



Imagining an Anti-Racist UC

Focusing on staff as a catalyst for change

**UC-CORO Systemwide Leadership Collaborative
Northern Cohort Project | April 2021**

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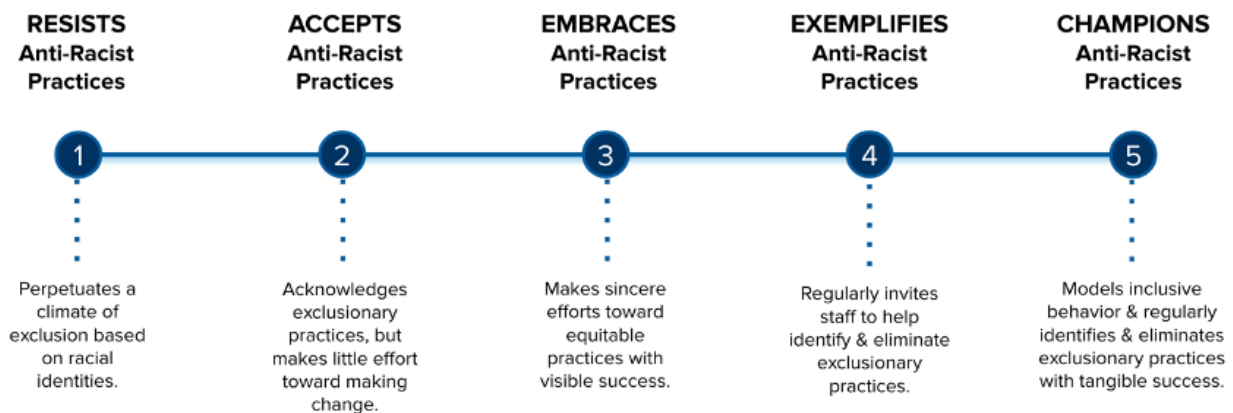
1. Executive Summary

In the aftermath of heightened calls for racial justice in Summer 2020, the UC system and campuses took steps to increase awareness of racism, including an anti-racist task-force, readings lists, resources and programming, particularly focused on faculty and students. There is significant energy and attention within UC on anti-racism, however the main focus centers primarily on faculty and students. Non-academic staff and managers are the largest population in the UC system (approx. 110,000 career staff), yet there is limited focus on staff-centered anti-racism initiatives. The 2020 University of California Office of the President Anti-Racism Task Force Employee Survey results indicate that staff feel campus climates are not inclusive of diverse staff and many people of color feel under-recognized and unfairly evaluated, thereby negatively impacting their career progression and promotions. Despite being the third largest employer in California, the racial/ethnic demographics of our senior professionals and management do not reflect the racial/ethnic demographics of the UC workforce or our state. Providing a socio-historical context is of critical importance to help dismantle institutional racism by shining light on the UC's racist history, how decisions were made in the past and how this past is still affecting diverse communities today.

Our long-term goal is to institutionalize anti-racism learning and reflection within regular professional learning and performance review processes to collectively build an anti-racist culture across the UC system. The UC-CORO SLC Northern California Cohort chose to focus this project on developing anti-racism awareness and action plans in the staff experience. To address this need, we developed an Anti-Racism Learning and Reflection Tool that establishes guiding anti-racism principles and practices that can be applied uniformly across the UC system by leaders, supervisors and managers to better communicate and carry out anti-racist core values and cultivate a climate of belonging for Black, Indigenous, and People of Color (BIPOC) staff members. While each UC campus has a performance review process and evaluation tool that includes consideration of diversity, equity and inclusion (DEI), these materials do not currently incorporate a focus on anti-racist principles and practices. This tool aims to support the life-long learning of managers by offering a framework for them to advance racial equity principles and practices in hiring, performance review, promotion, and workplace climates for staff.

Anti-Racism Learning and Reflection Tool

The **Anti-Racism Learning and Reflection Tool** is designed to facilitate learning, reflection and performance assessment processes with respect to anti-racism among UC supervisors and leaders. Based on literature review, we identified ten anti-racist principles and practices that are the backbone of this tool. Implementation examples are provided for each on a 5-point scale that ranges from “*resists*” to “*champions*.” Individuals who “*champion*” a given practice also incorporate the implementation examples reflected in the “*embraces*” and “*exemplifies*” categories.



Guidelines for using this tool include:

- *Onboarding and employee expectations*
- *A survey for self-reflection and development*
- *In conjunction with performance management*
- *Integrating with stories of anti-racist actions and behaviors as models for change*

Stories

To complement the Anti-Racism Learning and Assessment Tool, we collected stories that demonstrate everyday forms of allyship and anti-racist leadership with the goal of amplifying positive actions. These stories are meant to encourage and support colleagues in taking specific and consistent anti-racist actions to better the UC climate and workplace.

Our cohort recommends the following five key actions that focus on staff as a catalyst for change to institutionalize anti-racism learning and reflection across the UC System:

- 1) Create an advisory committee to guide a pilot process for implementing the tool
- 2) Make self-reflection tool available (e.g. on the UC Learning Management System)
- 3) Include the identified anti-racist principles and practices in existing programs and trainings:
 - UC onboarding and orientation processes
 - As a module as part of Implicit bias training
 - In conjunction with performance management
- 4) Further develop anti-racism educational materials
- 5) Expand treasury of stories of anti-racist actions and behaviors as models for change

In pursuing this project, developing the Anti-Racism Learning and Reflection Tool, collecting stories and shining light on our histories, our UC Coro northern cohort aims to contribute specific action steps toward the bold vision that we can collectively create an anti-racist University of California.

2. Introduction: Vision of an Anti-Racist UC

“The beauty of anti-racism is that you don’t have to pretend to be free of racism to be anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it’s the only way forward.” – Ijeoma Oluo (American Writer)

In the aftermath of increased collective calls for racial justice in Summer 2020, the UC system and campuses took several steps toward increased awareness of racism, including an [anti-racism task-force, readings lists, resources and programming](#). Being anti-racist requires active resistance to and dismantling of the system of racism. Our society and our university are built upon histories of white supremacy. Legacies of these histories are still alive today in our institution and our society, as evidenced by the continued racist rhetoric, verbal attacks and physical violence against Black, Indigenous, Hispanic, Latino/a, Asian Americans and Pacific Islanders, and other hate crimes combined with acts of systemic oppression. By taking a proactive anti-racist stance as a guiding principle, the University of California is positioned to truly live up to its mission as a public university.

The University of California Office of the President [Anti-Racism Task Force Report](#) defines anti-racism as:

“The policy and practice of actively opposing racism and promoting racial justice. Anti-racism is a proactive commitment to eradicating racism and to exploring and accepting responsibility for one’s own part in it.”

Anti-racism is further defined as¹:

An active form of action against racial hatred, bias, systemic racism and the oppression of marginalized groups. Anti-racism is usually structured around conscious efforts and deliberate actions to provide equitable opportunities for all people on an individual and systemic level. Anti-racism requires choosing daily to make frequent, consistent and equitable decisions against (un)consciously upholding aspects of white supremacy, white-dominant culture, and unequal institutions and society.

¹ This definition is a combination of two actionable definitions of Anti-racism adapted from [Wikipedia: Anti-racism](#) and the [National Museum of African American History & Culture: Being Antiracist](#).

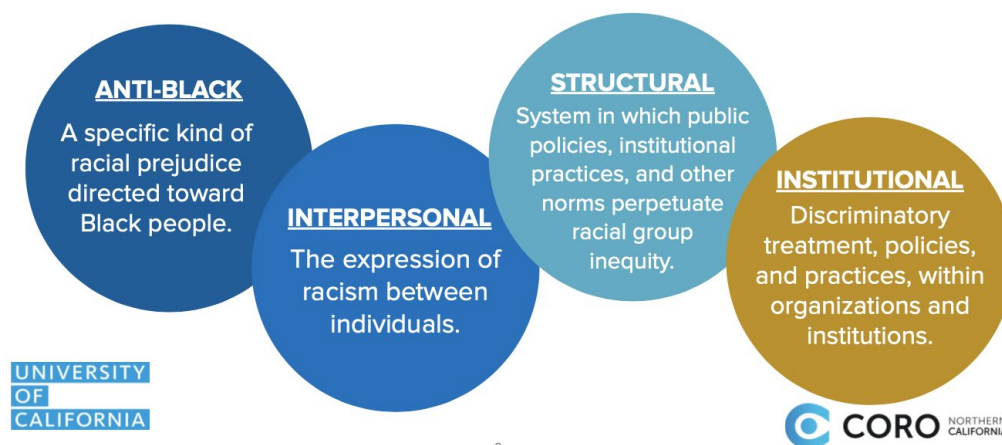


Figure 1. Racism exists in several forms that affect members of the UC

There are many dimensions of activity to achieving the bold vision that we can collectively create an anti-racist University of California. To presume that an individual or system is “not racist” or can be “race neutral” by continuing the existing practices, would be to collude with institutionalized racism that underlies our policies, processes, and that were originally designed to exclude Indigenous, Mexican, Asian American and Pacific Islanders and Black members² in the state of California ([Kandil](#), 2016; Harvard University The Pluralism Project).

In the context of our UC Coro project, “Imagining an Anti-Racist UC,” this particularly includes:

- As an institution, to understand and be accountable for the racist histories and ideas in which we have been socialized, and the racist biases that these ideas have perpetuated, acting upon the complexity of cultivating such understanding within our racially/ethnically and culturally diverse and globalized campuses;
- Actively uplifting and centering the complex lived experiences of faculty, students and staff members who identify as Black, Indigenous, and People of Color (BIPOC), to produce targeted strategies that account for the disparate harm caused to these communities, and, in the end, improve outcomes for all;
- Advocating for and proactively creating policies, practices, and procedures at the University of California to promote racial equity;
- Actively resisting and dismantling systemic racism and building new systems that truly reflect our [Principles of Community](#).

² When citing research sources, this report reflects racial/ethnic terms used by authors of the original source. Otherwise, this report uses Black, Indigenous, and People of Color or BIPOC to refer to minoritized populations.

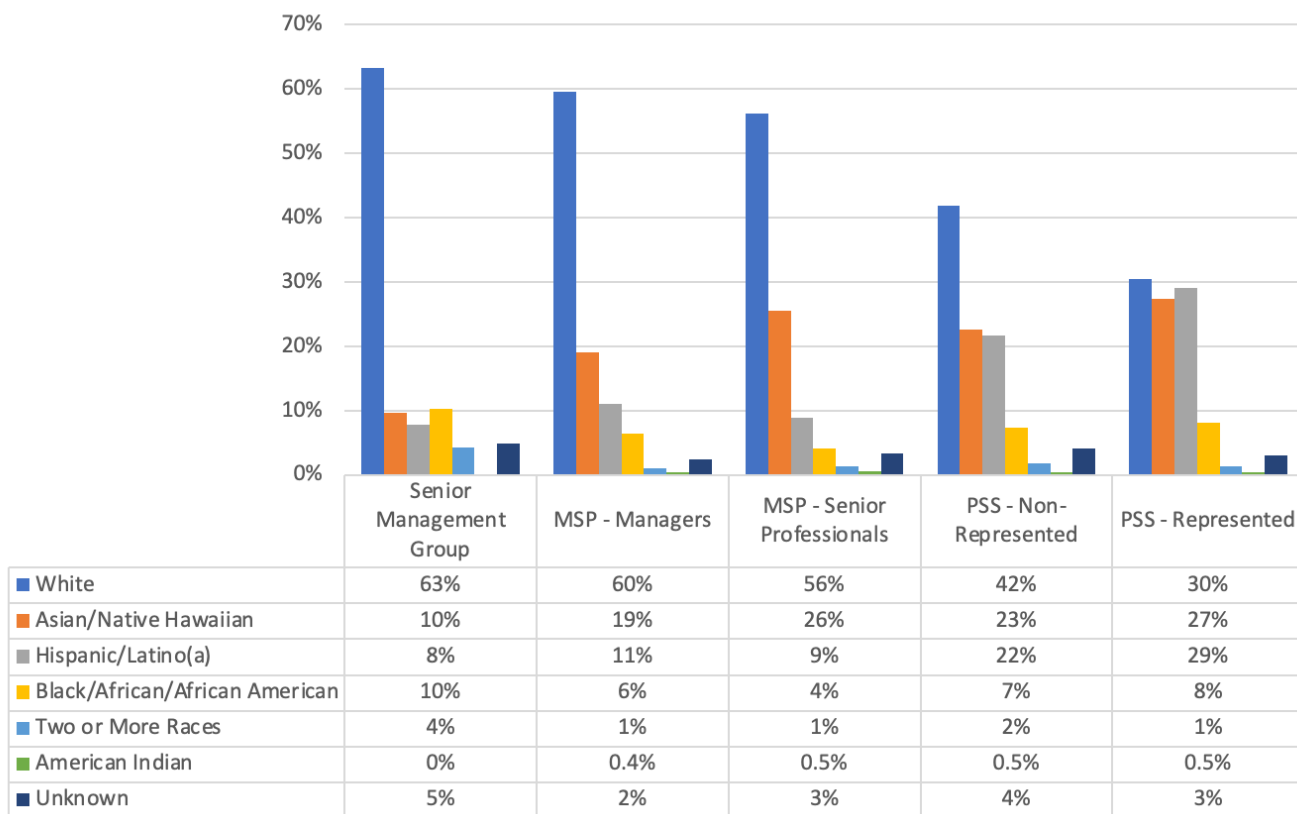
The University of California [Principles of Community](#) names Diversity as one of the principles. “We embrace diversity in all its forms and we strive for a community that fosters an open, inclusive and productive environment in an atmosphere of mutual respect.” The University of California Office of the President [Anti-Racism Task Force Report](#) defines diversity as variation among social groups, which includes differences in power, privilege and status; equity as taking into account that people have different access to resources because of systems of oppression and privilege; and inclusion as making all people feel welcomed and valued for who they are, individually and systemically. Belonging, the experience of being accepted and socially connected with colleagues, has been found to be the key element in job performance and retention, and job satisfaction ([Carr, Reece, Kellerman, and Robichaux, 2019](#)). Closely related to the experience of belonging, psychological safety has been found to be the key to creativity, contributing ideas, and taking risks that generate creative solutions ([Delizonna, 2017](#); [Rozovsky, 2015](#)). It is referred to as psychological safety because there is an implicit understanding that you won’t be punished when you make a mistake. This kind of innovation is where we all collectively benefit from the diversity in our organizations.

While there is currently significant energy and attention within UC on anti-racism, the main focus has been centered on faculty and students. Non-academic staff and managers comprise the largest population in the UC system (approx. 110,000 career staff), yet there has been limited focus on staff-centered anti-racism initiatives. In order to address this existing gap and to leverage the opportunity of setting expectations for new hires, supervisors, hiring managers, and leaders, the UC-Coro SLC Northern California Cohort chose to focus this project on addressing anti-racism in the experience of staff and focusing on staff as a catalyst for change.

The 2020 Anti-Racism Task Force Employee Survey results indicated that search committee members and leaders involved with the hiring process have varying levels of experience with training and preparation for recruiting new employees. The result of this inconsistency, from hiring to belonging, is reflected in the demographics across the University of California system. Despite being the third largest employer in the state of California, the racial/ethnic demographics of our senior professionals and management (University of California [Staff workforce profile, 2020](#)) do not reflect the racial/ethnic demographics of our state where 36% of the population identifies as ‘White’ ([Public Policy Institute of California, 2021](#)).

UC Career Staff Race/Ethnicity by Personnel Program - April 2020

Source: UC Staff Workforce Profile

<https://www.universityofcalifornia.edu/infocenter/staff-workforce-profile>**Chart 1.** UC Career Staff Race/Ethnicity by Personnel Program, April 2020.

Furthermore, the experience of people of color in predominantly White institutions in the U.S. is often that of being ‘othered’ through microaggressions, which undermine the feeling of ‘belonging’ in the workplace ([Hu-Chan, 2020](#); [Agarwal, 2019](#)). Studies continue to find that African American employees face explicit and subtle forms of racism in the workplace, with college educated professionals facing the highest frequency of incidents ([Roberts and Mayo, 2019](#); [Anderson 2019](#)). This experience of exclusion is mirrored in the climate data throughout the University of California system. We know from countless reports from BIPOC (Black, Indigenous, People of Color) staff, students, faculty and trainees that not everyone feels the same sense of belonging at UC. For example, data from staff engagement surveys from [UCSF \(2018/2017\)](#) and [UC Berkeley \(2019\)](#) show that Black and Latinx staff are less likely to be engaged and have less favorable experiences. According to the 2019 CUCSA and UCOP HR [2019 Employee Engagement Survey](#), only 68% responded saying that “Employees at my campus/location are treated with

dignity and respect, regardless of their position or background.” This reveals a 4% decrease in favorable responses since 2017 and is 8% lower than the US norm. This statistic not only provides a call to action, it also provides a metric to measure success in improving climate and moving towards a vision of anti-racism. Research on Belonging (Center for Talent Innovation, 2020) shows that increasing the sense of belonging for staff correlates with a 56% increase in job performance, a 97% increase in employee engagement, a 75% decrease in sick days and a 50% decrease in employee turnover.

The salaries and benefits associated with UC employment can provide access to health care coverage, liveable wages, retirement funds, and stable housing opportunities, which translate into educational and opportunities and intergenerational wealth transfer, the reverberations of which would be felt throughout our state. On the other hand, exclusion from these resources contributes to perpetuating existing racial and ethnic disparities in each of these areas; disparities which have been exacerbated by the pandemic, statewide wildfires, and continued targeted violence toward and homicide of people of color. According to the [Center for Disease Control](#), inequities in social determinants of health put racial and ethnic minorities at increased risk, including pervasive discrimination, healthcare access, occupations, education/income/wealth gaps, and housing that create an increased risk of getting sick and dying from COVID-19. Hispanic and Black households were more vulnerable to evictions and foreclosures this past year ([Chun and Grinstein-Weiss, 2020](#)), and many Asian American Pacific Islander households struggle with the intersecting challenges associated with economic poverty and discrimination ([Public Religion Research Institute, 2019](#); [Wang et. al, 2020](#)). Disparities in learning conditions for Black, Hispanic, Indigenous¹ communities, compound existing gaps, compared to their students in predominantly White schools ([Dorn, Hancock, et al 2021](#)). As a system, we have the opportunity to actively dismantle these disparities across our state and contribute to thought leadership that fully includes voices of Black, Indigenous, and People of Color. While there is more work to be done at all levels of the system (including those that impact faculty and students such as recruitment/retention, funding, research opportunities, and representative curriculum); by addressing the staff experience, there is an opportunity to impact the largest constituency in the UC system.

One critically important step in staff experience is supporting supervisor learning about anti-racist principles and practices, and facilitating accountability, through regular assessment processes. While each UC campus has a supervisor/manager performance review process and evaluation tool that includes an emphasis on diversity, equity and inclusion (DEI), and this will be a focus within UC Path as well, these materials do not currently incorporate a specific focus on anti-racist

principles and practices. A brief review of literature on anti-racist practices in the business, higher education, government and non-profit sectors, and social justice literature (e.g. Colorlines Race Forward; Stanford IDEAL Engage; Adams, Bell, and Griffin, 2007; W. K. Kellogg Foundation), provided insight into specific behaviors; however, these resources did not provide examples of tools that could facilitate learning, reflection and assessment as part of regular supervisor performance review processes.

Building toward an anti-racist UC does not mean overnight change. It means putting in the effort and care in our everyday interactions, building trust and committing to listen, learn and act. It means taking concerted initiative and collective responsibility to help dismantle institutional racism by bringing light to the UC's racist history, how decisions were made in the past and how this past is still affecting diverse communities today. We recognize that we stand on the shoulders of many who have come before us working for equity and justice and we are building on this momentum already taking place to address issues of racism within our institution.

Our project has three components:

1. Development of an **Anti-Racism Learning and Reflection Tool** designed to facilitate learning, reflection and performance assessment processes with respect to anti-racism among UC supervisors and leaders. Through the tool we developed, we aim to support managers of staff at all levels to engage in life-long learning in order to incorporate racial equity principles and practices into hiring, performance review, promotion, and workplace climates for staff. In response to this existing gap, we present here a proposal for a tool to establish guiding anti-racism principles and practices that draws upon this literature. Having one tool that is used uniformly across the University of California system provides all leaders, supervisors, and managers with a consistent way to communicate and act on the commitment to the core values; and to effectively cultivate a climate of belonging for BIPOC staff, which is largely impacted by the relationships staff have with their supervisors.
2. Creating a repository of stories and quotes demonstrating anti-racist behaviors and actions that serve as a models for the UC community to follow. These are stories of anti-racist actions and behaviors that can be integrated with the **Anti-Racism Learning and Reflection Tool**, or used in various other opportunities for trainings and reflection. These stories provide concrete examples of anti-racist actions and behaviors that members of the UC community are taking to put into practice the principles of diversity, inclusion, belonging, equity, and psychological safety. The goal is for these stories to serve as inspiration for others to see how everyday actions matter and to provide a model to follow.

3. Shining light on the racist history of UC by providing a socio historical context to the staff experience. In order to address harms and rebuild trust with communities impacted, we also recognize the need to shine light on the racist history of UC by providing a socio-historical context. This truth telling is a necessary first step and increases transparency within the UC system and facilitates the required work toward becoming an anti-racist institution. With this endeavor as a basis, we provide an overview of actions based in racism by historical UC figures, provide an approach for creating land acknowledgements, and building renamings.

In pursuing this project, developing the Anti-Racism Learning and Reflection Tool, collecting stories and bringing light to our histories, our UC Coro northern cohort aims to contribute specific action steps toward the bold vision that we can collectively create an anti-racist University of California.

We recognize that this is a bold vision that will take more than our cohort's actions to achieve because racism, in all its forms, is too pernicious, institutionalized, and internalized to be so easily overcome. But we acknowledge that racism is re-instantiated everyday in small ways and big, through conscious and unconscious actions and biases. In turn, we believe that through collective action, we — everyone in the UC community working together — can foster an anti-racist UC by consciously and proactively committing to anti-racist actions, big and small, everyday. These anti-racist actions and decisions may span our interpersonal interactions, our personnel actions, recruitment, hiring, recognition, promotions, and much more. An anti-racist UC means that the entire UC community recognizes that we all benefit when racism is dismantled; we all benefit when the workplace and learning environment is more inclusive, welcoming of diversity, and built on trust and equity. And we all can do more.

As one of our story contributors, Annie, noted to us:

“I don’t believe in cultural proficiency. I don’t think we are ever getting there because we are continuing to grow everyday. I’m not going for cultural proficiency. I’m going for continuous learning.”

3. Development of a Tool for Anti-Racism Learning and Reflection

Becoming anti-racist, as a manager or in one's personal life, entails taking a stance against racial injustice directed at targeted groups. It also means taking steps to becoming an informed agent of social change, and not passively allowing systemic structures that perpetuate racism to continue. Inclusive behavior should be part of the feedback and performance management [processes](#), and needs to be tied to specific incentives and rewards to accelerate learning and adoption throughout an organization.

Our process of developing the Anti-Racism Learning and Reflection Tool included several steps. In the first step, we reviewed staff supervisor performance assessment processes across UC campuses to examine current approaches to integrating a specific focus on anti-racism within diversity, equity, and inclusion. We identified common categories of practice, which align with the staff supervisor responsibilities that comprise the UC Building Relationships Core Competency and are already a focus of performance review across the UC system:

- fostering collaboration and teamwork
- communicating with supervisees and colleagues
- cultivating diverse, equitable and inclusive environments that facilitate belonging and excellence.

In the second step, we reviewed literature across multiple sectors (business, higher education, government, non-profit) and focused on social justice leadership to identify key practices associated with fostering an anti-racist workplace. A brief review of literature on anti-racist practices in the business, higher education, government and non-profit sectors, and social justice literature (e.g. Colorlines Race Forward; Stanford IDEAL Engage; Adams, Bell, and Griffin, 2007; W. K. Kellogg Foundation), provided insight into specific anti-racism practices.

3.1 Literature Review for Anti-Racism Practices

The first practice in the Anti-Racism Learning and Reflection Tool, *engaging in professional development to lead BIPOC supervisees*, is rooted in education toward self-awareness and in the skills to supervise BIPOC staff. Neale, Soule, and Yanow (2020) contend that making a commitment to one's learning, engaging in experiences with race, and understanding bias are precursors to equipping oneself to engage in conversations about race, which is the first step toward anti-racism. They underscore perspective-taking and empathy-building as essential to moving from the fear zone, to the learning zone, and into a growth mindset of lifelong learning. In particular, having an understanding of history and current structures that perpetuate racial disparities will equip supervisors to directly address racism (Singleton, 2014; [Roberts](#) and Mayo, 2019). [Roberts and Washington](#) (2020) illustrate that this commitment to lifelong learning equips leaders to effectively *incorporate understanding of racism, discrimination and allyship into leadership*. Wijeyesinghe, Griffin, and Love (1997) suggest taking actions to learn more about oppression and privilege, and the life experiences affected by unjust social relations through reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose injustices, and attending social action and change events.

Through this intentional approach to professional development, a supervisor can specifically engage in *building their understanding of racial microaggressions* and address these as they show up in the workplace. Chester Pierce first conceptualized and coined microaggression in 1970 as “subtle, innocuous, preconscious, or unconscious degradations, and put downs... In and of itself a microaggression may seem harmless, but the cumulative burden of a lifetime of microaggression can theoretically contribute to diminished mortality, augmented morbidity, and flattened confidence (Pierce, 1995).” In 2005, D. W. Sue described racial microaggressions as “insidious, damaging, and harmful forms of racism [that] are...everyday, unintentional, and unconscious are perpetrated by ordinary citizens who believe they are doing right,” and this body of literature has established that race-related stress and racial discrimination are still affecting ethnic and racial minorities (Wong, et. al, 2014). Alongside the challenge that racism presents to such discussion, global institutions must account for varied levels of knowledge of the historical context of racism in the United States and the various dynamics of race and racism around the world. A nationwide survey by the Center for Talent Innovation found that for Black, Asian, and Hispanic professionals, race-based discrimination is rampant outside the workplace; and that silence by their organizations that makes them more than twice as vulnerable to feelings of isolation and alienation in the workplace ([Hewlett, Marshall, Bourgeois](#), 2017).

Racial inequalities remain the aspect of diversity that is most difficult to talk about in the workplace (Hartmann, 2012; Bell and Hartmann, 2007). Inversely, having open conversations at work and *promoting inclusion of racially diverse voices in working groups* contribute to *cultivating psychological safety for BIPOC staff on their team* (Roberts and Mayo, 2019). As described in the introduction section, psychological safety describes perceptions of the consequences of taking interpersonal risks in a particular context such as the workplace (Edmondson, 1999), allowing for people to be confident that they can speak up and won't be humiliated, ignored, or blamed (Roberts and Mayo, 2019). The body of research on psychological safety indicates that its presence facilitates the willing contribution of ideas and actions to a shared enterprise, positively impacting workplace effectiveness (Edmondson and Lei, 2014).

Systemwide, the University of California has already taken steps to address disparities in hiring opportunities, from requiring unconscious bias training for hiring managers to providing resources for making job description templates more inclusive and reaching more diverse pools. The practice of *'embraces best practices in hiring and onboarding BIPOC staff'* examines to the extent that hiring managers adhere to minimal guidelines versus proactively seeking equitable practices in addressing potential barriers (such as equivalent experiences) and eliminating pay gaps ([Washington Race Equity & Justice Initiative](#), 2018).

Increasing racial representation in organizations is insufficient and unproductive if it is not accompanied with a climate conducive of belonging, as described above, and conveys valuing staff of color and their professional development. The performance review process is an opportunity to revisit bias training, slow down, and truly *recognize BIPOC staff contributions* and *develop BIPOC staff in ways that acknowledge their unique context*, such that supervisors are providing specific feedback ([Mackenzie, Wehner, Correll](#), 2019), identifying and codifying professional development practices, leveraging the skills and expertise that staff of color may add from their lived experiences, and providing opportunities for raises and advancements through equitable performance reviews that address racial bias (Washington Race Equity & Justice Initiative, 2018; Stauffer and Buckley, 2005; Castilla, 2008). As supervisors engage in an anti-racism framework, it is essential that they *Ensure anti-racist workload is equitably distributed* and are not exclusively placing the burden on BIPOC staff to provide racial justice teaching and guidance for the entire unit (unless this happens to be the specific paid role for a particular BIPOC staff) (IDEAL Engage Anti-racism Toolkit). When this work does fall on BIPOC staff outside of their job scope, offering compensation (or other benefits) for participation in race equity and diversity endeavors also decreases the burden from being "voluntary" (Washington Race Equity & Justice Initiative, 2018). Recognizing that BIPOC staff often have to do "double duty" of over contributing in order to be perceived as competent, while not having the option of opting out of

dealing with daily microaggressions, and the results of prolonged systemic racism, our final anti-racism practice is for supervisors to *promote wellness and self-care among BIPOC staff and managers* (IDEAL Engage Anti-racism Toolkit).

3.2 Development of a “Rubric” and Tool Based on Anti-Racism Practices

In our literature review, we found that these resources did not provide examples of specific tools that could facilitate learning, reflection and assessment as part of regular staff supervisor performance review processes; however, the practices aligned with the UC Building Relationships Core Competencies. Based on the literature review above and theory of change rooted in anti-racism, we identified ten practices for the Anti-Racism Learning and Reflection Tool in the form of a rubric (See **Appendix 3** for full copy). These ten anti-racist principles and practices are the backbone of this tool.

- 1) Engaging in professional development to lead BIPOC supervisees
- 2) Incorporating understanding of racism, discrimination and allyship into leadership
- 3) Engaging in professional development to lead BIPOC supervisees
- 4) Building their understanding of racial microaggressions
- 5) Promoting inclusion of racially diverse voices in working groups
- 6) Cultivating psychological safety for BIPOC staff on their team
- 7) Embracing best practices in hiring and onboarding BIPOC staff, attending to our multicultural, global staff's learning needs
- 8) Recognizing BIPOC staff contributions and Develops BIPOC staff in ways that acknowledge their unique context
- 9) Ensuring anti-racist workload is equitably distributed
- 10) Promoting wellness and self-care among BIPOC staff and managers

The rubric highlights high level examples of implementation for each on a 5-point scale ranging from “resists” to “champions,” with “champions,” also incorporating the implementation examples reflected in the “embraces” and “exemplifies” categories (Figures 2 and 3). These practices and implementation examples are not all-inclusive; they are intended to support discussion, critical thinking and outcome-driven goal setting.



Figure 2. 5-point measurement scale ranging from “resists” to “champions”

Practice #1: Embraces and enacts professional development to lead diverse groups.

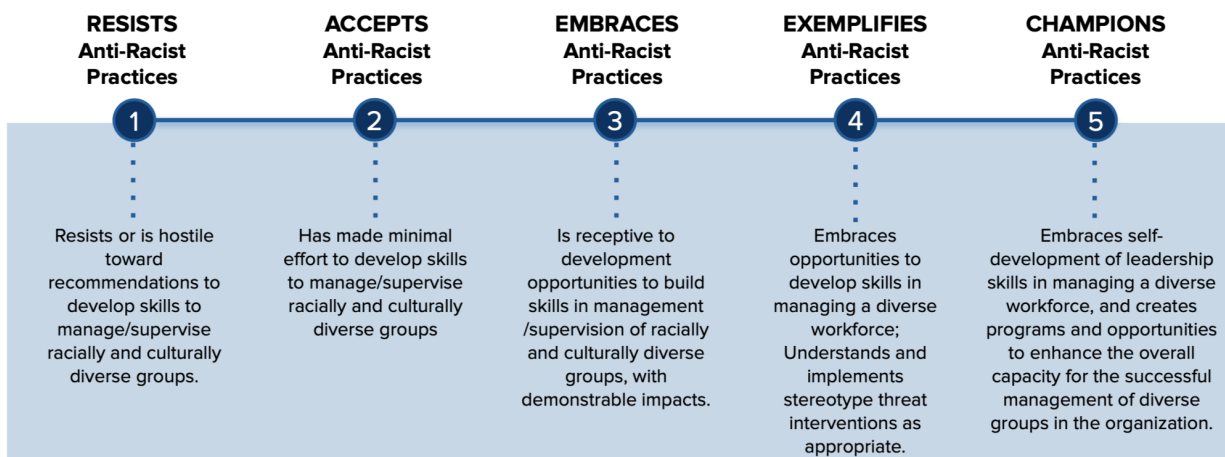


Figure 3. Example of anti-racism Practice 1 applied to the 5-point measurement scale

We also created a prototype for a [Qualtrics survey](https://berkeley.qualtrics.com/jfe/form/SV_1C9LG1QPfue8u) (Figure 4) to make this available as a model of a professional learning and reflection resource (https://berkeley.qualtrics.com/jfe/form/SV_1C9LG1QPfue8u).

1.

UC ANTI-RACISM LEARNING & REFLECTION TOOL

Learning about and implementing anti-racist principles and practices are important steps toward becoming a University of California where everyone belongs. This Anti-Racism Learning and Reflection Tool is designed to facilitate learning, self-reflection, and conversations with respect to anti-racism among UC staff supervisors.

Ten anti-racist principles and practices make up the backbone of this tool. For each, there are implementation examples on a cumulative scale ranging from "Resists" to "Champions." These practices and implementation examples are not all-inclusive; they are intended to support discussion, critical thinking and outcome-driven goal setting.

Please read the description for each practice listed below and reflect on how each practice is fully embraced in the workplace by using the slider to select your perceived level of practice for yourself or someone else starting with level 1 "resists anti-racist practices" up to level 5 "champions anti-racist practices." For this to be of value, it's important to be honest and reflective. The outcome is not intended as a value judgment on anyone. The primary purpose is to spur conversation about practices that dismantle institutional racism and to help identify areas of future growth and development for supervisors and leaders with the bold ultimate goal of creating an anti-racist workplace at the University of California.

Note: This tool uses the acronym "BIPOC" to refer to people who identify as Black, Indigenous, and/or People of Color

8. ANTI-RACIST PRACTICE #1: Actively embraces and engages in personal professional development to lead BIPOC supervisees.

Resists or is hostile toward recommendations to develop skills to manage/supervise BIPOC staff.	Has made minimal effort to develop skills to manage/supervise BIPOC staff.	Is receptive to development opportunities to build skills in management/supervision of BIPOC staff, with demonstrable impacts.	Seeks out and embraces opportunities to develop skills in managing a racially diverse workforce; Understands and implements stereotype threat interventions as appropriate.	Proactively seeks leadership skills to manage a racially diverse workforce, creates programs and opportunities to enhance overall capacity to manage BIPOC staff in the organization.
1	2	3	4	5
RESISTS Anti-Racist Practices	ACCEPTS Anti-Racist Practices	EMBRACES Anti-Racist Practices	EXEMPLIFIES Anti-Racist Practices	CHAMPIONS Anti-Racist Practices

Actively embraces and engages in personal professional development to lead BIPOC supervisees

●

9. Please share any thoughts, reflections, examples or observed behavior related to your assessment of anti-racist practice 1:

Back

Next

Figure 4. Screenshots from Prototype Survey of Anti-Racism Learning and Reflection Tool

Using this [Qualtrics survey](#) as a prototype, we performed an initial pilot assessment of the Anti-Racism Learning and Reflection Tool amongst the UC-CORO members (including both northern and southern cohorts). The following results were obtained from the pilot assessment, including the following feedback from one UC Coro member: "I found the tool to be user friendly. The survey forced me to be honest with myself, caused me to be aware of my current state, and made me want to learn more and do better. Being directed to the Anti-Racism Resources page at the end of the survey was brilliant."

- **21** responses
- Total # of direct and indirect reports: **620**
- Average overall self-assessment score (based on the 5-point measurement scale above): **3.28**
- Average respondent rating of "value of tool" (based on a scale of 1 to 5, 5 being "very valuable"): **4.05**

"I found the tool to be user friendly.
The survey forced me to be honest with myself, caused me to be aware of my current state, and made me want to learn more and do better. Being directed to the Anti-Racism Resources page at the end of the survey was brilliant."

- UC CORO MEMBER

4. Using the Anti-Racism Learning and Reflection Tool

Learning about and implementing anti-racist principles and practices are important steps toward becoming a UC where everyone belongs. The Anti-Racism Learning and Reflection Tool is designed to facilitate learning, reflection and performance assessment processes with respect to anti-racism among UC supervisors and leaders. It is intended to be additive, not to replace existing emphases on DEI, de-emphasize efforts to address other forms of discrimination, or replace a focus on other aspects of supervisory practice.

4.1 Initial Uses for Immediate Implementation

We encourage two uses of this tool in the near term: onboarding and professional learning and reflection resource.

- *Onboarding*
Share the tool with supervisors during onboarding/orientation processes, as part of discussion about the value that UC campuses place upon justice, diversity, equity, inclusion and anti-racism and the important role of every staff-member in operationalizing these values.
- *Professional Learning and Reflection Resource*
Encourage staff supervisors to review the [Qualtrics Survey](#) on their own (or in groups), assess their own practice, identify one or two learning goals for their professional development, and explore UC resources available to support learning.

This document has also been designed as a tool for use in the performance review of supervisors and managers of staff, to help create measurable anti-racist learning and practice goals with tangible outcomes. Note the tool is neither intended to serve as a basis for simply rating supervisors nor to be used to assess supervisors/managers on every identified practice at once. While additional resources need to be developed to support widespread implementation during performance review processes, we envision the following approach to use.

4.2 Performance Review Guidance

We recommend that the review process include the following steps:

1. The reviewer orients the reviewee (individual managers/supervisors under review) to the tool and invites self-assessment to identify at least two areas of relative strength and two potential areas for growth. The reviewer and reviewee discuss identified areas of strength and growth and select one or two practice areas for growth to emphasize in the coming review period.
2. The reviewee and reviewer develop one or two specific objectives and metrics that are associated with the selected practice area(s) and reflective of the reviewee's ongoing work; identified objectives and metrics should be measurable and produce tangible outcomes. Incorporate these objectives and metrics into the formal campus performance appraisal process and account for them in professional development plans.
3. In the subsequent annual appraisal process, revisit the selected anti-racist practice objective, participation in related professional learning, and any associated outcomes metrics. Celebrate growth, learn from failures, and select a next set of antiracist practice objectives to help create a UC where everyone belongs.

It is important that identified objectives and metrics are measurable and produce tangible outcomes. Some examples of outcomes that would indicate success include the following.

- Staffing, Hiring, Onboarding, Training and Recognition: decrease in staff turnover; increase in hiring BIPOC candidates; transparent and available opportunities for internal promotion of BIPOC staff; BIPOC staff feel empowered with information needed to work effectively; tangible evidence of financial recognition and reward programs equitably benefitting BIPOC staff.
- Solicits Feedback from BIPOC Staff, Colleagues and Constituents: decrease in complaints about racial/ethnic discrimination from BIPOC staff; active employee engagement around anti-racism; actively listens to feedback about BIPOC staff experiences; engagement surveys reflect parity across racial/ethnic groups; leads or provides opportunity for anti-racism discussions; partners with collaborators in anti-racism efforts; reinforces staff feedback by engaging all levels of the campus hierarchy, not just direct reports (using skip-level meetings, for example).
- Engages in Discussion and Promotes Education and Development: curates educational materials such as readings, courses, and videos; leads or provides opportunity for discussion about

promoting an anti-racist environment; shares resources on removing racist structures embedded in current policies and practices; tracks progress to create benchmarks for measuring growth in anti-racist practices; website and communications incorporate an anti-racist approach.

4.3 Other Potential Uses

Through the process of developing the Anti-Racism Learning and Reflection Tool, several ideas about other potential uses of this resource emerged.

- This tool might be useful as part of 360-degree assessment processes.
- This tool might be useful in the context of Employee Relations and/or Ombuds Office engagement with employees who report a hostile work environment, bullying or other behavior associated with racism, supporting discussion with the employee and their supervisor about practices to address concerns raised.
- This tool might be useful in the context of reviewing academic administrators and faculty-members who supervise staff-members.

We encourage further consideration of these options.

4.4 Systemwide Implementation

Through the process of developing the Anti-Racism Learning and Reflection Tool, several important ideas about further development and potential augmentation of this resource emerged as follows:

- Develop further guidance and associated orientation materials to support use of this tool in a performance review context. This may include written materials, videos, or a course for supervisors in the UC Learning Management System, etc. This step will be needed to facilitate widespread, successful use of this resource in performance review.
- Consider deploying the tool online in a manner that facilitates reflection and self assessment, and connect users with relevant professional learning resources based on their self-ratings, including resources relevant for staff supervisors who identify as BIPOC.

- Consider linking anti-racism stories to each cell as exemplars of the challenges and possibilities of anti-racist learning and action.
- Provide an interactive tool for individuals to be guided through the assessment process and prompt them to record thoughts and reflections. For example, an online survey tool based on the assessment tool was created and piloted across the UC Coro participants.

It is important to note that we view the current version of the Anti-Racism Learning and Reflection Tool, associated instructions, and the online survey version as prototypes. We are eager to support next steps toward further development and widespread use of these resources.

5. Collecting Anti-Racist Stories: Framework and Examples of Stories and Quotes

Often, people of goodwill believe they are powerless to change institutions. They may want an anti-racist workplace or classroom, but they don't feel they have the authority to change the policies and institutional practices that daily re-instantiate racism and inequity. They wait for someone else to lead. Despite the history of racism in California and the UC, there are also countless people in the UC community who in fact challenge racism everyday. Their everyday actions, big and small, demonstrate not only their personal commitment to promoting an anti-racist workplace and learning environment, they also serve as examples of actions each of us can take -- well within our grasp regardless of our status in the institution.

"Success is not that we have a DEI representative in every meeting or in every initiative. Success is when everyone at the table, regardless, has **integrated DEI into their thinking.**"

- BRANDEN BROUGH, LAWRENCE BERKELEY NATIONAL LAB

UNIVERSITY
OF
CALIFORNIA

Our cohort has collected stories and quotes that demonstrate everyday forms of allyship and anti-racist leadership. Our goal in collecting these stories is to amplify positive actions that already are being taken by some, and can be replicated by others. These stories are meant to encourage and support colleagues in taking specific and consistent anti-racist actions to better the UC climate and workplace. No story was considered too big, or too small. We hope these stories serve as models to empower everyone to learn from each other and recognize the significance of their own actions. As Executive Vice Chancellor and Provost Dan Lowenstein at UCSF told us:

"We are role models no matter what, whether we think about it or not, modeling in both directions. How this is connected to dismantling structural racism... it says something about the way we want to treat one another."

5.1 Our Story Collection Model

In collecting these stories we wanted to both amplify everyday examples of anti-racism already taking place throughout UC, and allow the stories to serve as models to motivate others to recognize that

taking anti-racist actions is within their power. We developed a framework for collecting stories and quotes that allowed us to capture the richness of the story, and protect the confidentiality of the storyteller or other participants in the story. Our approach thus included the following steps:

- Outreach to colleagues who we had observed taking anti-racist actions
- Allow for anonymous storytelling through an online form
- Follow up individually with respondents to create trust
- Undertake an extensive review, corroboration, and approval process before sharing the stories
- Prioritize care for the person first, before the story “product”
- Recognize the story as a gift to us and the UC community, that we can all learn and benefit from

Stories were shared with us in writing and orally, and in many cases recorded to preserve as much as possible the storytellers own words. Excerpts and quotes were approved by the contributor, and we adhered to their comfort level in remaining anonymous, partially anonymous, or identified. One moving example includes the story of a white-identified “co-conspirator” who highlighted the oversight of the only person of color in a finalist candidate pool, ultimately transforming the outcome of a hiring process. An audio recording of this inspiring story is available with the final UC-Coro materials.

Several of our storytellers remarked that racism is always right before our eyes, if we just look at the data. Mary Croughan, Provost and Executive Vice Chancellor, UC Davis, described how easy it was to uncover “decades” of racial and gender inequity in pay in one prior location where she had worked by simply looking at the pay scales:

“in particular, African Americans [and African American women in particular]... were substantially lower paid than others in the office [doing comparable work]... If you were African American, you were earning 30-40% less.”

Her advice? “Get the data, know your data.... Know the background. If you can, find an ally to you as well, who will work with you [to help present it to people who may feel differently].”

An audio recording of Provost Croughan’s story is also available with the final UC-CORO materials.

What many story contributors noted is the worry, hesitancy, or uncertainty of often being the first person to speak up, but noting that once they did, many others were willing to voice support. The significance of this is highlighted by Branden Bough (LBNL):

“Success is when everyone at the table, regardless [of their role], has integrated DEI [Diversity, Equity and Inclusion] into their thinking.”

6. Sociohistorical Context: Shining Light on UC's Racist History

“Not everything that is faced can be changed, but nothing can be changed until it is faced.” - James Baldwin

As part of the framework and significance of this project “Imagining an Anti-racist UC”, we also want to communicate the critical importance of taking concerted initiative and collective responsibility to help dismantle institutional racism by bringing light to the UC’s racist history, how decisions were made in the past and how this past is still affecting diverse communities today. In this light, we aim to present 1) examples of UC’s racist history (where we have come from), 2) examples of current actions that show how the UC is beginning to address our legacy (where we are now), and 3) recommendations of further reflections and actions for the future (where we are going). We acknowledge that the examples presented here do not provide not an exhaustive history of the racism within the UC system; however, we have focused on root problems such as those originating with the Morrill Act and several of the first UC Presidents and founding members of the University of California, which primarily focuses on the original UC Berkeley campus that would become the template for the other campuses in the UC system. We also note that there is a vast history of racism in healthcare and the field of biomedical research that has contributed to the creation of race-based myths and health disparities, and the UC Health Systems are not immune from this legacy. Thus, it is essential that the University of California confronts racism in healthcare, research, and clinical practice. As Gordon B. Hinkley stated, *“You can’t build a great building on a weak foundation.”* To get to where we ultimately want to be, we have to acknowledge and address where we’ve been.

In addition to acknowledging the racist history of the UC, we also celebrate and honor the contributions of diverse workers, scholars, artists and activists who have propelled our university and the world forward. For example, on the first day of Black History Month, Monday, February 1, 2021, [UC President Michael V. Drake shared a video message](#) honoring Black workers, scholars, artists and activists who have propelled our university and the world forward, where he said “Throughout UC’s history, Black alumni, faculty and students have been integral to our excellence, making pioneering advances in science, medicine, the humanities, the law and other fields.” Drake also featured activists such as Ralph J. Bunche, Annie Virginia Stephens Coker, Roy Overstreet, Barbara Christian, and the UC students “who organized and marched to fight racial discrimination in housing and employment, and to demand equal rights for all.” In the same month, the Sacramento Kings announced that they had selected UC Davis Chancellor Gary S. May to receive one of the basketball team’s [2021 Dream All-Star Awards](#) that honors Black community leaders during Black History Month.

6.1 UC's Racist Start with the Morrill Act in 1862

The [UC has a legacy of profit from Indigenous Land](#). In 1862, the Morrill Act provided each state with “public” lands to sell for the establishment of university endowments. While the public land-grant university movement is lauded as the first major federal funding for higher education and for making practical education accessible to Americans of average means, this is intricately tied to California’s unique history of Native dispossession and genocide. Hidden beneath the oft-told land-grant narrative is the land itself: the nearly 11 million acres of land sold through the Morrill Act was expropriated from tribal nations. One hundred and fifty thousand acres of Indigenous land funded the University of California and this expropriation is intricately tied to California’s unique history of Native dispossession and genocide.³

The University of California continues to benefit from this land wealth accumulation today; however, there are important initiatives with tribes and community dialogue on actions the University of California can take to address their responsibility to California Indigenous communities. According to [World Population Review](#), California has the largest Native American population in the country, with a population of 757,628, comprising about 1.94% of its total population, a statistic that is surprising to most people.

6.2 Racist Words and Actions from UC's Founding Members

There is also history associated with the words and actions of several of the first UC Presidents and founding members of the University of California, which primarily focuses on the original UC Berkeley campus that would become the template for the other campuses in the UC system (Figure 5).

John LeConte was the first acting UC President from **1869-1881**. He believed and wrote that Europeans and white people were the only “great historical race,” and that, “the black lacks an inherent passion for freedom.” John and his brother Joseph LeConte both served in the confederacy and came from a Southern slave-holding family with an estimated 200 enslaved people. In 1869, after fleeing post-civil war Reconstruction, John and Joseph came to Berkeley and joined the faculty. In this same year, John LoConte served as the first Acting UC President. Neither brother denounced white supremacy upon arriving in California.

³ This was the topic of a recent UC event, and wording is an adapted description, from a UC Land Grab Forum: [A Legacy of Profit from Indigenous Land](#).

John Henry Boalt was a leading figure at UC Berkeley in **1882** in the movement to ban those of Chinese ancestry from the US in the 19th and early 20th centuries. Boalt was an influential supporter of the Chinese Exclusion Act, a United States federal law signed by President Arthur on May 6, 1882, which prohibited all immigration of Chinese laborers. Earlier in **1877**, Boalt read a paper before the Berkeley Club in which he wrote that Chinese were unassimilable liars, murderers and misogynists who provoked "unconquerable repulsion."

Alfred Louis Kroeber, who served as the director of Anthropology from **1909-1947**, collected sacred objects and remains of Native American ancestors from their graves without getting consent from their tribes or descendants. Kroeber's pronouncement that the Ohlone people were culturally extinct contributed to the federal government not recognizing the Ohlone and led to their having no land or political power. Kroeber also took custody of a Native American man, who was a genocide survivor and allowed him to live at the UC's anthropology museum, where he "performed" as a living exhibit for museum visitors, making Native crafts such as stone tools.

David Prescott Barrows, who served as the UC President from **1919-1923**, claimed that Filipinos had "an intrinsic inability for self-governance" and were an "illiterate and ignorant class." Barrows underscored that Europeans and white people were the only "great historical race," against which all others are to be compared. In his scholarship, Barrows expressed and extended the same white supremacist assumptions he applied as Schools Chief in the Philippines.

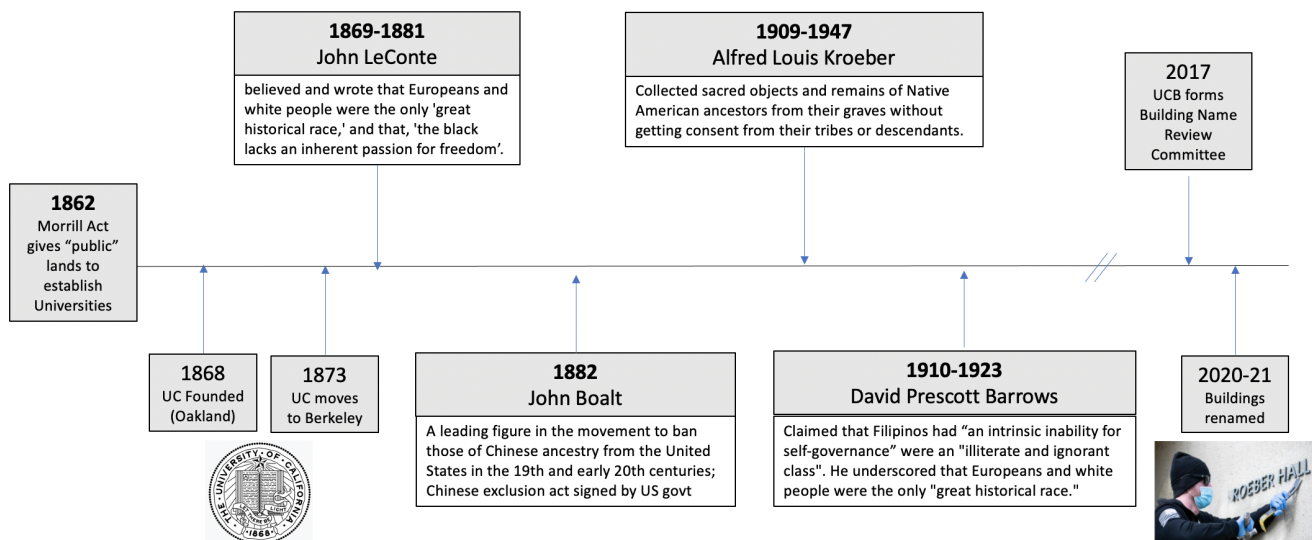


Figure 5. Bringing Light to UC's Racist Legacy.

6.3 Where We are Now and What We Aim to Correct

There is power in truth-telling and pain and shame when the truth is hidden in the shadows. The goal of shining light on UC's racist history is so the true history can be told and known by all. This truth telling allows for more transparency within the UC system and facilitates the necessary work to becoming an anti-racist institution. There are several actions that UC can take to begin this process of truth-telling while taking necessary and critical steps forward. There are actions already in process at some campuses and some have yet to begin. Our goal in identifying and recommending these actions is to provide all campuses with information and resources to take the bold steps to move from reinforcing white supremacy culture to championing an anti-racist UC.

Taking Action to Acknowledge UC's legacy of profit from stolen Indigenous land

There are important initiatives with tribes and community dialogue on actions the University of California can take to address their responsibility to California Indigenous communities. In recent years, most campuses in the UC system have worked with leaders of local tribes to develop a "land acknowledgement." **Appendix 1** includes the wording for land acknowledgments used at Berkeley, San Francisco, Davis, Merced and Santa Cruz campuses and UC ANR. A land acknowledgement is a statement that recognizes the history and presence of Indigenous peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories.⁴ The goal of such land acknowledgements is to help create awareness of the history and cultural erasure of Indigenous peoples and the processes of colonization and subjugation that have contributed to that erasure. It is a reflection process in which we build mindfulness and intention walking into a meeting or event taking place. The land acknowledgement should be rooted in whose land that you are being honored to stand on and should guide how you move forward in both conversations and actions. Further, the land acknowledgement is intended to inspire action by creating public awareness of the ongoing presence of Indigenous people. Finally, it is important to recognize that a land acknowledgement should be seen as a first step.

The UC has created a new policy related to the relationship of the University, ancestral human remains, cultural items and Indigenous communities. This policy protects Native American graves and requires repatriation of Native American human remains and certain cultural items. On July 24, 2020, the UC Office of the President (UCOP) issued the [Native American Cultural Affiliation and Repatriation Interim Policy](#), which substantially revised the previous UC policy to clarify the process by which all UC

⁴ This wording is adapted from [Laurier Students' Public Interest Research Group, Know the Land](#).

campuses are implementing the Federal Native American Graves Protection and Repatriation Act (NAGPRA) and California NAGPRA (CaINAGPRA), and to increase accountability and transparency across all UC campuses. The Interim Policy includes significant updates, including:

- Articulates principles that the repatriation of Native American and Native Hawaiian human remains is a fundamental objective and value of the University.
- Requires campuses to proactively review existing collections or other holdings that may potentially contain Native American or Native Hawaiian human remains or cultural items.
- Prohibits the use of Native American or Native Hawaiian human remains or cultural items in research or instruction activities without tribal approval.
- Requires the university to consult with tribes regarding traditional care practices.
- Provides mechanisms for tribes to file appeals and complaints if they disagree with campus actions or decisions under the policy.
- Provides a mechanism for members of the campus community to report Native American human remains and cultural items that are not being properly maintained or properly reported.
- Requires each campus to perform a review of all departments and units historically engaged in studies with human remains or cultural items and all departments or units identified by department deans, chairs, or unit heads as potentially holding human remains or cultural items, in order to identify previously unreported human remains or cultural items.

Similarly, the UCSF and UC Davis Health System are confronting racism in healthcare, research, and clinical practice by updating policies and [expanding their curricula](#) to address issues of structural racism in science and health care for its learners and taking steps such as building a [racial justice dashboard](#).

Building renamings

In 2017, UC Berkeley formed a [Building Name Review Committee](#) to ensure that the legacy of a building's namesake should be in alignment with the values and mission of the university as expressed in [UC Berkeley's Principles of Community](#). As the original campus, UC Berkeley has the oldest buildings and more opportunities for [documenting racist history through building names](#). Starting in January 2020, the following buildings honoring founders with racist histories were stripped of their names to show positive and actionable steps to acknowledge UC's racist history:

- January 2020: **Boalt Hall** was stripped of its name
- November 2020: **LeConte Hall** was stripped of its name
- November 2020: **Barrows Hall** was stripped of its name
- January 2021: **Kroeber Hall** was stripped of its name

6.4 Recommendations for Continued Actions to Shine Light on UC's Racist History and Making Amends

The members of the UC community have a collective responsibility. We hope that our cohort's work to develop the Anti-Racism Learning and Reflection Tool serves as a call to action with concrete suggestions and a framework that can be shared and implemented systemwide and also at the local level (i.e. each campus). We make a broad recommendation to campuses to convene committees that can document their histories of racism and generate strategies to acknowledge and address harms caused so that we can move beyond words and take meaningful action. These committees can also identify and share best practices from each campus so that these can be a model and inspiration for more action. In some cases, we know that actions have already started, for example, building renaming committees, investments and donors. We recommend increasing the transparency about these actions. We also provide examples of specific actions that could serve as potential recommendations by such a campus committee.

Examples for institutional actions to address UC's racist history and move toward a vision of an anti-racist UC

- Publicly take responsibility for the University's historical participation in racism and discrimination, and acknowledge who has benefited and who has been disadvantaged or harmed.
- Analysis of history associated with building names on each campus. If there may already be committees addressing this, then these committees should be made known. We recommend assigning a review committee with an analyst and/or graduate student assistant as support. It is important to be transparent whether there is already a committee or review process on campus.
- Similarly, it is important to have transparency in the policy/process for vetting donors. The current policy already requires review of "the eminence, reputation, and integrity" of the individual who gave the gift and can be expanded to have additional transparency about potential racist actions of donors.
- Analysis of the UC's participation in racism and discrimination may help identify actions for making amends, such as creating new scholarships, new research institutes/centers, endowed chairs, and investing 25% of procurement contracts with local vendors in the community.
- Create collaborations or initiatives with UC Libraries to form committees and establish internships on racial justice, which can perform data/research on each campus, and create a

new collection on anti-racism. We recommend that UCOP or the administration on each commit support for an analyst or a graduate student assistant and provide funding for undergraduate research fellowships/internships.

- Expand existing and develop new anti-racism learning and reflection tools, guides and training modules to fully embody the UC Principles of Community.
- Fund development of anti-racism workshops, reading groups and teach-ins for department faculty, university staff and students led by experts in their respective disciplines that include BIPOC histories of racism.
- Increasing funding for departments, centers and faculty that offer social justice, critical race, queer, ethnic and gender studies classes and workshops.
- Incentivizing departments to hire researchers and educators who do critical race, ethnic and gender studies work.
- Implement a university-wide hate and bias incident reporting system with safeguards for victims and transparent methods for addressing all reports effectively. Work to ensure that collected data on incidents is disseminated for analysis, policy improvements and prevention.

7. Fulfilling the Vision: Recommendations and Next Steps

In pursuing this project, developing the Anti-Racism Learning and Reflection Tool, collecting stories and shining light on our histories, it has been the goal of our UC-Coro SLC Northern California Cohort to contribute specific action steps toward the bold vision that we can collectively create an anti-racist culture across the UC system. By taking a proactive anti-racist stance as a guiding principle, the University of California is positioned to truly live up to its mission as a public university.

Our long-term goal is to institutionalize anti-racism learning and reflection within regular professional learning and performance review processes to collectively build an anti-racist culture across the UC system. This Anti-Racism Learning and Reflection Tool is designed to move toward this goal by supporting the life-long learning of managers by offering a framework for them to advance racial equity principles and practices in hiring, performance review, promotion, and workplace climates for staff.

7.1 Key Recommendations

We provide the following key recommendations as steps towards initiating implementation and institutionalization of the Anti-Racism Learning and Reflection Tool, including the collection and integration of stories that model and inspire allyship and anti-racism practices. It is important to note that we view the current version of the Anti-Racism Learning and Reflection Tool, associated instructions, and the online survey version as prototypes. We make the following recommendations to support next steps toward further development and widespread use of these resources. We also provide broad recommendations for continuing to bring light to the UC's racist history, how decisions were made in the past and how this past is still affecting diverse communities today. To accomplish all of these goals, we invite partnership by UC leadership.

In the near term we encourage the following steps:

1. *Share the tool broadly across the leadership groups of the UC system to invite feedback and build momentum for implementation.* We have already been invited to share at meetings with the UC Provosts and the UC Diversity Officers.

2. *Convene and resource an advisory committee to oversee pilot implementation, evaluation and further development of this tool (or build upon an existing UC committee).* Include members from multiple campuses with appropriate research methods expertise, HR expertise, DEI expertise with respect to anti-racist organizational development scholarship, staff end-user representation, and representation by core UC CORO tool developers. Lessons learned through the pilot process can inform more widespread roll-out planning.
3. *Develop a small pilot project to use and assess the tool in the context of onboarding and self-reflection processes within one or two discrete units on each UC campus and Agriculture and Natural Resources (ANR).* This project would solicit input into the tool itself, as well as the types of associated guidance needed to enable effective use with respect to onboarding and self-reflection.
4. *Collect and archive anti-racist stories and quotes to integrate with the tool.* These stories and quotes will be available in written form as well as audio clips to serve as examples of models and inspiration as individuals are learning with the assessment tool.
5. *Convene a committee on each campus that can document their histories of racism and generate strategies to acknowledge and address harms caused so that we can move beyond words and take meaningful action.* In cases where such committees and actions have already started, we recommend increasing the transparency about these actions and being proactive to share best practices between the individual campuses.

In the medium term, we encourage the following steps:

6. *Assess feedback from the pilot use of the tool in the context of onboarding and self-reflection.* Make adjustments needed to support widespread dissemination of the tool as an onboarding and self-reflection resource, including potential integration of links to stories and resources via an online version. Use findings to adjust the tool and inform development of user guidance for a performance review pilot.
7. *Design and implement a pilot project to deploy the Anti-racism Learning and Reflection Tool in the context of performance review processes more broadly across UC Campuses, LBNL and ANR.* Such a piloting process will facilitate learning with respect to several key areas of future activity: (1) strengthening the tool itself, (2) developing associated guidance and professional development needed to enable reviewers to make effective use of it, (3) clarifying and creating

the types of associated professional development resources that might be useful to support reviewee learning, and (4) assessing the utility of such a rubric in supporting positive changes in staff supervisor practices, supervisee experiences, and BIPOC staff experience.

In the longer term, we encourage the following steps:

8. *Build upon the performance review pilot to strengthen the tool and develop key resources.* These may include creating relevant guidance and professional development regarding use, linking additional curated resources and training modules to support reviewee learning for each practice step. Innovating on the mechanisms used to disseminate the tool (e.g. improving upon the online prototype, creating an app-based version, linking exemplar stories of anti-racism), etc..
9. *Pursue widespread tool use in the context of performance review.* Build upon lessons learned through piloting to encourage constructive, effective use that encourages a culture of learning and accountability with respect to antiracist practice.
10. *Publicly take responsibility for the University's historical participation in racism and discrimination, and acknowledge who has benefited and who has been disadvantaged or harmed to identify actions for making amends.* For example, create collaborations with UC Libraries to form committees and establish internships on racial justice, which can perform data analysis and research on each campus and create a new collection on anti-racism, including support for an analyst or a graduate student assistant and providing funding for undergraduate research fellowships/internships.

7.2 Measurable Outcomes for Creating an Anti-Racist Culture Across the UC System

As a result of implementing these recommendations, we expect that we can collectively contribute to creating an anti-racist culture across the UC system. We provide several examples of how to measure success using the following metrics and outcomes:

- Number of presentations (ideally given by UC-CORO members or incorporated with our permission) that introduce and include the Anti-Racism materials created in this project

- Number of anti-racism stories collected and the number of times they are shared/utilized as a model and inspiration
- Development of a video module based on the materials created in this project, e.g. to include as part of Implicit Bias training on the UC Learning Management System, and the number of views and engagement with such a video module
- Number of supervisors seeing/using the Anti-Racism Learning and Reflection Tool
 - in onboarding/orientation
 - as a self-reflection and learning resource
 - as part of performance evaluation process
- An increase in Black and Hispanic/Latinx staff indicating that they are equally engaged and have favorable experiences at the same level as White colleagues (UC Staff Engagement Survey).
- An increase in the percentage of staff responding that “Employees at my campus/location are treated with dignity and respect, regardless of their position or background” (UC Staff Engagement Survey). In 2020, this response was 68%, representing a 4% decrease in favorable responses observed since 2017 (and 8% lower than the US norm). An increase in favorable responses could be partially attributed to creating an anti-racist culture across the UC system.
- The racial/ethnic demographics of our senior professionals and management will reflect the racial/ethnic demographics of our state.

8. References

We have included references that we reviewed in developing the Anti-Racism Learning and Reflection Tool here as well as embedded links throughout the document.

8.1. UC Resources and News Articles

CUCSA and UCOP HR [2019 Employee Engagement Survey](#) by Willis Towers Watson

UC Anti-Racism Resources: [UC Diversity Resources by Campus](#)

UC 2020 [Staff Workforce Profile](#)

UCOP Task Force Report: [Office of the President Anti-Racism Task Force Report](#)

UC Land Grab Forum: [A Legacy of Profit from Indigenous Land](#)

Berkeley News: [UC Berkeley's LeConte and Barrows halls lose their names](#)

CNN: [UC Berkeley removed the names of 'racist' figures from two of its buildings](#)

UC Davis: [Black History Month: Celebrating UC Luminaries](#)

Berkeley People & Culture: [Staff Engagement Survey Results](#)

UCSF: [Land Acknowledgment Statement of the UCSF Department of Surgery](#)

UCSF: [UCSF Shares Initial Results of 2018 Staff Engagement Survey](#)

UCSF: [UCSF Expands Courses on How to Be an Anti-Racist Scientist or Clinician](#)

UCSF: [School of Medicine Launches New Curriculum to Train the Doctors of the Future](#)

Reuters: [Research consider ethics of addressing race in biomedical studies](#)

8.2 Non-UC Resources

8.2.1 Toolkits & Assessments

Cardinal at Work: [Stanford Anti-racism toolkit](#)

Stanford Anti-Racism toolkit: [BIPOC Managers: How to support yourself and others](#)

Washington Race Equity & Justice Initiative: [Organizational Race Equity Toolkit, Just Lead Washington](#)

University of Nebraska-Lincoln: [Antiracism Toolkit for Allies](#)

Race Forward: [Racial Equity Readiness Assessment for Workforce Development](#)

Time's Up Foundation: [Guide to Equity and Inclusion During Crisis](#)

Well, Renee: [Self-Assessment Tool: Anti-Racism](#)

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USC Race and Equity Center: [Curriculum for Higher Education Training/Coaching](#)

W.K. Kellogg Foundation: [Racial Equity Resource Guide](#)

[CommunityWise Resource Centre Calgary: Anti-Racist Organizational Change: Resources & Tools for Nonprofits](#)

[Race Matters Institute](#)

Appendix 1: Land Acknowledgement Statements for Northern Cohort Campuses and Inspiring Meaningful Action

A [Land Acknowledgement](#) is a statement that recognizes the history and presence of Indigenous peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. The goal of such land acknowledgements is to help create awareness of the history and cultural erasure of Indigenous peoples and the processes of colonization and subjugation that have contributed to that erasure. It is a reflection process in which we build mindfulness and intention walking into a meeting or event taking place. The land acknowledgement should be rooted in whose land that you are being honored to stand on and should guide how you move forward in both conversations and actions. Further, the land acknowledgement is intended to inspire action by creating public awareness of the ongoing presence of indigenous people. It is important that the tribes' names are pronounced correctly and that the entire acknowledgement is read carefully. Finally, it is important to recognize that a land acknowledgement should be seen as a first step.⁵

UC Davis Land Acknowledgement Statement⁶

We should take a moment to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

Created with Yocha Dehe Wintun Nation who provided a written statement approved by their Tribal Council, which was subsequently adapted and expanded to include all three Patwin tribes. The three Patwin tribes have approved the above statement. Pronunciations of the tribes are: Patwin [PUTT-

⁵ This wording is adapted from [Laurier Students' Public Interest Research Group, Know the Land](#)

⁶ [UC Davis Land Acknowledgement Statement](#)

win], Cachil Dehe [CATCH-ill DEE-HEE], Kletsel Dehe [KLET-SELL DEE-HEE], Yocha Dehe [YO-chuh DEE-HEE] and Wintun [WIN- tune]

UC Merced Land Acknowledgement Statement⁷

We pause to acknowledge all local indigenous peoples, including the Yokuts and Miwuk, who inhabited this land. We embrace their continued connection to this region and thank them for allowing us to live, work, learn, and collaborate on their traditional homeland. Let us now take a moment of silence to pay respect to their elders and to all Yokuts and Miwuk people, past and present.

UC Santa Cruz Land Acknowledgement Statement⁸

The land on which we gather is the unceded territory of the Awaswas-speaking Uypi Tribe. The Amah Mutsun Tribal Band, comprised of the descendants of indigenous people taken to missions Santa Cruz and San Juan Bautista during Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.

Please be sure that the tribes' names are pronounced correctly and that the entire acknowledgement is read carefully. Pronunciations of the tribes are: Amah (Aaa-Ma), Mutsun (Moot-sun), Uypi (You-P), Awaswas (Aaa-Was-Was).

Land Acknowledgement Statement for the UCSF Dept of Surgery⁹

Before we begin, we would like to acknowledge the Ramaytush Ohlone people, who are the traditional custodians of this land. We pay our respects to the Ramaytush Ohlone elders, past, present, and future who call this place, the land that UCSF sits upon, their home. We are proud to continue their tradition of coming together and growing as a community. We thank the Ramaytush Ohlone community for their stewardship and support, and we look forward to strengthening our ties as we continue our relationship of mutual respect and understanding.

⁷ [UC Merced Land Acknowledgement](#)

⁸ [UC Santa Cruz Land Acknowledgement](#)

⁹ [UCSF Department of Surgery Land Acknowledgement](#)

Created in partnership with the UCSF Native American Health Alliance, the Association of Native American Medical Students, and Ramaytush Ohlone elders.

Land Acknowledgement Statement for the UC Natural Reserve System¹⁰

The UC Natural Reserve System recognizes that reserves sit on the territory of Native peoples of California, and that these lands were and continue to be of great importance to those peoples. Every member of the NRS community has and continues to benefit from the use and stewardship of these lands. Consistent with our values of community and diversity, we acknowledge with gratitude and make visible the University's relationship to Native peoples.

UC Berkeley Native American Student Development Acknowledgement of Land and Place¹¹

Native American Student Development recognizes that UC Berkeley sits on the territory of xučyun (Huichin), the ancestral and unceded land of the Chochenyo speaking Ohlone people, the successors of the sovereign Verona Band of Alameda County. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band.

We recognize that every member of the Berkeley community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1868. Consistent with our values of community, inclusion and diversity, we have a responsibility to acknowledge and make visible the university's relationship to Native peoples. As members of the Berkeley community, it is vitally important that we not only recognize the history of the land on which we stand, but also, we recognize that the Muwekma Ohlone people are alive and flourishing members of the Berkeley and broader Bay Area communities today.

Recommendations to move beyond words of acknowledgement

Several sources provide specific recommendations that call on all of us to end Indigenous erasure and engage with Native people in meaningful ways. These sources provide recommendations for specific action steps to move beyond words of acknowledgement and provide important examples of

¹⁰ [UC Natural Reserve System Land Acknowledgement](#)

¹¹ [UC Berkeley Acknowledgement of Land and Space](#)

meaningful action.^{12,13} Here are some simple ways you can begin the ongoing and continual process of acting in solidarity with Indigenous people:

Learn: About oppression and privilege. About the history of colonization. About Indigenous peoples and cultures. About the land you live on.

- Educate yourself about contemporary Indigenous peoples, especially their work within your field of study.
- Learn more about the Native American Graves Protection and Repatriation Act at [Carrying Our Ancestors Home](#), a special advisor and archaeology lab project. Hear about its meaning and history through the voices of local tribal leaders.
- Do some work before reading a land acknowledgement at an event to make it meaningful. Give your audience a learning or reflection task to promote action that accompanies the land acknowledgement. Ask your audience to learn about how your children are being taught about California Missions. Ask how are ethnic studies are being taught in K-12. Do you and your audience know that the American Indian Library Association has an American Indian Youth Literature award? Books selected to receive the award present Indigenous North American peoples in the fullness of their humanity. For example, the 2020 Young Adult winner = Hearts Unbroken, Written by Cynthia Leitich Smith (Muscogee); An Indigenous Peoples' History of the United States for Young People Written by Debbie Reese (Nambé Owingeh) and Jean Mendoza Adapted from the adult book by Roxanne Dunbar-Ortiz Published by Beacon Press, 2019.

Build relationships: Building relationships is a very important aspect of standing in solidarity.

- A great place to start is on campus with American Indian Studies Centers.
- Form meaningful relationships by supporting local organizations and Indigenous nations.
- Follow them on Facebook or visit in person to see what they have going on.

Act: Be accountable towards Indigenous people and communities by affirming the importance of what they're saying, aligning oneself with the struggle, and speaking up when something problematic is said.

¹² [Apihtawikosisan Beyond Territorial Acknowledgements](#)

¹³ [Laurier Students' Public Interest Research Group](#)

- Attend virtual events at the [American Indian Studies Center](#) to learn more about contemporary and past issues facing Indigenous peoples.
- Ask if your research would impact Native American communities, and if so, consider ways to incorporate Native American Nations and communities as collaborative partners.
- Support and visit the Native American Contemplative Garden in the UC Davis Arboretum.

Appendix 2: Further Reflections and Recommendations on Achieving an Anti-Racist UC

We commit to holding ourselves as individuals, and as an institution accountable for ensuring that racism does not continue within the UC system. We will work towards breaking institutional silence and become a responsible social organization by ensuring that those who represent or attend our institution are prepared and empowered to be allies in fighting racism.

As an institution we commit to ensuring responsibility and accountability for educating and providing knowledge about Black, Indigenous, People Of Color (BIPOC) histories of racism and implicit bias training to our faculty, staff and student communities.

Following a recent article in Inside Higher Ed ([Metivier](#) 2020) that offers some suggested commitments for higher ed institutions to become anti-racist, we recommend that the UC system commit to the following actions:

- Publicly take responsibility for our university's historical participation in racism and discrimination, and acknowledge who has benefited and who has been disadvantaged or harmed.
- Commit to advancing campus debate about racial justice by inviting anti-racist and BIPOC history speakers to hold discussions in and outside classrooms.
- Publicly denounce all racism, hate, discrimination and bias — both before and after all incidents.
- Create campus-wide anti-racism campaigns.
- Create or reinvest in comprehensive antiracist policy on the campus to fight institutionalized racism in partnership with local, regional and national organizations.
- Enact anti-racism reforms that are committed to reinstating civil rights, restorative justice, dignity and respect to the communities that have been the targets of systemic racism.
- Enact anti-racism reforms that are holistic, recognizing that racism is a pervasive system that holds an iron tight fist on Black, Indigenous and People of Color (BIPOC) communities. They must not just be a menu of options but be part of a cohesive approach.
- Enact anti-racism reforms that are participatory, enabling BIPOC communities and independent civil rights organizations to share in decision making.

- Follow transparent procedures for removing faculty, staff and students who are found to be perpetuating discrimination, hate and/or bias on and off campus.
- Divest any UC dollars from prisons, parole and bail corporations, and prison vendors.
- Divest from banks that have a record of racially inequitable lending practices.
- Dedicate alternating years of our institution's work contracts to local Black- and brown-owned businesses.
- Create dual-enrollment programs in partnership with high schools that serve BIPOC and working-class communities.
- Build accessible pathways for BIPOC communities to enter UC.
- Publicly report goals and progress.

Additional thoughts and recommendations from the UC-CORO SLC Northern Cohort about additional future steps to consider:

- Use Peer consultancy as framework for introducing and supporting anti-racist practices.
- Organize a UC-wide discussion/convening of anti-racism as a followup to our project.
- Determine role of systemwide Council on Campus Climate Culture & Inclusion (4CI) and Chief Diversity Officers Group to make recommendations (if needed).
- Propose development of HR materials that make transparent the staff growth/leadership pathways associated with various staff titles and clearly articulates staff career paths/blockages associated with different titles and different statuses (e.g. contract vs. career).

Appendix 3: Copy of Full Anti-Racism Learning and Reflection Rubric/Tool with Guidelines

Anti-Racism Learning and Reflection Tool

Anti-Racist Practices	Resists Anti-Racist Practices	Accepts Anti-Racist Practices	Embraces Anti-Racist Practices	Exemplifies Anti-Racist Practices	Champions Anti-Racist Practices
1. Actively embraces and engages in personal professional development to lead BIPOC supervisees	Resists or is hostile toward recommendations to develop skills to manage/supervise BIPOC staff.	Has made minimal effort to develop skills to manage/supervise BIPOC staff.	Is receptive to development opportunities to build skills in management/supervision of BIPOC staff, with demonstrable impacts.	Seeks out and embraces opportunities to develop skills in managing a racially diverse workforce; Understands and implements stereotype threat interventions as appropriate.	Proactively seeks leadership skills to manage a racially diverse workforce, creates programs and opportunities to enhance overall capacity to manage BIPOC staff in the organization.
2. Promotes inclusion of racially diverse voices in working groups	Discourages racially diverse points of view and/or becomes defensive when asked to be more inclusive.	Does not think to consider racially diverse perspectives when forming working groups.	Fosters and rewards collegiality in racially diverse working groups in ways that enhance professional relationships and work outcomes.	Proactively creates racially diverse working groups to frame problems and generate solutions.	Identifies and provides tangible leadership and professional development opportunities for BIPOC team members (such as leading a specific project that develops their skills). Supports supervisees to create racially diverse work groups.
3. Cultivates psychological safety for BIPOC staff on their team	Excludes or doesn't credit contributions from BIPOC staff and/or perpetuates a climate of exclusion based on racial identities.	May acknowledge the validity of inclusionary practices, but makes little tangible effort toward creating safe spaces for BIPOC staff.	Makes sincere efforts to ensure equitable access to gatherings, professional activity, etc. for BIPOC staff, with visible success.	Responds constructively to feedback about racialized exclusionary practices or interactions.	Models racially inclusive behavior and regularly invites staff to help identify and eliminate exclusionary signs/practices with tangible signs of success.
4. Builds understanding of racial microaggressions and takes steps to eliminate them from the workplace.	Frequently perpetuates racial microaggressions and/or stereotypes. Not receptive to feedback about microaggressions or becomes defensive.	Makes some effort at respectful communication with inconsistent results. Does not acknowledge or confront microaggressions in the workplace.	Regularly demonstrates sensitivity in communication and builds staff understanding of microaggressions by proactively and constructively addressing them when they occur.	Continually engages in self-development with regard to anti-racist communication. Provides opportunities for others to build their understanding of microaggressions.	Leads or actively promotes staff development regarding anti-racist communication and supports potentially uncomfortable conversations among staff about race, racism and anti-racism.
5. Recognizes BIPOC staff contributions.	Excludes BIPOC staff from group/team communication.	Infrequently interacts with BIPOC staff and/or frequently fails to recognize BIPOC staff successes.	Regularly engages with and recognizes contributions of BIPOC staff.	Actively encourages team recognition of BIPOC staff contributions.	Champions processes and practices to recognize BIPOC staff contributions across the organization.
6. Develops BIPOC staff in ways that acknowledge their unique context.	Does not provide concrete, actionable feedback to BIPOC staff. Professional development goals do not reflect staff aspirations and circumstances.	Exerts minimal effort to address unique challenges of BIPOC staff; professional development goals may be cursory.	Demonstrates sincere efforts to develop appropriate professional development goals and provide meaningful feedback to BIPOC staff; goals may lack significant depth.	Creates a robust and meaningful development plan with promotional pathways for BIPOC staff; makes an effort to connect them to additional resources.	Makes substantial efforts to provide mentorship, sponsorship and/or professional development to BIPOC staff; cultivates strong culture of allyship in the organization.
7. Incorporates understanding of racism, discrimination and allyship into leadership, attending to our multicultural, global staff's learning needs.	Does not acknowledge racism or discrimination and is defensive about such concepts; may promote concepts such as "colorblindness."	Acknowledges anti-racist and anti-discriminatory initiatives, but displays minimal effort to address systemic racial inequities. Is aware of the harmful effects of individual racist behaviors, but takes no action to stop them. Experiences discomfort at the contradiction between awareness and action.	Promotes understanding of anti-racism and the need for policies/practices that support it; actively learns about racial oppression and privilege (e.g. reads, attends workshops, and cultural events, participates in discussions, joins anti-racism groups, etc.). Supports supervisees to pursue similar practices.	Incorporates an anti-racism lens in program design, implementation and assessment. Engages staff in discussion to build understanding of why a comment, action, practice or policy is objectionable and, as appropriate, identify anti-racist alternatives.	Advances policies, processes and resource allocation that are anti-racist and that build upon the cultural wealth of racially/ethnically diverse staff and constituencies. Works to change individual and institutional actions and policies that discriminate against targeted racial group members.
8. Ensures anti-racist workload is equitably distributed.	Tends to place burden of anti-racism work on BIPOC team members; refuses to acknowledge the impact of this additional burden on workload.	Attempts to distribute anti-racism work evenly across team members, but does not address uneven distribution or concerns raised by BIPOC team members to remedy imbalances.	Regularly distributes activity and workload with respect to anti-racist initiatives.	Ensures that a diversity of people lead and that BIPOC staff are not over-burdened. Promptly addresses concerns or complaints raised by team members about anti-racist workload distribution.	Creates processes to ensure equitable distribution of workload related to anti-racism efforts. Establishes protocols to monitor or correct inequities in workload distribution.
9. Embraces best practices in hiring and onboarding BIPOC staff	Adheres to minimally required hiring and onboarding practices; displays resistance to those designed to ensure racially diverse hiring and/or successful onboarding of BIPOC staff.	Incorporates some recommended strategies and methods to increase the racial diversity of applicant pools and to ensure successful onboarding of BIPOC staff.	Employs best practices in hiring and onboarding BIPOC staff (e.g. appropriate position descriptions; targeted outreach; hiring committee anti-bias training; orientation including campus expectations regarding DEI and anti-racism, affinity group information and procedures for raising DEI concerns; etc.)	Promotes and models best practices in hiring and onboarding on teams and committees; may collect/review data in order to meet diversity targets as applicable. Proactively connects BIPOC hires with resources to support welcome and success.	Advocates for protocols that enhance achievement of racial diversity goals; actively assesses potential racial/ethnic pay gaps and seeks help or leads to address these patterns. Builds a culture in which all are invested in successfully onboarding BIPOC hires.
10. Promotes wellness and self-care among BIPOC staff and managers	Does not acknowledge or promote self-care for BIPOC employees. Fails to address concerns or is generally unaware of or apathetic to employees' mental health needs.	Generally aware of self-care resources; may direct employees to seek out such resources on their own and not acknowledge potential unique needs/interests of BIPOC staff and resources available to address them.	Prioritizes self-care and actively encourages connection to resources and support networks by BIPOC supervisors and managers.	Makes a strong personal investment to connect BIPOC staff and managers with resources to aid in self-care, community and connection, recognizing the diversity of interests/needs and the implications of intersectional identities.	Establishes mechanisms, resources and/or protocols to enhance the access and commitment to self-care, mental health and connection to community for all BIPOC personnel, recognizing diverse interests/needs and intersectional identities.

Note: This tool uses the acronym "BIPOC" to refer to people who identify as Black, Indigenous, and/or People of Color

Anti-Racism Learning and Reflection Tool - User Guide

Learning about and implementing anti-racist principles and practices are important steps toward becoming a University of California where everyone belongs. This Anti-racism Learning and Reflection Tool is designed to facilitate learning, self-reflection, and conversations with respect to anti-racism among UC staff supervisors. It is intended to be additive, not to replace existing emphases on DEI, de-emphasize efforts to address other forms of discrimination, or replace a focus on other aspects of supervisory practice. The Anti-racism Learning and Reflection Tool builds on staff supervisor responsibilities that are already a focus of performance review based on the UC Building Relationships Core Competency. The tool was also developed for use within performance review processes, although additional orientation resources should be developed to support this use and campuses will need to customize the process for their locations.

Ten anti-racist principles and practices make up the backbone of this tool. For each, there are implementation examples on a cumulative scale ranging from “*Resists*” to “*Champions*.” These practices and implementation examples are not all-inclusive; they are intended to support discussion, critical thinking and outcome-driven goal setting. We encourage the following uses of this tool.

- **Staff Supervisor Onboarding**

Share this tool as part of discussion about the value that UC campuses place upon justice, diversity, equity, inclusion and anti-racism, and the important role of every staff member in operationalizing these values.

- **Professional Learning and Reflection Resource**

Encourage staff supervisors to review this tool on their own, assess their own practice, identify learning goals rooted in one of the ten practices, and explore UC resources available to support learning.

- **Guidance for Performance Review**

This tool is neither intended to be used to review every identified practice at once, nor to serve as a basis for rating supervisors. We recommend the following steps.

1. The reviewer orients the reviewee (individual managers/supervisors under review) to the tool and invites self-assessment to identify at least two areas of relative strength and two potential areas for growth.
2. The reviewer and reviewee discuss identified areas of strength and growth and select one or two practice areas for growth to emphasize in the coming review period.
3. The reviewee and reviewer develop one or two specific objectives in the selected practice area(s) to further the reviewee’s growth as a manager/supervisor, and clear evidence of success for each. These objectives and metrics can then be incorporated into the formal campus performance appraisal process, and can be accounted for in professional development goals.
4. In the subsequent annual appraisal process, revisit the selected anti-racist practice objective(s), participation in related professional learning, and any associated measurable outcomes. Celebrate growth, learn from struggles, and select a next set of anti-racist practice objectives to help create a UC where everyone belongs.