Creating a Balanced & Equitable Workplace Culture, Part 2

W4C
Work 4 Change

4 Areas of Equity

October 2022

Faculty SESSION

Indiana University Bloomington Department of Theatre, Drama & Contemporary Dance

Practice Self-Reflection

*As department members it may be difficult to separate organizational criticism
from personal feelings*

*If you feel targeted, emotional, or guilty, you are personalizing the process (me),
rather than receiving the information as an organizational member (role)*

*It is also important, however, that you do not distance yourself from criticism, so that you can
be accountable for your actions that contributed to the issues to be resolved*

This is a step forward in a long process of learning, growing, and building

Setting our Intentions

- This is a welcoming space
- There is room for everyone
- Listen, Reflect, Share
- Your voice is valued. Your presence is appreciated
- Honesty is brave & will push you forward. We celebrate honesty
- Do not share each other's ideas, contributions, or narratives outside

A REMINDER:
Targeted areas of concern you have already identified

- Unfair/unbalanced treatment of faculty and students of color in daily experience and evaluation

- Onboarding, retention, and promotion insecurity for faculty of color

- Lack of diversity and representation in faculty, course offerings, curriculum, etc.

- Lack of institutionalization in the creation of a anti-racist work culture

W4C
Work 4 Change

OUR GOAL:

**To make IU Bloomington Department of Theatre, Drama &
Contemporary Dance
a truly equitable and socially-conscious department,
promoting anti-racist awareness,
and centering dignity and understanding
in its approach to internal communication,
faculty and staff support, and student service delivery.**

W4C

Work 4 Change

Roadmap

Our roadmap is marked by **three key objectives** for today

1

Reflect on Implicit Bias

2

Examine 4 key areas of equity: scholarship, curriculum, policy, & students

3

Discuss equity with colleagues

W4C

Work 4 Change

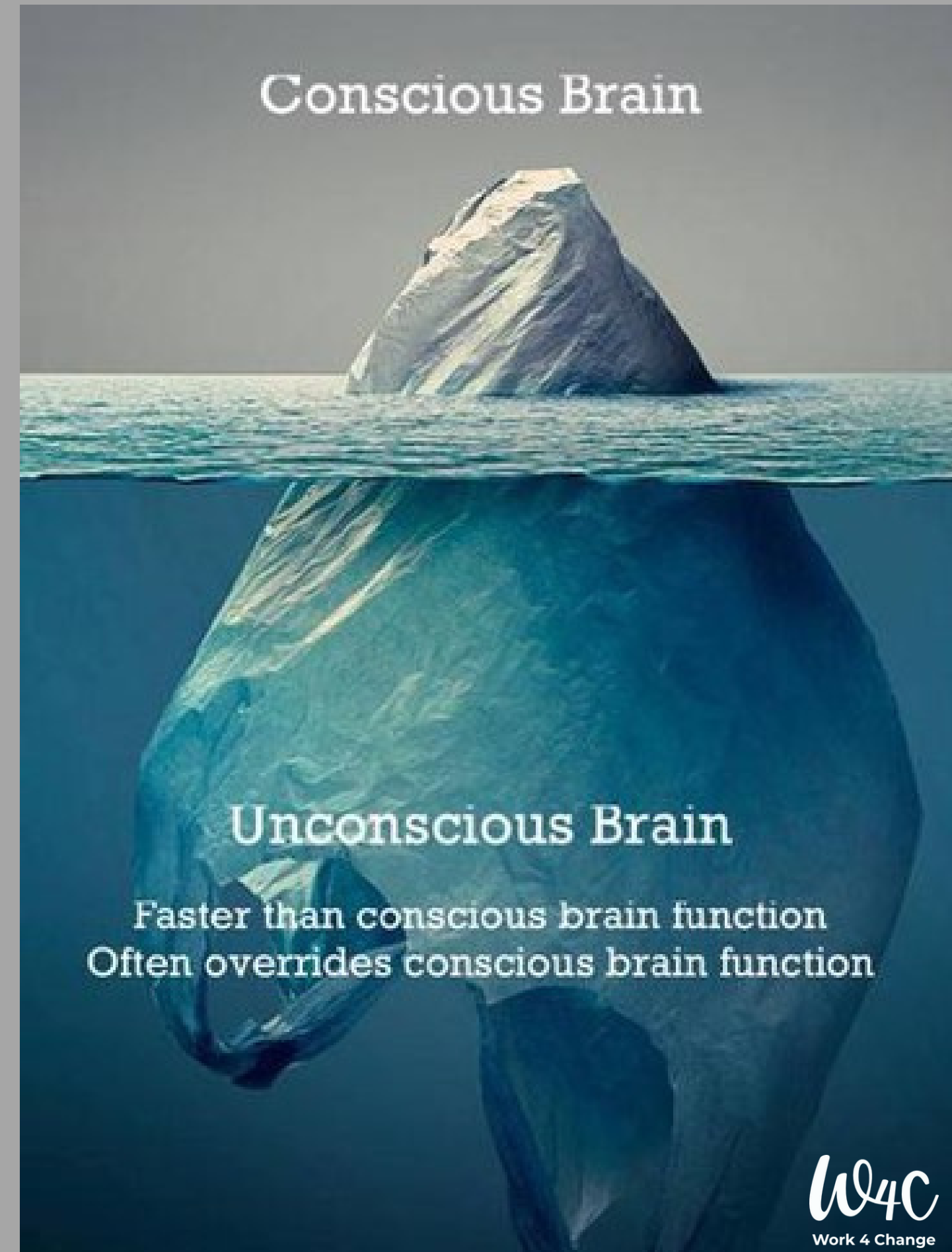# Why Unconscious/Implicit Bias Matters

Research indicates it has potential impacts on :

Strategic Planning

Assessment and Evaluation

Hiring, Promotion, and Discipline

Relationship with Colleagues

Conscious Brain

Unconscious Brain

Faster than conscious brain function
Often overrides conscious brain function

W4C
Work 4 Change

How to approach this information:

1. Don't personalize, think of workplace process & culture.
2. Changes take time. Think about these suggestions as long-term goals, with short-term benchmarks.
3. Consider how you can build ideas into your department policy or strategic plan.
4. Understand you may have more questions than answers.
5. More details will be provided.

W4C
Work 4 Change
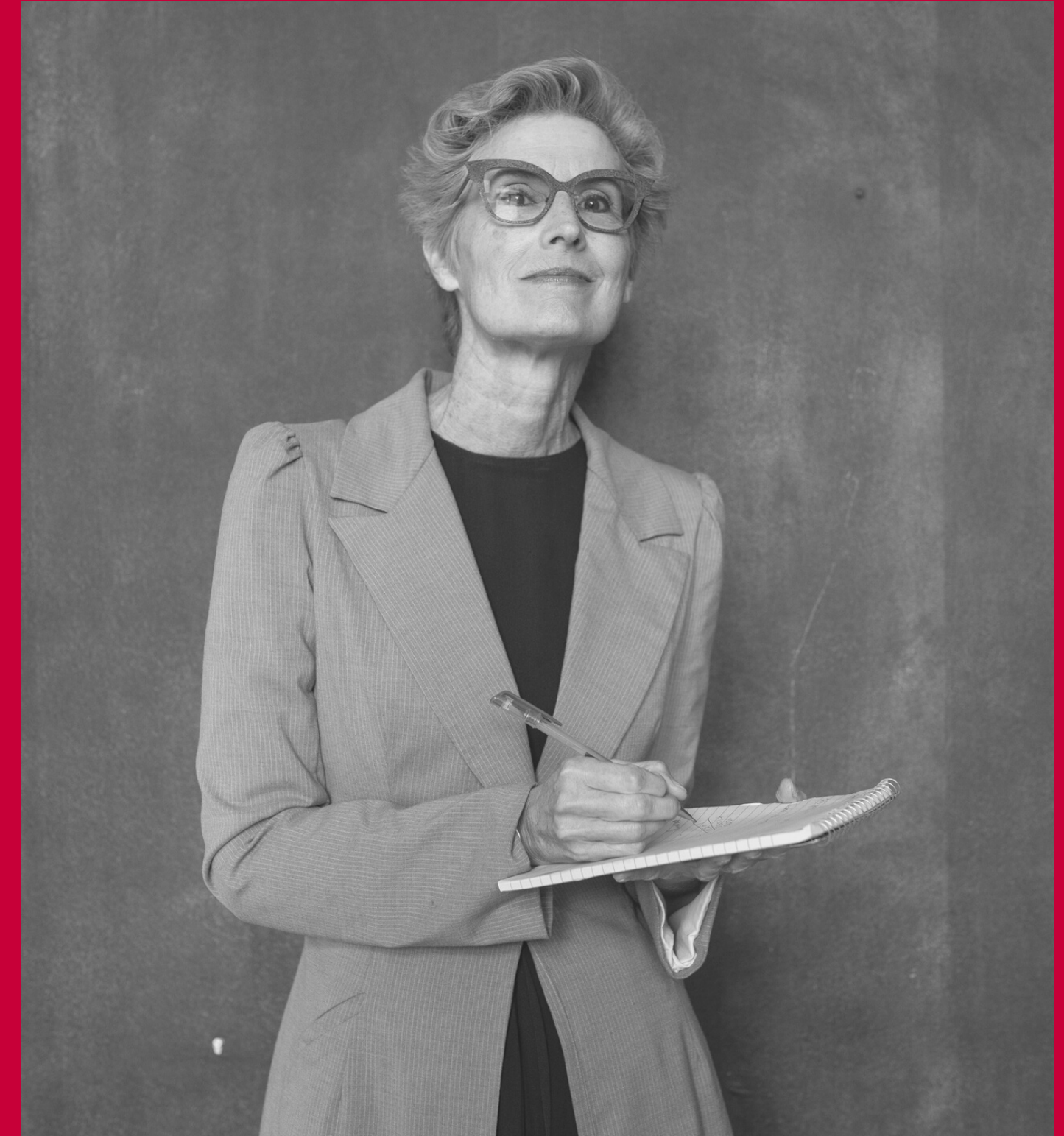
Confront White Heteronormativity:
assumption that anything <u>white</u>,
<u>cisgendered,</u> and <u>straight</u> is the norm

Acknowledge, value, and fairly assess
scholarship that does not center
whiteness
-theory
-pedagogy
-"founders"
-methodological approaches

Scholarship

All scholars are trained in traditional white heteronormative scholarship, but many BIPOC scholars apply non-traditional scholarship and approaches to their work. Why?

- many theoretical canons are (at least) racist and sexist in their ideas and approach
- "founders" is not a universal idea
- many methodological approaches ignore BIPOC (women, non-cisgender) populations, so scholarship that emerges from white heteronormative approaches contribute to the invisibility of their communities
- many pedagogical approaches do not acknowledged the socio-political history of BIPOC students, and teach as if all students are assumed "middle class" or generic

W4C
Work 4 Change
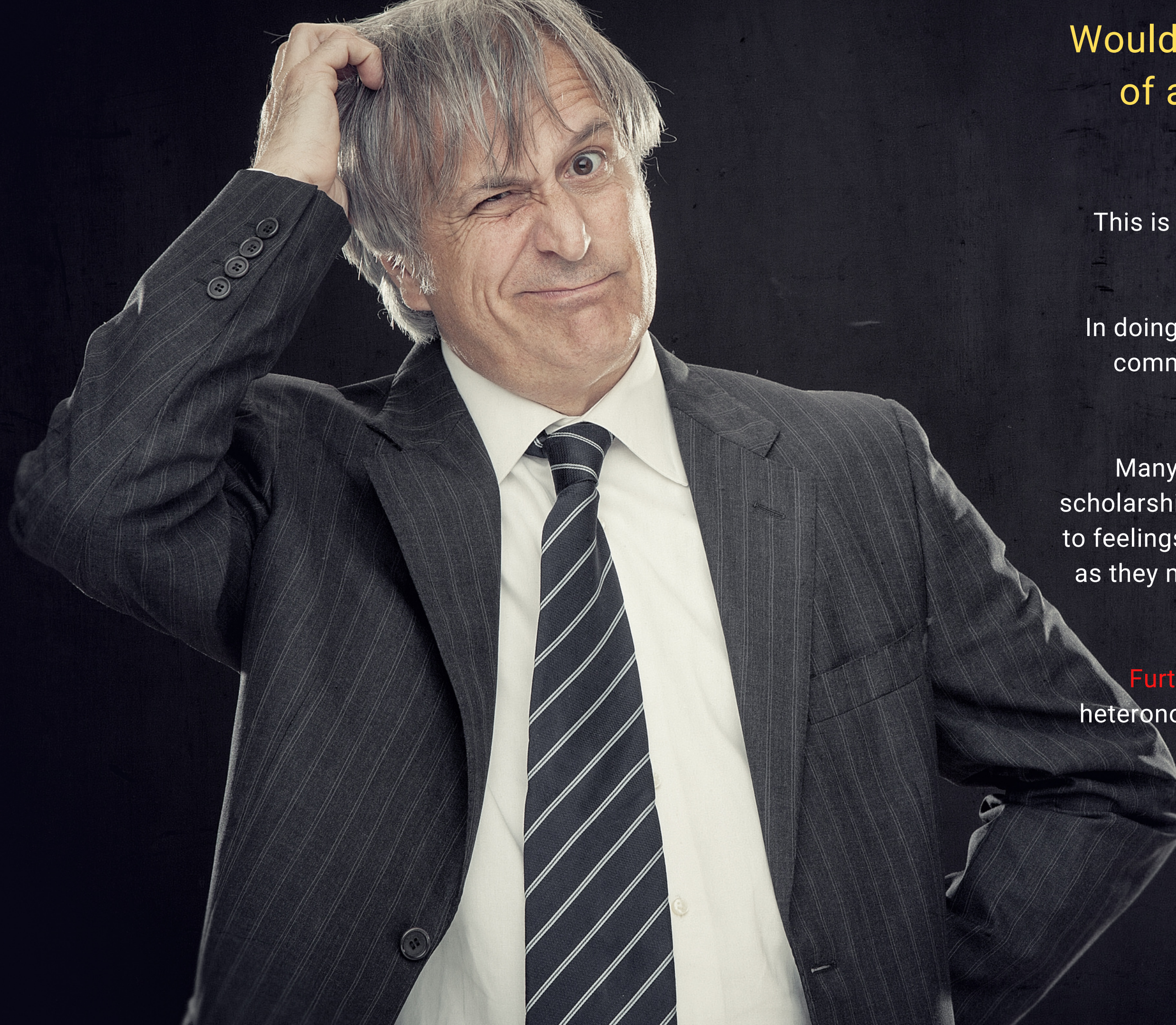
Would you want reproduce the ideas of a thinker who devalued your existence?

This is what BIPOC scholars are forced to do to be accepted in the academy.

In doing so, they contribute to the invisibility of their communities, and thus cannot work toward the betterment of them.

Many make the risky choice to embrace BIPOC scholarship early on to avoid self-scrutiny, but this leads to feelings of lack of belongingness and lack of support as they may not feel authentic in their work, or cannot find collaborators.

Further, their colleagues who embrace white heteronormality do not value their work and question their career track.

W4C
Work 4 Change

Curriculum

The same ideas of "scholarship" transfer to "curriculum" as this is the place where ideas are literally value-set, reproduced, and instilled in the next generation of thinkers and practitioners

- do personal and departmental audits and consider who is missing? & who is silenced?

- make small changes to your syllabus to be more inclusive

- evaluate your department mission and recognize if there is any misalignment or misrepresentation

Equity is a departmental, college, and university value. It should be included in the fabric of your curriculum

Assess and (re)evaluate considering race, anti-racism and equity including course availability, course content, syllabus evaluation, pedagogy, faculty representation and department mission. You may need subject matter expert.

W4C
Work 4 Change

Policy

W4C
Work 4 Change

Because of limited mentors, supports, and trust, many BIPOC members rely **heavily on formal policy.**

- When was the last time your Workload Policy was updated?

- Formal mentorship as a part of policy; disband toxic mentoring relationships

- Stronger on-boarding; get faculty connected with tangible outcomes (not just moral support)

- Improved or clarified sanctions and grievance routes

POLICY must be meaningful
-reexamine workload policy for equity

-strengthen accountability

-stronger on-boarding for new hires

-have product based outcomes
(grants, publications, research teams)

- improved grievance routes

Students

Refer to "Scholarship" and "Curriculum"

- Create multiple routes and spaces for students to share and express issues with unfairness

- Sanction or remove faculty who regularly and historically demonstrate attitudes and behaviors that perpetuate racial harm on students

- Assign Black and other minoritized graduate students to strong collaborative teams with non-toxic faculty
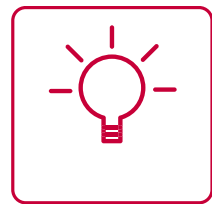

Students are an equal part of the process

Students must be valued, protected, and supported in many of the same ways that faculty need:
-routes and space for grievances
-sanction faculty that harm students
-assign minority grad students to strong research teams

W4C
Work 4 Change

Time to talk it out

Scholarship
Confront White Heteronormativity

Policy
Policy must be meaningful

Curriculum
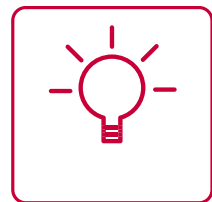Equity is a departmental, college, and university value.

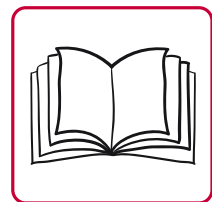**Students**
Students are an equal part of the process

W4C
Work 4 Change

Acknowledge your Improvements since 2019

Scholarship ▶

Policy ▶

Curriculum ▶

Students ▶

W4C
Work 4 Change

General Recommendations

01

SCHOLARSHIP

Acknowledge, value, and fairly assess scholarship that does not center whiteness
-theory
-pedagogy
-"founders"
-methodological approaches

02

CURRICULUM

Assess and (re)evaluate considering race, anti-racism and equity including course availability, course content, syllabus evaluation, pedagogy, faculty representation and department mission. You may need subject matter expert.

03

POLICY

- improved grievance routes
-reexamine workload policy for equity
-strengthen accountability
-stronger on-boarding for new hires
-have product based outcomes
(grants, publications, teams)
-

04

STUDENTS

Students must be valued, protected, and supported in many of the same ways that faculty need:
-routes and space for grievances
-sanction faculty that harm students
-assign minoritized grad students to strong collaborative teams

W4C
Work 4 Change

You will be met with resistance/ push back

What are you willing to do as a department to move forward in spite of others resistance to change?

W4C
Work 4 Change

OCT 24, 2022
VIRTUAL
3pm-4:15pm

Work 4 Change

KAJA DUNN:

Race and Promotion, Retention, and Tenure
ANTI-RACIST AND CULTURALLY COMPETENT PRACTICE

W4C
Work 4 Change