VPEI ASSATA ZERAI’S BIOGRAPHY

Dr. Zerai is Professor of Sociology & Vice President for Equity and Inclusion (VPEI) at UNM. 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 RIMA Survey PI. Zerai is Prof Emerita at the University of Illinois at Urbana Champaign, where she served from 2002-2019. A decolonial feminist scholar, she has published 5 books spanning multiple topics including cultural inclusivity; MCH; African women’s access to safe water, sanitation, & mobile technology; & making the work of marginalized scholars more accessible.

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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.
Dr. Teresa Y. Neely (her, hers, she) was born and raised in York, SC. Neely provides leadership and planning for assessment in the College including implementing DEI initiatives; and is the author/co-editor of seven books and conference proceedings, numerous scholarly and peer-reviewed articles, and other academic works. Her most recent publications include *In our own voices, redux: The faces of librarianship today* (Rowman & Littlefield 2018), co-edited with Jorge Ricardo López-McKnight; and “I am my hair, and my hair is me: #BlackgirlMagic in LIS,” in *Pushing the margins: Women of color and intersectionality in LIS* (Chou & Pho 2018), the 2019 winner of the ACRL women and gender studies section award for significant Achievement in Women and Gender Studies Librarianship. Her most recent presentation, “The Doubling of Oppressions: Sexism and Racism in LIS,” was a panel presentation at the 2020 American Library Association. Neely received her MLS and PhD degrees in library and information science (LIS) from the University of Pittsburgh, and her research and scholarly interests include diversity and leadership in librarianship, 19th century banking practices and procedures, user designed data sets (Native American and African American hip-hop lyrics), digital humanities and text analysis, assessment in research libraries and higher education, and spaces for people and paper in academic libraries.
After graduating from UNM Ms. Jenrette worked as a programmer/analyst for contractors to Sandia National Laboratories, the Department of Energy, and the City of Albuquerque. She worked at the Public Service Company of New Mexico (PNM) for 12 years prior to returning to UNM as an employee.

Mónica worked with the STEM collaborative center upon returning to UNM and she is currently working for the division for equity and inclusion (50%), the office of student affairs, the APLU students experience project, and the NSF ECURE grant (50%).
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<th>TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS</th>
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### Alien in One’s Own Land

To Latinos or AAPI folks from U.S.: “Where are you really from?”

“I’m just curious. What makes you ask that? I already told you that I am from Colorado.”

**INQUIRY:**
Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.

**KEY PHRASES:**
- “Say more about that.”
- “Can you elaborate on your point?”
- “It sounds like you have a strong opinion about this. Tell me why.”
- “What is it about this that concerns you the most?”

### Ascription of Innate Ability versus Hard Work:

To an AAPI person, “Of course you got an ‘A’, you are Asian!”

“It sounds like you think I get A’s because I am AAPI, and not because I studied. What makes you believe that?”

**PARAPHRASE & REFLECT:**
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.

**KEY PHRASES:**
- “Say more about that.”
- “Can you elaborate on your point?”
- “It sounds like you have a strong opinion about this. Tell me why.”
- “What is it about this that concerns you the most?”

### Color-Evasive Racism:

“I don’t see race.”

“When you say that, it does not acknowledge my experiences, culture, [if applicable:] and language.”

**PARAPHRASE & REFLECT:**
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.

**KEY PHRASES:**
- “Say more about that.”
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### Myth of Meritocracy:

“Everyone can succeed in this society, if they work hard enough.”

“So, you feel that everyone can succeed if they work hard enough. Can you share examples?”

**REFRAME:**
Create a different way to look at a situation.

**KEY PHRASES:**
- “So, it sounds like you think…”
- “You’re saying…”
- “You believe…”

### Pathologizing Expression & Communication Styles:

To Black student, “Why do you have to be so loud/animated? Just calm down.”

“It appears you were uncomfortable when ___ said that. I’m thinking that there are many styles to express ourselves. Let’s talk about how we can honor all styles of expression.”

**REFRAME:**
Create a different way to look at a situation.

**KEY PHRASES:**
- “What would happen if ….??”
- “Could there be another way to look at this…?”
- “Let’s reframe this…”
- “How would you feel if this happened to your _____?”

### Second-Class Citizen

You notice that your female colleague is frequently interrupted during a meeting

“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?”

**REFRAME:**
Create a different way to look at a situation.

**KEY PHRASES:**
- “What would happen if ….??”
- “Could there be another way to look at this…?”
- “Let’s reframe this…”
- “How would you feel if this happened to your _____?”

### Assumptions about intelligence and academic success

To a BIPOC woman: “I would’ve never guessed that you are a scientist.” Or: “You read well!”

“I’m wondering what message this is sending her. Do you think you would have said this to a White male?”

**INQUIRY & ACCURATE INFO:**

**KEY PHRASES:**
- “What does a scientist look like?”
- “She has a Ph.D.; she should be able to read well!”

Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBron (2008); Peavey (2003); Sue (2010); Annamma et al (2017).
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| **Myths about Meritocracy** | **“How might we consider and mitigate the impact of implicit bias to ensure that we have a fair hiring process in regards to gender and race?”** | **STRATEGIC QUESTIONS:**  
Ask the speaker to elaborate. This will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.  
**KEY PHRASES:**  
“Say more about that.”  
“Can you elaborate on your point?”  
“It sounds like you have a strong opinion about this. Tell me why.”  
“What is it about this that concerns you the most?” |
| **Unsolicited comments to Black student from a White student: “I think Affirmative Action is unfair”** | **“How does what you just said honor your colleague?”** | **REDIRECT:**  
Shift focus to a different person  
**KEY PHRASES:**  
“Let’s shift the conversation…”  
Let’s open up this question to others…”  
“Let’s consult the academic literature on this one instead of relying on opinions.” |
| **Attending physician to BIPOC woman medical student in response to her presentation in which she proposed a new treatment: “I didn’t know you were smart!” (despite fact that she spoke up as much as male students during rounds that week)** | **“What impact do you think your statement has on this student and on dynamics among medical students? Have you considered taking the gender and science implicit associations test? How might you rephrase your feedback next time?”** | **STRATEGIC QUESTIONS:**  
Asking questions to help speaker find language that does not marginalize on basis of race and class. Provides a learning opportunity on the power of words and the way we use them. |
| **Representative for the Entire Race (or SOGIE or PWD)** | **“June, we would love your opinion, as much as we would appreciate opinions from the rest of class; in fact, let us open up this question to the entire class and then take a look at informed perspectives from the literature.”** | **ACKNOWLEDGEMENT OF EXPERIENCE:**  
Being an upstander means acknowledging experiences of individuals experiencing RIMAs and offering to serve as an ally and advocate. We must confront hate speech head on. |
| **U.S.-born AAPI student whose heritage is from Japan being expected to comment on Chinese culture** | **Second Class Citizen** | **Calling things “ghetto”; other examples include calling things “white trash”.**  
Asking questions to find language that does not marginalize on basis of race and class. Provides a learning opportunity on the power of words and the way we use them. |
| **“I have been called a [SOGIE expletive] by fellow students on several occasions. This typically happens in residence halls after hours”** | **To affected student: “I am sorry to hear that, [name]. Would you like us to host a SafeZone (SOGIE awareness) workshop in your residence hall?” To individual committing RIMA: “That language is offensive and unacceptable”** | **ACKNOWLEDGEMENT OF EXPERIENCE:**  
Being an upstander means acknowledging experiences of individuals experiencing RIMAs and offering to serve as an ally and advocate. We must confront hate speech head on. |
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<td><strong>Lack of Bystander Intervention</strong></td>
<td><strong>On part of classmates:</strong> BIPOC student uncomfortable being put in the situation of confronting use of “n word” when they did not witness this.</td>
<td>“Thank you for bringing this to my attention. It is a bit taxing for you to expect me to intercede when I wasn’t even there when it happened. You can file an ethics point grievance or tell our professor.”</td>
<td>INQUIRY &amp; ACCURATE INFO: It is not the job of BIPOC students to intercede when someone uses a racial epithet. There are university and legal processes to handle this and even federal procedures to investigate hate speech. KEY PHASES: “Let us help you find more appropriate parties to whom to report your concerns.”</td>
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<td><strong>On part of faculty:</strong> When BIPOC, WOC, women student(s) report academic bullying &amp; harassment from other students during group work</td>
<td>“It is vital that we create an inclusive process for group work. Research shows that diverse groups can create the best outcomes. Your colleagues will assess your group work participation.”</td>
<td>INQUIRY &amp; ACCURATE INFO: Share studies providing evidence of strength of diverse work groups. Model an effective group work process by discussing RIMA survey results and asking class to devise a rubric for inclusive group work.</td>
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<td><strong>On part of university administration:</strong> Faculty delays or dismals of requests for academic accommodations from PWD</td>
<td>Send out regular reminders of policy regarding accommodation requests. Set up a procedure to check a sample of departments annually to assess success with providing accommodations.</td>
<td>ACCURATE INFO: Notification of policy and acting on policy (and ADA) violations. Enhancing compliance by assessing units. Remind faculty that all students deserve equitable access to education.</td>
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<td><strong>SOGIE-Evasive Trans/homophobia</strong></td>
<td>“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...”</td>
<td>“According to Youth Risk and Resilience Survey (YRRS) data for NM, in 2017 6.3% identified along the trans spectrum. This means that in a student body of 20,000 it is possible that over 1,000 students are transgender. In order to enhance inclusiveness, we need to do all that we can to make sure everyone feels they belong.”</td>
<td>ACCURATE INFO: A 2016 survey indicates that .6% of U.S. adults are transgender. However, it is severely underreported, as shown by recent YRRS data. The suicide rates for LGBQIA folks are 5 times higher than the national average. For trans folks, 41% attempt suicide at least once. Transphobia and acting to interrupt it is a matter of life and death.</td>
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<td>“Being misgendered regularly despite having my pronouns worn or in my zoom name”</td>
<td>“Hey _____, I don’t know if you’re aware, but they actually use they/them pronouns. I wanted to let you know before you make a mistake. We would hate for [name] to have a negative experience.”</td>
<td>INQUIRY &amp; ACCURATE INFO: Ask whether individual committing RIMA is aware of target’s preferred pronouns. Organize a SafeZone workshop; share Dr. Ben Barres’ story <a href="https://mitpress.mit.edu/books/autobiography-transgender-scientist">https://mitpress.mit.edu/books/autobiography-transgender-scientist</a></td>
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ACRONYMS: AAPI-Asian/Asian American and Pacific Islander; BIPOC-Black and Indigenous People of Color; LGBQIA-Lesbian, Gay, Bisexual/Pansexual, Transgender, Queer/Questioning, Intersex, Asexual PWD-Persons with Disabilities; RIMA: Racial and Intersectional Microaggression; SOGIE-Sexual Orientation, Gender Identity or Expression; YRRS-Youth Risk and Resilience Survey

CONSIDERATIONS (from Harwood et al 2010):
• The communication approaches are most effective when used in combination with one another, e.g., using impact and preference statements, using inquiry and paraphrasing together, etc.
• Separate the person from the action or behavior. Instead of saying “you're racist”, try saying “that could be perceived as a racist remark”. Being called a racist puts someone on the defensive and can be considered “fighting words”.
• Avoid starting questions with “why”; it puts people on the defensive. Instead try “how” or “what made you ....”.
• When addressing a microaggression, try to avoid using the pronoun “you” too often—it can leave people feeling defensive and blamed. Use “I” statements describing the impact on you instead or refer to the action indirectly, e.g., “when ___ was said ...” or “when ___ happened ...”.
• How you say it is as critical as what you say, e.g., tone of voice, body language, etc. The message has to be conveyed with respect for the other person, even if one is having a strong negative reaction to what's been said. So it is helpful to think about your intention when interrupting a microaggression, e.g., do you want that person to understand the impact of his/her action, or stop his/her behavior, or make the person feel guilty, etc. Your intention and the manner in which you execute your intention make a difference.
• Sometimes humor can defuse a tense situation.

HANDOUT LINK: https://goto.unm.edu/usx02