

**Leading Change: Collaborative Tools for Reimagining our Future in Fall 2020 and Beyond**  
**4:30 – 5:30 PM, EDT**  
**June 2, 2020**

**How are you feeling right now?**

- Hope
- I'm exhausted, and sad
- Hopeless, angry, overwhelmed
- Determined
- Exhausted
- Energized for change
- I am tired and exhausted and traumatized.
- Jangled
- Overwhelmed
- Exhausted and helpless
- Unsettled
- Also tired, exhausted and traumatized
- Overwhelmed, exhausted, angry
- Torn between competing concerns
- I am SCARED!!!! Feel as though All I do will never be enough.
- Exhausted, frustrated and traumatized all at the same time.
- Frustrated and overwhelmed
- I'm exhausted and overwhelmed!!!
- Frustrated, yet hopeful
- Emotionally, physically, mentally fatigued
- Conflicted...angry, exhausted, and excited
- I am vacillating between sadness, frustration, uncertainty, resilience and action.
- So Tired but see so much OPPORTUNITY
- Tired, angry, optimistic, reluctant, determined
- Frustrated, angry, and many more emotions.
- Resilient and committed to change
- Angry and frustrated and empathetic about the multiple roles and emotions you are all juggling in NADOHE.
- Essential
- Exhausted, pissed, frustrated, determined
- Hopeless; claustrophobic,

**Questions and Topics of Discussion:**

1. How do you at your campus engage the leadership? Our office does not report to the president.

2. I am getting frustrated with the rush to make statements every time something happens with no action to follow. I suppose statements are needed, but what are tangible steps to take to address flashpoint incidents?
3. I would like suggestions of resources for younger people of color. I provided general resources for antiracist work and some specifically for white colleagues, however, a number of people have asked me for resources to help them talk with their biracial children and I do not have much to offer them.
4. What about immigration?
5. Differential impact on people with disabilities
6. May you provide suggestions on how to provide support to both students of color and white students manage the challenges they are experiencing with social media dialogues amongst each other particularly white and black students. We are being asked to intervene in some type of punitive way as students are currently offended with the dialogue that are termed "racist" in nature.
7. How are you addressing the budget issues with respect to employees who may be more vulnerable to layoffs and on many campuses more diverse?
8. Corporate sponsorship for DEI work
9. Several of our students have work or sibling care expectations when they returned home. What strategies would you suggest?
10. There is a tendency for campuses to go into "inactivity" mode because faculty are "off-contract". What are campuses doing to ensure that issues of DEI are not lost over the summer. Any incentives being offered as a part of the tenure review process for any campuses?
11. Are institutions keeping track of those impacted by furloughs and layoffs (by class, race/ethnicity/gender, and other social identities)?
12. In terms of PPE, we are still wrestling with enforcement. We are hoping to use the student conduct code and also requiring that everyone who enters campus buildings are asked to use a mask. We have not decided firmly what to do about enforcement, especially since there are questions of safety for men of color. How about your campus?
13. We are trying to working with our communications team to get them positioned to do the work of educating folks about social media. We are only beginning this work, any suggestions from your campuses?
14. Considering the long-standing nature of student concern on how campus handles diversity, PARTICULARLY our black students' relationship with our PS office, can you share action plans?
15. How are we bridging the divide that exist between the lived experience of International students of color versus those American born citizens as it relates to the civil unrest that is taking place in America?
16. We started an emergency fund for our cleaning crew who are mostly Black and not direct campus employees, What are other campuses doing for these front line workers?
17. We have incorporated "Courageous Conversations" that include faculty, staff and students. conversations are facilitated by faculty staff and students who have been certified to facilitate and conduct these conversations. Are others using similar programs or dialogues?
18. What have other colleges/universities done about grading during COVID?

19. Also are the facilities units considering how to protect these workers when they come back to campus?
20. I am very concerned that this will turn into an event that occurred over the summer and as students come back to campus we go back to business as usual similar to black lives matter. How do we keep this relevant and on the table to impact systemic change?
21. What are our thoughts about working with legislators to design policies where colleges and universities have to use an equity lens in making budgeting decisions? Embedding climate issues in the classroom as important components of the tenure and promotion process; requiring racial equity courses as a required course
22. As Dean of Campus Diversity/Inclusion at my institution, I suggested to my President that something needed to be said. This Thursday, he will be meeting with the DEI Team. How will we navigate the conversation that the head feels is uncomfortable? The administration does not have any people of color except for two deans. Any suggestions?

### **Comments:**

- IDEAL Framework = inclusion, diversity, evaluation, achievement and leadership
- Budget concerns are navigated not only through formal processes but also by training the committees involved in making these decisions, working individually with each member of the committee and asking the President to incorporate the equity lens into the decision-making processes.
- I remind myself daily that “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Audre Lourde.
- On enforcement we just began talking about it today, and I pointed out how we have to recognize that there may be tensions since here in the State of Michigan, Detroit is over 80% Black and many of our students of color (Black) live in Detroit. If we have white students who actively resist wearing masks, we must be prepared to address, because the response of students who come out of communities where they/family/friends have died or infected, may possibly see resistance to PPE as a lack of respect and racialized.
- We are hosting a meeting with students in my program to discuss how they are feeling during this time of COVID 19 and racial violence so they know we are acknowledging what is going on and are offering them a space to express there feelings around this trauma.
- Tangible aspects of addressing flashpoints: Work with your provost and president to organizing tasks forces led by persons responsible for managing these portfolios. Work with your president to design the charges and outcomes. This way, the work is getting done by those who have the power to lead it but DEI has the impact of shaping the charge and the outcomes in ways that actually transform our institutions.
- I am from a small liberal arts HBCU and I would like to know when does the Diversity Officer speak or send out dialogue. I have attended webinars such as this one, The President has made a statement about his COVID-task force. VP of students has sent a message; however there has been no message from the Diversity Officer. My role is new due to our ADVANCE grant. I would like to speak to faculty and provide resources especially in this current climate.

- I have been scheduling listening sessions with units on our campus regarding recent protests, riots, etc.
- Our campus has a Diversity, Equity and Inclusion Council made up of various unit representatives across campus. We will continue our work through that group
- We have an emergency fund for employees set-up through our foundation to assist with expenses during this time. They can receive up to \$1000 and they have to submit a request which is reviewed by a small committee for approval.
- I think this time with the racial violence on top of COVID may also place perhaps good pressure on leaders for the unfinished business of race equity and equity on our campuses and leaders need to be prepared to commit to change..systemic change.
- Michigan State worked with Advancement on a Support our Students Covid appeal that led to over \$300K in the fund for emergency expenses/funding needs, which can include housing, food, utilities, expenses, paying off credit cards and student loans, etc.
- We use the cultural humility framework to engage our colleagues.
- Community College, Upstate NY. FA is 98% white, thus opportunities for advancement and leadership for minority faculty is seriously hampered. Also, no mentoring or participation by minority faculty/staff in bringing on new leadership (e.g. President).
- We are hosting monthly affinity circles to continue the conversation and working to develop a communication that makes the community aware of our long term plans to address equity issues on campus.
- Regional Comprehensive - I am holding office hours for our campus to chat with me 3 hours each day. Also, developing new ally ship workshops.
- In addition to listening sessions I am also sharing relevant resources with my campus
- I have just created a cross-campus initiative to engage our community in anti-racism work. I'll be hosting weekly webinars through December 2020.
- We also have a Truth, Racial Healing & Transformation Center on our campus and they are gearing up to hold more Healing Circles with students when they return in the Fall
- Also hosting a current affairs: a community conversation with black alumni, black faculty, students and staff
- Working to create policies that will REALLY give opportunities for hiring more faculty of color. Active effort, not passive effort.
- Working on bringing awareness to decolonizing the curriculum so students can see themselves in the content
- For auxiliary divisions like our student affairs division professionals are focusing on how to stay relevant in a time when COVID-19 may impact their employment
- Not taking European concepts out but adding other viewpoints in and correcting what is wrong.
- Working with legislators will depend if they are "friendly" legislators, unfortunately, not all are.
- This is challenging work but necessary for equity
- Embedded structural inequities exist in every society. That ability to identify and understand those issues in particular settings is key to crossing divides internationally and domestically.

**Resources:**

- <https://www.dropbox.com/sh/o1m8povsicioqyt/AADcAxYAb0MMriU3uYUJKKkda?dl=0>
- [embracerace.org](http://embracerace.org) has great resources for children
- <http://www.westories.org/> also has resources
- <https://inclusion.uoregon.edu/lace>
- The ethics of self-care in higher education Bryan and Blackman (2019) An ethic of care in higher education Keeling (2014)
- <https://ojin.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-24-2019/No1-Jan-2019/Articles-Previous-Topics/Cultural-Competemility-A-Paradigm-Shift.html>