Promoting inclusive classrooms through interrupting racial & intersectional microaggressions and countering implicit bias

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Racial & Intersectional Microaggressions (RIMAs) Definition and Effects

- Research has shown that racial & intersectional microaggressions (RIMAs), “brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (Sue, et al., 2007) are a threat to inclusive climates in higher education.

- Though RIMAs can be subtle and are often dismissed by perpetrators, their effects can cause anger and often drain the psychic energy of Black, Indigenous, and people of color (BIPOC, including Latinx, Asian American and Pacific Islander (AAPI), and multiracial individuals) emotionally and physically (Pierce 1969, 1970, 1974; Solorzano 1998; Sue, et al 2003; Sue 2010).

- Unfortunately, RIMAs create inequities in education, employment, health care, and housing. Implicit bias can lead to racial microaggressions (NEA Center for Social Justice).
What’s at Stake? RIMAs impact students’ sense of belonging and reproduce structural inequality in higher education

- Limit access to research assistantships (Moss-Racusin et al., 2012)
- Decrease quality of letters of recommendation (Madera et al., 2018)
- Limit reviewers for papers and grant proposals (Hostra et al., 2020)
- Students told to drop classes or switch majors (Lewis et al., 2019)
- Students may withdraw from interactions with faculty, TAs & staff - miss out on key social capital (Nadal et al., 2014; Lewis et al., 2019)
- Students may leave the university (Lewis et al., 2019; Williams 2019, 2020)
Types of Racial & Intersectional Microaggressions

- **Racial insults**, e.g. “You speak well”
  - Rude and insensitive actions or comments that insult BIPOC by signaling that the individual is considered *inferior* to a white counterpart, less intelligent, a second-class citizen, and given to behavior and criminality inscribed upon race. Often unconscious.

- **Racial invalidations**, e.g. “When I look at you, I don’t see color.”
  - Actions or comments that *negate* or ostracize BIPOC *lived realities*. Often unconscious.

- **Racial assaults** – similar “old fashioned racism”, e.g., lynching threat against Black Studies Director, explicit (not implicit)
  - Typically are conscious actions meant to demean a person through deliberate and *overt* racial discrimination, which can be *violent verbal or nonverbal attacks*, often hidden.
Courses where all of the readings, lectures, and content reflect a white Eurocentric perspective and/or do not include BIPOC and women authors

Mostly or all white and male portraits in places of honor

Environmental symbols like offensive mascots, monuments, building and street names, etc.

College majors, classes, meetings, etc. that have one or a few BIPOC students and faculty
“Growth mindset” also applies to our ability to create a more inclusive classroom!

- Classroom Sense of Belonging: Who do you informally interact with before and after class? Who do you ignore?
- Class Participation: Who do you call on? Who volunteers? Why are some students silent? Do you incorporate student ideas into lecture?
- Monitor Group Projects: Do you form the groups, or do you let students form their own? How do you monitor group work?
- Intervene in Class Discussion: How do you respond to stereotypes? Do you respond with nervous laughter? Do you create a learning opportunity? Do you have a plan?
- Encourage students to share power: Tell them it is o.k. to speak up when you do or say something that is offensive.

Reflect on Your Classroom Practices
RIMA SURVEY
RACIAL AND INTERSECTIONAL MICROAGGRESSIONS
LET YOUR VOICE BE HEARD!

BY INVITATION ONLY
The Racial & Intersectional Microaggressions (RIMA) online survey at UNM

- Explores the experiences of undergraduate and graduate students at UNM who are:
  - **BIPOC** (Black, Indigenous and People of Color, to include individuals identifying as Asian/API, Latinx, and/or Multiracial)
  - **Persons with Disabilities (PWD)**
  - **LGBTQIA** (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual)

- The RIMA survey was administered Spring Semester 2021

https://campusclimate.unm.edu/initiatives/rimasurvey.html
What does “intersectional” refer to in RIMA?

- In DEI, VP Zerai and colleagues are adding to the racial microaggressions literature (Sue et al 2007; Lewis 2019) by describing how such experiences are intersectional—i.e. shared by individuals who are persons with disabilities (PWD); and who are lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual (LGBTQIA) and amplified when an individual occupies a combination of marginalized social locations (Collins 1990, Crenshaw 1991, Zerai and Banks 2002).
- For more information on the concept of intersectionality, see Kimberlé Crenshaw’s “Demarginalizing the Intersection of Race and Sex” and her presentation to the National Association of Independent Schools: https://www.youtube.com/watch?v=ViDtnfQ9FHc
## Overall Sample Selection and Response

<table>
<thead>
<tr>
<th>Category</th>
<th>Number Flagged for Sample</th>
<th>Number flagged who responded</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIPOC</td>
<td>4,480</td>
<td>532</td>
<td>11.9%</td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>1,305</td>
<td>206</td>
<td>15.8%</td>
</tr>
<tr>
<td>LGBTQIA</td>
<td>246</td>
<td>67</td>
<td>27.2%</td>
</tr>
</tbody>
</table>

Note: Students could select more than one category.
### Overall Sample Response by Campus and Race & Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>ABQ/Main %</th>
<th>HSC %</th>
<th>Gallup %</th>
<th>Los Alamos %</th>
<th>Taos %</th>
<th>Valencia %</th>
<th>All # by Race &amp; Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>7.5%</td>
<td>8.0%</td>
<td>61.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>74</td>
</tr>
<tr>
<td>AAPI*</td>
<td>4.6%</td>
<td>21.0%</td>
<td>3.8%</td>
<td>9.1%</td>
<td>9.1%</td>
<td>7.1%</td>
<td>61</td>
</tr>
<tr>
<td>Black or African American</td>
<td>6.9%</td>
<td>6.5%</td>
<td>3.8%</td>
<td>9.1%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>54</td>
</tr>
<tr>
<td>Hispano/Latinx</td>
<td>33.1%</td>
<td>51.4%</td>
<td>19.2%</td>
<td>45.5%</td>
<td>72.7%</td>
<td>57.1%</td>
<td>299</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.1%</td>
<td>10.1%</td>
<td>11.5%</td>
<td>27.3%</td>
<td>18.2%</td>
<td>21.4%</td>
<td>44</td>
</tr>
<tr>
<td>White/Other</td>
<td>28.8%</td>
<td>2.9%</td>
<td>0.0%</td>
<td>9.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>141</td>
</tr>
<tr>
<td>Total # per campus</td>
<td>473</td>
<td>138</td>
<td>26</td>
<td>11</td>
<td>11</td>
<td>14</td>
<td>673</td>
</tr>
</tbody>
</table>

Percentages total to 100% for each campus.

*AAPI includes Asian, Asian American and Native Hawai’ian.
## RIMA Racial and Ethnic Categories Analyzed

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage within total sample</th>
<th>Percentage within Hispanic/Latino Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous (AIAN)</td>
<td>11.0%</td>
<td>NA</td>
</tr>
<tr>
<td>Black/African American</td>
<td>8.9%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Latinx/Hispanic Non-White</strong></td>
<td>22.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>White and Hispanic</strong></td>
<td>23.0%</td>
<td>73.8%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>17.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander (AAPI)</td>
<td>9.1%</td>
<td>NA</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.5%</td>
<td>NA</td>
</tr>
<tr>
<td>Middle East/North Africa (MENA)</td>
<td>1.3%</td>
<td>NA</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0%</td>
<td>NA</td>
</tr>
</tbody>
</table>
### All students, Q: I have felt excluded because of race

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Indigenous</td>
<td>57.8%</td>
<td>17.8%</td>
<td>11.1%</td>
<td>6.7%</td>
<td>3.3%</td>
<td>3.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian American</td>
<td>57.0%</td>
<td>18.3%</td>
<td>12.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50.0%</td>
<td>12.0%</td>
<td>24.0%</td>
<td>0.0%</td>
<td>8.0%</td>
<td>6.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispana/o/Latinx</td>
<td>62.9%</td>
<td>20.4%</td>
<td>7.2%</td>
<td>3.0%</td>
<td>4.2%</td>
<td>2.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle Eastern/North African</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.7%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Other</td>
<td>57.0%</td>
<td>18.3%</td>
<td>12.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White</td>
<td>68.1%</td>
<td>20.1%</td>
<td>5.6%</td>
<td>2.1%</td>
<td>3.5%</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White and Hispana/o/Latinx</td>
<td>66.4%</td>
<td>20.7%</td>
<td>5.2%</td>
<td>2.6%</td>
<td>4.3%</td>
<td>0.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>&quot;BIPOC&quot; selected</td>
<td>57.0%</td>
<td>18.3%</td>
<td>12.8%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
All students, Q: "I have had my contributions have been minimized in the classroom because of race".

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinx NonWhite</td>
<td>62.6%</td>
<td>11.1%</td>
<td>9.1%</td>
<td>7.1%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>71.9%</td>
<td>7.0%</td>
<td>10.5%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>3.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>68.8%</td>
<td>10.4%</td>
<td>14.6%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Black</td>
<td>48.8%</td>
<td>9.8%</td>
<td>7.3%</td>
<td>12.2%</td>
<td>12.2%</td>
<td>9.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White Non Hispanic</td>
<td>73.1%</td>
<td>23.1%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>70.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>10.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Unknown, Other, Other International</td>
<td>25.0%</td>
<td>75.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>White Hispanic</td>
<td>75.4%</td>
<td>13.2%</td>
<td>5.30%</td>
<td>1.8%</td>
<td>1.8%</td>
<td>2.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle Eastern/North African</td>
<td>50.0%</td>
<td>16.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>16.0%</td>
<td>16.7%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>67.2%</td>
<td>12.3%</td>
<td>8.1%</td>
<td>4.4%</td>
<td>4.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Black and MENA students completing UNM RIMA and their experiences with microaggressions
Students' experiences with Microaggressions at an R1 Hispanic Serving Institution (HSI) by Race: Never (or less than once a year) Felt Excluded

<table>
<thead>
<tr>
<th>Race/ethnicity (Black/MENA students-reference category)</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-White</td>
<td>1.869</td>
<td>0.407</td>
<td>21.141</td>
<td>1</td>
<td>0.000</td>
<td>6.484</td>
</tr>
<tr>
<td>Latinx Non-White</td>
<td>0.844</td>
<td>0.368</td>
<td>5.252</td>
<td>1</td>
<td>0.022</td>
<td>2.325</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.793</td>
<td>0.814</td>
<td>4.859</td>
<td>1</td>
<td>0.028</td>
<td>6.01</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.929</td>
<td>0.417</td>
<td>4.966</td>
<td>1</td>
<td>0.026</td>
<td>2.533</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>0.965</td>
<td>0.44</td>
<td>4.818</td>
<td>1</td>
<td>0.028</td>
<td>2.625</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.831</td>
<td>0.685</td>
<td>1.469</td>
<td>1</td>
<td>0.226</td>
<td>2.295</td>
</tr>
<tr>
<td>Constant</td>
<td>0.038</td>
<td>0.298</td>
<td>0.016</td>
<td>1</td>
<td>0.899</td>
<td>1.038</td>
</tr>
</tbody>
</table>

-2 Log Likelihood: 422.984
Probability > chi2: 0.000
Total sample size: 405

Dependent variable is recoded 1 = "never" or "less than once a year" and 0 = "a few times a year", or more for variable: "I have felt excluded on campus because of race"
Students' experiences with Microaggressions at an R1- HSI by Race: Never (or < annually) Felt Contributions Were Minimized in Classroom Because of Race

<table>
<thead>
<tr>
<th>Race/ethnicity (Black/MENA students-reference category)</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-White</td>
<td>1.34</td>
<td>0.417</td>
<td>10.33</td>
<td>1</td>
<td><strong>0.001</strong></td>
<td>3.819</td>
</tr>
<tr>
<td>Latinx-NonWhite</td>
<td>0.435</td>
<td>0.384</td>
<td>1.283</td>
<td>1</td>
<td>0.257</td>
<td>1.545</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2.206</td>
<td>1.092</td>
<td>4.078</td>
<td>1</td>
<td><strong>0.043</strong></td>
<td>9.079</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.76</td>
<td>0.45</td>
<td>2.857</td>
<td>1</td>
<td>0.091</td>
<td>2.138</td>
</tr>
<tr>
<td>Asian/Asian American Pacific Islander</td>
<td>0.765</td>
<td>0.472</td>
<td>2.624</td>
<td>1</td>
<td>0.105</td>
<td>2.15</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.55</td>
<td>0.754</td>
<td>0.531</td>
<td>1</td>
<td>0.466</td>
<td>1.732</td>
</tr>
<tr>
<td>Constant</td>
<td>0.577</td>
<td>0.312</td>
<td>3.416</td>
<td>1</td>
<td>0.065</td>
<td>1.78</td>
</tr>
<tr>
<td>-2 Log Likelihood</td>
<td>391.201</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Probability &gt; chi2</td>
<td>0.003</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total sample size</td>
<td>405</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent variable is recoded 1 = "never" or "less than once a year" and 0 = "a few times a year", or more for variable: "I have felt contributions minimized because in classroom because of race"
<table>
<thead>
<tr>
<th>Location</th>
<th>What are some places ON CAMPUS where you feel uncomfortable</th>
<th>What are some places ON CAMPUS that you avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parking Lots and Structures</td>
<td>15.00%*</td>
<td>8.30%</td>
</tr>
<tr>
<td>Fraternity/Sorority housing</td>
<td>13.30%</td>
<td>15.00%</td>
</tr>
<tr>
<td>Classrooms and labs</td>
<td>13.30%*</td>
<td>1.70%</td>
</tr>
<tr>
<td>On the bus/public transportation</td>
<td>11.70%</td>
<td>8.30%</td>
</tr>
<tr>
<td>Academic departments</td>
<td>10.00%</td>
<td>8.30%</td>
</tr>
<tr>
<td>Campus Bathrooms</td>
<td>8.30%*</td>
<td>3.30%</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>6.70%</td>
<td>5.00%</td>
</tr>
<tr>
<td>The Student Union Building (SUB)</td>
<td>6.70%</td>
<td>3.30%</td>
</tr>
<tr>
<td>Other places on campus</td>
<td>5.00%</td>
<td>6.70%</td>
</tr>
<tr>
<td>Libraries</td>
<td>5.00%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Johnson Gym/Field</td>
<td>5.00%*</td>
<td>5.00%</td>
</tr>
<tr>
<td>SHAC: Student Health and Counseling</td>
<td>5.00%</td>
<td>5.00%</td>
</tr>
<tr>
<td>On-campus workplace</td>
<td>5.00%</td>
<td>3.30%</td>
</tr>
<tr>
<td>University Football Stadium</td>
<td>3.30%</td>
<td>8.30%</td>
</tr>
<tr>
<td>University Arena, The Pit</td>
<td>3.30%</td>
<td>6.70%</td>
</tr>
<tr>
<td>Residence Halls (main campus)</td>
<td>3.30%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Social Media and other virtual spaces</td>
<td>3.30%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Lobo Village</td>
<td>3.30%</td>
<td>5.00%</td>
</tr>
<tr>
<td>Instructor’s Office</td>
<td>3.30%</td>
<td>3.30%</td>
</tr>
</tbody>
</table>
Black Student Responses: How have you felt as a result of experiences being targeted by RIMAs?

<table>
<thead>
<tr>
<th>As a result of RIMAs, how much of the time have you:</th>
<th>Never</th>
<th>Less than once a year</th>
<th>A few times a year</th>
<th>About once a month</th>
<th>A few times a month</th>
<th>Once a week or more</th>
<th>Once a month or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost interest in your daily activities</td>
<td>38.6%</td>
<td>22.8%</td>
<td>3.5%</td>
<td>17.5%</td>
<td>12.3%</td>
<td>5.3%</td>
<td>35.10%</td>
</tr>
<tr>
<td>Lost interest in your coursework</td>
<td>34.5%</td>
<td>31%</td>
<td>5.2%</td>
<td>8.6%</td>
<td>8.6%</td>
<td>12.1%</td>
<td>29.30%</td>
</tr>
<tr>
<td>Felt lacking of energy and strength</td>
<td>29.3%</td>
<td>29.3%</td>
<td>12.1%</td>
<td>5.2%</td>
<td>10.3%</td>
<td>13.8%</td>
<td>29.30%</td>
</tr>
<tr>
<td>Felt less self-confident</td>
<td>27.1%</td>
<td>30.5%</td>
<td>5.1%</td>
<td>13.6%</td>
<td>13.6%</td>
<td>10.2%</td>
<td>37.40%</td>
</tr>
<tr>
<td>Had a bad conscience or feelings of guilt</td>
<td>48.3%</td>
<td>25.9%</td>
<td>10.3%</td>
<td>1.7%</td>
<td>8.6%</td>
<td>5.2%</td>
<td>15.50%</td>
</tr>
<tr>
<td>Felt that this was not the right institution for you</td>
<td>50%</td>
<td>20.7%</td>
<td>3.4%</td>
<td>12.1%</td>
<td>1.7%</td>
<td>12.1%</td>
<td>25.90%</td>
</tr>
<tr>
<td>Had difficulty in concentrating (e.g. when reading textbook or course materials)</td>
<td>40.7%</td>
<td>22%</td>
<td>3.4%</td>
<td>3.4%</td>
<td>6.8%</td>
<td>23.7%</td>
<td>33.90%</td>
</tr>
<tr>
<td>Felt very restless</td>
<td>43.1%</td>
<td>19%</td>
<td>10.3%</td>
<td>5.2%</td>
<td>10.3%</td>
<td>12.1%</td>
<td>27.60%</td>
</tr>
<tr>
<td>Felt subdued or slowed down</td>
<td>40.7%</td>
<td>27.1%</td>
<td>8.5%</td>
<td>5.1%</td>
<td>10.2%</td>
<td>8.5%</td>
<td>23.80%</td>
</tr>
<tr>
<td>Had trouble sleeping at night</td>
<td>42.4%</td>
<td>18.6%</td>
<td>11.9%</td>
<td>6.8%</td>
<td>5.1%</td>
<td>15.3%</td>
<td>27.20%</td>
</tr>
<tr>
<td>Suffered from reduced appetite</td>
<td>52.5%</td>
<td>20.3%</td>
<td>8.5%</td>
<td>6.8%</td>
<td>3.4%</td>
<td>8.5%</td>
<td>18.70%</td>
</tr>
<tr>
<td>Suffered from increased appetite</td>
<td>61%</td>
<td>16.9%</td>
<td>6.8%</td>
<td>5.1%</td>
<td>1.7%</td>
<td>8.5%</td>
<td>15.30%</td>
</tr>
</tbody>
</table>

The majority of Black students have lost interest in daily activities or coursework, felt lack of energy, less confident, had difficulty concentrating, felt restless, subdued, or had trouble sleeping due to RIMAs at UNM. Note: last column indicates those experiencing these ill effects once a month or more (total of previous 3 columns).
Students were asked open ended questions about their experiences. Sets of questions were customized to address BIPOC, PWD and LGBTQIA concerns.

“Describe a situation in which you felt uncomfortable, insulted, invalidated or disrespected by a comment that had:
- “Racial overtones”
- “Homophobic or Transphobic overtones;”
- “Ableist overtones (ableism is discrimination and bias against Persons with Disabilities)”

- Some were unwilling to answer. One noted: “I don't feel comfortable answering because of potential retaliation.”
- Others indicated that they had largely positive experiences. These are all listed at the end of this section of the slide deck.

20
RIMAs with focus on Race - Themes

Students marginalizing their BIPOC peers

- Lack of bystander intervention on part of classmates: BIPOC student uncomfortable being put in the situation of confronting use of “n word” when they did not witness this
- Insensitivity: Colloquial use of “ghetto” and making fun of certain neighborhoods
- Classmates avoiding BIPOC students in other venues
- Stereotypes expressed against BIPOC students
  - Harassment of BIPOC students during group work
  - Assumptions that Native students do not pay tuition
  - Affirmative action assumptions

Concerns with faculty behavior, access to mentors, & campus policy

- Criminality and suspicions directed toward BIPOC students & concerns about campus security: Perception of disparate treatment due to racialized assumptions concerning criminality
- Students’ perceptions that faculty and administration practice color-evasive racism (i.e. assuming they “do not see race” and thus dismissing experiences of BIPOC students), and communicate implicit and explicit messages that certain groups do not belong
  - Racially insensitive statements
  - Expressions of surprise concerning academic accomplishments of BIPOC students
  - Faculty dismissal of impact of racism on BIPOC students
  - Lack of Black mentors
Describe a situation in which you felt uncomfortable, insulted, invalidated or disrespected by a comment that had racial overtones:

Belittling of Black students’ academic accomplishments:

- “Whenever I make an academic achievement. It's consistently perceived as 'Surprising' not sure why that is. It's another micro aggression regardless of the 'positive' intent it doesn't diminish the impact. That a Black person can be intelligent at least in the way certain individuals perceive intelligence.”

- “At the graduate level, I’ve had unsolicited discussions about [how] they felt Affirmative Action was unfair.”
Gender [and Race-Gender] RIMAs:

- “An attending (physician) mentioned 'not realizing I was smart' as feedback for a presentation I gave with new evidence suggestions for treatment. I spoke up just as much if not more through the week as my male counterpart.”

- “I … had an advisor tell me that as a Black woman, I should think about doing nursing instead of medicine because of how hard it would be for me navigating those spaces.”
“NOTHING ABOUT US WITHOUT US”: MICROAGGRESSIONS RELATED TO DISABILITY
Ableism on the part of faculty targeting students
- Some students dropping courses others persisting despite ableism
- Still others considering leaving UNM or their department
- Some students noting that departmental leaderships are slow to step in to help with accommodations and other issues
- Lack of accommodations is a repeated theme
  - Many faculty indicate that they don’t believe student
  - Some dismiss students’ requests for accommodations
  - Some refuse to accommodate
  - Some “forget” to accommodate students repeatedly
- Impact of Lack of Accommodations on Education
  - Humiliation
  - Lack of feeling that they belong
  - Considering dropping out
  - Noticing when apology has not been offered
  - Questioning ability to work in field post graduation

Concerns about lack of bystander and leadership interventions
- Concerns about lack of access to distance learning (pre-covid) also raised, and how distance learning enhanced PWD student outcomes
- Concerns about faculty Outing PWDs and Intrusive Questioning from colleagues once disability is revealed
- Harassment, Verbal Assaults, and Discrimination, Including transgressive interactions
- Assumptions about lack of intelligence and lack of work ethic
- Various limitations on student experience due to ableism
- Interactions outside the classroom
  - With Advisement
  - At on-campus employment
  - With UNMPD
- Lack of Physical Accessibility
- Accessibility for Deaf Students
- Positive Experiences
“Meeting w/ program advisor and she indicated that I don't have a severe mental illness (despite documentation), I just do not have my priorities straight, because she knows plenty of people with depression who do not struggle or make a scene like I do. ... She told me that medication was not going to help me because it is just a flaw in my personality.”
BIPOC students as targets of misgendering, transphobia, and dismissal of Sexual Orientation, Gender Identity and Expression (SOGIE) experiences

- “Transphobic undertones are just so rampant in my academic program. People are really well intentioned, but they just act like trans people don’t exist … and show notable discomfort (uncomfortable laughing, grimacing) when I bring up trans bodies and experiences...”

- “Being misgendered regularly despite having my pronouns worn or in my zoom name”

- “Once in a class, I said 'trans women are women' and the professor said 'not for everyone though’’”
Students’ Positive Racial and SOGIE Experiences
Positive Racial Experiences:
Microaffirmations related to race

- “Because I am Native American, I feel like there are other Native American students rooting for me to succeed and it’s a great feeling. I never felt uncomfortable, the question asked if I have ever felt expected to perform better because of my race. I do because I feel like I represent many people in my small tribe.”

- “I have never felt uncomfortable at UNM because of my race. If anything, I felt supported in my efforts to succeed as a Hispanic female.”

- “My ‘incident that was racially motivated’ was for GOOD! The university and professors have always been supportive in my academic goals and have been positive every step of the way since I stepped foot on campus in 2014. Every classroom had the same type of positive feeling, if YOU tried hard and did what YOU had to do with studying, you will pass and if there were any questions at all, they were always answered in a kind and [respectful] fashion.”
Positive SOGIE Experiences

- "This has not happened to me. I have always felt very welcomed here as a member of the LGBTQIA community. I feel very comfortable and at home here. I can freely express who I am and who I love here. It is amazing. I have never experienced this anywhere else I’ve been."

- "I hold leadership roles despite my sexual orientation. I am fortunate to have never felt hindered to pursue any opportunity on campus."

Please do not distribute. Sensitive data herein.
Positive and Mixed Experiences shared by Students with Disabilities

- “The ARC has been an invaluable resource with amazing people who have greatly contributed to my success.”
- “I have ARC accommodations and the department has been an honest godsend but it’s still not enough. Even with an advocate for my intellectual Disabilities, I don’t have one for my physical Disabilities which is also a huge part of learning difficulties for me.”
- “I kept my disability information to myself and did not inform anyone apart from ARC. I found ARC to be a supportive experience and any comments people made with ableist tones were not made aware of my issues.”
- “I was supported and encouraged by several faculty members because of my disability.”
The UNM Division for Equity and Inclusion (DEI) is leading workshops to practice interrupting RIMAs. Such workshops have shown positive results. In one example:

- Black students: increase in positive racial identity, “meaning they got emotionally stronger” (Williams 2020; Williams et al., 2012)
- White students: “decreased (offensive) behaviors, and those … (who also completed a racial harmony workshop) reported a decrease in biased thoughts” (Williams 2020; Kanter et al., 2018).

Focus of workshops is certainly not to shame those who have committed microaggressions. Faculty, students, & staff get the opportunity to practice interrupting RIMAs, build community, and demonstrate that each of us defines all of us.
The UNM RIMA team is creating a toolkit for interrupting RIMAs on the basis of our survey results and workshops, as well as assets provided by the relevant literature in the social sciences and higher education.

<table>
<thead>
<tr>
<th>TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS</th>
<th>COMMUNICATION APPROACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RIMA THEME AND EXAMPLE</strong></td>
<td><strong>THIRD PARTY INTERVENTION EXAMPLE</strong></td>
</tr>
<tr>
<td>Alien in One’s Own Land</td>
<td>“I’m just curious. What makes you ask that? I already told you that I am from Colorado.”</td>
</tr>
<tr>
<td>To Latinos or AAPI folks from U.S.: “Where are you really from?”</td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td>Ascription of Innate Ability versus Hard Work:</td>
<td>“It sounds like you think I get As because I am AAPI and not because I studied. What makes you believe that?”</td>
</tr>
<tr>
<td>To an AAPI person, “Of course you got an ‘A’, you are Asian!”</td>
<td>“Can you elaborate on your point?”</td>
</tr>
<tr>
<td>Color-Evasive Racism:</td>
<td>“What is it about this that concerns you the most?”</td>
</tr>
<tr>
<td>“I don’t see race.”</td>
<td><strong>PARAPHRASE &amp; REFLECT:</strong></td>
</tr>
<tr>
<td>“When you say that, it does not acknowledge my experiences, culture, and language.”</td>
<td>Reflecting on essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and reduces defensiveness. Reflect with speaker on both content and feelings as appropriate.</td>
</tr>
<tr>
<td>Myth of Meritocracy:</td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td>“Everyone can succeed in this society, if they work hard enough.”</td>
<td>“So, it sounds like you think….”</td>
</tr>
<tr>
<td>“So, you feel that everyone can succeed if they work hard enough. Can you share examples?”</td>
<td>“You’re saying…”</td>
</tr>
<tr>
<td>Pathologizing Expression &amp; Communication Styles:</td>
<td><strong>REFRAME:</strong></td>
</tr>
<tr>
<td>To Black student, “Why do you have to be so loud/animated? Just calm down.”</td>
<td>“It appears you were uncomfortable when____ said that. I’m thinking that there are many styles to express ourselves. Let’s talk about how can we honor all styles of expression?”</td>
</tr>
<tr>
<td>Second-Class Citizen</td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td>You notice that your female colleague is frequently interrupted during a committee meeting</td>
<td>“Responder addressing the group: ____brings up a good point. I didn’t get a chance to hear all of it. Can we ask ___ repeat it?”</td>
</tr>
<tr>
<td>Assumptions about intelligence and academic success</td>
<td>“Could there be another way to look at this _____?”</td>
</tr>
<tr>
<td>To a BIPOC woman: “I would’ve never guessed that you are a scientist.” Or: “You read well!”</td>
<td>“How would you feel if this happened to your ___?”</td>
</tr>
<tr>
<td>“I’m wondering what message this is sending her. Do you think you would have said this to a white male?”</td>
<td><strong>INQUIRY &amp; ACCURATE INFO:</strong></td>
</tr>
<tr>
<td><strong>KEY PHRASES:</strong></td>
<td>“What does a scientist look like?”</td>
</tr>
<tr>
<td>“She has a Ph.D.; she should be able to read well!”</td>
<td>“She has a Ph.D.; she should be able to read well!”</td>
</tr>
</tbody>
</table>

Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBaron (2008); Peavey (2003); Sue (2010).
Take a look at the handout, “Tool-Interrupting RIMAs” [https://diverse.unm.edu/resources/handouts.html].

We will share a skit (case 1) and discuss it; afterwards, you will examine a second case (within a small group, time permitting).

In your small group, practice interrupting racial, SOGIE (sexual orientation and gender identity and expression), gender/sex, religious, PWD (Persons with Disabilities)-targeted microaggression(s) relevant to the case.

Plan to share your strategies to interrupt RIMAs with all session participants.

You will have 5 minutes in your small group.

Then you will report back and have an opportunity to share your strategies with all conference session participants.
First-gen college Advisor: “Come in”

First-gen Student with a Disability: (comes in and takes a seat) Hi. I’m here today because I’m feeling a bit overwhelmed with my workload this semester. I’m taking 18 credits and think it will help me if I drop one.”

First-gen Advisor: “Well you know this is a tough major. Have you considered other majors that will be less demanding?”

[Scene ends]
**EXAMPLE:** Student with a Disability Meeting with Academic Advisor

**NL~Prompts:**
- What is wrong with the way that the advisor responded to this student?
- What RIMAs are present?

- **First-gen college Advisor:** “Come in”
- **First-gen Student with a Disability:** *(comes in and takes a seat)* Hi. I’m here today because I’m feeling a bit overwhelmed with my workload this semester. I taking 18 credits and think it will help me if I drop one.”
- **First-gen Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”
- [Scene ends]
Prompts:

- What is wrong with the way that the advisor responded to this student?
- What RIMAs are present?
  - Deficit Model
- Now we will share an example of how to interrupt the RIMA

- **First-gen college Advisor:** “Come in”
- **First-gen Student with a Disability:** *(comes in and takes a seat)* Hi. I’m here today because I’m feeling a bit overwhelmed with my workload this semester. I’m taking 18 credits and think it will help me if I drop one.”
- **First-gen Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”
- [Scene ends]
**EXAMPLE:** Student with a Disability Meeting with Academic Advisor

- **First-gen college Advisor:** “Come in”
- **First-gen Student with a Disability:** Hi. I’m here today because I’m … taking 18 credits and think it will help me if I drop one.”
- **Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”

**INTERRUPT:**

- **Student with a Disability:** I believe that I can succeed in this major with the proper support. Do you have resources that can help me to succeed? If not, could you recommend someone else that I can speak to about support?
- **Advisor:** I am sorry. Why are you taking 18 credit hours again?

**Student with a Disability:** I am trying to graduate early because I cannot afford my senior year.

**Prompts:**

- What RIMAs intervention strategies did the student and advisor use?
- Are other RIMAs present? Share ideas for interrupting them.

**EXAMPLE:** Student with a Disability Meeting with Academic Advisor

- **First-gen college Advisor:** “Come in”
- **First-gen Student with a Disability:** Hi. I’m here today because I’m … taking 18 credits and think it will help me if I drop one.”
- **Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”

**INTERRUPT:**

- **Student with a Disability:** I believe that I can succeed in this major with the proper support. Do you have resources that can help me to succeed? If not, could you recommend someone else that I can speak to about support?
- **Advisor:** I am sorry. Why are you taking 18 credit hours again?

**Student with a Disability:** I am trying to graduate early because I cannot afford my senior year.
Black male continuing-gen college student (Nancy): “I was looking at the syllabus and I didn’t see any BIPOC scholars listed. Since we are looking at the U.S. during the era of slavery, will there be any works written by BIPOC scholars?

White male first-gen college professor (Lorena): “The scholars listed have made significant contributions to advancing their fields. Does anyone else have any questions?”

Black male student looks frustrated and is silent the rest of the class session
CASE 2: Representative for a race or ethnicity

Group session:
- What RIMAs are present?
- Delineate ways to interrupt RIMAs.
- In your group, assign a facilitator, reporter and a recorder

- White continuing-gen Professor (Nancy): “Share one interesting fact, or reflection you had from the reading?”

- White continuing-gen Student (April): “I found it fascinating that the Hispanic population is the fastest growing in the U.S. I think most of it is due to illegal immigration.”

- White Professor (Nancy): (stumbles and shift the attention to Latino student) “Well… hmmm… ahhh… yes, Lorena? Why don’t you tell us what you think about that?”

- Lorena (first-gen college Latina): (looks uncomfortable) “Ummm…”
CASE 3: Dr. López ~ research scientist in a prominent laboratory

Group session:

- What RIMAs are present?
- Delineate ways to interrupt RIMAs.
- In your group, assign a facilitator, reporter and a recorder

- MJ: Dr. López, a Afro-Latina who earned her Ph.D. in biomedical engineering recently began working as a research scientist in a prominent laboratory on North Campus.
- MJ: She is expecting delivery of new equipment.
- The white Latino vendor (LBS) is taken aback when he asks her for “Dr. López”, and she indicates, “Yes, I am Dr. López”.
- A long-time Native American senior staff member (AA) overhears the vendor’s remarks (sarcastically), “Are you sure you belong here? Are you a real doctor?”
CASE 4: Hate speech

What is wrong with how this staff person and attending physician handled this scenario?

Delineate ways to interrupt RIMAs.

- **(AZ) AA Medical Resident** approaches the staff at the front desk of the department.
- **(AZ) Black Resident:** “Hey, someone made a picture of a noose with the letters “NGH” on the trash bin by the parking lot elevator. It was there when I left this last night and it’s still there this morning.”

- **(LBS) White staff member:** “What are you talking about? There is graffiti on that trash bin all of the time!

- **(AZ) AA Med Res:** “You do realize NGH is a racial slur?”

- **(LBS) White Staff at Front Desk:** “You know we are really busy now. I cannot help you.”

- **(MJ) Latina Attending Physician** is within earshot of this conversation.
CASE 5: Ben shares with his colleagues that he is transgender

Please designate: facilitator, reporter, & recorder for your group and respond to prompts

○ LBS: A neurobiologist wrote a letter to his colleagues. He signed the letter with his birth name, Barbara Barres, but made it clear that from now on he wished to be known as Ben. “Whenever I think about changing my gender role, I am flooded with feelings of relief,” he wrote. “I hope that despite my transgender identity you will allow me to continue with the work that, as you all know, I love,” he concluded his letter.

○ NL Prompt: Think of your various roles in your department.

○ How would you respond if one of your faculty colleagues continually referred to Ben as Barbara?

○ How would you respond if the dean misgendered Ben?

○ How would you respond if your students misgender Ben?
A neurobiologist wrote a letter to his colleagues. He signed the letter with his birth name, Barbara Barres, but made it clear that from now on he wished to be known as Ben. “Whenever I think about changing my gender role, I am flooded with feelings of relief,” he wrote. “I hope that despite my transgender identity you will allow me to continue with the work that, as you all know, I love,” he concluded his letter.

This is a true story: To Barres’ great joy, his colleagues responded with unwavering support. What they didn’t know was that he’d been unable to sleep for a week as he mulled whether to transition to male or commit suicide.

See https://mitpress.mit.edu/books/autobiography-transgender-scientist
Being true to oneself is a privilege many LGBTQIA folks do not experience.

The suicide rates for LGBQIA folks are 5 times higher than the national average. For trans folks, 41% attempt suicide at least once.

Heterosexism, homophobia and transphobia are extremely dangerous for the LGBTQIA community because it posits our existences in correlation to who we love and ignores the reality that we are a culture. We would never ask a person to minimize their gender, ethnicity or other innate status.

CASE 5: Ben shares with his colleagues that he is transgender

Ben shares with his colleagues that he is transgender: a true story

Comments from LGBTQ-RC Director, Frankie Flores:
WHAT DID YOU LEARN FROM THE SMALL GROUP SESSIONS?

• Reason for break out sessions: The only way to get comfortable with interrupting RIMAs is by practicing!
• What did you learn?
• What are your other observations and comments?
• Questions?
• Ideas for next steps [see next slide]
SUGGESTED NEXT STEPS

• Think about ways to incorporate suggestions concerning building an inclusive climate in that have been expressed by faculty and staff in various academic departments & in literature. Some ideas to stimulate your creative thoughts:

• Individual faculty- and class-level suggestions:
  • Ensure an equitable balance of women and scholars of color as authors of articles, books, literature, movies and other instructional materials.
  • Invite BIPOC guest speakers to lead classroom discussions.
  • Ensure all Title IX and COVID-19 language is included and updated on course syllabi.
  • Participate in workshops led by Accessibility Resource Center, LGBTQ-RC, El Centro, +
  • Work with your students to seek input and ideas.
Conclusion

- Workshops with break-out sessions are impactful. The only way to get comfortable with interrupting RIMAs is by practicing!
- We appreciate the opportunity to discuss RIMAs, and ways to reduce the impact of RIMAs implicit bias in the classroom.
- Our RIMA reports will be posted on the DEI website this fall.
- THANKS again for participating!
References


• Harwood, S. A., Browne Huntt, M., Mendenhall, R., Lewis, J. A. (2010). Racial microaggressions at the University of Illinois at Urbana–Champaign: Voices of students of color living in university housing. Urbana, IL University of Illinois, Center on Democracy in a Multiracial Society.


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• Sue, Derald Wing, David Sue, and Derald Wing Sue. Counseling the Culturally Diverse: Theory and Practice. New York: J. Wiley, 2003

• Quay, Lisa 2017. Leveraging Mindset Science to Design Educational Environments that Nurture People’s Natural Drive to Learn. APLU.


More information about the RIMA survey and how to interrupt microaggressions

UNM RIMA Survey Website: campusclimate.unm.edu/initiatives/rimasurvey.html

*Interrupting Microaggressions Toolkit: https://diverse.unm.edu/assets/docs/handouts-11062020.pdf

*SOGIE Microaggressions: Overview https://diverse.unm.edu/resources/handouts.html

*Presentation on RIMAs & Implicit Bias: https://diverse.unm.edu/assets/docs/essdeipresentation11062020.pdf

*Dr. Sue on PBS News Hour https://www.pbs.org/newshour/show/how-unintentional-but-insidious-bias-can-be-the-most-harmful
Resources from UNM DEI+

- Handouts:
  - RMAs: An Overview
  - Interrupting RMAs
  - SOGIE microaggressions: overview
  - Case development for Racial Bias in Medicine Small Group Session
  - Facilitator Guide


- LGBTQRC.UNM.EDU
- LGBTQRC.UNM.EDU Confidential Advocate

- Disability and leadership: Engendering visibility, acceptance, and support: https://www.heidrick.com/Knowledge-Center/Publication/Disability_and_leadership_Engendering_visibility_acceptance_and_support
Division for Equity and Inclusion

Acronyms

- Black, Indigenous and People of Color (BIPOC), to Include Asian/API, Latinx, & Others
- Diversity, Equity, Accessibility & Inclusion (DEAI)
- Hispanic Serving Institution (HSI)
- Lesbian, Gay, Bisexual/Pansexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA)
- Liaisons for Equity, Advocacy & Diversity (LEAD) Council of Associate Deans for Diversity (& related)
- Minority Serving Institution (MSI)
- National Center for Faculty Development and Diversity (NCFDD) Faculty Success Program (FSP)
- Office For Federal Contract Compliance Programs (OFCCP)
- UNM Office of Institutional Analytics (OIA)
- Person(s) with Disabilities/Disabled Persons (PWD)
- Racial and Intersectional Micro-aggression(s) [RIMA(s)], to include racial, class, sexual orientation, gender identity and expression, and ableism (discrimination and bias against Persons with Disabilities)
- Sexual Orientation, Gender Identity and Expression (SOGIE)
- Underrepresented Racial/Ethnic Minority (URM), to include Native American/American Indian, Black/African American/Black, (P)acific(Asian),
Thank you!

LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

Men of Color Initiative (MOCI)

DIVISION FOR EQUITY & INCLUSION
505.277.1238
DIVERSE@UNM.EDU
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Institute for Study of Race and Social Justice

Thank you!
Supplemental Slide: Categories Captured Under “Other” Race Category (42 responses)

- Aboriginal Australian
- American
- Black
- Brown
- Chicana
- Hispanic, Spanish*
- Indian American
- Jewish
- “Just a human with red blood”
- Mixed, “a lot of things”
- Mestizo
- Latina, Latino, other variations*
- Mayan
- Mexican, Mexican American
- Native American
- “Other”

*Greatest number of responses