

# COMMENTS FROM UNIVERSITY SENATE (1.29.2019)

**Responses from 3 questions asked...**

# WHAT WOULD SENATE MEMBERS HOPE TO ACCOMPLISH THROUGH DEIC SESSIONS?

- Increased communication, realistic conversation about race & equity
- Meaningfully address concerns already highlighted
- Have framed discussions that arrive at actionable work that can be done
- Students feel more safe & have more opportunity to grow
- Humility in groups and ongoing self-critique & learning
- Policies that better operationalize equity
- Time for reflection - ongoing personally/systemically

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# WHAT WOULD SENATE MEMBERS HOPE TO ACCOMPLISH THROUGH DEIC SESSIONS?

- Practices linked to equity are made policy+linked to RTP
- Appendix J revisions to encourage investments in diversity in pedagogy
- All constituencies on campus have mutual respect & understanding of those they interact with
- Transparent cross-campus involvement
- Like to see more people involved in equity & diversity issues, with lots more people than just the usual suspects

# SOME CONCERNS YOU HAVE FOR DEIC @ SENATE

- Concerned we don't actually do anything but talk a lot or just write value/vision statements but not change meaningful policy
- No more race/gender 101...Senate is not a workshop space
- Lack of ability to take action
- How will the work encourage self-critique and direct application to our work with students
- Concerned about the time devoted at each meeting, for it to be just more of the same - a lot of talking/memorizing but not a whole lot of tangible things.

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# SOME CONCERNS YOU HAVE FOR DEIC @ SENATE

- I worry that our senate conversations tend to get bogged down in showboating. I'd be concerned that we have a hard time talking productively
- Concerned about talking about equity at each meeting if not everyone will engage
- My greatest concern for the senate is if a collaborative effort can be addressed with not only the campus community but the extended community beyond
- How will the work encourage self-critique and direct application to our work with students

# BRAINSTORM SOME POSSIBLE POLICIES FOR DEIC/SENATE TO TAKE ON

- Trainings for everybody on racial equity, indigenous knowledge, social justice
- Reports on the efforts that are going on or underway
- Work on reorganizing structure to create space/time/compensation for all faculty & staff to participate in trainings/guest lectures.
- Indigenous ways of knowing within creative and science classes
- Policy put in place that leads to action

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# BRAINSTORM SOME POSSIBLE POLICIES FOR DEIC/SENATE TO TAKE ON

- A better accountability process for faculty, staff, and students
- Policies that are student centered and reflect HSU's status as an HSI
- Fighting back against resistance and subversion from entrenched white faculty who do not want to change
- More action, not just talk & discussion. These half-hour sessions are important for increasing awareness
- I would like to see policy put in place that leads to action. Properly inspired action rather than forced

# RACIAL EQUITY

*Equity work at Humboldt State University (HSU) recognizes the historical and systemic disparities in opportunities and outcomes and provides resources necessary to rectify those disparities.*

*Racial equity at HSU will be achieved when one's racial identity no longer predicts, in a statistical sense, how one fares. Racial equity is one part of racial justice and works to eliminate policies, attitudes, and cultural messages that reinforce differential outcomes by race.*

*Adapted from the Education Trust-West and the Center for Assessment and Policy Development*

# ACTIONS FOR HSU TO CONSIDER: DOES OUR INSTITUTION DO THE FOLLOWING?

1. Know who your students are and will be.
2. Have frank, hard dialogues about the climate for underserved students with a goal of effecting a paradigm shift in language and actions.
3. Set and monitor equity-minded goals—and allocate aligned resources to achieve them.
4. Develop and actively pursue a clear vision and goals for achieving the high-quality learning necessary for careers and citizenship, and therefore essential for a bachelor's degree. <http://www.aacu.org/publications/step-up-and-lead>

# WHAT DOES IT MEAN TO BE EQUITY-MINDED?\*

Equity-minded practices are created through

1. Willingness to look at student outcomes and disparities at all educational levels disaggregated by race and ethnicity as well as socioeconomic status.
2. Recognition that individual students are not responsible for the unequal outcomes of groups that have historically experienced discrimination and marginalization in the United States.
3. Respect for the aspirations and struggles of students who are not well served by the current educational system.
4. Belief in the fairness of allocating additional college and community resources to students who have greater needs due to the systemic shortcomings of our educational system in providing for them.
5. Recognition that the elimination of entrenched biases, stereotypes, and discrimination in institutions of higher education requires intentional critical deconstruction of structures, policies, practices, norms, and values assumed to be race neutral.\*\*

\*Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon, *America's Unmet Promise: The Imperative for Equity in Higher Education* (Washington, DC: Association of American Colleges and Universities, 2015).

\*\*Keith Lawrence, Stacey Sutton, Anne Kubisch, Gretchen Susi, and Karen Fulbright-Anderson, *Structural Racism and Community Building*, Aspen Institute Roundtable on Community Change (Washington, DC: The Aspen Institute, 2004).

<http://www.aacu.org/publications/step-up-and-lead>

# 8 ACTIONS TO REDUCE RACISM IN COLLEGE CLASSROOMS

*“Faculty members sometimes unknowingly or inadvertently contribute to a racist climate in their classrooms. But they can take steps to address racism more effectively in their teaching.”*

Shaun R. Harper & Charles F. Davis III

<https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.XGHlMU1Yacw>

# ENDING RACISM IN OUR CLASSROOMS

- 1. Recognize your implicit biases and remediate your racial illiteracy.*
- 2. Don't be surprised when a black male student writes well. Stop expecting the Latina student to speak for all Latinos. Quit thinking all Asian American students are the same.*
- 3. Become educated about WHITENESS and how it impacts our teaching and interactions.*

# ENDING RACISM IN OUR CLASSROOMS

4. Learn about microaggressions; our students report them frequently.
5. Responsibly address racial tensions when they arise. (If you don't have the skills to do this, then reach out...)
6. Meaningfully integrate diverse cultures and peoples into the curriculum. (Not just a one-off inclusion)
7. Recognize that you and your faculty colleagues share much responsibility for racial inequities. Commit to fixing this!

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Human Resources & Academic Personnel Services

<https://training.humboldt.edu>

## Whiteness and Microaggressions Training

Monday, February 25, 2019 - 11:00am to 1:00pm

This four-hour workshop (divided into 2 two-hour segments) will offer an introduction to the concept of whiteness, the significance of whiteness in our everyday lives, and how whiteness shapes our interactions. We will examine how whiteness affects various systems of advantage and what that looks like in our community. Additionally, we will explore how microaggressions are a manifestation of whiteness. We will address what microaggressions are, how we can identify them, and how they impact our daily interactions with one another.

CTL Spring 2019 programming:

- Faculty Learning Community on Scholarly Teaching
- Professional Learning Community on Equity in Community Engagement (faculty and staff)
- Faculty Learning Community on Re-imagining the Learning Experience
- Professional Learning Community on Asset-Based Equity in Your Practice
- Professional Learning Community on Infusing "Early Alert" Into Learning Environments
- Mid-Semester Feedback
- Teaching Excellence Symposium (details coming soon)

<https://ctl.humboldt.edu/content/center-teaching-learning-home>

# INSPIRING EVENTS - OPPORTUNITY TO DIALOGUE

Campus/Community Dialogue on Race 11/4 - 11/8/2019

<http://dialogue.humboldt.edu/>

Black History Month

<https://aacae.humboldt.edu/black-history-month>

International Education Week 2/11 - 2/15/2019

<https://extended.humboldt.edu/international-programs/international-education-week>

Social Justice Summit

<http://summit.humboldt.edu/>

And many more!

# MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Library SkillShops, L4HSU, Research Guides

Discussing Whiteness: <http://libguides.humboldt.edu/whiteprivilege>

Whiteness: <http://libguides.humboldt.edu/whiteprivilege/whiteness>

White Fragility: <http://libguides.humboldt.edu/whiteprivilege/fragility>

Humboldt Digital Scholar offers an archive of campus lectures and keynote speakers like

**Can a Green University Serve Underrepresented Students?: Reconciling Sustainability and Diversity at HSU by Sarah Ray** <http://hdl.handle.net/10211.3/157485>

# MORE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Equity Alliance of the North Coast

<https://www.hafoundation.org/Initiatives/Equity-Alliance-of-the-North-Coast>

Their monthly e-newsletter is full of training and book circle opportunities by not only Equity Alliance, but also NAACP, Equity Arcata, and HSU.

[January 2019 newsletter](#)

Equity Alliance is supporting the continuation of racial equity work at institutional & structural levels, building local capacity of local trainers & the organizations they serve for racial equity, and hosting public offerings to normalize conversations about race.

AND...

## **Equity Arcata**

<https://www.equityarcata.com/>

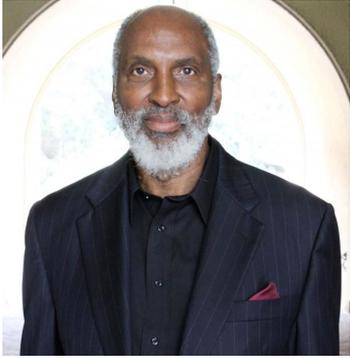
## **MARE: McKinleyville Alliance for Racial Equity**

<https://www.times-standard.com/2018/02/09/mckinleyville-group-working-to-confront-race-issues/>

## **Library Diversity & Social Justice Working Group**

<https://sites.google.com/humboldt.edu/librarydiversity>

# OTHER RESOURCES



[Haas Institute for a Fair and Inclusive Society](#) @ UC Berkeley

John Powell's speech at HSU on March 5, 2016

## **Giving Birth to a Society In Which Everyone Belongs**

<http://hdl.handle.net/10211.3/172163>

[Government Alliance on Race and Equity](#)

[Teaching Tolerance](#)

[Equity Alliance of the North Coast TOP 10 starter resources](#)