

Utilizing the Racial and Intersectional Microaggressions (RIMA) Survey as a Strategy for Confronting Anti-Blackness and Advancing Equity at a Highly Research Intensive (R1) Hispanic Serving Institution (HSI)

Presentation to NADOHE March 17, 2022

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Division for Equity & Inclusion | The University of New Mexico

<https://goto.unm.edu/nadoherima22>



KUMEYAAY LAND ACKNOWLEDGEMENT

- The NADOHE community holds great respect for the land and the original people of the area where our conference is located.

We gather on the unceded territory of the Kumeyaay Nation.

Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego Community.

We acknowledge their tremendous contributions to our region and thank them for their stewardship.

- Note: This statement was modified from UCSD SOM
<https://medschool.ucsd.edu/about/Pages/land-acknowledgement.aspx>

Labor Acknowledgement and Honoring the Sacrifice of Black Americans

- We must acknowledge that much of what we know of this country today, including its culture, economic growth, and development throughout history and across time, has been made possible by the labor of enslaved Africans and their ascendants who suffered the horror of the transatlantic trafficking of their people, chattel slavery, and Jim Crow. We are indebted to their labor and their sacrifice, and we must acknowledge the tremors of that violence throughout the generations and the resulting impact that can still be felt and witnessed today.
- From Terah 'TJ' Stewart
- <https://www.diverseeducation.com/demographics/african-american/article/15108677/on-labor-acknowledgements-and-honoring-the-sacrifice-of-black-americans>

THIS SESSION

- We will discuss examples of how students who are Black, Indigenous, and People of Color (BIPOC); LGBTQIA+; and/or Persons with Disabilities (PWD) counter and make strategic decisions about how they cope when they are confronted with RIMAs.
- Further, the workshop will address ways allies can work with minoritized students to interrupt RIMAs and build a more inclusive culture to maximize students' academic success.

Black student experiencing persistent racial harassment and assault: communicating aggression via strategically placed litter

“I cleaned and disinfected my practice room. Each time I returned to it there was trash in it. I asked to have my room assignment changed. After I began using the new room, a banana peel was left in it. I was the only student that had signed up for those spaces. I stopped using the practice rooms.”

Imagine you are a Black student, and this has happened to you. Consider the relevance of the broader context of a state and university with low percentages of African Americans, relative to other minority groups, and the experience of being a minority of a minority.

You may ask—or even begin a pattern of ruminating on the following Qs:

- Were these acts deliberate?
- Is this an example of a racial assault – similar to “old fashioned racism”?
- Did perpetrators target me as a woman or an African American?

Black student reports experiencing persistent racial harassment and assault: communicating aggression via strategically placed litter

- This is an example of a racial & intersectional microaggression (RIMA).
- *Regardless of the intention* of perpetrators, this student reports **persistent harassment and assault**.
- We invite you to turn to the person next to you to share:
 - Why is this student's social and spatial location relevant to her interpretation of the litter in her practice room?
 - What impact might this experience have on you if you were targeted by this or a similar RIMA?

Importance of social context in a state and university with low percentages of African Americans relative to other minority/minoritized groups

- Lynching threat against Director of Africana Studies
- Public challenges to 2 Black women appointed to Governor's cabinet because they were not Hispanic
- Perceptions of a general climate of anti-Blackness [e.g., AA followed in stores; only 13 tenure-system Black faculty at UNM*; public reports indicating AA's are "insignificant"-and policy impact; focus on providing public resources to male Black religious leaders that obscures intersectional identities within Black communities]

*On a campus with 23k students and over 800 faculty



Black student reports experiencing persistent racial harassment and assault: communicating aggression via strategically placed litter

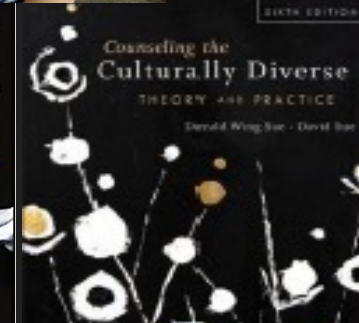
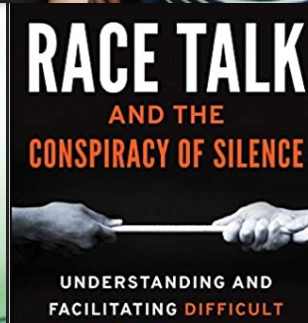
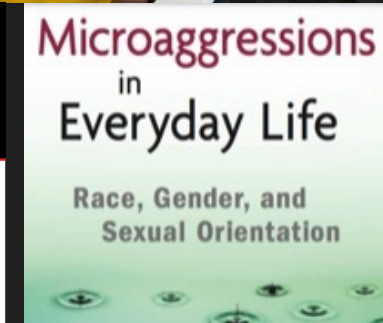
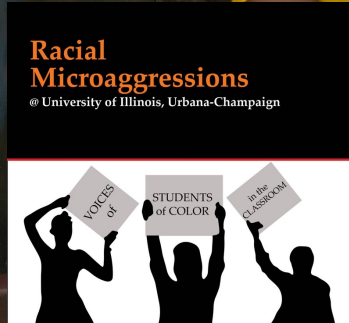
Racial assaults are *conscious* actions meant to demean a person through deliberate and *overt* racial discrimination; in this case it is a *nonverbal attack*, and as often happens, was hidden, as perpetrator(s) carried out acts of aggression while unseen.

- How do the hidden identities and motives of perpetrators add to potential negative effects experienced by this student? [We invite you to share with your neighbor.]
- Note that part of the insidious nature of this harassment is that without interventions, the student may ruminate on the incidents.

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).

“Microaggressions” coined by Prof Chester Pierce (1969);
Derald Wing Sue’s taxonomy of & catalog of ways to interrupt
RIMAs (2007, ff); Harwood, et al UIUC studies (2010; 2012, ff)



WHAT'S AT STAKE?

RIMAs & implicit biases reproduce structural inequalities in ways that may be invisible to faculty and staff at Minority Serving Institutions (MSIs) and Predominantly White Institutions (PWIs)

- RIMAs and Implicit Bias against BIPOC, PWD, LGBTQIA, & women students:
- Limit access to research assistantships (Moss-Racusin, et al., 2012)
- Decrease quality of letters of recommendation (Madera, et al., 2018)
- Limit reviewers for papers and grant proposals (Hostra et al., 2020)
- Students told to drop classes or switch majors (Lewis, et al., 2019)
- Students may withdraw from interactions with faculty, TAs & staff - miss out on key social capital (Nadal. et al., 2014; Lewis, et al., 2019)
- Students may leave the university (Lewis, J.A., et al., 2019; Williams 2019, 2020)

Types of Racial & Intersectional Microaggressions

- **Racial | PWD | LGBTQIA insults**, e.g. “You speak/read well”
 - Rude and insensitive actions or comments that insult BIPOC, PWD, QT 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 | PWD | LGBTQIA invalidations**, e.g. “When I look at you, I don’t see color.”
 - Actions or comments that *negate* or ostracize BIPOC, PWD, QT *lived realities*. (Denying racialized, ableist, homophobic and transphobic experiences). Often unconscious.
- **Racial | PWD | LGBTQIA assaults** – similar “old fashioned racism” , e.g., lynching threat against Black Studies Director, & Trans folx nationally and internationally - 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 ableist perspective and/or do not include BIPOC, LGBTQ, PWD and women authors
- Mostly or all white and male portraits in places of honor
- Environmental symbols like offensive mascots, monuments, building and street names, etc.
- Organizations, college classes, meetings, etc. that have one or a few BIPOC participants

Reflect on Your Classroom & Mentoring Practices

- Sense of Belonging: Who do you informally interact with in the department? Who do you ignore?
- Participation: Which students do you reach out to as volunteers? Interrogate the role of departmental/college/university culture when pondering: Why are some students silent, missing from university-wide activities? Do you incorporate student ideas into departmental/college/unit and academic development activities?
- Monitor Group Projects: Do you form the groups, or do you let students form their own? How do you monitor group work?
- Intervene as Needed: 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 **BIPOC** (**B**lack, **I**ndigenous and **P**eople **o**f **C**olor, to include individuals identifying as Asian/API, Latinx, and/or Multiracial), **P**ersons **w**ith **D**isabilities (**PWD**), and **LGBTQIA** undergraduate and graduate students at UNM
- 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**.
- 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

Category	Number Flagged for Sample	Number flagged who responded	Response rate
BIPOC	4,480	532	11.9%
Persons with Disabilities	1,305	206	15.8%
LGBTQIA	246	67	27.2%

Note: Students could select more than one category.

RIMA Racial and Ethnic Categories Analyzed

Race/Ethnicity	Percentage within total sample	Percentage within Hispanic/Latino Origin
Indigenous	11.0%	NA
Black	8.9%	NA
Latinx Non-White	22.1%	7.1%
White and Hispanic/Latino	23.0%	73.8%
White Non-Hispanic/Latino	17.1%	NA
Asian/Asian American Pacific Islander	9.1%	NA
Multiracial	6.5%	NA
Middle East/North Africa (MENA)	1.3%	NA
Unknown	1.0%	NA

Summary of Quantitative Results

Racial & Intersectional Microaggressions (RIMA) Survey - Administered Spring 2021

- As an R1 Hispanic Serving Institution (HSI), UNM students reported lower rates of racial microaggressions relative to Predominantly White Institutions in U.S.
- However, reports of RIMAs targeting Black students at UNM were higher relative to other racial groups.
- Furthermore, students with disabilities most frequently reported experiences as targets of RIMAs at UNM, relative to BIPOC and LGBTQIA students.
- And LGBTQIA students reported lowest incidence of RIMAs, relative to BIPOC and PWD students.

Intersectional Differences

- Comparing to all queer and trans students, 22% of Black LGBTQIA students (and only 7.1% of all students) feel isolation because of their sexual orientation, gender identity or expression (SOGIE) once a week or more (Table 5).
- 67% of Black students with disabilities have felt excluded **once a week or more**, compared to only 7% of all PWD students.
- And one-third of Black students with disabilities have felt invisible because of their disability a few times a month or more, compared to 14% of all students with disabilities (Table 6).
- Binomial logistic regressions could not be computed due to low numbers of Black LGBTQIA and PWD students.

Black and MENA* students completing UNM RIMA and their experiences with microaggressions

*Middle East and North Africa

AZ



Places where Black and all students feel uncomfortable

[*indicates top spaces for all students]

Location	What are some places ON CAMPUS where you feel uncomfortable
Parking Lots and Structures	15.00%*
Fraternity/Sorority housing	13.30%
Classrooms and labs	13.30%*
On the bus/public transportation	11.70%
Academic departments	10.00%
Campus Bathrooms	8.30%*
Financial Aid Office	6.70%
The Student Union Building	6.70%
Other places on campus	5.00%
Libraries	5.00%
Johnson Gym/Field	5.00%*

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
- Insensitive and demeaning language: 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 & authorities who do not intervene

- 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.”



Positive Racial Experiences: Micro-affirmations related to race

- “My 'incident that was racially motivated' was for GOOD! The university and professors have always been supportive in my academic goals and have been positive every step of the way since I stepped foot on campus in 2014. Every classroom had the same type of positive feeling, if YOU tried hard and did what YOU had to do with studying, you will pass and if there were any questions at all, they were always answered in a kind and [respectful] fashion.”
- “Because I am Native American, I feel like there are other Native American students rooting for me to succeed and it’s a great feeling. I never felt uncomfortable, the question asked if I have ever felt expected to perform better because of my race. I do because I feel like I represent many people in my small tribe.”
- “I have never felt uncomfortable at UNM because of my race. If anything, I felt supported in my efforts to succeed as a Hispanic female.”

THE GREAT FIRE: A Special Issue, Edited by TA-NEHISI COATES

VANITY FAIR

SEPTEMBER 2020



**BREONNA
TAYLOR**

A BEAUTIFUL LIFE

Painting by
AMY SHERALD

Gender [and Race-Gender] RIMAs:

- “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.”

BIPOC students as targets of misgendering, transphobia, and dismissal of Sexual Orientation, Gender Identity and Expression (SOGIE) experiences



- “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 Power of Intervening: Interrupting Microaggressions

The top concern of BIPOC, Students with Disabilities, & Queer and Trans students is the perceived inaction of authorities – staff observing RIMAs, department chairs, faculty, advisors, and graduate assistants.

Given Students' Reports of Effects of their Experiences as Targets of RIMAs on their Quality of Life, why is it vitally important for mentors, advisors, faculty & staff to interrupt RIMAs?



- Most students who have experienced RIMAs 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.
- Black students were 40% or more as likely to experience these negative effects; Black students were 25% more likely to lose sleep relative to all students.
- We invite you to respond to share your response with your neighbor.

Given Students' Reports of Effects of their Experiences as Targets of RIMAs on their Quality of Life, why is it vitally important for mentors, advisors, faculty & staff to interrupt RIMAs?

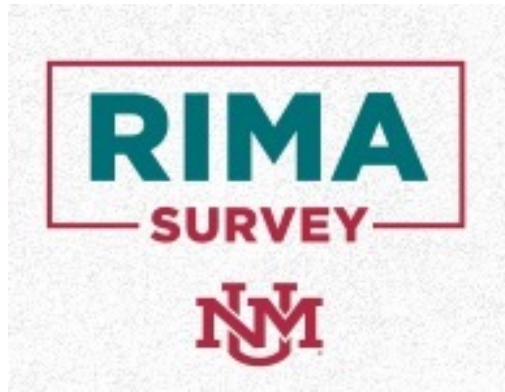
- “Ruminating thoughts are **excessive and intrusive thoughts about negative experiences and feelings**. A person with a history of trauma may be unable to stop thinking about the trauma, [and] for example, ... may persistently think negative, self-defeating thoughts” (Villines 2019).
- **Authority figures and colleagues who step in to bear witness to RIMAs and who are courageous enough to interrupt them can help to validate experiences of BIPOC, LGBTQIA, & PWD students, and disrupt possible continued negative effects.**



See link to toolkits for interrupting RIMAs,
<https://goto.unm.edu/nadoherima22>



- UNM DEI is leading workshops to practice interrupting RIMAs
- “Upstander” workshops have shown positive results.
- Focus of workshops is to build community.
- Faculty, students, & staff get the opportunity to practice interrupting RIMAs.
- **Note: an upstander acknowledges experiences of individuals experiencing RIMAs and is willing to serve as an ally and advocate.**



The UNM RIMA team created 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. See handout.

TOOL: INTERRUPTING RACIAL AND INTERSECTIONAL MICROAGGRESSIONS		
RIMA THEME AND EXAMPLE	THIRD PARTY INTERVENTION EXAMPLE	COMMUNICATION APPROACHES
Alien in One's Own Land		
To Latinos or 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 will give you more information about where they are coming from, and may also help the speaker to become aware of what they are saying.
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 As 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."	"When you say that, it does not acknowledge my experiences, culture, and language."	PARAPHRASE & REFLECT: Reflecting on essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and reduces defensiveness. Reflect with speaker on both content and feelings as appropriate.
Myth of Meritocracy:		
"Everyone can succeed in this society, if they work hard enough."	"So, you feel that everyone can succeed if they work hard enough. Can you share examples?"	KEY PHRASES: "So, it sounds like you think..." "You're saying..." "You believe..."
Pathologizing Expression & Communication Styles:		
To Black student, "Why do you have to be so loud/animated? Just calm down."	"It appears you were uncomfortable when ___ said that. I'm thinking that there are many styles to express ourselves. Let's talk about how can we honor all styles of expression?"	REFRAME: Create a different way to look at a situation.
Second-Class Citizen		
You notice that your female colleague is frequently interrupted during a committee 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?"	KEY PHRASES: "What would happen if?" "Could there be another way to look at this....?" "Let's reframe this..." "How would you feel if this happened to your ___?"
Assumptions about intelligence and academic success		
To a BIPOC woman: "I would've never guessed that you are a scientist." Or: "You read well!"	"I'm wondering what message this is sending her. Do you think you would have said this to a white male?"	INQUIRY & ACCURATE INFO: KEY PHASES: "What does a scientist look like?" "She has a Ph.D.; she should be able to read well!"
Sources: Harwood et al (2010); Zeraï et al (2021); Adapted from: Kenney (2014); Kraybill (2008); LeBaron (2008); Peavey (2003); Sue (2010).		

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?”]
- **[2] PARAPHRASE & REFLECT:** Reflecting on essence of what the speaker has said by briefly restating in your own words demonstrates your desire to understand them and may reduce defensiveness. Reflect with speaker on both content and feelings as appropriate. After exploring their perspectives, invite their self reflection on impact of statements.
- **KEY PHRASES:**
 - “So, it sounds like you think...” “You’re saying...”
 - “You believe...”
 - “When you say that, it does not acknowledge 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.”

CASE 1

(a compilation of concerns expressed)

Dr. Zerai: Narrator

Dr. Neely: AA Medical Resident

Dr. López: Latina Attending Physician

Ms. Jenrette: 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 dumpster 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 dumpster 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.

CONTENT WARNING! We will briefly show the image in the next slide.

CASE 1

(a compilation of concerns expressed)

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- **Latina Attending Physician** is within earshot of this conversation. [END SCENE]

CASE 1 PONDER

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

And would you interrupt this RIMA?

Talk to your neighbor. And we will ask for volunteers to share.

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CASE 1

INTERRUPT

Dr. Zerai: Narrator

Dr. Neely: AA Medical Resident

Dr. López: Latina Attending Physician

Ms. Jenrette : White staff member

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 dumpster 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 dumpster 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 to EthicsPoint. Dr. Neely, you may wish to take a picture and report it as well.

CASE 2

Ben shares with his colleagues that he is transgender

Talk to your neighbor. And we will ask for volunteers to share.

- 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 one of your senior diversity officers continually referred to Ben as Barbara?
- How would you respond if your students misgender Ben?

CASE 2

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

- 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>

CASE 2

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

Comments from
UNM LGBTQ-RC
Director,
Frankie Flores:

- Being true to oneself is a privilege many LGBTQIA folks do not experience.
- The suicide rates for LGBTQIA 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.

CASE 3

Student who is a Person with a Disability (PWD) Meeting with Academic Advisor

Advisor = MJ

Student = TYN

Narrator = AZ

- **Advisor:** “Come in”
- **Student with a Disability:** *(comes in and takes a seat)* “Hi. I’m here today because I’m feeling a bit overwhelmed with my workload this semester. I am taking 18 credits and think it will help me if I drop one.”
- **Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”

- **Group session:**
 - *What RIMAs are present?*
 - *Discuss the scene and include ways to interrupt RIMAs*

CASE 3

Student who is a Person with a Disability (PWD) Meeting with Academic Advisor

Advisor = MJ

Student = TYN

Narrator = AZ

- **Advisor:** “Come in”
- **Student with a Disability:** *(comes in and take a seat)* Hi. I’m here today because I’m feeling a bit overwhelmed with my workload this semester. I’m taking 18 credits and think it will help me if I drop one.”
- **Advisor:** “Well you know this is a tough major. Have you considered other majors that will be less demanding?”
- **Intervention example:**
- **PWD Student:** I believe that I can succeed in this major with the proper support. Do you have resources that can help me to succeed? If not, can you recommend someone else that you I speak to about support?
- **Advisor:** I am sorry. Why are you taking 18 credit hours again?
- **PWD Student:** I am trying to graduate early because I cannot afford my senior year.

CASE 4

Representative for a race or ethnicity

Prof: NL

Student: AZ

Maria: MJ

- **White Professor:** “Share one interesting fact, or reflection you had from the reading.”
- **White Student:** “I found it fascinating that the Hispanic population is the fastest growing in the U.S. I think most of it is due to illegal immigration.”
- **White Professor:** *(stumbles and shift the attention to Latina student)* “Well... hmmm... ahhh... yes, Maria? Why don’t you tell us what you think about that?”
- **María:** *(looks uncomfortable)* “Ummm...”

- **Group session:**
 - *What RIMAs are present?*
 - *In your convo, discuss ways to interrupt RIMAs*

CASE 4

Representative for a race or ethnicity

Prof: NL

Student: AZ

Maria: MJ

- **White Professor:** “Share one interesting fact, or reflection you had from the reading.”
- **White Student:** “I found it fascinating that the Hispanic population is the fastest growing in the U.S. I think most of it is due to illegal immigration.”
- **White Professor:** (*stumbles and shifts the attention to Latina student*) “Well... hmmm... ahhh... yes, Maria? Why don't you tell us what you think about that?”
- **María:** (looks uncomfortable) “Ummm...”

INTERVENTION
- **María:** What makes you think a human being can be illegal? And anyway why should I be the only one to answer this question!
- **Professor:** María, I'm sorry. I don't want you to be the representative for an entire race. Let us critically reflect on the impact of using the word “illegal” in this context. In this class, we will use *undocumented* because this term describes their status without using words that dehumanize. So, Latinx are one of the fastest growing groups in the U.S. but this growth is due to numerous factors.

- * Workshops with break-out sessions are impactful.
- * The only way to get comfortable with interrupting RIMAs is by practicing!
- * We welcome your questions and discussion.
- * We are happy to share our experiences with the RIMA survey if you are interested in administering the survey.

DISCUSSION AND CONCLUSION

Terms used interchangeably, acronyms and relevant notes

Asian/Asian American and Pacific Islander (AAPI) – includes Asian, Asian American, and Hawai’ian students unless otherwise indicated

Black, African American – includes Black people of African descent

Black, Indigenous, and People of Color (BIPOC), also includes Latinx/Hispano, Asian American and Pacific Islander, and Multiracial individuals

Diversity, Equity, Accessibility, & Inclusion (DEAI)

Indigenous, Native American, American Indian – used interchangeably

Liaisons for Equity, Advocacy & Diversity (LEAD) Council of associate deans for diversity

Middle East and North Africa (MENA)

Office of Institutional Analytics (OIA)

Persons with Disabilities (PWD); includes physical, emotional, cognitive, and/or sensory disabilities

Sexual Orientation, Gender Identity and Expression (SOGIE)

URM: Underrepresented Racial/Ethnic Minorities: American Indian, Black,

Hispanic/Latina/o/x. See NSF: <https://www.nsf.gov/statistics/2017/nsf17310/digest/glossary-and-key-to-acronyms/>

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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
- DallaPiazza, M. et al 2018. Exploring Racism and Health: An Intensive Interactive: Session for Medical Students
 - https://www.mededportal.org/doi/10.15766/mep_2374-8265.10783
- LGBTQRC.UNM.EDU
- LGBTQRC.UNM.EDU Confidential Advocate
- Disability and leadership: Engendering visibility, acceptance, and support: https://www.heidrick.com/Knowledge-Center/Publication/Disability_and_leadership_Engendering_visibility_acceptance_and_support



Division for Equity and Inclusion

Acronyms

- 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)
- Middle East and North Africa (MENA)
- 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 race, 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/Chicanx/Hispano
- Vice President for Equity and Inclusion (VPEI)



**Thank
You!**



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**Men of Color
Initiative
(MOCI)**

**Institute for Study of
"Race" and
Social Justice**
race.unm.edu



Students' experiences with Microaggressions at an R1 Hispanic Serving Institution (HSI) by Race: Never (or less than once a year) Felt Excluded

Race/ethnicity (Black/MENA students-reference category)	B	S.E.	Wald	df	Sig.	Exp(B)
Hispanic-White	1.869	0.407	21.141	1	0.000	6.484
Latinx Non-White	0.844	0.368	5.252	1	0.022	2.325
White Non-Hispanic	1.793	0.814	4.859	1	0.028	6.01
American Indian/Alaska Native	0.929	0.417	4.966	1	0.026	2.533
Asian/Asian American Pacific Islander	0.965	0.44	4.818	1	0.028	2.625
Multiracial	0.831	0.685	1.469	1	0.226	2.295
Constant	0.038	0.298	0.016	1	0.899	1.038
-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

Race/ethnicity (Black/MENA students-reference category)	B	S.E.	Wald	df	Sig.	Exp(B)
Hispanic-White	1.34	0.417	10.33	1	0.001	3.819
Latinx-NonWhite	0.435	0.384	1.283	1	0.257	1.545
White Non-Hispanic	2.206	1.092	4.078	1	0.043	9.079
American Indian/Alaska Native	0.76	0.45	2.857	1	0.091	2.138
Asian/Asian American Pacific Islander	0.765	0.472	2.624	1	0.105	2.15
Multiracial	0.55	0.754	0.531	1	0.466	1.732
Constant	0.577	0.312	3.416	1	0.065	1.78
-2 Log Likelihood	391.201					
Probability > chi2	0.003					
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 contributions minimized because in classroom because of race"

All students, Q: How have you felt as a result of experiences being targeted by RIMAs?

As a result of RIMAs, how much of the time have you:	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	Total
Lost interest in your daily activities	43.1%	26.5%	10.0%	10.8%	7.3%	2.3%	100%
Lost interest in your coursework	39.3%	25.8%	11.4%	12.3%	8.5%	2.7%	100%
Felt lacking of energy and strength	38.6%	24.1%	9.5%	14.1%	8.5%	5.2%	100%
Felt less self-confident	32.9%	27.1%	11.9%	13.1%	10.0%	5.0%	100%
Had a bad conscience or feelings of guilt	50.2%	24.0%	8.8%	6.5%	6.9%	3.8%	100%
Felt that this was not the right institution for you	59.1%	18.9%	6.6%	7.5%	4.6%	3.3%	100%
Had difficulty in concentrating (e.g. when reading textbook or course materials)	37.7%	23.8%	11.0%	11.4%	9.9%	6.2%	100%
Felt very restless	43.4%	23.2%	10.8%	11.2%	7.5%	3.9%	100%
Felt subdued or slowed down	45.2%	24.7%	10.4%	9.8%	6.8%	3.1%	100%
Had trouble sleeping at night	44.0%	21.0%	10.0%	8.9%	7.7%	8.5%	100%
Suffered from reduced appetite	59.6%	18.2%	8.3%	5.6%	5.8%	2.5%	100%
Suffered from increased appetite	62.4%	17.8%	5.4%	8.7%	3.5%	2.1%	100%