



Work 4 Change &
Indiana University Bloomington
Department of Theatre, Drama
& Contemporary Dance
Fall 2022

Faculty/Staff/MFA Virtual Meeting: November 2022

W4C
Work 4 Change

Roadmap for Today

Four key objectives mark our roadmap for today

1

Review the
key components of
Fall 2022 learning series

2

Engage in
Self-Reflection about
your learning process

3

Develop a deeper
awareness about how
communication is
experienced in your
department

4

Identify strategies for
improving department
culture

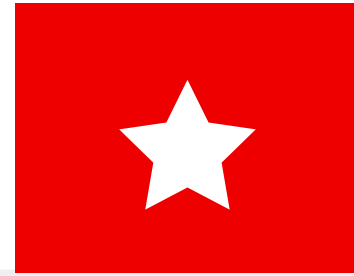
REVIEW OF FALL 2022 LEARNING SERIES

Culture and Communication



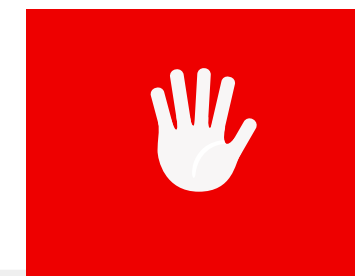
LEADERSHIP

Advocacy & Accountability



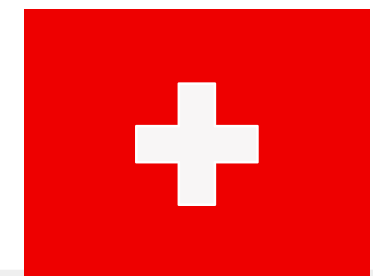
CRITICAL CHALLENGES

Creating a Balanced &
Equitable Workplace
Culture



SPECIALIZED WORKSHOP

Race & Retention, Promotion
and Tenure



COMMUNICATION

Lack of trust

SELF- REFLECTION

- Has your attitude or behavior shifted at all since we began this learning series in January/September? What has shifted and how? OR Why do you think you have not shifted in other ways? (think inward, not outward)
- Have you experienced any meaningful insights or breakthroughs this semester? If yes, what did you experience? If not, why do you think you have not experienced any personal growth in this learning series? (think inward, not outward)



SEPTEMBER

OUR GOAL:

**To make IU Bloomington Department of Theatre, Drama & Contemporary Dance
a truly equitable and socially-conscious department,
promoting anti-racist awareness,
and centering dignity and understanding
in its approach to internal communication,
faculty and staff support, and student service delivery.**

September

SHARED UNDERSTANDING

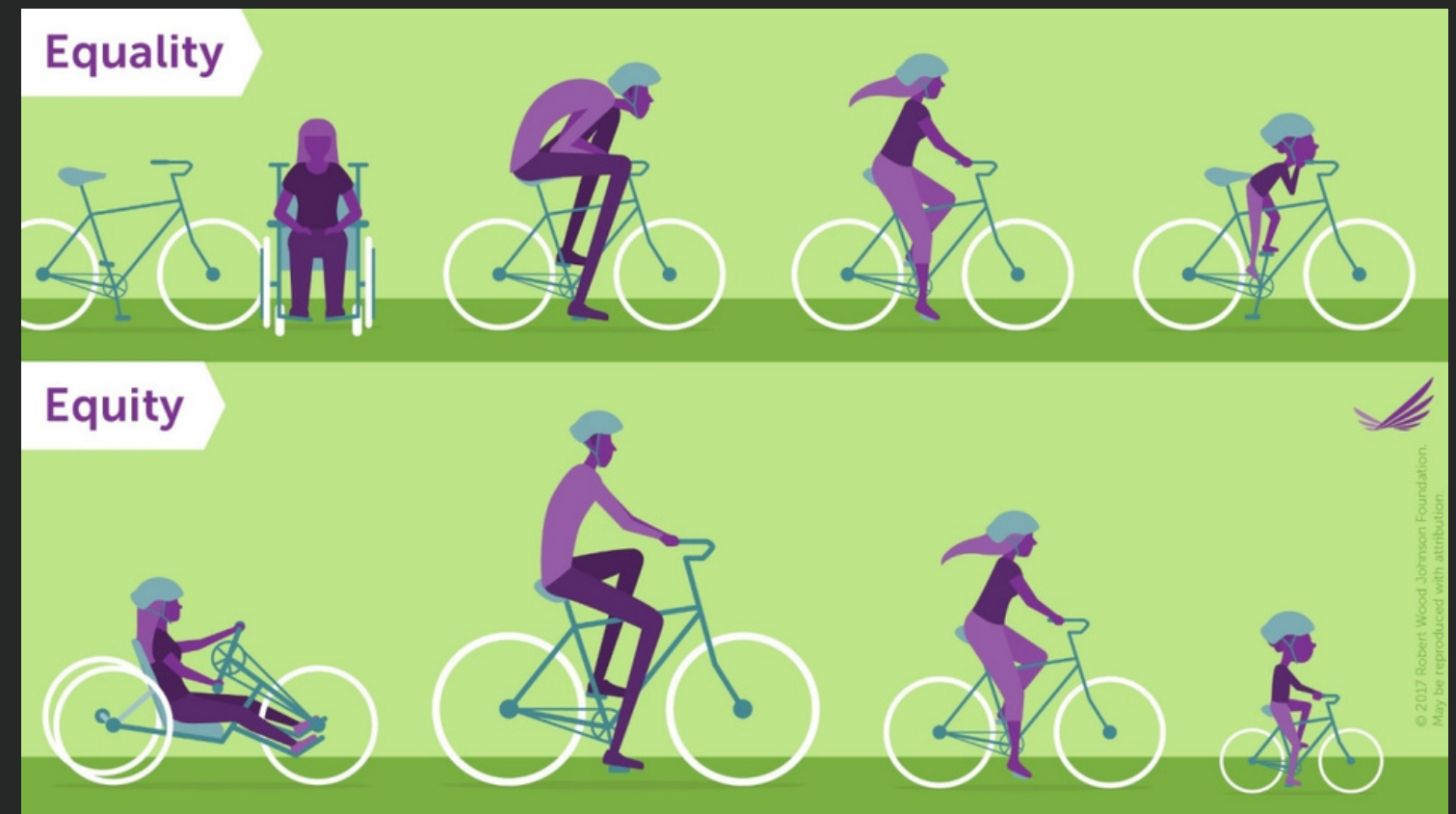
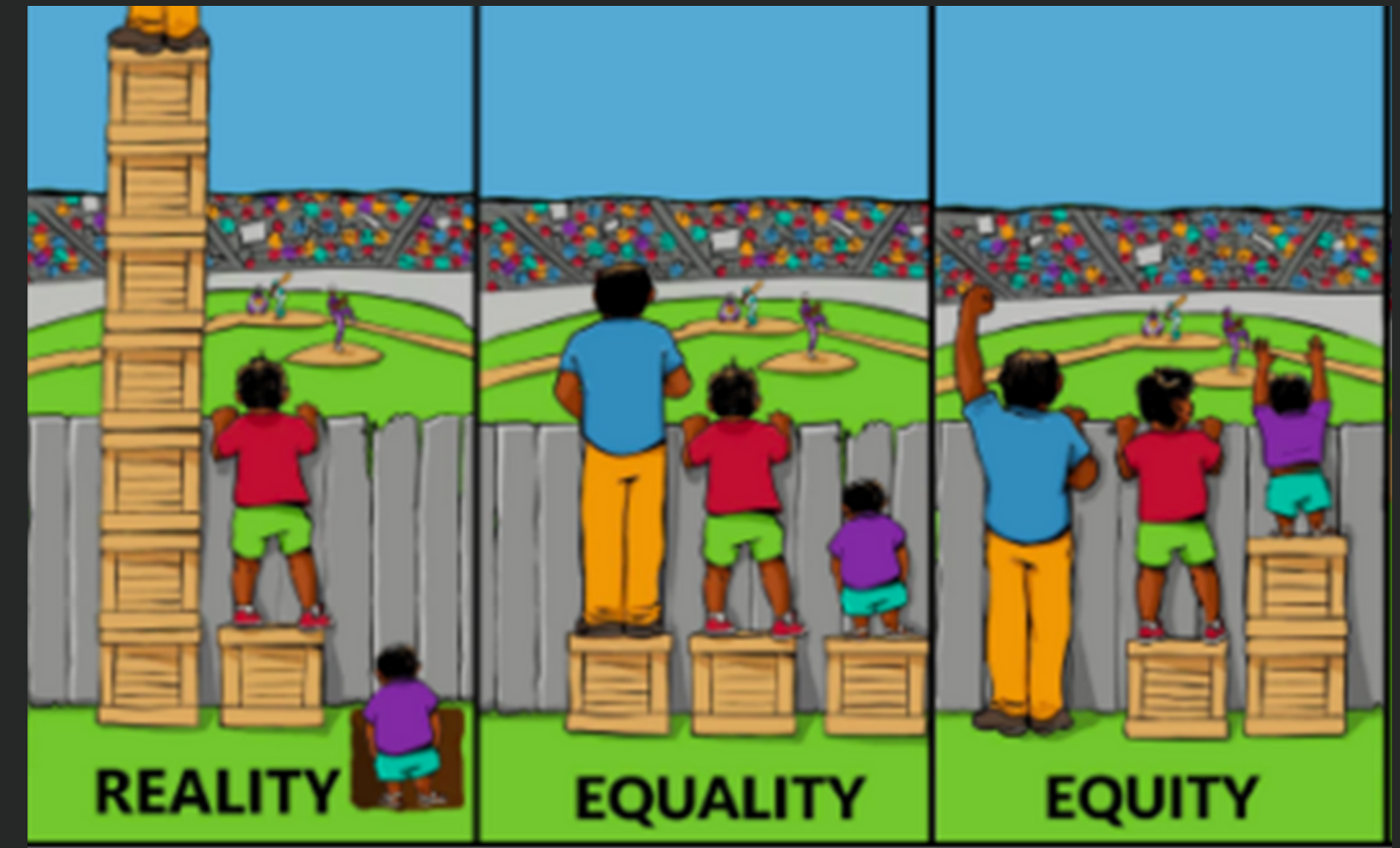
The 2 illustrations demonstrate the difference between **equality** (everyone gets the same resource) and **equity** (distributing resources to attain an equal outcome).

EQUALITY V. EQUITY

Equality is everyone getting the same allocation regardless of need.

Equity is the guarantee of fair treatment, access, opportunity, and advancement while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups. (UC Berkeley Initiative for Equity, Inclusion, and Diversity).



Why Unconscious/Implicit Bias Matters

Research indicates it has potential impacts on :

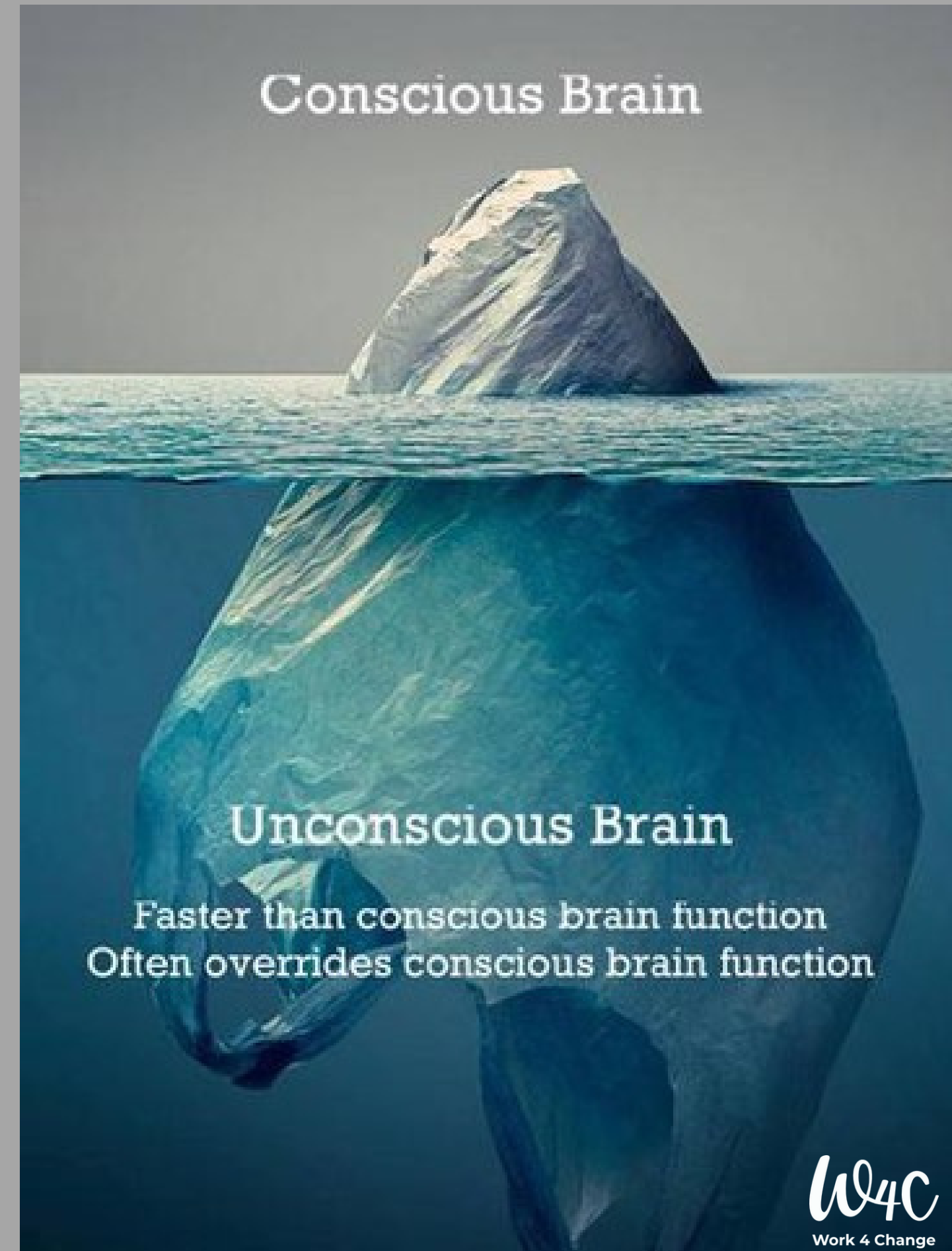
SEPTEMBER

Strategic Planning

Assessment and Evaluation

Hiring, Promotion, and Discipline

Relationship with Colleagues



4 key areas of equity:

OCTOBER



Scholarship

Confront White
Heteronormativity



Policy

Policy must be
meaningful



Curriculum

Equity is a
departmental, college,
and university value.



Students

Students are an equal
part of the process





General Recommendations



01

SCHOLARSHIP

Acknowledge, value, and fairly assess scholarship that does not center whiteness

- theory
- pedagogy
- "founders"
- methodological approaches

03

POLICY

- improved grievance routes
- reexamine workload policy for equity
- strengthen accountability
- stronger on-boarding for new hires
- have product based outcomes (grants, publications, teams)
-

02

CURRICULUM

Assess and (re)evaluate considering race, anti-racism and equity including course availability, course content, syllabus evaluation, pedagogy, faculty representation and department mission. You may need subject matter expert.

04

STUDENTS

Students must be valued, protected, and supported in many of the same ways that faculty need:

- routes and space for grievances
- sanction faculty that harm students
- assign minoritized grad students to strong collaborative teams

OCTOBER

OCTOBER

Kaja Dunn

Race &
Retention, Promotion and Tenure





How communication issues create a culture of mistrust

Ask yourself why you have a positive or negative answer. Be evidence-based.

- **Leadership**

- Do my colleagues/students think I operate in a way to promote their best interests?
- Do I avoid or shrink in times of accountability and advocacy?
- Do my colleagues/students think I am transparent with decisions and challenges?
- Do I minimize the well-being of my colleagues/students for the sake of the program?

- **Faculty/Staff**

- Have I made the effort to get to know others better and synergize the department?
- Do I ask questions when I am unsure?
- Am I helpful to my colleagues/students in & outside of my "professional domain"?
- Have I changed anything to make my students'/ colleagues' experiences more aligned?

- **MFA/students**

- Do I ask for help?
- Do I attempt to build community within my program/department members?
- Do I engage in an stress-release outlet?
- Do I communicate with a clear mind and good intention?

How does your department's organizational structure enable communication gaps across these three groups?

Improving Communication

- What do you need to build a stronger communication base?
- What do you need to feel seen, heard, and valued through communication channels that are missing/weak now?
- What communication supports would make it easier for you to do your job well?

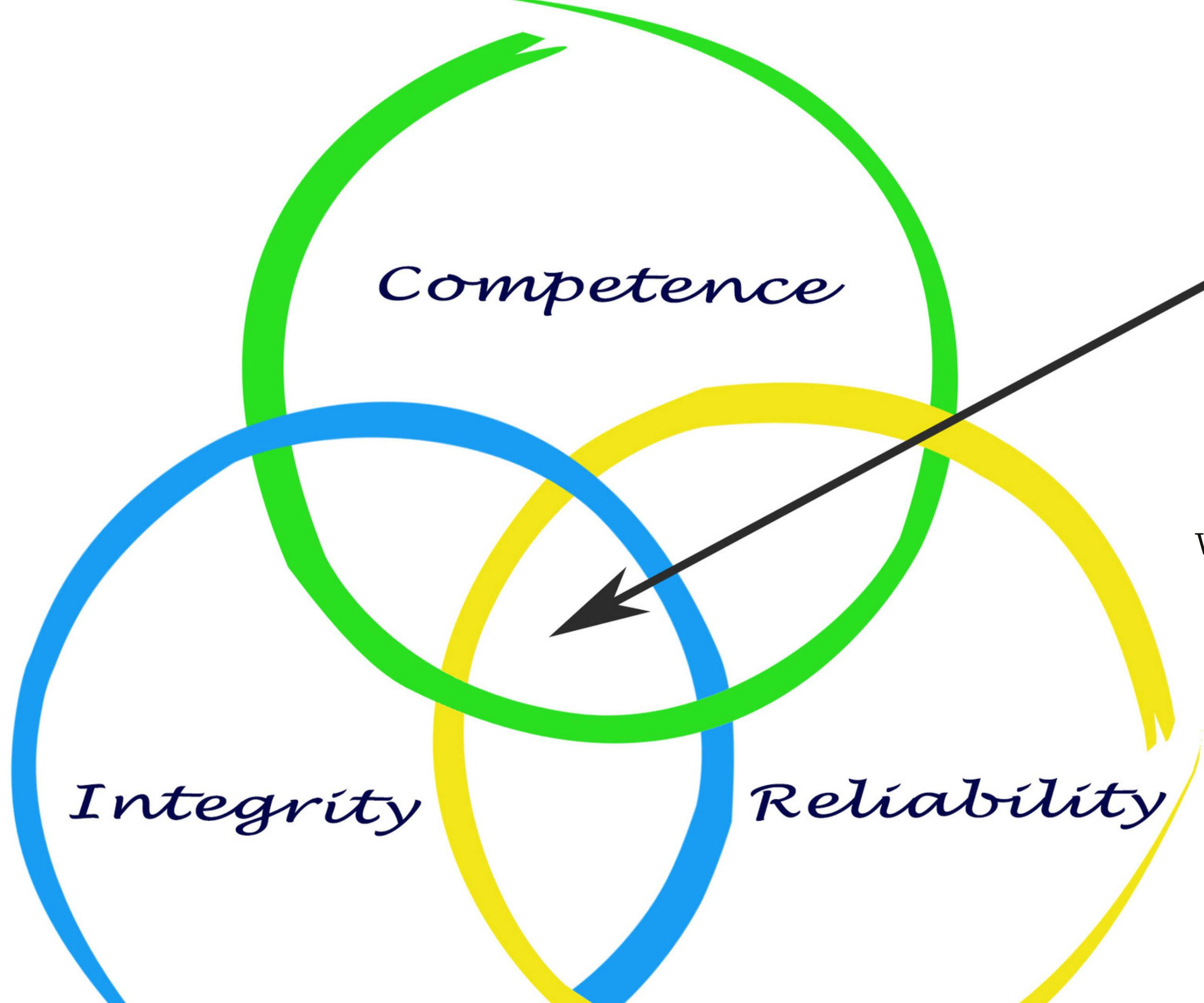


[Breakout room/Padlet activity]

Building Trust

Thought & Action

What are you going to commit to that you have not this Fall concerning equity work (attitude and/or behavior)?



Moving Forward

Based on the conversation today, what are the key issues that need to be addressed as we move towards the conclusion semester (Spring 2023) of this equity series?



Spring 2023: Change & Communication

Leadership: Equity Vision and Moving Forward

Critical Challenge: Embedding Racial Equity

Communication: Threats to Power, Comfort and Resources

