UNIVERSITY of **HOUSTON** | EDUCATION

Ending Inequities Committee Recommendations Report

Submitted by:
Dr. Tiffany J. Davis & Dr. Samuel R. Brower (Co-Chairs)
October 2020

Abstract: In a statement following the death of George Floyd, Dean Robert McPherson established the Ending Inequities Leadership Group to lead the College of Education's initiative to address systemic racism and help end inequities in education and health. Dean McPherson charged the committee with developing recommendations related to four charges focused on implicit bias training, curriculum, college community/culture, and producing and disseminating research.

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BACKGROUND INFORMATION

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- Dr. Weihua Fan (Faculty/PHLS)
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**Affiliation Key

- CUIN – Department of Curriculum and Instruction
- ELPS – Department of Educational Leadership and Policy Studies
- DEAN – Dean's Office
- OGS – Office of Graduate Studies
- PHLS – Department of Psychological, Health, and Learning Sciences
- UGS – Office of Undergraduate Studies

COMMITTEE CONTEXTUALIZING STATEMENT

The killing of George Floyd during his arrest by Minneapolis police officers on May 25, 2020 triggered an ongoing wave of racial unrest throughout the United States, resulting in protests that confront and resist systemic racism and state-sanctioned violence (i.e., police brutality) toward Black people in the United States. However, George Floyd is but one example of the history of U.S. violence against Black individuals and communities. Ahmaud Arbery, Breonna Taylor, Atatiana Jefferson, Eric Garner, Freddie Gray, Sandra Bland, Trayvon Martin, and Michael Brown are just some of the lives that have been focal points as Black communities and advocates, such as the Black Lives Matter Movement, have been engaged in consciousness raising and resistance. The Black Lives Matter Movement (BLM; 2020), which was founded in 2013 following the acquittal of Trayvon Martin's murderer, is a global network whose mission is to "eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes." Demonstration events continue for the Black Lives Matter Movement alongside (and amid) the ongoing COVID-19 pandemic, which has also illuminated the health disparities and inequities that disproportionately affect Black and Brown communities. The dual pandemics of COVID-19 and racial injustice (Stolberg, 2020) provides further evidence of the pervasive racialized realities that perpetually relegate Black individuals to the margins of U.S. society (Porter, 2020). Colleges and universities are not exempt; white supremacy, racism, and racial inequities have deep roots (and impacts) in higher education institutions, despite stated commitments espousing diversity, equity, justice, and/or inclusion.

In a statement on George Floyd and addressing systemic racism (see Appendix A), College of Education Dean Bob McPherson stated, "As individuals and collectively as the University of Houston College of Education, we must speak out against systemic racism. **We also must act.** We must accelerate and expand our work to end the inequities in education and health that harm historically underserved populations." As a result, Dean McPherson committed the College to addressing systemic racism and appointed an 11-person leadership group, the Ending Inequities Committee (EIC), comprised of faculty, staff, and students to steer the process of developing and submitting recommendations addressing the four charges below:

- Charge 1 – Addressing implicit bias among faculty, staff and students
- Charge 2 – Ensuring coursework prepares students to understand and address systemic racism
- Charge 3 – Cultivating and supporting a racially and ethnically diverse community of faculty, staff and students who work to advance equitable education and health care in the Black community and all of our underserved and marginalized communities
- Charge 4 – Producing and disseminating increased research that informs policy and contributes to ending inequities in our core areas of education and health

In July, to engage the broader College of Education community in this work, the EIC co-chairs surveyed students, staff, and faculty seeking to gauge interest in serving on one of the four subcommittees (see Appendix B). Approximately 60 individuals responded with their interest in supporting the work of one of the subcommittees. The four subcommittees were formed, and all individuals interested were asked to serve on one of the subcommittees. Each subcommittee, co-chaired by leadership group members, consisted of a cross-section of students, staff, and faculty with the subcommittees ranging from 11 to 15 members. The subcommittees, alongside the leadership group, engaged in a thoughtful, purposeful, and iterative process of crafting recommendations addressing the four charges.

For approximately 2 months, subcommittees met and engaged in rich conversations and research to develop a list of recommendations to assist the College in actualizing our continuing commitment to "graduate professionals who promote fairness, equity, inclusion and respect." Based on the recommendations, a listening session survey (see Appendix C) was conducted in September to provide another opportunity for COE stakeholders (students, staff, and faculty) to share their input as the EIC finalized the report and recommendations. In the survey, we provided respondents with an overview of the broad themes of recommendations that we planned to put forth; there were 96 responses across stakeholders. The subcommittee members reviewed the listening survey responses and revised their recommendations where appropriate to ensure the responses were incorporated into the final recommendations included in this report.

"It is no longer justifiable for academia to remain racially illiterate…generations of activism and scholarship have reiterated the demand to diversify and decolonize"
(Sensoy & DiAngelo, 2017, p. 558).

The recommendations outlined in this report are informed by the extant literature related to the four charges which broadly relate to anti-racism, anti-Blackness, implicit bias, equity, and strategies for organizational and academic culture transformations. A comprehensive review of the literature is beyond the scope of the Ending Inequities Committee; however, below is evidence to support the critical nature of addressing systemic racism and expanding our work to end the inequities in education and health that harm historically underserved populations.

Charge 1 – Implicit Bias
- "Research shows that stereotypes can introduce errors in managers' decision making about talent throughout the employee lifecycle such as in hiring, evaluations of performance, assigning high visibility projects, and giving credit for contributing in groups…While most people agree that bias exists in the abstract, many cannot see their own role in enacting bias or how it functions in their organization." (VMware Women's Leadership Innovation, 2019, p. 1)
- "Unconscious bias is a serious issue in education and academia. Unconscious bias among journal reviewers and editors, despite "blind" review processes, may affect the quality (i.e., the prestige of the journal or publisher) and quantity (i.e., how many and how often faculty get published) of publications authored by marginalized faculty. The results of unconscious bias can also be seen in review and selection of grant applications and funded projects. Likewise, university administrators may unknowingly silence the work of marginalized faculty by encouraging faculty to publish in specific journals or on specific topics based on a mainstream view of what constitutes "valuable scholarship." (Davis et al., 2020, p. 30)

Charge 2 – Curriculum
- "Faculty and their larger institutions must embrace culturally relevant, pluralist approaches to teaching, learning, and scholar- ship. As an example, culturally responsive teaching (CRT) refers to pedagogy that involves using the "cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively." (Grapin & Pereiras, 2019, p. 308)
- "It is no longer enough to create yet one more awareness-raising forum, class or even degree program, as interesting as they may be. Instead of offering yet another special-focus course, institutions must move away from the hyphenated curricula and fully integrate truly diverse and inclusive subject matter into all applicable survey courses as well as required course work in a major." (Warren, 2020, para. 13)

Charge 3 – Culture and Community
- "Administrators, faculty, and staff must work toward building institutions that value multiculturalism and diverse perspectives. Multicultural organizations are characterized by the equal participation of diverse constituents in the organization's full range of activities, both formal and informal." (Grapin & Pereiras, 2019, p. 308)
- "The presence of the "-isms" (e.g., racism, sexism, and heterosexism) in the workplace and intersections of gender, racial, and academic rank subordination create conditions for marginalization of women, people of Color, and LGBTQ faculty. Therefore, it is important to actively disrupt the practices and beliefs that contribute to this marginalization for academia to move toward mattering for faculty holding marginalized positionalities—the feeling of being noticed, cared for, needed, appreciated, and not overlooked." (Davis et al., 2020, p.24).
- "To dismantle systemic and structural problems associated with racism in higher education, some White leaders will need remedial education that focuses on systems of whiteness, power, and oppression rather than training on embracing individual tolerance and inclusive excellence. Simply stated, an intentional and sustained anti-racist activism ought to drive the collective consciousness of leaders, and this shift in mindset ultimately ought to lead to a significant change in educational policy" (Ash et al., 2020, p. 4).

Charge 4 – Research and Scholarship
- "The labor of diversity work is often devalued at the highest-tier institutions, where research in the form of peer-reviewed journal publications and the acquisition of grant monies are the long-standing barometers of the most-valued work driving salary and career progression." (Sensoy & DiAngelo, 2017, p. 560).
- "Reward structures should also reflect the intersected lives that marginalized faculty lead and explicitly question the presumed "objective" nature of evaluations. It is important that departmental chairs and faculty colleagues recognize the expectation for and cost of hidden labor when distributing workloads Moreover, for tenure-track faculty, these time- and effort-intensive functions are neither acknowledged nor valued in the review processes. In the case of contingent faculty, being overburdened by teaching and service responsibilities may lead to burnout and faculty attrition." (Davis et al., 2020, p. 30).

DEFINITION OF TERMS

To achieve a shared understanding of these terms, a list of definitions appears below for some of the more common terms that we use in the recommendations of the report. All definitions listed below appear in the Racial Equity Tools Glossary (2019). The primary sources for each definition in included as a parenthetical citation; however, more complete citation information is located on their website.

Affinity Groups/Caucus: White people and People of Color each have work to do separately and together. Caucuses provide spaces for people to work within their own racial/ethnic groups. For white people, a caucus provides time and space to work explicitly and intentionally on understanding white culture and white privilege, and to increase one's critical analysis around these concepts. A white caucus also puts the onus on white people to teach each other about these ideas, rather than relying on People of Color to teach them (as often occurs in integrated spaces). For People of Color, a caucus is a place to work with their peers on their experiences of internalized racism, for healing, and to work on liberation. (Racial Equity Tools)

Anti-Racism: The work of actively opposing racism by advocating for changes in political, economic, and social life. Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts. (Race Forward)

Anti-Blackness: The first form of anti-Blackness is overt racism. Beneath this anti-Black racism is the covert structural and systemic racism which categorically predetermines the socioeconomic status of Blacks in this country. The structure is held in place by anti-Black policies, institutions, and ideologies. The second form of anti-Blackness is the unethical disregard for anti-Black institutions and policies. This disregard is the product of class, race, and/or gender privilege certain individuals experience due to anti-Black institutions and policies. This form of anti-Blackness is protected by the first form of overt racism. (The Movement for Black Lives)

Decolonization: The active resistance against colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence, and power that originate from a colonized nations' own indigenous culture. This process occurs politically and also applies to personal and societal psychic, cultural, political, agricultural, and educational deconstruction of colonial oppression.
(The Movement for Black Lives)

Implicit Bias: Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. (Kirwin Institute, Ohio State University)

Microaggression: The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership. (Derald Wing Sue)

Racial Justice: The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice—or racial equity—goes beyond "anti-racism." It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures. Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. (Race Forward)

COMMITTEE CHARGES AND RECOMMENDATIONS

Charge 1 – Addressing implicit bias among faculty, staff, and students

The College of Education at the University of Houston acknowledges that bias exists and can manifest in individual interactions as well as in organizational culture and central processes such as recruitment, hiring, advising, supervision, teaching, career advancement, and performance evaluation. We are committed to providing opportunities for faculty, staff, and students to engage in self-discovery to learn how to recognize personal bias and learn strategies for addressing bias within self and exhibited by others in order to minimize bias in the future broadly, and particularly toward Black faculty, staff, and students.

In support of this statement, we make the following recommendations to the College of Education (COE):

1. Deliver anti-bias training for all COE faculty, staff, and students.
2. Systematically review data on COE Black staff and faculty to identify trends and address disparities in career advancement, professional development, promotion, and advocacy.
3. Develop and implement a bias response process for the COE, including appropriate reporting, follow up, and referral protocols.
4. Require committee/role specific training and resources in reducing bias and disrupting anti-Blackness in critical areas including recruitment, hiring, supervision, teaching, and review/evaluation for faculty and staff.
5. Curate a digital platform or repository for summarizing and housing current resources for addressing bias.
6. Create college-wide work group to identify ways bias manifests and impacts research and evaluation labs/centers and to develop self-evaluation protocols for researchers and teams to eliminate or mitigate these impacts.
7. Develop a strategic plan for sustaining initiatives for reducing bias (implicit and explicit) across COE activities and across time.

The College of Education at the University of Houston is committed to serving students and providing instruction and course content that not only addresses systemic racism, but also prepares professionals to understand the impact of race on other educational, health, and social outcomes. Through our curricular and instructional practices, we commit to equip students with the knowledge, skills, and abilities to work toward positive social change.

In support of this statement, we make the following recommendations to the College of Education (COE):

1. Survey COE faculty to determine the extent to which they are engaging in research and scholarly activities about and/or teaching topics related to issues of anti-Blackness, educational and health disparities and inequities, and systemic racism.
2. Revise end-of-course student evaluations to evaluate the degree to which reducing inequity and dismantling systemic racism is addressed in the course.
3. Create a self-assessment rubric for faculty to use in decolonizing their syllabus and determining the extent their course syllabi and materials reflect equitable and culturally relevant instructional practices.
4. Develop a protocol that faculty could use for structuring conversations about inequities and systemic racism.
5. Provide training to faculty and staff on effective instructional strategies to integrate within their course on the topics of anti-Blackness, systemic racism, and disparities and inequities in education and health.
6. Develop and implement curricular and programmatic student assessment methods (i.e., portfolios, capstone projects, comprehensive exams, etc.) to determine the extent of student's knowledge, skills, and abilities related to anti-Blackness, anti-racism, and racial justice.
7. Develop a list of resources which faculty may draw upon to teach topics of anti-Blackness, systemic racism, and disparities and inequities in education and health.
8. Ensure that each COE department offers community engagement initiatives in support of UH's Third Ward Initiative, a historically and predominately Black community in which our institution is located.
9. Explore the creation of new degree options for leadership for equity in a diverse society, including but not limited to full degree programs and graduate certificates for existing programs in the college.

Charge 3 – Cultivating and supporting a racially and ethnically diverse community of faculty, staff, and students who work to advance equitable education and health care in the Black community and all of our underserved and marginalized communities

The College of Education at the University of Houston is committed to the support, retention, and recruitment of racially and ethnically diverse faculty, staff, students, and in promoting equitable educational and health care practices. We will focus our efforts on advocacy of social justice for our Black community within the College of Education and the surrounding underserved and marginalized communities.

In support of this statement, we make the following recommendations to the College of Education (COE):

1. Create a College of Education Associate Dean position to be responsible for leading efforts articulated by the Ending Inequities Report focused on COE commitments to equity, diversity, and inclusion.
2. Create a standing COE Diversity, Equity, and Inclusion Committee which will eventually support the work of the Associate Dean.
3. Affirmatively recruit, hire, and admit Black students, staff, and faculty.
4. Administer a COE campus climate survey to all faculty, staff, and students within COE.
5. Organize affinity groups for marginalized communities and provide opportunities for COE listening and feedback sessions.
6. Review and revise the COE scholarship application process for disparities for Black students and address application barriers, such as reference requirements.
7. Actively seek out funding specifically for BIPOC (Black, Indigenous, People of Color) scholarships.
8. Develop and submit departmental retention plans (including goals and assessment process) for faculty, staff, and students of Color.
9. Coordinate a series of professional development workshops including, but not limited to anti-Blackness, systemic racism, chilly climates, micro/macroaggressions, anti-racism, and allyship.
10. Incentivize and monetize staff and faculty engaging in diversity, equity, and inclusion (DEI) work, such as recruiting BIPOC students, faculty, and staff and training COE partners, faculty, staff, and students (e.g., privilege, microaggressions, systemic racism).
11. Ensure diverse racial and ethnic representation (e.g., images, programming, messaging) throughout the College of Education, on the COE website, via social media, and in all communications.
12. Promote UH's Diversity statement throughout Farish Hall and on all COE syllabi to reaffirm the COE culture of embracing diversity and commitment to equity, inclusion, and accountability.
13. Incorporate diversity, equity, and inclusion training into COE new undergraduate and graduate student orientations.

The College of Education at the University of Houston is committed to supporting research and scholarship that seeks to understand and eradicate systemic racism, anti-Blackness, and implicit racial bias as they manifest in our educational and health systems. The College will support such work by removing barriers to and offering incentives for faculty, staff, and students engaging in racial justice work through:

- Supporting student, staff, faculty skill development in appropriate research, assessment, and evaluation methods and theory;
- Supporting student, staff, and faculty's pursuit of assessment, evaluation, and research projects that engage these topics, including providing internal funding opportunities;
- Facilitating dissemination of research and scholarship findings through strategic College communications and conference/forum opportunities;
- Translating research to practice through nurturing community partnerships; and
- Aligning annual performance, tenure, and promotion processes to recognize the challenges of carrying out anti-racism work and to reward the fruits of those efforts.

In support of this statement, we make the following recommendations to the College of Education (COE):

1. Ensure that COE research committee represents racial, ethnic, and methodological diversity.
2. Create college-wide research symposium, to include undergraduate and graduate students, to disseminate research and scholarship, cultivate collaboration, and hear from experts in anti-racism research (e.g., poster sessions, brown bag, speakers).
3. Celebrate existing and create new partnerships with local community and agencies (public and private) to apply best practices for addressing inequities in education and health.
4. Survey alumni about their research and work that relate to anti-Blackness and racial justice to share on college website as community resources.
5. Create a strategic communication plan to disseminate work by COE students, staff, and faculty relating to anti-Blackness, racial justice, and equity.
6. Use faculty Annual Performance Reports (APR) and tenure and promotion process to support and incentivize research that addresses anti-Blackness and racial justice.
7. Create internal grant opportunities and incentives that support faculty engaging in anti-racism, racial justice, and anti-Blackness research, evaluation, and community-engaged praxis.
8. Provide travel grants that prioritize attendance and presentations at conferences with an equity focus.
9. Establish or sponsor an academic journal that focuses on equity-oriented education and health research and praxis.
10. Host an equity-focused symposium that centers educational and health research and praxis.
11. Establish an interdisciplinary center focused on addressing educational and health disparities and inequities to coordinate research and community engagement efforts, pursue grants, proliferate findings, etc.
12. Create college-wide courses on research and evaluation methods informed by critical theory, including quantitative, qualitative, and mixed method approaches that are open to all graduate students across the university.

APPENDIX

Appendix A – Dean McPherson's Statement on George Floyd and Addressing Systemic Racism (7.3.2020)

Addressing Systemic Racism   10/22/20, 10:08 AM

Addressing Systemic Racism   6/3/2020, 7:30:01 PM

View web version

UNIVERSITY of HOUSTON | COLLEGE OF EDUCATION

June 3, 2020

To Our UH College of Education Community,

Like you, I am angry and devastated over the death of Yates High School graduate George Floyd at the hands of Minneapolis police. I am angry and devastated over the deaths of far too many Black men and women who preceded him in similar situations. We must not forget them:

DEATHS SINCE 2014*

Eric Garner	Eric Harris	Felix Kumi	Quintonio Legrier	Alton Sterling
John Crawford III	Walter Scott	Keith Harrison McLeod	Keith Childress Jr.	Philando Castile
Michael Brown	William Chapman II	Junior Prosper	Janet Wilson	Terence Crutcher
Ezell Ford	Alexia Christian	Lamontez Jones	Randy Nelson	Paul O'Neal
Dante Parker	Brendon Glenn	Paterson Brown	Antronie Scott	Alteria Woods
Michelle Cusseaux	Victor Manuel Larosa	Dominic Hutchinson	Wendell Celestine	Jordan Edwards
Laquan McDonald	Jonathan Sanders	Anthony Ashford	David Joseph	Aaron Bailey
Tanisha Anderson	Freddie Blue	Alonzo Smith	Calin Roquemore	Ronell Foster
Akai Gurley	Joseph Mann	Tyree Crawford	Dyzhawn Perkins	Stephon Clark
Tamir Rice	Salvado Ellswood	India Kager	Christopher Davis	Antwon Rose II
Rumain Brisbon	Sandra Bland	La'Vante Biggs	Marco Loud	Botham Jean
Jerame Reid	Albert Joseph Davis	Michael Lee Marshall	Peter Gaines	Pamela Turner
George Mann	Darrius Stewart	Jamar Clark	Torrey Robinson	Dominique Clayton
Matthew Ajibade	Billy Ray Davis	Richard Perkins	Darius Robinson	Atatiana Jefferson
Frank Smart	Samuel Dubose	Nathaniel Harris Pickett	Kevin Hicks	Christopher Whitfield
Natasha McKenna	Michael Sabbie	Benni Lee Tignor	Mary Truxillo	Christopher McCorvey
Tony Robinson	Brian Keith Day	Miguel Espinal	Demarcus Semer	Eric Reason
Anthony Hill	Christian Taylor	Michael Noel	Willie Tillman	Michael Lorenzo Dean
Mya Hall	Troy Robinson	Kevin Matthews	Terrill Thomas	Breonna Taylor
Phillip White	Asshams Pharoah Manley	Bettie Jones	Sylville Smith	George Floyd

*List from NPR is not comprehensive

As individuals and collectively as the University of Houston College of Education, we must speak out against systemic racism. We also must act. We must accelerate and expand our work to end the inequities in education and health that harm historically underserved populations.

In commitment to taking action, I will work with the College leadership team, our Faculty Executive Committee (FEC) and our Staff Council to form committees made up of faculty, staff and students to recommend specific steps related to the following areas:

- Addressing implicit bias among faculty, staff and students
- Ensuring coursework prepares students to understand and address systemic racism

- Cultivating and supporting a racially and ethnically diverse community of faculty, staff and students who work to advance equitable education and health care in the Black community and all of our underserved and marginalized communities
- Producing and disseminating increased research that informs policy and contributes to ending inequities in our core areas of education and health

Working groups will begin discussions this summer and expand into larger committees in the fall. I am requesting reports with initial recommendations from the committees by Oct. 15. Recommendations and action plans will be shared with our College community.

The challenges we face today are heavy, but we can and will confront them together. In the words of Martin Luther King Jr., "We must accept finite disappointment, but never lose infinite hope."

With frustration and hope,

Dean Bob McPherson
UH College of Education

This is an official message sent by the University of Houston. To verify the validity of this message, email security@uh.edu.

Appendix B – Recruitment for Subcommittee Members (7.13.2020)

Good afternoon colleagues,

As you may be aware, Dean McPherson recently convened a leadership group to lead the College's initiative to address systemic racism and help end inequities in education and health following the death of George Floyd. Tiffany Davis (ELPS) and I are serving as co-chairs and look forward to the meaningful work that will be done to contribute to ongoing dialogue about our College's culture, policies, processes, and practices moving forward. In order to do this, we believe it's important to broaden participation to ensure a diversity of thought, background, and expertise as we address the four charges.

We are seeking members for our four subcommittees through this Subcommittee Interest Form. We expect that the subcommittees will be meeting weekly between now and November. The leadership committee will try to balance the size of the subcommittees while keeping in mind the diverse make up of our students, staff, and faculty to support equitable access and participation. Please complete the form no later than Friday, July 17th.

Direct Link to Form
- https://forms.office.com/Pages/ResponsePage.aspx?id=vboLF_CikEytSw6PDwxCWWpr7LESDxNMt6L5Jxsmpo1URE82ODlWRlBKV1ZWSjlQMjNESDZLNzBMVC4u

If you have any questions, please let reach out to either me or Tiffany; we are happy to answer them.

Appendix C – Listening Survey (9.26.2020)

Dear COE Students, Staff, and Faculty –

In a statement following the death of George Floyd, Dean McPherson established the Ending Inequities Leadership Group to lead the college's initiative to address systemic racism and help end inequities in education and health. The Committee was charged with developing recommendations related to the four charges below:

- **Charge 1** – Addressing implicit bias among faculty, staff, and students
- **Charge 2** – Ensuring coursework prepares students to understand and address systemic racism
- **Charge 3** – Cultivating and supporting a racially and ethnically diverse community of faculty, staff, and students who work to advance equitable education and health care in the Black community and all of our underserved and marginalized communities
- **Charge 4** – Producing and disseminating increased research that informs policy and contributes to ending inequities in our core areas of education and health

Over the past three months, the Ending Inequities subcommittees – comprised of approximately sixty (60) faculty, staff, and students – have met to brainstorm and develop a list of recommendations that we believe will be impactful and assist the College in actualizing our continuing commitment to model and "graduate professionals who promote fairness, equity, inclusion and respect." We are grateful to have such diverse and thoughtful representation from across the College on the committee to help inform our thinking. Our recommendations are wide-ranging and richer by leveraging the collective insight and expertise of the COE community. To that end, we are providing another opportunity for COE stakeholders to share input as we finalize the recommendations and share with the Dean's Leadership Team.

In this questionnaire, we provide you with an overview of the broad themes of recommendations that we plan to put forth. These themes represent the categories of strategies that we have outlined in more depth (i.e., with specific action items) in the report. All answers are anonymous; we will not collect any identifiable information.

After you review the recommendation themes, we ask that you respond to four (4) questions no later than Friday, Oct. 2 @ 12 pm:

- What thoughts or comments do you have that the Ending Inequities Leadership Group should consider as we finalize recommendations?
- Do you have any strategies/recommendations to add to the list related to addressing systemic racism?
- What do you believe should be the top priorities for our College related to addressing systemic racism?
- Please provide any additional feedback for the committee.

Thank you in advance for your time and thoughtful feedback to our Listening Session Survey.

REFERENCES AND RESOURCES

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ANTI-RACISM RESOURCES

Articles

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Ahmad, A. (2020, July 6). A survival guide for Black, Indigenous, and other Women of Color in academe. *The Chronicle of Higher Education.* https://community.chronicle.com/news/2372-a-survival-guide-for-black-indigenous-and-other-women-of-color-in-academe?cid=VTEVPMSED1

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Flaherty, C. (2020, October 21). The souls of Black professors. *Inside Higher Education.* https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020

Resources

Academics for Black Survival and Wellness. (2020). *About us.* https://www.academics4blacklives.com
- *Academics for Black Survival and Wellness* is a group of Black counseling psychologists and their allies. They "hope to foster accountability and growth for non-Black people and enhance healing and wellness for Black people." Their website includes lists of anti-racism resources that is continuously update, petitions that you can sign, organizations and activists to donate to, and political figures to contact to ask for justice. The group has also provided empirically grounded and culturally relevant trainings and webinars.

Bieganek, J. (2020). Auditing your curriculum for diversity and inclusion. https://www.mbaroundtable.org/files/MBAR%20Diversity%20Curriculum%20Workshop%20Auditing%20Your%20Curriculum.pdf
- This resource is a presentation that was presented at the Leadership Council.

College of the Holy Cross. (2020). *Anti-racism action plan guidebook.* https://www.holycross.edu/campus-life/diversity-and-inclusion/additional-resources/anti-racism/anti-racism-action-plan-guidebook
- This resource was developed at the College of the Holy Cross and broadly focuses on racial justice, with a focus on anti-Black racism. Individuals may download and print this resource for personal use at no charge, and no registration is required. However, please do not distribute the guide further (by email or other means), but instead encourage others to come to this webpage to download the latest version of the guidebook. Organizations may use the guidebook, including instructing others to download and print this guide, free of charge after you register on the Authorization for Organizational Use Request Form. Only one lead coordinator per organization needs to register, and not all users affiliated with a specific organization.

Scholar Strike for Racial Justice. (2020). *#ScholarStrike.* https://www.scholarstrike.com/
- Scholar Strike is both an action and a teach-in. For two days, September 8-9, 2020, scholars will refrain from many duties and participate in actions designed to raise awareness of and prompt action against racism, policing, mass incarceration and other symptoms of racism's toll in America. Their website includes a digital toolkit and resources.

<u>Books</u>
McNair, T. B., Bensimon, E. M., & Malcom-Piqueux, L. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial Justice in higher education*. Jossey-Bass.

- Drawing from campus-based research projects sponsored by the AAC&U and the Center for Urban Education at the University of Southern California, this text provides practical guidance on the design and application of campus change strategies for achieving equitable outcomes. The authors offer advice on how to build an equity-minded campus culture, align strategic priorities and institutional missions to advance equity, understand equity-minded data analysis, develop campus strategies for making excellence inclusive, and move from a first-generation equity educator to an equity-minded practitioner. Central concepts and key points are illustrated through campus examples. *Cost:* $40.00

McNair, T. B (Ed.). (2020, June 12). We hold these truths: Dismantling racial hierarchies, building equitable communities. Association of American Colleges and Universities. https://secure.aacu.org/imis/ItemDetail?iProductCode=E-TRHTWHTT&Category=

- This publication describes the work of Truth, Racial Healing & Transformation (TRHT) Campus Centers at colleges and universities across the country to dismantle the tools that perpetuate oppression and entrenched racial hierarchies. *Cost:* $25.00.