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

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Presentation to ECURE Faculty
7 June 2021
UNM Indigenous People's Land and Territory Acknowledgement

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

Developed by the Special Assistant for American Indian Affairs to the UNM President in consultation with the Native American Faculty Council.
Approved and adopted by President Garnett S. Stokes, February 2020

Art by Jennifer Ober
Dr. Zerai (she/her) is Professor of Sociology & Vice President for Equity and Inclusion (VPEI) at University of New Mexico (UNM) in the United States. At the helm of the Division for Equity and Inclusion (DEI), she plans for, resources, and documents impact of efforts to improve equity at UNM. She is Prof Emerita at the University of Illinois at Urbana Champaign, where she served from 2002-2019. A decolonial feminist scholar, she has published five books with academic presses and numerous articles spanning multiple topics including cultural inclusivity; maternal and child health; African women’s access to safe water, sanitation, & mobile technology; & making the work of marginalized scholars more accessible.
Associate VPEI, Professor of Sociology, Co-founder/Director of the Institute for the Study of “Race” & Social Justice, & the Founding Coordinator of the NM Statewide Race, Gender, Class Data Policy Consortium, Dr. Nancy López (nlopez@unm.edu | she, her, ella)

Prof López’s scholarship & teaching are guided by intersectionality—*the simultaneity* of settler colonialism, structural racism, heteropatriarchy, racial capitalism as systems of oppression/resistance. She focuses developing contextualized solutions that advance justice. She received the Amer. Soc. Assoc. William Foote Whyte Distinguished Career Award for Sociological Practice & Public Sociology. Her current research funded by the WT Grant Foundation is a study in research practice partnerships that examines the role of ethnic studies curriculum and pedagogy in reducing complex intersectional inequalities. She has served on over 75 PhD/MA committees. She is first gen college, NYC-born child of Dominican immigrants; Spanish is her first language.
Learning Objectives of the Workshop

- Discuss concepts and impact of racial & intersectional microaggressions (RIMAs) and implicit bias any why they are relevant at UNM
- Share examples of students’ experiences with RIMAs and Implicit Bias
- Explore ways to interrupt RIMAs and implicit bias
- Conclude with your thoughts and discussion about next steps

✓http://diverse.unm.edu/resources/handouts.html

Interrupting RIMAs Toolkit

- CHARGE\(^2\) and INTERRUPT frameworks to mitigate bias and interrupt RIMAs
- Microaggressions: Building a Diverse and Inclusive University Community
- Sexual Orientation, Gender Identity & Expression (SOGIE) microaggressions
- Examples of linguistic strategies to interrupting microaggressions
Workshop schedule

1. 1:05-1:07 p.m. UNM Land Acknowledgement
2. 1:07-1:10 p.m. Introductions, workshop objectives, & ground rules for the workshop
3. 1:10-1:20 p.m. Review RIMA definitions and tools: INTERRUPT and CHARGE²
4. 1:20-2:20 p.m. Examples of student’ experiences & practice interrupting RIMAs and implicit bias [small group sessions & reports]
5. 2:20-2:30 p.m. Conclude with your thoughts and discussion about next steps
Ground Rules for Today’s Workshop

- Embrace Discomfort
- Expect and Accept Non-Closure
- Speak your Truth; Speak for yourself; Use “I” statements
- Stay Engaged (mentally, intellectually, and physically present)
- Maintain Confidentiality; Don’t share anyone’s info without their permission
- Attack the problem, not the person
- Practice Active Listening
- Share the mic!
- Other?
Imagining our end goal together: As you envision successfully adopting the strategies you are learning to create more inclusive learning environments, what are your hopes for your students?

**ICE BREAKER**

In the chat, enter a short phrase that best describes your hopes for your students
Rationale for focus on racial and intersectional microaggressions (RIMAs)

“Only 58% of Americans agreed that ‘racism is a specific system of beliefs and behaviors based in white superiority, whether consciously or unconsciously, resulting in oppression of specific people or groups’. In contrast, a definition of racism that made direct mention of prejudice, discrimination, and antagonism saw agreement reach 83%.” -Southern Poverty Law Center August 2020 Survey

A better appreciation for how structural racism shapes contemporary American life can help us to support students as they navigate higher education. We will examine the tip of the iceberg today by sharing results of the recent UNM RIMA survey and working with you to practice interrupting microaggressions.
“Microaggressions” Coined by Prof Chester Pierce

- The concept of “microaggressions,” was coined in 1970 by the late Chester Pierce, M.D. A psychiatrist at Harvard Medical School to describe the daily insults and dismissals endured by Black Americans at the hands of whites.

- Dr. Pierce was the first African American full professor at Massachusetts General Hospital
Professor Derald Wing Sue

https://www.youtube.com/watch?v=mgvjnxr6oce

- Created taxonomy of racial microaggressions in everyday life from review of social psychological literature
- Developed catalog of ways to interrupt microaggressions
WHAT’S AT STAKE?

- Racial and intersectional microaggressions (RIMAs) and implicit bias impact students’ sense of belonging in higher education.

- Why is it important for students to feel they belong at UNM, in their major, & classrooms? What are examples?

- Please add your responses to the chat.

- See students’ responses on the next slide.
Why is it important for students to feel they belong at their university and in their major? What are examples?

- Increases your confidence, people supporting you, people around you with the same goals, professors who have empathy, celebrating accomplishments
- Students will have the chance to exceed in the field that they are in and work towards promoting the society
- It is important because there is a high chance that students will be successful in an environment where they don't feel like they belong.
- So they can have a sense of belonging and self-efficacy. Which contributes to higher career goals and aspirations.
- Because our feelings of belonging often impact our school performance and other aspects of our life.
- Diversity helps everyone do better, work better, and be better
- I think the quality of your work is effected by your confidence and part of getting that confidence is feeling like you belong in the place or institution.
- When everyone feels safe and like they belong, it is one step closer to achieving equal opportunities and access to all.
- Impacts our mental health
WHAT’S AT STAKE?

RIMAs and bias impact students’ sense of belonging and reproduce structural inequality in higher education

- RIMAs and Implicit Bias against BIPOC, PWD, LGBTQIA, & women students:
- 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, J.A., et al., 2019; Williams 2019, 2020)
Racial & Intersectional Microaggressions (RIMAs) +

- “Racial microaggressions are 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, Capodilupo, et al., 2007).

- Other types of microaggressions – gender, sexuality, religion, ability status, class . . .
  - See RIMA handout and references, Sue 2010.
  - See handout about LGBTQ microaggressions.

- https://diverse.unm.edu/resources/handouts.html
Types of Microaggressions

- **Racial insults**
  - 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**
  - Actions or comments that *negate* or ostracize BIPOC *lived realities*. Often unconscious.

- **Racial assaults** – similar “old fashioned racism”
  - 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.
What are examples of microaggressions you have experienced or witnessed?

- **Racial insults:** “You speak well” (communicates target is a perpetual foreigner)

- **Racial invalidations:** “When I look at you, I don’t see color.” (Denying BIPOC racialized experiences, aka “color blind” racism)

- **Racial assaults:** “NGH” image with noose embedded; lynching threat against Black instructor at UNM
Environmental or Institutional RIMAs

- Courses where all of the readings, lectures, and content reflect a white Eurocentric perspective and/or do not include BIPOC, LGBTQ, PWD 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 fewer BIPOC students and faculty
Implicit Bias

- **Bias** is the process by which the brain uses “mental associations that are so well-established as to operate without awareness, or without intention, or without control.”
- Harvard University Project Implicit
- [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
“Einstein of Cognition” on Implicit Bias:

- Nobel Laureate, Daniel Kahneman, Emeritus Professor of Psychology and Public Affairs at Princeton University, and a fellow of the Center for Rationality at the Hebrew University in Jerusalem.

- Challenged rational choice theory and provided research basis of our understandings of implicit bias

- 95% of mental processing happens before conscious thought kicks in

- As health care providers and role models, it is important that we become aware of our own biases so that we can mitigate our automatic responses and choose to make well-considered decisions when it comes to patient care & mentoring/instruction
RIMA SURVEY
RACIAL AND INTERSECTIONAL MICROAGGRESSIONS

LET YOUR VOICE BE HEARD!

BY INVITATION ONLY
Interrupting RIMAs

- In DEI, VP Zerai and colleagues are adding to the burgeoning racial microaggressions literature (Sue et al 2007; Lewis 2019) by describing how such experiences are shared by individuals who are persons with disabilities (PWD), and who are lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual (LGBTQIA) and may be amplified when a she/he/they occupies a combination of marginalized social locations.

- Further DEI’s work contributes to the well-established tools for interrupting racial microaggressions (Sue, et al 2007; Sue 2010, Harwood, et al 2010, 2012; Acholonu, et al 2020) by providing resources for interrupting racial and intersectional (PWD- and LGBTQIA-focused) microaggressions (RIMAs), with the hope that we can work collectively to become more effective mentors and thus both improve the scholarly environment for faculty and learners in higher education.
DEI and OIA administered the Racial & Intersectional Microaggressions online survey at UNM

- The Racial & Intersectional Microaggressions online survey (RIMA) explores the experiences of BIPOC (Black, Indigenous and People of Color, to include individuals identifying as Asian/AAPI, Hispanic/Latinx, and/or Multiracial), Persons with Disabilities (PWD), and LGBTQIA undergraduate and graduate students at UNM.

- The RIMA survey was administered Spring 2021

https://campusclimate.unm.edu/initiatives/rimasurvey.html
## 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.
# Racial and Intersectional Microaggressions

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>6.6%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>13.2%</td>
</tr>
<tr>
<td>Junior</td>
<td>14.6%</td>
</tr>
<tr>
<td>Senior</td>
<td>24.3%</td>
</tr>
<tr>
<td>Master's</td>
<td>14.4%</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>5.8%</td>
</tr>
<tr>
<td>Professional</td>
<td>10.3%</td>
</tr>
<tr>
<td>Not indicated</td>
<td>10.9%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

### ALL BIPOC

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIPOC only</td>
<td>238</td>
<td>46.2%</td>
</tr>
<tr>
<td>BIPOC &amp; LGBTQIA</td>
<td>52</td>
<td>10.1%</td>
</tr>
<tr>
<td>BIPOC &amp; PWD</td>
<td>32</td>
<td>6.2%</td>
</tr>
<tr>
<td>All Three</td>
<td>37</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

### Non-BIPOC LGBTQIA

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQIA only</td>
<td>31</td>
<td>6.0%</td>
</tr>
<tr>
<td>LGBTQIA &amp; PWD</td>
<td>39</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

### Persons with Disabilities (PWD)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PWD only</td>
<td>36</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

The survey data indicates the proportion of students at various levels and the categorization based on BIPOC, BIPOC & LGBTQIA, BIPOC & PWD, and All Three, alongside a breakdown for Non-BIPOC, LGBTQIA, and Persons with Disabilities (PWD) categories.
Various identities in RIMA among 210 participants indicating that they are Hispanic/Latino/Spanish origin/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>YES</th>
<th>Hispanic/Latino subgroups as % of total [N=673]</th>
<th>% within Hispanic/Latino Origin</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexican</td>
<td>61</td>
<td>9.1%</td>
<td>29.1%</td>
<td>Hispanic ethnicity</td>
</tr>
<tr>
<td>Mexican American</td>
<td>87</td>
<td>12.9%</td>
<td>41.4%</td>
<td>Hispanic ethnicity</td>
</tr>
<tr>
<td>Chicana/o/x</td>
<td>56</td>
<td>8.3%</td>
<td>26.7%</td>
<td>Hispanic ethnicity</td>
</tr>
<tr>
<td>Other Hispanic/Latino groups*</td>
<td>84</td>
<td>12.5%</td>
<td>40.0%</td>
<td>Hispanic ethnicity</td>
</tr>
<tr>
<td>Indigenous &amp; Hispanic/Latino</td>
<td>33</td>
<td>4.9%</td>
<td>15.7%</td>
<td>Hispanic * Race</td>
</tr>
<tr>
<td>Black &amp; Hispanic/Latino</td>
<td>11</td>
<td>1.6%</td>
<td>5.2%</td>
<td>Hispanic * Race</td>
</tr>
<tr>
<td>AAPI or MidE/NAfr &amp; Hispanic/ Latino</td>
<td>15</td>
<td>2.2%</td>
<td>7.1%</td>
<td>Hispanic * Race</td>
</tr>
<tr>
<td>White and Hispanic/Latino</td>
<td>155</td>
<td>23%</td>
<td>73.8%</td>
<td>Hispanic * Race</td>
</tr>
<tr>
<td>“Other” and Hispanic/Latino</td>
<td>40</td>
<td>5.9%</td>
<td>19.1%</td>
<td>Hispanic * Race</td>
</tr>
<tr>
<td>&quot;BIPOC&quot; selected</td>
<td>190</td>
<td>28.2%</td>
<td>90.5%</td>
<td>BIPOC</td>
</tr>
</tbody>
</table>

Q33. Please indicate your specific Hispanic/Latino origin/ethnicity (note: 210 of 673 indicated Hispanic/Latino/Spanish Origin):

Crosstab results: Hispanic/Latino origin/ethnicity and Race

Note: For sums, numbers within categories surpass 100% due to survey instructions to "check all that apply"
Q: I have felt excluded because of race [note: a. student may have selected multiple racial/ethnic identities]

<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>57.80%</td>
<td>17.80%</td>
<td>11.10%</td>
<td>6.70%</td>
<td>3.30%</td>
<td>3.30%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Asian American</td>
<td>57.00%</td>
<td>18.30%</td>
<td>12.80%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>50.00%</td>
<td>12.00%</td>
<td>24.00%</td>
<td>0.00%</td>
<td>8.00%</td>
<td>6.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispano/o/Latinx</td>
<td>62.90%</td>
<td>20.40%</td>
<td>7.20%</td>
<td>3.00%</td>
<td>4.20%</td>
<td>2.40%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Middle Eastern/North African</td>
<td>50.00%</td>
<td>16.70%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.70%</td>
<td>16.70%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Native Hawai’ian</td>
<td>50.00%</td>
<td>16.70%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.70%</td>
<td>16.70%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Other</td>
<td>57.00%</td>
<td>18.30%</td>
<td>12.80%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>White</td>
<td>68.10%</td>
<td>20.10%</td>
<td>5.60%</td>
<td>2.10%</td>
<td>3.50%</td>
<td>0.70%</td>
<td>100.00%</td>
</tr>
<tr>
<td>White and Hispano/o/Latinx</td>
<td>66.40%</td>
<td>20.70%</td>
<td>5.20%</td>
<td>2.60%</td>
<td>4.30%</td>
<td>0.90%</td>
<td>100.00%</td>
</tr>
<tr>
<td>&quot;BIPOC&quot; selected</td>
<td>57.00%</td>
<td>18.30%</td>
<td>12.80%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>4.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

A majority of individuals have never felt excluded at UNM because of their race, those who are least likely to feel excluded identify as White (68%), White and Hispano/Latino (66%), and Hispano/Latino (63%). Conversely, African American/Black, Middle Eastern/North African and Native Hawai’ian students were the most likely to have felt excluded because of their race; half of students in each of these three racial groups have felt excluded at UNM because of their race.
I have felt excluded on campus because of my sexual orientation, gender identity and/or gender expression (SOGIE)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>130</td>
<td>59.1</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>38</td>
<td>17.3</td>
</tr>
<tr>
<td>A few times a year</td>
<td>23</td>
<td>10.5</td>
</tr>
<tr>
<td>About once a month</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>A few times a month</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>9</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>220</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of students completing the survey have *never* felt excluded on campus because of SOGIE (59%). This is great news for the LGBTQ-RC. Queer and Trans students in survey were identified largely from individuals who have participated in LGBTQ-RC programming. It is important to continue outreach efforts to the 24% who indicated they have felt excluded on campus a few times a year or more (in addition to the 17% who have felt excluded even less than once a year). These results also indicate the need for all faculty, staff and students to complete our Safe Zone workshops.
Students who are Persons with Disabilities (PWD) and Experiences with: Stereotypes, Insulting Comments, Ableism, Treatment as Intellectually Inferior, and Feeling Unwelcomed

<table>
<thead>
<tr>
<th></th>
<th>Subject of stereotypes in classroom because of disability</th>
<th>Experienced negative/insulting comments based on disability</th>
<th>Have experienced ableism on campus</th>
<th>Made to feel intellectually inferior on campus because of disability</th>
<th>Feel unwelcomed on campus because of disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>62.3%</td>
<td>62.3%</td>
<td>53.3%</td>
<td>62.2%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Less than once a year</td>
<td>12.3%</td>
<td>15.6%</td>
<td>13.1%</td>
<td>11.8%</td>
<td>11.7%</td>
</tr>
<tr>
<td>A few times a year</td>
<td>9.0%</td>
<td>7.4%</td>
<td>15.6%</td>
<td>10.1%</td>
<td>10.0%</td>
</tr>
<tr>
<td>About once a month</td>
<td>5.7%</td>
<td>5.7%</td>
<td>9.8%</td>
<td>5.9%</td>
<td>5.8%</td>
</tr>
<tr>
<td>A few times a month</td>
<td>4.1%</td>
<td>4.9%</td>
<td>3.3%</td>
<td>4.2%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Once a week or more</td>
<td>6.6%</td>
<td>4.1%</td>
<td>4.9%</td>
<td>5.9%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
We will customize a UNM toolkit for interrupting microaggressions in various spaces on campus (e.g. in classrooms, labs, residence halls, etc).

**Tool: Interrupting Microaggressions**

<table>
<thead>
<tr>
<th>MICROAGGRESSION EXAMPLE AND THEME</th>
<th>THIRD PARTY INTERVENTION EXAMPLE</th>
<th>COMMUNICATION APPROACH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alien in One's Own Land</strong></td>
<td><em>I'm just curious. What makes you ask that?</em></td>
<td><strong>INQUIRE</strong></td>
</tr>
<tr>
<td>To a Latino American: &quot;Where are you from?&quot;</td>
<td><em>I heard you say that all Asians are good in math. What makes you believe that?</em></td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td><strong>Ascription of Intelligence</strong></td>
<td><em>So, what do you believe in? Can you elaborate?</em></td>
<td><strong>Say more about that.</strong></td>
</tr>
<tr>
<td>To an Asian person, &quot;You’re all good in math, can you help me with this problem?&quot;</td>
<td><em>Tell me why.</em></td>
<td><strong>Can you elaborate on your point?</strong></td>
</tr>
<tr>
<td><strong>Color Blindness</strong></td>
<td></td>
<td><strong>It sounds like you have a strong opinion about this.</strong></td>
</tr>
<tr>
<td><em>I don’t believe in race.</em></td>
<td></td>
<td><strong>What is it about this that concerns you the most?</strong></td>
</tr>
<tr>
<td><strong>Myth of Meritocracy</strong></td>
<td><em>So you feel that everyone can succeed in this society if they work hard enough. Can you give me some examples?</em></td>
<td><strong>PARAPHRASE/REFLECT</strong></td>
</tr>
<tr>
<td>&quot;Everyone can succeed in this society, if they work hard enough.&quot;</td>
<td><em>It appears you were uncomfortable when ___ said that. I'm thinking that there are many styles to express ourselves. How can we honor all styles of expression—can we talk about that?</em></td>
<td><strong>Reflecting in one's own words the essence of what the speaker has said. Paraphrasing demonstrates understanding and reduces defensiveness of both you and the speaker. Restate briefly in your own words, rather than simply parroting the speaker. Reflect both content and feeling whenever possible.</strong></td>
</tr>
<tr>
<td><strong>Pathologizing Cultural Values/Communication Styles</strong></td>
<td></td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td>Asking a Black person: &quot;Why do you have to be so loud/animated? Just calm down.&quot;</td>
<td></td>
<td><strong>So, it sounds like you think...</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>You're saying...You believe...</strong></td>
</tr>
<tr>
<td><strong>Second-Class Citizen</strong></td>
<td><em>Responder addressing the group: ____ brings up a good point. I didn’t get a chance to hear all of it. Can ____ repeat it?</em></td>
<td><strong>REFRAME</strong></td>
</tr>
<tr>
<td>You notice that your female colleague is being frequently interrupted during a committee meeting.</td>
<td><em>I’m wondering what message this is sending her. Do you think you would have said this to a white male?</em></td>
<td><strong>Create a different way to look at a situation.</strong></td>
</tr>
<tr>
<td><strong>Pathologizing Cultural Values/Communication Styles</strong></td>
<td></td>
<td><strong>KEY PHRASES:</strong></td>
</tr>
<tr>
<td>To a woman of color: <em>I would have never guessed that you were a scientist.</em></td>
<td></td>
<td><strong>“What would happen if...”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Could there be another way to look at this...”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Let’s reframe this...”</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>How would you feel if this happened to your...”</strong></td>
</tr>
</tbody>
</table>
There is great interest in fall activities. Of those completing the online survey, half indicate their interest in focus groups. 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: decrease in microaggressive 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 penalize those who have committed microaggressions.
- UNM workshops will build community and demonstrate that each of us defines all of us.
Reflect on your daily experiences as a student: taking $\text{CHARGE}^2$ to mitigate your own bias

- **C**- Change your context: is there another perspective that is possible?
- **H**- Be Honest: with yourself, acknowledge and be aware
- **A**- Avoid blaming yourself: know that you can do something about it
- **R**- Realize when you need to slow down
- **G**- Get to know people you perceive as different than you
- **E**- Engage: remember why you are in college, expand your horizons
- **E**- Empower: yourself and your peers

Source: DallaPiazza et al 2018
**INTERRUPT Toolkit [see handout packet]**

[https://diverse.unm.edu/resources/handouts.html](https://diverse.unm.edu/resources/handouts.html)

- **I-** Inquire
- **N-** Non-threatening
- **T-** Take responsibility
- **E-** Empower
- **R-** Reframe
- **R-** Redirect
- **U-** Use impact questions
- **P-** Paraphrase
- **T-** Teach by using “I” phrases

INTERRUPT

- **I- Inquire:** Encourage elaboration, leverage curiosity. “I’m curious, what makes you think that?”

- **N- Non-threatening:** Convey the message with respect. Separate the person from the action or behavior. “Some may consider that statement to be offensive.” Communicate preferences rather than demands. “It would be helpful to me if…”

- **T- Take responsibility:** If you need to reconsider a statement/action, acknowledge and apologize, if necessary. Address microaggressions and revisit them if they were initially unaddressed. “Let’s go back…”

- **E- Empower:** Ask questions that will make a difference. “What could you do differently?”

INTERRUPT

▪ **R-** Reframe: “Have you ever thought about it like this?”

▪ **R-** Redirect: Helpful when an individual is put on the spot to speak for their identity group. “Let’s shift the conversation…”

▪ **U-** Use impact questions: “What would happen if you considered the impact on…”

▪ **P-** Paraphrase: Making what is invisible (unconscious bias), visible. “It sounds like you think…”

▪ **T-** Teach by using “I” phrases: Speak from your own experience. “I felt x when y happened, and it impacted me because…”

SMALL GROUP SESSION

- We will assign you to a small group session
  - Tools: CHARGE²; INTERRUPT; and Interrupting RIMAs

- Your group will examine one case at a time. Discuss the ways in which you would interrupt racial/ethnic, SOGIE (sexual orientation and gender identity and expression), gender/sex, religious, PWD (Persons with Disabilities)-targeted microaggressions and implicit bias

- Plan to share your interventions with the larger group

- You will have 5-10 minutes in each small group session

- Then we will report back to the group by sharing your observations and interventions in the chat (5 minutes)

- We will repeat this to look at the second case, and then the third case+
SCENE 1, A RIMA:

- **Black continuing-generation college student approaches the housing staff at the front desk of the residence hall.**

- **African American student:** “Hey, some one made a picture of a noose with the letters ‘NGH’ in the trash bin by the exit. It was there when I left this morning and it’s still there.”

- **Housing Staff at Front Desk (white first-gen female):** What are you talking about? There is graffiti on that trash bin all of the time!

- **African American student:** “Well, I am not sure you are aware NGH is a racial slur”

- **Housing Staff at Front Desk:** “You know we are really busy now. And every negative comment has been made about every race has been written on there.”

- **RD (first-gen Latina) overhears the exchange.**

TRIGGER WARNING!

We will briefly show the image in the next slide.
SCENE 2, Interrupting RIMAs:

- **African American student**: “Hey, some one made a picture of a noose with the letters “NGH” in the trash bin by the exit. It was there when I left this morning and it’s still there.”

- **Housing Staff at Front Desk (white first-gen female)**: What are you talking about? There is graffiti on that trash bin all of the time!

- **African American student**: “Well, I am not sure you are aware NGH is a racial slur”

- **Housing Staff at Front Desk**: “You know we are really busy now. And every negative comment has been made about every race has been written on there.”

- **RD (first-gen Latina) overhears the exchange.**

- **INTERRUPT:**
  - **AA Student**: Can you please call maintenance?
  - **Residence hall director (RD)**: I will report this. You should take a picture and report it as well.
Black male continuing-gen college student: “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: “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

*****

Group session:
- What RIMAs are present?
- Delineate ways to interrupt RIMAs

CASE 1
Exclusion of BIPOC (Black, Indigenous and People of Color, to include AAPI, Latinx, and multiracial authors) scholarship in syllabus
White continuing-gen Professor: “Share one interesting fact, or reflection you had from the reading?”

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

Maria (first-gen college Latina): (looks uncomfortable) “Ummm…”

***

Group session:
- What RIMAs are present?
- Delineate ways to interrupt RIMAs
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.

**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 misgenders 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.

**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](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 LGBQ folks are 5 times higher than the national average. For trans folks, 41% experience at least one suicide attempt in their lives.

Heterosexual people may experience prejudice because of their relationships (interracial, differing religions, socioeconomic differences). But they are never asked to hide who they are, only who they love.

This mentality is 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 3
Ben shares with his colleagues that he is transgender: a true story; with comments from LGBTQ-RC Director, Frankie Flores
First-gen college Advisor: “Come in”

First-gen Student with a Disability: (comes in and take 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?”

Group session:
- What RIMAs are present?
- Delineate ways to interrupt RIMAs
Dr. Velada, a woman of color who earned her Ph.D. in biomedical engineering recently began working as a research scientist in a prominent laboratory on North Campus.

She is expecting delivery of new equipment.

The white Latino vendor is taken aback when he asks her for “Dr. Velada”, and she indicates, “Yes, I am Dr. Velada”.

A long-time Native American senior staff member overhears the vendor’s remarks, “Are you sure you belong here? Are you a real doctor?”
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.

- Department-level suggestions:
  - Create a centralized repository on the History department’s website for faculty publications related to social justice, human rights, race/ethnic studies, & or other topics relevant to promoting diversity, equity & inclusion for History’s academic community
  - Distribute book list provided by the Provost during the #STEM Strike (summer 2020)
  - Meet with majors & grad students to hear and begin to address their concerns
  - Work with your department’s majors & grad students to seek input and ideas for events
Additional department-level suggestions:

- Create a regularized climate survey for students, faculty and staff in your department
- Work with Ombuds to develop and codify community norms in your department
- Consider investing in ongoing diversity education for students, faculty and staff
- Add preferred criteria for hiring for both faculty and staff positions. Sample wording: “We seek candidates who have a demonstrated and sustained commitment to promoting diversity, equity, accessibility, and inclusion and who have organic relationships with Black, Indigenous and People of Color (BIPOC) and PWD communities.” You may wish to require candidates to speak to these qualities as a part of their application process.
- Create a diversity values statement & display on your website’s homepage if possible.
- Encourage formation of equity & inclusion committee (student, staff, fac)
- Other ideas?
Conclusion

- We appreciate the opportunity to discuss RIMAs, and ways to reduce the impact of RIMAs implicit bias in your class.
- We are happy to stay in touch with you over the next several months as you explore the suggested “next steps”
- Hope to see you at upcoming RIMA workshops this fall
- Our RIMA report will be posted on the DEI website this summer
- THANKS again for participating!
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 (DEI) Acronyms

- Black, Indigenous and People of Color (BIPOC), to Include Asian/API, Latinx, & Others
- Diversity, Equity, Accessibility & Inclusion (DEAI)
- Institutional Ethnography of UNM (IEUNM)
- Lesbian, Gay, Bisexual/Pansexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA)
- Liaisons for Equity, Advocacy & Diversity (LEAD) Council of Associate Deans for Diversity (& related titles)
- 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)
- Queer and Trans People of Color (QTPOC)
- 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)
*SHAC
*TAO-Therapy Assistance Online
*EthicsPoint
*AGORA Crisis Care
*CARS

See links for these critical campus resources

- [http://shac.unm.edu/services/mental-health/index.html](http://shac.unm.edu/services/mental-health/index.html)
- [https://thepath.taoconnect.org/local/login/home.php](https://thepath.taoconnect.org/local/login/home.php)
- [http://compliance.unm.edu/resources/ethics-toolkit/index.html](http://compliance.unm.edu/resources/ethics-toolkit/index.html)
- [http://www.agoracares.org/](http://www.agoracares.org/)
- [https://cars.unm.edu/](https://cars.unm.edu/)
DEI Incomplete References:


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


Thank you!

WE INVITE YOU TO CONTACT US:

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DIVISION FOR EQUITY & INCLUSION

Institute for Study of “Race” and Social Justice
race.unm.edu

Men of Color Initiative (MOCI)