

Part 3 - Appendix II to Appendix IV

Appendix II: Unconscious Biases-Session 2

- We are aware of our overt biases-we have unconscious biases also.
- Our UB may be inconsistent with our values.
- Only raising awareness allows us to get rid of them,
- Where do these come from? Why do we have them?
- We are wired from prehistory to be pack oriented for protection. We look for safety in similarity. Tribal is our carry over.
- From birth we are bombarded with incomplete information that gets filed away. We don't deal with it immediately using layers of reason and knowledge to sift it out.

So, what are the steps we can take to deal with our unconscious biases?

- Develop self-awareness-acknowledge and accept how we are wired and that it doesn't make us a bad person.
- Create safe spaces to discuss/think through UB-with ourselves and with others-hopefully AAUW can be one of those safe places.
- Increase contact with those who are dis-similar in various settings.
- Set realistic expectations -we can't change U overnight.

How do we move beyond UB

- Progress can decrease anxieties and fears that we carry, maybe unknowingly.
- Progress can help rid us of microaggressions that we don't recognize-that victimize those around us who are different.
- Microaggressions is another whole topic for us to explore.
- **Activity for Unconscious Bias . . .**

Questions:

Do you have an unconscious bias? This exercise may require more humility, open mindedness and a little soul searching.

How do these characteristics make you feel toward someone you meet as an adult?

What is your immediate gut reaction-positive or negative or some of each.

Do you have some automatic expectations of those with these characteristics?

Would you feel comfortable being thrown together with such a person in a social situation or in a discussion group, or a small meeting where some productivity is expected?

Please react quickly with a + or a – or a word or two Share if you wish.

- different physical or mental ability than your own
- age
- political beliefs
- level of education
- gender identity
- skin color
- socioeconomic status
- immigration status
- occupation

- different physical or mental abilities

Please take this home with you. Post it on your refrigerator, or on top of your desk, or somewhere that it will catch your attention in the coming weeks. Many of us will have several varied social interactions this month, with family, peers from work, friends and neighbors. Look again at the questions and the list. Do you have any new or different reactions.

Activity for Unconscious Bias

Thinking back to your childhood years in school to kids who were different in some way, how did your experiences with those children affect your biases, conscious or unconscious? Do you remember their name? Do you like or not like that name now? Were you afraid or shy or envious or in admiration of that child?

React quickly with a – or + or a word or two. Share with your small group if you wish.

- poor clothing or hygiene
- expensive stylish clothing
- different skin color
- an accent different than your own
- different cultural practices
- different clothing
- poor grades
- very good grades
- live in your neighborhood, or poor housing or high-end housing
- practice a different religion
- a recent immigrant
- a Native American

Appendix III:

Allyship/Letter from Diana Elena Moran Sanchez Thundercloud Allyship and Intersectionality

Creating Allyship

What is allyship? How can one truly be an ally? What is the connection between allyship and privilege? Please join us for a discussion of allyship and how to hold branch programming on this topic. With a diverse set of allies within their membership, states and branches can better build inclusive spaces and attract new audiences, including potential new members

The following letter was written and discussed by a DEI committee member who discussed her many allyships with many marginalized individuals in our area and in Mexico. The letter follows her path though these many different groups she has had contact with throughout her life.

Dear June and DEI Committee--Everyone:

COVID truly has impacted our families and communities these past few years. I send you all my best wishes. I plan to only discuss "Being an Ally".

I am currently in route back from Mexico City from visiting Familia. I also am working on research.

My update:

I wanted to respond to the Curriculum/Topics and AAUW. Why it is important. DEI Work?

I shared with some that my youngest brother passed away late October and we were able to gather in Mexico over break. It was a sudden death. He lived in Onalaska. The past few months have been a blur, we welcomed our second grandchild in September. Our family lost our youngest brother in October. My brother was Viterbo Alumni. Edward Moran. So, apologies--- I have not attended all the DEI meetings. I shared with everyone that the DEI work is so critical ----that is why I joined. I am also happy to support the work.

I also believe that Education is Liberation. I have not attended many AAUW events during the pandemic. I divide my time living in rural Jackson County and with my grandchildren in Lacrosse too. I also have spent time writing and completing my dissertation-- in Mexico City and Wisconsin. I took two years to conduct research and finish my doctorate after many, many, many years. I finished in 2021. After working and raising a family of five children. I had tried to finish from UW-Madison in 1997 (ABD). I was grateful to have support from my university to conduct research. I was also full of gratitude for mentorship by other women.

Mentorship is critical.

Going back to school ---also had me working part-part-time or volunteering. I had to put many things aside to finish the degree. Many women of color have huge responsibilities within families, extended families, and community responsibilities. Many times, with limited resources/funds. I also had religions/ceremonial responsibilities in various communities. All impacted my ability to earn an income too. To balance a large family--extended family too. How we volunteer our time too. There are so few of us women of color who complete these degrees. Many of us are first generation to college. Many of us were teenage mothers. Many of us come from poverty. **Mentorship and organizations such as AAUW are critical for everyone's success** if we want equity in education. There were institutions and systems in place that were designed to keep many women of color to not complete degrees and/or to have the ability to use our degrees in society. History. As a mother of five grown children and a grandmother----I wanted to be part of the DEI work for AAUW. It is critical. It was time too. We all want better for the future generations to come. This has become a priority for me too. For the future generations to come.

I also joined the DEI Committee---because I have so much respect for June and her work regarding Disabilities Services. I worked with June many years ago---1993 for UWL Student Support Services. I was an ESL Academic Advisor. She is a fierce advocate for students with disabilities.

I also want to see some changes in the LaCrosse region too. I came back after many years---13 years ago--to this region from El Paso, Texas and Mexico via Madison and Milwaukee. My mother worked in a factory on the Northside of La Crosse. Limited English from Mexico (1963). Single mother with five children. Low-income. Not a USA Citizen. She is a Resident. With deep ties to Mexico. Indigenous Mexico. I know this region deeply too. The duality of this region too. What it means to live and try to work in this region too. Extended Family. Ho-Chunk Familia too. My older boys live in urban Milwaukee.

I agree with Dr. Marlene De La Cruz-Guzman. it is a great deal to cover. I truly welcome her input! I am excited that she has joined Viterbo University and is part of AAUW. Important expertise.

I agree about the topics. I understand that we have limited time for each event. It is good to plan for the next year too. Having taught many of these topics in the Departments Ethnic & Racial Studies (UWL), Women, Gender, and Sexuality Studies (UWL) and Critical Multicultural Education in Departments of Teacher Education/Educational Administration in the past (UW-Madison, UT-El Paso, UWL--- It is important to do the

deeper work and education too. It looks like we have a great deal of support and expertise for the next year and to revisit the curriculum and needs of this community and our organization. Very positive.

I was doing DEI work at the doctoral level (Principal & Superintendent License, K-12. Higher Education.) while finishing my doctorate at Edgewood College (Madison) the first two years of the pandemic at both K-12 and Higher Education levels for the Doctoral Educational Leadership program within Tribal Native Midwest, urban/rural Latino/as, and urban Milwaukee. Policy. Law. Curriculum. Post-Floyd Uprising & Education. Immigration/Migration. Community Outreach. I look forward to supporting the AAUW DEI work.

Most have seen me via ZOOM. I was doing work in Educational Leadership---Community Education. Leadership. "Zoom" out of Edgewood College. Madison, Wisconsin from my small home on the lake in Jackson County--above Black River Falls. State-wide. Midwest, International. I was honored to do a two-year Graduate Assistantship/Doctoral Administrative Faculty/Staff Leadership Team Member/Superintendent License--a Graduate Assistantship paid for my tuition or else I could never have finished the doctorate. Diversity, Equity. Inclusion. Policy. Law. Decision-Making. Curriculum. My role: To keep my pulse on education during these historic times. Shifts and changes. It was hard to leave the classroom--- I needed that focus and time to finish the dissertation writing. I also received some scholarship and fellowship support. Gratitude. School is expensive. As professional women--we rarely get to tell these stories... our quest for that Education. So that we can mentor others in the process too.... those stories are part of the DEI work too.

NOTE: I agree that it is good for us to meet in the early summer. To come together to make that larger/longer commitment about Diversity, Equity, and Inclusion for AAUW-Lacrosse. I am in gratitude to work with such amazing women and men on these issues within AAUW. We have some amazing talent with years of experience for that critical work.

I also understand that the DEI Curriculum comes from the AAUW National Curriculum. I am reviewing those materials too. **My earlier doctoral work and teaching was in Curriculum and Instruction from UW-Madison (Dr. Gloria Ladson-Billings, Critical Race Theory). I am glad that we are able to put these important concepts/ideas/themes on the forefront for the larger AAUW Leadership and DEI Committee to ponder and plan for our future.** I appreciate that this year we have planned a few of our monthly meetings for discussion/guest speakers around key topics. We have a great deal of work to do in the region.

My 15 minutes will be very general. With some comments/insights. I will touch on being an "Ally". The other topics take more depth and topic. I am thrilled that Barbara Stewart will be the guest speaker. My deep respect for Barbara. She has been an incredible leader of DEI work and student advocate at UWL---- and the Lacrosse community for years and years! A leader.

Society has gone through many changes----many critical and urgent.

I am glad to know that the DEI Committee joins the larger and wider conversation and future work with everyone.

I look forward to working with all of you---

Thank you for allowing me to share my thoughts -----as I am in route back to Wisconsin now.

I look forward for a brighter future for women in education and society. For our youth.

Happy New Year!

Paz,

Pinagigi---

Con respeto--

Diana Elena Moran Sanchez Thundercloud

AAUW-Lacrosse Member & AAUW DEI Committee Member

Former K-12 Scholarship Committee Member, AAUW

The Lacrosse, Wisconsin region is the ancestral homelands of the Ho-Chunk.

Gratitude to live on these lands. Pinagigi.

Additional Key Terms

Intersectionality Identified

By understanding the dimensions of diversity and how they intersect, we can oppression.

Definition of intersectionality

1: the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups

Microaggression Identified

Microaggressions are based on stereotypes and tied to implicit bias. They are not the same as overt racism, sexism, ableism, homophobia, etc. and so happen often without an intent to harm.

Definition of microaggression

1: a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group (such as a racial minority). Source: Merriam-Webster Dictionary

Appendix IV: Creating Inclusive Space-Session 4

Go to the following website to access all of the material on inclusive space from which the power point was developed:

<https://www.youtube.com/watch?v=9zFKQ33aWq4&t=308s>