

# DEI in the Classroom

## Why Do it and How

### Part I

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# Before we begin...



**I am not an expert!  
We're in this  
together**



**This presentation  
is to share  
resources...**



**...and start  
conversations**



**So we have a diverse  
classroom.  
Now what?**

**The “E” and the “I”**



# Inclusive and equitable classrooms

## Implicit or unconscious bias

Stereotypes and prejudices outside of our conscious awareness and often incompatible with our conscious values

## Micro-aggressions

Subtle, often unintentional statements or behaviors that marginalize individuals based on race, gender, socioeconomic status, or other identities



# Implicit bias can...

- Lead to prejudice and unwarranted assumptions based on more “subtle” characteristics or behaviors: names, body language, speaking patterns, ways of dressing, vocabularies and accents
- Impact how we engage with students
- Affect grading and other evaluation practices
- Affect equitable and meaningful accommodations
- Lead to microaggressions
- Be more harmful than explicit/conscious bias, e.g., through stereotype threats, which affect student performance





# Mitigating Implicit Bias

**Accept that everyone has implicit biases.**

- It is better to assume that we have implicit biases than assuming that we don't.
- Self-awareness: Take the Implicit Association Test created by Project Implicit.
- Toolkits and Courses: National Research Mentoring Network's Unconscious Bias Course and Unconscious Bias Training Materials by Imperial College London.



# Mitigating Implicit Bias

## Equitable grading and evaluation practices

- Resources on equitable grading practices by Carnegie Mellon University's Eberly Centre for Teaching Excellence, including anonymous grading, grading one question at a time, and alternate and flexible forms of grading.
- Reflect on grade patterns: Are some students consistently scoring worse or better than others? Why?



# Mitigating Implicit Bias

**A diverse student population is only the first step.**

- Diversity within faculty.
- Diversity in course content as well as text authors that reflect the contexts, perspectives, and experiences of a diverse student base.
- [Resources on inclusive curriculum development](#) by NYU.





# Mitigating Implicit Bias

## Accommodations and the problem with the “real world” argument: Some things to consider

- The classroom is the “real world” where students have real problems.
- The real world has more accommodations than we think.
- Accommodations do not provide an “unfair advantage” or diminish rigor — they level the playing field.
- Simulating negative environments does not necessarily prepare students to deal with them.
- Making students passively adapt to negative environments does not equip them with the skills to advocate for change in those environments.
- Some writing on this: 1 2 3

# Mitigating Implicit Bias

## Some more resources:

- [Unconscious Bias Training](#) by UCSF's Office of Diversity and Outreach.
- [Implicit Bias video series](#) by the UCLA Office of Equity, Diversity, and Inclusion
- [Campus Disability Resource Database](#) by the National Center for College Students with Disabilities
- Books\*: **Blindspot: Hidden Biases of Good People** by Mahzarin R. Banaji and Anthony G. Greenwald, **Whistling Vivaldi: How Stereotypes Affect Us and What We can Do** by Claude Steele, **Laziness Does Not Exist** by Devon Price

\*All available for \$10 or under online



# Let's talk microaggressions...

Ignoring or belittling  
people for language  
barriers

“Your English is really  
good for \_\_\_\_\_”

Ignoring issues of  
classroom anxiety by  
“cold calling”\*

“When I first met you, I  
thought you would be  
\_\_\_\_\_ but you are  
actually quite \_\_\_\_\_”

Expecting students to  
speak for their entire  
identity group

“You can do better, you  
just need to try harder” –  
assumption of laziness  
rather than hurdles

## More examples of microaggression in the classroom.

\*Cold calling and Active Learning

\*“Warm-calling”



# Resisting microaggressions in the classroom

Acknowledge mistakes, listen without getting defensive, and encourage open learning.

## RESOURCES:

- [Videos](#) by PBS Learning Media
- [Video](#) by Dr. Monica Smith
- [Addressing microaggression in the classroom](#) by the University of Washington
- [Microresistance against microaggressions](#): R. Kumar and B. Rifaei



# We have to remember...

- To make small, meaningful changes that work for our contexts.
- To treat ourselves with grace and patience because no one is perfect and we are all learning.
- Finally, if we want our students to trust us, we have to trust them. If we want them to be vulnerable with us, we have to be vulnerable with them!







**Thank you!**  
**You got this!**