rboylorn, 2014)
- ◉ Produce physical and mental health (Araujo & Borrell, 2006; Wang et al., 2014)

# The Adverse Impact of Racial Microaggressions on College Students' Self-Esteem

Kevin L. Nadal (bio), Yinglee Wong (bio), Katie E. Griffin (bio), Kristin Davidoff (bio), and Julie Sriken (bio)

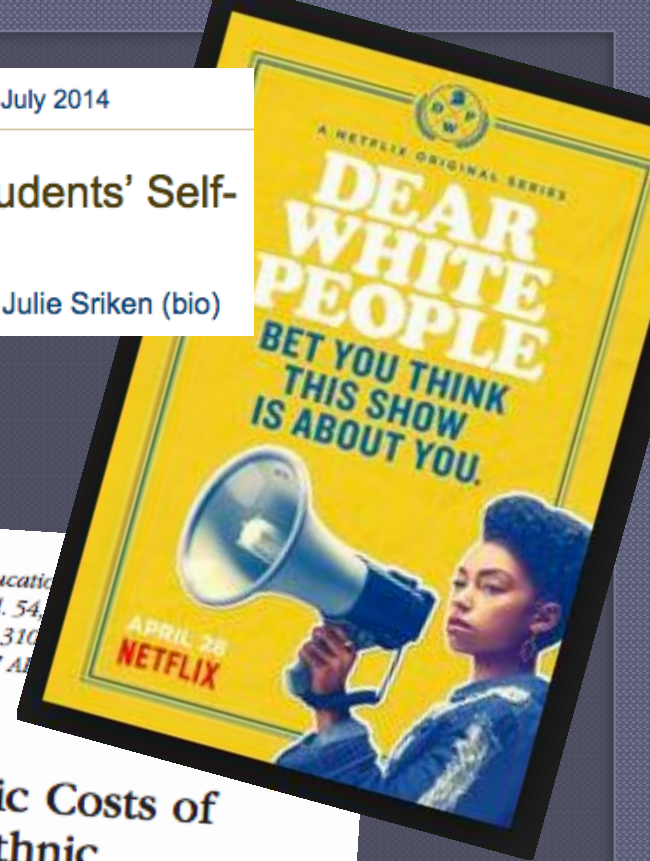
e / The Journal of Faculty Development, Vol...



## Microaggressions Trilogy 3. Microaggressions in the Classroom

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## The Psychological and Academic Costs of School-Based Racial and Ethnic Microaggressions



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## 'Not Your Language': How a Classroom Interaction Led a Student to Speak Out on Microaggressions

# Exploring the Interactions

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# Responding & Intervening

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- ◉ Interrupting
- ◉ Pausing
- ◉ Recovering

**Trying it on**

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