Interrupting Racial & Intersectional Microaggressions (RIMAs) on Campus

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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.
Environmental or Institutional RIMAs

- 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.
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.
<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>White and Hispanic</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><strong>American Indian/Indigenous</strong></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><strong>Asian American</strong></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><strong>Black or African American</strong></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><strong>Hispana/o/Latinx</strong></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><strong>Middle Eastern/North African</strong></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><strong>Native Hawaiian</strong></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><strong>Other</strong></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><strong>White</strong></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><strong>White and Hispana/o/Latinx</strong></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><strong>&quot;BIPOC&quot; selected</strong></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
<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>0.001</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>0.043</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></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>29.3%</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>29.3%</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.
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.”
“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.”
Advisement of BIPOC Student with Disabilities Gone Awry

“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.”
“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'”
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>
</tr>
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<tbody>
<tr>
<td><strong>RIMA THEME AND EXAMPLE</strong></td>
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<tr>
<td><strong>THIRD PARTY INTERVENTION EXAMPLE</strong></td>
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<td><strong>COMMUNICATION APPROACHES</strong></td>
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<td>Alien in One’s Own Land</td>
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<td>Ascription of Innate Ability versus Hard Work:</td>
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<td>Color-Evasive Racism:</td>
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<tr>
<td>Myth of Meritocracy:</td>
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<td>Pathologizing Expression &amp; Communication Styles:</td>
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<tr>
<td>Second-Class Citizen</td>
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<tr>
<td>Assumptions about intelligence and academic success:</td>
</tr>
<tr>
<td>Sources: Harwood et al (2010); Zerai et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBaron (2008); Peavey (2003); Sue (2010).</td>
</tr>
</tbody>
</table>
Workshop Appetizer: Small Group Session

- Take a look at the handout, “Tool-Interrupting RIMAs” [https://diverse.unm.edu/resources/handouts.html](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.
CASE 1 (a compilation of concerns expressed and adapted from Harwood et al 2010)

**Dr. Zerai:** Narrator

**Dr. Neely:** AA Medical Resident

**Dr. López:** Latina Attending Physician

**Dr. Mechler:** White staff member

**SCENE 1, A RIMA:**

- **AA Medical Resident** approaches the staff at the front desk of the department.
- **African American 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.”
- **White staff member:** “What are you talking about? There is graffiti on that trash bin all of the time!
- **AA Med Res:** “You do realize NGH is a racial slur?”
- **White Staff at Front Desk:** “You know we are really busy now. I cannot help you.”
- **Latina Attending Physician** is within earshot of this conversation.

TRIGGER WARNING! We will briefly show the image in the next slide.
CASE 1
(a compilation of concerns expressed)

Dr. Zerai: Narrator

Dr. Neely: AA Medical Resident

Dr. López: Latina Attending Physician

Dr. Mechler: White staff member

SCENE 1, A RIMA:

- **AA Medical Resident** approaches the staff at the front desk of the department.

- **African American 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.”

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

- **White staff member**: “You do realize NGH is a racial slur?”

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

- **Latina Attending Physician** is within earshot of this conversation.
CASE 1
PONDER

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

SCENE 1, A RIMA:

- **AA Medical Resident** approaches the staff at the front desk of the department.
- **African American 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.”
- **White staff member:** “What are you talking about? There is graffiti on that trash bin all of the time!
- **AA Med Res:** “You do realize NGH is a racial slur?”
- **White Staff at Front Desk:** “You know we are really busy now. I cannot help you.”
- **Latina Attending Physician** is within earshot of this conversation.
SCENE 2, Interrupting RIMAs:

- **AA Medical Resident** approaches the staff at the front desk of the department.
- **African American 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.”
- **White staff member**: “What are you talking about? There is graffiti on that trash bin all of the time!
- **AA Med Res**: “You do realize NGH is a racial slur? It’s not just graffiti.”
- **White Staff at Front Desk**: “You know we are really busy now. I cannot help you.”
- **Latina Attending Physician** is within earshot of this conversation.
- **INTERRUPT:**
  - **AA Medical Resident**: This is important. Can you please call maintenance?
  - **Latina Attending Physician**: I will report this. Dr. Neely, You may wish to take a picture and report it as well.
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 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.

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

Comments from LGBTQ-RC Director, Frankie Flores:
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.

Inclusion today is the key to innovation tomorrow. Our efforts will help us to produce leaders in the work force who enhance equity and inclusive excellence in their respective fields.
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.


References continued

References continued

- 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
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, & Latinx/Chicano/Hispano
Vice President for Equity and Inclusion (VPEI)
Thank you!

LGBTQ Resource Center
505.277.54288
lgbtqrc@unm.edu

DIVISION FOR EQUITY & INCLUSION

Institute for Study of Race and Social Justice

505.277.1238
DIVERSE@UNM.EDU
DIVERSE.UNM.EDU

Men of Color Initiative (MOCI)
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