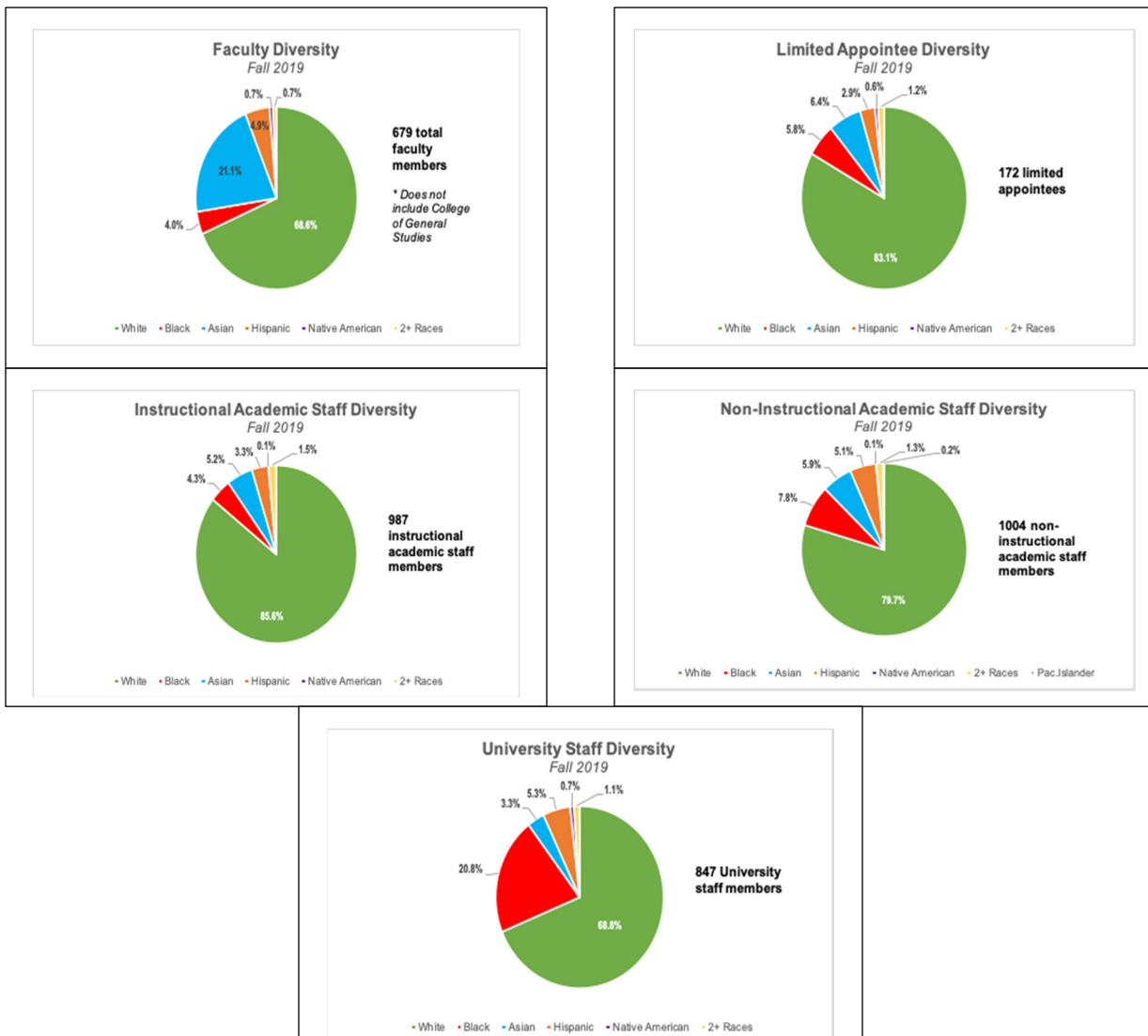# DIVERSITY, EQUITY AND INCLUSION TRAINING WORK GROUP RECOMMENDATIONS

August 11, 2020

BACKGROUND AND RATIONALE

In 2019, Chancellor Mark Mone launched the Diversity, Equity and Inclusion Strategic Directions Compact that would occur in three phases: preparing the campus for strategic planning, implementation of key strategies, and assessment and evaluation of progress. The Division of Global Inclusion and Engagement (GIE), under the leadership of Vice Chancellor Joan Prince, was charged with advancing this work. An administrative steering committee consisting of the Chancellor's cabinet guided the process. Among the priorities outlined in phase one were the formation of action teams (faculty, academic staff, university staff, and student) and the analysis of campus workforce data.

Since UWM is situated in a racially diverse city (46% White, 39% African American, 18% Hispanic/Latinx, 4% Asian American, 4% Multi-Ethnic, and 0.5% Native American, 2018), the data analysis revealed some concerns about the state of diversity in UWM's workforce. In five job categories at UWM, whites represent numbers that are disproportionate to the percentage of their population in Milwaukee, as illustrated by the following charts.

Faculty Diversity — Fall 2019
0.7%, 0.7%, 4.9%, 21.1%, 4.0%, 68.6%
679 total faculty members
*Does not include College of General Studies
White · Black · Asian · Hispanic · Native American · 2+ Races

Limited Appointee Diversity — Fall 2019
6.4%, 2.9%, 0.6%, 1.2%, 5.8%, 83.1%
172 limited appointees
White · Black · Asian · Hispanic · Native American · 2+ Races

Instructional Academic Staff Diversity — Fall 2019
5.2%, 3.3%, 0.1%, 1.5%, 4.3%, 85.6%
987 instructional academic staff members
White · Black · Asian · Hispanic · Native American · 2+ Races

Non-Instructional Academic Staff Diversity — Fall 2019
5.1%, 0.1%, 1.3%, 0.2%, 5.9%, 7.8%, 79.7%
1004 non-instructional academic staff members
White · Black · Asian · Hispanic · Native American · 2+ Races · Pac.Islander

University Staff Diversity — Fall 2019
3.3%, 5.3%, 0.7%, 1.1%, 20.8%, 68.8%
847 University staff members
White · Black · Asian · Hispanic · Native American · 2+ Races

Other notable findings include:

- In Fall 2015, the percentage of UWM faculty who identified as African-American/Black was 5.9%. By Fall 2019, that percentage had fallen to 4.0%.

- Similarly, the percentage of UWM faculty who identified as Native American in Fall 2015 was 1.0%. By Fall 2019, that percentage dropped to 0.7%.

- In Fall 2019, the percentage of instructional academic staff members (i.e., lecturers, adjunct instructors, clinical professors, etc.) who identified as white was 85.6%. This percentage has remained consistent for several years -- for example, in Fall 2017, 85.2% of the instructional academic staff identified as white; in Fall 2013, 85.5% of the instructional academic staff identified as white; and in Fall 2008, 88.1% of the instructional academic staff identified as white.

- According to the UW System Accountability Dashboard, in Fall 2018, 85.1% of the UWM employees classified as Administrators and Academic Leaders (Chancellor, Provost, Vice Chancellors, Deans, and Administrative Directors) were white. The Dashboard shows that the percentage of UWM Administrators and Academic Leaders identifying as white has been at least 80% since Fall 2005.

- Overall, in Fall 2019, 77% of UWM faculty and staff identified as white, while 23% identified as members of racial minority groups. These percentages, too, have been largely static for several years -- in Fall 2013, 77.4% of all UWM employees identified as white, while 22.6% identified as members of racial minority groups; in Fall 2008, those percentages were 78.9% (white) and 21.1% (minority), respectively.

In Spring 2020, UWM joined the rest of the country in confronting challenges posed by the COVID-19 pandemic followed by social unrest throughout the country due to police brutality that resulted in the killing of George Floyd in Minneapolis and the long list of other victims of state violence. This national reckoning on race has created opportunities for UWM to actively join the conversation. On June 11, 2020, Chancellor Mone announced a series of actions that UWM would take to address racial inequity and contribute to an inclusive, respectful and equitable campus environment. One of the priorities highlighted was the provision of anti-bias, anti-racist educational opportunities for campus community members. Under the leadership of Vice Chancellor Prince, the Division of Global Inclusion and Engagement was charged with incorporating this priority into its Diversity, Equity and Inclusion (DEI) efforts.

To this end, a work group was assembled to identify and review anti-bias, anti-racist training modules and educational opportunities for UWM to consider adopting. The DEI Training Work Group consists of a group of racially diverse individuals from across the institution, representing students, faculty, staff and governance. (See Appendix A for a list of members). The primary and immediate goal of the DEI Training Work Group's work is to obtain training that can be provided to all campus community members. For the long-term, the DEI Training Work Group would identify resources for those interested in expanding knowledge and gaining skills to facilitate discussions and to take proactive steps to promote racial equity.

DATA GATHERING

The work group convened three times: on June 17 to review the charge and clarify roles and responsibilities; on July 10 to discuss progress and criteria for evaluating tools/modules; and on August 4 to synthesize evaluations and prepare recommendations. The co-leads were responsible for conducting research, compiling and providing materials to members, and preparing reports. Members reviewed materials gathered and provided feedback that informed the final recommendations. Along with the co-leads, four work group members participated in the YWCA SE Wisconsin's 2020 Conversations on Race five-part series. Some group members completed the EverFI modules, "Managing Inclusion in the Workplace" and "Diversity, Equity and Inclusion for Students." Due to the short turnaround of this project, several group members actively supported the co-leads by sharing resources they were aware of and helping to develop criteria for evaluating tools/modules. In reviewing each resource, we considered whether it had the potential for building in continuing assessment, systemic change, and specificity (higher education).

TOOLS/MODULES CONSIDERED

Resources reviewed included for-purchase training packages, web sites with resources related to development of trainings, videos of anti-racism trainings conducted by other institutions or organizations, external formal training programs (i.e., YWCA SE WI and Milwaukee County) and articles. Overall, the work group reviewed more than two dozen resources. (See Appendix B for list of resources gathered and reviewed).

RECOMMENDATIONS

In reviewing the list of resources, several key themes emerged. Anti-racist, anti-bias training is difficult and emotional. Thus, reflection is crucial. For all institutions, acknowledging that systemic racism exists is essential. In order for employees and students to buy in, it is imperative that leadership demonstrates its willingness to undergo anti-racist, anti-bias training. A single training is unlikely to bring about systemic change and, therefore, it is important to develop a longer-term strategy with multiple types and modes of training. We recommend that UWM take the following actions.

Short-Term (2020-21 Academic Year)

1. ***Online mandatory training package.*** The group evaluated a number of online educational models related to diversity. Mindful of the group's charge to find an anti-racism, anti-bias online program to roll out to all UWM faculty, staff and students, it was the consensus of the work group that none of the modules reviewed would meet this need. We have discovered many cost prohibitive diversity programs that would cover diversity and inclusion but would not specifically address racism. Further, after reviewing the module in our EverFI system "Managing Inclusion in the Workplace," we found this inadequate as it did not meet the requirement of specificity, would not apply to students and used some inappropriate terminology. As the above EverFI module predominately addresses employees and not students, we reached out to colleagues at UW Eau Claire and UW Madison since these two campuses have adopted EverFI's student-focused module. Colleagues at UW-Eau Claire gave us access to the EverFI two-part module,

"Diversity, Equity and Inclusion for Students" that they have purchased and is not a part of the UWM EverFI system. In addition to work group members, we asked two colleagues in the Division of Student Affairs to review the modules and provide input. Overall, our findings were similar to the above module. Each part is 40-minutes and focuses on students' beliefs, attitudes and experiences. While it could be a "safe" starting point to address diversity, it does not fulfill the anti-racist, anti-bias priority of this work group. The length of this online module is also a concern. In lieu of implementing a module that would not meet the needs of the UWM community or the charge of the work group, we are recommending alternative solutions until such time that UWM subject matter experts can develop an online module.

2. ***Customized Learning Opportunities.*** Implement a "Racial Justice and Equity Program" for all employees and students, beginning with those in leadership positions (department chairs, directors, associate deans, deans, associate vice chancellors, vice chancellors, cabinet members, and chancellor).

   a. Develop a targeted curriculum, including history of race, implicit bias, white privilege and allyship fundamentals that would be available for employees to complete virtually, either as self-paced training or in a facilitated cohort.

      i. Seek volunteers from Spring 2020 USC Race and Equity Center cohort and DEI Training Work Group to serve as "racial equity facilitators". Ensure that facilitators represent the different employee categories. By including local/UWM facilitators UWM will foster a sense of ownership among our campus community.

      ii. GIE staff and volunteers would create the curriculum by curating publicly-available resources (some of which are available in Appendix B), which would then be structured into "tiers" so individuals could choose the path that works best for them (i.e., a "beginner" course on history of race and structural racism, then something more advanced for individuals who already have a foundation in the history). A facilitation guide will be developed. Ultimately, UWM employees would be expected to participate in some of the curriculum in support of the campus diversity goals.

      iii. Create an accountability system with actionable follow-up to training. Supervisors would be held accountable for employee completion. Employees would receive a certificate upon completion. Diversity goals should be outlined in the annual performance evaluation process. Division heads/leaders would report their DEI status annually.

   b. Offer opportunities for extended learning and growth to all leadership, faculty, academic and university staff who are interested and wish to enhance their learning and ability to foster a more equitable—and racially just—campus.

      i. Host a film series with post-screening discussions, including but not limited to:

1. *13th* (2016), Ava DuVernay: explores racial inequality in the US and disproportionate imprisonment of African Americans.
2. *Race: The Power of an Illusion* (2003), A three-part documentary produced by California Newsreel: explores concept and origin of race.
3. *Just Mercy* (2019), Destin Daniel Cretton: addresses systemic racism.

    ii. Organize book discussions, including but not limited to:
1. *Stamped from the Beginning* by Ibram Kendi
2. *White Fragility: Why It's So Hard for White People to Talk about Race* by Robin DiAngelo
3. *White Rage: The Unspoken Truth about our Racial Divide* by Carol Anderson
4. *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji
5. *Intersectionality and Higher Education: Identity and Inequality on College Campuses* by Byrd et al.

    iii. Collaborate with CETL to ensure existing modules (e.g. LGBTQ+ Inclusivity and Teaching for Multicultural Inclusion and Equity) are included in the menu of options from which faculty and staff can choose.

Long-Term (Beyond 20-21)

While the team was tasked with identification of essential learning opportunities for faculty, staff and students, we believe for such programming to be effective other components are necessary. We recommend the following long-term actions to ensure cultural and systemic change and sustainability:

- A comprehensive climate study focusing on diversity, equity and inclusion to serve as a baseline for where UWM stands today. This survey should be conducted on a three-year cycle in order to determine if we are improving or need to adjust, adapt or expand efforts. Data should be at the foundation of this initiative not only from a survey but based on analysis of data on recruitment and retention of our faculty, staff or students. Furthermore, this data should be transparent and made available.

- UWM should identify a vision for equity and adopt a uniform statement that would be threaded through all essential learning, in job postings, in student recruitment efforts, and in policies. This would be a guiding principle that the campus community would know and uphold in all its efforts.

- Essential development opportunities for those in leadership positions should include tools for reflection on past decisions within one's operational area in order to realize the potential impacts of those units on diversity.

- Review campus policies and procedures to ensure standards are clear, equitable and do not result in the marginalization of any individual group.

- Develop a standard implicit bias training for all search and screen committees.

- Develop a training series for supervisors on leading diverse teams which would include the above identified leadership trainings.

- Develop training modules for faculty, staff and students that enable cultural change.

Appendix A: Work Group Membership

Co-leads:
Dr. Chia Youyee Vang, Associate Vice Chancellor of GIE and Professor
Jamie Cimpl-Wiemer, Equity and Diversity Services Director
Karen Massetti-Moran, Human Resources Associate Director

Members:
La' Wanda Bass, *Veterans Advocacy Senator, UWM Student Association*
Portia Cobb, *Associate Professor, Peck School of the Arts*
Dr. Elizabeth Drame, *Professor, Department of Teaching and Learning*
Tammy Eichberger, *Manager of Administrative Services and Human Resources, UWM Foundation*
Alyssa English, *Multicultural Student Centers Representative*
Derrick Langston, *Multicultural Student Success Coordinator, Black Student Cultural Center, and Doctoral Student*
Arcetta Knautz, *Director of University Housing – Assistant Dean of Students*
Karen Miyoshi, *Executive Assistant to the Dean – College of Health Sciences*
Dr. James Peoples, Jr., *Professor, Department of Economics*
Dr. Ron Perez, *Special Assistant for Strategic Cultural Change and Dean, Zilber School of Public Health*
Dr. Cassandra Phillips, *Professor, College of General Studies*
Jaclyn Stoczanyn, *Executive Assistant, Development and Alumni Relations*
Dr. Sara VanderHaagen, *Assistant Professor, Department of Communication*
Dr. Leigh Wallace, *Clinical Assistant Professor & Program Advisor, Department of Administrative Leadership, School of Education*
Emma Mae Weber, *President of UWM Student Association*
Dr. Michael Wilson, *Associate Professor, Department of English, College of Letters & Science*

Appendix B: Tools/Modules Reviewed

Master List of Resources

Training Programs	Source
Managing Inclusion in the Workplace	EverFI
Our Wisconsin	UW Madison program for students
Search and Screen Bias training and other DEI Trainings (see file in TEAMS site)	UW Eau Claire Diversity Training
Conversations on Race 5-Part Series	YWCA SE WI Training
Excellence for All	Wisconsin Dept of Public Instruction
Academic Network - for fee service	For fee training program
Adaway Group - for fee consultant	For fee training program
Deep See-for fee consultant	For fee training program
Take Action	DPI Ecourse
Webinar on Anti Blackness	Online webinar
Diversity, Equity and Inclusion For Students	UW Eau Clair EverFI Training
Websites	
Talking about Race Web Portal	National Museum of African American History and Culture
The MSW@USC Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege	USC School of Social Work
Abolitionist Guide	Study guide
RACE: The Power of an Illusion Website/Resources	California News Reel video
Academics for Black Survival and wellness	Website resources
Inside Higher Ed Resources on Campus Actions to eradicate racism	UC Davis Supervisor DEI Resource page
Overcoming Workplace Bias - Resources from Society for Human Resource Management	SHRM Resource
Anti-racist student coalition at Wofford College	Website resources
Race Matters	UC Davis HR
Articles	
Ella F. Washington, Alison Hall Birch and Laura Morgan Roberts, "When and How to	Harvard Business Review

Respond to Microaggressions." July 3, 2020.	
Evelyn R. Carter, "Restructure Your Organization to Actually Advance Racial Justice"	Harvard Business Review
Mike Fitts, "SC workers fired, students expelled for racist online posts reacting to police projects." *The Post and Courier*, June 1, 2020.	Univ South Carolina Mandatory Training on Diversity
Other Resource	
DEI Assessment	CUPA HR Online Assessment Tool

Additional Resources Reviewed by some work group members

Articles
Erin Dowell and Marlette Jackson, "'Woke-Washing' Your Company Won't Cut It." *Harvard Business Review,* July 27, 2020.
Janice Gassam Asare, "7 Anti-Racism Educators Your Company Needs Now." *Forbes,* June 12, 2020.
Daniel Bergner, "'White Fragility' Is Everywhere. But Does Antiracism Training Work?" *New York Times,* July 17, 2020.
Krishni Metivier, "Envisioning Higher Education as Antiracist." *Inside Higher Ed*, July 2, 2020.
Websites/Training Organizations
"Racism in the Workplace," USC Race and Equity Center Prism Webinar Series
Paradigm (Training & People Development)
DiversityEdu's Anti-Racism Resource Round-up