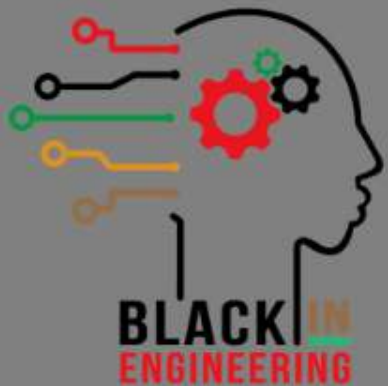


Becoming an ~~Anti-~~ ~~Racist~~ University

October 6, 2020



This presentation was developed based on the work of the Black in Engineering group.¹¹

Preface – The Executive Order

<https://www.whitehouse.gov/presidential-actions/executive-order-combating-race-sex-stereotyping/>

EXECUTIVE ORDERS

Executive Order on Combating Race and Sex Stereotyping

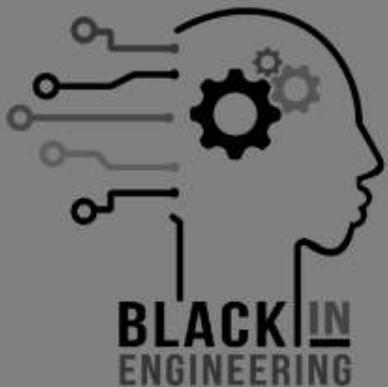
LAW & JUSTICE | Issued on: September 22, 2020

★ ★ ★

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Federal Property and Administrative Services Act, 40 U.S.C. 101 et seq., and in order to promote economy and efficiency in Federal contracting, to promote unity in the Federal workforce, and to combat offensive and anti-American race and sex stereotyping and scapegoating, it is hereby ordered as follows:

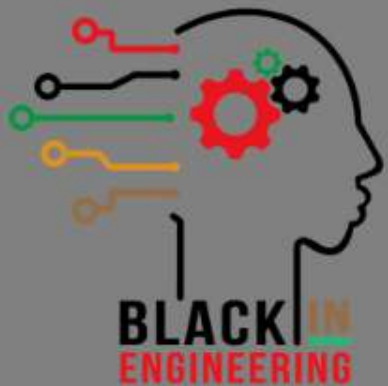
- Workshops and discussions of this matter has been deemed anti-American by the 45th POTUS

In order to grow, we
must acknowledge and
confront ALL truths

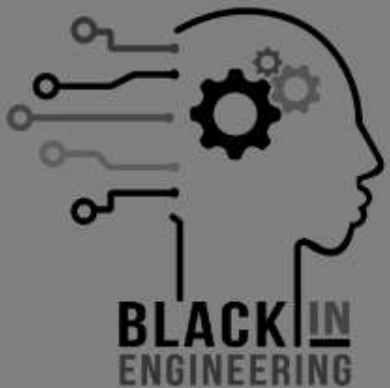


Agenda

- Overarching Principles
- Recommendations - Breakout Session & Re-group
- Questions and Answers



Overarching Principles

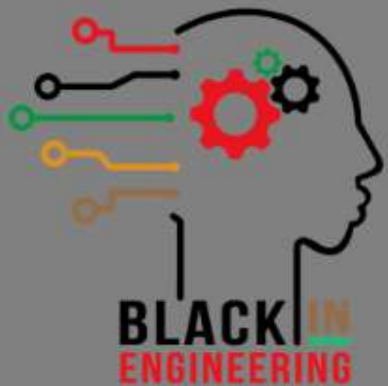


Attitude

- The best way to approach this is with the assumption that as a predominantly white institution (PWI), the institution suffers from deep, systemic racism.
 1. Fact: U.S. history is racist
 2. UGA was founded in 1785
 - a) Women were admitted in 1918
 - b) African Americans were admitted in 1961
- The responsibility for fixing systemic racism within the institution lies with current members of the institution. Refusal to acknowledge this responsibility is a complicit act of agreement to perpetuate systemic racism.

Clarity

- The issue of focus is anti-Black racism.
- Racism manifests through an interlocked network of oppressions that incorporates sexism, classism, ableism, xenophobia, and more.
- Through this intersectional prism, racism has differentially unleashed traditional and systemic harms, preventing individuals from living full and nourished lives



Accountability

Institutional

- Promises and statements of commitment without corresponding incentives for success and – more importantly – clear consequences for failure – are inadequate to address systemic racism.
- Goals for change and racial equity are measurable and hold real implications for university administration. Such measures and implications should be incorporated into an action plan **AND** progress should be publicly accessible so that the work will not stop until success is achieved.

Personal

- Every university leader – department heads, deans, the provost, and the president – needs to make a personal commitment to understanding the effects and evidences of racism within the institution and to becoming anti-racist, as an individual.
- This work of re-making the individual cannot be outsourced to a committee or task force: that is, you as an individual cannot become anti-racist by creating a committee. Ultimately this work must be done by every member of the academic community, starting with the leadership and policy-makers.

Commitment and Resources

- The only action that will yield results is a firm, prompt commitment to change.
- Avoid using scapegoats as a reason for little to no progress
 - Committees and task forces are not effective when persons in power are not actively engaged
- Reflect on statements made in support – are they supported by measurable, transparent actions?

Privilege Check

How Privileged Are You? [Retake Quiz](#)

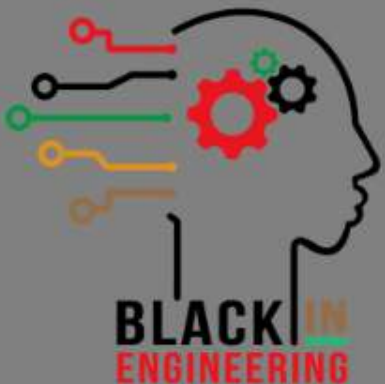
You live with 53 out of 100 points of privilege.

You're quite privileged. You've had a few struggles, but overall your life has been far easier than most. This is not a bad thing, nor is it something to be ashamed of. But you should be aware of your advantages and work to help others who don't have them. Thank you for checking your privilege.

55% You checked more than 55% of quiztakers.
Can your friends beat you?

[Share](#) [Tweet](#) [Copy Link](#)

YOU'RE QUITE PRIVILEGED



Privilege Check

- Take about 5-10 minutes to complete this survey. Be sure to keep your results handy

<http://bit.ly/privilegechecker>

Historical Education

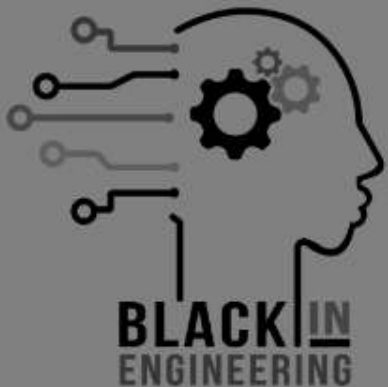
- Knowledge is power. As workers in higher education, we believe that knowledge influences the heart → behavior → culture.
- Institutions of higher education must equip their students to interact in a diverse world, and they must equip all faculty and staff to interact with a diverse student body.²
- Perform a thorough investigation into the systemic racism, both past and present, embedded in the institution. All faculty, staff, and students must be required to learn the racist history of the institution and understand the persistent patterns of racism so that they are equipped to counteract them.

Incorporate it into mandatory training programs

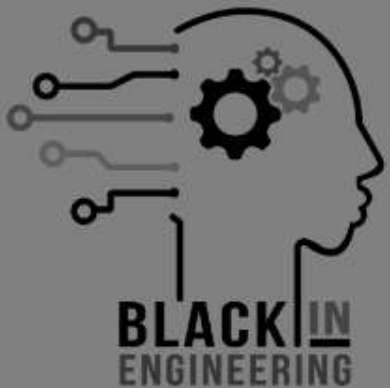
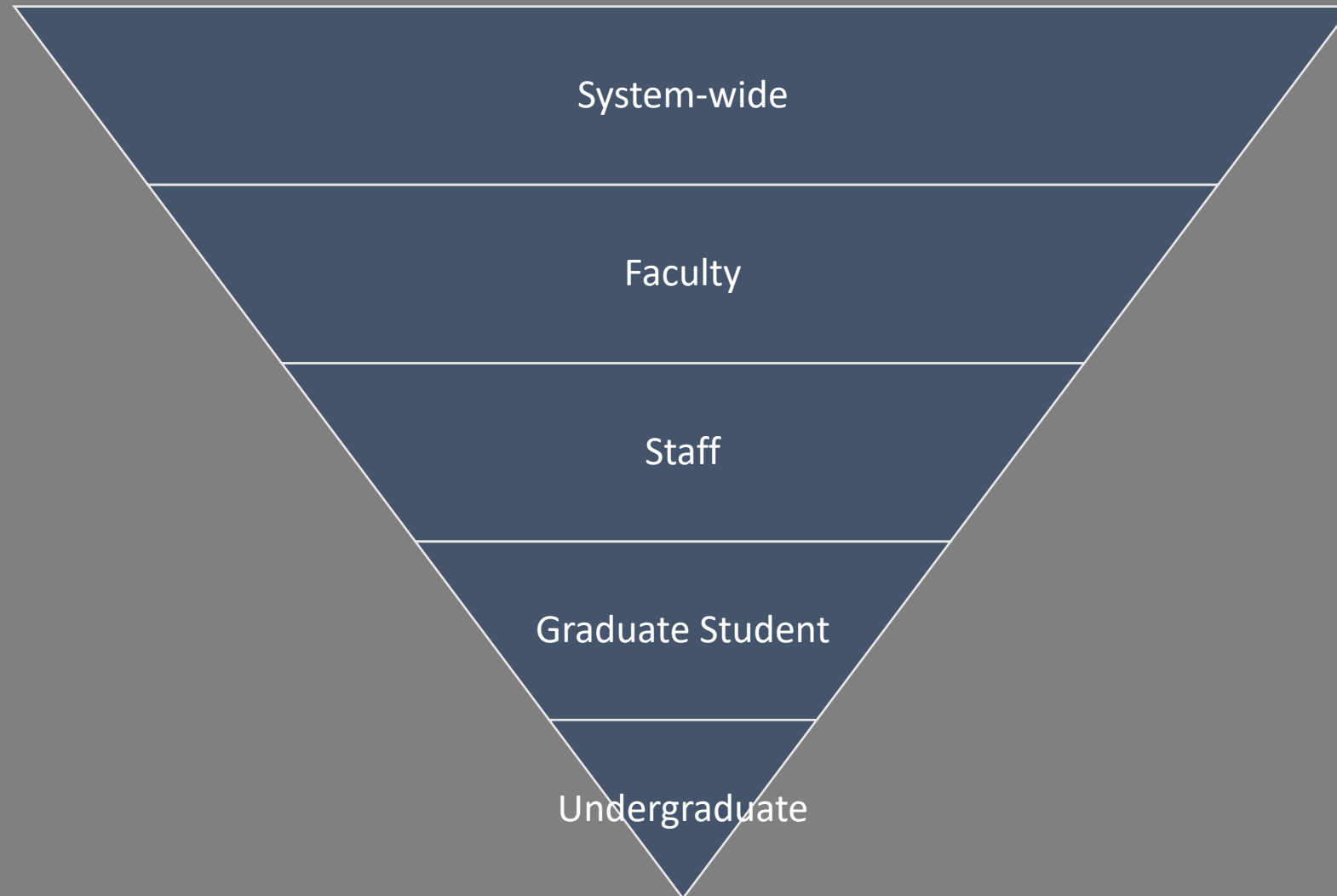
Add degree requirements, at all levels, that include education on past and present racial injustice within the respective disciplines.

For example, this could be coupled with current training on ethics and academic integrity within the discipline. The courses should also highlight the contributions of Black people to each discipline.³

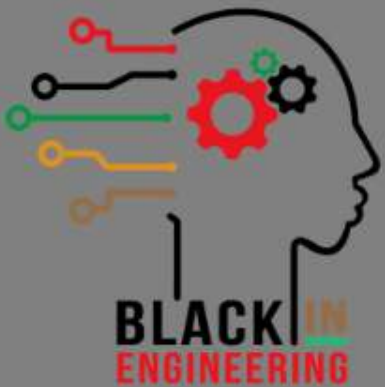
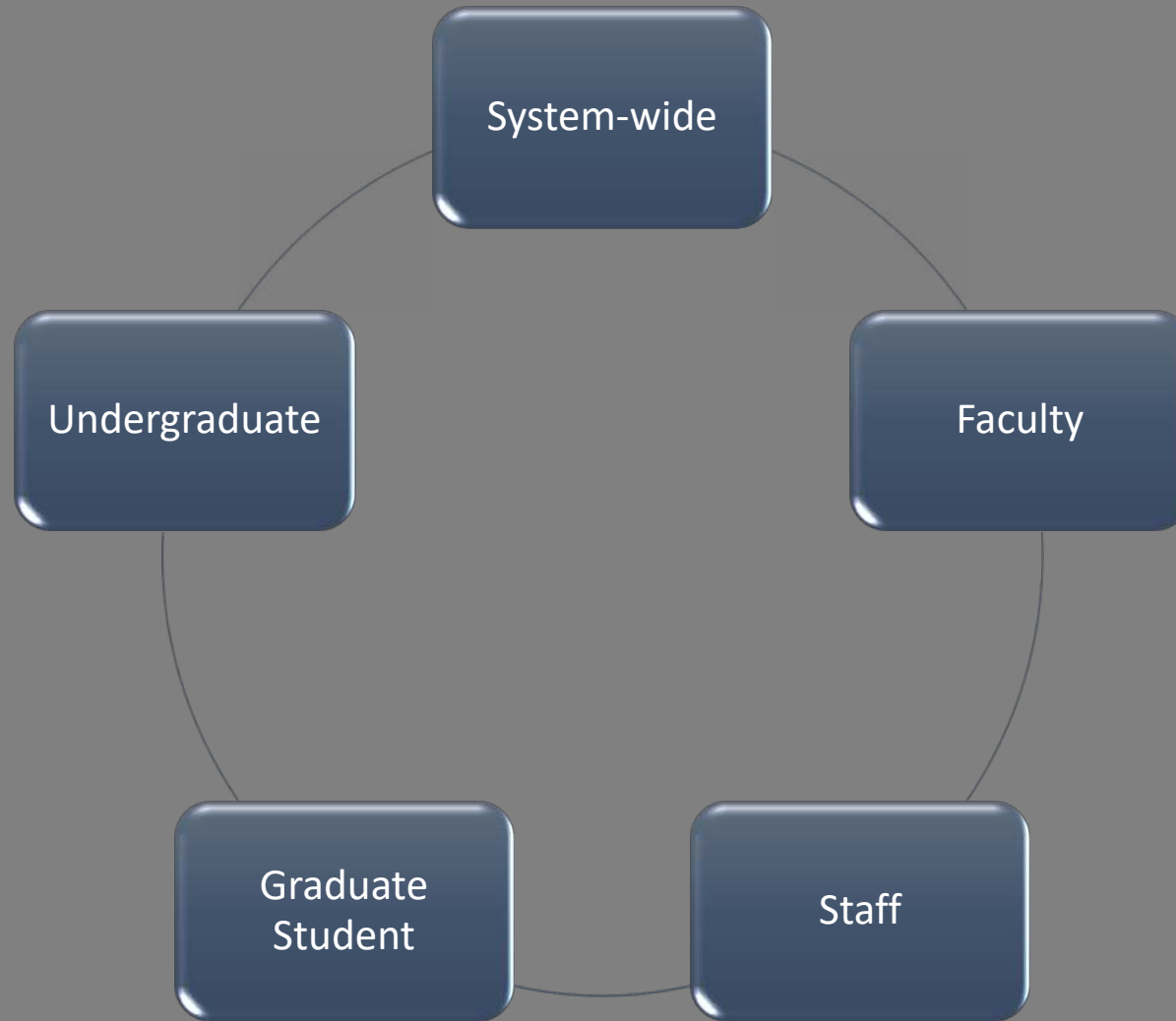
UGA requires cybersecurity training twice a year. Anti-racist training could also be required bi-annually.



Recommendations



Report Out



In conclusion...

Dismantling oppressive systems requires change at multiple levels. However, there is only so much that one can do within their position.



Change begins when you recognize and acknowledge the power and privilege you DO have and begin making a difference there.

- A DH structurally has more power than a Professor/Instructor
- College leadership structurally has more power than a single Dean or DH

References

1. Ibram X. Kendi, "This is what an antiracist American would look like. How do we get there?" The Guardian, 6 December 2018, accessed 6 July 2020. URL: <https://www.theguardian.com/commentisfree/2018/dec/06/antiracism-and-america-white-nationalism>
2. University of Wyoming ODEI Strategic Plan for Diversity, Equity, and Inclusion, 2017 – 2022, http://www.uwyo.edu/strategic-plan/_files/docs/odei-strategicplan2018-r3-.pdf
3. The University of Toledo Strategic Plan for Equity, Inclusion and Diversity, 2016, <https://www.utoledo.edu/diversity/diversity-plan/docs/diversity-plan.pdf>
4. The University of Michigan, Diversity, Equity & Inclusion Strategic Plan (2016-2021) [Updated October 2019], <https://diversity.umich.edu/strategic-plan/>
5. University of California, Berkeley Strategic Plan for Equity, Inclusion, and Diversity, Pathway to Excellence, 2009, https://diversity.berkeley.edu/sites/default/files/executivesummary_webversion.pdf
6. MIT, Report on the Initiative for Faculty Race and Diversity, 2010
7. Black Graduate Students Association at MIT, Recommendations for Addressing Racial Bias at MIT, 2015, <http://bgsa.mit.edu/sbl2020>
8. University of Colorado Boulder, Inclusion, Diversity and Excellence in Academics (IDEA) Plan, 2019, <https://www.colorado.edu/odece/diversity-plan/inclusion-diversity-excellence-academics-idea-plan>
9. Utsey SO, Giesbrecht N, Hook J, Stanard PM (2008) Cultural, sociofamilial, and psychological resources that inhibit psychological distress in African Americans exposed to stressful life events and race-related stress. J Counsel Psychol 55(1):49–62
10. Colleen Flaherty, Risk Without Reward, Inside Higher Ed, April 16, 2020 <https://www.insidehighered.com/news/2020/04/16/underrepresented-scholars-outperform-majority-peers-terms-novel-research>
11. On Becoming an Anti-Racist University. (2020, September 18). Retrieved September 29, 2020, from <https://blackinengineering.org/action-item-list/>

Questions?

Email notes to rslewis@uga.edu

