

FEMDAC JULY TRANSNATIONAL SUMMIT

AGENDA 12 -14

JULY LOCATION:

PREMIER HOTEL

UMHLANGA

<https://www.premierhotels.co.za/hotels/kwazulu-natal/umhlanga/>

DATE

July 2023

12 - 14 July

Transnational
Symposium

ACTIVITY

- Final Symposium: Provisional Title: Developing Women's Research and Curriculum Leadership Capacity in the Context of Decolonising Curricula in international Contexts (3 full days) July 2023
 - DESC session on academic woundedness (method of processing workshop)
 - FEMDAC Gender and Racial Microaggressions survey results and workshop
 - Participants presentations (SA/US participants to find space and time to connect)
 - Curriculum development tools and resources)
 - Transnational FGDs with participants
 - Curriculum development workshop
 - Open workshop/forum (decolonizing mental health/wellness)
 - Exhibition of arts-based artifacts

Day 1:
12 July

- Day 1:** 07h30 - 09h00: Breakfast
- Wednesday** 09h00 - 11h00: Welcome, introductions and teambuilding [SM]
- 11h00 - 11h30: Tea break
- 11h30 - 13h00: Revisit FEMDAC conceptual framework (interactive session); Dr. Carolissen and Dr. Sader will provide theoretical overview and brief summary. Group discussion of important readings in the field.
- 13h00 -14h00: Lunch break
- 14h00 - 15h30: Interrupting microaggressions workshop (AZ, TYN, & LM)
- 15h30 - 16h00: Tea break
- 16h00 - 17h00: Cultural activity
- 19h30: Dinner at Premier Hotel Umhlanga

Day 2:
13 July

Day 2: Thursday	<p>07h30 - 09h00: Breakfast</p> <p>09h00 - 10h00: Teambuilding arts-based activity</p> <p>10h00 - 10h30: Tea break</p> <p>10h30 - 13h00: Navigating academic woundedness</p> <p>13h00 -14h00: Lunch break</p> <p>14h00 - 15h00: Edited book update with the editors. The session is organized as a professional development opportunity.</p> <p>15h00 - 15h30: Tea break</p> <p>15h30 - 17h30: Participants presentations and performance (SA/US Dr. Nekita Thomas, Dr. Teresa Y. Neely, Dr. Janice Marie Collins)</p> <p>19h30: Dinner at the Premier Hotel Umhlanga</p>
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Day 3:
14 July

Day 3:

Friday

07h30 - 09h00: Breakfast

09h00 - 10h00: Check in/reflections:
Looking Back and Looking Forward

10h00 - 13h00: Decolonising the
Curriculum

Tea break in between

13h00 - 14h00: Lunch break

14h00 - 17h00: Open seminar/forum
(decolonizing mental health/wellness) &
Exhibition of arts-based artifacts

19h30: Dinner at the
Premier Hotel Umhlanga

**Access to
reading
materials**

Durban Transnational Summit resources

link <https://drive.google.com/drive/folders/1C-aoK7qBw9USLutrvuWAGByMQGp3EZDs?usp=sharing>



*Black Women Academics in the
U.S. & South Africa Deploying
Principles of Feminist
Decoloniality as Care (FEMDAC) to
Confront Experiences with
Microaggressions*

Presentation for the FEMDAC Transnational Summit, 12 July 2023

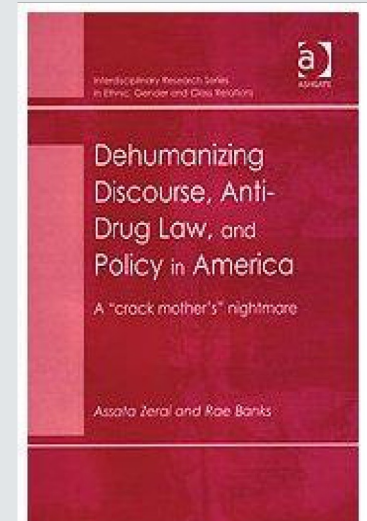
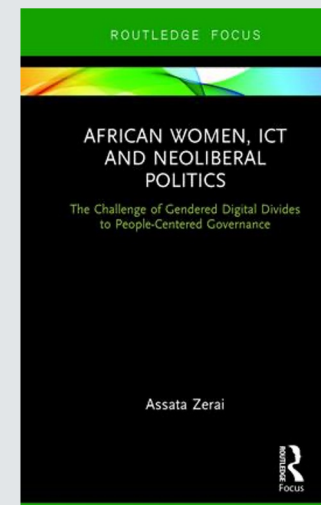
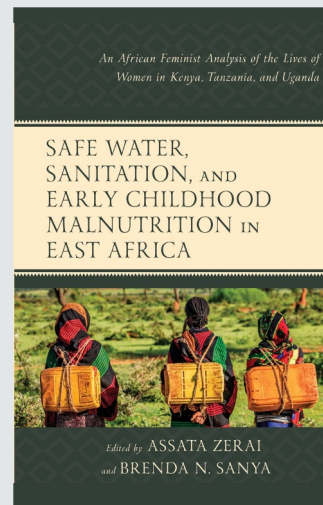
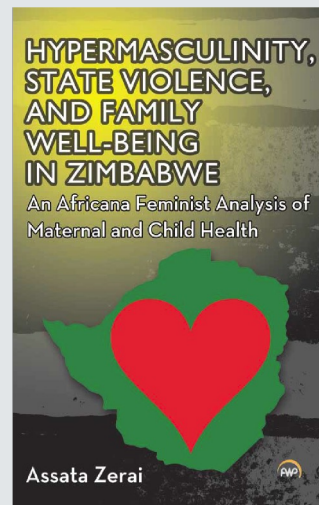
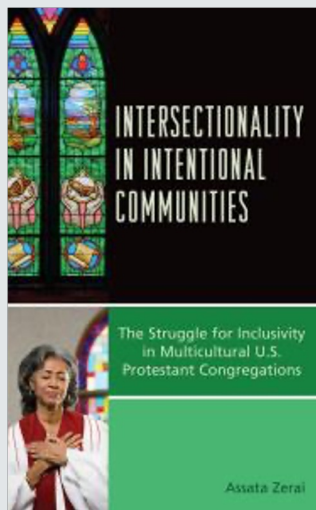
Assata Zerai, Ph.D., GIMA PI; Vice President for Equity and Inclusion; Professor of Sociology,

GIMA Co-Investigators: Mariann Skahan, M.A.; ABD; Mónica Jenrette, B.B.A. | The University of New Mexico

Co-Presenters: Relebohile Moletsane, Ph.D., Professor and JL Dube Chair in Rural Education, School of Education, University of KwaZulu-Natal and Teresa Y. Neely, Ph.D., MLS, Professor of Librarianship, Special Assistant to the Dean for Equity, Diversity, and Inclusion, College of University Libraries & Learning Sciences, The University of New Mexico; with support from Mariann Skahan, Ph.D. candidate in the Department of Anthropology at the University of New Mexico.

Professor Assata Zerai's Biography

Assata Zerai, Ph.D. is professor of sociology & vice president for equity & inclusion at University of New Mexico and visiting professor in the School of Human and Community Development at University of the Witwatersrand. Zerai leads, resources, & documents improvements in equity & inclusion at UNM. Zerai is professor emerita of sociology at the University of Illinois at Urbana Champaign, where she served from 2002-2019, and held posts most recently as associate provost & associate chancellor. A decolonial feminist scholar, she has published 5 books spanning multiple topics: BIPOC and LGBTQ+ inclusivity in U.S. Protestant churches; MCH; access to safe water, sanitation, mobile technology; & enhancing access to the work of women and nonbinary scholars in Southern and East Africa. She is writing her 5th monograph, *Black Feminist Interventions to Decolonize the Westernized University* (Rowman & Littlefield).



Professor Relebohile Moletsane's Biography

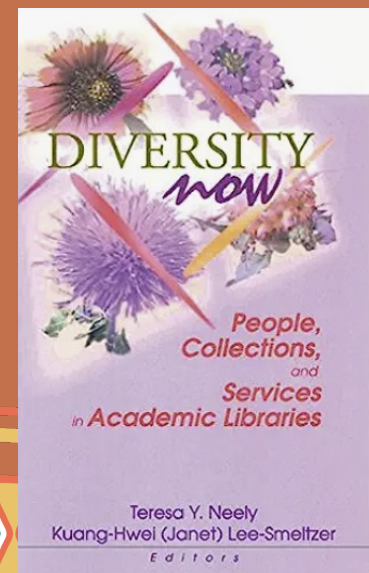
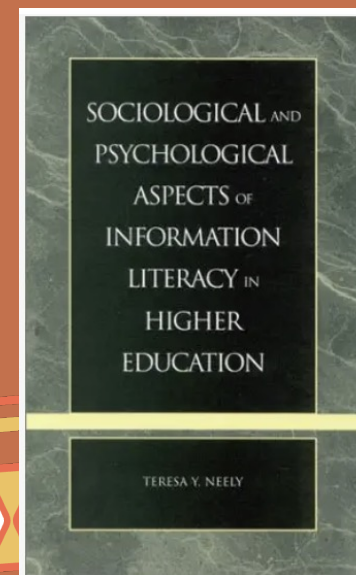
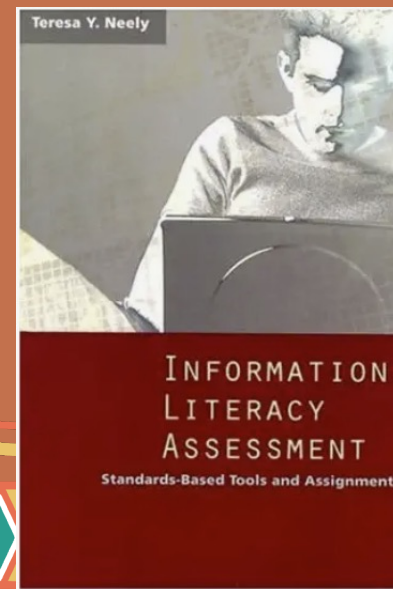
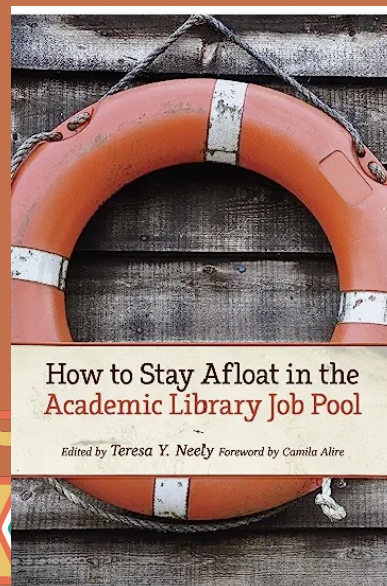
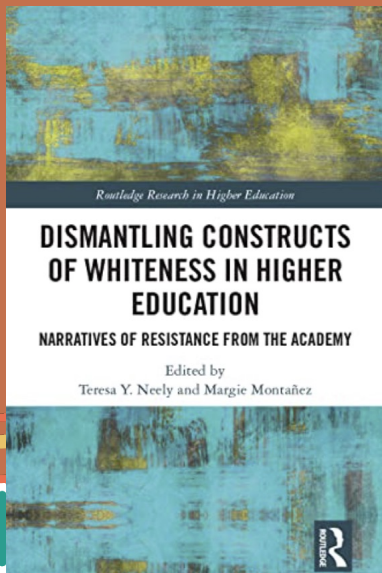


Relebohile Moletsane is Professor and the JL Dube Chair in Rural Education in the School of Education and Pro Vice Chancellor:

Social Cohesion at the University of KwaZulu-Natal. Moletsane's research focuses on the use of participatory visual methodology with marginalised communities, rural education and development, girlhood studies, gender-based violence and sexual and reproductive health and rights (SRHR). Her current projects focus on addressing sexual violence with girls and young women in rural communities. She is co-editor (with Claudia Mitchell) of the 2018 book, *Disrupting Shameful Legacies: Girls and Young Women Speak Back Through the Arts to Address Sexual Violence*. Rotterdam: Brill/Sense Publishers; co-editor (with Lisa Wiebeisek, Astrid Treffry-Goately and April Mandrona) of the 2021 book: *Ethical Practice in Participatory Visual Research with Girls and Young Women in Rural Communities*. New York; Oxford: Berghahn Books; and co-editor (with Claudia Mitchell and Katarina Giritlin) of an upcoming book: *Where am I in the Picture? Researcher Positionality in Rural Studies*. Toronto: University of Toronto Press.

Dr. Teresa Y. Neely's Biography

Dr. Teresa Y. Neely (her, hers, she) was born and raised in York, SC, and is Professor of Librarianship, and Special Assistant to the Dean for Diversity, Equity and Inclusion in the College of University Libraries and Learning Science (CULLS) at the University of New Mexico. Neely provides leadership SUPPORT FOR GRANTS IN CULLS, for DEI initiatives, and is the author/co-editor of eight books and conference proceedings, numerous scholarly and peer-reviewed articles, and other academic works. 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 (Beyoncé; 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. Reach her @hrhtyn on Instagram, TikTok, & Twitter.



Ms. Mariann Skahan's Biography

Mariann Skahan is a Ph.D. candidate in the Department of Anthropology at the University of New Mexico.



In her dissertation, "Language Education and Revival on the Jicarilla Apache Nation," Skahan focuses on the impact of historical and current language and educational policies on heritage language use for the Jicarilla Apache community. The dissertation offers a critical analysis on the impact of Native American educational policies and examines current community-based initiatives to de-colonize past educational trauma.

Skahan brings her prior experience working in higher education where she managed student programs supporting underserved/underrepresented populations and improving the matriculation of women in STEM. Skahan is passionate about educational access and equity for all constituents.

*Black Women
Academics in the U.S.
and South Africa
Deploying Feminist
Decoloniality as Care
to Confront Experiences
with Microaggressions*

Presentation Outline

- Feminist Decoloniality as Care (FEMDAC) project
- Racial and intersectional microaggressions (RIMAs) definition and examples
- Relevance of microaggressions literature to experience of Black women faculty working in higher education
- Research methods and design
- Study results
- Agentic responses to RIMAs
- References and other resources

Introduction: Black Women Academics Confronting Experiences with Racial and Intersectional Microaggressions (RIMAs)

- While several studies detail the experiences of university students with racial and gender harassment, bullying, and microaggressions (Finchilescu and Dugard 2018; Nadal, et al 2013; Lewis, et al 2021; Sue 2010), there are few that explore these phenomena among Black women faculty members in higher education transnationally.
- This presentation makes a novel contribution by examining Black women's agentic responses to marginalizing experiences in higher education.
- Black women's extraordinary efforts to succeed in westernized universities built on the subjugation of and from the labor of their ancestors, awareness raising about their negative experiences, and strategies to change colleagues' behaviors defy business as usual in higher education.
- "Neoliberalism, Gender and Curriculum Transformation in Higher Education" is a multi-sited project led by Professor Relebohile Moletsane (2019) who partners with Black women to support their academic and scholarly success.
- Today, I review results of a survey administered to participants to document Black women faculty members' experiences and explore the effectiveness of interventions designed by Moletsane's Feminist Decoloniality as Care (FEMDAC) investigators from three universities in South Africa and two in the U.S.

Defining Racial & Intersectional Microaggressions

- Racial & intersectional microaggressions are defined as brief and commonplace daily verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative racist and sexist slights and insults toward minoritized groups. They thus impede inclusive cultures 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 women academics emotionally and physically (Pierce 1969, 1970, 1974; Solorzano 1998; Sue, et al 2003; Sue 2010).
- This project adds to the microaggressions literature (Sue et al 2007; Lewis 2019) by documenting how such experiences are shared by *faculty* who are Black (in South African context, this includes African, Chinese, Indian and Coloured individuals), women/nonbinary, persons with disabilities (PWD), and who are lesbian, gay, bisexual, transgender, queer/questioning, intersex and asexual (LGBTQIA).
*...and **may be amplified** given that Black women occupy **a combination** of these intersecting social locations*
- In this analysis, I examine both gender-related intersectional microaggressions (GIMAs) alongside RIMAs.
- We turn to FEMDAC survey participants who aptly define GIMAs & RIMAs in higher ed.

Black woman academic confronted by male supervisor who indicated that she needed to manage her interactions due to her appearance

“In a conversation with my male supervisor ... I was told that I needed to be mindful of my interaction with men on the campus because I was attractive. This happened ... as part of a 1:1 meeting. It made me feel like I was the problem, and that job advancement was conditional upon not being seen as promiscuous.” – U.S. colleague

Often such acts lead to survivors entering a pattern of ruminating:

- Was I just sexually harassed? Was this a verbal assault?
- Did this perpetrator target me as a woman, African American, or both?
- Is this based on his own perceptions or have others come forward?
- Is it even worth it to report this problem?

Black woman academic experiencing a verbal assault by male supervisor who indicated that she needed to manage her interactions due to her appearance

- This is an example of a gender & intersectional microaggression (GIMA)
- *Regardless of the intention of perpetrator(s), this faculty member reports a verbal harassment.*

Consider: What impact might this experience have on you if you were targeted by this or a similar GIMA?

Gender-related racial verbal harassment is a conscious action meant to demean a person through deliberate and overt gendered racial discrimination; in this case it is a verbal attack against this Black woman colleague's character.

Black woman academic experiencing a verbal assault by male supervisor who indicated that she needed to manage her interactions due to her appearance

Gender-related racial harassment is a *conscious* action meant to demean a person through deliberate and *overt* gendered racial discrimination; in this case it is a *verbal*, and as often happens, the source of the aggression is unclear.

- The possibility of multiple perpetrators and their hidden identities and motives add to potential negative effects experienced by this colleague [via communicating that she is not welcome to show up as her whole self and doesn't belong.]
- Note that part of the insidious nature of this harassment is that without interventions, the faculty member may continue to ruminate on the incident.

Reflections on comments by white colleagues who see faculty member as an exceptional Black female

“Sometimes it comes in the form of a supposed compliment. ‘Wow, you are doing so well! We are so proud of you as one of our leading Black woman academics’. I think these two aspects of race and gender are often inseparable and reinforce the idea that Black women are not expected to perform well.”

–South African colleague

Participant remarks on the intersectional nature of this insult, delivered as a so-called ‘compliment’:

- She is referred to by her race and gender
- “Pride” in her accomplishments may imply a hierarchical relationship, versus a peer relationship
- Why wouldn’t her colleague view high achievement as the norm among Black women academics?
- RIMAs are often stated in the form of compliments; e.g., “You are articulate!”

Types of Racial, & Intersectional Microaggressions (RIMAs)

- Gender|Racial-regional|PWD|LGBTQIA **insults**, e.g. “You speak/read well”
 - Rude and insensitive actions or comments that insult women/non-binary, BIPOC, PWD, QT by signaling that the individual is considered inferior to a white male counterpart, less intelligent, a second-class citizen, and [for some groups: given to behavior and criminality inscribed upon race]. Often unconscious.
- Gender|Racial|PWD|LGBTQIA **invalidations** (related to the myth of meritocracy and color- and gender-evasive racism and sexism), e.g., “sexism is not relevant here. If you work hard you will succeed” or “he didn’t mean anything by it” (aggressive behavior toward female scholar); “If you are going to succeed, you cannot be so sensitive!”
 - Actions or comments that negate or ostracize women/nonbinary, BIPOC, PWD, QT lived realities. (Denying gendered, racialized, ableist, homophobic and transphobic experiences). Often unconscious.
- Gender|Racial|PWD|LGBTQIA **assaults** – similar “old fashioned racism”, e.g., lynching threat against Black Studies Director, & Trans folx nationally and internationally - explicit (not implicit); another e.g.: RAGTIME-human waste left in black man’s car by white perpetrator
 - 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

Context for study of RIMAs & GIMAs among FEMDAC participants & response rates:

Locations of online survey participants (grey font: participant institutions only; black font: institutions that host both FEMDAC leadership and participants)

FEMDAC UNIVERSITIES & FACULTY TITLES	
South Africa (<i>Participants & Staff: MA, PhD candidates, PhD, instructors; Leaders: lecturers, & full & endowed professors</i>)	United States (<i>Participants & Staff: MA, PhD candidates, assistant professors & independent researcher; Leaders: professors</i>)
University of KwaZulu Natal - UKZN	University of Illinois at Urbana Champaign - UIUC
Durban University of Technology - DUT	University of New Mexico - UNM
Stellenbosch University - SU	University of Wisconsin, Twin Cities - UWISC
University of Witwatersrand - Wits	
University of Cape Town - UCT	
Cape Peninsula University of Technology - CPUT	

Location	Invited	Consented #	Response rate
South Africa	24	12	50%
USA	9	6	67%
Total	33	18	54%

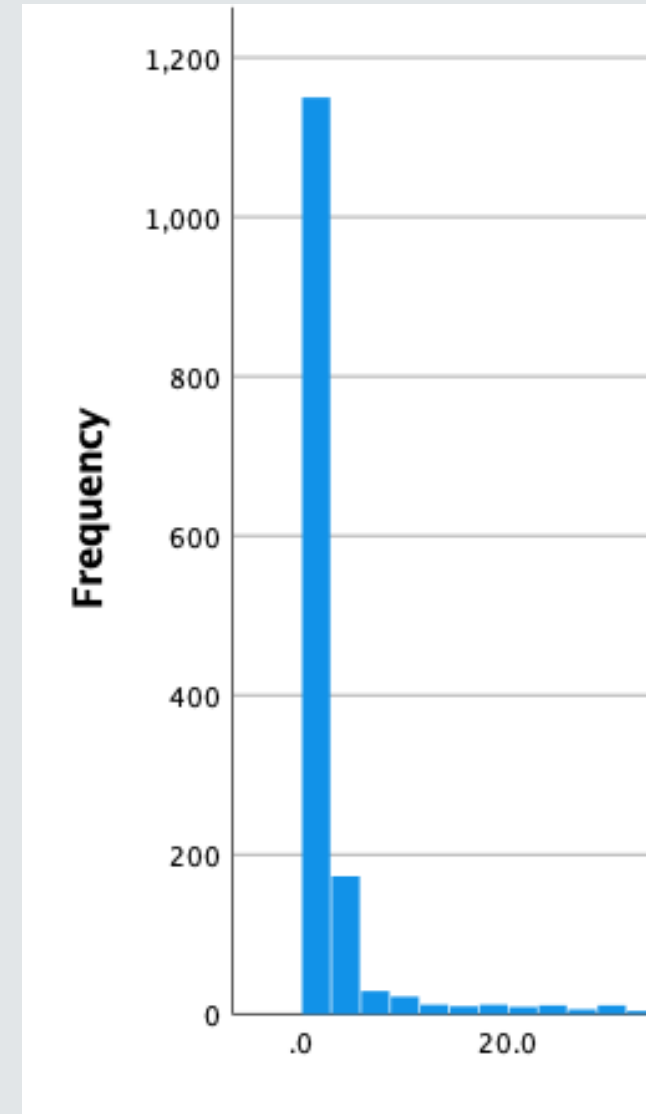
A study of RIMAs among FEMDAC participants: context

SA Context:

- A 2015 report by AfricaCheck showed that of 2175 professors in South Africa, only 41 (2%) were Black women. This is similar to Mabokela's results more than a decade earlier (2000).

US Context:

- Out of 1,458 4-year institutions across 50 states and Washington, DC, on average only 2.75% of tenured faculty are Black women.
- 39% of colleges and universities have zero tenured Black women faculty.
- And 91% (over 1100 institutions) have 5% or fewer tenured Black women faculty (tallest bar in bar chart to the right).



Source: IPEDS 2020

Preliminary Results: Descriptive Statistics and Summary of Quantitative Results (n=18)

- 100% of respondents are women; 89% indicated that they are BIPOC [US]; Black+ [SA]. Note: some did not respond to this question.
- Ethnicities indicated: African American, Black, Coloured, Xhosa, Zulu, of Indian descent
- 17% of respondents from South Africa, and 60% of U.S. respondents are second-generation+ to receive a baccalaureate degree in their families
- Ages range from 30-59.
- Black women academics are more likely to report experiencing *racial* and intersectional microaggressions (RIMA) relative to *gender-related* intersectional microaggressions (GIMA).
- For example, for select GIMAs, 50-80% of Black women indicate they have *never* experienced select GIMAs or have experienced them less than once a year.
- And for the same RIMAs, 50-75% of U.S. Black women faculty report experiencing RIMAs *once a month or more* (up to weekly occurrences). And **all** US Black women report an incidence of *each* of the select RIMAs.
- For Black South African women only 29-58% report experiencing RIMAs *once a month or more*. And 29-43% reported that they **never** experienced select RIMAs. Thus, GIMAs were more salient for Black women in South Africa relative to Black women in the U.S.
- See next slide for details.

Black Women Academics' Experiences with GIMAs & RIMAs

Think about your experiences on your university campus. Indicate how often each event has happened to you on campus.	Never	Less than once a year	A few times a year	About once a month	A few times a month	Once a week or more
I have had my contributions have been minimized by my colleagues because of my...						
Gender:	27.8%	27.8%	33.3%		11.1%	
*Race:	21.4%	21.4%	14.3%	21.4%	7.1%	14.3%
I have felt excluded on my campus or in my department because of my...						
Gender:	29.4%	23.5%	29.4%		17.6%	
*Race:	15.4%	23.1%	23.1%	7.7%	7.7%	23.1%
Experienced negative and insulting comments because of my...						
Gender:	42.4%	22.2%	27.8%		5.6%	
*Race:	42.9%	7.1%	14.3%	14.3%	14.3%	7.1%
I have personally experienced sexism on campus or in my department.	16.7%	44.4%	22.2%	11.1%	5.6%	
**I have personally experienced racism on campus or in my department.	30.9%	7.7%	15.4%		30.8%	15.4%

*All Black American women reporting occurrences of microaggressions (Mas) have experienced this RIMA.

**All Black American women reporting occurrences MAs have personally experienced racism a few times a year or more.

Impact of RIMAs on Black Women Academics' Daily Lives

Black women who experienced effects of racialized gender microaggressions 40% of the time or more reported feeling drained, subdued, and deleterious impacts on their self-confidence and concentrating on their scholarship.

**Includes: Slightly more than half the time, most of the time, or all of the time

Women in FEMDAC (South Africa & US)	GIMA	RIMA
As a result of MAs, how much of the time have you:	More than half the time**	
Lost interest in your daily activities	24%	36%
Lost interest in teaching	18%	21%
Decreased energy and strength	47%	29%
Felt less self-confident	59%	43%
Had a bad conscience or feelings of guilt	29%	29%
Felt that this was not the right institution for you	18%	28%
Had difficulty in concentrating (e.g. when reading or writing scholarly/creative works)	47%	21%
Felt very restless	35%	21%
Felt subdued or slowed down	53%	28%
Had trouble sleeping at night	18%	21%
Suffered from reduced appetite	29%	14%
Suffered from increased appetite	41%	21%

Impact of MAs on U.S. Black Women Academics' Daily Lives

- Most Black women in the U.S. sustain a strong interest and investment in teaching despite their experiences with racialized gender microaggressions.
- GIMAs are less likely to affect US Black women relative to RIMAs (*one exception*).
- ***All US Black women reported these impacts at least some of the time

US Black Women only (n = 6)	GIMA	RIMA
As a result of microaggressions, how much of the time have you:	None of the time	
Lost interest in your daily activities	60%	25%
Lost interest in teaching	80%	75%
Decreased energy and strength	60%	25%
Felt less self-confident	20%	***
Had a bad conscience or feelings of guilt	40%	***
Felt that this was not the right institution for you	40%	***
Had difficulty in concentrating (e.g. when reading or writing scholarly work)	60%	25%
Felt very restless	40%	***
Felt subdued or slowed down	20%	25%
Had trouble sleeping at night	40%	***
Suffered from reduced appetite	40%	25%
Suffered from increased appetite	60%	50%

Impact of RIMAs on Black Women Academics' Daily Lives

Feeling depleted and vicarious trauma

- "I can't explain it because it's more of a feeling I get after interacting with my white colleagues. You feel depleted after meetings, you always have to over explain your ideas. The institutional knowledge is also assumed to be only known by my white colleagues." - South African colleague
- "I often experience the effects of discrimination vicariously through my students (under and postgraduate) when I hear their stories of racism. For Black men it is often about how they are surveilled on campus, assumed to be criminals, for Black women how they are assumed to be loud, troublemakers and academically 'underprepared' and the eternal 'development candidate'." - South African colleague

Impact of RIMAs on Black Women Academics' Daily Lives

Feelings of vulnerability

- "It was in the office of a male colleague, ... commenting about my outfit, not the report I brought to himNothing I said he ever took seriously It was very frustrating, I felt like a piece of meat ready to be devoured. The worst part, I could not avoid him because he was my ... manager " - South African colleague
- "I was working on my doctoral studies proposal. I got pregnant that year. My supervisor would not read any of my submissions. He slowed me down for at least 6 months ... , I asked (him) to please read my work so I can defend my study and apply for ethical clearance." - South African colleague

Ways Black women academics responded to incidents related to race & gender in their academic departments (n= 18):

"Thinking about my ancestors and what they experienced.

Reminding myself that I'm standing on their shoulders." - U.S. colleague

Other agentic responses to GIMAs (check all that apply):	GIMA	RIMA
Worked with FEMDAC CoP to explore solutions & seek support*	61%	56%
Responded verbally to the person	61%	39%
Decided to pick my battles (e.g., and not respond verbally this time)*	50%	44%
Dismissed or ignored the incident*	33%	33%
Built a support network of friends/allies/supporters*	39%	33%
Thought about leaving the university	33%	28%
Cried about the incident*	28%	28%
Assumed that the perpetrator(s) were ignorant	28%	44%
Relied on my faith, spirituality, or religious beliefs*	17%	11%

*50% or more U.S. Black women indicate this response to incidents of microaggressions.

*Feminist
decoloniality
as care
(FEMDAC)...*

- FEMDAC participants indicate that they find it liberating and a great source of relief when they are able to share their experiences with other Black women academics
- This result is consistent with the concept of deploying sister circles for mutual support (Neal-Barnett 2012; Mclver 2021)

Feminist decoloniality as care...

operationalized by
FEMDAC
researchers and
participants in four
ways:

1. Truth-telling about the impact of neoliberal institutions on the daily lives of Black women academics
2. Locating the source of GIMAs and RIMAs not solely in the individual behaviors of bad actors but in system-wide structural racism and sexism*
3. Creating opportunities for women to see the similarities in their experiences transnationally and to recognize ways in which institutional structures marginalize them
4. Mutual support, a team mentoring approach, & reproducing ourselves*

Feminist decoloniality as care...

operationalized by
FEMDAC participants
in their agentic
responses to
microaggressions:
locating the source in
systemic racism and
patriarchy

- "At my institution, it is not specific events or incidences, but it is everyday practices and norms at the institution and the way in which white people respond to Black people." - South African colleague
- "I applied for a deans' position, and one of my senior colleagues told me that I am 'too soft': that I do not have what it takes to be in a senior management position. His view of university management was clearly informed by stereotypical patriarchal forms of leadership as dominance. - South African colleague
- "I experienced internal/internalised racism ... when I was in a group project for a creative output. We had a rapturous interaction when I felt undermined by our ... colleague. ... She reminded me of my white colleagues." - South African colleague

Feminist decoloniality as care...

operationalized by
FEMDAC participants
in their agentic
responses to
microaggressions:
mentoring networks

- “I was working on my doctoral studies proposal. I got pregnant that year. My supervisor would not read any of my submissions. He slowed me down for at least 6 months ... , I asked (him) to please read my work so I can defend my study and apply for ethical clearance. **I decided to share my work with peers and received critical reading and comments and told my supervisor that I need him to prepare my proposal committee soon as I was also getting pressure from my scholarship. I went to defend without his reading of my work.** ” – South African colleague
- Many participants noted that assigned mentors and supervisors practiced color- and gender-evasive racism and sexism (denial or dismissal of participants’ reports of RIMAs and GIMAs): FEMDAC & other Black women mentors stand in this gap and provide crucial support & guidance

Feminist decoloniality as care...

operationalized
by FEMDAC
participants in
their agentic
responses to
systemic racism:
reproducing
ourselves

- “We have very few faculty of color in my college and I am the only permanent, credentialed Black [academic professional in my field] on campus; and I don't believe there has been any other permanent Black [academic professional in my field]. I hired two [Black academic professionals in my field] in term limit positions during my time here.”—US colleague
- Since 2019, FEMDAC has mentored women who are thriving in their careers despite the Covid-19 era, by earning their doctorates, becoming tenured/promoted, &/or recruited to different institutions into positions representing promotions.

The FEMDAC GIMA team created a toolkit for interrupting GIMAs and RIMAs based on our survey results and assets provided by the relevant literature in the social sciences and higher education.

TOOL: INTERRUPTING INTERSECTIONAL MICROAGGRESSIONS (GIMAs and RIMAs)		
RIMA THEME AND EXAMPLE	FIRST or THIRD-PARTY INTERVENTION EXAMPLE	COMMUNICATION APPROACHES
Alien in One's Own Land		
To Latinos or Asian American and Pacific Islander (AAPI) folks from U.S.: "Where are you <i>really</i> 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 may also help the speaker to become aware of what they are saying.
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?"	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." "Racism is not relevant. You need to toughen up if you are going to succeed!"	"When you say that, it does not acknowledge me, my experiences, culture, [if applicable:] and language."	PARAPHRASE & REFLECT: Reflecting on the 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 the speaker on both content and feelings as appropriate.
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. It sounds like you are assuming we all start at the same place which discounts variant historical disadvantages and privileges."	KEY PHRASES: "So, it sounds like you think..." "You're saying..." "You believe..."
Pathologizing Expression & Communication Styles:		
To female or trans Black staff member, "Why do you have to be so loud/animated? Just calm down."	"It appears you were uncomfortable when ___ said that. There are many ways to express ourselves. Let's talk about how we should 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....?"
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?"	"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).		

Intervention Examples: Four Communications Approaches that can be Generalized to Multiple Scenarios

- **[1] INQUIRY [STRATEGIC Qs] & ACCURATE INFORMATION:** Ask the speaker to elaborate. This will give you more information about where they are coming from. It may also help the speaker to become aware of what they are saying.
- **KEY PHRASES:**
 - "Say more about that."
 - "Can you elaborate?" "It sounds like you have a strong opinion about this. Tell me why." "What is it about this that concerns you the most?"
 - "Did you know" [add fact from literature to dispel stereotypes, such as: "Did you know African Americans give the greatest % of their earnings to charity relative to other races?"]
- **[2] PARAPHRASE & REFLECT:** Reflecting on the essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and may reduce defensiveness. Reflect with speaker on both content and feelings as appropriate. After exploring their perspectives, invite their self-reflection on the impact of statements.
- **KEY PHRASES:**
 - "So, it sounds like you think..."
 - "You're saying..."
 - "You believe..."
 - "When you say that, it does not acknowledge me, my experiences, culture, [if applicable:] and language."
- **[3] 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 _____?"
- **[4] REDIRECT:** Shift focus to a different person or source of information
- **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."

SMALL GROUP SESSION



We will assign you to a small group.

See Toolkit: Interrupting Intersectional Microaggressions (IMAs)

- Your group will be assigned **one case**. **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 **GIMAs** and **RIMAs**
- Plan to **share** your interventions with the larger group
- You will have approximately **8 minutes** in each small group session (**assign facilitator, notetaker, narrator and actors**)
- Then we will **report back** to the group by sharing your observations and interventions by acting them out (5 minutes)
- Alternatively, you may be assigned to edit the interrupting microaggressions toolkit.

Group 1:

- **Discuss the ways in which you would interrupt GIMAs and RIMAs**
- Plan to **share** your interventions with the larger group
- You will have approximately **15 minutes** in each small group session (**assign facilitator, notetaker, narrator and actors**)
- Then we will **report back** to the group by sharing your observations and interventions by acting them out (5 minutes)

- Doctoral student must take matters into her own hands.
- “I was working on my doctoral studies proposal. I got pregnant that year. My supervisor would not read any of my submissions. He slowed me down for at least 6 months ... , I asked (him) to please read my work so I can defend my study and apply for ethical clearance. I decided to share my work with peers and received critical reading and comments and told my supervisor that I need him to prepare my proposal committee soon as I was also getting pressure from my scholarship. I went to defend without his reading of my work. ” - South African colleague

Group 2:

- **Discuss the ways in which you would interrupt GIMAs and RIMAs**
 - Plan to **share** your interventions with the larger group
 - You will have approximately **15 minutes** in each small group session (**assign facilitator, notetaker, narrator and actors**)
 - Then we will **report back** to the group by sharing your observations and interventions by acting them out (5 minutes)
- Examples of sexual and gender-based harassment were offered by several respondents, largely those who work at HEIs in South Africa
 - “It was in the office of a male colleague, ... commenting about my outfit, not the report I brought to him. ...Nothing I said he ever took seriously. ... It was very frustrating, I felt like a piece of meat ready to be devoured. The worst part, I could not avoid him because he was my ... manager” - South African colleague

Group 3:

- **Discuss the ways in which you would interrupt GIMAs and RIMAs**
 - Plan to **share** your interventions with the larger group
 - You will have approximately **15 minutes** in each small group session (**assign facilitator, notetaker, narrator and actors**)
 - Then we will **report back** to the group by sharing your observations and interventions by acting them out (5 minutes)
- Challenging Black Women as Academic Leaders
 - “I applied for a dean’s position, and one of my senior colleagues told me that I am ‘too soft’: that I do not have what it takes to be in a senior management position. His view of university management was clearly informed by stereotypical patriarchal forms of leadership as dominance. – South African colleague

Group 4:

- **Discuss the ways in which you would interrupt GIMAs and RIMAs**
 - Plan to **share** your interventions with the larger group
 - You will have approximately **15 minutes** in each small group session (**assign facilitator, notetaker, narrator and actors**)
 - Then we will **report back** to the group by sharing your observations and interventions by acting them out (5 minutes)
- Comments about Black women's hair styles and promotion of white standards of beauty
 - "In passing while walking to a meeting, a leader at the University said you are always changing your hair up. I think it looks good whenever you straighten it."— U.S. colleague

Discussion and Conclusion

- Workshops with break-out sessions are an impactful way to get comfortable with interrupting intersectional microaggressions (IMAs).
- What did you learn? How would you like to follow up on this workshop?
- Thank you for the opportunity to discuss GIMAs and RIMAs, and ways to reduce the impact of IMAs and implicit bias in the classroom.
- The study of IMAs among Black women academics globally is a new area of decolonial feminist scholarship. It is our hope that this scholarship and the interventions it inspires will contribute to building a critical mass of like-minded colleagues who will further the work of decolonizing the westernized university.

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- Some of the questions in this project build from *The Racial Microaggressions Survey* by Stacy Harwood, Ruby Mendenhall, & Margaret Browne Huntt and from Assata Zerai's *Racial and Intersectional Microaggressions Survey* that were developed at universities in the U.S.
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- This article is being submitted to *Agenda: Empowering women for gender equity*. Special Issue: Feminist decoloniality as care in higher education.

Terms used interchangeably, acronyms, and relevant notes

- Black (S.A.) "The term Black is used to refer collectively to Africans, Coloured, and Indians. It is a term that emerged during the Black Consciousness era of 1970s to refer to the oppressed peoples of South Africa" (Mabokela and Mawila 2004, p. 396).
- Black (U.S.) Also, African American - includes Black people of African descent in U.S. context
- **BIPOC** Black, Indigenous, and People of Color (**BIPOC**), also includes Latinx/Hispano, Asian American and Pacific Islander, and Multiracial individuals +
- CoP Community of Practice
- **GIMAs** Gender-related intersectional microaggressions
- **JEADI** Justice, Equity, Accessibility, Diversity & Inclusion
- **IMAs** Intersectional Microaggressions
- LGBTQIA+ Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus
- **PWD** Persons with Disabilities; includes physical, emotional, cognitive, and/or sensory disabilities
- **RIMAs** Racial and intersectional microaggressions
- **SOGIE** Sexual Orientation, Gender Identity and Expression
- QT Queer and Transgender (aka LGBTQIA+)
- S.A. South Africa
- **URM** Underrepresented Racial/Ethnic Minorities: American Indian, Black, Hispanic/Latinx. See NSF: <https://www.nsf.gov/statistics/2017/nsf17310/digest/glossary-and-key-to-acronyms/>
- U.S./USA United States of America

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More information about the UNM RIMA survey and how to interrupt microaggressions

UNM RIMA Survey Website:

<https://campusclimate.unm.edu/rima-survey/index.html>

Contents:

- *Interrupting Microaggressions Toolkit (student-focused)*
- *SOGIE Microaggressions: Overview*
- *Presentation on RIMAs & Implicit Bias*
- *Dr. Sue on PBS News Hour*



BeyondZero
a partner in public health transformation

Populations size estimates for Transgender persons in South Africa 2021



Beyond Zero: Populations size estimates for Transgender persons in South Africa 2021

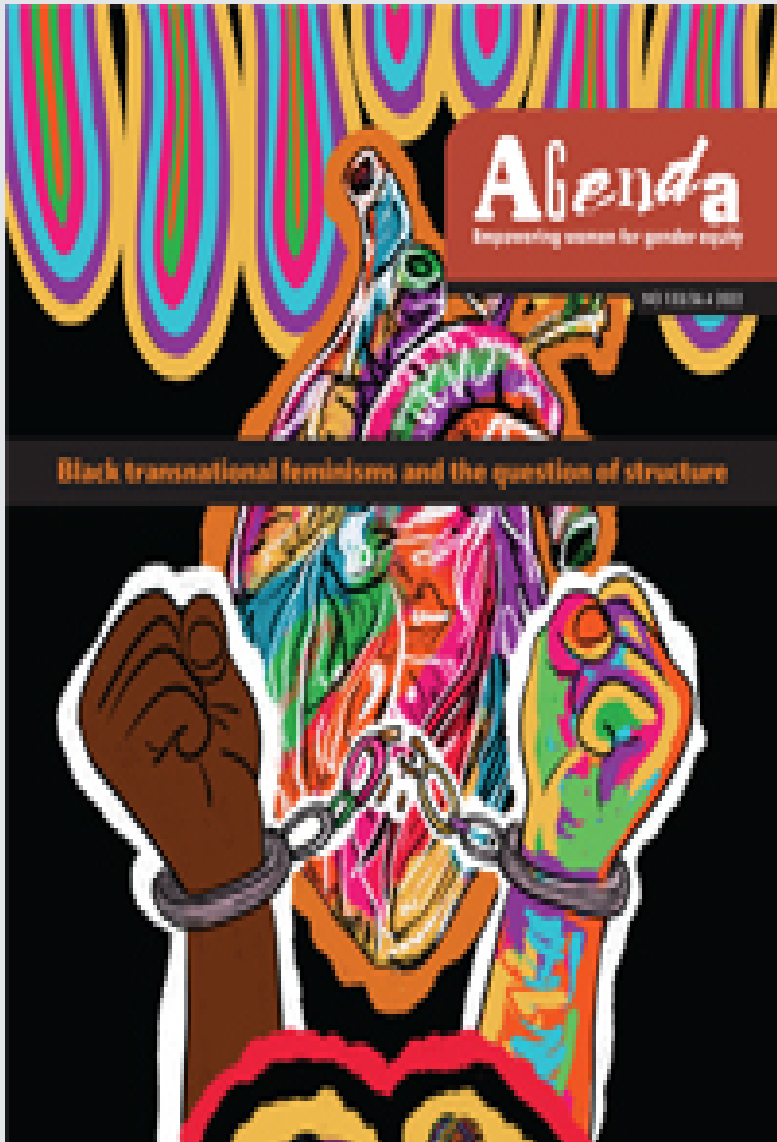
<https://beyondzero.org.za/>

Email zerai@unm.edu for a link to the report.

Impact of RIMAs on Black Women Academics' Daily Lives

- Most Black women are impacted by racialized gender microaggressions in listed ways.

All Women in FEMDAC (South Africa & US)	GIMA	RIMA
As a result of microaggressions, how much of the time have you:	None of the time	
Lost interest in your daily activities	21.4%	18.2%
Lost interest in teaching	35.7%	45.5%
Decreased energy and strength	21.4%	18.2%
Felt less self-confident	7.1%	9.1%
Had a bad conscience or feelings of guilt	21.4%	27.3%
Felt that this was not the right institution for you	28.6%	27.3%
Had difficulty in concentrating (e.g. when reading or writing scholarly work)	28.6%	18.2%
Felt very restless	14.3%	18.2%
Felt subdued or slowed down	7.1%	18.2%
Had trouble sleeping at night	28.6%	27.3%
Suffered from reduced appetite	35.7%	36.4%
Suffered from increased appetite	35.7%	45.5%



Agenda: Empowering Women for Gender Equity, FEMDAC special issue UPDATE: 12 July '23

- **Feminist decoloniality as care in higher education**
- **Thanks to Nekita for working on our cover image!**
- 15 manuscripts selected from initial submitted abstracts
- 5 articles sent to press so far
- 3 manuscripts are yet to be received (health issues, +)
- 5 manuscripts are being edited
- 2 manuscripts rejected
- All reviews are in!!!
- Thank you for participating in the process.

DECOLONIALITY WINTER SCHOOL

University of KwaZulu Natal
(UKZN)
17-20 July 2023

We know this follows on the heels of our Transnational Summit (and you thus may be in transit).

Please let us know if you would like to attend some of the winter school (in person or virtually).

Organizers will plan some sessions to accommodate U.S. time zones if you are planning to attend.



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

COLLEGE OF
HUMANITIES

The College of Humanities, University of KwaZulu-Natal in collaboration with the Department of Philosophy, University of Connecticut, the Institute for Social & Health Sciences (UNISA) and the Blackhouse Collective (Soweto) will be hosting the

UKZN DECOLONIALITY WINTER SCHOOL

DATE	VENUE	TIME
17 - 20 July 2023	Unite Building (Room 1 & 2), UKZN, Howard College Campus, GATE 9, Rick Turner Road	09h00 - 16h00



COMMUNITIES OF KNOWLEDGE AND PRAXIS:
DECOLONIAL REBELLIONS AND MOVEMENTS



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