NEXT STEPS FOR EQUITY

MISSION STATEMENT

Next Steps for Equity (NSE) works to identify and eliminate systemic biases in the Alzheimer's Disease Research Center (ADRC) administrative structure and within research initiatives. We have provided a summary of equity and inclusion related issues within the ADRC as well as actionable steps for the Executive Committee. We will continue to work in solidarity with the Executive Committee and ADRC faculty and staff to review, critique, and promote meaningful change, elevate the voices of historically excluded groups, and work towards UC Davis Health's mission to improve lives and transform healthcare.

GOALS OF NEXT STEPS FOR EQUITY

1. Develop meaningful themes that can be coalesced into an instrumental action plan. This plan must be able to change over time as the needs of the organization change, and thus, we will continue this committee work into the foreseeable future.
2. We will meet every two weeks by Microsoft Teams to examine and discuss how our Center and University contribute to systemic racism.
3. By end of year (2020) we will have created a comprehensive report of issues related to equity and inclusion within the Center that *require action*.
4. 2021 will focus on implementation. These goals will be developed by Spring 2021 by the Next Steps for Equity workgroup and Executive Committee leadership.

EXPECTATIONS

We expect that the Executive Committee will act upon the recommendations set forth in this report by convening a series of townhall meetings that implement and promote the plan to address the systemic shortcomings of the Center reviewed here.

EXECUTIVE SUMMARY

State of the Workplace

- Institutional racism not only exists but is perpetuated by UC Davis and the ADRC. Racism is a process developed and sustained over hundreds of years. It cannot be simply erased quickly. Part of the work of this group and leadership in the ADRC is to articulate the ways any form of racism is expressed in our day-to-day operations and then to establish policies to address the identified issues.
- Racism in the workplace exists on a spectrum, operating mostly at the edges of White Americans' awareness.
- Active racism (especially anti-Blackness) is on the rise and is often cloaked as social naivete.
- Staff have lacked support and faced systemic barriers for career progression at the ADRC.
- Our ADRC ethos is to engage in Community-Based Participatory Research (CBPR), which motivates most of the Center's staff.
- Despite this stated ethos, NSE members expressed widespread skepticism of ADRC leadership's willingness to sustain anti-racist dialogue, let alone enact policy.
- The Center needs to work to build trust with its staff and participants.

Dialogue must be promoted

- UC Davis' Principles of Community is anti-racist only if it is *actively applied* in the workplace
- Promoting productive sustained interaction through exposure to others radically different than oneself
- Anti-racism requires an ongoing dialogue that is supported in earnest by White Americans and other non-Black people of color whose privilege simply does not require them to participate.
- Anti-racism therefore requires a commitment by non-Black Americans to accept the objective racial consequences of one's actions and contribution to the systemic whole. They must remain responsible for their impact, even if the intent was not malicious.
- The responsibility of propagating dialogue about race rests on White Americans, especially those in positions of power. The onus is on those holding power to distribute equity, not the ones without power to clamor for the scraps.
- Formal anti-racist training is needed at all levels of the Center, if we are to be true to our CBPR ethos. Training can be a very powerful tool to enhance perspective-taking through professional training.
- The Center needs to promote a culture of forgiveness. When made aware of racist actions (intended or not) we must anticipate surprise, defensiveness, failure to communicate (speaking or listening) and engage individuals in meaningful conversations about race.
- Communication strategies need to be taught.

Set goals for us all – monitor and describe

- Anti-racist goals should be well-articulated and lived by the leadership as a model for all Center staff. These goals should be actionable, meaning that the goals need to be made crystal clear AND leadership needs to model them for the entire Center.

Communicate, communicate, communicate

- Create a space at the top of the executive agenda where race and equity are discussed at every meeting for a minimum amount of time (15 minutes).
- Be more inclusive at staff meetings by querying input on Center goals and research. Ask for ideas
- Recognize that tone of voice matters (especially for leadership)
- Recognize power differentials with invitations for frank discussion.
- Inclusivity is important to preserving dignity for all.
- When racially motivated or malevolent intentions are expressed in the workplace, there should be a line of reporting that has whistleblower protections that engages Diversity, Equity, & Inclusion (DEI) and other relevant UCD offices responsible for mitigation. These guidelines need to be reaffirmed frequently and posted in writing.

Trustworthy outsiders can help us focus on our goals

- NSE members strongly suggested that an outside consultant for fresh and unbiased eyes would be invited to come into the ADRC and observe daily interactions and be witness to power transactions that take place. Once observed and understood, that person could help moderate race-focused discussions. All felt that this would be very helpful to the Center's leadership and staff.

SUMMARY OF RECOMMENDATIONS

Training courses

Training is needed and must be stratified.

Everyone

Leadership

Daily exchanges - Peer to peer

Power differential - supervisor to staff

Power differential - faculty to staff

Hire consultants

- Outside consultant with fresh and unbiased eyes would be better/safer.
- Consultant who knows or is experienced with best practices for conversations about race and equity.
- Making all conversations more collective.
- Conversation needs to be facilitated outside of the everydayness of office space

Communication Strategies

General comportment
Lines of communication about race and reporting
Executive committee creates a standing agenda item for NSE discussion

Create a workgroup to review research study protocols and biases – Community Advisory Board (CAB) Input

For more details, please see page 21: ACTIONABLE RECOMMENDATIONS

MONEY & POLICY

Executive committee presentation by the NSE moderator (Johnson)

Next Steps for Equity in the ADRC – Part 2 –

- What does the Executive Committee do with the report?
- How does the Executive Committee respond to this report?
- Feedback to group = CRITCALLY IMPORTANT

Funding recommendations

Increasing recruitment/retainment of diverse employees
Professional training and hiring consultants
Create Community Advisory Board to truly create Community-Based Participatory Research

Make sure committee is *consistently recognized, appreciated, funded*

- In order to cultivate belonging for everyone in our workplace community, there must be a sustained and ongoing effort to acknowledge and break racial and cultural biases. This requires a conscientious effort to support this work.
- Ideas to move this cultural shift within the department are:
  - Incorporating a description of DEI into the mission statement
  - Actively recruit and retain diverse staff and faculty
  - *Stated **commitment** from Executive managers and leadership that this work is important and valued by backing efforts with funding*
  - Policy creation and implementation within the department that employees are allotted a certain amount of time to dedicate to dedicate to equity committee work

For more details, please see page 6: Key Findings and the State of Affairs

INTRODUCTION

Who We Are

- NSE workgroup is made up of 18 people who work at both sites of the UC Davis Alzheimer's Disease Research Center, at all levels of the workforce (junior staff to senior faculty and professors). A core group of 8+ members met over the Summer and Fall months, and their extraordinary dedication to the NSE process made this report possible. That core group of contributors are:

Emily Crivello	Alison Puiming Kwok
Martha Forloines	Shanette Merrick
Kristen George	Sunita Miles
David Johnson	Rochelle Nadreau

Context of the NSE – Scope of this report

- This document is unique to the Summer and Fall of 2020. This summer was filled with the news and social media documenting longstanding police brutality, revealing to White Americans the gross and shocking public secret that wide-spread White supremacy is practiced by American individuals and institutions AND that polite White society has been complicit in these crimes against Americans of color. Compounded by the alienation and fear generated by the pandemic (most affecting people of color), Summer and Fall of 2020 was brutal to live through. Because NSE attempted to articulate the complex human interactions that arise every day in our work experience, these conversations necessarily brought us close to conceptual epicenter of American racism. Race is always present in work interactions, but race weighed especially heavy during the Summer and Fall of 2020. By result, this NSE group was run (in part) as a process group to cope with the shock and loss experienced during 2020. This report is inextricably embedded in that group process that took place in Summer and Fall of 2020 in Northern California at UC Davis during a pandemic amid rising tide of racially motivated violence. Throughout the life of the NSE (so far) several unique voices formed that were also part of the growing dialogue in America about race. These voices echo throughout this report.

Definitions - The conversation about race in America has evolved

- Growing awareness and dialogue about race, gender, and sexual orientation has propelled a new understanding of self and society in America. This has given voice to people who have been historically excluded from defining the dominant (White) social politic of USA. These newly heard voices **demand** the end of White American silence and complicity with racialized violence. By result, new terms and revisions of old terms have entered the American lexicon. How NSE (and by result this report) use these terms need to be reviewed so that we are understood as clearly as possible.
- **White supremacy** is a much broader concept today than in previous discourse. It continues to be used to describe dominant American racist pro-White doctrine and the people who support it, but also now describes institutions that prefer to advance and confer preference toward Whites over other racial-ethnic groups. The shift emphasizes that passive racism benefitting Whites, however subtle/diffuse, is systemic in America and remains lethal in its effect.
- **Systemic racism** expands the scope of agency/responsibility of racist actions beyond the level of the individual to include institutions that employ or govern people. In its most extreme, an institution can be made up of people who do not hold racist beliefs, but that enterprise-wide policy they implement, negatively affects people of color and confers preference to White Americans. That institution would be racist. By result this term is used to garner greater awareness that institutions based on standard American capitalism are almost always built to benefit White people and by result (intentional or not) hinder non-White, non-cisgender, and/or non-heterosexual people.
- **Anti-racism** means doing more than turning a blind eye to racism. As Desmond Tutu, a prominent anti-Apartheid activist, said, "If you are neutral in situations of injustice, you have chosen the side of the oppressor." Silence from people concerning the injustices against others implies complicity. Merely not

being racist is not enough to combat racism. Staying silent will not amplify the voices of the historically excluded, it will only allow those who have been speaking over others to keep talking.

- **Black Lives Matter:** Gaining national attention in social media (i.e., first as a Twitter hashtag), Black Lives Matter (BLM) was created to be a Black-centered political movement after the acquittal of George Zimmerman for the murder of unarmed Black teenager Trayvon Martin in 2013. The movement gained popularity in 2014 after the murders of Michael Brown and Eric Garner. Since that time, it has grown into a potent political and social force that highlights racism that persists in America. The affirmation that Black Lives Matter is an indictment of American institutions based on White supremacist ideology and politics of exclusion and division. Though its primary critique has been the American justice system and policing, BLM also critiques interpersonal racism, White privilege, institutional racism, and systemic racism (institutional favoritism/preferences for White Americans). These grassroots (pervasive and distributed) movements have evolved into one of the most dominant progressive voices in the United States. However, as it has gained popularity, efforts to discredit and co-opt its message have attempted to undermine its cause.
- **Black Lives Matter vs. All Lives Matter** Before the Black Lives Matter movement began, no one ever uttered the sentiment All Lives Matter. As a contrarian's reaction to the Black Lives Matter (BLM) movement, All Lives Matter (ALM) distracts a naïve White American majority from the history of oppression in America. Given that there has been for over 300 years and continues to be a systemic oppression of Black Americans, the use of All Lives Matter is coded language for a willful negation of this historical fact and denial that systemic racism is practiced at all levels of American society. Black people fear for their lives around police officers, government funded agents meant to enforce laws (including laws that have been explicitly meant to subjugate Black people). ALM's willful divisiveness is cloaked in its apparent language that appears inclusive, at least at first blush – "All Lives". However, the inclusive cloak of All Lives Matter is quickly peeled away when examined critically.
    - First, the BLM voice in its current form is a clear affirmation of racial equity – It is unambiguously inclusive. Black Lives Matter - as much as any other American's – White, Black, or other. In practice, BLM affirms all ethno-racial groups' value and demands equality of all Americans. To take a contrarian's position is to deny/negate the equity and inclusion values of BLM. To construe Black Lives Matter as a movement that negates the rights of others is purposely malignant intention reveals an inability to accept a statement asserting the value of Black people
    - Second, White America has long practiced a "one-drop" rule. A codified judicial system that has upheld whiteness as a social ideal of purity and Blackness as dangerous and needing to be cleansed/controlled (at all costs). This tenant was codified in colonial rule and dictated slave ownership rules. This is a social and legal principle of racial classification that asserts any person who is not 100% of European decent is considered Black in the eyes of the law and society. Under this binary perception of race, to be Black merely signifies that you are not of pure European descent. To say that All Lives Matter is absurd when this historical context is appreciated. White Lives (purposefully left out of the Black Lives Matter slogan) have always been given preference, rendering the statement (ALM) devoid of any rhetorical power to reveal racial inequalities and institutional bias. Black people have been violently relegated to the bottom of the US racial hierarchy. Thus, ALM attempts to erase the trauma caused by everyday racism, systemic bias, and judicial oppression by changing the conversation by altering 'who' matters.
    - Third, All Lives Matter is a calculated undermining of the fragile coalition of racial minorities who make up America's "Black" citizens. To infer that BLM is racially exclusive is to purposefully inflame artificial division among ethnoracial minorities. Thus, ALM is coded language intended to divide and undermine real and meaningful critique of race, wealth, and privilege in the USA. In analogy, would it be appropriate to comment to a breast cancer survivor a level of indignance that their celebration of survivorship was purposely exclusive of other cancers like colon cancer or lung cancer? No. Expressed solidarity with a breast cancer survivor does not indicate that you are against other cancer survivors but rather you celebrate survivorship as that person's victory over suffering. Diffusion of recognition by generalizing it to all survivors ends up denying the unique experience of the individual as having persevered under horrible circumstances. Ultimately that is insulting to the deeply personal and traumatic experience of having survived a mortal threat.

- **Blue Lives (don't) Matter:** The assertion that Blue Lives Matter is another reactive response to Black Lives Matter that capitalizes on stereotyped roles of police and Black Americans in perpetual opposition to one another. Although its intent is more overtly neo-fascist, its implication is that police are systematically oppressed by society. First, this is factually incorrect. Police officer lives have never been systemically oppressed. Second, there is no such thing as a blue life. It is a job. When people of color go home, they are still people of color. When an officer goes home, they are no longer "blue." Like All Lives Matter, it reduces and denies the experiences of Black people by disavowing that racial bias exists in the judicial system. Blue Lives Matter" is simply a statement glorifying Black oppression and is a dog whistle call to action for those that do not want to see police reform and systemic judicial change.

Key Findings and the State of Affairs

State of the Workplace

- Racism in the workplace exists on a spectrum from passive (naïve/without intention) to active (malignant/focused and instrumental). For the most part, racism in the workplace is inconsistent, operating mostly at the edges of White Americans' awareness. However, the Executive Committee leadership cannot assume that all racist micro-aggressions committed in the ADRC are reflexive or unintentional. Active racism and anti-Blackness are on the rise and is often cloaked as social naivete.
- Institutional racism exists at UC Davis and in the ADRC. Racism is a historical process built into the foundation of our country that cannot be simply erased quickly. Part of the work of this group and ADRC leadership is to articulate the ways racism operates in our day-to-day operations and then to establish comprehensive policies that facilitate accountability.
- The ethos of the Alzheimer's Disease Research Center is that we engage in Community-Based Participatory Research (CBPR). Thus, we work to understand the underrepresented communities we serve, engage them in an honest dialogue about why our intentions are relevant to them, and conduct research that supports their values. This is a powerful, organizing principle that motivates most of the Center's staff.
- Despite the stated ethos of the Center, NSE members expressed widespread skepticism of ADRC leadership's willingness to sustain anti-racist dialogue, let alone enact policy. The Center needs to work to build trust with its staff and participants.

Dialogue must be promoted

- A dialogue of anti-racism has become the only social policy acceptable to historically excluded groups. UC Davis' Principles of Community is anti-racist only if it is *actively applied* in the workplace. This will be the only way forward to build a space of healing through connectedness. The creation of safe spaces that demand equity and inclusion will require an ongoing process that strives to find new ways of working together. This is a shared vision that we can all agree on but not yet realize.
- Promoting productive sustained interaction. Treating racism in the workplace is a two-factor process where all members of the workforce are **exposed** to radical others providing an opportunity to encounter diversity in an inclusive (safe) space and then create a space for open communication where the two others meet to celebrate each other's culture and history.
- Anti-racism requires an ongoing dialogue that is supported in earnest by White Americans and other non-Black people of color whose privilege simply does not require them to participate. As a function of privilege, non-Black Americans can remain perpetually unaware of their personal contributions to racism (individual/systemic; active/passive). People to whom racism is enacted do not have the luxury of being oblivious. Anti-racism therefore requires a commitment by non-Black Americans to accept the objective racial consequences of one's actions and contribution to the systemic whole. They must remain responsible for their impact, even if the intent was not malicious.
- The responsibility of propagating the dialogue about race rests on White Americans, especially those in positions of power. The onus is on those holding power to distribute equity, not the ones without power to clamor for the scraps.

- Formal anti-racist training is needed at all levels of the Center, if we are to be true to our CBPR ethos. Training can be a very powerful tool to enhance perspective-taking through professional training.
- The Center needs to promote a culture of forgiveness. When made aware of racist actions (intended or not) we must anticipate surprise, defensiveness, failure to communicate (speaking or listening), and engage individuals in meaningful conversations about race. It is socially taboo to commit a racist act, yet racist actions persist and are growing in frequency. We must counter this by more frequently addressing racism, and to not allow harm to be silently acceptable. A model of mediation needs to be created. Communication strategies need to be taught.

Set goals for us all – monitor and describe

- Anti-racist goals should be well-articulated and lived by the leadership as a model for all Center staff. These goals should be actionable, meaning that the goals need to be made crystal clear AND leadership needs to model them for the entire Center.

Communicate, communicate, communicate

- Create a space at the top of the Executive agenda where race and equity are discussed at every meeting for a minimum amount of time (15 minutes).
- Be more inclusive at staff meetings by querying input on Center goals and research. Ask for ideas about how to improve our research process. If the suggestions are actionable, then do so. If not, take the time to discuss why not in an open discussion (non-judgmental, non-defensive).
- Recognize that tone of voice matters (especially for leadership) and ask for feedback about the speaker's comportment.
- Recognize power differentials with invitations for frank discussion. Inclusivity is important to preserving dignity for all.
- When racially motivated or malevolent intentions are expressed in the workplace, there should be a line of reporting that has whistleblower protections that engages Diversity, Equity, & Inclusion (DEI) and other relevant UCD offices responsible for mitigation. These guidelines need to be reaffirmed frequently and posted in writing.

Trustworthy outsiders can help us focus on our goals

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METHODS

Group processes that NSE used to understand racism in the ADRC

- As a group, we wanted to understand the inequitable transactions that occur so that our recommendations would have the greatest likelihood of making substantive change and may persist in the long run. We used a couple of strategies to gain insight into workplace racism that are often difficult to articulate.

Issue Based Information System (IBIS) Problem Solving

- IBIS is an argumentation-based approach to clarifying complex, ill-defined problems that involve multiple stakeholders.
- Diagrammatic visualization using IBIS notation is often called issue mapping.
- IBIS mapping promotes identification, structuring, and settling of issues raised by problem-solving groups, and provides information pertinent to the discourse.

- IBIS is essentially a note taking process that represents conversations during the early exploratory phase of problem solving, when a problem is relatively ill-defined.
- The moderator (Johnson) took shorthand of NSE conversations, asking clarifying questions when needed, and those notes were transferred to a concept map by the moderator but curated by the NSE group.

Survey

- We also used an exploratory/discovery survey to ask about racism in our workplace
- The survey itself and its summarized/anonymized contents are in an Appendix to this report.

NSE as a *process* group

Group expectations

- Group meetings intended to be a safe space to experiment with new narratives about race, diversity, equity, and inclusion
- Irvin Yalom / Bruce Tucker Stages
  - Orientation (Forming Stage) ...
  - Power Struggle (Storming Stage) ...
  - Cooperation and Integration (Norming Stage) ...
  - Synergy (Performing Stage) ...
  - ~~Closure (Adjourning Stage)~~
- Openness to experience
- Never will be perfect so we must expect that each one of us will disappoint. Part of the growth process.
- Personal Narratives enhance bonding and promote perspective taking. We will spend some time processing issues.
- Our recommendations will have to strategically target specific levels of communication (i.e., Leadership to Staff, Staff to Participant, Leadership to Participant). Actionable recommendations need to be specific.
- Instrumental work = genuine critique + relevance to leadership

NSE workgroup recognizes and respects Inter-personal Therapeutic Factors that influence group discovery, process and decisions.

- Instillation of Hope: encouragement that recovery is possible by sharing stories and information.
- Universality: recognition of a shared experience and knowing a person's problems are not unique.
- Imparting of Information: teaching about problem and learning facts about treatment options.
- Altruism: helping and supporting others by experiencing the ability to help another person can build self-esteem. It helps to develop adaptive coping mechanisms.
- Simulation of the primary family: identifying & changing the dysfunctional patterns or roles one played in primary family.
- Development of social skills: learning new ways to talk about feelings, observations, and concerns.
- Imitative Behavior: modeling another's manners & recovery skills.
- Interpersonal Learning (modeling, vicarious learning): finding out about themselves & others from the group. Yalom also describes 3 important concepts with interpersonal learning; 1. The importance of interpersonal relationships, 2. The corrective emotional experience, and 3. The group as a social microcosm.
- Group Cohesiveness (belonging): the feeling of belonging to the group, valuing the group.
- Catharsis: the release of emotional tension i.e. a burst of crying. Express emotions in a safe environment.
- Existential Factors (risk, responsibility): Learning to take responsibility for one's own actions.

Frequency of meetings

- Although our goal was to meet every two weeks, we met more frequently (once a week).
- We found that the pace and intensity of the news cycles dictated weekly meetings. Often, we struggled to describe/understand how quickly breaking and horrific national media events impacted our workplace.

Process to write this executive report

- The moderator set out the expectation that the NSE discussion about "how racism manifests itself in the UC Davis ADRC" would unfold in the next weeks to months. Everyone was asked to contribute. Read the report, comment, and discuss.

  1. The moderator would circulate the themes and issues that have come up in group process
  2. Ask everyone how to present these themes to Executive. How to create a report that can be heard and thus can make the most effective change.
  3. The Office of Diversity, Equity, and Inclusion has asked us to create action items at a departmental level. The moderator will frame those items and ask for more discussion. However, these action items are secondary to our current focus of creating a report about the state of the ADRC and action items for us to take in the short-term.

A STAGE IS SET FOR EVERYDAY RACISM IN THE WORKPLACE

State of racism in this country today – A culture of terror

- Brutal and systemic murder of Blacks in America is certainly not new; however, the shocking explicitness of intentional and racially motivated murders serve as incontrovertible evidence of police brutality against Black Americans. Further these murders have been bandied about in popular media, creating a psychological space of death that pervades the national dialogue, especially among people of color. Further, the current political climate has encouraged the rise of hate crimes and legitimization of White supremacist groups which have created an American culture of terror.
- In contrast, this brutality has also promoted a durable dialogue of how/why White dominated judicial institutions can kill people of color with immunity has frightened the community to its core. It promotes uncertainty about safety in their homes and life prospects in the future.
- This dialogue about the American culture of terror has raised national (White-American) awareness of the longstanding, pervasive, crippling, and cruel violence that American institutions (courts, businesses, and academia) commit daily against all people of color in the United States. By result, White majority America is beginning to appreciate that it has complicity allowed a culture of terror to fester in their institutions and workplaces.
- The downstream effects of this culture of terror is difficult to describe but critical to understand so that it can be addressed forthrightly with inclusive policies that celebrates diversity and attenuates bias.
- There continues to be far-reaching effects from generations of slavery as well as *de jure* and *de facto* discrimination. White people have benefitted and continue to benefit under this racist system. In addition, the system has evolved over time to continue to uphold White supremacy (e.g. racist housing covenants to redlining to gentrification). There is an overarching fear that if White people were to lose this benefit, they might have to confront their own inadequacies and fundamentally change their way of life.
- Although UC Davis states commitment to its "Principles of Community," institutionalized forces of White supremacy are manifold. Systemic racism is pervasive even in the institutions with the best intentions (and is so embedded in their operations) that it is expected to continue for generations to come. This assertion is because it does not require individual racist actors to create and perpetuate inequality. Systems themselves propagate racism.

The culture of terror is traumatizing Black America

- Living in a culture of terror results in sustained insecurity about your livelihood, health, and well-being. Achieving basic Maslovian needs is never certain. Your life and livelihood are always threatened by forces that you cannot control leading to an ineffable feeling that anything could happen, especially bad things. For most Black Americans, the world is feeling more and more frightening and uncertain. Their personal rights are being eroded and the US is becoming scarier by the week. Current events also bring up collective historical memories of being purposely terrorized. Black families suffer the intergenerational trauma from slavery. Incontrovertible evidence of police brutality and racially motivated violence remind Black people that protest is not an option This conceptual space continues into the everyday and permeates the workspace.
- It is important to remind the reader that the idea of a culture of terror is not an abstract academic theory. It is a well-accepted fact in the social and political sciences that colonialist domination of other people requires the imposition and maintenance of a culture of terror to sustain it sociopolitical dominance. This is true without exception in governmental institutions dominate ethnoracial minorities. The imposed culture of terror differs in content between colonialist systems but all share the irrational, naïve, and almost magical intuitive attribution of radicalness to the people who are dominated, thus making them more ethnoracially dissimilar (to the majority dominant ethnoracial group) and thus more easily objectified. That psychological "space" of isolation and anxiety is the essential ingredient of divisive colonial institutions to assure their hegemony and continuance of authority.

Most Whites passively participate in the maintenance of the culture of terror

- A White majority experiences a surreal state of mistrust of anyone it does not know or understand. Their ignorance of culture, priorities, and subjectivity of the radical other allows them to be easily politicized. This starts at an interactive level one-on-one where stereotypes are the convenient filter to understand Blackness/Otherness. In that space of confusion (where each party tries to develop expectations of one another), political parasites can hijack that process and create more black and white stereotypes. These stereotypes are offered up as easy tropes that reduce anyone's need to develop an expectancy on their own. Instead, people from the White majority can borrow a ready-made stereotype that is instrumentally political. One that supports institutionalized hatred. This promulgates fear because of the other's unknown-ness is already defined as dangerous.

Power exists - mostly unchallenged

- Power just exists and its application makes many people uncomfortable.
- What does it mean for change to come from the top?
- Black Americans have learned to leave White bias unquestioned.... "Very hard personally to challenge things in the office. I am not a doctor so speaking about race and education and gender feels hard because I am not the expert."
- The workplace employs "polite society" rules. It needs to focus more on equity than avoiding tough topics. In order to cultivate belonging in the workplace, there must be a sustained and ongoing effort to acknowledge and break the omnipresent biases.
- Power differentials between job positions ingrained in academia further exacerbates power differentials of race, gender, sex, class ingrained in the world at large.
- Traumatic memories lead to sustained stress leads to chronic disease

Economic underpinnings of racism - Why the space perpetuates

- The concept of race was created to uphold a social hierarchy and justify the violence and mistreatment of non-Whites (those not of European descent or those not of the "right" European descent)
- What "counts" as White has evolved and continues to evolve over time to insure there is always a White ruling class
- This need for a hierarchy is inextricably linked to capitalism which requires perpetual consumption and the accumulation of capital by private owners
- Racism did not come first. Capitalism came to America with European settlers and required a codified social hierarchy to justify genocide and chattel slavery.
- In addition to laws and economic systems that perpetuate systemic racism, there are also cultural stereotypes that help maintain the idea that people of color are "Other" (not like "pure, honest" Whites)
- This contributes to the idea that people of color, especially Black and Indigenous people, deserve lower status/worse treatment and distracts from the everyday cruelty and violence these communities experience
- The entire idea of Americana erases/ignores the brutal fact that America was built on the backs of Black and Indigenous peoples and that the continued subjugation of these people is required to uphold the idea of American greatness
- Academia's belief in a meritocracy is one example of how our ideals do not match our history and creates an environment of systemic racism.
- In an environment where our economic system, legal system, and sense of American culture fails to grapple with our history of genocide, slavery, racially motivated murder, and intimidation, we create a space where Blackness/otherness is threatening, and continued violence and discrimination is justified.

How this space impacts People of Color

- It is ineffable. To Black Americans the world is feeling more and more frightening. The political and cultural climate of the US is terrifying. This brings up historical events of being purposely terrorized. Valid reactions to this violence, mistreatment, and fear are often used to further feed negative stereotypes about people of color as violent and dangerous (e.g. protests in Minneapolis after George Floyd was murdered, Standing Rock protests). The current political and cultural climate permeates into the workspace.
- Everyday experiences of discrimination, traumatic memories, and economic inequality lead to sustained stress and chronic disease (i.e. weathering)
- Systematic erasure of culture and identity hobbles an individual's attempt to check these pervasive and justified suspicion of the status quo.
- Many people of color are required to navigate mostly White spaces and code switch to fit in and seem non-threatening. This requires hiding who they really are (interests, hobbies, personal information) and takes a toll on their sense of self and ability to connect with others (especially in a work environment).

ADRC reflects the world around us

- Universities create a space of hierarchical reporting that is insensitive to the world around us and the lived experience of the people who work here.
- Historically excluded groups suffer most in hierarchical structure because:
    - They perceive themselves as being outside of or unfamiliar with the cultural norms adopted by those at the top
    - The hierarchies are rigid and do not readily accommodate new or different ways of acting.
    - Entry into a hierarchy usually promotes critique by newcomer (new eyes) which can be threatening to those who benefit from being at the top of the hierarchy.

- Restructuring of hierarchy can be perceived as threatening to those at the top who benefit from hierarchical rigidity.

Ontogeny recapitulates phylogeny.

- Institutional racism exists at UC Davis and in the ADRC. Racism is a historical process that cannot be simply erased quickly. Our country is foundationally based on centuries of genocide of Indigenous people and enslavement of African people. It will take centuries more to remedy some of this historical (and continuing) pain. Part of the work of this group and leadership in the ADRC is to articulate the ways it operates in our day-to-day operations and then to establish policies that address these. Addressing everyday racism is a way to chisel away at the foundations of racial hierarchy.
- Leadership really needs to understand that being a minority in this country, especially at this time, is a daily traumatic event that cannot be ignored. Large consensus in the group that just because they are minorities, they are being targeted actively by police and White supremacists. For Whites, this daily trauma is easy to lose sight of. Given its intensity and unrelenting frequency in the news, it's easy to turn off and minimize. Living with it, however, is a traumatic experience. Everyone in the NSE, without exception, agreed that White silence will allow White supremacist institutions to continue to terrorize minority communities with unchecked ferocity.
- *All the themes of this document can be overwhelming. In the face of unrelenting racism and violence, it is hard to be helpful and believe that meaningful change will happen. Therefore, a substantial commitment of time and resources paid to work on these issues is required. Policy changes, leadership attention, and outside help is required.*
- Outside events cannot be overlooked. They affect our staff and our participants. A center that recruits minority participants needs to affirm at every step of the way that this Center understands the plight of the participants in their everyday lives. Our waiting room, our recruitment materials, and our staff need to affirm the Center's strong anti-racist commitment so that our participants know that we can provide them a safe and respectful experience. This is now foundational in the committed relationship built between center and participant.
- Longitudinal study requires a commitment by the Center to the participant, just as much as the participant is committing themselves to the program.
- The barriers to a committed anti-racist and equitable work environment in this Center reflect the complicated world in which Black, Indigenous, Latinx, Asian, Pacific Islander, LGBTQIA+, other minorities, and Whites find themselves. Not solved overnight and only now being articulated fairly and in a space which healing can occur.

- Both University and ADRC leadership lead/govern the workplace authoritatively, reinforcing hierarchical rules that exacerbate inequality of historically excluded groups experience in the workplace.

LISTENING TO A PLURALITY OF VOICES

This report was discovered in a multiplicity of independent and unblended voices, a genuine polyphony where each 'voice' bears witness to a complex perspective that is never fully articulated. By sampling from the many voices, we attempted to capture some of the robustness and complexity of these perspectives. This section tries to review the plurality voices (as best the moderator could hear). Much of the text in this section is taken (for better and for worse) from the moderator's notes. In a joint decision, the NSE and the moderator elected to keep them in this unrefined state to reflect NSE members' voices as much as possible. This is not to say minor editing was not done to insure readability. None-the-less, NSE discussions were often circuitous and inelegant, as most emotionally charged discourse is conducted. These notes represent the moderator's attempt to listen and interpret the experience of the individual member speaking. If a theme is presented twice or even three

times in the text content of the report, this reflects the fact that the theme kept returning to NSE discussions frequently. The redundancy reflects its perceived significance to the ongoing dialogue about how racism manifests in the UC Davis ADRC.

Voices that communicate effectively

- Whites in the group are appreciative of the frank telling of the minority members' personal experiences. We are often left speechless as we hear the personal and raw narratives of our colleagues' experience of racism in their everyday life, realizing that our blind eye has allowed that racism to persist.

Effort and focus

- Inclusion takes effort.
- Effort is hard to muster in the digital age. COVID-19 isolation and loneliness are another barrier but also an opportunity to see new ways of how to connect.

Communication is the key

- Good communication open and free are the essentials to creating a culturally competent space to work. Ongoing cultural humility by leadership and all staff is essential to maintain a culturally competent space to work.
- Race and equity discussion topics are inherently difficult to have because Whites rarely hear or have to consider systemic forms of racism that minority staff members have to experience every day. It is also hard to appreciate that well-intentioned Whites have participated in systems that promote White supremacy and racism. These are such strong emotional topics in our nation that they have been prohibited from polite workplace discussion, even when they exist in the workplace milieu. This is the blindness of a narcissist, unaware of their empowered privilege and potentially shocked by open discussion of that privilege's downstream effects. It is just human nature for the ego to protect itself from the ideas or possibilities that the person is unknowingly colluding with systemic White supremacy.

Good communication to acquire empathy/insight requires time

- Time to focus on the communications issues is necessary. There must be space to process difficult issues.

Empathy

- It's a simple thing really.... Empathy makes everything different. Thus, the goal is to enhance empathy.

Learning to communicate as growth process

- Training for all is **badly needed**
- Management seems fragile, that too many problems could be overwhelming, so staff avoid bringing them up
- Also, a willingness to engage in individual therapy because it teaches us how to communicate openly and honestly with one another. It is actually the teaching of meaningful connectedness with others around us. In this way, one can view racism as a mental health crisis; racism debilitates our development and maturity, racism undermines our social reality testing, and racism prevents real introspection.
- FORGIVENESS: David brought up that he doesn't feel like he is a very forgiving person. In group discussion about the role of forgiveness it was brought up that if you are a minority you have to learn to forgive. Not many other options... There is no other path. You do not have a choice in the matter. You must learn to forgive those who transgress against you or be consumed with anger and stress. To not feel forgiveness is a privilege. You are not forced to forgive to live a robust life.

Carrying grudges means that you have not been subjugated and humiliated to the point where you must give in. Thus, David's lack of forgiveness is an example of White privilege.

- Supervisors have naivete (perhaps, lack of self-awareness) about the trauma of systemic racial violence against all people. Supervisors need more training to learn to be aware of news and personal events and how they affect the workforce personally.
- Insensitivity: Nervous laughter, jokes, and commentary about LGBTQIA+ people signal lack of acceptance and potential hostility. Words and actions carry weight and sensitivity training needed - especially about microaggressions.
- Leadership needs extra training in effective **communication skills**. Communication skills occurring at some of the most basic or primitive levels about how to encourage open dialogue. Dialogue that is a two-way street. Most NSE members agreed. Most felt that they had been talking to leadership at times about things they felt were important and that they were not received. Training leadership in how to listen without judgment would be a critical skill. This probably would require some amount of firewalling between the School of Medicine culture that permeates leadership and their role as communicators to staff. They feel that leadership doesn't have the time to actually process workplace conflict. There is no productive space in a communication with Executive about vulnerabilities. The work face is oppressive when staff identify as disenfranchised, regardless of intent of leadership, trauma from prior experience in the outside world seeps into work, underlying communication effectiveness.

Voices Present / Absent

- Bridging culture is difficult. Direct input based on first-hand experience from a person of historically excluded groups is critical to the success of the enterprise.
- When Black voices are absent, the machinery of White supremacy runs unchecked. This is the root of why Blacks pervasively mistrust Whites.

Leadership/Faculty

- There is a certain literacy about being a minority that is gained only by first-hand experience. The breadth of the community, the variation. Norms are subtle, regional, and context specific. Just as a person speaking their second language will never get the robustness of that language.
- IF leadership is not diverse, THEN the goal of creating diverse and inclusive implemented in our communities will be bottlenecked unnecessarily.
- Weak second place: Leadership needs to hear minorities out more fully and be careful not to dismiss. They have expertise about being a minority in America that the White leadership does not have. They see a unique perspective that, if dismissed out of hand (cannot be right), limits their ability to fully convey the message they are trying to deliver.
- Mentoring of researchers of color is important! Building community relationships takes time and $$$ that a lot of researchers do not have without support from above.
- What does it mean for change to come from the top? Doubt was expressed that change actually will happen.
- TENURE CLUB - recruiting diverse faculty and staff is only part of the problem. Creating an environment that is safe for historically excluded individuals needs to happen first or else they will not stay.
- Also, diverse faculty makes a compelling argument/example for research relevance to historically excluded groups. For example, when there is a Black investigator the research becomes a critical issue within participants. Who that person is, why they are conducting the study, and what do they hope to learn from it? That investigator of color initiates questions that would not otherwise be asked if the investigator were White.
- Faculty of color help set expectations that the ADRC research endeavor is true to the community ideals it espouses

- If leadership is all White, then all administrative and research design decisions have no checks and balances and thus must also smuggle in White biases.
- Examples include:
  - "Validated" tests that operationalize cognition, social engagement, health behavior etc. where White participants consistently score higher (i.e. better) than others. This seems like an indication there are systematic issues with the test but is often framed as something "different" or lacking about the populations being studied.

Staff

- Having staff who are people of color facilitates recruitment of other diverse staff.
- It's reassuring to see others who look like you in similar job positions
- Other diverse staff lead by example
- Helps set expectations that success is possible
- Help informally train new people of color on how to succeed, how to fit in, how to lead, how to interact with management who are from a different culture
- Train newcomers for success
  - How to commit to a new job in a radically different culture
  - How to interact successfully in the work culture
  - How to overcome many barriers
  - How to negotiate conflict

Participants

- Participants of color often distrust (White) faculty's intentions so it's important to have staff that can assure them that they are not being exploited
- However, leadership needs to be aware of the perception of having only Black *recruiters* interact with our participants of color within the Black community. These recruiters may be perceived as disingenuous.
- The Blackness of the research experience should be from the front door all the way through to the final communications. We need more vertical integration of our cultural sensitivity and make sure it is present at every step of the research experience.
- The tone used from the very beginning of the contact with the participant sets the stage for success or failure of the assessment. Clinicians should also be checking in with the participant frequently. At the beginning we should ask the participant for their preference in clinician type in order to match culture when strongly preferred. Clinicians need training.
- See: The moment of being assessed... Genesis of the white coat syndrome

ACTION ITEMS:

- To attract diverse faculty, we should emphasize our diverse sample of participants

Voices Distorted

What is present but left unspoken.

- What is not said is the most 'weighty.' A person of color left second-guessing about the intentions of the language game that they do not or are not allowed to participate.
- Some NSE members felt that leadership is out of touch with the reality that staff and participants experience, thus severely undermining the importance of racial inequity in clinical research. Anonymous examples were given.

Disingenuous intentions

  - Participants of color often distrust faculty so it's important to have staff that can assure them that they are not being exploited. That discussion will only happen among that URG members.

- These staff cannot just be the research 'hawkers' who disappear once the participant is in the door (the “bait and switch”), OR somehow been seen as not being equal/important among the research staff. They need to be authentically supportive of the research endeavor.
- We need to be aware of the perception of having only Black recruiters interact with our participants of color within the Black community they may be perceived as disingenuous. The Blackness of the research experience should be from the front door all the way through to the final communications. We need more vertical integration of our cultural sensitivity and make sure it is present at every step of the research experience.

White silence

- “Silence is pervasive in the workplace and the wishful thinking that business can be conducted as usual is super f***** up.”

Titrating trauma

- Skepticism verging on paranoia is not unrealistic and in fact an adaptive coping strategy for many minority communities. Mistrust of police and American politics and White privileged intentions must be carefully inspected before engaging and usually best avoided.
- Doctors who are not minorities need to be sensitive of their language while talking about minorities in a normative voice. One’s language cannot actually be objective when talking about health disparities; it actually causes the opposite reaction. In traumatized community, you have touched the third rail. Hurt and anger is the reaction. Cannot be objective about White supremacy. Hidden subjectivity of White authority creates a hall of mirrors that distorts everything, promoting paranoid, surreal experience (*unheimlich*). What goes through a person's mind is 'Where is there a safe space to speak forthrightly?'
- For the doctors: You may know your own intentions, but your intentions are unclear (at best) to the participant or (at worst) may be perceived as naive and potentially racist.
- Unspoken expectation about how Minorities should be (uneducated, coarse, and sick) unnecessarily constrains the horizon of diversity. White researchers should not be surprised when meeting well-educated Black participants who violate their expectations.

Code Switching: coping with unspoken control strategies

- Even when you know you’re right, the unspoken White bias that they "know it all" smothers discourse. By result Black Americans learn to “code switch.”
- Code-switching is when someone changes their language based on who they are with, typically to fit in better with them. For example, most people switch their pronunciations of words and their dialects around to better fit in with a different group. Black Americans may speak differently, to deliberately avoid African-American Vernacular English (AAVE) and avoid confrontational topics in 'polite' conversation with White Americans.

MD/PhD Chauvinism is a direct result of White privilege

- MD/PhD have a certainty about the beliefs that often gets portrayed as anti-dialogue. That righteous certainty signals that they are unwilling to discuss openly.
- The reinforced hierarchies within a school of medicine inhibit and very likely actually prohibit open communication about race and equity. Hierarchy is rarified.
- NSE members noted that within academia, the privileges and protections afforded to tenured professors is actually a disincentive for open communication between professors and everyone else. Any time club privileges exist, in and out group think grows. Tenure privileges are also confounded with White privilege. This is the very reason why minority scholars are leaving academia. Minorities don't ever feel like they belong to a club that is rooted in some form of privilege that looks and feels so much like White privilege. Also doubt

that there is ANY incentive for improved communication and opening up. Why would anyone willingly give up power & protectionism? When minorities get to enter into that club it feels strange. If they are critical of their own club members, they marginalize in the ranks. Given services and not provided the same privilege afford to 'established' usually White Anglo-Saxon Protestant (WASP) professors. There was a consensus that most minority academics suspect that they will be kicked out or passed over because they do not have access to the same hierarchical clubs that afford progression/ success.

- A lot of jaundice toward minorities success in academics was expressed. Even the ability for staff to participate meaningfully with ranked academics was brought into question. A large gap exists, and academics are viewed as aloof and unapproachable.

What is said out loud.

Fear of "Black Anger"

- Baited by White people to conform to expectations that anger and Blackness always go together. Microaggressions that reify interpersonal dominance are creating hostile work environment.
- Tone policing is a technique Whites will employ to obscure Black people's legitimate concern to shift focus instead to politeness.
- Black women suffer often from hostile attribution bias. When a Black woman points out the details of some injustice that has been experienced or perceived then she herself is perceived as rule-bound, petty, and angry. Black women are held to different standards. This creates an illusion that she is inflexible and narcissistic. This is a potently odious double dose of misogyny and racism combined (misogynoir).
- This phenomenon in Black men is well-documented by ethnographers of the incarceration crisis in American and the racist biases of psychiatric diagnoses used to control "anti-social" Black men. When Blacks Americans have a real, potent, and legitimate reason for being angry, that anger is trivialized by the dominant White social paradigm only to mitigate disruption that could occur if it was genuinely dealt with openly.

- MODERATOR ASKS: What's fair in the midst of a passionate scientific debate? Some ideas do overpower others in scientific debate.
- ANSWERED: When a debate brings into question the humanity of another person/group, it cannot be up for scientific debate.

The Gaslight

- To be *gaslighted* means that you are told that your knowledge/information is wrong/irrelevant even though you know it was sound.
- Management tells you your concern is irrelevant and do not listen.
  - Discounting is usually racially or gender biased/motivated.
  - Gaslighting is a common racist/misogynist trope used to delegitimatize statements that would question authority
  - Double jeopardy – intersection of Gender x Race (x others) makes worse
  - Training needed. Increase awareness will be a good start but need practice.
  - Leadership and management need to publicly validate others willing to speak up. Senior members of the ADRC need to be more inclusive and supportive.
- When a minority staff voice tries to take a strong leadership role in a meeting, they often get ignored because the person speaking is not an academic (no degree, lesser degree)
- They are later asked, "Are you alright?" as if the strong voice was a sign of weakness or hurt instead of forthright speaking to power, as if those in the right could be wrong. In the know vs. ignorant norm had been broken and that just couldn't have been. Anger perceived as hysteria.

- Some NSE members felt that even though a specific minority employee may be well-trained and smart, White leadership/management presumes they are ill-trained or even incompetent. When you assert yourself, you are told to watch your attitude.

What is assumed.

The moment of being assessed... Genesis of the white coat syndrome

Racial historical context

- Power differential makes many people uncomfortable
- The long, dark history of assessment in America necessarily racializes the conversation. To ignore that history puts an elephant in the examination room.
- The objective evaluation of a participant of color reinstates the awful and negative power dynamics of previous experience and history. We need to reassure that the participant feels comfortable and empowered starting at recruitment and be reiterated frequently.

During the assessment

- The assessment of minorities using Eurocentric tools reinstate previous inequitable power dynamics that should be directly addressed by staff and investigators and clinicians. Even when there are no better tools that can be used, an explanation should be given about the meaningfulness and clinical implications of the limited assessment tools.
- Cultural biases of the tools we use should be made explicit during the research visit. The limits of testing should be made explicit to everyone, test giver and text taker.
- Tone used from the very beginning of the contact with the participant sets the stage for success or failure of the assessment. Clinicians should also be checking in with the participant frequently. At the beginning we should ask the participant for their preference in clinician type in order to match culture when strongly preferred. Clinicians need training.

How have we defined normal?

- Normative reference data used in our research appears to penalize Blacks, Latinx, and "Other" more than Whites?
- Perceptions of the normative underrepresented groups (URG). The norm is false almost by definition.

- MODERATOR ASKS: How can we intercept and change the anxiety associated with white coat syndrome?
- MODERATOR ASKS: How do we make Black and Latinx assessment more sensible/valid? Is that even possible given the systemic violence that exists in the educational system? Does the poor/racist education given to URG actually cause different profiles of test performance? Do our minority profiles merely differ as a function of educational experience?

ACTION ITEMS:

- Assessment content/materials need expert input from frontline staff.
- We could seek advice and expertise on some of our batteries from an expert in education and neuropsychology (e.g., Jennifer Manley, PhD from Columbia University). This person would ideally comment on and review the batteries for cultural (in)sensitivity and be compensated for their time and expertise.
    - Potential grant-funded opportunity to support these efforts?
- We should gather small groups of participants or Community Advisory Board (CAB) for the critique of the battery and its items and process.
    - The group should also help identify tangible ways the ADRC can create an environment that balances the needs of researchers and the needs of participants being mindful of participant burden and historical injustices the make it more challenging for some individuals to participate in clinical research.

NEEDS

Pervasive skepticism requires meaningful change – Leadership must step up to the challenge of enacting anti-racist policies

Lack of upward career progression

- Staff especially feel that the lack of progress and promotion at this Center is due to willful ignorance of leadership who do not care to interact with them enough to see people rise in job rank. No expectations of improving career or work conditions. No tracking to better positions. Leadership needs to articulate appreciation and then provide pathways to better positions.

Justified skepticism

- Growing skepticism that real change is possible, neither at the level of society nor center. NSE members are concerned that as soon as the racialized violence subsides in public consciousness, then the busy leadership will focus on business as usual issues, which necessarily means race and equity remain undiscussed and ignored.

Are things changing really? How?

- All we hear is White people talking. Why are they talking, and people of color are quiet?
  - People of color are not quiet; people of color are being talked over. They have had to fight for their space to speak from Whites who dominate conversation.
  - Who is or is not allowed to speak? Who does or does not end up speaking?
- White supremacy kills. White privilege kills.
- The Black critique of White privilege/supremacy seems much more active now. How has that changed fundamentally?
  - It hasn't. Some White people just started listening.
  - People in power have historically only sat up and paid attention when jilted from their normalcy of blissful ignorance.
  - The view is good from the top, stepping on the backs of those at the bottom.
- Moderator asked, "Is real change occurring? What are the new conversations really about?"
  - Paranoiac conspiracy theories and stereotyping at its worse pervades the conversation. What good comes of that? What really must happen for a lasting change to be made?
- Black & White identity is changed/changing. Racial identities are ever-changing, as mercurial as the social constructs on which they are based.
- Any articulation of the inequities of racist systems, like Jim Crow laws or the US judiciary, is good. There is a superficial awareness that the system should work equally and therefore some White people are starting to see the inequities and demand change. However, the majority of White people are not prone to changing the system that favors them, even those that otherwise feel like they are kind and accepting of people of color.
- Whites (erroneously) think:
    - It is only through the new White and Black alliance that change is possible.
    - This alliance can break down a pervasive Black vs. White stereotype of victim vs. victimizer, thus promoting a sense of responsibility among Black Americans to partner with White and vice versa. Within group consciousness rising is necessary for both Whites and Blacks.
  - **BUT This notion undermines the traumatic experience of the Black self, a deep-seated understanding that "White America will kill me if I speak my truth." As if to state that Black people are at all responsible for the racist acts against them or changing a racist system built to subjugate them.**

        - **Black people are invested in anti-racism, because their lives depend on it. White people have a moral obligation to end racism that directly benefits them at the expense of people of color. Everyone benefits from a more equitable and anti-racist society.**
- MODERATOR ASKS: Is skepticism a rhetorical tool used by proponents of the status quo?
    - Yes, being skeptical or playing devil's advocate in conversations about race/racism, undermines the lived experiences of people of color. In conversations about race and identity, the person whose identity is not being discussed has immense power to belittle and silence in the name of "hearing all sides."
    - Don't play the rhetorical game; let people of URG speak for themselves.

Priorities to be made and shared

Treating passive racism in the workplace, a two-factor process:

- All members of the workforce are **exposed** to radical others providing an opportunity encounter diversity in an inclusive (safe) space.
- Open communication where the two others meet to celebrate each other's culture and history thus promoting productive sustained interaction.
- This was a theme that was repeated often.

Community-Based Participatory Research (CBPR)

- Community-based participatory research is large and complex. It has many facets that cannot be fully appreciated by any one person in the enterprise. Thus, it's critical that feedback be surveyed regularly and systematically from all staff and participants. That survey system needs to value ALL input and respond to the feedback in a meaningful way that acknowledges the contributions of everyone. Leadership cannot be/grow close-minded to critique, no matter where it comes from. That's part of what leadership is.
- Priorities of leadership must be shared by staff in order to be effectively implemented, but power and hierarchies perpetuate inequity when power is not overtly conscientious of itself.
- Need to be extra sensitive to hearing out issues raised by URG because they are dealing with much more than White majority, so they are closer to a breakpoint. Vulnerability is taken advantage in social microaggressions. White majority needs to be mindful of the margins
- URG are people dealing with burden and trauma, navigating it daily. Whites do not have the amount of burden and stress that they do. Whites need to understand what they're going through in order to contextualize their confrontation or understand types of microaggressions committed against them
- Leadership should be extra sensitive to minority needs and transgressions against them. ***Be willing to call it out at every level.***
- Research goals/themes need to be synergistic with community-level goals. Those goals have yet to be articulated explicitly to staff.

Where is environmental racism in the NSE discussions?

- Many Black Americans feel that environmental racism (like racism itself) is futile to complain about. They worry about it. They know it exists. They are not deniers, but only when Whites are affected by it only then will a real discussion take place. Furthermore, only when a pro-environment conversation takes place with Blacks at the table, with Blacks showing other Blacks that their values are appreciated in the movement/at the table will Blacks join in that conversation.
- Also, the environment is a luxury. It is several steps away from food and housing. The Jim Crow system keeps Black people focused on day-to-day existence, not 10 years 20 years down the line.

- Thus, environmental racism is a concern of the staff, but it has not been the focus of the NSE workgroup.

ACTIONABLE RECOMMENDATIONS

Training courses:

- Cultural competency is never fully achieved, rather it's a life-long learning process that requires ongoing cultural humility and breaking down biases as they arise, from all parts of the organization. There is no end-state that eliminates bias. Our ongoing development as emotional, aware, and active listening people needs to recognize that bias will always play out in our relationships, one way or another. We need to pursue our best understanding of how these biases manifest and how we can interact with each other in ways that are affirmative and safe. By result, continuing but targeted training can be tailored to the unique needs of this research workplace.
- Training needs to be stratified. People treat each other on basis of their hierarchical roles. People with varying levels of power and authority need to be aware of their potential impact on others. Also, staff need training about defining the limits of authority and how to identify and assert their voices in dialogue with all other workplace members (senior, junior, or peer).

Everyone

- Microaggressions & sensitivity training needed
- Be comfortable with being uncomfortable. Scale back defensiveness in order to allow space for growth.
- Learn to accept humility. There are some lived experiences you will never know that someone who has lived that experience does.

Leadership

- Leadership needs to be comfortable with being uncomfortable without feeling threatened by the evolving social/self-improvement process
- Training to lead by example
  - Be aware that bias is always in the room. Always present. Leadership, like everyone else, commits microaggressions and bias. As leaders, they need to model the acknowledgement of struggle and growth concerning working on bias. Leadership should model change and lead growth. Then, open communication about mistakes will become a part of our workplace culture.
  - Leadership needs training that academic meritocracy does not apply proportionately in URG culture. Constant stress prevented ascending the professional ladder in same fashion more privileged professionals have
  - Managing with an awareness of how power differentials (whether in academic status or inherent factors) will manifest among employees. Making sure everyone is given room to speak and contribute, not just the loudest voices in the room.

Daily exchanges - Peer to peer

- Individual mindfulness
- Considering one's place within systems of power

Power differential - supervisor to staff

- Leadership needs extra training in effective **communication skills**.
- Ignorance of racial factors discourages speaking up about racial issues. Supervisors want everything to run smoothly. Don't cause waves. Therefore, they discount grievances. Ultimately, that undermines the team.
- Microaggressions & sensitivity training repeated annually or at least often
- Need to appreciate the amount trauma in the minority community

Power differential - faculty to staff

- Feedback
  - Senior leadership needs to collect feedback from frontline staff and use it! From participants, staff, maybe review at Research and Recruitment (R&R) meeting - report from staff and anonymous feedback form
- Need feedback from staff supervisors about utility of trainees to develop a mechanism
- Leadership can portray themselves as having delusions of grandeur, willful ignorance, aloofness
- Leadership needs to acknowledge that the staff are the engine of their careers
- Good leaders flip the value hierarchy where the traditionally lowest valued employee is the most lauded. New perspective on labor.
- Staff need information about the origins of the research (How did we get here?) Knowledge that their position exists because of the value attributed to the research which (usually) completely rests on PI and their germinative effort/imagination/creativity/writing skill. They have really done something special.

Hire consultants

- NSE members often asked that an outside consultant for fresh and unbiased eyes would come in to moderate race-focused discussions. This would be very helpful. That person could walk in the trenches and be witness to power transactions that take place.
- Outside eyes would be better/safer.
- Consultant who knows or is experienced with best practices for conversations about race and equity. It would probably be best if that consultant was academic or even better yet medical school specific.
- Making all conversations more collective. Speakers could come in to talk and try to start conversations.
- One person experienced a four-part series that was stratified by staff, mid-level and leadership. There were breakout small groups and that time spent was very productive.
- Conversation needs to be facilitated outside of the everydayness of office space
  - because it is uncomfortable to have those types of conversations in the settings, one definitely needs icebreakers so that groups bond and have common purpose.
- Miscellaneous issues to be discussed/explored.
  - **How does one talk/connect to a racist?**
    - How to let someone know they are being racist, even if unintentionally?
  - How can the ADRC better ally with people living at the intersection of multiple oppressed identities?
  - How can the ADRC better ally with LGBTQIA+ community?

Communication strategies

General comportment

- When power differential exists, then Zoom meetings need to have cameras on to help give cues to URG about what is happening and how to read the situation
- Live Zoom training has advantages over static
- How do we make the lessons learned in sensitivity training live in milieu of the Center? Practice needed. Doing it often is probably best way.
- Spoken Word - Language
  - Africa-referenced and other racialized euphemisms used by Whites perpetuate stereotypes and are offensive.
  - Use of 'doctor' as a title of respect is not used in public spaces for women of color who are doctors.
- Well educated people do not respect their limits of expertise and make overreaching pronouncements about race and medical treatments that are clearly false. When pointed out, they often get defensive.

Lines of communication about race and reporting

- Many NSE members felt that having a place to give feedback and get heard was a relief! Driving leadership to listen to their powerless voices. NSE promotes respect by giving voice to previously excluded.
- We need clear lines of communication and admin systems - active listening is critical - acknowledgement that msg received and something is being done about it.
- Need a complaint line or some type of reporting process that guarantees a reporter that they will not experience retaliation for reporting.
- A single negative experience can set the tone for an office and discourage open communication

Executive committee creates a standing agenda item for NSE discussion

- There is suggestion that equity and inclusion issues are discussed at Executive meetings as a matter of course. It should be a standing issue on the agenda with a dedicated and minimum time allotted every meeting for its open discussion. There is also a suggestion that same agenda item and time slot occur during the research and recruitment meeting so that direct input from participants has a forum to be discussed with staff and leadership.
- The goal is to increase our amount of talking with diverse people. There are many personal factors that enhance this discussion, making it more robust. Open this to experience and other rules of group engagement.

Create a workgroup to review research study protocols and biases – Community Advisory Board (CAB) Input

- Involve CAB in the Center's anti-racist affirmation and training
- Clinical Translational Science Center (CTSC) - Sergio Aguilar-Gaxiola, MD, PhD heads the CAB movement
- CAB needs to advise us how to CBPR
- Create a participant engagement liaison
- Wilkins, et al. (2003) Community Representatives' Involvement in Clinical and Translational Science Awardee Activities
    - Activities that effectively involve the community (in both clinical and translational research settings) CAB development intends to train researchers, trainees, and scholars in the methodology of community/population-based research and outreach.
    - The review criteria also assessed the applicant's commitment to integrate the CTSA - CAB into the institution priorities and to reach out to the local community and whether this integration is reflected in the senior leadership and decision-making processes of the CTSA.
    - CAB needs to be a 2-way street. Investigators need to learn about the community
- Create a workgroup to examine the unique demands and contributions of students' role in the Center (undergraduate, postbaccalaureate, graduate, and postdoctoral fellows).
- Graduate students and others in training should receive inclusive pay for conferences more, attend with, objective critique, reduce struggle that heights powerlessness
- Is there really a career path forward – how to amend reviews and enhance career development

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MONEY & POLICY

- Executive committee presentation by the NSE moderator (Johnson)

Next Steps for Equity in the ADRC – Part 2 –

- What does the Executive Committee do with the report?

- How does the Executive Committee respond to this report?
- Feedback to group = CRITCALLY IMPORTANT

Funding recommendations

Increasing recruitment/retainment of diverse employees

- At every level
- Especially at the top – decision makers

Professional training

- Hiring professional consultants
- Classes
- Course planning

Create Community Advisory Board to truly create Community-Based Participatory Research

- Create Community Advisory Board
- Maintain a liaison with the Community
- Incorporate Community feedback into research protocols

Make sure committee is *consistently recognized, appreciated, funded*

- In order to cultivate belonging for everyone in our workplace community, there must be a sustained and ongoing effort to acknowledge and break racial and cultural biases. This requires a conscientious effort to support this work.
- Ideas to move this cultural shift within the department are:
  - Incorporating a description of DEI into the mission statement
  - Actively recruit and retain diverse staff and faculty
  - *Stated **commitment** from Executive managers and leadership that this work is important and valued by backing efforts with funding*
  - Policy creation and implementation within the department that employees are allotted a certain amount of time to dedicate to dedicate to equity committee work
  - Recognize the results of equity work to help show that it is valued by all in the organization