



N A P E E

*Micromessaging to Reach and Teach
Every Student*

*Georgia Regents University
September 12, 2014*

**Mimi Lufkin, CEO
National Alliance for Partnerships in Equity**



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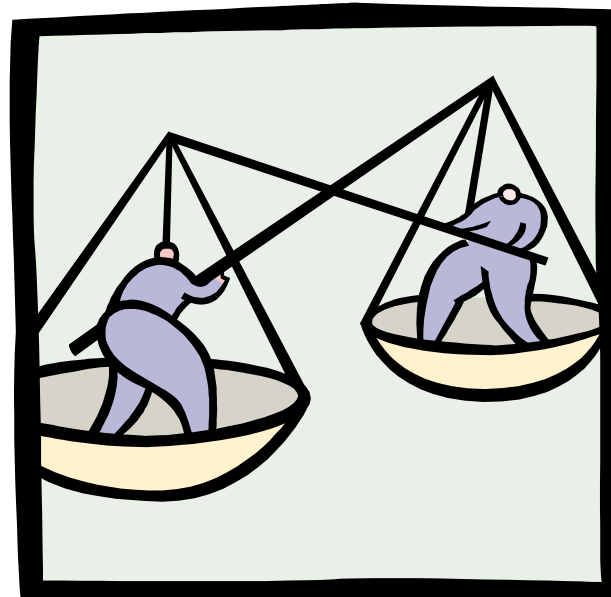
Equity vs. Equality



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Equality

Equality often means that everybody gets the *same thing*, that everybody hypothetically has access to the same classes or the same opportunities.





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The Trouble with Equality



The *trouble* with equality is that, if people are not starting on a level playing field, giving them the same thing maintains the inequality that already exists.



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An Equity Approach

An *equity* approach considers disparities that exist and gives individuals what they need to address those disparities.





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Starting Assumptions

Every individual deserves access to the inclusive, equitable educational and employment opportunity, regardless of gender, race, class, religion, (dis)ability, sexual orientation, and other factors.





An Illustration: Women, Equality, and Engineering

- From an equality standpoint, women have just as much access as men to engineering classes.
- *However*, this standpoint ignores larger social and educational conditions that might point to the fact that women do not have the same access as men.



An Illustration: Girls, Equality, and Electronics (Cont'd.)

- So, women might have *equal* access, but they certainly do not have *equitable* access.
- An *equity* approach takes these bigger social and educational conditions into account—it's about closing the gaps in access AND opportunity.





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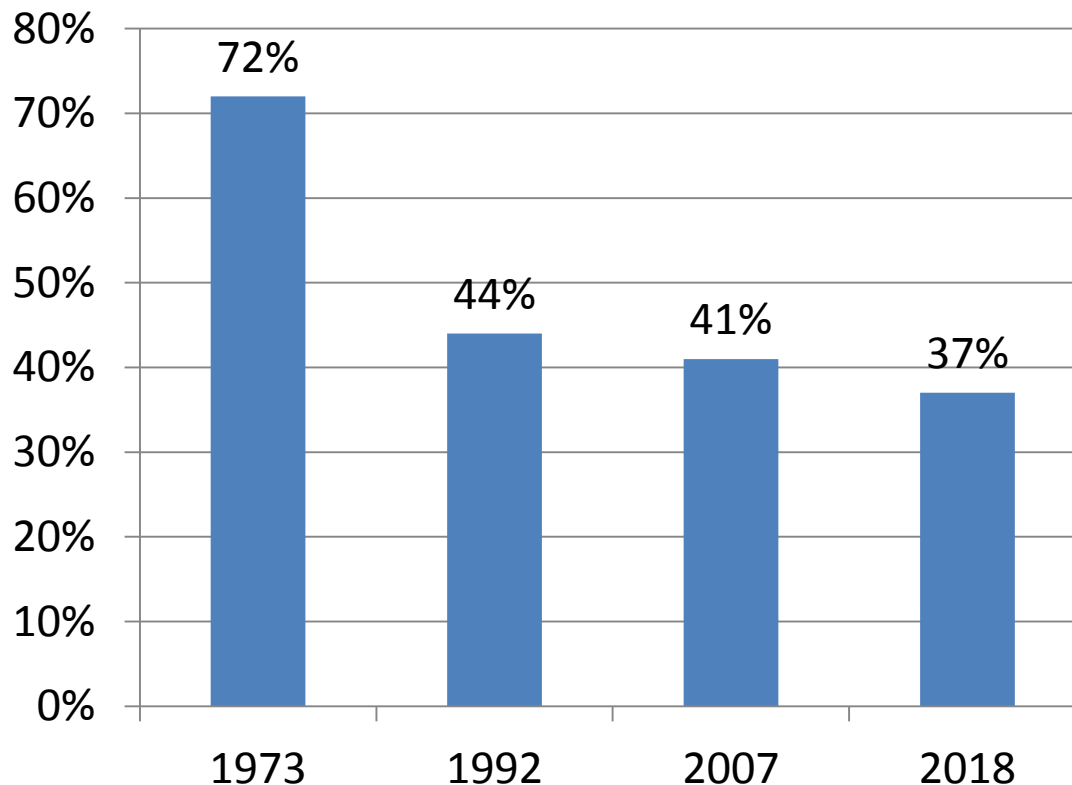
Setting the Stage

The Current Status of Diversity in Higher Education



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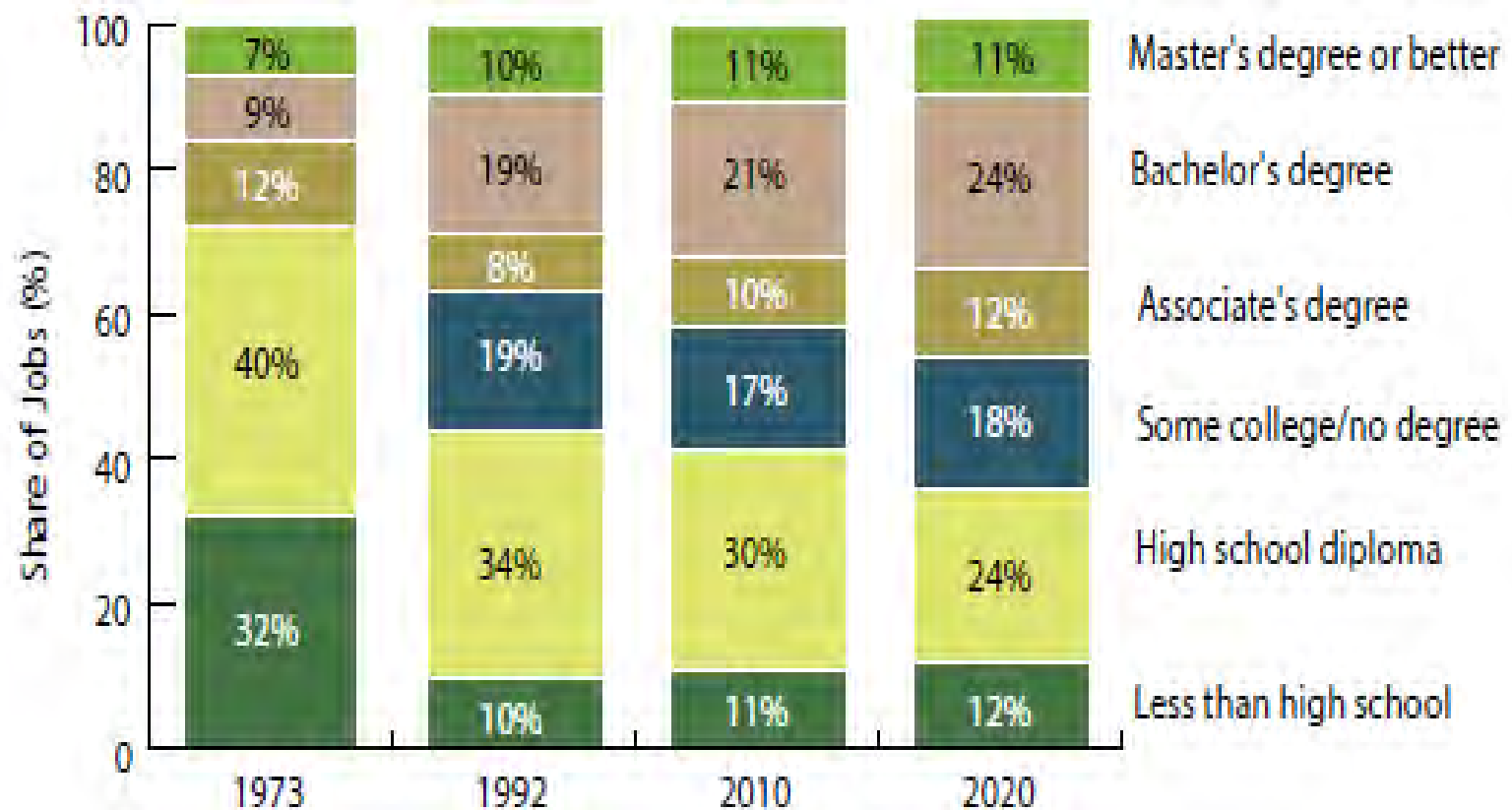
Jobs for workers with only a high school diploma or less than high school still exist but are quickly declining





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By 2020, nearly 2/3 US jobs will require some postsecondary education



Source: Career and Technical Education: Five Ways that Pay Along the Way to the BA, Center on Education and the Workforce, Georgetown University, 2012



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Credential Creep Confirmed

"Moving the Goalposts: How Demand for a Bachelor's Degree Is Reshaping the Workforce,"

Burning Glass Technologies
released September 9, 2014



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Credential Gap by Middle Skills Occupational Family

Occupational Family	Credentials Gap	% Job Holders with BA	% Postings Requiring a BA
Management	26%	42%	68%
Office and Admin Services	25%	20%	45%
Business & Finance	21%	51%	72%
Computer & Math	21%	39%	60%
Sales & Related	13%	43%	56%
Architecture & Eng	10%	26%	36%
Healthcare	0%	33%	33%



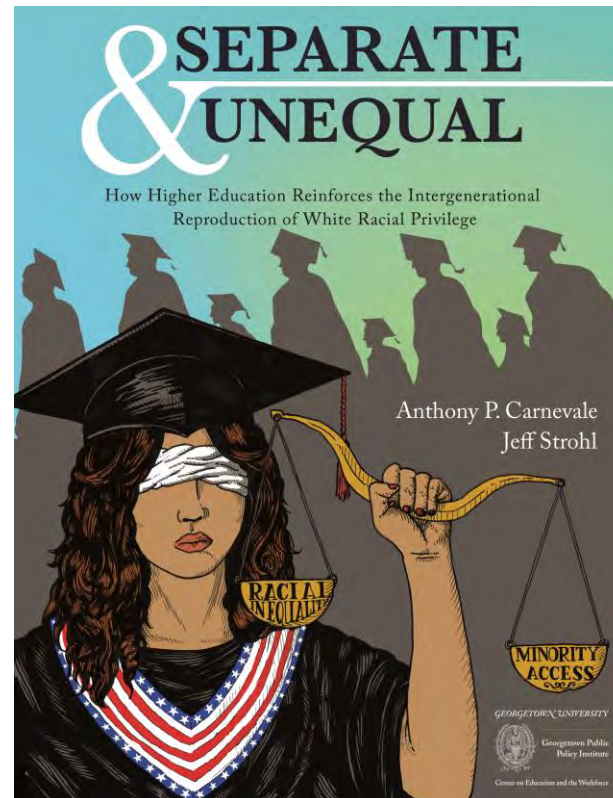
Degree Attainment Gap Widening

- In 2013, some 34 percent of 25- to 29-year-olds had earned a bachelor's or higher degree
- Between 1990 and 2013,
 - the White-Black gap widened from 13 to 20 percentage points,
 - White-Hispanic gap widened from 18 to 25 percentage points



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Separate & Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege



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More African Americans and Hispanics are going to postsecondary institutions, but it is a good news-bad news story.

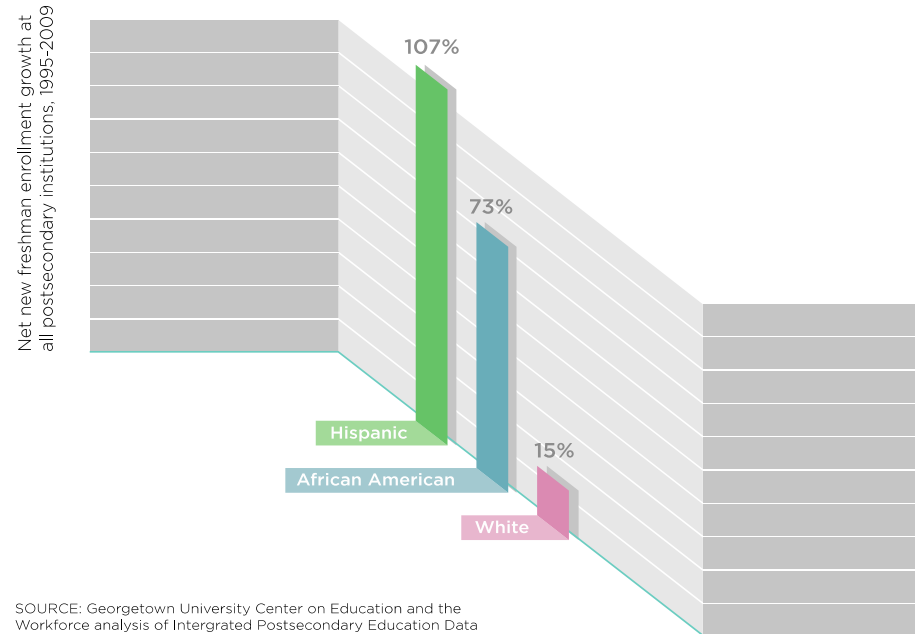




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The good news is that the percentage of African-Americans and Hispanics are enrolling in postsecondary has dramatically increased.

Figure 1. Between 1995 and 2009, new freshman enrollments at postsecondary institutions grew by 107 percent for Hispanics, 73 percent for African Americans, and 15 percent for whites.



SOURCE: Georgetown University Center on Education and the Workforce analysis of Integrated Postsecondary Education Data Systems (IPEDS) data; various years.

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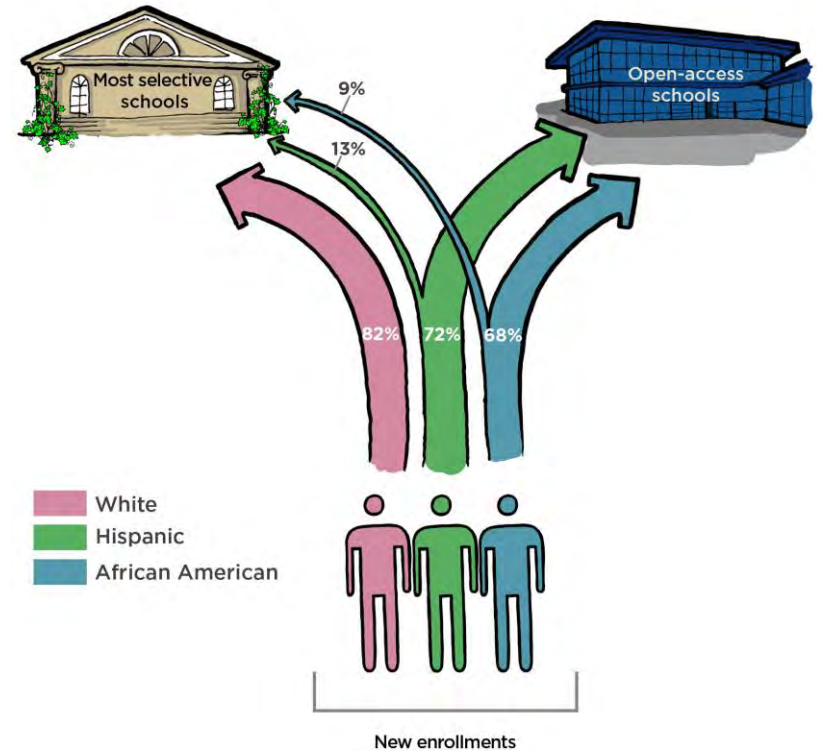
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The bad news is that there are two *separate* postsecondary pathways.

The vast majority of white freshmen are going to the 468 most selective four-year colleges.

African American and Hispanic freshmen on the other hand are primarily attending under-resourced two- and four-year colleges.

Figure 2. Between 1995 and 2009, 82 percent of new white freshman enrollments were at the 468 most selective four-year colleges, compared to 13 percent for Hispanics and 9 percent for African Americans; 68 percent of new African-American freshman enrollments and 72 percent of new Hispanic freshman enrollments were at open-access two- and four-year colleges, compared to no growth for whites.



SOURCE: Georgetown University Center on Education and the Workforce analysis of IPEDS data; various years.



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These Separate Pathways Lead to Unequal Educational and Economic Outcomes



Whites have an advantage over their African-American and Hispanic peers since they attend colleges with greater financial resources and higher completion rates.

As a result of attending more selective colleges, whites have higher rates of graduate school enrollment and advanced degree attainment, as well as higher future earnings, even among equally qualified students.

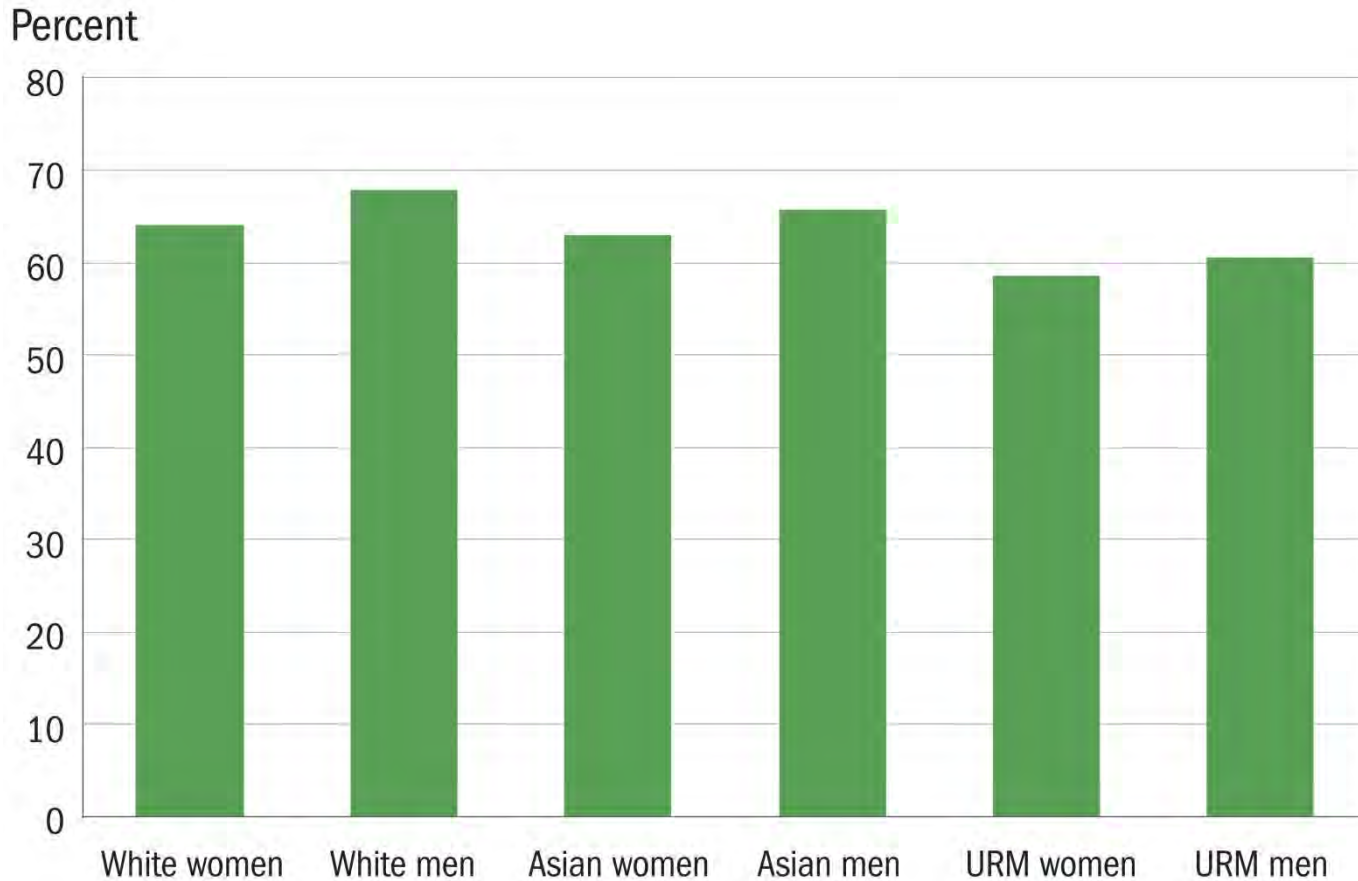


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Low Income College Students

	College Dropout	Certificate	Associate's Degree	Bachelor's Degree or better
White	45%	17%	15%	23%
African American	55%	24%	10%	12%
Hispanic	59%	16%	12%	13%

Full-time enrollment among undergraduates: 2010

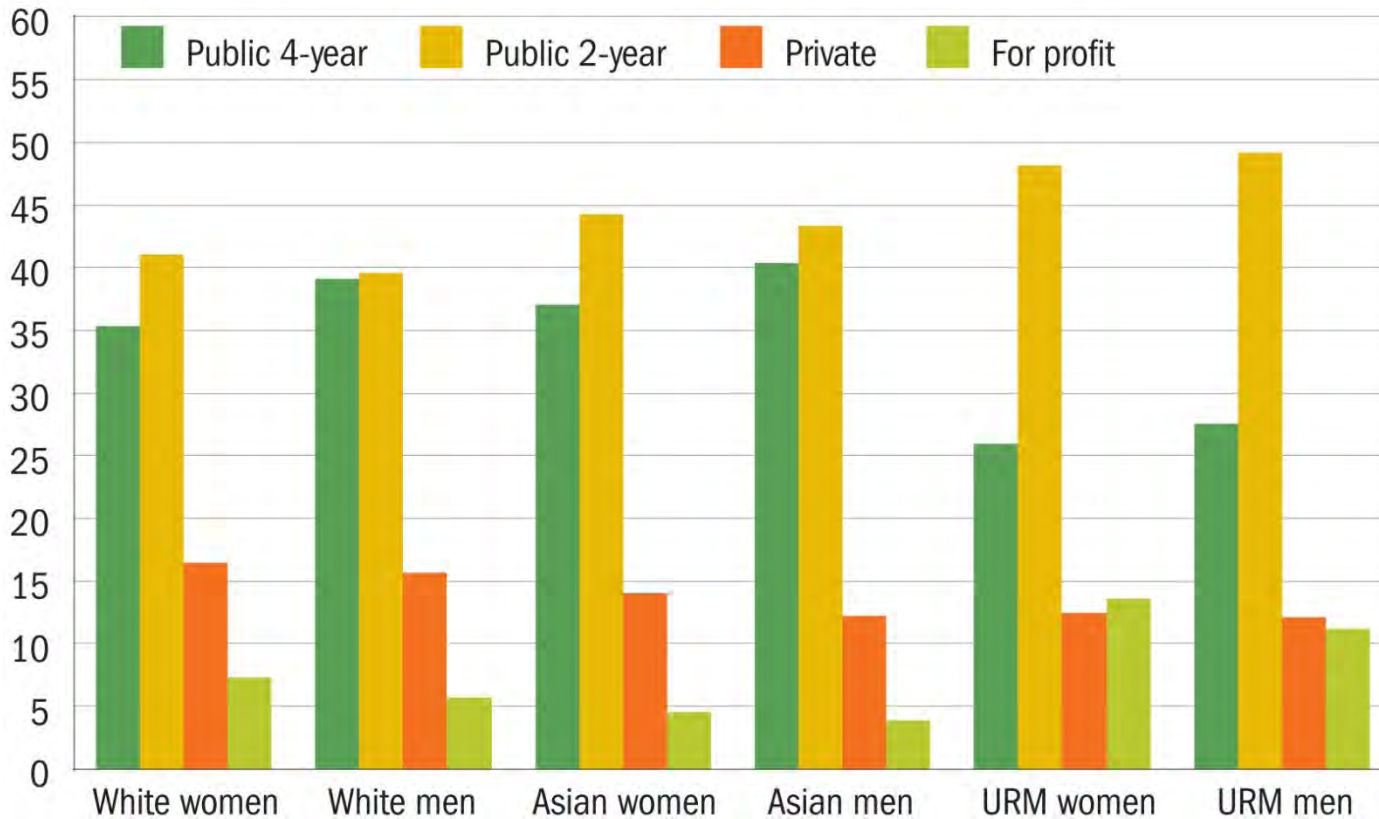


URM = underrepresented minority.



Undergraduate enrollment, by type of school: 2010

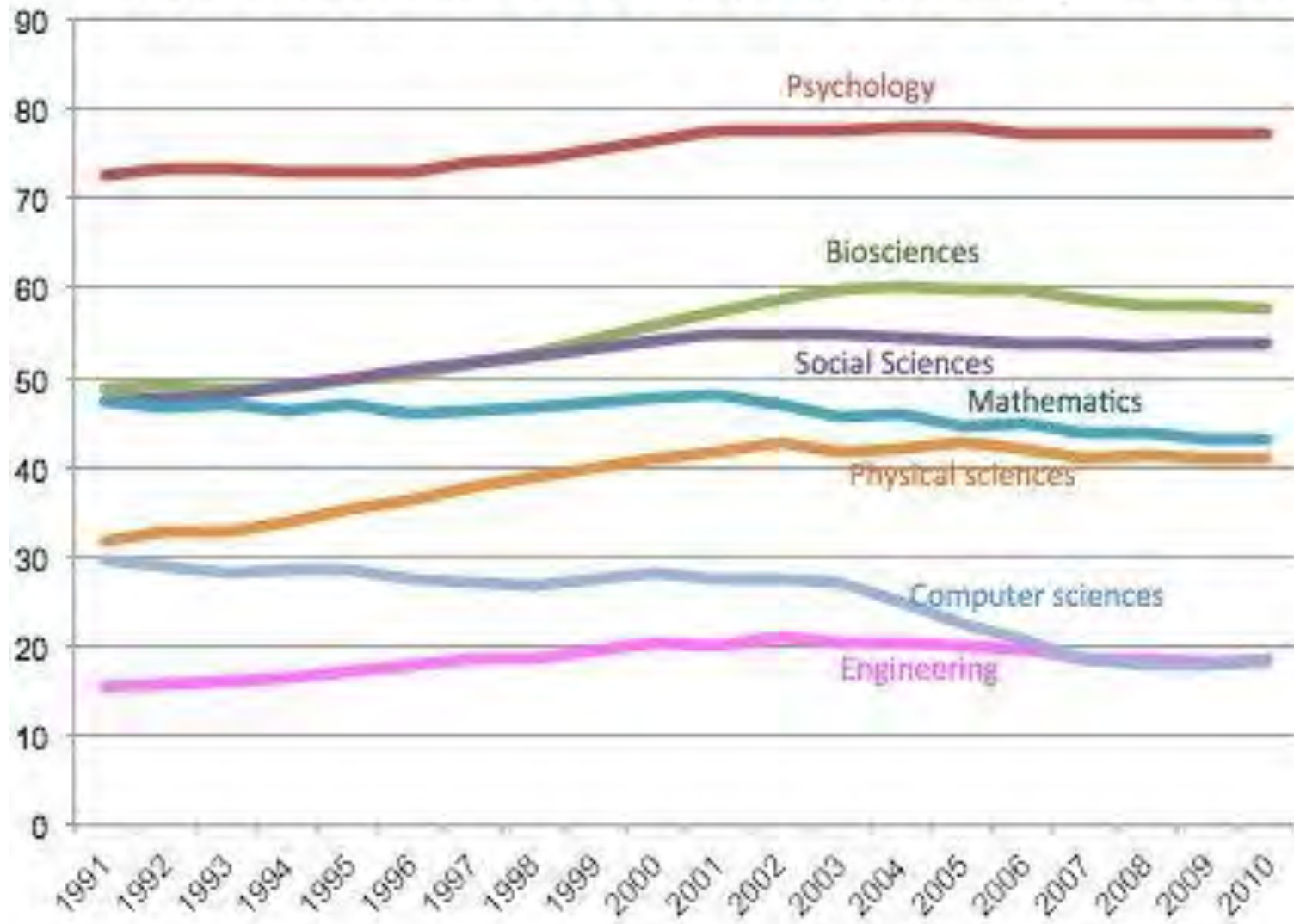
Percent



URM = underrepresented minority.



Percent of B.A.'s in a Field Received by Women



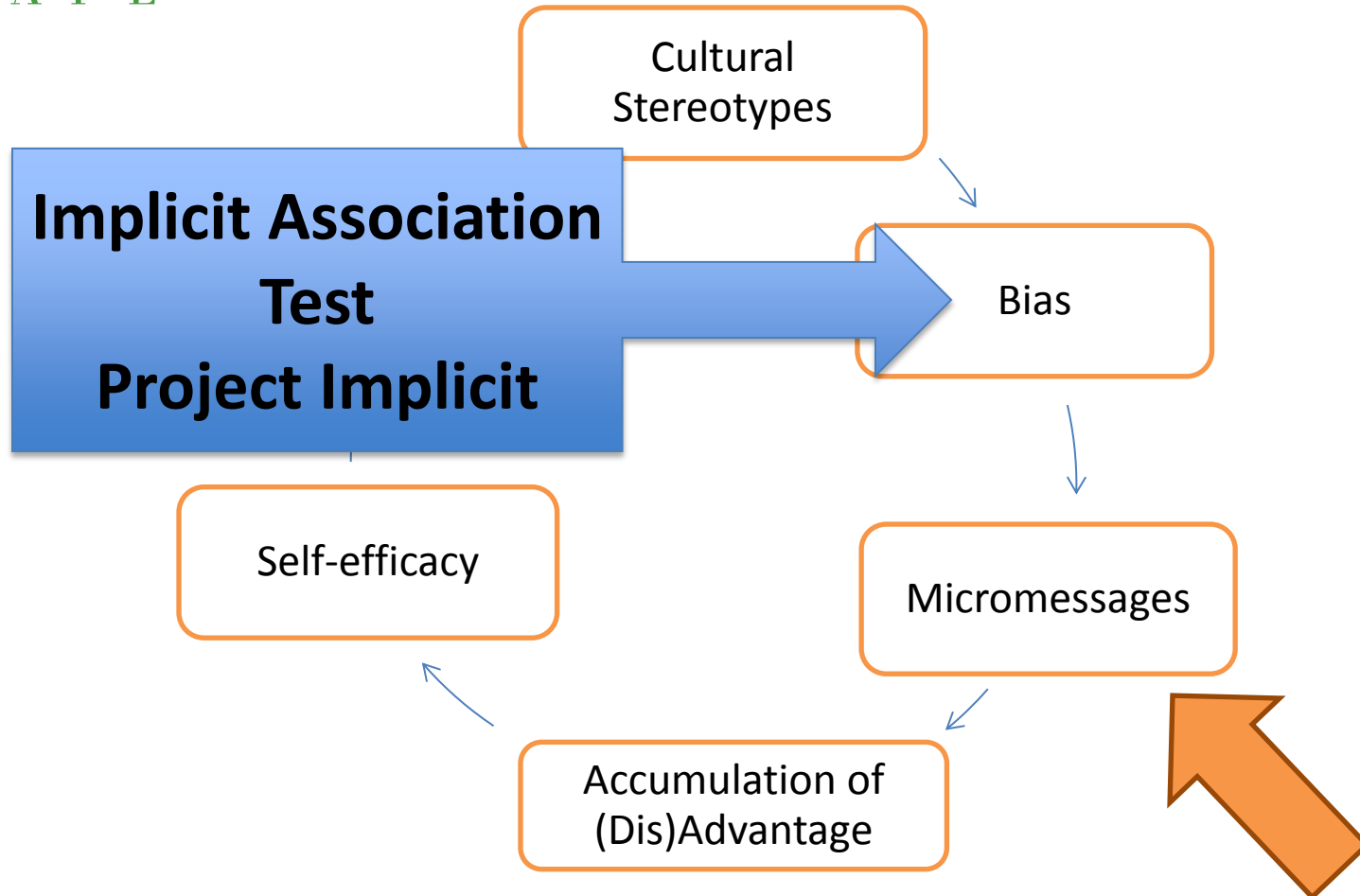


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Micromessaging



Micromessages: The Culture Wheel





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Micromessaging

Micromessages

- Small, subtle, semi-conscious messages we send and receive when we interact with others

Micro-inequities

- Negative micro-messages we send other people that cause them to feel devalued, slighted, discouraged, or excluded

Micro-affirmations

- Positive micro-messages that cause people to feel valued, included, or encouraged





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Lands End Catalog 2012

super light, superhero tough

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability, thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

make it your own!
with a monogram,
embroidery or both!
details, p. 76



3. rich red
(webbing: bright lime)

clip-on
flashlight, p. 77



NAPEE

Lands End Catalog 2012

light as a feather,
tough as long division

FeatherLights™ reduce their school load by trimming weight off the pack. But what makes them really amazing is they do it without sacrificing durability thanks to strategically placed 420D and 600D pack cloth.

Lighter weight. Same awesome durability.

Guaranteed. Period.®

e-reader case, \$15, 419654-B43,
water bottle, \$19, 422617-B44,
landsend.com



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Video Riley on Marketing

<http://youtu.be/-CU040Hqbas>



Negative Implicit Bias = Micro-Inequities

Unconscious

Subtle

Unintentional

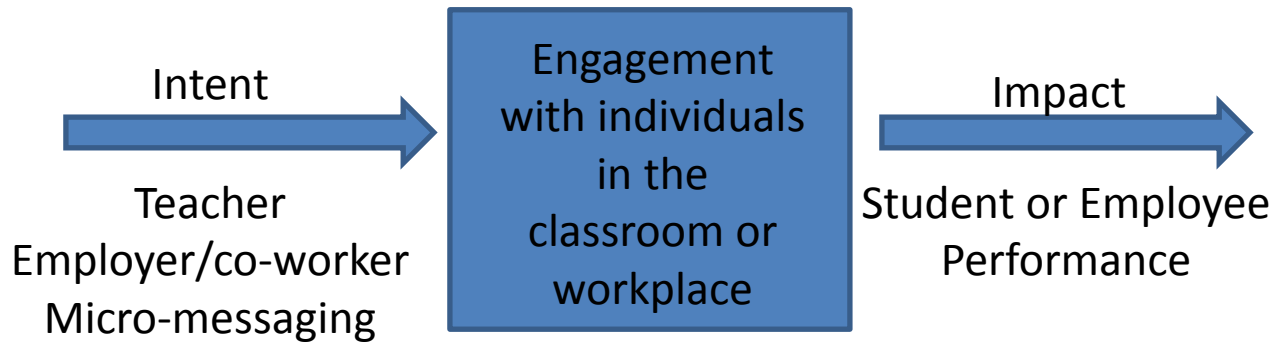
PERVASIVE

POWERFUL



Why Think About Micromessaging?

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Small and seemingly insignificant behaviors may result in unfavorable outcomes.

Impact Is More Important Than Intent!



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Activity: Inclusion/Exclusion

1. Think of three words that describe an educational experience where you felt included
2. Think of three words that describe an educational experience where you felt excluded.



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Activity: Inclusion/Exclusion

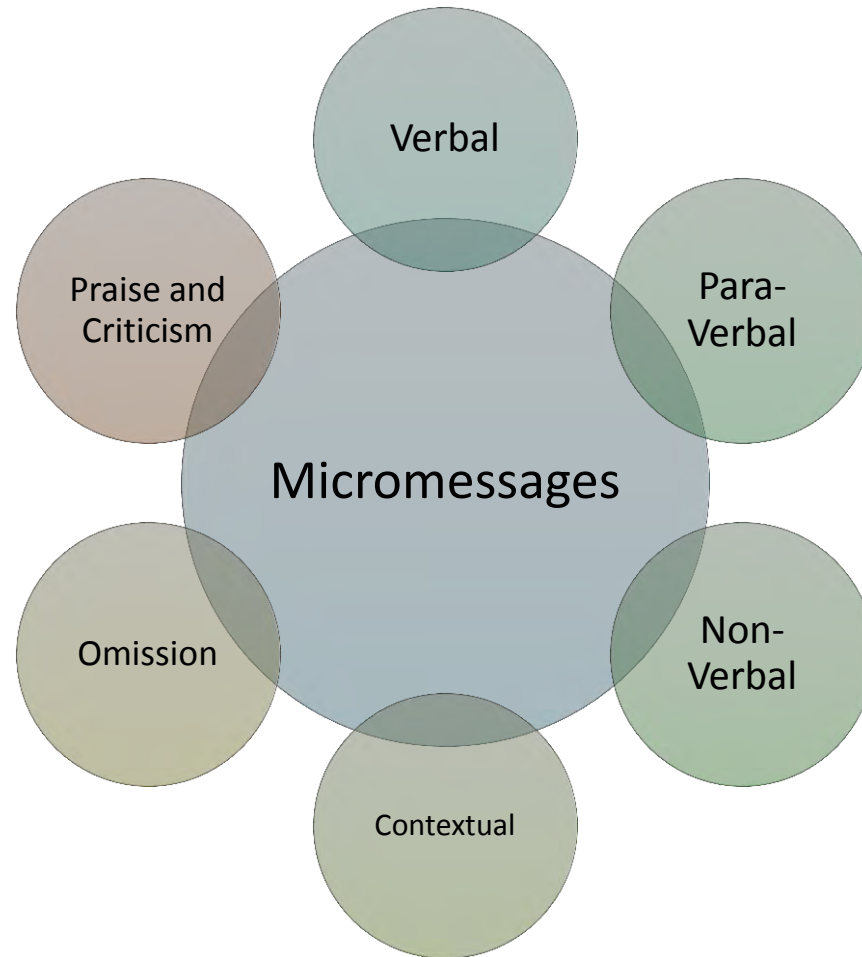
Discuss briefly in pairs:

1. Share your three inclusion descriptors and your three exclusion descriptors.
2. Do you still feel any pain or frustration from your exclusion experience? Do you still feel any joy from your inclusion experience?



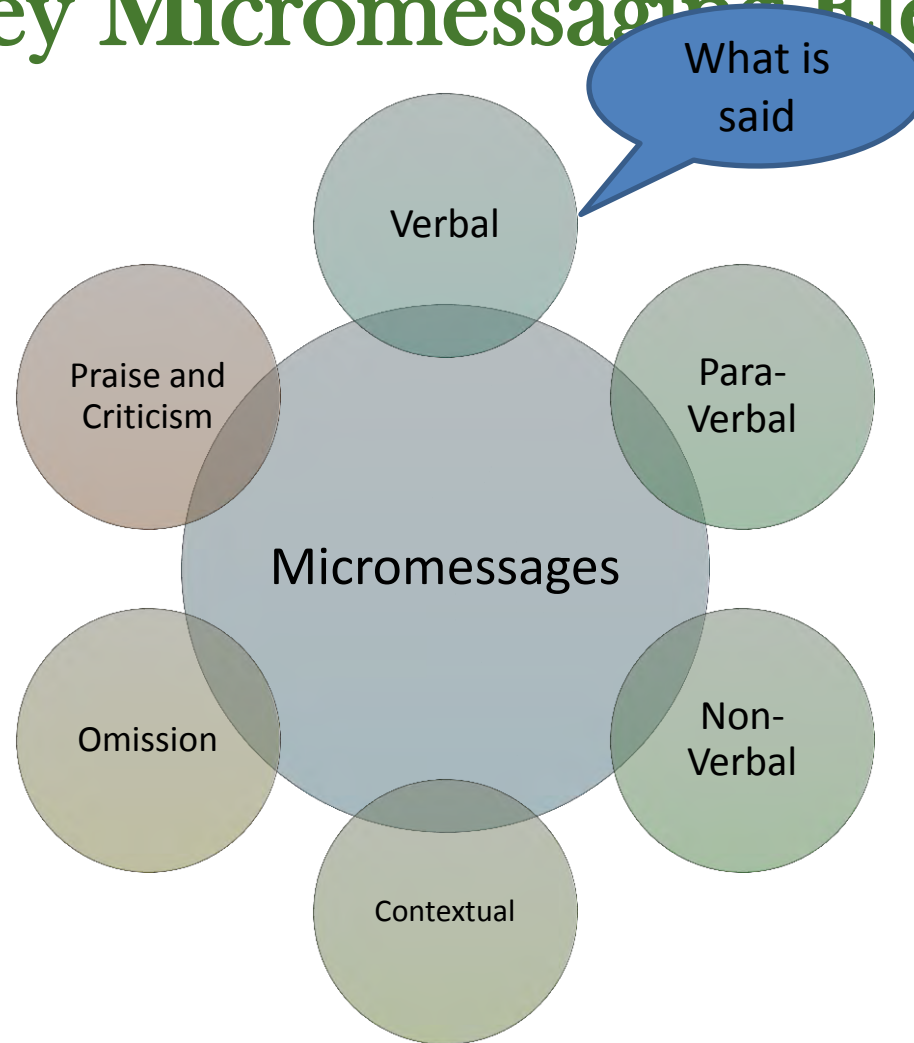
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Key Micromessaging Elements

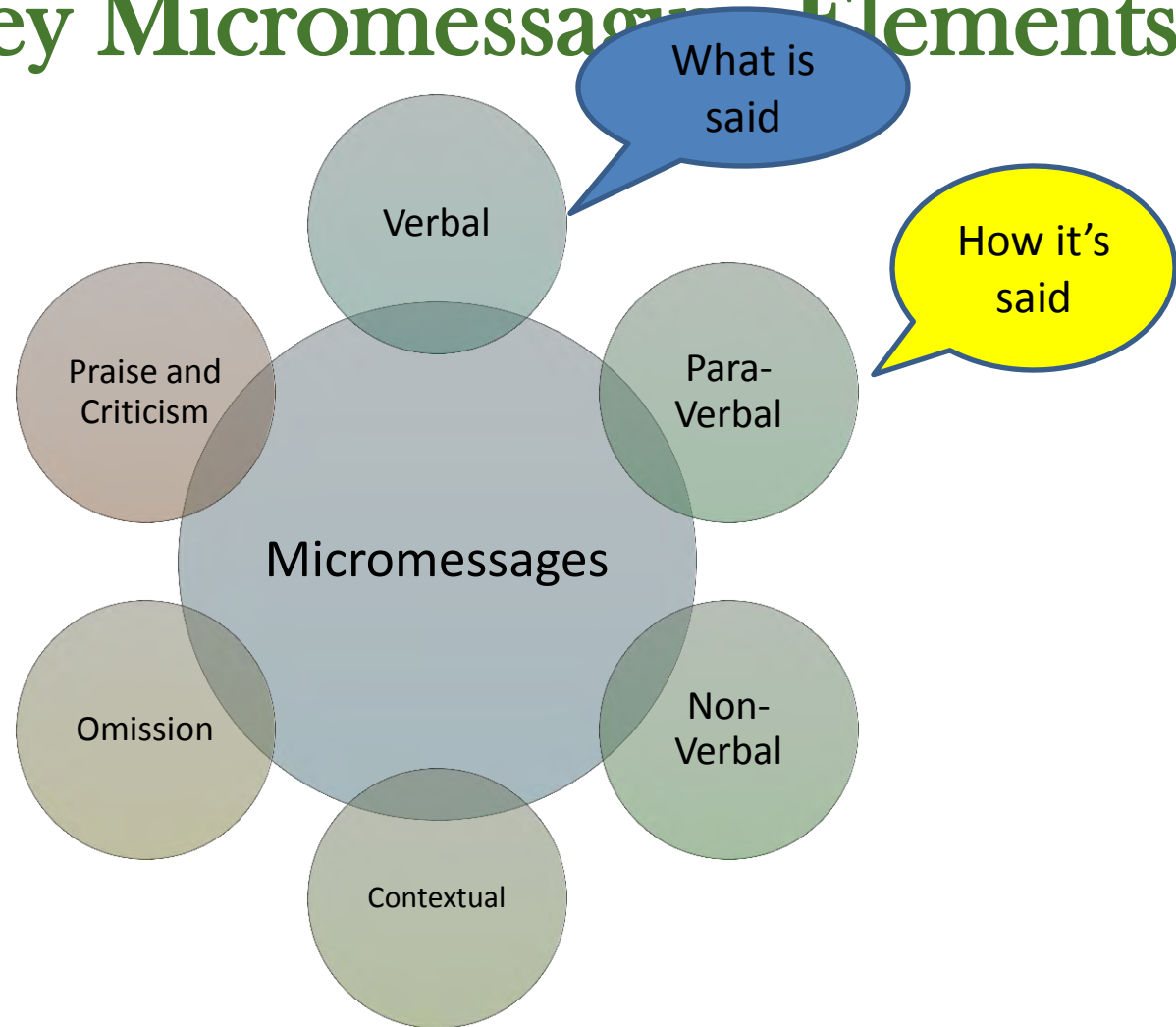




Key Micromessaging Elements



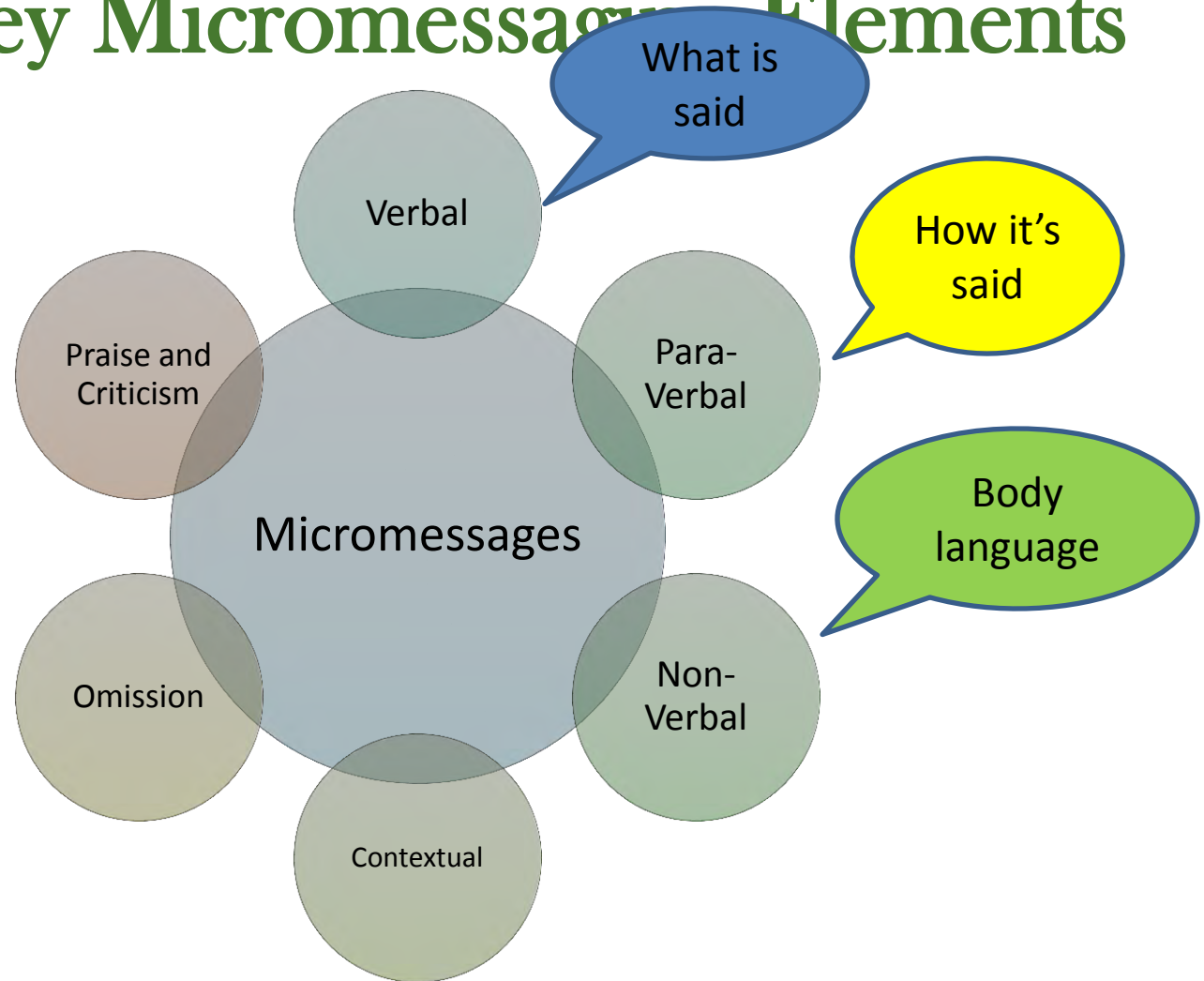
Key Micromessaging Elements





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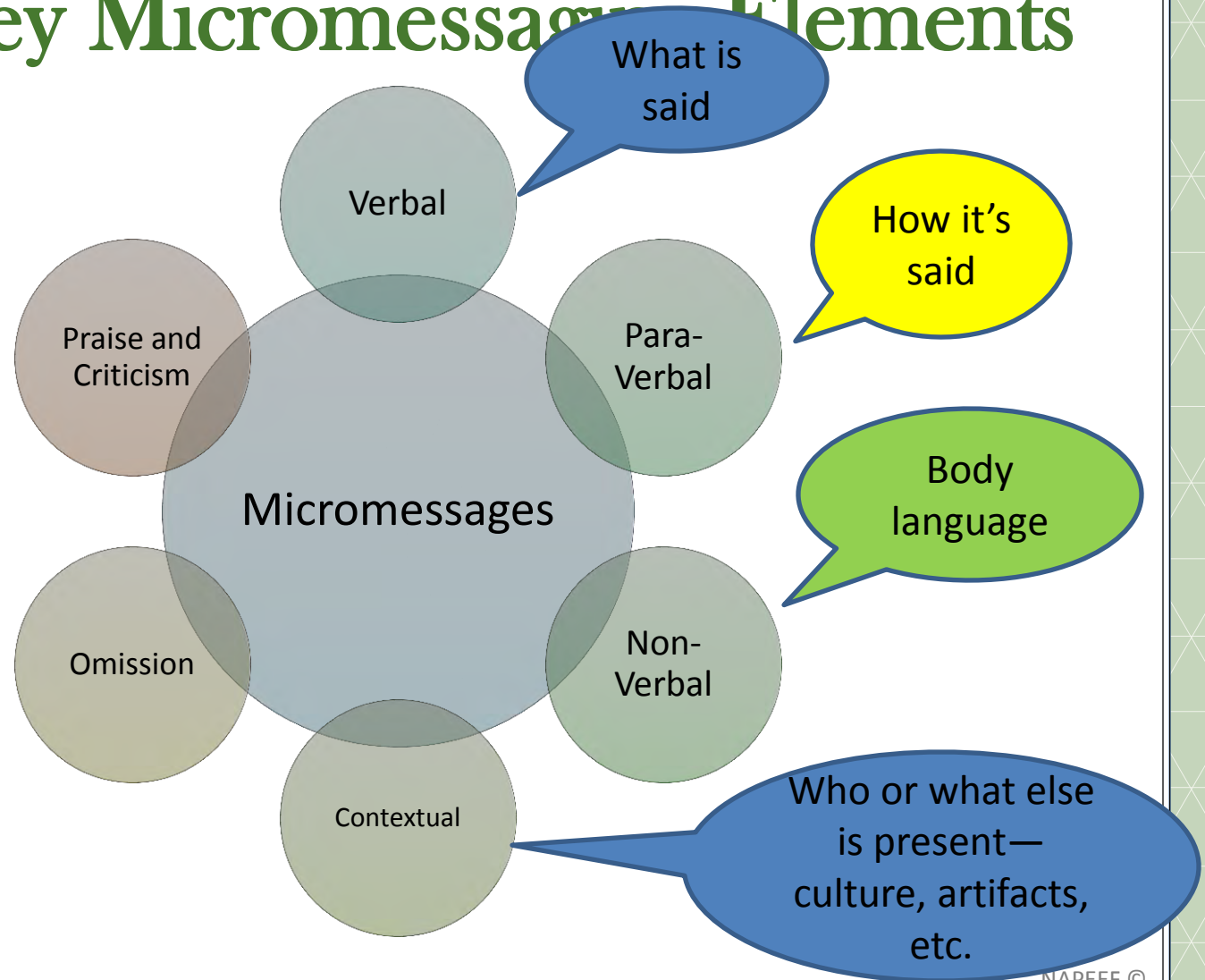
Key Micromessaging Elements





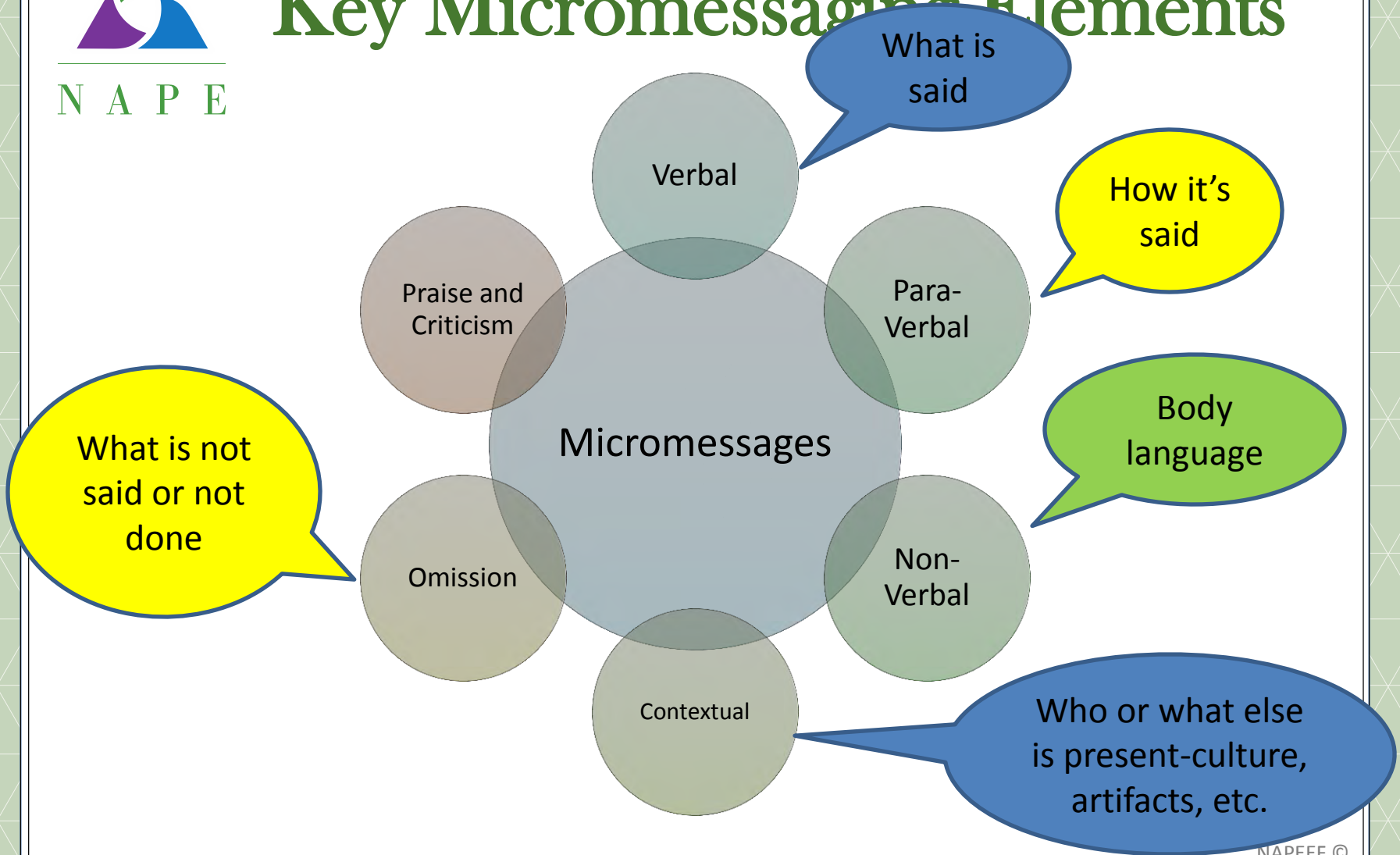
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Key Micromessaging Elements



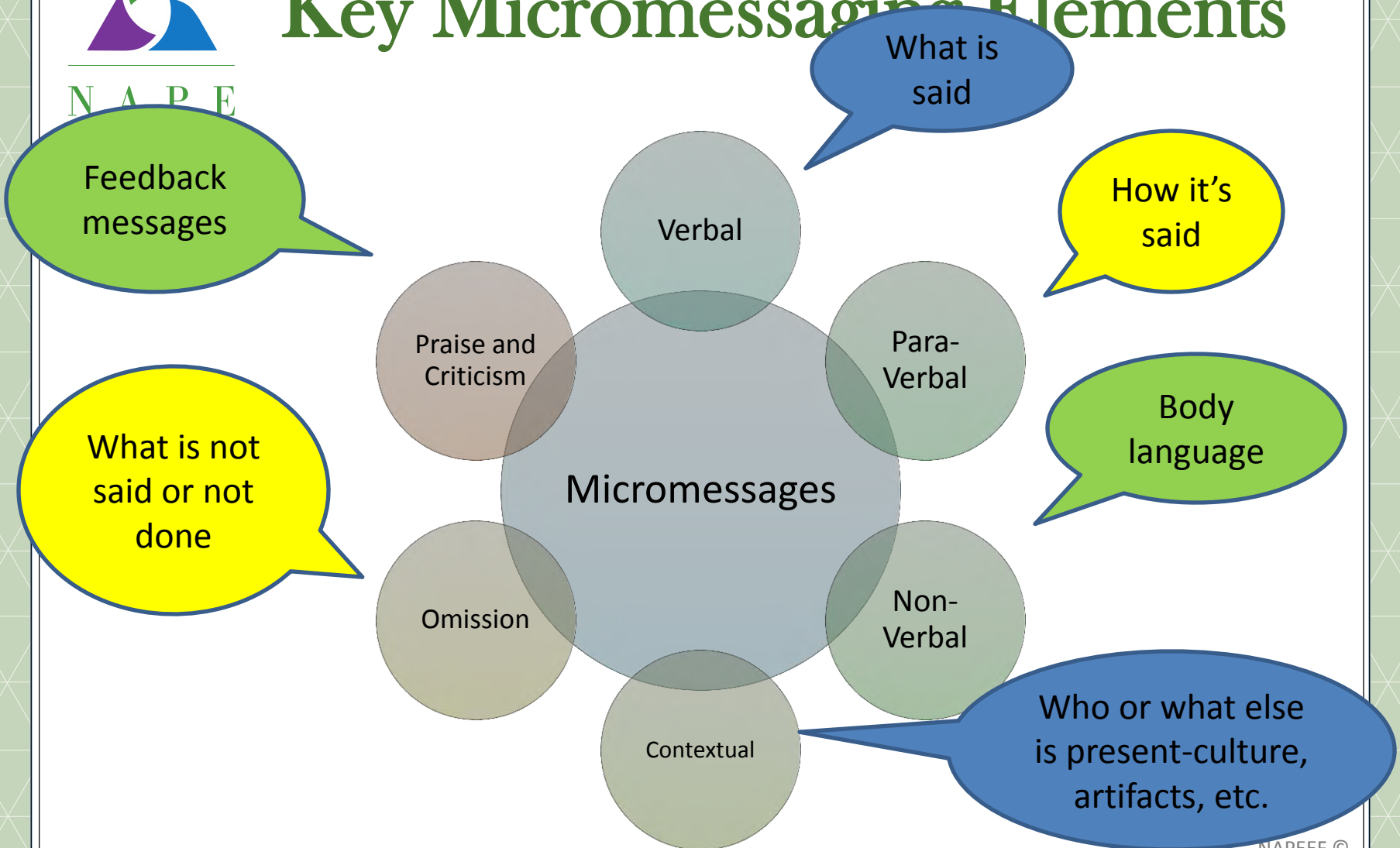
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Key Micromessaging Elements





Key Micromessaging Elements





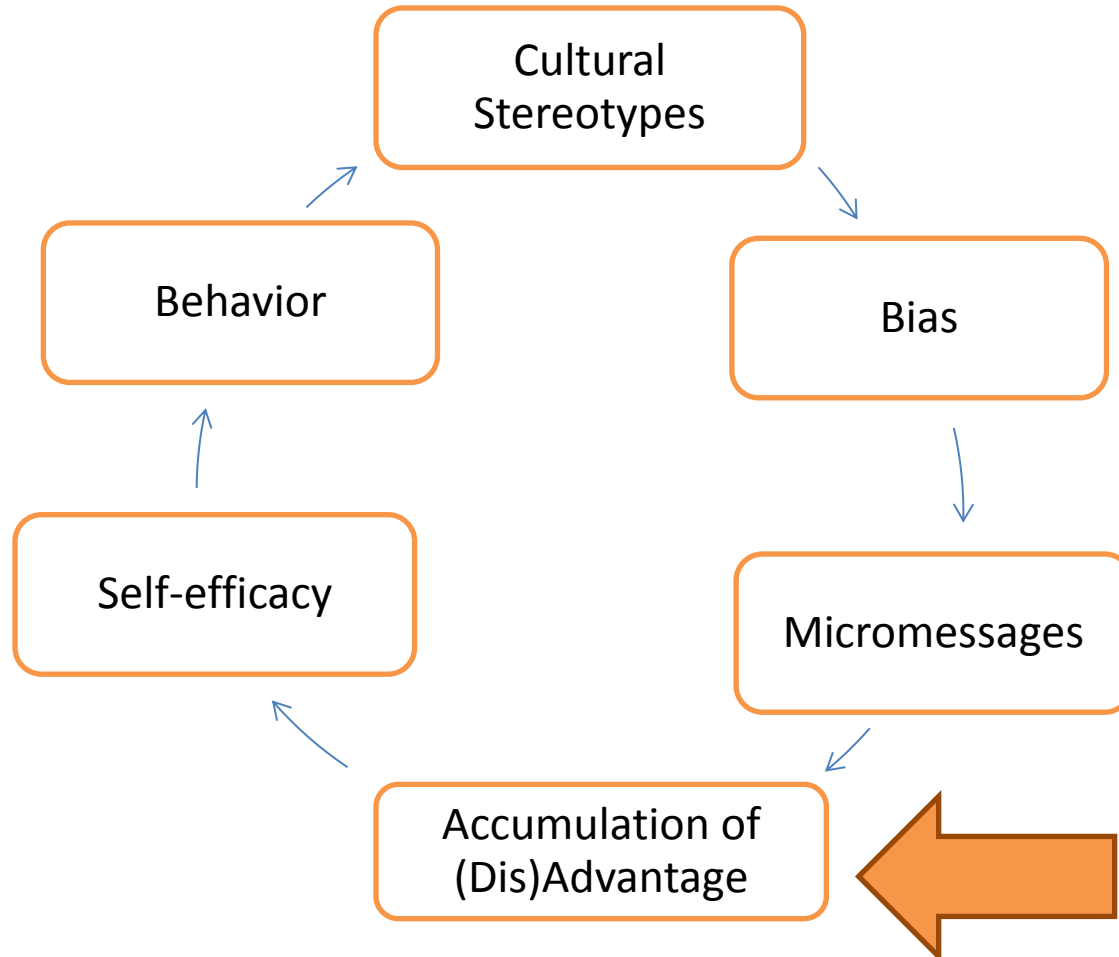
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Micromessages Accumulate





Micromessages: The Missing Link Between Bias and Behavior





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Video
The Danger of the Single Story
Chimamanda Adichie

<https://www.youtube.com/watch?v=D9lhs241zeg>



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Critical Reflection

- The basis for any approach to equity is critical reflection.
- This means that we have to learn to imagine and ask these questions, often against our own socializations.





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Persistence

Any inequities in schools or workplaces are connected to bigger inequities in the larger society, so remember that, when we are trying to challenge gender bias in education and careers, we are, in some ways, pushing against most other socializing forces in our lives.

- We must be patient but persistent!



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Your Own Sphere of Influence

However, it is not the responsibility of a single person to transform the world or even a school district or workplace. But it is our responsibility to define our own spheres of influence and make sure we do whatever we can to make those spheres equitable and just.



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How Do You View Intelligence?





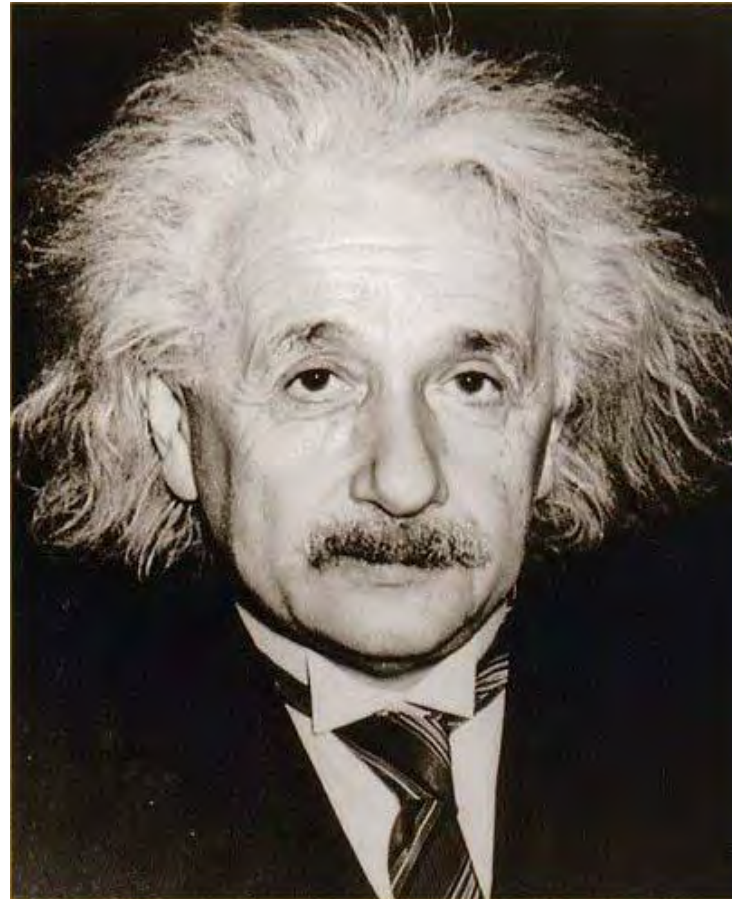
Growth Mindset Benefits

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none">• avoid challenges	<ul style="list-style-type: none">• embrace challenges
<ul style="list-style-type: none">• give up easily due to obstacles	<ul style="list-style-type: none">• persist despite obstacles
<ul style="list-style-type: none">• see effort as fruitless	<ul style="list-style-type: none">• see effort as path to mastery
<ul style="list-style-type: none">• ignore useful feedback	<ul style="list-style-type: none">• learn from criticism
<ul style="list-style-type: none">• be threatened by others' success	<ul style="list-style-type: none">• be inspired by others' success

- Teach and model that intellectual skills can be acquired.
- Praise individuals for effort.
- Highlight the struggle.
- Create a school and workplace culture that sends the message that you value growth and learning.



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“Do not worry about your difficulties in Mathematics. I can assure you mine are still greater.” **Albert Einstein**



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The Impact of Praise

- **Neutral Praise**

- “That’s a really high score”

No Improvement

- **Intelligence Praise**

- “That’s a really high score, you must be very smart at these problems”

Solved 30% fewer

- **Effort Praise**

- “That’s a really high score, you must have worked hard at these problems”

Improvement



Struggles

Challenges

Mistakes

Hard Work

Overcome Obstacles



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Share with your neighbor an example when you have seen students exhibit a fixed mindset.

How would you respond to them now?



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“Never doubt
that a small group of
thoughtful committed
people can change
the world.

Indeed,
it is the only thing
that ever has.”

Margaret Mead





Questions?

Mimi Lufkin

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