

CDO Community Check-In
May 28, 2020
1:00 – 2:30 PM, EDT

Questions:

- Hi awesome folx and thanks for holding this space! What is working and not working as you moved your EDI activities virtually?
- My question is related to universities that have sub-contractors as workers who clean our buildings. My concern is about how they will be protected as essential workers even though they may not work directly for our schools. They are at high risk by cleaning our facilities and at my institution are mostly Black folks. I am genuinely concerned about their safety. Any suggestions?
- How are each of you navigating institutional structures that default into traditional bureaucracies that exclude inclusion and equity issues as central to the overall University strategic plan?
- How are we strategically preparing ourselves for the eventual attack on the CDO role as our institutions begin to look at budget cuts; using the mindset that the work can be parceled out to others to do?
- What does it mean when the CDO (or the equivalent) is not a part of those subgroups?
- Another thing that has been uncovered is that many CDO's were not invited to the table at the onset of this remote learning movement. How do we use this time as a way to ensure that the CDO is moved up the hierarchy structure at our respective institutions?
- Despite NADOHE standards for the profession, CDIOs are structurally located in a variety of places across Higher Education. How can we, as a group of professionals, leverage our work to build consistency of placement for CDOs across higher Education?
- In the classroom, diversity often is limited to structural and compositional diversity. This is different in the online environment. How are you ensuring faculty are engaging with diversity in the classroom?
- How are CDOs impacting the communities in which colleges & universities exist to address the disparate impacts of COVID-19 as well as the historical vestiges of slavery, racism and discrimination? Our universities don't exist in a vacuum.
- What recommendations do you have for language around communications and signage about restrictions re: social distancing, temperature checks, etc. in the campus environment?
- Gretchen, thank you for sharing about the program to open conversations with students and alumni of color to discuss the troubling incidents we are seeing daily. Can you share more about it?
- I think that not enough attention has been paid to the issue of zoom booming. I think we have addressed the technical aspects, but I am wondering if anyone has thought about the psychological and emotional damage from this that both the professor and the students experience from this. How do we help them to deal with the shock of this kind of attack?

- Thank you Anita. These are great strategies. I imagine that in the dramatic arts or in education (my field) it may be easier to implement these strategies. How do we engage with faculty in the STEM fields which I find a bit more challenging?
- Are your any of your institutions sharing or reporting the number of students, faculty or staff who been infected, passed away and/or recovered? And the demographics of those groups?

Comments:

- Thank you for this vital conversation! As we navigate higher education and the reality of our everyday lives, it is imperative that our voice is central to University operations and it seems that is has been an afterthought and not as a strategic aspect of decision-making and leadership. It becomes difficult to consistently convince others that our EXPERTISE is not only valued but essential to the future excellence of these institutions!
- It is not only the disparate impacts associated with COVID-19 it also the historic systemic racism that plays out daily in America with police brutality; school to prison pipeline; biased responses by white people toward POC especially black males; and a failed justice system based on an socio-economic system that keeps citizens in poverty especially blacks, Latinos, and developmentally disabled citizens and residents.
- Could we also speak the names of our fellow human beings whose lives mattered and were taken during this time, George Floyd, Breonna Taylor, Ahmaud Arbery, Steven Taylor, Sean Reed, Adrian Medearis and so many more including trans and gender-variant people
- Thank you, Obie, for saying this. Our employees and students of color continue to be traumatized.
- And checking the temperature needs to be trauma informed as well. Many students are returning with unbelievable traumatic experiences...
- Trauma-informed is huge...think this is still an evolving area in EDI work.
- We also need to remember that children are still in cages and families as well, and we are waiting to hear from the Supreme Court decision on what will happen to DACA. That decision will be extremely critical to what will happen with our Hispanic students in the coming year!
- Can anyone speak to the hate and bias incidents that happen in the online platform. I had an increase in those on my campus in terms of sexism, misgendering students and racial. Can anyone speak to tips to help navigate this/
- I do Health Sciences D&I - we've been managing the treatment our students and trainees get on the wards since 45 took office. It has gotten increasingly ugly.
- Thanks Rich...we must continue and always "Step Up; Stand Up; and Stay Up!" to address the issues that affect our students, faculty, staff, and community where our institutions of higher education are situated.
- ADA: also consider how to manage the challenge of people being masked - and the impact on hearing impaired people who read lips.
- I would like to hear more about the cultural trivia. Great idea!!

- My staff came up with trivia questions, very easy to find on internet! African America history; Asian American History; we've done awards including Emmy's, BET and sports awards, Also Religions. You can really get creative with trivia.
- in addition to access from an equipment perspective, the visual access of others into our homes and the issues/challenges around this. I.e. those dealing with housing insecurity, or just the basic access others would have into your home reality
- As CDO's I think we also must be cognizant and address the anti-Asian racism and xenophobia that is being propagated by the administration in Washington. We recently held an anti-Asian Zoom forum through one of our diversity councils.
- Our office engages in "Tough Talks" during academic year and continuing through the pandemic including the summer. Also addressing Ala., Minneapolis, Louisville issues so our students can share feelings about what current situations have wrought.
- While my college has focused on preparing faculty and staff for online learning, in the spirit of inclusion for staff, my office hosted two virtual gatherings for our three campuses: 1) Navigating Working Remotely with School-Aged Children and 2) Navigating Working Remotely as a Family Caregiver to create community and connections. Both events were well attended and we received positive feedback for future topics.
- Thank you, Anita! Wonderful way of applying Estela BenSimon equity mindedness in online teaching and learning
- Please post that equity-minded pedagogical framework. I was away from my computer. Thank you!
- Thanks, Anita...you provided us with a pragmatic approach to implementing equity-mindedness in our curriculum and student engagement efforts.
- Such RICH information. @Anita, Estela Bensimon is my shero!
- Definitely going to dig in with faculty in a series of engagements re: the 5 principles of equity mindedness.
- Our campus identified institutional foundation funds to offer support to DACA students ineligible for CARES money.
- Factors that may impact the return of current international students - Status of Travel Bans/Presidential Proclamations Family concerns, returning is family decision Health of family members, health of student Method of delivery of education Sense of protection by health safety on campus and in housing Insecurities regarding the US Healthcare system/cost of treatments Financial concerns/exchange rates/loss or relocation of family income/savings Confidence in the US economy- getting a job after graduation & internships Price of flights and availability Fear of racial tensions growing in the US /blame directed at Chinese government Concerns for return process at CBP-quarantines etc. Student Housing protocols/limitations

Resources:

- <https://www.dol.gov/odep/topics/Novel-Coronavirus-Information-Resources.htm>
- <https://www.natlawreview.com/article/eeoc-updates-its-covid-19-guidance>
- <https://www.dol.gov/odep/topics/Novel-Coronavirus-Information-Resources.htm>

- <https://www.natlawreview.com/article/eecoc-updates-its-covid-19-guidance>
- <https://www.sullcrom.com/eecoc-releases-updated-guidance-to-employers-regarding-ada-compliant-practices-during-the-covid-19-crisis>
- i wanted to share a resource that we will be facilitating for free for youth and adults. this initiative will run from June 9th up to August 15th and we will be starting to promote it tomorrow evening.
<https://sites.google.com/view/communityhealingspaces>
- Good ADA articles: <https://www.dol.gov/odep/topics/Novel-Coronavirus-Information-Resources.htm> <https://www.natlawreview.com/article/eecoc-updates-its-covid-19-guidance> <https://www.sullcrom.com/eecoc-releases-updated-guidance-to-employers-regarding-ada-compliant-practices-during-the-covid-19-crisis>
- <https://cue.usc.edu/about/equity/equity-mindedness/>
- Great Article: New York Times (April 4, 2020) (New York Times- April 4, 2020) “College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are. “ Five Core Principles/Strategies of Equity Minded Teaching: A. Intrusive B. Relational C. Culturally Affirming & Culturally Relevant D. Community Focused E. Race Conscious