

Case Study #1

This case study is taken from a workshop created from the University of California--Santa Cru. https://academicaffairs.ucsc.edu/events/documents/Case_Studies_2014_10_16_Final.pdf

Instructions: Your group should have a facilitator, a recorder, and a spokesperson. The recorder should take notes for our follow-up discussion.

Using the Microaggressions Toolkit, think about the following questions:

- A. What is the impact of the action to the *recipient* (not the sender)?
- B. What effects may the microaggression have on others and how they may view the recipient?
- C. Try to interpret the microaggressions. How might you respond?

The following quotations are taken from a larger script.

1. Judy to Polloa: *"Oh, I meant to tell you that my friend Sonya from Bioengineering saw your talk at the Faculty Club. She said you were very articulate."*
2. Kyle to Polloa: *"Calm down, Polloa. You don't have to get so angry. We're just having a discussion."*
3. In regards to a comment that Judy made about research findings of negative student comments on teaching evaluations of female professors, Glen interrupted her and made the same point, stating, *"I just heard on NPR about one of those studies that suggests that women are not regarded as highly as men in student evaluations."*
4. Kyle to Polloa: *"She's spending too much time doing 'diversity work.' She spends more time on 'diversity' than you, Polloa, and she's not even an Excellence Hire!"*

Case Study #2

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The following quotations are taken from a larger script.

1. Bill: *"I think it's great that she's got these high-impact journals on here but I would like to see some more focused research."*

2. Kyle: *"There's a lot of really advanced math and statistical analysis in this co-authored paper... I'm not sure she did it herself. Come to think of it, I'm not even sure what her contribution is on some of these publications..."*

Glen: *"Wait, since when is that a concern?"* (Gesturing at KYLE, to the group.) *"We have never questioned whether Kyle here has established his independence and five of his strongest publications are with his former advisors."*

Kyle: *"I appreciate your point, Glen, but even the sole-authored paper she has on here... I mean, it's in the exact same area as her advisor's work at Stanford. I don't see her creating anything new and really contributing to the innovation of this department. At least we can say she's dutiful I guess..."*

3. Kyle: *"I'm not saying anything about her being a mother! It's amazing how she juggles everything, I don't know how she does it. I love mothers!"*

Bill: *"I am concerned about her grad students if she goes on leave so soon after establishing her lab. The burden of her lab will fall on those grad students, and, let's face it, on those of us they see as substitute mentors."*

Case Study #3

This case study is taken from a workshop created by the National Coalition of STD Directors, led by Sara Stahlberg and Neil Rana.

<https://www.ncsddc.org/wp-content/uploads/2018/12/MicroAggressions-Presentation.pdf>

Instructions: Your group should have a facilitator, a recorder, and a spokesperson. The recorder should take notes for our follow-up discussion.

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- C. Try to interpret the microaggressions. How might you respond?

A black, gay man works at a health department within the administrative division. He is constantly asked to speak to issues within the black gay community.

While he is happy to speak from his perspective, he has insisted that he does not and cannot speak for the entire community.

Staff refer to him as their "gay black representative" and sometimes ask him questions that make him uncomfortable related to his race and sexuality.