

DEI- EPICH ACTION TEAM

Presents:

PRACTICE SESSION #1




**Microaggressions and How to
Engage When They Arise**

Our Mission

To increase access to opportunities by advocating for students, postdoctoral fellows, staff and faculty, and by emphasizing the importance of diversity in promoting learning and development. Our commitment to equity and diversity is the shared responsibility of students, postdoctoral fellows, staff, and faculty, and must be supported and guided by every member of the division.



AGENDA

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1. Introduction
 2. Review What Microaggressions Are
 3. How and When to Intervene
 4. Let's Practice
 5. Discussion
 6. Survey



EXPECTATIONS




- Listen actively -- respect others when they are talking.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.
- Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience. The goal is not to agree -- it is to gain a deeper understanding of how we may be impacting others.
- Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

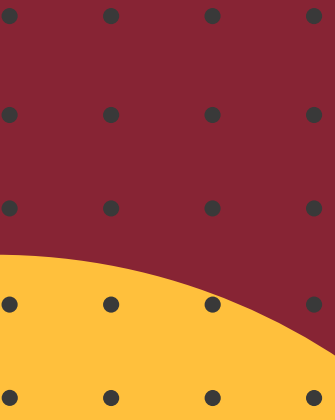



WHAT MICROAGGRESSIONS ARE



Microaggressions are defined as verbal, behavioral, and environmental indignities that communicate hostile, derogatory, or negative racial slights and insults to the target person or group



- Three main forms:
1. Microassaults
 2. Microinsults
 3. Microinvalidations
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IMPACT



Studies have found that microaggressions have a significant negative impact on people's mental and physical health.

- One study found that the more racial microaggressions that people of color experience, the more likely they are to also report depressive symptoms and a negative view of the world.
- In another study, LGBT participants reported that when they experienced microaggressions, they felt depressed, anxious, and even traumatized.
- Other researchers have found many other harmful effects of microaggressions.
- For example a study found that when college students experience microaggressions, they also binge drink or develop other alcohol-related issues.



WHAT ARE MICROINTERVENTIONS?

Microinterventions are the every day words or deeds, whether intentional or unintentional, that communicates to targets of microaggressions (a) validation of their experiential reality, (b) value as a person, (c) affirmation of their racial or group identity, (d) support and encouragement, and (e) reassurance that they are not alone.

AKA microaffirmations

MICROINTERVENTION STRATEGIES

AIMED AT
PERPETUATOR
MICROAGGRESSION

AIMED AT SOCIETAL
MACROAGGRESSIONS

AIMED AT
INSTITUTIONAL
MACROAGGRESSIONS

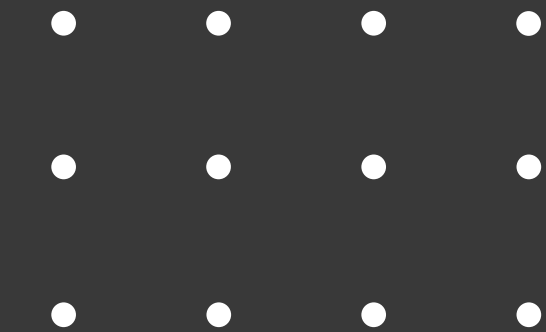
HOW DO WE INTERVENE?

When those with power and privilege respond, it has greater impact on offender and validates the victim's experience

When a microaggression occurs, there are three main groups involved apart from the offender:

Target
Ally
Bystander

1. MAKE THE "INVISIBLE" VISIBLE
2. DISARM THE MICROAGGRESSION
3. EDUCATE THE OFFENDER
4. SEEK EXTERNAL INTERVENTION



Make the “Invisible” Visible

- Undermine the meta-communication
- Make the meta-communication explicit
- Challenge the stereotype
- Broaden the ascribed trait to a universal human behavior
- Ask for clarification
- Keep a log of inequitable practices as you see them
- Run your observations by allies who can corroborate
- Solicit feedback from fellow coworkers/students
- Monitor trends around recruiting, hiring, retention, promotion
- Create partnerships with academic institutions to analyze data related to disparities in education, health care, employment
- Disseminate research on disparity trends to general public and media
- Organize peaceful demonstrations

Disarm the Microaggression/Macroaggression

- Express disagreement
- State values and set limits
- Describe what is happening
- Use an exclamation
- Use non-verbal communication
- Interrupt and redirect
- Boycott, strike, or protest the institution
- Request meetings with intermediary or senior leadership to share perspectives
- Exercise right to serve on boards to voice your concerns
- Delineate financial repercussions of continued macroaggressions
- Notify press or other media outlets
- Protest political leaders who reinforce inequity and division/support those who do not
- Revise and veto unjust community policies, practices, and laws
- Lobby to your congressmen or senators
- Attend televised town hall meetings to voice your concerns

Educate the Offender

- Point out the commonality
- Appeal to the offenders values and principles
- Differentiate between intent and impact
- Promote empath
- Point to how they benefit
- Describe the benefits of workforce diversity
- Institute long-term mandated training on cultural sensitivity for all levels
- Infuse multicultural principles into organizational mission and values
- Raise children to understand concepts like prejudice, discrimination, and racism.
- Challenge silence/lack of response to macroaggression
- Identify shared mutual goals among people
- Increase community’s exposure to positive examples of diverse cultures to offset negative stereotypes and biases

Seek External Intervention

- Alert Authorities
- Report the act
- Seek therapy/counseling
- Seek support through spirituality/religion/community
- Set up a buddy system
- Attend support groups
- Report inequitable practices to your union
- Create networking/mentoring opportunities for underrepresented employees/students
- Maintain an open, supportive, and responsive environment
- Call on consultants to conduct external assessments/cultural audits
- Foster cooperation over competition
- Foster a sense of community belonging
- Create caucuses for allies and targets
- Participate in healing circles, vigils, memorials that remind us of the consequences of hate



Scenario 1

Make the "invisible"
visible

Scenario: African American male enters an elevator occupied by a White heterosexual couple. The woman appears anxious, moves to the other side of her partner, and clutches her purse tightly. Metacommunication: Black men are dangerous, potentially criminals, or up to no good.

Example Responses

- "Relax, he's not dangerous."
- "Don't worry, John is a good person."
- "You are assuming he's dangerous because of how he looks."
- "He might be Black, but that does not make him dangerous."
- "Robberies and crimes are committed by people of all races and backgrounds."
- "What was that all about? Are you afraid of him?"

Senario 2

Disarm the microaggression

Scenario: Colleague makes the following statement about a new employee with a visible disability: "He only got the job because he's handicapped." Metacommunication: People with disabilities only receive opportunities through special accommodations rather than through their own capabilities or merit.

Example Responses

- Shake your head
- Looking down or away
- Covering your mouth with your hand
- "Whoa, let's not go there. Maybe we should focus on the task at hand."
- "That behavior is against our code of conduct and could really get you in trouble."
- "I don't agree with what you just said."
- "That's not how I view it."
- "You know that respect and tolerance are important values in my life and, while I understand that you have a right to say what you want, I'm asking you to show a little more respect for them by not making offensive comments."
- "Every time they come over, you make them uncomfortable because you make statements that are offensive and hurtful."

Scenario 3

Educate the offender

Scenario: A student in class talks about a Black speaker they heard present research. They say, "The speaker was so articulate/eloquent but I expected them to act differently." Macro-communication: signaling that BIPOC people are not usually capable of competent intellectual conversation / stereotyping people as "loud" or "animated"

Example Responses

- "I know you didn't realize this but that comment you made was demeaning to that speaker because not all Black people have to be animated or loud.
- "That is a negative stereotype of Black/Latinx people. Learning about the harm of these stereotypes can help make this discussion more fruitful for everyone in the class.
- As a professor, you can set time aside to talk with the student or acknowledge it in class if there is not enough time.

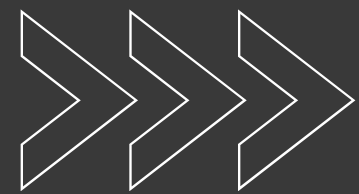
Let's Practice

In your breakout groups discuss how you or someone else would respond to one of the scenarios described here.



Scenarios:

1. During a zoom lecture the professor uses the term "Blacks" while explaining data points on racial disparities.
2. During lunch break, all the coworkers gather to meet the new employee who is Asian American, and one coworker says, "Oh you're Chinese? Your english is so good. Nǐ hǎo!"



LET'S DISCUSS



WHAT WENT WELL?



CHALLENGES?



QUESTIONS?



WHAT IF I COMMIT A MICROAGGRESSION?

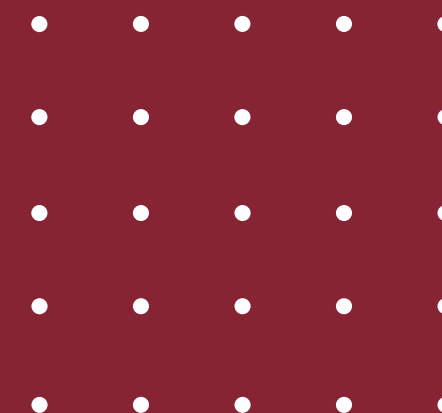
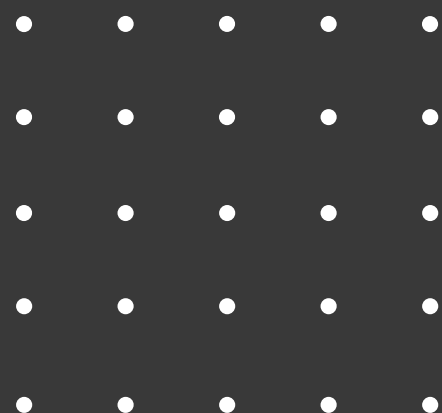


1. OWN UP TO IT
2. BECOME AWARE OF LANGUAGE YOU USE
3. CONTINUE TO EDUCATE YOURSELF

IF CONFRONTED, LISTEN , TRY TO NOT GET DEFENSIVE, AND APOLOGIZE. INVALIDATING THEIR EXPERIENCE COULD BE CONSIDERED A MICROAGGRESSION IN IT OF ITSELF

A LOT OF COMMON PHRASES IN OUR LANGUAGE CAN ACTUALLY BE HOMOPHOBIC, INSULTING, OR INSINUATE THE TERM WHITE IS ASSOCIATED WITH "GOOD" TERMS VS. THE WORD BLACK WITH "BAD".

CONTINUING SHOWING UP TO THESE TYPES OF WORKSHOPS. WE ALL HAVE ROOM TO GROW.



THANK YOU!

WE WANT TO HEAR YOUR FEEDBACK

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