



Fostering Diversity and Inclusion in Teaching and Learning

WWAMI Faculty Development Retreat

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Center for Excellence in Teaching and Learning



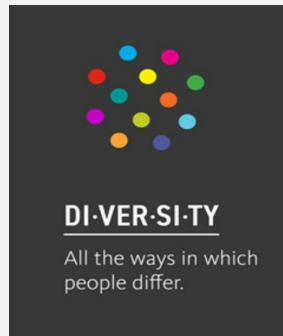
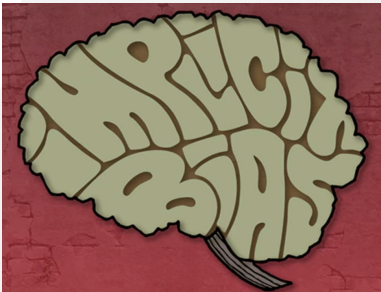
University
of Idaho

Why are we here today?



3 Objectives for today...

- Understanding **Implicit Bias** and the value in doing so for T&L
- **Diversity** of your students and of your students' patients (in practice)
 - Diverse array of learners... what does it mean to teach to these learners?
 - Diverse array of patients... what does this mean for WWAMI students as future practitioners?
- **Inclusion by design**



Implicit Bias... yep, we all have it!

- *“Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily without an individual’s awareness or intentional control.. implicit biases are not accessible through introspection.”*

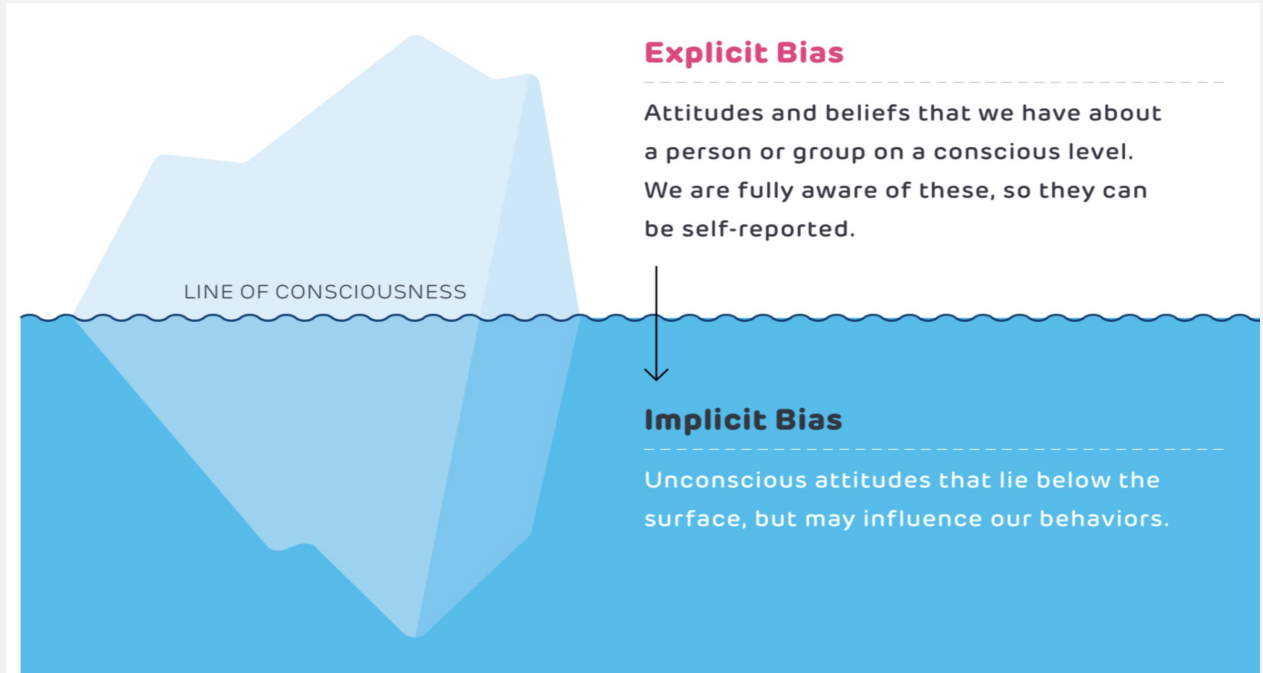
~Kirwan Institute, The Ohio State University

Noooo!!!

Not the
iceberg
analogy again!

But it is such a fitting analogy!

Implicit bias is like the ice below the surface...



“The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age and appearance.” (Kirwan Institute)



Characteristics of Implicit Biases

The Kirwan Institute for the Study of Race & Ethnicity

- **Implicit biases are...**

- pervasive
- do not necessarily align with our declared beliefs or even reflect stances we explicitly endorse
- tend to favor our own group, yet we can hold bias against our ingroup (ex. The Doll Test)
- activated more easily when we are stressed, overworked, distracted, or fatigued
- stubborn, but malleable and can be gradually unlearned

Addressing our own bias...

- **Awareness is a good first step.**
 - Recognize that, as human beings, our brains make assumptions and we are even not aware.
 - <https://implicit.harvard.edu/implicit/aboutus.html>
- **Give micro-affirmations a try.**
 - *‘Tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening.’ (Scully, Maureen & Rowe, 2009).*
 - Open doors to opportunity... ‘power-sharing’ rather than ‘power-hoarding’
 - Gestures of inclusion
 - Intentional acts of listening

Mitigating implicit bias in our classrooms

- ***“We communicate important values to our students by who and what we choose to give our attention to.”***
- *Some things you can try in your own classroom:*
 - *Look to highlight the work of people from marginalized groups in your field.*
 - *Assign readings by women and people of color.*
 - *Do what you can to model for your students what a more just version of your discipline might look like.*
 - *Actively work against cultural stereotypes instead of passively assuming they’ll go away with time.*



“The Value of Diversity” among our students

Plank & Rohdieck, 2007

- Recognizing student diversity helps instructors tailor content and teaching methods to maximize learning
- Recognizing diversity allow for faculty and staff to communicate to students their awareness of and appreciation for their value as individuals
- There is no such thing as a “neutral” learning environment (see implicit bias)
- As faculty and staff (and practitioners), our own identities impact the language we use, the particular topics or points we emphasize in class, the ideas we value, and our interactions with our students (and patients).

Inclusion by Design

- *First impressions matter... start with your **syllabus/course reading list/course policy document***
 - *Learner-centered*
 - *Include a D&I statement (and this can be brief... but impactful)*
- **Be intentional** about all aspects of course design ...
 - *learning outcomes*
 - *assignments/activities and assessment*
 - *course content and sources of that content*
 - *course delivery; expectations and usage of technology*
- **More to consider...**
 - *The words we use, the examples we provide, the questions we ask*
 - *The barriers to inclusion we and our students experience*

Inclusive Mentoring and Mentoring Across Differences

- **Mentoring across differences requires an explicit acknowledgment of difference, of operative assumptions, of “the other side”.**
- **When mentoring across differences, mentors should:**
 - Examine assumptions and how they may influence the mentoring relationships.
 - Consider identity-based similarities and differences in the context of the mentor-mentee relationship.
 - Discuss identity assumptions and dimensions up-front and often. Don't quietly assume; discuss.
- <https://www.webpages.uidaho.edu/cetl/docs/Inclusive-Mentoring.pdf>
- <https://www.webpages.uidaho.edu/cetl/docs/Mentoring-Across-Difference-A-Toolkit.pdf>

Resources and References

- <https://www.webpages.uidaho.edu/cetl/wwami-resources.asp>
- <https://www.webpages.uidaho.edu/cetl/repository.asp>
- <https://www.uidaho.edu/diversity/edu>
- <https://www.uidaho.edu/diversity/edu/womens-center>
- <https://www.uidaho.edu/diversity/edu/lgbtqa>
- <https://www.uidaho.edu/current-students/cdar>
- <https://kirwaninstitute.osu.edu/>
- <http://www.nea.org/home/34691.htm>
- <https://www.statnews.com/2019/06/17/medical-schools-diversity-hard-lessons/>
- <https://www.tmc.edu/news/2019/10/best-intentions-wont-solve-implicit-bias-in-health-care/>
- <https://www.chronicle.com/article/yes-you-have-implicit-biases-too/>