

*Collaboration and Commitment:
Publishing Diverse Academic Scholarship for
the Public Good*

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Library & NCID's Commitment to Diversity, Equity & Inclusion

“We aspire to high levels of intercultural competence to serve our community and actively work to ensure that tenets of diversity and antiracism influence all aspects of our work, including as it relates to our collections, services, spaces and people.”

<https://www.lib.umich.edu/about-us/about-library/diversity-equity-inclusion-and-accessibility>

[Scholarship that has] furthered our understanding of historical and contemporary social issues related to identity, difference, culture, representation, power, oppression, and inequality — as they occur and affect individuals, groups, communities, and institutions...diversity scholars share a common goal for their research and scholarship: advancing equity and inclusion throughout our society.

<https://lsa.umich.edu/ncid/about/what-is-diversity-research-.html>



U-M Presidential Emphasis on Public Scholarship

U-M's Faculty Public Engagement has two important goals. The first is to help faculty share their expertise and research capacity with the public, through purposeful efforts focused outside the academy. The second goal is to help the public recognize the great value of its two-century long investment in U-M.

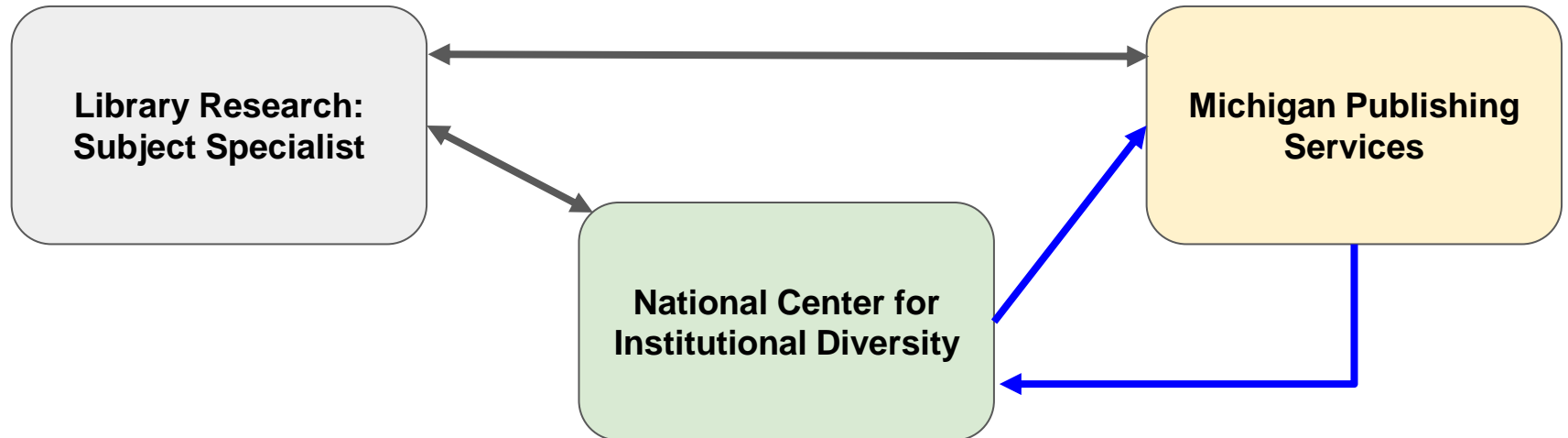
<https://record.umich.edu/articles/university-focus-promoting-faculty-public-engagement/>

Michigan Publishing Services

As experts in scholarly publishing, MPS provides a suite of publishing-related services to the University of Michigan to help increase the visibility, reach, and impact of scholarship.

Introduction to Our Collaboration

- Began in 2017
- Presidential Initiative on Public Scholarship
- Campus-wide emphasis on Diversity, Equity & Inclusion



Currents: Connecting Diversity Scholarship to Practice and Society


“[The National Center for Institutional Diversity](https://www.ncidcurrents.org/) (NCID) *Currents* publication connects scholarship in diversity, equity, and inclusion to practice and public discourse. *Currents* is a scholarship to practice journal that translates cutting-edge research into concise, accessible discussions to inform researchers, practitioners, leaders, policymakers, and the broader public conversation. All papers undergo a two part review process including a review by content experts and review for public accessibility.”

<https://www.ncidcurrents.org/>



The screenshot shows the homepage of the Currents journal website. At the top right, there is a search bar with the text "quick search" and a "Search" button. The main title "Currents" is prominently displayed in a large, serif font, with the subtitle "Connecting Diversity Scholarship to Practice and Society" underneath it. Below the title, there is a navigation menu with links for "HOME", "ABOUT", "EDITORS", "REVIEW PROCESS", "CONTACT", and "BROWSE". A blue banner below the navigation menu contains the following text: "The National Center for Institutional Diversity (NCID) *Currents* publication connects scholarship in diversity, equity, and inclusion to practice and public discourse. *Currents* is a scholarship to practice journal that translates cutting-edge research into concise, accessible discussions to inform researchers, practitioners, leaders, policymakers, and the broader public conversation. All papers undergo a two part review process including a review by content experts and review for public accessibility."

Volume 1, Issue 1 (2019-2020)


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[Gender-Based Microaggressions in STEM Settings](#)
Denise Sekaquaptewa (University of Michigan)
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[Navigating Space and Racial Microaggressions as an Undocumented Latinx Millennial](#)
Cassandra Rodriguez (University of Nevada, Las Vegas)
- 

[Hierarchical Microaggressions in Higher Education Settings: Anyone Can Be a Victim](#)
Demetra M. Burt


One Example




Resisting Racist and Bilingual Discrimination in the Workplace
M




Hierarchical Microaggressions in Higher Education Settings: Anyone Can Be a Victim, Perpetrator, or Bystander
Ahlam Lee (Xavier University)




Daily Microaggressions and Mood in a Community-Based Sample of Young Gay and Bisexual Men: A Focus on Within-Person Daily Processes
Stephanie H. Cook, Erica P. Wood, Rumi Chunara (New York University)



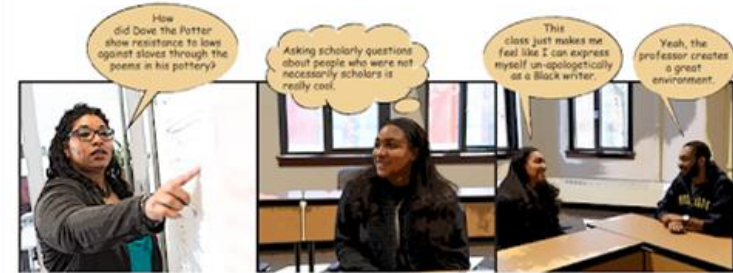
"Too Many to Count": Experiences of Microaggressions for Latinx Students at a Predominantly White Institution in the Age of Trump
Lorraine M. Gutiérrez, Amanda Rodríguez-Newhall, Andrea Mora, Maira A. Areguin, Marissa Salazar (University of Michigan)



Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate
Rosalie Rolón-Dow (University of Delaware)



Setting the Tone: Micro/Macro Racial Aggression, Antirackness and the Outlining of a Trans-National Research Agenda on Community Responses to State Terror



Introduction

Racially minoritized students continue to report more negative perceptions of campus racial climate than their White classmates (Hurtado & Ponjuan, 2005; Johnson et al., 2007). In the stories illustrated above, Celeste and Precious described personal interactions experienced in the course of their everyday lives as university students. Precious's story illustrates a racial microaffirmation (MAF), defined as actions, words, or environmental cues that fosters inclusion or promote the success of racially minoritized students by recognizing their racial identity, validating their racialized experiences,