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OFFICE OF DIVERSITY, EQUITY, AND INCLUSION



MARCH 2021 Newsletter

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Introduction

Greetings! It is our distinct pleasure to share with you the March 2021 issue of *ODEI Pathways*, the monthly newsletter of Humboldt State University's Office of Diversity, Equity, and Inclusion.

The Office of Diversity, Equity, and Inclusion (ODEI) is Humboldt State University's (HSU) leading force in building bridges of caring and engaging critical social consciousness to bolster commitments and actions that seek to dismantle oppressive structures in policy and practice, and elevate all community members' sense of belonging, success, and well-being.

In addition to sharing a statement that we published previously in partnership with the Dean of Students to express our commitment to stand in solidarity with Asian, Desi, and Pacific Islander American communities, this issue celebrates Women History Month with an article that elevates our collective consciousness about missing and murdered Indigenous women, thus urging each of us to stand in solidarity with Indigenous women and communities.

We also share a few highlights from our ODEI monthly reports in which we showcase our impact-driven cross-campus and community initiatives and activities that are anchored in our institutional six-pillar framework of inclusive excellence.

We conclude with an article that highlights how the transformative work within the TK-12 partnerships supports student success at Humboldt State University.

We invite you to join us in celebrating the work we do in enabling our communities to operate with an inclusive mindset. Engage with us in advancing inclusive excellence, and in animating the vision and purpose of Humboldt State University, to work together to improve the global human condition and our relationship with the environment.

Enjoy *ODEI Pathways*, and feel free to contact us with comments and suggestions through our Office email address at diversity@humboldt.edu.

Peace,

Dr. Elavie Ndura, Associate Vice President & Campus Diversity Officer

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Supporting Our Asian, Desi, and Pacific Islander American Community

Dear Campus Community,

We are outraged by the increasing anti-Asian bias and hate-motivated incidents across the United States. On Tuesday, March 16, eight people were killed in shootings that occurred in Atlanta, Georgia. The eight victims included six Asian women. According to Stop AAPI Hate (stopaapihate.org), a hate tracker that several Asian Americans created in 2020, more than 2,800 incidents of discrimination and racism targeting Asian Americans were recorded between March and December 2020.

Humboldt State University leadership and the campus community stand in solidarity with the Asian, Desi, and Pacific Islander American community. We reiterate our institutional commitment to creating and nurturing a campus community where Asian, Desi, Pacific Islander American, and all students and employees feel welcomed, safe, respected, and valued.

This message is a call for individual and collective commitment and action to continue to do our part in fulfilling the promise of the University's Strategic Plan 2021-2026, Future Forward, which seeks to create a sustainable community. We condemn the threats, intimidation, hate crimes, violence, and death that continue to be inflicted upon the Asian, Desi, and Pacific Islander American community. Xenophobia will never be tolerated.

We feel the pain of all those who have been victimized because of their Asian American identities, and stand together to act in transformative ways.

Become Involved and Take Action

The Office of Diversity, Equity & Inclusion, in partnership with the President's Diversity, Equity & Inclusion Council, Dean of Students, and the Social Justice, Equity & Inclusion Center is providing the following opportunities and resources to engage in courageous and healing conversations and actions:

- **Report Hate Incidents:** The National Asian Pacific American Bar Association—a group of 50,000 Asian Pacific American attorneys, judges, law professors and law students—has curated [a list of resources](#) that include everything from explaining the difference between a hate crime and a hate incident to detailing ways to report hate crimes to law enforcement. It has also launched a pro bono Hate Crimes Task Force to offer legal resources to victims. [You can submit a request through an intake form](#). You can also report hate crimes with your local law enforcement agency. If an incident occurred on campus, you can contact University Police at (707) 826-5555.
- **Report Discrimination:** The California State University (CSU) policy prohibits discrimination, including harassment, because of any protected status. You can find out more information on how to report these incidents on the Title IX and DHR [website](#).
- **Future Resources:** “Solidarity Dialogue” (which creates a space to discuss current events, share experiences, and articulate commitments to transformation) and “Walk Each Other Home” (a volunteer program to walk our neighbors home and increase safety) are being planned. More details will be shared soon.



Support Services Available

Processing and dealing with xenophobia, especially now, when we are forced to remain socially distant from one another is not an easy task. Despite circumstances from the pandemic, HSU remains committed to supporting the needs of our university community.

The Asian Desi Pacific Islander Collective/Center (ADPIC) is the student organization focused on supporting ADPI students and can be reached at adpic@humboldt.edu. They have bi-weekly meetings and host events throughout the semester to celebrate their cultural heritage, educate, and advocate for ADPI students and other BIPOC communities.

If you need help regarding safety on campus, the Dean of Students Office may be reached at (707) 826-3504 or dos@humboldt.edu or University Police Department may be reached at (707) 826-5555.

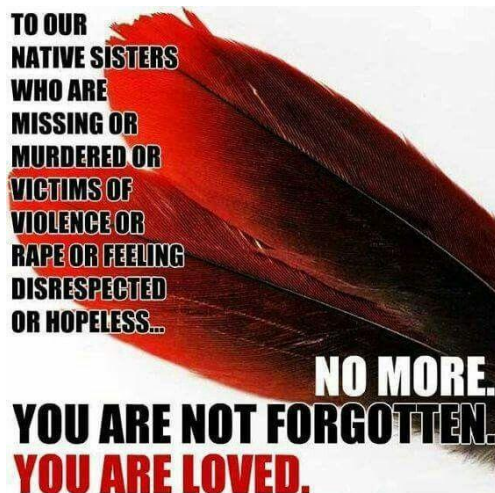
For students who are struggling, Counseling & Psychological Services (CAPS) is available virtually 24/7 for support. Students who are interested in speaking with a counselor can contact CAPS at (707) 826-3236. Staff or faculty seeking additional support may utilize the [Employee Assistance Program](#). Students, staff, and faculty may also contact the Office of Diversity, Equity & Inclusion at (707) 826-4503.

We are grateful in advance for your engagement in and support of this important commitment to stand in solidarity with the Asian, Desi, and Pacific Islander American community. The time is now to take action against hate!

Dr. Elavie Ndura, Associate Vice President for Diversity, Equity & Inclusion and Campus Diversity Officer

Dr. Eboni Ford Turnbow, Dean of Students

WOMEN'S HISTORY MONTH- Missing and Murdered Indigenous Women (MMIW) Adapted from the legislation and an April 1st, 2021 article from *The Hill* by Jeanne Marie Riecke, Administrative Support



Coordinator - Deb Hasland, a member of New Mexico's Laguna Pueblo, has become the first Native American Cabinet Secretary in U.S. history. On Thursday, April 1st, 2021, Interior Secretary, Deb Hasland announced she will be creating a new unit within the Bureau of Indian Affairs peoples, for Missing Murdered and Unreported (MMU) cases of Native people.

After legislation for the **Not Invisible Act of 2019** and **Savanna's Act** was enacted in response to crimes against indigenous women, men and children going missing, being murdered or forced into sex trafficking, a commission to study the issue was authorized. .



New recommendations were forthcoming from the Justice Joint Commission on Reducing Violent Crime Against Indians (*legislative term*), to establish a special unit within the BIA, the Missing Murdered and Unit (MMU). Homicide statistics for Native women are over 10 times the national average and the No. 3 cause of death for Native American girls and women (age 10-24), according to the CDC.

The **Not Invisible Act** established the commission to report directly to the Secretary of the Interior and send a report to the Committee on Indian Affairs and the Committee on Natural Resources and the Judiciary of the House of Representatives on Federal coordination efforts over the previous year. The act itemized agencies to be involved in coordination efforts including IHS (Indian Health Services) Federal, State, Tribal and local law enforcement, community members, Indian organizations and businesses.

The report submitted to the government agencies was tasked with identifying recommendations to address violent crime against Indians. These included identifying, reporting and responding to instances of missing persons, murder, and human trafficking on Indian lands and of Indians. Also identifying legislative and administrative changes needed to utilize programs, properties or resources funded by the government to combat the crisis. The commission would report on the tracking and data from instances of missing persons, murder and human trafficking on Indian lands and of any shortages of staff and open positions within law enforcement agencies, coordination of tribal, state and federal resources to increase prosecution of murder and human trafficking offenses on Indians. Lastly recommendations on how to increase information sharing among tribal governments on violent crime and prosecution of those cases on Indian lands that were terminated or the designation declined.

The second bill to pass into law was entitled **Savanna's Act**, named for Savanna LaFontaine-Greywind, a 22 year-old indigenous woman who was abducted and killed in North Dakota in 2017. She was eight months pregnant and her baby was cut from her womb. Sadly, Senator Lisa Murkowski, D-AK, who submitted the bill, stated at the time of the bill's passing that "Native women, because of their looks, can be viewed as more exotic, more Asian, and apparently there is a higher market for women that are of Asian descent."

Savanna's Act clarifies the federal, state, tribal and local law enforcement agency responsibilities in cases of missing or murdered Indians. The act increases coordination and communication among all law enforcement including medical examiners and coroners for cases of missing or murdered Indians. It empowers Tribal governments with resources and information necessary to effectively respond to cases of missing or murdered Indians. The act increases the collection of data for missing or murdered Indians regardless of where they reside and to share information among law enforcement officials regarding these cases.

Specified in the Act was training and technical assistance for Tribal law enforcement on development and implementation of protocols for responding to cases of missing or murdered Indians. Federal assistance training is to be provided to use the National Missing and Unidentified Persons System and to access program services that will assist Indian Tribes with responding to cases of missing or murdered Indians.

In her announcement, Secretary of the Interior, Deb Hasland said that "The new MMU unit will provide the resources and leadership to prioritize these cases and coordinate resources to hold people accountable, keep our communities safe, and provide closure for families" (The Hill, April 1st, 2021).

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DEI January – March Monthly Report Highlights

Revamping ODEI Vision & Purpose – Dr. Elavie Ndura has developed a unifying Institutional Vision, Purpose and framework of Institutional Inclusive Excellence with contributors and partners from ODEI staff, DEIC and the Cultural Center Coordinators. She collaborated with all parties to align the vision and framework of inclusive excellence with the HSU 2021-2026 Strategic Plan, *Future Forward*. ODEI plans to share its vision, purpose, and inclusive excellence framework broadly.

Inclusive Excellence & Decolonizing the Curriculum: A Conversation with the Council of Chairs – Dr. Elavie Ndura, in partnership with Provost Jenn Capps and with the participation of HSU Deans and Department Chairs. This conversation developed a shared understanding of the inclusive excellence framework and advanced efforts to decolonize the curriculum. More than 40 participants were engaged in the 50 minute long conversation and they gained a practical understanding of what inclusive excellence entails and how the pillars of inclusive excellence could support efforts to decolonize the curriculum. Participants expressed interest in learning more about healthy ways to communicate and were inspired to articulate transformative actions that will enhance their leadership. There will be follow up meetings with Deans and Department Chairs to map out ways to engage faculty and staff in this work.

Campus Racial Climate Survey-Provost Jenn Capps and Jason Meriwether, VP of Enrollment Management and Dr. Edelmira Reynoso

A Campus Racial Climate Survey through USC's National Assessment of Collegiate Campus Climate was proposed last Fall to gain a deep, nuanced understanding of student's racialized experience and sense of belonging. Partners include Academic Affairs, Enrollment Management, ODEI and IRAR. Presentations were done to both the President's Cabinet and the HSU Senate bodies by Dr. Elavie Ndura and Dr. Mary Oling-Sisay. The survey will launch from April 6th to May 4th, 2021..

Diversity Mapping Project Results – Dr. Elavie Ndura, Dr. Edelmira Reynoso, Dr. Matt Johnson, Dr. Amu Sprowles, Dr. Dale Oliver and Dr. Nievita Bueno Watts

This project maps HSU's status with regard to diversity, equity, and inclusion practices in the present timeframe of one year, from January 2020 to January 2021. This provides a larger 360-degree view that is based on a thorough DEI environmental scan in the identified areas, with a framework of questions for diversity leadership to provide context, a portal to submit needed information, and a robust mapping analysis. The mapping can be used as a pre-benchmark measure. It also can be revisited as a post-benchmark measure (approximately 3 years from the implementation of the institution's next diversity plan). The analysis will be used to identify key needs, gaps, empty zones, and areas of leverage to inform the institution's diversity plan/strategy. HSU has done a lot of work to elevate diversity, equity, and inclusion throughout the campus community.

Dr. Elavie Ndura and Dr. Mary Oling-Sisay presented the results to the President's Cabinet to elevate collaborative leadership and shared accountability in furthering diversity, equity and inclusion

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ESCALA Presentation “HSU as an HSI: Engaging to Understand Our Students’ Cultural Wealth”

Dr. Reynoso along with co-leads Fernando Paz and Escala coach, Martha Garcia presented the recommendations to go from a Hispanic Serving Institution to Hispanic Thriving Institution. They shared how we can incorporate the Community Cultural Wealth model into our student services.

Avoiding Unconscious Bias in the Hiring Process - Dr. Reynoso and Meridith Oram

In January, February and March there were 63 faculty and staff who have participated in this training. Participants appreciate us sharing a resource document for further learning.

equity arcata-Dr. Elavie Ndura and Karen Riemer, Arcata City Manager - contributors and partners include City of Arcata officials, HSU administration and staff, community and business members, including non-profits.

Humboldt State University (HSU) is committed to creating and nurturing a safe and welcoming community where all persons, particularly Black, Indigenous, and People of Color (BIPOC) feel valued and supported. HSU recognizes that the need for a sense of belonging and wellbeing expands beyond the campus community. Hence, HSU has invested resources to create partnerships that support this commitment on and off campus. One such partnership is equity arcata.

equity arcata is a partnership between the city of arcata, humboldt state university, local businesses and members of the community working to make arcata a more inclusive and welcoming environment for people of color.

equity arcata goals are to raise awareness of racial inequities in our community both past and present, develop a community bias reporting tool and a community response team. Also identified was to develop equity, communications and education outreach, to create strategies to help increase housing equity, organize opportunities for artistic expression and dialogue. Plans are to offer, expand diversity and inclusion learning opportunities for local businesses, in the tk-12 school system and in the community. Build bridges between law enforcement, students and non-student members of the community and host community-building events

As a collaborator with equity arcata, the TK-12 Equity Partnership, and other entities, HSU has taken concrete steps to foster an environment that is inclusive to BIPOC students, faculty, and staff on campus and in the broader community.

To connect students to equity arcata efforts, the one-credit class PSCI 381S Community Leadership in Action offers students the opportunity to apply theories of systems change, servant leadership, and racial identity development to their practical experiences in the community. Students co-lead equity efforts in the community, build trust, and network as they consider staying in Humboldt upon graduation. Since Fall 2018, 33 students have participated in the class including 25 BIPOC students and 8 white students.

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To further show solidarity with BIPOC community members, equity arcata has made public statements highlighting concern for racialized structural inequities of COVID-19 more gravely impacting BIPOC community members as well as speaking to Redwood News and KMUD radio station about ways that media outlets can center and prioritize BIPOC voices and disrupt characteristics of white supremacy culture. Additionally, equity arcata has held quarterly potlucks to support students and non-students to come together over a meal and to build trust and community. These events have been co-sponsored by equity arcata and local BIPOC organizations. During the COVID-19 pandemic, equity arcata has acquired grants to do food and supply distributions that include catered meals from BIPOC owned businesses and supplies for COVID-19, cold weather, etc. Since July 2020, equity arcata and HSU colleagues offer the weekly Whiteness Accountability Space that offers white people a place to process their emotions to minimize cultural taxation of BIPOC colleagues and move towards anti-racist action. Over 35 people participated in these spaces during the month of March 2021. The Equity Alliance of the North Coast offers monthly caucus spaces for BIPOC folks to come together, build community and solidarity, and strategize for change. B-Black formed from this caucus space and is in conversation with area law enforcement and city governments about police reform and strategic planning centering BIPOC community members.

In partnership with the TK-12 Equity Partnership and the Eureka NAACP, the Equity Alliance of the North Coast has offered sessions on Talking about Identity, Race, and Racism with families with panelists and attendees of all ages to bring awareness to the importance of normalizing conversations about race and disrupting injustices when they happen to support belonging and justice. To facilitate positive experiences in the TK-12 schools for HSU students, the children of BIPOC colleagues at HSU and their parents, the TK-12 Equity Partnership has offered foundational learning sessions to more than 250 administrators and school leaders in TK-12 schools and at College of the Redwoods with the goal of putting a racial equity lens to all decision making. In collaboration with Stepping Stone Diversity Consulting, the TK-12 Equity Partnership has sponsored two offerings of Creating a New School or District: Implicit Bias, Hiring, Retention, and You that supported foundational understandings of implicit bias, structural racism, and tools for equitable hiring. Participants included leaders from the City of Arcata, Open Door Community Health, Humboldt Bay Fire, Arcata Fire, and area TK-12 schools and districts.

Northern Humboldt Union High School District-(NHUHSD) Foundations: Implicit Bias and the Four Dimensions of Racism

Leads: Sharrone Blanck and Meridith Oram with partners: Sasheen Raymond and members of Cohort #1 from the Whiteness Accountability Space. The goals for this group are to build community in district with shared language and understanding of implicit bias and the four dimensions of racism. 100 NHUHSD staff participated in 10 hours of foundational course. There are fewer than 7 BIPOC people in district. Future plans are to compare benefits and disadvantages to mandatory sessions for schools and districts and offer a session in April 2021 to 75 participants. Participants were NHUHSD administrators and most certificated teachers.

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Connecting Equity Efforts in TK-12 Schools to Student Success at Humboldt State University By Meridith Oram, Community Development Specialist

The Community Development Specialist in ODEI supports efforts for systemic change for racial equity and racial justice on campus, and spends substantial time engaging as part of the racial equity and racial justice work in the TK-12 public schools in the region. Many wonder how the TK-12 work supports student success at HSU. ODEI sees a direct link between happenings on campus, in the TK-12 schools, and in the broader community. Here are five ways we make the connections:

1. **Bridging learning at HSU and in the TK-12 schools fulfills the university's role of giving back to the community and connects theory to practice.**

A responsibility of the university is to support its community by connecting theory and practice. The Community Development Specialist role offers a bridge between emerging scholarship on DEI issues in higher education and its practical applications in the TK-12 public school system. Additionally, as ODEI grows its relationship with HSU's School of Education, there is opportunity to support future teachers in cultivating their critical intersectional equity lenses and building support networks of educators working towards anti-racism before working in TK-12 school systems.

2. **Working with TK-12 schools supports HSU students in those schools to have positive, welcoming, enriching, and equitable experience.**

Since a strength of HSU's programming is placing students in area schools and businesses through Social Work, Education, Service Learning, and many more departments, it is important that folks working in those schools have an understanding of themselves and the systems in which they navigate to create welcoming and inclusive environments for HSU students coming in, particularly HSU students who identify as BIPOC and subordinate identities.

3. **Administrators and educators transforming schools to be more equitable support the retention of BIPOC colleagues at HSU by way of their children having positive, welcoming, enriching, and equitable experiences in school.**

As HSU continues to increase its diversity of BIPOC administrators, faculty, and staff, many colleagues move to this area with their families, some of whom have children who attend local TK-12 schools. To support representation of diverse folks working on campus and in turn foster the success of a diverse student body, it is important that the children of our BIPOC colleagues have welcoming, inclusive, equitable experiences in schools that yield equitable outcomes. This supports success for BIPOC students in the TK-12 schools, contributes to the retention of their parents, thus strengthening the university and broader community.



4. Equitable schools systems will support HSU alumni to stay in the area after graduation and contribute to the community here.

As students graduate from HSU, we hope they will stay in the region and share their innovative ideas and talents here for the betterment of the whole community. As alumni make their lives in Humboldt County, working towards racial equity in the schools supports ongoing learning of many educator community members and their families.

5. The TK-12 Equity Partnership encourages working in partnership across institutions and sectors to dismantle silos and maximize systemic change for racial justice.

Systemic change for racial equity is based on authentic relationships. We seek opportunities to facilitate networking for students, educators, and community members with shared goals. TK-12 Equity Partnership recognizes that the best work is done in partnership and focuses on coordinating efforts to strengthen impact. The Partnership includes formal collaborators from the Office of Diversity, Equity & Inclusion (ODEI), the Equity Alliance of the North Coast, and Humboldt County Office of Education (HCOE). It has growing partnerships with the Eureka NAACP, the North Coast Indian Development Council (NCIDC), HSU's School of Education (SOE), equity arcata, the McKinleyville Alliance for Racial Equity (MARE), and Stepping Stone Diversity Consulting.

If you would like to learn more about the TK-12 Equity Partnership's ongoing efforts or discuss the possibility of collaborating on racial equity, please email mlo224@humboldt.edu.

TK-12 Equity Partnership Dedicates the Month of March to Ongoing Professional Development with 100 Northern Humboldt Union High School District (NHUHS) Administrators and Educators - By Meridith Oram, Community Development Specialist

The TK-12 Equity Partnership supports the 31 school districts in the region with ongoing professional development to build racial literacy in working towards racial justice for Black, Indigenous, and People of Color students, families, colleagues, and community members.

During the month of March, Sasheen Raymond, Sharrone Blanck, and Meridith Oram worked with the Partnership to offer Foundations: Implicit Bias and the Four Dimensions of Racism to 100 certificated teachers and administrators during four 2.5 hour sessions. The goal of the series was to create shared language and understandings about implicit bias as well as internalized, interpersonal, aversive, institutional, and structural racism so that participants can understand, identify, explain, and disrupt racism at each level in their personal and professional lives and the systems in which they navigate.

In addition to establishing shared language and concepts with the team of teachers and administrators, Sharrone Blanck and Meridith Oram met weekly with the team of administrators and instructional coaches to troubleshoot pushback, strategize about normalizing opportunities to repair after harm is caused, integrate the learning more deeply, and to establish next steps to connect the learnings with school and district routines and practices. Outcomes included creating an affinity space for Black, Indigenous, and People of Color (BIPOC) certificated and classified staff, putting



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equity on the agenda of all meetings at all levels, building time into staff meetings for colleagues to share their learnings and challenges about using equitable curricula, and creating more intentional and transparent lines of communication between and amongst administrators, educators, students, and families to illustrate what racial equity work is in progress.

Overall, Sharrone Blanck and Meridith Oram dedicated 16 hours of Zoom time with NHUHSD folks. In continuation, they will attend weekly Equity Team meetings at Arcata High and McKinleyville High to offer support as necessary with action steps prioritized and identified during listening sessions with BIPOC students, alumni, families, and community members. Conversations are in progress to consider listening sessions for the other high schools in the NHUHSD District.

Foundations: Implicit Bias and the Four Dimensions of Racism will be offered to the public in the month of April on Saturday mornings. 94 people are registered for the series. It is exciting that the momentum for racial justice work in the TK-12 schools is building; more school leaders, educators, and support staff are increasingly on board to understand implicit bias and the dimensions of racism that will support more successful conversations and actions for change for racial equity and racial justice.

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