<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2023</td>
<td>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</td>
</tr>
<tr>
<td>12 - 14 July</td>
<td>• DESC session on academic woundedness (method of processing workshop)</td>
</tr>
<tr>
<td>Transnational Symposium</td>
<td>• FEMDAC Gender and Racial Microaggressions survey results and workshop</td>
</tr>
<tr>
<td></td>
<td>• Participants presentations (SA/US participants to find space and time to connect)</td>
</tr>
<tr>
<td></td>
<td>• Curriculum development tools and resources</td>
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<td></td>
<td>• Transnational FGDs with participants</td>
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<td></td>
<td>• Curriculum development workshop</td>
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<tr>
<td></td>
<td>• Open workshop/forum (decolonizing mental health/wellness)</td>
</tr>
<tr>
<td></td>
<td>• Exhibition of arts-based artifacts</td>
</tr>
</tbody>
</table>

https://www.premierhotels.co.za/hotels/kwazulunatal/umhlanga/
**Day 1:**

**Wednesday:**

07h30 - 09h00: Breakfast

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

| Access to reading materials | **Day 3:**
|----------------------------| 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  
|                            | **Durban Transnational Summit resources link** [https://drive.google.com/drive/folders/1C-aoK7qBw9USLutrvuWAGByMQGp3EZDs?usp=sharing](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 Diversity, Equity, 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).
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 (RIMA"")

• 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)

<table>
<thead>
<tr>
<th>Location</th>
<th>Invited</th>
<th>Consented #</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Africa</td>
<td>24</td>
<td>12</td>
<td>50%</td>
</tr>
<tr>
<td>USA</td>
<td>9</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>18</td>
<td>54%</td>
</tr>
</tbody>
</table>

FEMDAC UNIVERSITIES & FACULTY TITLES

**South Africa** (Participants & Staff: MA, PhD candidates, PhD, instructors; Leaders: lecturers, & full & endowed professors)
- University of KwaZulu Natal - UKZN
- Durban University of Technology - DUT
- Stellenbosch University - SU
- University of Witwatersrand - Wits
- University of Cape Town - UCT
- Cape Peninsula University of Technology - CPUT

**United States** (Participants & Staff: MA, PhD candidates, assistant professors & independent researcher; Leaders: professors)
- University of Illinois at Urbana Champaign - UIUC
- University of New Mexico - UNM
- University of Wisconsin, Twin Cities - UWISC

Stellenbosch University - SU
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).

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).
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.

<table>
<thead>
<tr>
<th>Event</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>
</tr>
</thead>
<tbody>
<tr>
<td>I have had my contributions have been minimized by my colleagues because of my...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td>27.8%</td>
<td>27.8%</td>
<td>33.3%</td>
<td>11.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race:</strong></td>
<td>21.4%</td>
<td>21.4%</td>
<td>14.3%</td>
<td>21.4%</td>
<td>7.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>I have felt excluded on my campus or in my department because of my...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td>29.4%</td>
<td>23.5%</td>
<td>29.4%</td>
<td>17.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race:</strong></td>
<td>15.4%</td>
<td>23.1%</td>
<td>23.1%</td>
<td>7.7%</td>
<td>7.7%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Experienced negative and insulting comments because of my...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gender:</strong></td>
<td>42.4%</td>
<td>22.2%</td>
<td>27.8%</td>
<td>5.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race:</strong></td>
<td>42.9%</td>
<td>7.1%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>7.1%</td>
</tr>
<tr>
<td>I have personally experienced sexism on campus or in my department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race:</strong></td>
<td>16.7%</td>
<td>44.4%</td>
<td>22%</td>
<td>11.1%</td>
<td>5.6%</td>
<td></td>
</tr>
<tr>
<td><strong>I have personally experienced racism on campus or in my department.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Race:</strong></td>
<td>30.9%</td>
<td>7.7%</td>
<td>15.4%</td>
<td>30.8%</td>
<td>15.4%</td>
<td></td>
</tr>
</tbody>
</table>

*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**

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

<table>
<thead>
<tr>
<th>Impact of MAs on U.S. Black Women Academics’ Daily Lives</th>
<th>GIMA</th>
<th>RIMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of microaggressions, how much of the time have you:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lost interest in your daily activities</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Lost interest in teaching</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>Decreased energy and strength</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Felt less self-confident</td>
<td>20%</td>
<td>***</td>
</tr>
<tr>
<td>Had a bad conscience or feelings of guilt</td>
<td>40%</td>
<td>***</td>
</tr>
<tr>
<td>Felt that this was not the right institution for you</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>Had difficulty in concentrating (e.g. when reading or writing scholarly work)</td>
<td>60%</td>
<td>25%</td>
</tr>
<tr>
<td>Felt very restless</td>
<td>40%</td>
<td>***</td>
</tr>
<tr>
<td>Felt subdued or slowed down</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Had trouble sleeping at night</td>
<td>40%</td>
<td>***</td>
</tr>
<tr>
<td>Suffered from reduced appetite</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>Suffered from increased appetite</td>
<td>60%</td>
<td>50%</td>
</tr>
</tbody>
</table>
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 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

• “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

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

*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; McIver 2021).
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
“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
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.

<table>
<thead>
<tr>
<th>TOOL: INTERRUPTING INTERSECTIONAL MICROAGGRESSIONS (GIMAs and RIMAs)</th>
<th>RIMA THEME AND EXAMPLE</th>
<th>FIRST or THIRD-PARTY INTERVENTION EXAMPLE</th>
<th>COMMUNICATION APPROACHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alien in One’s Own Land</td>
<td>To Latinos or Asian American and Pacific Islander (AAPI) folks from U.S.: “Where are you really from?”</td>
<td>“I’m just curious. What makes you ask that? I already told you that I am from Colorado.”</td>
<td>INQUIRY: Ask the speaker to elaborate. This may also help the speaker to become aware of what they are saying.</td>
</tr>
<tr>
<td>Assumption of Innate Ability versus Hard Work:</td>
<td>To an AAPI person, “Of course you got an ‘A’, you are Asian!”</td>
<td>“It sounds like you think I get A’s because I am AAPI, and not because I studied. What makes you believe that?”</td>
<td>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?”</td>
</tr>
<tr>
<td>Color-Evasive Racism:</td>
<td>“I don’t see race.” “Racism is not relevant. You need to toughen up if you are going to succeed!”</td>
<td>“When you say that, it does not acknowledge me, my experiences, culture, [if applicable:] and language.”</td>
<td>PARAPHRASE &amp; 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.</td>
</tr>
<tr>
<td>Myth of Meritocracy:</td>
<td>“Everyone can succeed in this society, if they work hard enough.”</td>
<td>“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.”</td>
<td>KEY PHRASES: “So, it sounds like you think…” “You’re saying…” “You believe…”</td>
</tr>
<tr>
<td>Pathologizing Expression &amp; Communication Styles:</td>
<td>To female or trans Black staff member, “Why do you have to be so loud/animated? Just calm down.”</td>
<td>“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.”</td>
<td>REFRAME: Create a different way to look at a situation.</td>
</tr>
<tr>
<td>Assumptions about intelligence and academic success</td>
<td>You notice that your female colleague is frequently interrupted during a meeting</td>
<td>“Responder addressing the group: brings up a good point. I didn’t get a chance to hear all of it. Can we ask ______ repeat it?”</td>
<td>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 ______?”</td>
</tr>
</tbody>
</table>

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.”
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.
• 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 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)
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
• 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.
Acknowledgements

The Feminist Decoloniality as Care [FEMDAC] project is led by PI Relebohile Moletsane (University of KwaZulu-Natal), and Co-PI Reitumetse O. Mabokela (University of Illinois at Urbana-Champaign).

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.

The lead author wishes to thank FEMDAC colleagues and sisters: Professor Relebohile Moletsane, John Langalibalele Dube Chair in Rural Education at UKZN; Prof and Vice Provost Reitumetse Mabokela, University of Illinois at Urbana-Champaign [UIUC]; Prof Ronelle Carolissen, Stellenbosch University; Dr. Saajidha Sader, UKZN; Dr. Cynthia Carol Nonhlanhla Mthiyane, DUT; Dr. Teresa Y. Neely, University of New Mexico [UNM]; Dr. Stephanie McIver, UNM; Ms. Minnie Nokuthula Magudulela, UKZN; Ms. Elsa Zawedde, UIUC; Ms. Brandi Stone, UNM; Dr. Evangelia Oates, University of Minnesota-Twin Cities; and Ms. Mariann Skahan, UNM—who help to sustain her decolonial Black feminist point of view.

And final thanks to FEMDAC faculty participants, to whom she dedicates this work!

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


• **U.S./USA** United States of America
References


• McIver, Stephanie. 2021. Academic Woundedness. FEMDAC Workshops. Champaign, IL; Durban, SA.


References continued

- Quay, Lisa 2017. Leveraging Mindset Science to Design Educational Environments that Nurture People’s Natural Drive to Learn. APLU.
- Wits University’s 2018 Annual Report https://www.wits.ac.za/about-wits/quick-stats/
- #WitsAgaistGBV https://www.wits.ac.za/ccdu/gender-based-violence/
- Zulu, N.T., 2022, ‘Academic identities of South African black women professors: A multiple case study’, Transformation in Higher Education 7(0), a151. https://doi.org/10.4102/the.v7i0.151
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
More information about Gender-related Microaggressions

- Image and examples from Royal Pharmaceutical Society
- https://tinyurl.com/GIMAsExamples
<table>
<thead>
<tr>
<th>Impact of RIMAs on Black Women Academics’ Daily Lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Black women are impacted by racialized gender microaggressions in listed ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As a result of microaggressions, how much of the time have you:</th>
<th>All Women in FEMDAC (South Africa &amp; US)</th>
<th>GIMA</th>
<th>RIMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost interest in your daily activities</td>
<td>21.4%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Lost interest in teaching</td>
<td>35.7%</td>
<td>45.5%</td>
<td></td>
</tr>
<tr>
<td>Decreased energy and strength</td>
<td>21.4%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Felt less self-confident</td>
<td>7.1%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Had a bad conscience or feelings of guilt</td>
<td>21.4%</td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td>Felt that this was not the right institution for you</td>
<td>28.6%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Had difficulty in concentrating (e.g. when reading or writing scholarly work)</td>
<td>28.6%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Felt very restless</td>
<td>14.3%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Felt subdued or slowed down</td>
<td>7.1%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>Had trouble sleeping at night</td>
<td><strong>28.6%</strong></td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td>Suffered from reduced appetite</td>
<td><strong>35.7%</strong></td>
<td>36.4%</td>
<td></td>
</tr>
<tr>
<td>Suffered from increased appetite</td>
<td><strong>35.7%</strong></td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>
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.