

# 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.