

Academic Achievement Center

Tutor Training Materials related to DEI

This training material is for Undergraduate tutors hired by the Academic Achievement Center.

Microaggressions training on Canvas: NOT CURRENTLY IN USE

Microaggressions Introduction

Option 2 is all about microaggressions. This modular will include an overview of what microaggressions are and the importance of social identities. In-person we will go over different intervention practices and look at a few applied practice situations. The discussion board for this month is to only confirm that you have completed the social identities wheel, you **DO NOT** need to post it.

Training Content Warning: The content and discussion in this training will necessarily engage with scenarios and instances of exclusionary behavior in a college learning environment that could provoke a negative emotional response including: racial discrimination, gender discrimination, classism, and LGBTQ+ discrimination.

As some of the content may be emotionally and intellectually challenging to encounter, we acknowledge that you might not be able to fully engage.

Please reach out to Luke Matulewicz who can provide the key takeaways in an alternative format if needed.

You will be paid two hours (one for online and one for in-person) as long as you complete this section by 11:59 PM the night before the in-person training and attend the in-person training or your pre-arranged alternative assignment.

What are microaggressions?

The topic of microaggressions is highly relevant to our work in Student Success and tutoring because of the diversity of students we serve, the level of social engagement our work requires, and the kind of environment we aspire to create for students and staff.

Microaggressions can be defined as everyday verbal, nonverbal, and environmental slights, snubs, or insults. Whether intentional or unintentional, these microaggressions communicate hostile, derogatory, or negative messages that target persons based solely upon their marginalized or oppressed group membership. For our purposes, marginalized or oppressed groups are those that are excluded from certain benefits and privileges granted to those in the majority.

Microaggressions are delivered by persons of a privileged group, driven by implicit or explicit biases or stereotypes about a marginalized or oppressed group, constant in frequency, and delivered implicitly or explicitly.

Watch this short video that introduces the concept of microaggressions and shares student experiences of microaggressions in the classroom:

- [Microaggressions in the Classroom](#) (PBS Learning Media)

Then learn more about the three types of microaggressions through the stories of students who have experienced these microaggressions:

- [Microassaults, Microinsults, and Microinvalidations](#) (PBS Learning Media)

For more information, this resource (page 1-11, numbers 1-14) addresses some common questions you may have about microaggressions:

- Defining Microaggressions in [Everything You Wanted to Know About Microaggressions but Didn't Get a Chance to Ask](#) ↓

Social Identities

Social identities reflect how we see ourselves and how others see us with respect to major social categories. Their meanings are not fixed but take shape in particular social contexts. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed and frequently ascribed by others.

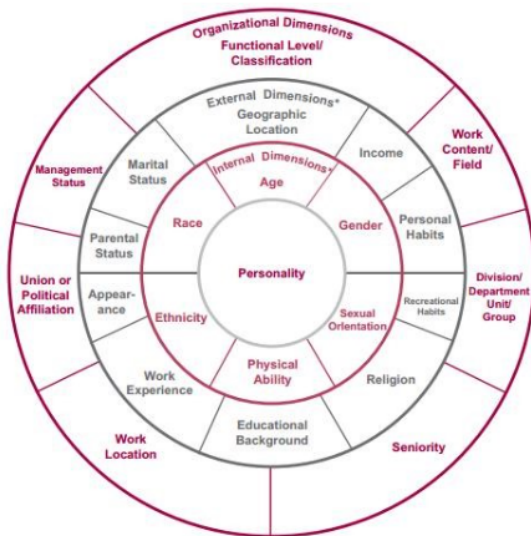
For example, gender and racial groupings are often ascribed as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or gender, or they ascribe one based on visual perception. Other social identities—such as sexual orientation, religion, class, or disability status—might be personally claimed but not announced or easily visually ascribed.

How we see ourselves (and how others see us) also varies depending on the particular context and who the others are in that situation. Even with such contingencies and contexts, we nonetheless can have a general sense about our identities.

Identities do not exist in isolation, instead, they intersect with each other. The Social Identity Wheel is one way of visualizing the ways in which multiple social identities create our own personal identity.

While this is not a comprehensive list of all intersecting identities, the innermost circle comprises unique internal dimensions that contribute to one's personal, unique identity. The next circle outward describes external contributions to identity while the outermost ring comprises organizational contributions to one's identity.

Not all of these identities are visible and the relationship between different social identities is unique to each person.



Our individual identities can have an impact on our daily experiences and your experience of the training and the types of intervention strategies you may be comfortable choosing to use. It is important to understand which identities are privileged or assumed to be the default so that you can more easily identify microaggressions and choose an intervention.

Take a moment to complete the wheel on a sheet of paper in order to reflect how you see yourself or how others may see you. Once you fill out the wheel, consider the following questions: A) which identities have the strongest effect on how you perceive yourself? B) which identities have the greatest effect on how others perceive you?

This activity is meant to assist you with in-person activities. *(This is for your own reflection. You will not be turning this in.)*

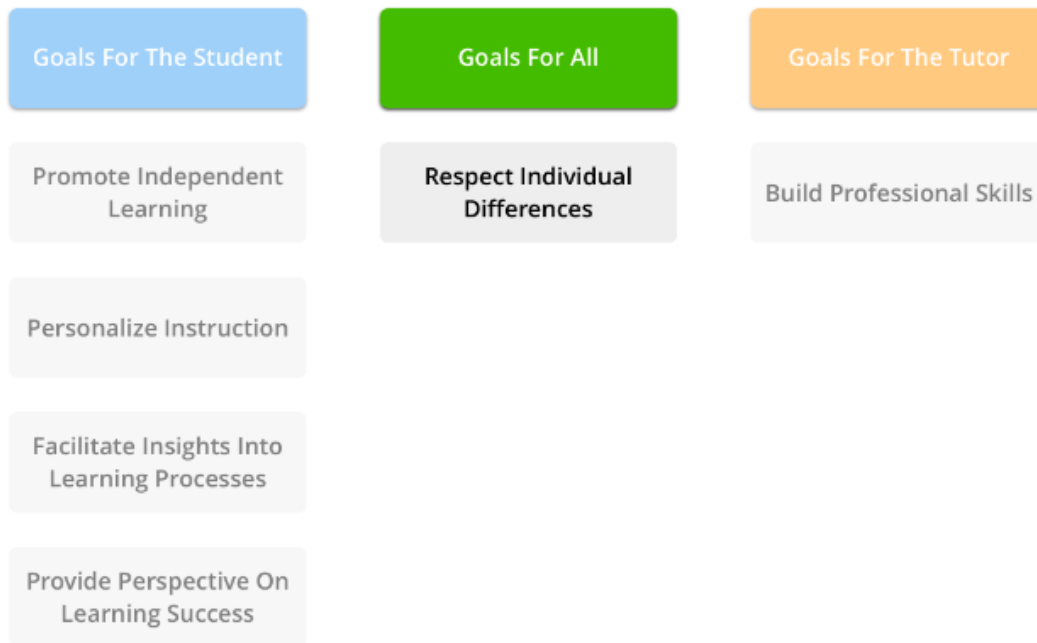
Role of a Tutor training via peertutortraining.com:

Topic 3: Respecting Individual Differences

Respecting Individual Differences

This fifth goal of tutoring is one that benefits everyone involved. Respecting individual differences means not only being aware of those differences but also understanding that your own academic experience is unique from those of the students you work with.

One of the key components of respecting individual differences is looking beyond a first impression. It is vitally important that you don't assume behaviors are the result of conditions you are familiar with.



Don't Make Assumptions

It is important that you do not make assumptions about the students you tutor. There is no set rule for how a good student should look, act, or talk. Consider the example below, thinking about what you would do in this scenario.

You recommend that your student contact their professor about a question they don't understand.

By the next time you meet with them, they still haven't done so. Does this mean they are unmotivated?

It would be easy to assume that they are lazy or apathetic, but in reality they might be intimidated by the idea of speaking directly with their professor.

That's something you can help them overcome! But, this can only happen if you make the effort to be understanding instead of assuming the worst.

What would you do or ask in this situation?

If you were the tutor and the student did not contact their professor, how might you proceed? What might you ask the student to help them connect with their faculty?

Type your answer in the box below and hit submit.

N/A

Submit

What if?

What if a student came to their weekly session and they hadn't completed the practice problems or assignment you asked them to work on since your last session? What assumptions could you make about that student? What is another possibility of what's going on with that student that you wouldn't know about without asking them?

Type your answer in the box below and hit submit.

N/A

Submit

Walk In Their Shoes

Here are some groups of students you could encounter in your work as a tutor. A brief description is provided about each group, but it is important to remember that these might not apply for all students. You may even find that you fall into one or more of these categories. Please note that the descriptions are not meant to be prescriptive or all-encompassing; rather, they are intended to help you understand the students with whom you work, in case these descriptions are not part of your own lived experience.

[Click each student group below to learn more.](#)

— First Generation

First generation students are those students whose parent(s)/guardian(s) have not completed a bachelor's degree at a four-year college or university. This means that they are usually the first person in their family to go to college.

As such, there are some traditions and practices of higher education that they may be less familiar with than other students. For example, first generation students might be surprised that some of their courses don't test until midterms, or they might be unaware of how they should be using office hours to access their professors.

— At-Risk

This is a loosely-defined category of students who may be in danger of dropping out. At some schools, students who are having academic difficulty are mandated to use tutoring services, whereas at other schools it is merely suggested. Every school is different, and every student internalizes their academic status differently.

If a student volunteers this information, it doesn't change anything that you do, except that it informs you of the pressure this student could be facing.

— Non-Traditional

This is a broad category, generally considered to include students who are not of typical college age (18 to 22). This can also include students with children.

Tutors sometimes experience difficulty relating to students who are much older than them. Some older students may be uncomfortable asking someone younger for help. Students may have unreliable childcare and decide to bring children to tutoring sessions.

Self Awareness

What is one piece of "baggage" that you've brought to your own learning? How did you work through it?

Type your answer in the box below and hit submit.

N/A

Submit

Learning Inclusively training via Canvas:

Learning Inclusively: Objectives and Outcomes

In this module you will learn to:

- Understand broad definitions of common learning disabilities and basic etiquette in working with people of varying needs.
- Respond appropriately to the needs of various **tute** versus responding to a disability.
- Distinguish between questions that are supportive versus invasive to student privacy.
- Foster culture of community through words and actions that make people feel like they belong.

CRLA Standard and Outcome

Learning Inclusively

Standard: The tutor understands how disability can influence students' interaction with course material, learning tools, and/or tutoring itself. The tutor is prepared to work with students from a broad range of backgrounds without pushing the student to disclose confidential information or implying a deficit exists.

Outcome: The tutor is responsive to needs of learners based on how disability can affect academic learning. The tutor is able to use language that fosters a culture of belonging and inclusiveness.

The Americans with Disabilities Act (ADA)

Fighting Back In 1990, President George W. Bush signed the Americans with Disabilities Act (ADA) into law. It was a key milestone along a long, winding path (wheelchair-accessible, of course) that had been laid brick by brick, decade after decade, by disability community advocates like Helen Keller, Judith Heumann, U.S. Senator Tom Harkin, and thousands of others who courageously fought for the civil rights of those with disabilities.

Deaf people played a critical role in making the ADA a reality, too. The Deaf President Now (DPN) protest at Gallaudet University helped lay down a good number of bricks in the final stretch of the path toward the ADA. The DPN protest happened in March 1988; fifteen months later the ADA was signed into law.

What did the ADA do? Simple: It made discrimination based on disability illegal in many key areas, among them employment, transportation, public accommodations, communications, and access to state and local government programs, services, and resources. Once, mall builders could laugh off requests for wheelchair ramps and employers could rip up a Deaf candidate's job application if they asked for an interpreter for an interview, without fear of consequence.

The ADA gave people with disabilities the ability to bring down the hammer of the law on discriminators. The ADA turned access for the disabled from charity into a right endowed upon us as citizens of the United States of America. In a way it helped society change its perception of people with disabilities from subhumans to, well, regular humans.

But the ADA hasn't been perfect. Even with the law in place, people with disabilities still have to fight tooth and nail for accessibility. Businesses have sought legal loopholes and rejected requests for accommodations—and have gotten away with it if their action goes unchallenged. This was especially true in the early years of the law, and it's still true today.

The state of disability rights and equality in the United States continues to be unsatisfactory. The disability community keeps fighting for better access, treatment, and respect. Inch by inch, we continue our struggle. (DiMarco, N., & Siebert, R., 2022, p.119-120).

Read An [Overview of the Americans With Disabilities Act](#)  from the ADA National Network to learn more about ADA

Sources:

DiMarco, N., & Siebert, R. (2022). *Deaf Utopia: A Memoir—And a Love Letter to a Way of Life*. (pp. 119-120) HarperCollins Publishers.

ada National Network. (2024, August 21). An overview of the Americans with disabilities act. ADA National Network. <https://adata.org/factsheet/ADA-overview#:~:text=The%20ADA%20is%20a%20civil%20to%20the%20general%20public> 