Creating a Balanced & Equitable Workplace Culture, Part 2

October 2022

Faculty SESSION

Indiana University Bloomington Department of Theatre, Drama & Contemporary Dance
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
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.
Reflect on Implicit Bias

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

Discuss equity with colleagues

Our roadmap is marked by **three key objectives** for today.
Why Unconscious/Implicit Bias Matters

Research indicates it has potential impacts on:

- Strategic Planning
- Assessment and Evaluation
- Hiring, Promotion, and Discipline
- Relationship with Colleagues
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.
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

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

Scholarship

Confront White Heteronormativity: assumption that anything white, cisgendered, and straight is the norm

- theory
- pedagogy
- "founders"
- methodological approaches

Acknowledge, value, and fairly assess scholarship that does not center whiteness
Would you want to 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.
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.
Policy

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
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
Time to talk it out

**Scholarship**
Confront White Heteronormativity

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

**Policy**
Policy must be meaningful

**Students**
Students are an equal part of the process
Acknowledge your Improvements since 2019
SCHOLARSHIP
Acknowledge, value, and fairly assess scholarship that does not center whiteness - theory - pedagogy - “founders” - methodological approaches

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

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

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

You will be met with resistance/push back
OCT 24, 2022
VIRTUAL
3pm-4:15pm

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