Addressing Systemic and Interpersonal Racism in Your Unit

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Overview

- Introductions
- Definitions
- Building or Rebuilding a Positive Culture and Climate
- Policies, Procedures, Processes, and Practices
- Conclusion & Wrap Up
Objectives

• Discuss short-term and long-term impacts of racism.
• Provide strategies for leaders for facilitating challenging conversations around diversity, equity, and inclusion.
• Share guidelines for how to lead your team through the process of examining current policies, (re)building a positive culture and climate, and creating sustainable feedback loops for continued growth.
• Explore ways to build trust, communication, and community.
• Increase awareness of resources.
Reflection Activity

Using your cellphone or laptop, go to www.menti.com, add the code that will show up in the chat, and answer the following:

• What 3 words come to mind when you think of the term "antiracism"?
Definitions

1. Racist
2. Antiracist
3. Accomplice
4. Ally
Questions to Ponder…..

What makes you diverse?

Can you recall a time in life where you felt excluded?

Mattering and Belonging
Building an Inclusive Culture and Campus

Intra and Interpersonal
- Learn about yourself and examine your attitudes in an effort to minimize unconscious bias.
- Seek opportunities to gain new knowledge and skills.
- Summarize your DEI philosophy and share it with your team.

Department/College/Unit
- Create an ongoing process for reviewing and updating policies, processes, and procedures.
- Establish diversity committees or councils.
- Provide DEI PD opportunities and resources.
- Support onlies.

Classroom and Labs
- Encourage faculty to:
  - Support people from various backgrounds.
  - Create a more equitable classroom and/or lab.
  - Decolonize syllabi.
  - Address bias incidents in class.

All Spaces
- Provide opportunities to engage in difficult and courageous conversations.
- Celebrate large and small wins…and be part of the solution!
Building Trust, Communication and Community

What are some practical strategies that you will use to transform your department/college/unit/center into a cohesive team?
Hive Mind: What is a Difficult Dialogue?

- In a word or phrase, give an example of what you would consider a “difficult dialogue” in the chat.

- What makes this type of dialogue “difficult?”
Navigating Difficult Dialogues
Benefits

• Healthy conflict can build stronger team relationships.
• Promotes greater depth of reflection.
• Enhances leadership skills if you learn from it.
• Decreases racism, racial discrimination, and bias.
• Others?

Difficulties

• Unprepared for emotional reactions
• Illiteracy around the topic
• Reluctance to expose ignorance or past acts
• Others?
Start planning now!
Determine where you are in your ability/level of comfort in leading/facilitating a difficult dialogue.
  • Seek out advice where needed!
When a bias incident occurs, take your emotional pulse.

Before

ARE YOU PREPARED?
Before

• Consider intended outcomes (what you want to see happen) vs. potential outcomes (what will most likely happen).
• Be prepared to communicate your intended outcomes with your team member(s).
• Identify top three topics.
• If conducting the conversation in a group, establish some “agreements” ahead of time.
  • Allow the group to have opportunities to edit those agreements if there is time.
  • Help your team understand the purpose of the exercise and how challenging dialogues can be beneficial.
During Difficult Dialogues: ACT!

• **Acknowledge** the incident that happened and your team member’s feelings/concerns about it.

• **Create** a space for your team member(s) to engage in the conversation.
  • Set agreements.
  • Suggest ways that members can take care of themselves during the dialogue (e.g., stepping out of the room, etc.).
  • Always be ready to step in and guide your team in positive engagement in the dialogue (e.g., reframe, redirect, reinforce the agreements).
  • Provide multiple ways for team member(s) to participate that may not be oral communication.
During Difficult Dialogues: ACT!

• **Take time** to follow up.
  • Direct team members to the appropriate campus resources, if necessary.
  • Build in time for “checkpoints.”
  • Allow team members time for intentional reflection after the fact.
After

• Debrief and summarize the conversation with your team to help them process it.
• Provide additional time/space for one on one discussion if needed.
• Reflect on the experience. How might you engage better in the future?
Activity: In groups, read the case study provided and discuss 2 possible strategies that you would implement.
Case Study

• You are a new department head, and you have just learned that one of the faculty in your department has been accused of bias in the classroom towards another student. The student reported the situation as a bias incident. You have been contacted by the Bias Education Referral Team to address the situation. What is your plan of action?
Resources

Division of Diversity and Engagement
https://diversity.utk.edu/

Mattering and Belonging
https://belong.utk.edu/

Multicultural Student Life
https://multicultural.utk.edu/

Center for Global Engagement
https://cge.utk.edu/about/

Office of Ombuds Services
https://ombuds.utk.edu/

Commission for Blacks
https://cfb.utk.edu/

Teaching and Learning Innovation
teaching.utk.edu

Council for Diversity and Interculturalism
https://cdi.utk.edu/

Intercultural Development Inventory
https://diversity.utk.edu/professional-development/intercultural-development-inventory/
Thank You!

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Check out our Website!
https://diversity.utk.edu