
Eradicating Systemic Racism and Promoting Social Justice Initiative

Training for Faculty, Staff and Students-Cultural Competence

Focus Group Overview

Recent events illumine the need for faculty, staff and students to become more culturally competent and knowledgeable about all races and cultures in a world made increasingly smaller by globalization. Regrettably, many have not had in-depth training, experience or exposure to navigate experiences involving cross-racial, cross-cultural issues of diverse groups, but desire training to do so. The primary goal of this workgroup is to identify existing trainings (online tutorials, videos, expert panels/speakers) designed to improve relational skills.

Committee co-leaders: Tiffany Cox (OIE), Kristil Davis (HR), Aram Goudsouzian (History)

Committee members: Wendy Bedwell-Torres (Management), Kennedi Brown-Willis (student), Melanie Drisdale (HR), Steven Nelson (Education), Kathy Lou Schultz (English), Sarah Stuart (Facing History and Ourselves)

GENERAL RECOMMENDATIONS:

Our focus group concentrated on how to institute ways for faculty, staff and students to become more culturally competent and knowledgeable about all races and cultures in a world made increasingly smaller by globalization. Based on discussions with a diverse group that includes faculty, staff, students, and community educators with a variety of backgrounds, experiences, and skills, we have the following general recommendations:

#1) *A university-wide committee that identifies training programs and maintains a website geared to promote diversity and inclusion for students, staff, and faculty.*

#2) *A diversity and inclusion training certificate for faculty and staff.*

#3) *An annual conference that addresses themes of racial justice and equality.*

We created three subcommittees to specifically address each of these recommendations. Please see the following pages for the subcommittee reports. At the end, please find our strategic benchmarks.

TRAINING PROGRAMS FOR STUDENTS, STAFF, AND FACULTY

Subcommittee Members: Kristil Davis, Kennedy Brown-Willis, Melanie Drisdale, and Sarah Stuart

GOAL:

The subcommittee was tasked with identifying training programs that appealed to the university campus to include students, staff, and faculty. While we all agree that training programs exist and are available, we recognized several opportunities to create a more robust and collective training effort. Some of the current challenges include silo approaches to trainings, lack of partnership with surrounding community organizations, and ineffective communication regarding training opportunities and availability. Our goal is to create various training avenues that are available to the entire university campus and is easily identifiable.

RECOMMENDATIONS:

The first recommendation is to develop a diversity committee comprised of various individuals across campus. The second recommendation is the creation of a comprehensive diversity & inclusion website.

DIVERSITY COMMITTEE:

The committee will be vetted biannually and will be responsible for 1) regularly updating training opportunities 2) maintaining local partnerships, 3) working to identify and centralize existing training silos throughout campus, creating a more collaborative and cohesive approach to training and lastly 4) managing the new diversity & inclusion website for the university.

Committee representation should include or regularly partner with the following campus constituents:

- Multicultural Affairs
- Student Leadership & Involvement
- Veteran's and Military Student Services
- Disability Resources for Students
- Human Resources
- Staff and Faculty Senate
- Student Government Association
- Faculty Representation at the college level which may include FCBE, College of Education, College of Arts & Sciences.

Training opportunities should include various mediums of trainings. In-person trainings should be regularly scheduled and available throughout the year. Options should include various diversity trainings with a wide targeted audience as well as specific student focused and faculty/staff focused audiences. These programs should be designed to appeal to the widest possible audiences, rather than "preaching to the choir." Some may include short presentations or longer workshops. They should be framed in positive terms. Recognizing our current state, the intent of these trainings should be face-to-face, whenever possible. Alternatives during the pandemic should include live versions such as Zoom.

Some suggested topics:

- Workplace Diversity, Inclusion & Racial Sensitivity
- Unconscious Bias, Prejudice and Discrimination
- Microaggressions in the Classroom/Workplace
- Cultural Competency
- LGBTQ+
- Ablism
- Mentoring Relationships
- Certificate Program

Local partnerships should include community partners throughout the city who are committed to creating a diverse and just society for the university and the city of Memphis at large. Suggested partnerships include but are not limited to:

- Facing History and Ourselves facinghistory.org
- Leadership Memphis leadershipmemphis.org
- National Civil Rights Museum civilrightsmuseum.org

DIVERSITY AND INCLUSION WEBSITE:

The second recommendation is to create a Diversity & Inclusion website. It should have a variety of resources for our campus and the community. In addition to the training opportunities listed above, it should include:

- A library of diversity resources which may include recorded trainings, Ted Talks, and articles.
- Campus programs and initiatives such as the student Diversity Ambassador Program hosted by the Office of Multicultural Affairs – creating a cohesive approach to the university’s diversity efforts.
- Quarterly workshop series geared towards faculty and staff.
- A database of our community partners as well as highlighted professional development opportunities with our community partnerships.
- A database of employees/students who are certified through the certificate program*

Metrics will be tracked from the website to reflect the usage and success of these training initiatives. This will include the number of visits to the resources database, the number of participants who have registered and attended the in-person trainings, the number of views of each workshop and online training, certificate completion numbers and campus participant surveys. The website can also include both a testimony section and a feedback option. This will allow transparency in what should be improved and what has been helpful to our campus community.

EMPLOYEE DIVERSITY AND INCLUSION CERTIFICATE PROGRAM

Subcommittee Members: Tiffany Cox, Steven Nelson, Kathy Lou Schulz

GOAL:

The task for this subcommittee of the Cultural Competence Training for Faculty, Staff and Students Working Group was to provide recommendations for developing and implementing a diversity and inclusion certificate program for University faculty and staff. This certificate program is designed to provide training on the fundamental aspects of intercultural competency with options for employees to deepen their development with multiple levels of learning.

TARGET AUDIENCE:

The subcommittee engaged in vigorous discussion about who the certificate program would be open to and whether the program should be mandatory or voluntary. Ultimately, the subcommittee determined that faculty and staff serving in supervisory or leadership roles, as well as those serving on hiring/search committees, tenure and promotion committees and anybody responsible for issuing sanctions or disciplinary action be required to complete the certificate program. The subcommittee believes that this is a reasonable requirement given that the individuals in the aforementioned categories have substantial power to influence and shape the demographic make-up of the University's employees as well as the overall direction of academic and student life programs. Employees not in leadership, supervisory positions or who do not anticipate serving on hiring, tenure and promotion or disciplinary committees will be able to participate in the certificate program at whatever level they choose.

PROGRAM COMPONENTS:

In determining what the certificate program should look like, the subcommittee researched the diversity and inclusion education offered to employees at the following institutions: the University of Tennessee System, the University of Tennessee Health Sciences Center, the University of Pittsburg and the University of Georgia. The certificate program will consist of three levels of courses: 1) fundamental; 2) intermediate; and 3) advanced. At the fundamental level, any employee desiring to develop their understanding of cultural competency will begin by taking four courses, with the following provisional titles:

- Recognizing Identity, Power, and Privilege
- What is Unconscious Bias?
- Understanding Intercultural Competence
- UofM Anti-Discrimination/Harassment and Sexual Harassment/Sex & Gender-Based Misconduct Policies and Reporting Processes

Because the subject matter of each course builds on the course preceding it, the courses should be taken in the order they are listed.

At the intermediate level, employees can choose two additional courses from a list of "electives". An example of the recommended electives includes:

- Managing a Diverse Workforce
- Diversity, Law and Ethics
- Workplace Bullying
- Facilitating Difficult Conversations in the Classroom
- Accessibility and Equity
- Book Club (one book selected per semester along with facilitated discussion)

The advanced level of the certificate program is designed for those individuals who wish to facilitate existing or future courses in the program. It will be comprised of an interactive course that will teach participants the skills necessary to lead sensitive discussions around issues of race, color, national origin, gender, gender identity and expression, disability, religion and age. An integral part of this final level of the certificate program will be include an opportunity to participants to be observed and evaluated in their facilitation skills.

In order to make this certificate program affordable and sustainable, the subcommittee recommends that the expertise of University of Memphis faculty and staff be tapped in order to develop and facilitate the courses for this program. Some offices at the University such as OIE, Multicultural Affairs and HR already have some of the materials for the suggested courses as part of their ongoing work. Other courses may have to be built from the ground up, but the expertise is readily available at the University. The subcommittee recommends that University leadership consider awarding one-time stipends for any faculty or staff member chosen to develop curriculum for the certificate program.

ADDITIONAL RECOMMENDATIONS:

The subcommittee also has two additional recommendations that will supplement the effectiveness of the diversity and inclusion certificate program. First, the subcommittee recommends that the University to consider investing in the use of the Intercultural Development Inventory (IDI). The IDI is a cross-cultural assessment of where individuals or units fall on the continuum of intercultural competence. The IDI can be offered to individuals or to units and can be used to coach employees and plan education and professional development activities designed to increase intercultural competence. The IDI is also a reliable way to measure whether the certificate program is effective in educating faculty and staff and moving them towards greater intercultural competence. More information about the IDI can be found here: <https://idiinventory.com/>

The IDI must be administered by a Qualified Administrator trained by the developers of the instrument. The training tuition is \$1600 per person and is currently being offered online due to Covid19; however, options to send employees to training or invite trainers to the University are also available under normal circumstances. Each assessment costs \$18 for employees and \$12 for students.

Second, the subcommittee strongly recommends including a diversity and inclusion metric in the annual evaluation instrument for faculty and staff. Diversity is a core value for the UofM and the expectation is that all faculty and staff will adhere to and promote our core values. Adding a diversity metric to evaluations demonstrates the University's expectation that employees are individually responsible for contributing to a diverse and inclusive campus environment. It would also allow employees to objectively see any deficiencies or improvements made in their development.

ANNUAL CONFERENCE ON RACE AND INEQUALITY

Subcommittee members: Aram Goudsouzian, Wendy Bedwell-Torres

GOAL:

We propose that the University of Memphis hosts an annual conference on Race and Inequality. This conference can serve to brand the U of M as an institution with a top-down commitment to combating systemic racism and furthering social justice. It can further act as a benchmark educational opportunity for students, staff, and faculty to acquire cultural competence and extend conversations about racial justice. Finally, it can help to create a university-wide network of organizations and people dedicated to working on these issues.

The city of Memphis occupies a central place in the history of the American civil rights movement. Dr. Martin Luther King had come to Memphis in 1968 to support our striking sanitation workers, who linked their economic exploitation to the larger system of white supremacy that governed the city. On April 4, Dr. King was shot and killed. Memphians continue to grapple with this tragic legacy. Yet as the National Civil Rights Museum and the recent MLK50 commemorations reflected, this catastrophic assassination can serve as a springboard for Memphis to tackle the same issues that once brought Dr. King here.

The University of Memphis can join these efforts.

FORMAT:

We suggest that this conference take place every year on the Thursday and Friday prior to April 4. By associating itself with Dr. King, the university not only can hold itself to high ideals, but also can effectively communicate those ideals to the widest possible audience, given King's stature in modern culture. The conference can be called the **King Conference on Race and Justice**.

The conference begins on a Thursday evening with a keynote address from a nationally known speaker on issues of racial and social justice. We can hold this event in Rose Theatre. This event should serve to attract attention across the university and community, while inspiring community conversations that continue into the Friday workshops and beyond.

There is a wealth of possible speakers – including those from the humanities, social sciences, and worlds of business and politics – who could serve as successful keynote speakers. The pool of potential speakers includes, but is certainly not limited to, notable figures such as:

- Stacey Abrams, Georgia politician and founder of Fair Fight Action, which combats voter suppression
- Janelle Bouie, op-ed columnist for the *New York Times* on politics, history, and culture
- Ta-Nehisi Coates, noted journalist and bestselling author of *Between the World and Me* and *The Water Dancer*
- Alicia Garza, activist, writer, and co-founder of the Black Lives Matter movement
- Ibram X. Kendi, Founding Director of the Boston University Center for Antiracist Research, author of the bestselling books *How to be an Antiracist* and *Stamped from the Beginning: The Definitive History of Racist Ideas in America*
- Isabel Wilkerson, Pulitzer Prize-winning journalist and author of the blockbuster books *The Warmth of Other Suns* and *Caste: The Origins of Our Discontent*
- Andrew Young, former Atlanta mayor, US Ambassador, and adviser to Dr. Martin Luther King

Marketing and Communication can make first-class promotional material and compel media attention, including print articles and radio/television interviews. We imagine this evening as a signature event in the university's academic calendar and invite President Rudd to introduce the speaker or deliver welcoming remarks.

The keynote address should serve as a springboard to a series of workshops on Friday. The Friday events should put University of Memphis faculty members into conversation with students, staff, and other faculty. They could be held in the University Center. They would begin with brief introductions from the faculty leaders, then continue with a cross-fertilization of ideas among the participants, and then finish in dialogue with the audience. These workshop sessions would be promoted in line with the keynote address, encouraging attendance from a wide swath of the U of M community.

We imagine four to six workshops on Friday, each led by at least two faculty members, each from a different discipline. These workshops would apply the insights of the various disciplines, and they should promote practices that can further social justice beyond the session. Some examples of potential workshops could include:

- Faculty from History and Criminal Justice in dialogue about the history and practice of policing, with a focus on race
- Faculty from Engineering and Chemistry in dialogue about initiatives to promote diversity in STEM fields
- Faculty from Law and Philosophy in dialogue about the practices and ethics of racial justice
- Faculty from Health Sciences and Nursing in dialogue about combating racial disparities in health care
- Faculty from Anthropology and Social Work in dialogue about poverty and race in Memphis
- Faculty from Fogelman College and the Kemmons Wilson School in dialogue about best practices for racial diversity and inclusion in business practices
- Faculty from Communication and English in dialogue about faith and its role in the Black Freedom Struggle

Throughout the Friday workshops, there would be table displays in the main lobby of the UC, showcasing the various student organizations that promote racial justice, such as Black Scholars Unlimited, the HAAMI program at the Benjamin Hooks Institute, the campus chapter of the NAACP, Empowered Men of Color, and other organizations that celebrate the rich diversity of our student population. These organizations would have the opportunity to promote their initiatives, recruit new members, and engage in dialogue with each other to work toward common goals.

FEASIBILITY:

Although a university-wide conference might seem imposing at first, it is a practical and achievable undertaking. It would need an executive committee of approximately five to seven members. This committee would include representatives from different colleges and also have staff and student representatives. A committee chairperson would rotate every year. The executive committee would ensure the donations to fund the conference, select the keynote speaker, develop the workshops, and oversee the promotion of the events.

Given the wide support throughout the university for such an initiative, the funding for the conference is quite feasible. Departments and colleges could choose to be a sponsor for just \$500. If thirty departments, programs, and institutions across campus committed to sponsorship, that would raise \$15,000, a good sum to recruit a top-notch speaker and handle the rest of the hosting costs.

STRATEGIC OBJECTIVES

Goal: Develop a Diversity and Inclusion Committee						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
Develop a committee comprised of 5-7 individuals throughout the university. Ensure a diverse representation.	Set expectations for the new committee and establish annual goals including website management, training opportunities, and building local partnerships.	Reflective from the established meetings (such as quarterly meetings) that outline the progress of the expectations set.	Identify local partners such as non-profit organizations throughout the city. Send informational emails to gain more information/commitment.	Reflective by the number of organizations identified and committed to aiding our efforts.	University's knowledge of the committee's goals and purpose.	The campus community regularly engages with the committee and/or their efforts collectively. Silos are slowly disbanded.

Goal: Develop a Diversity and Inclusion Website						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
Create a centralized diversity and inclusion resource tool assessable to all students, faculty and staff.	Identify the content layout and format for the website. Identify tracking capabilities for page hits.	Monitor and track weekly/monthly hit ratios for the website during the pilot and website launch.	Partner with External Relations to develop marketing strategies to encourage the campus to utilize the website/resources	Monitor and track weekly/monthly ratios for the website. Numbers should represent an increase post marketing and piloting.	Update the website to include training opportunities as the programs are developed. Promote the certificate program and annual conference.	Metrics should reflect a constant increase in the website hits. Data will become available on the training completions and participation.

Goal: Develop a Diversity and Inclusion Certificate Program for Employees						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
Develop a certificate program designed to provide training on the fundamental aspects of intercultural competency with options for employees to deepen their development with multiple levels of learning.	Form a committee whose responsibility is to determine the curriculum for the program and selection of program faculty	Invitational letter for committee membership, establishment of regular meeting schedule, selection of courses	Selection of UofM faculty and staff qualified to develop and facilitate the curriculum for courses	Outreach to faculty and staff selected to determine interest in helping develop and facilitate the curriculum with due dates for course materials	Curriculum is fully developed and schedule of courses is released	Website launched with description of the certificate program, program faculty and courses offered along with program and/or course registration information

Goal: Annual Conference on Race and Inequality						
Strategy & Benchmark	Phase 1	Evidence	Phase 2	Evidence	Phase 3	Evidence
An annual conference that brands the U of M as an institution with a top-down commitment to combating systemic racism and furthering social justice.	Formation of an executive committee and financial commitments of \$500 from 30 departments, colleges, and programs across campus.	Drafting of committee guidelines and mission statement, securing of financial commitments	Staging of first annual conference in April 2022	Keynote speaker, faculty workshops, participation of student groups, community publicity	Continued staging of annual conference through at least 2026	Growing student participation and community visibility

Group 4. Training for Faculty, Staff and Students-Cultural Competence

GOAL PRIORITY QUADRANTS

1. DIVERSITY & INCLUSION COMMITTEE AND WEBSITE (High impact/low cost and effort)	2. EMPLOYEE DIVERSITY & INCLUSION CERTIFICATE PROGRAM (High impact/high cost and effort)
3. ANNUAL CONFERENCE ON RACE & INEQUALITY (Medium impact/medium cost and effort)	4.