

Dear campus colleagues,

Thank you for choosing to present the IEE “**Bulletin Board in a Bag**”: **Microaggressions** in your area this **December**!

In this packet, and any attached documents, you will find everything you need to begin a great bulletin board.

How to use

We’ve provided several flyer-sized pages of information, intended to get your board started; researching and adding additional information that would be of most interest to your particular residents (relevant communities in their home states/nations, campus/community activities that appeal to their majors and hobbies) can help expand the board and improve its impact.

For the most part, the Board is just print and post ready. Many of the sheets are designed so that you can put one on top of the other and residents can “flip” them to read more (Ex. the Hinduism sheet stapled on top of the facts about Hindusim). If we had it available at the time of publication, we’ve also included or attached information about campus/community events observing this month, that you can post as well. If there aren’t any, you can check the IEE website www.du.edu/studentlife/ie-education/) to see what events they have scheduled, and add them to your Board. And, consider making attending one of these events a program for your floor!

Feedback

To help us know where our boards have been, and how residents have responded to them, please email us (igr@du.edu) any/all of the following:

- Your name, hall and floor where the board is posted
- A photo or two of the board up on your floor
- A brief description of any reaction/feedback the board generated on your floor community,
- And any feedback you have about this board or ideas for other Inclusive Excellence-related identities/issues/observances we could provide for the future.

(And in the unfortunate event there’s any defacement or other negative reaction to the board, please follow your hall’s reporting procedures, and let us know.)

THANKS for sharing this important, and interesting, info with your residents!

Sincerely,

Inclusion and Equity Education

www.du.edu/studentlife/ie-education/

facebook.com/IEedDU

UNDERSTANDING MICROAGGRESSIONS

WHAT ARE MICROAGGRESSIONS?

- They are subtle, mundane exchanges that communicate hostile, derogatory, or negative messages to individuals based on the identity of people part that are a part of marginalized groups.
- Microaggressions can be verbal, behavioral, or environmental. They can include staring, glaring, comments, actions, and gestures.
- These actions are not always conscious, but they are constant, often daily experiences for people of color, LGBT+ communities, people with disabilities, and members of marginalized groups.



<http://wwest.mech.ubc.ca/diversity/microaggressions/>

<https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis>

HERE ARE SOME EXAMPLES:

- “You’re really pretty... for a black girl.”
- “Can I touch your hair?! I have never touched black-people hair...”
- “No... where are you REALLY from?”
- “What ARE you?”
- “Can you read this?” (insert any language other than english here)
- “Your hair is so nice!! Why don’t you just take of that hijab?”
- “But you don’t act black!”
- “Did your family jump the border?”
- “You all look alike.”
- “Can you teach me how to twerk?”

<https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis>



WHAT ARE THE DIFFERENT TYPES OF MICROAGGRESSIONS?

- **Microassaults**
 - These are often conscious. They aim to attack someone's group identity, or harm them through name-calling, avoidance, and discriminatory actions
 - These happen when the perpetrator has a level of anonymity, is among a group of like-minded people, and loses control.
- **Microinsults**
 - These are often unconscious. They convey a stereotype, rudeness, or insensitivity toward a person's group identity. They include assumptions about the individual's: sexuality, citizenship, language abilities, etc.
- **Microinvalidations**
 - These are also often unconscious. They deny, exclude, and negate the experiences and feelings of an individual in a group. These may lead individuals to question their experience. They may be perceived as and irrational overreaction



<http://wwest.mech.ubc.ca/diversity/microaggressions/>

OKAY... BUT THESE DON'T SEEM ALL THAT BAD

- On the contrary, microaggressions don't just "hurt someone's feelings."
- Although overt racism and discrimination are easier to notice, that does not make microaggressions any easier to experience.
- Microaggressions are like subtle racial blows administered incessantly. They are like paper cuts or mosquito bites; one isn't all that bad, but imagine hundreds of paper cuts/mosquito bites a day, and you will understand the pain of microaggressions.



<https://www.usatoday.com/story/news/2018/02/28/what-microaggressions-small-slights-serious-consequences/362754002/>

<https://www.youtube.com/watch?v=3Wn6yTclx10>

WHAT ARE SOME OF THE EFFECTS OF MICROAGGRESSIONS?

- In a 2012 psychological study, it was found that college students experienced an average of 291 microaggressions in 90 days.
- Microaggressions negatively impact mental health.
- They perpetuate stereotype threat, which is a situational predicament in which people are or feel themselves to be at risk of conforming to stereotypes about their social group.
- They decrease productivity and problem-solving abilities.
- They create hostile work and institutional environments

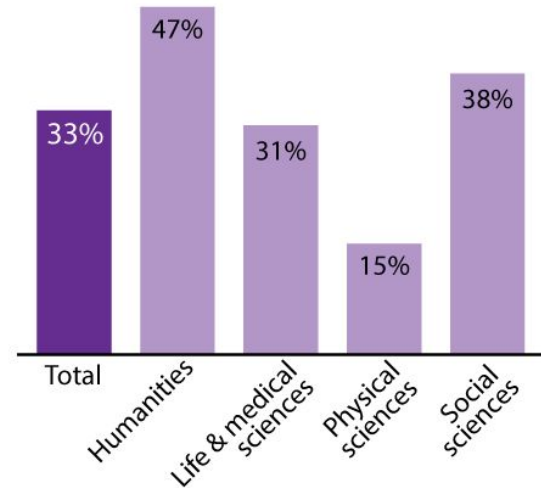


WHERE ARE MICROAGGRESSIONS MOST PRESENT?

- Microaggressions are prevalent across social environments; they exist in media coverage, clinical therapy, classrooms, academia, workplaces, and communities.
- Microaggressions play a huge role in the lack of diversity in the STEM field. In order to address this lack of diversity in STEM fields, individuals and organizations must acknowledge their unconscious biases and behaviors. The microaggressions present can be as simple as unintentionally excluding someone from an important conversation, and this affects many domino effects regarding the way they are perceived in the workplace.

Percentage of female faculty, by academic division

Though women occupy less than half of faculty positions across academic divisions, the disparity is most dramatic in the physical sciences.



Source: Office of Institutional Research

WHAT CAN WE DO TO FIX THIS?

- In order to address microaggressions it is necessary to:
 - Define them
 - Especially the “invisible” ones
 - Recognize them
 - In ourselves and others
 - Deconstruct their hidden meanings
 - Acknowledge their effects
 - And learn about coping strategies
 - Take action
 - Implement education programs

<http://wwest.mech.ubc.ca/diversity/microaggressions/>

