

Microaggressions and Implicit Bias

Mini-Course

A DEI, HR, and SXL Collaboration



Course Title:	Microaggressions and Implicit Bias
Course Number:	CEPD-DEIB7-23FA1
Credentials:	DEIAB Badge
Instructor of Record:	Renee Garbe, PhD, LMSW
Contact:	rgarbe@govst.edu
Co-Instructor	Giesela Grumbach, PhD, LCSW, PEL
Semester:	Fall 2023

About DEIAB Program:

This mini-course program empowers you to learn and apply proven concepts and translate them into bold actions, creating meaningful change for yourself, your peers, your family, your program/department, and your organization.

Participating in the DEIAB mini courses, you will gain knowledge to create a better, more inclusive community. By creating a more inclusive society, we build bridges; respect differences; increase employee retention; increase student retention and completion; increase advancement for all groups; and build a diverse community that sees value in every person.

Course Description

Microaggressions and implicit bias are a part of everyday life. In this course, you will learn what microaggressions are, how they manifest in the workplace, and strategies for minimizing and responding to them. You will also explore implicit bias, understand its many forms, and develop a plan to increase your awareness of personal biases to improve workplace performance.

Intended Audience

Higher Education faculty, higher education staff, and graduate participants.

Expected Candidate Outcomes

The 15-hour mini-courses build on each other to help you become proficient in practices that support diversity, equity, inclusion, access, and belonging to build inclusive environments. Through a variety of exercises, stories, case studies, videos, reflections, and activities, you will increase self-awareness, discover personal biases, and develop equitable practices to support any organizational milieu.

Course Objectives

1	Define key concepts related to microaggressions and implicit bias.
2	Recognize unconscious bias and how it affects the way people perceive, evaluate, and react to others.
3	Understand the population that you serve and how to best serve them.
4	Examine how bias impacts the work environment.
5	Strategies for minimizing microaggressions & responding to them.
6	Develop a plan to increase your awareness of personal biases to improve workplace performance.

Modules

Module 1	Define key concepts related to microaggressions and implicit bias.			
Module Learning Objectives				
a. Define microaggressions. b. Define implicit bias.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	<p>Read the following articles linked in Blackboard:</p> <ul style="list-style-type: none"> Rynders, D. (2019). Battling implicit bias in the idea to advocate for African American students with disabilities. <i>Touro L. Rev.</i>, 35, 461-480. Akagi, M., & Gooding Jr., F. W. (2021). Microaggressions and objectivity: Experimental measures and lived experience. <i>Philosophy of Science</i>, 88(5), 1090–1100. https://doi.org/10.1086/715219 	1. a-b	1 hr. 30 min.	Complete Reading Questions Assessment in Blackboard

Lecturette	Read through the PowerPoint titled Microaggressions in Blackboard	1. a-b	25 min.	Read Lecturette in Blackboard
Video Assignment	[SpringboardSchools]. (2008, July 14). <i>The Lunch Date</i> [Video]. Youtube.	1. a-b	15 min.	Watch Video in Blackboard
Reflection Assignment	Based on the video "The Lunch Date" complete the assessment questions in Blackboard	1. a-b	1 hr.	Complete The Lunch Date Reflection Board in Blackboard
Total Anticipated Time			3 hrs. 10 min.	

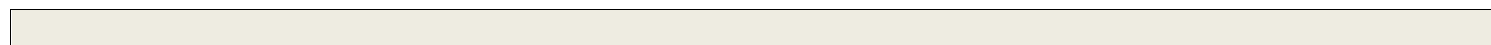
Module 2	Recognize unconscious bias and how it affects the way people perceive, evaluate, and react to others.			
Module Learning Objectives				
a. Engage in self-reflection of unconscious bias. b. Appreciate difference. c. Identify strategies to interact positively with diverse others.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	<p>Read the following articles linked in Blackboard:</p> <ul style="list-style-type: none"> Onyeador, I. N., Hudson, S. T. J., & Lewis, N. A. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. <i>Policy Insights from the Behavioral and Brain Sciences</i>, 8(1), 19–26. https://doi.org/10.1177/2372732220983840 Llorens, A., Tzovara, A., Bellier, L., Bhaya-Grossman, I., Bidet-Calet, A., Chang, W. K., ... & Dronkers, N. F. (2021). Gender bias in academia: A lifetime problem that needs solutions. <i>Neuron</i>, 109(13), 2047-2074. 	2. a-c	1 hr. 30 min.	Complete Reading Questions Assessment in Blackboard

Implicit Bias Test	Choose and complete 3 tests from the Harvard Implicit Bias Tests via the link provided in Blackboard	2. a	30 min.	Complete 3 Implicit Bias Tests Via Link in Blackboard
Video Assignment	[Diversity Campus]. (2020, December 22). <i>Training Video on Unconscious Bias (English Version)</i> [Video]. Youtube.	2. a	3 min	Watch Video in Blackboard
Reflection Assignment	Post Harvard Implicit Bias Test Debriefing Applying Skills to Challenge Biases	2. b-c	30 min.	Complete Debriefing Reflection Board in Blackboard
Total Anticipated Time			2 hrs. 35 min.	

Module 3	Understand the population that you serve and how to best serve them.			
Module Learning Objectives				
a. Review content produced by voices of color.				
b. Identify similarities and differences to your reference group.				
c. Identify strategies for getting to know a group better.				
Topic	Learning Activities	Objective	Time	Assessment
Reading & Video Assignment	[Maya Wegerif]. (2016, January 13). <i>Sometimes It Pours</i> [Video]. Youtube. Quintos, D. (2021, September). Self-Portrait as a Manananggal. Retrieved from: https://www.poetryfoundation.org/poetrymagazine/poems/156301/self-portrait-as-manananggal	3. a	30 min.	Complete Spoken Word and Poetry Reflection Board in Blackboard
Video	Alvoid, T. (2019, December 9). <i>Eliminating Microaggressions: The Next Level of Inclusion</i> . [Video]. Youtube. Glienna, G. (2010, January 26). <i>The Elevator</i> . [Video]. Youtube.	3. a-c	45 min.	Complete Video Questions Assessments in Blackboard

Interview Assignment and Reflection	Similarities and Differences Cultural Identity Interview and Reflection	3. b-c	1 hr. 15 min.	Complete Interview and Reflection in Blackboard Assessments Folder
Total Anticipated Time			2 hrs. 30 min.	

Module 4	Examine how bias impacts the work environment.			
Module Learning Objectives				
a. Consider workplace interactions. b. Identify how biases negatively impact the workplace environment. c. Create a plan for promoting safe spaces in the workplace.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	<p>Read the following articles linked in Blackboard:</p> <p>O'Meara, K., Sayer, L., Nyunt, G., & Lennartz, C. (2020). Stressed, interrupted, and underestimated: Experiences of women and URM faculty during one workday. <i>Journal of the Professoriate</i>, 11(1), 105–137.</p> <p>Fidas, D. & Cooper, L. (2018). A workplace divided. [Online pamphlet].</p>	4. a-b	1 hr. 30 min.	Complete Reading Questions Assessments in Blackboard
Video Assignment	<p>[Bhasin Consulting Inc.]. (2023, May 3). <i>How To Benchmark DEI In The Workplace</i> [Video]. Youtube.</p> <p>[Bhasin Consulting Inc.]. (2020, March 9). <i>The Difference Between Diversity, Inclusion, and Equity</i> [Video]. Youtube.</p>	4. a-c	30 min.	Watch Videos and Complete Video Assessment Questions in Blackboard
Assessment	Work Environment Self-Assessment and Plan	4. c	30 min.	Complete Self-Assessment and Plan Reflection Board
Total Anticipated Time			2 hrs. 30 min.	



Module 5	Strategies for minimizing microaggressions & responding to them.			
Module Learning Objectives				
a. Recognize microaggressions.				
b. Develop strategies to respond to microaggressions.				
c. Demonstrate understanding of types of microaggression.				
d. Demonstrate an understanding of how to respond to microaggressions.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	<p>Read the following articles linked in Blackboard:</p> <p>University of California San Francisco (n.d.). <i>Tool: Recognizing Microaggressions and the Messages They Send</i>. Office of Faculty and Academic Affairs. Retrieved August 7, 2023, from https://facultyacademicaffairs.ucsf.edu/</p> <p>Nadal, K. L. (2014). A guide to responding to microaggressions. <i>AAARI-CUNY Forum</i> 2(1), 71-76.</p>	5. a-b	30 min.	Complete Readings in Blackboard
Video Assignment	<p>[Pacific Lutheran University]. (2016, October 11). <i>Listen: How Do You Respond To Microaggressions?</i> [Video]. YouTube.</p> <p>[Born This Way Foundation]. (2023, February 7). <i>American Psychological Association - What To Do When You Witness a Microaggression</i> [Video]. YouTube.</p> <p>[Born This Way Foundation]. (2023, February 17). <i>American Psychological Association - What To Do When You Commit a Microaggression</i> [Video]. YouTube.</p>	5. a-b	10 min.	Watch videos on Blackboard

Mini Lecturette	Promoting Psychological Safety in the Workplace	5. b & d	20 min.	Review Lecturette in Blackboard and Complete Assessment in Blackboard
Case Study Assessment	Case Studies: How would you respond?	5. c-d	45 min.	Complete Case Study Responses in Blackboard Assessments Folder
Total Anticipated Time			1 hr. 45 min.	

Module 6	Develop a plan to increase your awareness of personal biases to improve workplace performance.			
Module Learning Objectives				
a. Develop an individualized plan.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Arnett, R. D. (2023). Uniting through difference: Rich cultural-identity expression as a conduit to inclusion. <i>Organization Science</i> . 1-27.		1 hour	Complete Reading Reflection Board
Video Assignment	[Born This Way Foundation]. (2023, April 4). <i>American Psychological Association - How To Use Inclusive Language at Work</i> [Video]. YouTube.		5 min.	Watch the Video on Blackboard
Action Plan	Create an action plan using the template provided in Blackboard.		1 hour 30 min.	Complete Action Plan Assessment in Blackboard
Total Anticipated Time			2 hrs. 35 min.	

Activities/Assignment/Requirements:

This is a self-paced start-anytime course in which you will progress through the material at your own pace within an 8-weeks period.

Fall Registration: August 28 - October 9

You must complete the mini course within 8 weeks of your start date.

Spring Registration: January 16 - March 11

You must complete the mini course within 8 weeks of your start date.

The suggested calendar below is designed to keep you on track.

Week 1	Week 2	Week 3	Week 4
<ul style="list-style-type: none"> Familiarize yourself with the course. Module 1 Readings & Lecturette; Readings & Lecturette Assessments 	<ul style="list-style-type: none"> Module 1 Video & Video Reflection Module 2 Video 	<ul style="list-style-type: none"> Module 2 Readings & Assessment Module 2 Harvard Implicit Bias Tests & Debriefing Assessment 	<ul style="list-style-type: none"> Module 3 Readings and Assessments Module 3 Videos and Assessments Begin Similarities & Differences Interview Assessment
Week 5	Week 6	Week 7	Week 8
<ul style="list-style-type: none"> Complete Similarities & Differences Interview Assessment Module 4 Readings and Reading Assessments 	<ul style="list-style-type: none"> Module 4 Videos and Video Assessments Module 4 Work Environment Self-Assessment & Plan Module 5 Readings & Videos 	<ul style="list-style-type: none"> Module 5 Mini Lecturette & Assessment Module 5 Case Studies Module 6 Video 	<ul style="list-style-type: none"> Module 6 Reading & Assessment Module 6 Action Plan Assessment

Course Progress

You may track your progress through the *My Progress tab*. Upon the satisfactory completion of all assignments, you will earn a determination of “**Complete**” at the end of 8 weeks.

Online Instructional Modalities

Online instruction is an educational model where participants and instructors connect via technology to review lectures, submit assignments, and communicate. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

Required Textbooks/Learning Materials

There is no required course textbook. All learning materials are accessible online through Blackboard. Additionally, a free YouTube subscription may be required for certain assignments.

Technology Requirements (Materials and Equipment)

You must have a reliable and up-to-date digital device (e.g., computers, laptops, tablets, smartphones) with high-speed Internet (i.e., download speed of more than 18 Mbps). To access this

course site in Blackboard, please use your GSU username and password to log into <https://newlearn.govst.edu/>. To smooth the learning process, you must have the following software and tools:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard/University Approved Curricular Software/Website/Other
- System Requirement for Blackboard
- This course requires minimum system (computer) requirements. participants are responsible for all software downloads, upgrades, updates, etc.
- Blackboard Learn 9.1 – Always runs a “tune-up” when using Blackboard. Any questions you might have regarding Blackboard can be found in the participant Help Desk in the GSU Blackboard login page.
- Java Runtime Environment – Java is required for Blackboard Learn 9.1. Download it from <http://www.java.com/en/>. Always check to ensure the latest Java version is installed on your computer. Apple’s Mac OS10.x can ensure the latest version of Java for OSX by running the Apple Update.
- Acceptable Document Files – The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system
- Microsoft Word: .doc, .docx; Microsoft Excel: .xls, .xlsx; Microsoft PowerPoint: .ppt, .pptx; Rich Text Format: .rtf; Adobe Acrobat: .pdf; Image Form: .jpg, .jpeg, .gif, .png; (To determine the type of file you are submitting, simply right click the unopened file and select the “properties” tab).

Technology Skills Requirements

Participants should have or will acquire the following technology skills throughout this course:

- Using Microsoft Office (or similar alternative software) to draft and save files.
- Copying, cutting, and pasting information/files.
- Using Blackboard to access learning materials to post and respond to discussion boards and to participate in learning activities;
- Using University Approved Curricular Software to upload files to submit assignments and view grades and comments.
- Using a GSU email account to communicate with me and your classmates.
- Using multimedia software to create learning materials.

Technology Help

If you have a general technology problem or concern with Blackboard/online learning, please contact the consultant by calling 708-534-4357 or through email at help@govst.edu. Meanwhile, you may usually find answers to your questions from the Blackboard tutorials at http://www3.govst.edu/Blackboard_faculty/participantHelp.html. In-person assistance is also available at GSU Help Desk located in Room D2400.

Disability Statement:

GSU is committed to providing all participants equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or neurological disability such as a learning disability, autism, or TBI. You must register and provide documentation with Access Services for participants with Disabilities (ASSD) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for participants with disabilities, contact ASSD before or during the first week of classes.

Title IX Statement:

Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, post policies against it, to investigate complaints, and take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Kaitlyn Wild, to report any incidents at 708.534.4846 or kwild@govst.edu. For complete Title IX information and resources, visit <http://www.govst.edu/TitleIX/>.

Emergency Preparedness Statement:

In case of emergency, the University's Alert System will be activated. Participants are encouraged to maintain updated contact information using the link on the homepage of

the myGSU portal. In addition, participants are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at <http://www.govst.edu/emergency>.

Academic Honesty Statement:

participants are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other participants, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at <http://catalog.govst.edu/content.php?catoid=1&navoid=37> .

Participant Health & Well-Being:

As a participant, you may experience situations or challenges that can interfere with your learning and personal well-being. These might include strained relationships, stress, unstable housing situations, hunger, alcohol/drug problems, feeling down, or loss of motivation. GSU has many resources to help with these or other issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the participant Health and Counseling Center at 708.235.7334 or http://www.govst.edu/Campus_Life/Health_and_Counseling/. Assistance with personal difficulties, including hunger and housing instability, is available by contacting GSU4U at 708.235.2845 or <http://www.govst.edu/gsu4u>. Help is always available.

COMMUNICATION:

Email: rgarbe@govst.edu

If you have a question of a more personal nature, email me. I will respond within 48 hours.

NETIQUETTE GUIDELINES (<http://www.indiana.edu/~icy/netiquette.html>):

- **General Rules**
 - Make your messages easier to read by writing paragraphs short and to the point.
 - TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
 - Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- **Complete Assignments**
 - All assignments for this course will be submitted electronically through University Approved Curricular Software (e.g., Blackboard) to maintain and keep track of your work unless otherwise instructed.

- Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMIT TO INTEGRITY:

As a participant in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.