

EquityNOW! Session 1: Unpacking Internal and Institutional Racism

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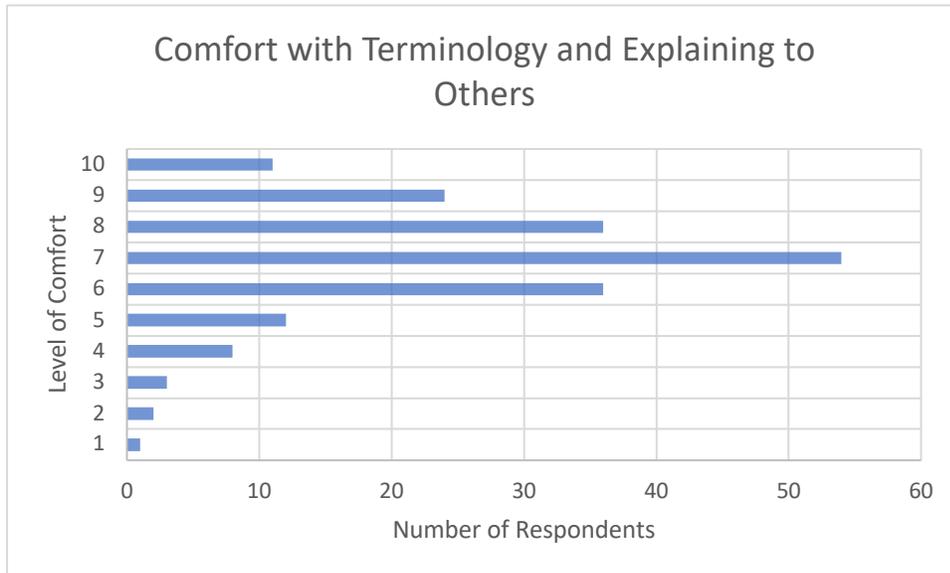
Chat Box Notes

What resonated with you or pushes you about the excerpt from Sensoy and D'Angelo?

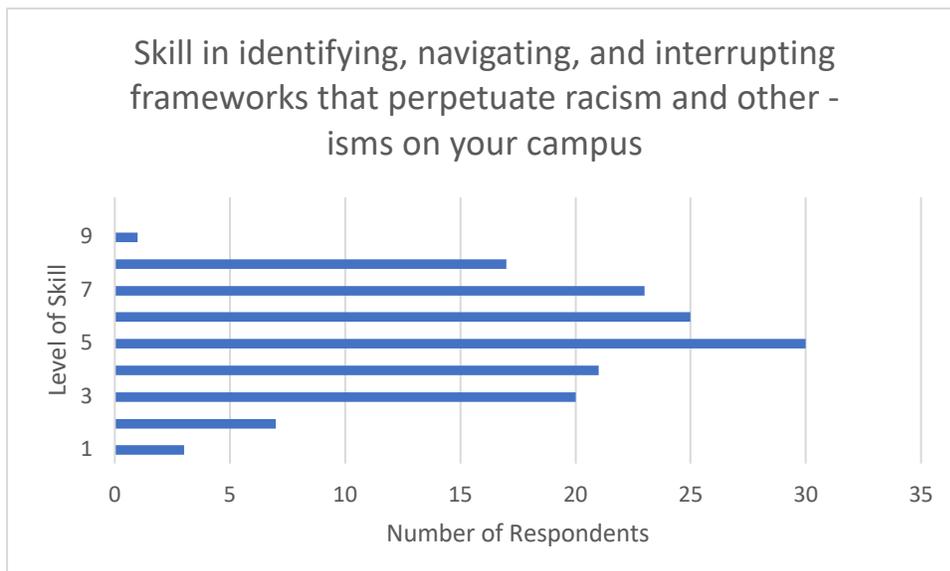
- I love the statement of "*holding opinions lightly*" ... often we (yes, even academics) misstate our opinions as if they were truth.
- *Differentiate between safety and comfort*- like this because it seems to encompass some of the others, requires reflection
- I've been working with faculty and departments to help have dialogue in the classroom, and one of the things I've been emphasizing is *listening from a space of humility*. This is so helpful.
- *Keep focused on yourself* - I think it is so easy to blame "others" for the problems, and to not truly engage with how we're part of the system/problem ourselves
- *Differentiate between safety and comfort*, and accepting discomfort as necessary ... this is a tough one, and as a person of privilege I can choose to remain comfortable
- *Differentiating between opinion and informed knowledge* speaks to me. I think that this often prevents folks from engaging in meaningful dialogue.
- *Discomfort* as necessary for social justice growth! (pushing past guilt and accepting discomfort and humility as important)
- Lately I've had a lot of family struggling with "*differentiate between opinion*" and it struck me to see that on this list!
- *Using defensiveness as an entry point*, and pushing the learning edge jump out. Defensiveness stops the conversation and I like the idea of using it to start it.
- *Notice your own defensive reactions* and attempt to use reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off. I think this will promote conversations and opportunities for learning different perspectives. I think people close each other off too quickly. How can we grow if we aren't willing to have conversations and deeper understanding.
- Important to *differentiate between comfort and harm*. In these topics, people use language of harm and trauma when really they are experiencing lack of comfort, which might be unfamiliar to them
- *pushing the edge* - as an instructor I avoid the awkward, the uncomfortable in me desire to have it be "good"

- *Differentiate between safety and comfort.* I don't stay quiet because it doesn't matter, it's just that it is much bigger than me and it can be scary or overwhelming.
- Certainly: to throw a pause when one finds oneself *feeling defensive* is a useful and necessary habit.

How comfortable are you with this terminology and your ability to explain these concepts to others? Temperature check - on a scale of 1 - 10:



How skillful are you in navigating and interrupting frameworks that perpetuate racism and other isms on your campus?



Where do you get information to develop your understanding on these topics? Sources of information?

- Reconstruction the documentary
- BlackAcademics course this summer which was EXCELLENT
- Daily living, professional development on campus targeting equity, and coming to workshops like this.
- Information: From the 1619 Project, Justice in June, various webinars, articles, and books.
- My sources of information comes from my (very progressive) church
- I studied political science at my undergraduate university. Years later, I read "The Racial Contract" by Mills, and it was so illuminating on racism. I was upset that I was never assigned this literature during my time as a political science student.
- Though I believe social media is now causing us as many problems as it brings good things, the community of people that I follow in Twitter did a good job of educating me about understanding race, racism, and anti-racism!
- I listen to Rev Al Sharpton A LOT - he inspires me and looking forward to reading his new book
- Formalized equity and inclusion programming on my campus. Facilitated discussions among people of different races and ethnicities have been very helpful
- Following BLM and other activists on Twitter
- As a white person, Ta-Nehisi Coates's Case for Reparations showed me the difference between individual racism and institutional racism.
- Beyond those formally charged with matters of diversity, equity, and inclusion on our campuses, I'm eager to find the community of colleagues eager to participate in these difficult conversations.
- From taking ethnic studies courses to updating my knowledge via webinars in APA, USC, AERA...
- National SEED (Seeking Educational Equity and Diversity) leadership training
- Much of my information comes from my lived experience as a person of color and conversations with others, but I have to stay curious and open so I don't assume my experiences are the same for other people of color rather than learn about others. I don't want to do to other groups what Whites have done to my group by ignorance.
- I've found that having conversations and relationships with people of different backgrounds has been an invaluable source of learning how people experience and view these topics
- 80% of my knowledge has been acquired over this year through conversations with colleagues and book club participation in reading anti-racism books.
- I also think it requires years of constant engagement to turn this ship. We can't just flip the switch and expect it to be different. I grew up in a very integrated culture so

assumed I wasn't racist. Only through difficult conversations with others have I been able to finally understand their perspectives.

- Reading literature (poetry, fiction, autobiography) as an entry point to gain some abstract understanding. That helped me then come to real conversations about race and racialized experiences with a baseline of knowledge.
- I doubled majored AA studies to gain that knowledge
- even though I've taken several diversity trainings through universities, I haven't felt these equipped me to dig deep to really understand and learn about systemic racism
- Using Critical Race Theory lens in learning and research with my students
- I learned OUTSIDE of formal education--through relationships and conversations. It is almost devastating to see that public education fails to teach essential lessons. It actually scares me because it creates ignorance.

What unexamined gaps might be creating barriers to equity and inclusion in your environment?

- Unpaid internships
- I always avoid discussion of goods-consumerism is a flag
- Assuming gender based on name
- Merit Research is offered through payroll, excludes undocumented students.
- assuming students have good internet connectivity
- As a healthcare worker who does not know Spanish, I am concerned that I may not be providing the same level of service to my Spanish-speaking patients, even when I have access to a translator service.
- Getting a committee together to work on a "problem" such as why group X isn't performing at a certain rate but not asking people in that group.
- In this online environment, is it exclusionary for me to assume that all students have the technology to be successful.....with a camera and audio
- Limited access to online resources/internet/tech resources. Child care support for students who are parents
- Offering Black women executive level positions and no increase in pay
- prioritizing "engaged" students when it comes to scholarships
- Exclusionary practices towards our paraprofessionals who are the most critical supports of our students
- faculty privilege when compared to academic and support staff who are bound by strict Uni policies & union agreements
- Expecting people to be on time / prepared / etc. or springing questions on them - without being explicit
- Assuming flexible schedules both as a student and as an employee
- high emphasis on "class participation" privileges verbal students and native English speakers

- Choice of class guest speakers, film clips shown, any examples.... not enough money for honorariums.
- Offering free tuition for lower income students but not providing enough resources and trainings across campus to help those students bridge the gaps, lack of campus-wide training on helping undocumented student, etc.
- Making people ask for accommodations
- Hearing racial micro-aggressions and having to shrug your shoulders for fear of not losing your jobs.
- Working in a career center, teaching professionalism and "professional dress" is rooted in western norms. Having organizations like Homeland Security/ICE come to campus and as you mentioned, UNPAID INTERNSHIPS
- 1st Gen students - giving necessary definitions of 'basic' college terms like "advising", "syllabus", "semester-ly billing", "orientation", etc. to help for successful transition. Assumptions needing to be examined.
- Hiring practices that do not value Black and Latinx identities in the classroom.
- RARELY do the tech affordances address disability needs. (I.e. ALL classes should make closed captioning available, etc.)
- On campus, I feel I can't attend great events, like this because as a staff member, there's no Front desk coverage for 2 hours, without feeling guilty. Thanks to zoom, and staying at home. I am able to attend this event!
- CARES act \$\$ unavailable for Dreamers...and then the institution is unprepared to offer a comparable alternative
- With the campus' covid closure, emphasis by management on staff having "enough work" to do virtually vs. faculty who were automatically told to work from home. Assumption that lower paid staff have the equipment and quiet spaces to work from home.
- Inflexible curriculum that is more challenging to access and complete in a set amount of time, and claiming students are "underprepared" when they find that major later in their academic tenure or struggle to complete it at an expedited pace.
- NY Times article about women professors and the issues of the pandemic reducing time for research and the long term affect on women's careers in academia
- A male colleague asking why we needed a lactation room, why women couldn't just use their offices - because most staff don't have offices?

Where do you have an opportunity to shape shift climate in your environment

- Our tenure policies need a huge overhaul.
- Diversity of curriculum, pedagogical approaches, attitudes and prejudice reduction
- Organizational Dimension in looking at hiring and the values we use to broaden the cultural sensitivity of those screening candidates
- My family, I work in Student Affairs, I also develop a morning news briefing and I make sure to use inclusive language to describe articles, even if the stories themselves are using divisive language
- Board of Trustees for certain.
- As a dean I can influence program development by keeping equity a central part of the process.
- These are all so intertwined, I think I can play a role in all of these, though through admissions, compositional diversity is where I hold most power.
- We are using the @black_at_USC instagram account to directly draw actions we can take
- As someone who works in enrollment management, I can inform decision makers on what data suggests about our diversity and inclusion goals. How are we measuring outcomes?
- I can also play a role in attitudes and prejudice reduction by assisting with the development of trainings.
- As a dean I can impact many areas but I think my most important is budget - our budget IS a reflection of our values no matter what we SAY our values are. Imbedding resources for this work in the budget is critical.
- Simply by doing breakout rooms can throw students from different backgrounds together. i can do that immediately. while i work to press our school on hiring policies
- Communications - who we cover/promote in our publications and how we cover them.

Commitments

- Advancing and sharing knowledge, 1619 podcasts, CRT, Kendo's work, Crenshaw's work, Jody Armour's work on race, language, justice and the law
- to bring my mirror EVERYWHERE! to de-center myself in every new meeting, space, conversation I enter.
- I commit to doing better and thank you for helping lead me here! I need to more fully develop concrete actions and trust this series and others will help me do that.
- I will keep pushing against our policies of hiring and tenure review.
- We are spending this academic year with a critical anti-racist review of our curriculum, auditing every course for racist practices
- Just think that all of our students are also someone's children.
- I've committed both state budget and personal giving to DEI work in the school I am dean of. And will use those funds to do deep examination and dismantling of policies processes and procedures that are systemically racist
- community for discussion and hire two new BIPOC faculty members and to make sure they feel welcome and not marginalized or minoritized.
- I will continue to examine how we can build these concepts into the curriculum more and provide more opportunities for discussion with students, faculty, and staff
- I commit to read and learn and have what I learn impact what I say and do with others
- Be more aware of my own blindspots, and use that opportunity to identify inequities...also to speak up when I am aware and note such inequity
- Examining the reality of unpaid internships as being both classist and racist. Amazing insights.
- Continue to question and question...lean into the discomfort with hope that progress will move forward
- I've also committed to being actively and publicly anti-racist on my social media
- I am working on collection of disaggregated data by race, gender, etc. of our students in our school as well as all the films that they make. This way we can curate BIPOC screenings and panels, and faculty can diversify our syllabi.
- reading Caste, running a book club about it for my whole college.
- Continuously seek to identify the negative aspects of those who are minoritized which I have been overexposed to via the media. Keep pushing myself to form authentic relationships with people to balance out my overexposure
- I will do the internal work to speak, think, and act more confidently about race, inequity and act as advocate for those whom have no voice
- Make sure that all have equal voices in my classroom (yes, even by counting)
- I commit to noticing who isn't in the room who needs to be in the room and whose perspectives we need in the room, then asking us to pause until they are included.