Racism and anti-racism resources for science and academia

From "Racism in science: a lingering taint." Robin G. Nelson, 2019
https://media.nature.com/original/magazine-assets/d41586-019-01968-z/d41586-019-01968-z.pdf
"Research has repeatedly shown that race is not a scientifically valid concept. Across the world, humans share 99.9% of their DNA. The characteristics that have come to define our popular understanding of race — hair texture, skin colour, facial features — represent only a few of the thousands of traits that define us as a species. Visible traits tell us something about population histories and gene–environment interactions. But we cannot consistently divide humans into discrete groups.
Yet, despite its lack of scientific rigour or reproducibility, this reliance on race as a biological concept persists in fields from genetics to medicine. The consequences of that reliance have ranged from justifications for school and housing segregation, to support for the Atlantic slave trade of the sixteenth to nineteenth centuries, genocidal policies against Indigenous communities around the world, and the Holocaust."

AAAS observance of #ShutDownSTEM on June 10, 2020
From blogpost by H. Holden Thorp, June 9, 2020
https://blogs.sciencemag.org/editors-blog/2020/06/09/aaas-is-observing-shutdownstem-tomorrow/
In the wake of the most recent murders of Black people in the United States, the American Association for the Advancement of Science (AAAS, the publisher of *Science*) is supporting #ShutDownSTEM. The effort seeks to set aside time for white and non-Black people of color in science and academia to devote time to education and to make plans to eradicate systemic racism in science and beyond. *Science* offers the following group of articles that will not require a subscription or registration, for distribution and discussion…

- Assessing risk, automating racism
- The context of diversity
- Replicating Meyerhoff for inclusive excellence in STEM
- Without inclusion, diversity initiatives may not be enough
- Katherine Johnson (1918–2020)
- The bias detective
- Unearthing the reality of slavery
- An unequal blow
- Vaunted diversity program catches on
- Mentoring's moment

Potential ACTIONS
VUMC Office of Health Equity
Consuelo H. Wilkins, MD, MSCI
Vice President for Health Equity
⇒ Increase your knowledge and learn ways to root out racism. (see list of readings and resources)
⇒ Evaluate your social media platforms and commit to following and amplifying perspectives from Black voices today, and every day. Follow the hashtag #BlackInTheIvory as one place to start.
⇒ Join this Wikipedia Edit-a-thon to make the Internet less racist by creating and improving pages for Black STEM professionals
⇒ Have a discussion with your team. Because these issues can be uncomfortable to talk about, set some ground rules for the meeting:
  1. Respect and listening are key, especially for white and other non-black participants. That does not mean that it is up to Black participants to carry the conversation or educate others. It just means to check yourself and see if you are dominating the conversation or taking up too much "air-time", and if you are to stop and listen more.

2. If someone's words are hurtful or problematic, participants can use the Oops/Ouch method to respond. If you are not familiar with this concept, please click on the link and read it (it is short) before the meeting.
3. The goal should be to reflect on what we, as individuals, and a group, can do going forward to combat racism. To aid you in preparing for the meeting, we would like to ask you to visit the ShutDownSTEM website page for action. Click on the various roles at the bottom of the page to see what you can do and what you can advise others to do. These suggestions can seed conversations on Wednesday and beyond.
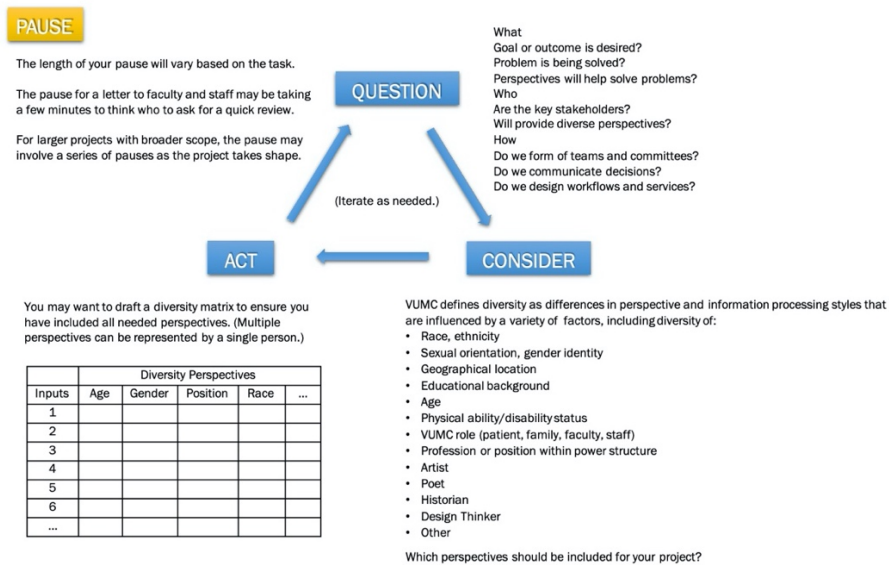
Make diversity & inclusion intentional

VUMC Office for Diversity Affairs
André L. Churchwell, M.D.
Chief Diversity Officer

⇒ PAUSE: When beginning project, take a pause for an appropriate time depending on scope of project.
⇒ QUESTION: Clarify your goals and ask yourself if you've considered all stakeholders' perspectives.
⇒ CONSIDER: Think about whose perspectives might be missing. What other perspectives could inform your decisions?
⇒ ACT: Select a variety of participants based on perspectives they provide.
⇒ *Iterate as needed*

Make Diversity & Inclusion Intentional: The PQCA Cycle in Detail

PAUSE

The length of your pause will vary based on the task.

The pause for a letter to faculty and staff may be taking a few minutes to think who to ask for a quick review.

For larger projects with broader scope, the pause may involve a series of pauses as the project takes shape.

QUESTION

What
Goal or outcome is desired?
Problem is being solved?
Perspectives will help solve problems?
Who
Are the key stakeholders?
Will provide diverse perspectives?
How
Do we form of teams and committees?
Do we communicate decisions?
Do we design workflows and services?

(Iterate as needed.)

ACT

You may want to draft a diversity matrix to ensure you have included all needed perspectives. (Multiple perspectives can be represented by a single person.)

	Diversity Perspectives				
Inputs	Age	Gender	Position	Race	...
1					
2					
3					
4					
5					
6					
...					

CONSIDER

VUMC defines diversity as differences in perspective and information processing styles that are influenced by a variety of factors, including diversity of:
• Race, ethnicity
• Sexual orientation, gender identity
• Geographical location
• Educational background
• Age
• Physical ability/disability status
• VUMC role (patient, family, faculty, staff)
• Profession or position within power structure
• Artist
• Poet
• Historian
• Design Thinker
• Other

Which perspectives should be included for your project?

Other Resources:

View videos that can help educate on some of the issues surrounding anti-black racism in the United States:
• Talk about how racism has evolved through American history (15.5 minutes)
• Why Cities are Still So Segregated (6.5 minutes)
• Black parents having "The Talk" with their young sons (25 minutes)
• Stamped from the Beginning (15 minutes)

New resources from National Museum of African American History and Culture
https://nmaahc.si.edu/learn/talking-about-race