

**FINAL REPORT OF COLLEGE OF EDUCATION FACULTY POLICY COUNCIL AD HOC COMMITTEE
“ALLYSHIP AND SUPPORTING MINORITIZED FACULTY, STAFF, AND STUDENTS OF COLOR
DURING DISTRESSING TIMES: RECOMMENDED RESOURCES”
Approved by COE Faculty Policy Council, May 2020**

Introduction

In Fall 2019, the Faculty Policy Council discussed the increasingly critical need for allyship and support for minoritized faculty of color – as well as for the staff and students – in the College of Education in the current political climate. FPC members agreed that the COE’s representative, deliberative body should contribute leadership, partnership, and solidarity on this issue. Accordingly, FPC approved forming an ad hoc committee specifically for the purpose of continuing the dialogue and brainstorming ideas. FPC members wanted to participate in and facilitate, but not monopolize, discussions at the college, school, and program levels that need to be ongoing and not just limited to FPC meetings. The goal of the ad hoc group was to generate specific ideas and identify individuals, groups, events, and materials as possible resources.

FPC and committee members believe that it is important to commit to allyship, to listen, to engage with difficult questions, and to learn. FPC is not claiming expertise, or attempting to be the authoritative voice of allyship for minoritized COE faculty, staff, and students of color. FPC members simply believe that the Council can play a constructive role in both discussion and action, and wish to share this document with humility and commitment.

FPC also acknowledges that, while this ad hoc committee focused mostly on issues related to race and ethnicity, it is important for faculty to support faculty, staff, and students of all minoritized groups. Accordingly, some of the resources in this report address this need.

Further, FPC is not suggesting that this is an exhaustive list of recommendations and resources. Ad hoc committee members acknowledged at the outset that 1) it was important to start somewhere, 2) it would be necessary as an ad hoc committee to come to a stopping point by the end of the year, and 3) they wish to remain involved in ongoing activities related to the mission of the committee.

Key Questions and Ideas

1. How might the COE community reaffirm its core values and be proactive in making these values explicit as much as possible via the COE and FPC websites and other types of messaging?
 - Messaging could be a possible agenda item for the FPC Long Range Planning Committee and the Technology Committee, working with the deans, directors, ETC staff, and UF Campus Diversity Liaison (CDL).
 - An example of a statement of core values is included in this report.
2. How might the COE community be aware before and during critical events/incidents – whether campus, local, state, or national – that have the potential to negatively impact minoritized faculty, staff, and students of color, and be ready to respond?
 - Can this be done with a few faculty/staff willing to work with FPC leadership, the deans, and the CDL to exchange information about upcoming events that may be harmful?
 - How can the COE community be responsive to distressing racist events/incidents?
 - This guide suggests resources that FPC, the deans, and staff could use before, during, and after a particular racist incident (e.g., Teaching Tolerance, the Anti-Defamation League).
 - “Counter-events” could be held at such times and would need to be organized quickly. This guide suggests many ideas for discussion groups, films, webinars, and other resources that could bring people together to talk. All would be free

of charge and would only need a room reservation (or a Zoom meeting if the COVID situation requires it).

- This could be a possible agenda item for the Diversity and Inclusion Committee and for the Lectures, Seminars, and Awards Committee.
- Communication and coordination with UF Student Affairs, the Office of Multicultural and Diversity Affairs, the Counseling and Wellness Center, and the Chief Diversity Officer also seem essential.

More broadly, this guide is a compilation of numerous resources for ongoing meetings, events, workshops, and teaching ideas that faculty in all schools and program areas can use as they wish.

FPC recommends offering one or more of the trainings/workshops described in the report, with a specific focus on supports for minoritized people of color and guidance for allyship during distressing times. Some of these supports would require funds from the Dean's office and/or from any/all of the schools. There is a lot of expertise within the COE, at UF, and in social justice-oriented national organizations from which to draw.

The Faculty Policy Council may wish to consider establishing an "affinity group" (described in the study in this report from the University of Pennsylvania) to replace the ad hoc committee. The group would not take the place of the D&I or LSAC committees but could work with them as a sub-committee to play a specific, supportive role during critical events/incidents.

Conclusion

There is much to be concerned about as people try to hold together the social fabric of this country. As a community and as individuals, COE faculty are already very well-positioned to take principled, constructive action when distressing incidents and events occur that target minoritized groups of color. The importance of people in the COE community checking on each other's well-being during such times cannot be overstated, nor can the importance of providing time and space for impacted people in the COE community to retreat and heal when necessary.

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The Faculty Policy Council will make this report and these resources available on its website.

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RECOMMENDED RESOURCES

PART ONE

REPORTS AND POLICY STATEMENT RECOMMENDATIONS

(links included for each)

Southern Poverty Law Center 2019 Report “Hate at School” (opens PDF)

- Spotlighting and Quantifying the Problem
- Forms of Hate in School
- Politics as a “Force Multiplier”
- “It Doesn’t Have to Be This Way”
 - Leaders need to unequivocally denounce white supremacy and racist, xenophobic actions.
 - Educators need to address these issues in their classrooms.
 - Citizens should look at their local school boards and governments and ask if everyone in the community is represented, and should work to hold local school authorities accountable for school climate and student safety.
 - When people witness racist harassment, bullying or bigotry, they must be upstanders—modeling courage, compassion, empathy, and civility.
 - People of conscience—regardless of race or ethnicity, religious affiliation, sexual orientation, or gender identity—must stand up for what is right. Bystanders contribute to the problem; upstanders help stop it. Apathy is not an option.
- *Includes Survey Questions That Can Be Used in Schools in the Report’s Appendix*

Anti-Defamation League H.E.A.T. Map

- Interactive and customizable map detailing extremist, including anti-Semitic, incidents around the nation; visualization with data points extracted from information sources including news and media reports; government documents (including police reports); and victim reports.

Anti-Defamation League “Hate Uncycled”

- The ADL does workshops at UF.
- The ADL Hate Uncycled Resource serves as a guide to addressing incidents from many lenses, including *prevention, preparation, response, healing, and education*. The vision is to dismantle the complexities of bias and hate through regular assessment and implementation of campus climate initiatives and incident response practices. Prevention is just as important as response.
 - Extremist tactics on campus
 - Reporting bias and hate incidents
 - Best practices for law enforcement
 - Balancing responses to hate speech with free speech/academic freedom

Association for Specialists in Group Work

- **“Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building”**
- Dr. Ana Puig is an expert on this resource/training program.
- Group workers can utilize these methods and resources to promote diversity, equity, and inclusion among group members in all types of groups and in various settings. These strategies provide a roadmap for group workers to use in navigating the complex process of unifying diverse individuals in a way that celebrates commonalities and differences, while fostering difficult conversations in various group settings.

Stanford Social Innovation Review, “The Science of What Makes People Care”

- The authors of this piece teach at UF and conduct trainings.
- Principles for more effective communication
 - Join the community
 - Communicate in images
 - Invoke emotion with intention
 - Create meaningful calls to action
 - Tell better stories

UF Chief Diversity Officer

- CDO Campus Diversity Network
- Affinity groups and specific supports for minoritized faculty, staff, and students

Becoming an Anti-Racist Ally: How An Affinity Group Can Help, Perspectives on Urban Education

- Report from White Students Confronting Racism (WSCR) at University of Pennsylvania Graduate School of Education – reflection as action, WSCR as practitioner inquiry

National Education Association, “Why NEA Members Are Talking About Racism”

- Roots of institutional racism
- Reasons to speak up
- Recommendations on how to respond to racist incidents

Teaching Tolerance Guide, “Responding to Hate and Bias at School”

- Part 1: Before a crisis occurs
- Part 2: When there’s a crisis
- Part 3: After the worst is over

Teaching Tolerance Guide, “Critical Practices for Anti-Bias Education”

- Section 1: Instruction
- Section 2: Classroom culture
- Section 3: Family and community engagement
- Section 4: Teacher leadership

PART TWO

RESOURCES AND IDEAS FOR TRAININGS, STRATEGIES, AND DISCUSSIONS

(links included for each)

TRAININGS

UF Chief Diversity Officer

- Resources for affinity groups
- [Calendar of events for online and face-to-face trainings](#)

Teaching Tolerance Professional Development (links to main guide to all PD resources)

- Workshops
 - “Critical Conversations”
 - “Social Justice 101”
- *Requests can be made for training and facilitator guides*
- Self-guided learning experiences
- Webinars and podcasts (numerous topics; here are just a few examples)
 - Teaching Hard History and Social Justice to Children
 - Student Mental Health
 - Engaging Families Through Home Visits
 - Teaching Latinx and Black History
 - Best Practices for ELLs
 - Teaching Empathy and How to Be an Ally in the Classroom
 - Equity Literacy
 - Teaching About Black Lives Matter
 - Digital Literacy

Anti-Defamation League “World of Difference” Institute

- Includes workshops specifically for universities and colleges

Project Implicit

- Includes focus on social attitudes toward race and ethnicity
- [Kate Ratliff](#) of UF is Executive Director of the project – possible speaker

Crucial Conversations

- Dr. Maria Leite is an expert on this training program.
- This is an excellent training to pave the road for effective communication about a variety of topics, including diversity, equity, and inclusion.
- “Tools for Talking When the Stakes Are High”
- CC offers training sessions, books, and audio companion.

Perception Institute

- Perception Institute is a consortium of researchers, advocates, and strategists that uses mind science to help organizations reduce discrimination linked to race and other identity differences. Working in sectors where bias has the most power to create harm—schools, workplaces, hospitals, justice system, and media—they translate findings into interventions and workshops, customize research, and develop strategies to communicate across difference and disrupt the cycle of bias and harm.

WEBINARS/RECORDED WORKSHOPS

- **Facing History and Ourselves, “Responding to Hate in Your Schools”**
- **Myisha T and Constanza Eliana Chinae, “Check Your Privilege/Create Equity”**
- **Myisha T, “Check Your Privilege/Live Into The Work”** (workshop with e-book)

BOOKS/DISCUSSION GROUP IDEAS

Ben Crump

- Open Season: Legalized Genocide of Colored People (2019), published by HarperCollins
 - YouTube video interview about the book

Beverly Tatum

- Why Are All the Black Kids Sitting Together in the Cafeteria? 20th Anniversary Edition, published by Basic Books
 - YouTube talk on the book at the Chicago Humanities Festival
- “The Cost of Silence: Why We Can’t Talk About Race and Why We Should”
- “You Can’t Solve A Problem Unless You Talk About It: A Conversation About Race”

Michelle Alexander

- Tenth Anniversary Edition of The New Jim Crow: Mass Incarceration in the Age of Colorblindness, published by The New Press
 - YouTube video of Professor Alexander’s speech at the University of Chicago

Melanie Morrison

- “Becoming Trustworthy White Allies”, Yale University Reflections magazine

Teaching Tolerance

- “White Anti-Racism: Living the Legacy”
 - Includes perspectives on mistakes made by white people who want to be allies of people of color
 - Stages of becoming a white ally, with group discussion questions

Teaching Tolerance

- “Speaking Up About Racism Around the Coronavirus”
 - What Asian, Asian-American, and Pacific Islander students are experiencing
 - History/context of racist tropes and xenophobia directed at AAPI community

FILM IDEAS

“Under Our Skin” – multimedia presentation with multiple perspectives on the question “What do we mean when we talk about race?” (produced by *Seattle Times*)

“13th” – documentary by Ava Duvernay that aligns with Michelle Alexander’s book and features her commentary; focuses on how the 13th Amendment laid the groundwork for the prison-industrial complex in the U.S.

“Race: The Power of an Illusion” (three-part documentary from California Newsreel and UC-Berkeley)

- “The Difference Between Us”
- “The Story We Tell”
- “The House We Live In”

“A Conversation on Race: A Series of Short Films on Identity in America” – *New York Times* interactive project

“The Secret Life of Muslims” – series of short, first-person documentaries from National Public Radio/CBS Sunday Morning (two seasons)

PODCASTS

UF Chief Diversity Officer, “Level Up: Stories of Belonging”

Myisha T, “Co-Conspired Conversations” Series (also available on Spotify)

- The Importance of Space and Race: How Co-Conspirators Take Up Space in the World
- Co-Creating Safe Spaces for Womxn of Color to Heal
- Erasure of BBIWOC In History

Scene on Radio Podcasts, “Racism and Sexism Intersectionality”

TED Radio Hour, “Confronting Racism”

- Five-part series
- “How to Mindfully Navigate Everyday Racism”
- “How White People Can Be Better Allies to People of Color”

PART THREE

TEACHING RESOURCES

(links included; all resources below seem to be free and users just need to create a login)

Teaching Tolerance Classroom Resources (links to main guide to all teaching resources)

- Social justice standards to anchor teaching
- Four domains: Identity, Diversity, Justice, and Action
- Broad approach to diversity
 - Gender and sexual identity
 - Immigration
 - Race and ethnicity
 - Religion
 - Indigenous peoples/decolonization
- Lesson plans and teaching ideas for all grade levels K-16 on social justice topics
- Multi-genre, multi-media library of short text resources
- Student learning tasks and performance assessment resources
- Critical literacy and writing activities with rubrics
- Film kits with viewing/discussion guides
- Posters and other visuals for download

Facing History and Ourselves

- “Teaching About Acts of Hate in Schools” lesson plan
- “Responding to #LivingWhileBlack” and Implicit Bias
- Teaching About Current Events (regularly updated)

Zinn Education Project

- Numerous resources for K-16 educators on racial, social, and cultural justice and multicultural education topics

National Education Association

- Social justice lesson plans for K-12

National Association of School Psychologists

- Lesson plan for secondary schools on race and privilege
- Lesson plan for school staff on privilege and implicit bias
- “Suggestions for Challenging Conversations”

PART FOUR
EXAMPLE OF “STATEMENT OF CORE PRINCIPLES”

NOTE: Deans and faculty at Michigan State University held a series of discussions to craft this statement in the wake of racist incidents on campus and the murders at the Tree of Life synagogue in Pittsburgh.

Core Principles Statement

Department of Teacher Education

Michigan State University

We are scholars, researchers, and teacher educators committed to practices of equity and social justice in education. As an intellectual community, we aspire to prepare students who have the strong disciplinary content knowledge, the skills and the dispositions to be effective educators and agents of equity-oriented change.

Our work is guided by the following core principles:

- *Humanizing Interactions, Practices & Scholarship:* We recognize the importance of attending to the humanizing aspects of our work and that building relationships of dignity and care is ethically necessary across our teaching, research and service.
- *Linking Theory, Action & Practice:* We seek to challenge the status quo of educational scholarship by reflexively engaging practice and theory for the purpose of advancing a graduate and undergraduate teacher education that produces excellence among future teachers and teacher educators.
- *Amplifying Voices:* We value multiple conceptual, theoretical, methodological and translational perspectives paying close attention to diverse and varied voices from communities that are often marginalized in education, including in our own work.
- *Transforming Relationships:* We seek to create trust and reciprocity to both nurture and challenge relationships with communities, students and other partners for the purpose of elevating the profession of teaching.
- *Participating in Public Discourse:* We proactively engage in public discourse with educational leaders, policy makers, and others concerned with education and teacher education.
- *Engaging in Ongoing Critical Self-reflection:* We study, question, debate and revise these dynamic and robust areas of investigation in order to improve our practice.

Our stance is that these functions should not be seen as separate, but interdependent in the sense that strength in any one area depends upon strength in the others. We see the articulation of these principles as ongoing and continuously evolving.