

**How D&I Work Can Unintentionally Dilute the Focus on Systemic and Structural Racism**  
**Thursday, June 25, 2020**  
**4:00 – 5:30 PM, EDT**

**Comments:**

- Keen observation: Effective communication without parallel thus far! Incredible, such a breath of fresh air during this unprecedented cacophonous times! R..L. Worthington you have a great, astounding gift. #Bravo. Carry on.
- Thought provoking keyword: "Grappling". It communicates the need for thoughtful intentionality. Sustained positive results will Never materialize via mere Accidental happenstance. Wow! Well said, Dr. Coleman.
- Kendi will be on the Late Show on CBS tonight.
- you are hitting so many amazing points, so many identities that have been silenced and being encouraged to speak out!
- yes!!! This is the time to dismantle systems and build in equity in to this 'new normal'.
- 360-degree and 3-dimension strategical approach. Most Unilateral!
- Change initiated or outsourced from deep within. From the outflowing, rich abundance of the soul, the heart.
- Wonderful to see your leadership in action, and have your support for our NYU community, Dr. Coleman. Thank you all for hosting and facilitating this important conversation and guidance for us all.
- With all of the amazing work on inclusion being done in higher education, we talk a lot about our faculty and our students. We forget to include staff, a huge component of our organizations.
- Critical Mass... Astrophysics applied with sound PRAXIS.
- Bridges rather than walls.
- Great point, Dori Knight! Such missed opportunities by not including the input and influence of staff.
- This is AMAZING!!!! You are hitting on everything that is so IMPORTANT
- Dr. Coleman, the NEW UNUSUAL, excellent descriptor.
- We also don't talk about community colleges and four year colleges. The greatest diversity of students is at the technical and community college level.
- Staff pick up the mantel and practice what we preach.
- The integrity of the chain is verified by the weakest link in need of fortifying. Yes. I agree!
- I agree that we do not include staff! They do not see themselves as a resource for DEI work,
- Excellent point, Dori Knight. We do the same thing in K-12 education.
- So true - staff is essential in this D,E,&I work.
- It was the abusive practice, and rhetoric, of assimilationist inclusion (by my committee — by BIPOC/WOC committee) that led me to leave my doctorate program at Cornell 9 years ago.
- And it ties directly to Dr. Cantor's point about community implications

- Great point Dori! Focusing on staff can dovetail well with what Nancy mentioned. Staff often connects us to our local communities.
- Has Black Lives Matter been diluted as well? Hijacked ? Bastardized? Exploited?
- It's essential in working together, not being separated
- Reconstruction of our collective "cognitive matrices"! This is critical for sustained positive change.
- Staff is essential — but it has to be adequate staffing. For the work to be adequately broad and deep, we need enough folks to do the work.
- Folks forget that students often turn to staff for guidance so yes I agree staff is important to this discussion.
- I think the current BLM movement has rallied people - nationally and globally - which may be a good thing.
- Dori, I agree that staff are need to be included. Often staff members have ties to and investments in the life of the outside community in ways that faculty and students don't. At every school I've been in, it was staff who helped me navigate the city because many of them had grown up there.
- Agreed, Dori and Diana. Staff interact with students on daily basis and they are a big factor of students feeling like they belong or not. Not including staff in the conversation, planning, and application of DEI frame work - the institution is missing a big part of the picture.
- Yes, I agree, Dr. Coleman. We must fuel a critical fire for positive progressive growth, however at the least on a 5-Dimensional level!
- I'm sure she was using it as one example. There are so many partnerships, touch points and intersectionality of communities to re-imagine traditional frameworks
- The energy from BLM movement needs to be channeled appropriately for lasting institutional change.
- The power of framing 20/20 perspectives.
- Ditto re: staff! Staff are the ones who process the faculty's work and privileges, support them into the early hours of the morning, and to our credit, complete continuing education and graduate programs that may not lead to a PhD, but significantly contributes to validating faculty and higher administrator's work and integrity.
- I agree; many of our students will "go to" staff before they come to faculty.
- Cognitive checks and balances. I concur. This is vital!
- Morena (good morning) to you all from New Zealand. Thank you for mentioning Jacinda.
- I think we need to talk a lot more about empathy!!
- And design thinking started with community organizers - often black women!
- I'm sure she was using it as one example. There are so many partnerships, touch points and intersectionality of stakeholders and communities to re-imagine traditional frameworks and activities.
- Indeed. Interfusing the Heart faculties, Mental Faculties, and Emotive faculties.
- We build the table itself together!
- In India the Dalit Lives Matters movement takes inspiration from Black Lives Matters - the solidarity of caste and race movements have been around since Dr. Ambedkar in the

1920s and 40s. With caste, one may change class but socio-economic standing and the stigma of caste endures. This plays out in higher education, government, and various facets of life. One element could be exchanging further between anti-Black racism scholars and anti-caste scholars. In India Dr. Ambedkar talked about "annihilating" caste. I am curious if there is any such discourse that could be applied to racism? Can one say annihilate racism? The concepts are somewhat different but forms of structural discrimination are very similar.

- I have seen #BLM being used as a distraction from tangible, difficult, and sustained work. Particularly when it's used in solidarity statements for large corporations who have never before made it a priority.
- Thank you Dr. Coleman for those fantastic insights and connections across concepts and occurrences!!! Brava!!
- Design Thinking is an excellent model.
- This is very enlightening! Dr. Coleman, you referenced Watson. Please provide the spelling of the first name so I can research.
- Re-Allocation counterbalanced by Re-prioritization.
- Has there been any move to making diversity and inclusion focused on bidirectional transformation. That is no one is in the power position of being right and educating the rest? I've found acknowledging myself as a co-contributor to my experience of being marginalized as a woman engineer has enabled a richer dialogue. Can one structure such efforts in the wider D&I practice?
- The question? For clarity...is....How do we leverage the BLM movement and other movements that our Zoomer/BLM'r generation are dealing with right now? Is this the question?
- Yes Black Lives Matter is diluted by racists, "All Lives Matter," and "Blue Lives Matter. " We hosted a discussion on our campus to talk about race relations on campus, and the nation. I walked them through Black History, up to the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, and let our very conservative staff know that it was never okay to respond to Black Lives Matter in the diluted sense, because Black Lives have never mattered in the U.S. My response is "All Black Lives Matter."
- Lisa Coleman, you should convene a summit of senior leaders across sectors to create a decolonized anti-racism curriculum focused on specific competencies for centering black excellence
- How does higher education move from (sometimes endless) meetings and planning sessions on the topic of Anti-Racism, Diversity and Inclusion, and put the plans into ACTION? While I am glad the taskforces are being created I am not seeing actionable items.
- You're right, Dr. Reese. BLM is not willing to wait, or go through the hesitations and delays of higher ed.
- Can you talk more about the importance of design thinking? That is such an important point and it warrants more discussion. What is design thinking. And how can we use it to help build equity in our diversity and inclusion initiatives?
- I think that one main thing that we have not said is in reference to how being in higher education and racism is an oxymoron of a mixture. I say that to say that humility is needed for those within higher education to digest and challenge their own racism and

ways to change. Being in higher education somehow those at times think that being educated somehow grandfathered them OUT of being racist. "I can't be educated and racist. I am too educated to be racist". The education/degrees/publications etc... keep a distance from some making changes

- And what happens when black women are put in prisons. What happens to the families when those caregivers are imprisoned? That's what BLM is addressing as well.
- Is the question around using prison labor as exploitive similar or the same of how we use student-athletes in sports? If the point is equity in labor I would say these two things are equally in violation but if the point is someone should get something, even if not equitable, then the two aren't similar at all.
- Whenever I bring up racism in my department, the conversation shifts to "diversity" and a lecture about all the recruitment efforts typically ensues. But, diversity is moot if departments and workplaces do not create a safe space for their students in which racism and black history are understood by all and racism can be called out without fearing retribution. Leadership rarely view "diversity" as a moral imperative requiring community involvement and investment so as to offset institutional problems that begin to impact black people at childhood. How do you suggest to reconcile this?
- Yes, Dr. Reese. There is a power that comes from understanding the past in order to understand, and change, the present.
- Our institutions must be held accountable for our complicity in mass incarceration.
- Here in NYC prisoners at Riker's Island maintain Hart Island (Potter's Field)
- How do we constructively respond to department leadership when they point to the "immense progress" they have been made in hiring token black professors who themselves engage in research that is exploitive of communities of color?
- It would be interesting to know how we find out if and how our institutions are using mass incarceration as a benefit.
- How can higher ed fight against the school to prison pipeline?
- How much is financial support for prisons reliant on prison labor?
- In addition to divestment from the prison industrial complex, the conversation should also be had around divestment from fossil fuels and transition to renewable energy, given the disproportionate impacts of climate change on BIPOC communities.
- Our students will hopefully push scholars and our community engagement efforts toward abolition.
- How do those of us at public institutions navigate the imperative of 'diversity of ideas' that is often used as cover for behaviors and attitudes that are harmful to our students?
- Thank you, Dr. Reese. Also, such prison labor allows corporations to label their goods "Made in USA."
- How can you find out which institutions have invested in prison labor?
- NC just passed the Second Chance Act today!
- Agreed! If the school receives a benefit from prisons they should be offering education to inmates and prepare them for release, and truly rehabilitate.
- Dr. Cantor, that would be great except that our lawmakers use language to keep systemic racism alive in the penal system (i.e. the war on drugs/crime).
- This is a rich discussion but raise the question-again- about the title, "Chief" Diversity Officer that was used at the beginning of the discussion, is it a result of systemic racism

- we should be supporting school based programs (used to be called service learning) in communities to support youth becoming engaged with college-ambitions and provide expressive modes for youth. and it can be part of an anti-racist education for our students.
- Felony records are very prohibitive for job prospects, regardless of one's educational attainment. Prisons do not rehabilitate or we would not see the recidivism that we have.
- I think it comes from a genuine discomfort of the "old guard" of predominantly white faculty confronting the way the system has privileged them and their positions. I love her question and would love to hear the panelists discuss.
- Can institutions be transformed?
- This is a powerful discussion and provides some concrete things for action with respect to the prison industrial complex. And also raises the issue of how our institutions are treating staff on our own campuses and subcontractors.
- Yes! Check out the book "FROM SLAVE SHIP TO SUPERMAX" by Dr. Patrick Elliot Alexander , Duke 2012. He created the Steppingstones prison education program while a graduate student at Duke and founded the Prison to College Pipeline Program at the University of Mississippi. He speaks on what you all are saying about using education in prisons to transform.
- How do we get beyond diversity and inclusion as a tool for systemic and institutional racism?
- I appreciate the problems being identified and am hoping we can get to proposed solutions.
- Agree with the difficulty in higher ed for true self examination needed to lead to transformation - and how do we incentivize and reward this ?
- Gracias, Dr. Cantor! Yes, across the curriculum and across disciplines. AND, required professional development for all administrators, from Dept. Heads to the President/Chancellor!
- Are there any metrics to use to assess this transformation process?
- yes! thank you Dr. Cantor! it's like putting a band aid on something!
- What are the tangible responsibilities of Higher Ed Institutions to secondary public schools and other community educational spaces (e.g. Boys and Girls Clubs, etc.)?
- it's a temporary solution in many minds unfortunately!
- Yes to transformation across the board
- Yes, second Rusty's question. When we think of diversity it's often through a lens of bringing in greater diversity into a current space - the assumption is that there is a current dominant group that needs to be diversified. Inclusion work often assumes that we need to ensure that the diverse groups then feel "included" in the current space. This a different lens from building a structure from the ground-up through an anti-racist lens which doesn't still assume and align with current power structures.
- It has to be integrated into all instruction, all curriculum. It must be discussed throughout.
- The "BlackintheIvory" thread on social media has highlighted how Black faculty has felt in these spaces. How can we be transformative when we have these experiences?
- They think one book will do it because they don't respect the huge amount of work that goes into being a scholar of race. They put an afternoon book club talk up against your decades of expertise and training. A mess!

- So glad you're talking about STEM and the comment, "oh well, that stuff really isn't for us"
- To Great point Dr. Cantor. Need to weave anti-racist study and practices throughout the fabric of institutions---the ivory tower!
- Great to hear you link structural racism with indigenous populations, Dr Cantor.
- Unfortunately, some universities (such as mine) are not going to transform en masse, as Cantor suggests. It is up to the individual faculty to make our curriculum equitable.
- How does higher education achieve true buy-in from the general public to move from inactive non-racism to active anti-racism beyond simply protesting to actually putting some skin in the game by investing in the everyday lives of black families?...not enough to post pictures of yourself on social media at a protest....Get in the game daily!
- we always enter the echo chamber of all of us intent of changing what we see.....the challenge is getting to those who didn't login or pick this.as a webinar to listen to.
- It otherizes DEI. Infusion in the curriculum is key.
- We need to conduct a comprehensive reconstruction of educational curriculum beginning with K-12, or simultaneously with college institutions, to offer inclusive experiences for all across the board.
- we have to be careful of who provides the messages of anti racism if they are not truly prepared to do so. they will do more harm then good!!!
- Let's not forget K-12.
- Thank you, Dr. Cantor. People have to understand that overcoming racist beliefs cannot be address in a semester long course.
- Yes, Dr. Reese. That is the issue. We have admins that do not think this is relevant.
- The power of a better, usable past, is what can help us change the present.
- I agree with you Dr. Cantor about the exceptional child strategy! We must look at the whole system from recruitment to exiting the higher educational system. Also, support and mentoring after the award of the degree must be addressed. As an I-O Psychologist, my profession, in particular, must address these issues—the total system.
- My question is also centered on my experiences as a current faculty member and a former bank manager too. For instance, when I was a bank manager, I had the power to recruit and hire a team of diverse employees. This hiring practice was intentional! At one time, my team members were comprised of white, black, Hispanic, and Asian bankers. Therefore, with this minute example in mind, those in authority who have more power to cause change in policies in all fields should be intentional about changing the corporate and educational system to a more equitable one. In sum, leaders in every discipline should be intentional about making the system more unbiased. This act is transformative!
- Dr. Cantor, You are a true treasure...I actually met and first heard you speak about the community partnerships and work you institution has been doing under your leadership at the Keeping of faculty of color and indigenous faculty conference at the University of Minnesota a few years ago (2016, I believe). You gave one of the opening keynotes, and I just remember being moved to see someone in your position approaching this work in the way you do! Thank you!
- Here's a thought: The system might experience greater positive strides 'If' the office of "Chief Diversity Officer" is reframed with greater priority such that those whom fill the office serve as "Senior Paradigm Shifter". Such that innovative idea, notions, thoughts

are counter-balanced with matured emotive factors. The expected or logical result is to avoid herein circumvent the subconscious triggers which keeps all parties further divided (i.e., surface-level and heart-level) rather than acquiescing into a fully synergistic holistic framework. More results predicated my more disciplined, empathetically constrained and deliverable efforts. Your thoughts?

- Great point. Part of the interrogation process is learning to unlearn.
- We will transform higher education via the curriculum when institutions promote it as an educational outcome as preparing students for a diverse world and work as part of excellence
- Spot on Ben. Most "progressive" scholars I know who tick the right diversity boxes still hold subconscious bias about the inferiority of non-Western knowledge systems.
- Amen! Re-think what experiential learning is!!
- This conversation right now is amazing. The people here today are actively trying to engage in anti-racism in their lives. So I think the question is, how do we get apathetic people passionate about anti-racism as well? How do we get unwilling people to work with us toward transformation?
- Power concedes nothing without demand. It never did and it never will - Frederick Douglass
- A good place to help with the REAL history of America that explains the laws and exclusion of other key persons of color... and marginalized groups can be connected to places like.....The People's Institute for Survival and Beyond, New Orleans, LA.....Race Equity Institute, LLC Greensboro, NC.
- Yes, indigenizing leads to a different paradigm with different measures and markers of progress.
- Need to reform and include intersectional historic and current contributions to our mosaic. Remake curriculum K-12 thru college/university, including standardized textbooks, videos, reading lists, approved researched projects, etc.
- I like that you engaged STEM folks so that they were transformed to be socially conscious and self-aware.
- Should we buy into categorizing people of color as being marginalized? Personally don't like being referred to as a member of a marginalized group.
- research and creation WITH people, not ABOUT people (sorry - I don't know the citation for this thought)
- Yes. Universal Design!
- absolutely, the arts most often operate in collaborative and co-creative manners and that is one of the reasons that they are more integrated and challenging of systems, and racism. one of the BLM co-founders is an artist and graduated from our program at USC
- How do we confront the tendency of institutions to silo DEI and anti-racism action/education work in specific units/roles, multi-cultural and social justice education offices. Is the "centralization" and focused effort needed? Or (especially as we see more and more CDOs leave universities exhausted and go into consulting) does this structure serve to marginalize and reproduce white dominant culture rather than foster shared responsibility and accountability across the organization?
- How do we keep CBPR from being marginalized in our institutions?
- Don't bring colonial energy. Give money and step aside!

- CBPR is where it's at! <claps> Unfortunately it is not as valued as traditional research methodologies.
- even those in the work tend to still take the lead rather than letting the community person taking the lead, have them as the PI - yeap I said it:)
- Thank you for the excellent examples. I will look up CBPR and participatory action research as well as Lisa Coleman's work and Nancy Cantor's example of public safety in Newark.
- “I would start in her own identified group,” AMEN!
- Yes, CBPR, and an offshoot can be amazing methods like participatory photography and photo voice, as a method to include community on ALL levels, like children and 'vulnerable' communities like undocumented and refugee communities.
- it is time for (us) whites to step aside, EXCEPT when it comes to influencing other whites. I’m working class white from a rural community and there is a LOT of work to be done!
- Amplify the voices of the folks already working, and cut the check. Give material support. Pay their rents. Buy groceries. Pay for childcare.
- "What does it say about us a leaders that we didn't care about these issues before BLM?-- Yes! Exactly this!
- May 18th conversation- wonderful way to frame the issue, Dr Reese! So helpful.
- What happens when the people leading your anti racism efforts are Black people and they themselves are anti Black?
- Agree with you Dr. Reese. All of a sudden everyone in my unit wants to help me in my inclusive excellence work and eradicate racism. Only about 40 people attended when you spoke on bias 2 years ago.
- COVID has forced them to finally address
- "What does it say about us a leaders that we didn't care about these issues before BLM?-- Yes! Exactly this!
- do they have interest in the issues or in the impact this MOVEMENT will have on their bottom line?
- I support your viewpoint wholeheartedly. White people need to learn about true American history as I have gotten tired of teaching them.
- How do we make true healing the goal rather than just capitulation?
- It says that our responses are performative Dr. Reese
- May 18, 2020; April 3, 1968; and so on! Yes! Thank you Dr. Reese.
- The destructive force of non-Authentic intentionality! Longevity of growth and maturity determined by the breadth and depth of the core root system! Perhaps? Your thoughts.
- I’m a Constructions of Whiteness alum! Excellent course!
- Yes, Dr. Reese. Can the panelists discuss the impact of the failure of those white leaders in failing to have those conversations prior to 5/18 has on BIPOC community and leaders?
- I want to have a white affinity group on campus to discuss these issues and the last time my campus tried doing this, there was a lot of pushback from people saying that was racist. How can I bring white people together and get them to understand it is about understanding and leveraging our privilege



- I'm white. I've been a DEI practitioner and educator since 2012. I do a lot of listening, and I walk gently and humbly into conversations with people of color. When I have a white audience, I educate them about white privilege and unconscious bias and how these things have benefitted white people to the detriment and harm of people of color. .
- Great discussion, your insight of central pillars of higher education that support systemic racism and affirmative steps at their dismantling
- "We have to unlearn to re-learn"
- I mean leveraging privilege to make systematic changes
- The thoughts: The "means to an end". Or, rather "end" towards a narcissistic-driven "means"!
- There is much education needed in the structure of policing a population, as I have myself over the last month. I grew out of slave patrols.
- This is hard work and even harder when they/ we/me (white people and others) don't allow themselves to explore their own legacy of racism and history of oppressive behavior. It is scary, powerful, and has to start with humility ( of course anger is the catalyst that really creates change) Great discussion!
- The truth is always constructive. Stop lying to these mediocre folks. Tell them the truth!
- I am enjoying the candor among the panelists.
- Wow. Wow. Wow. This panel is singing the truth! Every comment layering on top of the other. Bam, bam, bam. Such a gift! Thank you.
- Y'all preaching in this chat! \*shakes tambourine\*
- I need this to be a full day seminar!
- even when black folks are the exceptional child they get passed over for jobs at our institutions...and brutalized and murdered by police.
- Is "reset the table" a polite way to say "burn it all down"? Because that's what I'm hearing in the streets. How can you reset the table if you can barely get into the room/building?
- Dr. Cantor, I am so glad to hear you speak about the exceptional child model. I have experienced this - the double-take between resume to interview to hire. Along the way whites have been "so surprised" by me being in their space.
- The set time to reframe all things deemed as "Normal?"
- Reset the table sounds like everyone get up and move over one seat; a a round table:)
- "Exceptional child" reminds me of "model minority"
- Many of us work on campuses that have become more aware of the history of the lands where our campuses were built. We also have become more aware that some historical funding came from individuals who profited from the slave trade and also were active members of racist organizations during the early 20th century. How do we address the history behind the lands our institutions occupy and some of the historical funders' views?
- But what's seductive is when leadership IS comprised of POC, thinking we've arrived, but complicit in maintaining the status quo
- thank you for this! Such a great presentation. And I dare to say, EVEN our beloved HBCU's have taken on some of the same white patriotically models to keep women of color from the board rooms

- Exactly, Dr. Coleman. It's as though our melanin becomes weaponized when we are the majority in the space.
- Thank you for the "diversity of thought/ideas/perspectives" question :-)
- How about including indigenous knowledge systems
- Can diversity remain independent, yet remain interconnected at the heart with heart, intentionality, and driving objectives?
- usually it means, get some different white men in the room:)
- I see Diversity of Thoughts as yet another component of the diversity dialogue
- How do we work with or around a college literally built on a slave plantation? Graveyard and all. How do we work with , address but not erase, the history?
- I appreciate that point about one's "thoughts" can't be separated from your actions. If you have racist thoughts as the "nice" guy, you're likely to have racist actions
- I ask search committees: Why do you want to hire a more diverse faculty? What do you expect "diverse" faculty members will do differently than others? Why does this matter to your department?
- Folx want maintenance of status quo and similar thoughts
- Diversity of thought is used to avoid the more difficult conversation around race and gender identity
- What impact of November election will have on DEI regardless?
- I'm the director of a midwifery program. Nursing and midwifery have been 2 professions that often seem to be siloed away and not in touch with antiracist, antioppression, decolonizing movements. Hospitals are set up in a very militaristic, top-down hierarchical framework and accountability structure. Do you have any recommendations for teaching health-related professions? Are you free to join us for an online summit in future? We are trying to create best practices for faculty & staff hiring, admissions and retention, processes such as curriculum committee and policies, dismantling policies that are inequitable such as field placements. How do we move some of this knowledge into health professions in which racialized, females, trans, in a helping profession tend to have compounded oppressions.
- If you each could provide one suggestion/answer, how do we respond to leaders who do NOT see that there is a diversity, inclusion, and equity issue?
- Diversity of thought from people from different parts of the country not necessarily black thought
- Yes Dr. Coleman! That is why we congregate with our brothers and sisters in our work spaces. We get tired of listening to their thoughts all the time.
- So, a hierarchy of needs first at the communal or tribal-level thereafter trickling down to the individual-level! That what I am thinking at this point.
- OCAD in Canada just made a critical mass type hire of Black artists and designers.
- Higher Education should connect with social movements of oppressed communities in a deeper way for critical mass. Not just study and write about them but work in tandem with them.
- All I want is to be in an English department with another Black woman. Whether I agree with her or not is for later. Wow, the bar is so low!

- Many that speak about diversity of thought do not value the thoughts and ideas of Black scholars
- Companies are funding university innovation labs where the design teams are overwhelmingly white and serve white interests. This continues the same racial exclusiveness
- "making arguments from our lived experiences that help us move forward to solutions" that's really powerful and a helpful way to push back on the "balance" argument
- Solutions are often about Imperatives Truths not balance, very well said Dr. Cantor.
- how can diversity officers cope in spaces of low resources and support and power?
- Have to be careful with that concept of "fit" when it comes to higher ed. institutions. That doesn't always mean diversity of thought and experiences belong there.
- Top down is important key - leadership has to demand racial diversity in search processes. demand it.
- "Pro-con" and "Balanced discussion" implies there are "good people on both sides"
- Wisdom at all levels and how you integrate them into problem solving-love it
- White supremacy has propelled folks to the top though. For them to turn around and demand diversity means that they lose power.
- they have to be held accountable. they can't just hire a d&I person to handle it
- balance can mean neutralizing each other in zero-sum game
- when the only diversity is in the areas that interface with diversity? or the only person on the board is the D & I chair... when the student rep is the "good black person" , and the staff on the committee is the one who never says anything.
- The Art of Hosting Meaningful Conversations is a collection of techniques that can be used to have these conversations that include all parties that are affected.
- The Cartesian Plane: 'X', 'Y', and 'Z' approach. I agree, Dr. Cantor. You have struck a critical match in that point!
- the middle sometimes never make it to the top...especially diverse middle
- LOVE the three dimensional aspect! Or Messy middle RIGHT on!
- Often the "bottom" at higher ed--staff--have to fight for a seat at the table.
- I think the CULTURE (not the policies) of the organization has to be open to true change, if even that means power is ceded and positions at the top are lost" reorganized"
- Amen for the Middle and the Anchor positions
- I love living in the messy middle that is were real growth can occur. change comes from being uncomfortable.
- How do you convince those in the middle and at the bottom that their co-collaboration is more than just symbolic?
- Exactly. I think that also means having people of color and other change agents in leadership positions BEYOND D&I. We less often have BIPOC leaders on the academic side of the house
- let's hear it for shame and blame :)
- Dean's have to use metrics to hold departments feet to the fire
- Dr. Coleman just gave an example of impression management. You love to see it!
- administrators are under pressure to only have good news to market. this makes it hard for intentional outcomes which can raise negative metrics of performance

- I have been hypothesizing how to use the "stages of change" model to analyze people's engagement in anti-racism and what interventions are appropriate for each stage. Anyone thinking along these lines or recommend another model or combo of models?

**Resources:**

- Check out the book "FROM SLAVE SHIP TO SUPERMAX" by Dr. Patrick Elliot Alexander , Duke 2012
- Read: Learning to Be White: Money, Race and God in America by Thandeka ... a good place to start
- Dr. Janet Helms, has a book on "A Race is a Nice thing to have" that unpacks white racial identity. Very important book for all to understand whiteness.
- <https://www.ocadu.ca/news/recognizing-canadas-black-visual-artists>
- [https://www.academia.edu/37319531/Responding\\_to\\_Diversity\\_and\\_Inclusion\\_Issues\\_II\\_PE\\_Ideas\\_Insights\\_and\\_Probabilities\\_Essay](https://www.academia.edu/37319531/Responding_to_Diversity_and_Inclusion_Issues_II_PE_Ideas_Insights_and_Probabilities_Essay)
- [https://www.academia.edu/42646221/Running\\_Head\\_CASE\\_STUDY\\_ESSAY\\_ON\\_MOUNTAINTOP\\_EXPERIENCE\\_1\\_Leading\\_a\\_Diverse\\_Set\\_of\\_Identities\\_to\\_a\\_Mountaintop\\_Experience](https://www.academia.edu/42646221/Running_Head_CASE_STUDY_ESSAY_ON_MOUNTAINTOP_EXPERIENCE_1_Leading_a_Diverse_Set_of_Identities_to_a_Mountaintop_Experience)