



Best Practices for Managing Cultural Taxation

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Session Learning Outcomes

- After attending the session, attendees will be able to define the term “Cultural Taxation.”
- After attending the session, attendees will be able to discuss “The 3 R’s of Cultural Taxation Relief.”
- This session will help attendees who need methods to combat stress, fatigue, and burnout.
- This session will help attendees brainstorm their own creative ways to bring resistance and resilience to their work institutions.

Introduction

- Majority of faculty in higher education in the U.S. (84%) identify as White.
- “Cultural Taxation” is a term coined by Padilla, 1994, in which minoritized racial groups had more responsibilities expected from them than their White counterparts (Cleveland et al., 2018).
- This presentation will focus on the 3 areas of faculty criteria where Black, Indigenous, People of Color (BIPOC) faculty are “taxed” re: teaching, service, and scholarship.
- The 3 R’s of Cultural Taxation Relief will be offered as best practices for managing cultural taxation.

Background

Increased Workload

- Leadership in committees
- Research in marginalized communities
- Mentoring other BIPOC faculty and students

Supreme Court rulings eliminate DEI Departments

- States like Florida and Texas have shuttered DEI in higher education.
- Limited DEI scope at other institutions of higher education.
- Burden of “Minority Tax” on time-consuming tasks.

BIPOC Faculty need Relief

- Mensah, 2020, makes a call for White allies to pay a “Majority Tax” by acknowledging White privilege, vowing to combat medical racism, and to implement antiracist policies.
- Since murder of George Floyd, institutions have tasked BIPOC faculty and students in addressing DEI efforts.
- Williamson, et al., 2021, calls this additional workload “double-edged swords” in that BIPOC individuals bear the brunt of oppression and are also expected to teach others how to unlearn ingrained discriminatory practices which is EXHAUSTING for BIPOC faculty (Faucett et al., 2022).

Positionality

- Positionality as an Asian American Woman who identifies as a Woman of Color or Woman of the Global Majority.
- Privilege of being a faculty member who lives in the State of California where DEI efforts have not been curtailed completely.
- Occupational Therapy Associate Professor who also spent 2 years at her current university as a former Faculty Diversity Coordinator.

Description of Best Practices

- Figure 1 includes the “3 R’s of Cultural Taxation Relief” Model. The following best practices for managing cultural taxation are the 3 R’s of Cultural Taxation Relief:
- 1) Rebate—Something being returned like time.
- 2) Refund—Overpayment given back such as equitable distribution of advisees.
- 3) Reward—Gift of recognition as the college student mentees become mentors to high school students.

Figure 1

3 R's of Cultural Taxation Relief

3 R's of Cultural Taxation Relief		
Rebate Something being returned	Refund Overpayment given back	Reward Gift of recognition

Rebate

- New faculty need to be on at least one (1) committee.
- This writer was assigned the curriculum committee; however, because she was overburdened with other DEI committee obligations, she resigned from the curriculum committee and substituted the DEI university-wide committee. Resigning from one committee to consolidate her DEI work was a **rebate** of her committee time.
- BIPOC faculty are promoted at lower rates than White faculty because so much of BIPOC faculty time is devoted to teaching and service, not scholarship (Faucett et al., 2022).

Refund

- New faculty are typically randomly assigned a set number of students to advise.
- This faculty receives numerous letters of recommendation (LOR) requests from students who are not her advisees.
- This writer asks students to 1) write their own draft LOR and 2) re-directs them to ask their assigned advisor to write the LOR instead of this faculty. Thus, time has been restored for this faculty and a **refund** has occurred.

Reward

- Reparation involves alumni or former students who have graduated.
- A culminating alumni panel was conducted at the end of the semester of a course entitled, “Culture and Occupation.” See Table 1 on the next Slide.
- Students gave positive feedback on the course evaluations of the alumni panel. The professional “baton” is passed from one generation of OT students to the next which is its own **reward**.

Table 1

REWARD: The Student becomes the Teacher *Culture and Occupation Alumni Panel Questions*

Culture and Occupation Alumni Panel Questions	
1.	Please say your name loudly and proudly and a short bio by answering what marginalized group(s) are a part of your identity?
1.	What microaggressions have been directed your way and by whom? Co-workers? Patients/clients? Others?
1.	What wrongs would you like to right and also how do your cultural practices build resilience?

Discussion

- BIPOC faculty have been overly culturally taxed and need relief to prevent stress, fatigue, and burnout.
- There needs to be strategies to alleviate exhaustion and get something back in the 3 areas of teaching, service, and scholarship.
- To retain BIPOC faculty, the 3 R's of Cultural Taxation Relief were proposed: 1) Rebate; 2) Refund; 3) Reward.

Rebate, Refund, Reward Strategies

- Rebate gives credit to BIPOC faculty for their unrewarded DEI work to count towards their required committee work.
- Refund spreads letters of recommendation among White faculty colleagues.
- Reward has marginalized alumni continue the pipeline of being role models to high school students.

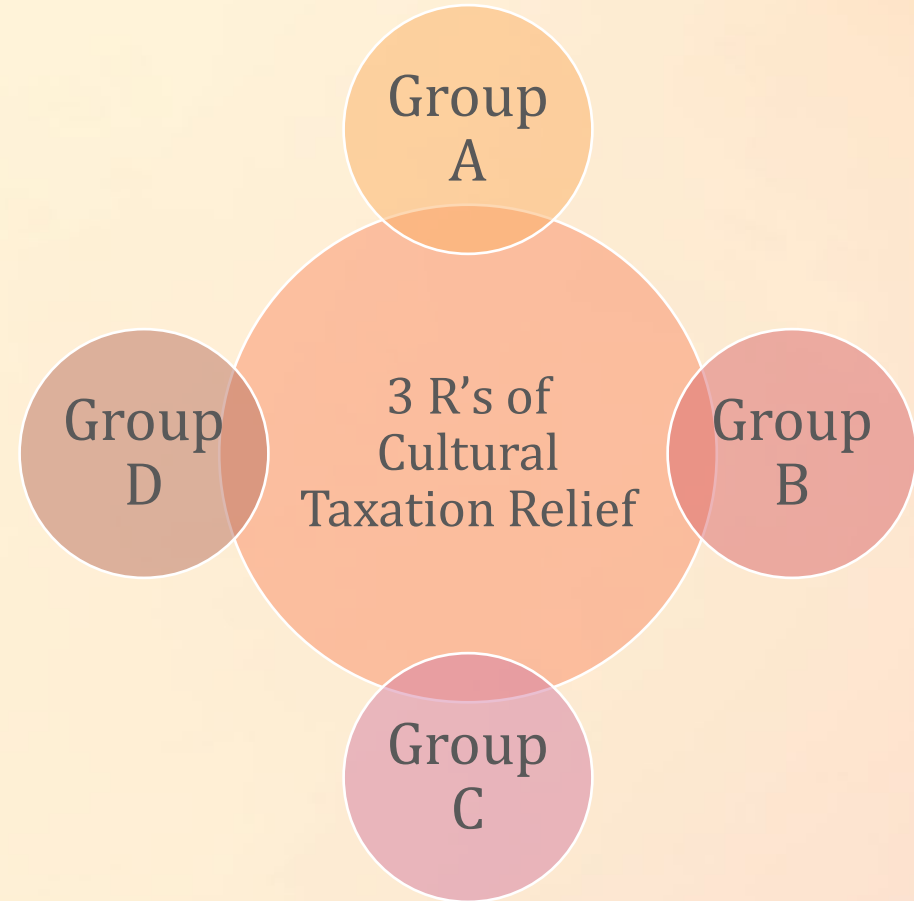
Implications

- Since majority of faculty identify as White, they can serve as White allies to BIPOC faculty for a more equitable division of labor in service of students.
- Students who identify as White need White ally role models as well.
- With restrictions and/or the elimination of DEI Departments at institutions of higher education, faculty, staff, and students need creative strategies to promote DEI-like efforts to prevent stress, fatigue, and burnout. We need to make a space for everyone at the table.

Breakout Groups:

What are some strategies for your workplace?

- REBATE—Group A
- REFUND—Group B
- REWARD—Group C
- REST?—Group D



- REPORTBACK from Groups:
- A) Rebate
- B) Reward
- C) Refund
- D) Rest?

Questions?

Comments?

Thank You



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