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Diversity, Equity and Inclusion Leadership Newsletter



CONTENTS

Practicing Cultural Humility in a Time of Crisis	1-2
Inclusive Teaching Resources	3
Accountability through the Lens of Cultural Humility: A Call to Action	4
Diversity, Equity and Inclusion Council	5
Diversity Grant Awards	6
COVID 19 Crossword Puzzle	7-9

Practicing Cultural Humility in a Time of Crisis

In moments of crisis, it is crucial to be mindful and not let fear and anxiety drive how we interact with one another. As a campus community, let us raise our awareness about the health concerns affecting our global society without stigmatizing any one group. The biological disease should not be an excuse to display symptoms of bigotry. COVID-19 is a human virus and not a "foreign virus."

Cultural Humility is defined as a "lifelong process of self-reflection and self-critique whereby the individual not only learns about another's culture, but one starts with an examination of [their] own beliefs and cultural identities" (Tervalon and Murray-Garcia, 1998).

The virus does not discriminate against anyone and neither should we. The Office of Diversity, Equity and Inclusion (ODEI) is committed to supporting our campus community virtually – please stay tuned. Let us start by coming together and putting into practice the principles of cultural humility.

Let us practice Cultural Humility by committing to supporting our students and our colleagues and communicating in ways that are responsive to their feelings. In a time of crisis, from the students' perspectives, "it is best to do something" (Huston and DiPietro, 2007). Let us start by humbly acknowledging that we do not have all the answers but can learn from one another and share information that is accurate and debunks myths associating the coronavirus disease 2019 (COVID19) with a population or nationality.



Humboldt State University

Building Resilience

Cultural humility requires a historical awareness and being sensitive that in times of crisis “xenophobia spreads like a virus.” During a crisis, it is easy to forget that Humboldt State University (HSU) stands for equity, inclusion, social justice and we all contribute to the diversity of the institution. Profiling and stigma affect students’ sense of belonging and their learning as documented by social science research. We have to be intentional and instead promote and build resilience.

Building resilience in the classroom:

- Let the students set the ground rules and engage in active listening to hear the concerns they might be facing in and outside the classroom;
- Raise awareness and share accurate information with your students about the crisis without increasing fear;
- Self-reflect and understand that intent is different than impact, the effects of micro aggressions affect how students will interact with you; some groups experiencing stigma are; persons of Asian descent; people who have traveled; and emergency responders or health care professionals.

Building resilience in an alternative teaching mode:

- Ensure digital equity by asking students if they have access to Wi-Fi, a laptop, computer or a smartphone;
- Remember that the biases we carry do transfer online, there are unequal digital access and unequal digital skills
- Address clear engaging learning objectives, be clear about expectations for online, Zoom or other forms of participation;
- If possible include virtual lectures, live chats, or virtual tutorials to maintain a human connection.

Equity-Mindedness in Time of Crisis Resources

- [Holding Steady and Centering on the Most Marginalized in Times of Crisis](#)
- [Taking Equity-Minded Action to Close Equity Gaps](#)
- [COVID-19 DEI Strategy Center](#)
- [What Does Equitable and Inclusive Leadership Look Like in a Time Like](#)
- [The Atlantic: COVID-19: Exposing Our Racial Divides](#)





HSU Student Health and Counseling

Inclusive Teaching Resources

- [HSU Quality \(Online\) Learning & Teaching Guide](#)
- [Inclusion, Equity, and Access While Teaching Remotely \(Rice University\)](#)
- [Humanizing Online Learning](#)
- [Accessible Teaching in the Time of COVID-19](#)
- [Maintaining Equity and Inclusion in Virtual Environments \(SDSU\)](#)

References and Resources

- [Center for Disease Control and Prevention: On Stigma and Resilience](https://www.cdc.gov/coronavirus/2019-ncov/about/related-stigma.html) <https://www.cdc.gov/coronavirus/2019-ncov/about/related-stigma.html>.
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- [How to Keep the Greater Good in Mind During the...](#)
- Huston, Therese A., & DiPietro, Michele. (2007). "[In the eye of the storm: Students' perceptions of helpful faculty actions following a collective tragedy](#)." In D. R. Robertson & L. B. Nilson (Eds.) *To Improve the Academy: Vol 25. Resources for faculty, instructional, and organizational development*. Bolton, MA: Anker: 207-224. http://podnetwork.org/content/uploads/In_the_Eye.pdf.
- [Microaggressions against Asians emerge on campus amid coronavirus outbreak in China](#)
- Rafalow, M. H. (2020). [Digital divisions: How schools create inequality in the tech era](#). The University of Chicago Press. (forthcoming).
- Tervalon M, Murray-Garcia J. (1998). "Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education." *Journal of Health Care for the Poor and Underserved*, 9(2):117–125. <http://dx.doi.org/10.1353/hpu.2010.0233>.

Accountability through the Lens of Cultural Humility: A Call to Action

Words shared at this moment seem insufficient to make sense of the pain that many of us are feeling because of the recent killings of George Floyd, Breonna Taylor, and Ahmaud Arbery. Their murders are not isolated incidents, but a pattern of systemic violence against Black people that goes back centuries. Many are in denial that white supremacy is infused into the systems and institutional structures of the United States but anti-blackness, structural racism, and white superiority are at its core. The only way to eradicate this is to take decisive action at the personal and institutional levels moving forward.

On the personal level, we urge everyone to engage in professional development opportunities that take us from our comfort zone to our learning edgeⁱ, which encourages us to better understand our multiple identities and the oppressions and privileges we have internalized about those respective identities. In doing this, we will all have a clearer sense of how our positionality impacts how we show up at Humboldt State and influences our interpersonal relationships with students and colleagues as well as our contributions to shape policy and systems.

The cultural humility framework teaches us that we must be curious lifelong learners and critically self-reflect on ourselves while holding this same level of accountability at the institutional level. It is important that we grow in our understanding of how systems of power, privilege, and oppression influence how Humboldt State works so what works can be celebrated and what is problematic can be made visible and changed.

Stay tuned for offerings on the Cultural Humility framework to support our ongoing work for racial equity and racial justice.

Here are some useful webinars to watch during a break in your day:

Racial equity webinars:

- <https://coralearning.org/webinars/>
- <https://cue.usc.edu/events/>

Keep an eye on cultural humility sessions offered through:

- <https://training.humboldt.edu/>

L4HSU will be offering learning sessions this summer pertinent to diversity, equity, and inclusion. Please stay tuned.

With gratitude and humility,
The Office of Diversity, Equity and Inclusion (ODEI)

[i] The comfort zone asks us to move beyond our traditional areas of comfort so we can open ourselves to new challenges because otherwise, we are not learning. The learning edge is at the limit of our comfort zone and where at this point, we are most open to expanding our knowledge and understanding. From: The Program on Intergroup Relations – University of Michigan 2014. Arao, B. & Clemens, K. From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. The Art of Effective Facilitation.

CSU Statement on Inclusion

Diversity, equity and inclusion are foundational values for the California State University, and every member of the CSU community is encouraged to exemplify those values. This is especially true as incidents of bias and xenophobia have increased during the Coronavirus outbreak. Any such actions or attitudes, ranging from micro-aggressions to overt harassment, have no place within the California State University; students, staff and faculty are actively encouraged to reject and denounce xenophobia and bigotry, and to treat all with dignity and respect.

The President's Diversity, Equity and Inclusion Council

In the past couple of months DEIC sub-committees have been working on Diversity, Equity and Inclusion issues for the HSU campus. The three sub-committees are: the Faculty and Staff Development and Professional Opportunities Sub-Committee, the Hispanic Serving Institution Sub-Committee and the Inclusive Teaching Strategies and Cultural Relevant Pedagogy Sub-Committee.

Previously the President's Diversity, Equity and Inclusion Council forwarded suggestions from the DEI Council to the President for review and possible inclusion in the HSU Strategic Plan for the next 5 years.

Faculty and Staff Development and Professional Opportunities Sub-Committee

This sub-committee has been mapping out training opportunities available at the University based on the De Anza Community College model. The sub-committee has been working with representatives from Human Resources to create more centralized training opportunities on the HR website for faculty and staff, especially staff who have more interactions with students such as Housing, Custodians, Financial Aid and Fiscal Department personnel, to build their skill sets.

Inclusive Teaching Strategies and Cultural Relevant Pedagogy Sub-Committee

This sub-committee reported that the sub-committee's recommendations to the Committee for TP Standards language were accepted and distributed by the Faculty Affairs Committee last Fall. They are working on an update of the existing Classroom Observation Rubric. The committee is also working on codifying language for Early Tenure issues on Appendix J for submission to University Senate.

Hispanic Serving Institution Sub-Committee

This sub-committee has been working on the HSI (Hispanic Serving Institution) website and recommendations for the Hispanic Heritage Month in September. Other projects that they have been working on, are the Escala Certification for Staff and Faculty and branding of an HSU/HSI logo for the HSU campus.



DIVERSITY GRANTS FOR ACADEMIC YEAR 2020-2021

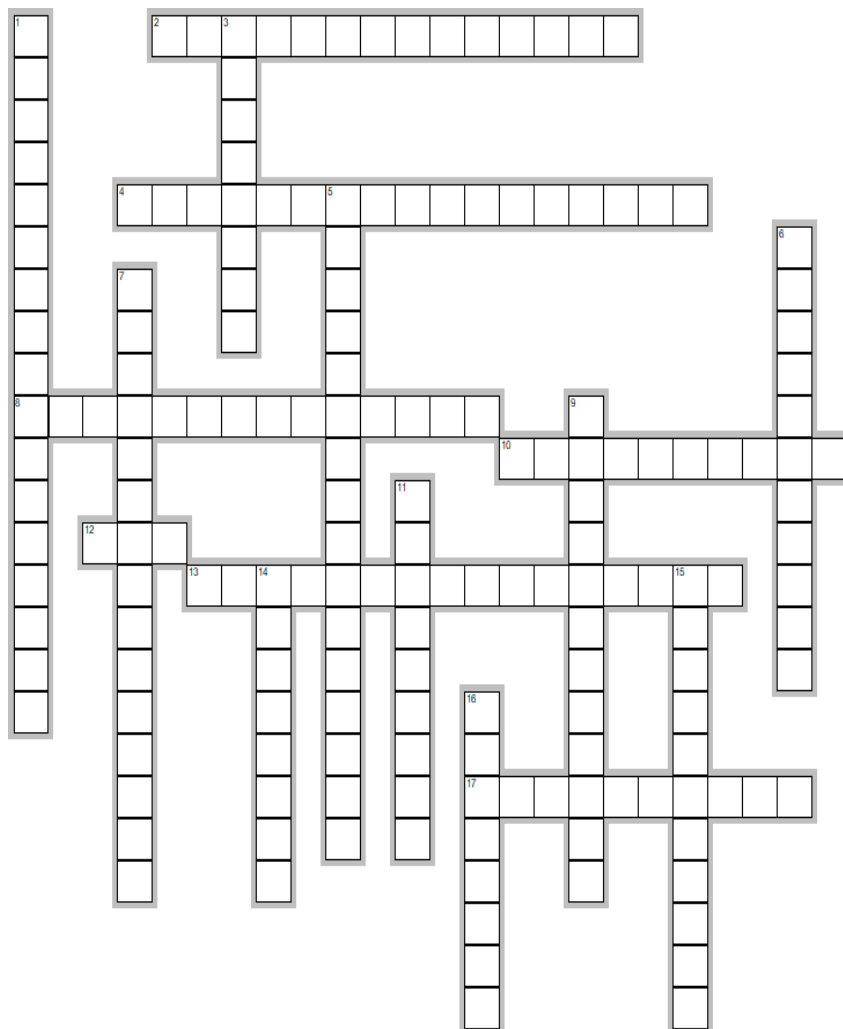
On Wednesday, May 6, 2020, the Diversity Grants Awards Committee met to review the Diversity Grant applications submitted for the 2020-2021 academic year. The Diversity, Equity and Inclusion Grant Committee invited Humboldt State University (HSU) faculty, staff, and students to submit proposals for programs that raise awareness, deepen understanding, and engage the campus community in dialogue about one or more of the multiple dimensions of diversity. Such dimensions of diversity may include – but are not limited to – ability, culture, ethnicity, and sexual orientation. The grants committee prioritized proposals intended to increase the participation and retention of historically minoritized faculty, staff, and students on campus. There were 11 applications submitted, and the total amount of the Diversity Grant Awards was \$35,000.

This year the committee awarded 9 grants to the following projects: Congratulations to all awardees! The Diversity, Equity, and Inclusion Grant Committee looks forward to the implementation of the projects and seeing the significant impact it will have on the campus community.

GRANT NAME	SPONSORING ORGANIZATION	AMOUNT AWARDED
Art As Advocacy	El Centro Academico Cultural/Angelica Alvarez and Fernando Paz	\$5,000
Mexican Dance Lecture/Workshop	Ballet Folklórico de Humboldt, Student Club	\$1,000
Learning to Navigate HSU and the Higher Education System	Department of Psychology, Maria Iturbide and Brandilynn Villarreal	\$3,500
All Things Are Possible with Vision Beyond Sight-Aquanetta Gordon	Department of Kinesiology and Recreation, Whitney Ogle	\$1,000
Art, Veterans and the American Experiment: Community and Diversity in Three Dimensions	Department of Religious Studies, Sara Hart	\$5,000
TOYON: A Collaboration with Universidad Autonoma Benito Juarez de Oaxaca	Department of English/TOYON Literary Magazine, Marcus Hernandez and Janelle Adsit	\$3,500
Project Rebound: Admissions	Director of Admissions, Peter Martinez and Students	\$5,000
Increasing the Diversity of Library Collections	Department of the Library, George Wrenn	\$5,000
Building Inclusive Spaces in STEM In and Out of the Classroom	ERECA, Sintana Vergara	\$1,950
TOTAL		\$30,950

Award letters will follow email notification of the Awardees with requirements and reporting deadlines for individual grants.

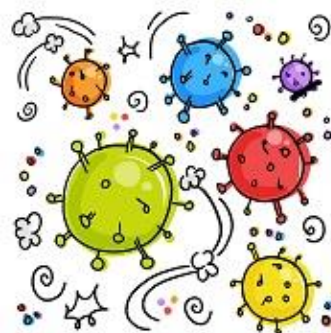
IN THE TIME OF COVID-19 GLOSSARY CROSSWORD PUZZLE



EdipeCrossword.com



Interactive COVID PUZZLE.html



WORDS FROM THE GLOSSARY IN THE TIME OF COVID-19: Asymptomatic, Contract Tracing, Coronavirus, COVID-19, Epidemic, Novel Coronavirus, Pandemic, PUI, Respirator, SARS COV2, Self-quarantine, Self-isolation, Shelter-in-place, Social distancing, Super-spreader, Symptomatic, Ventilator

IN THE TIME OF COVID-19 GLOSSARY CROSSWORD PUZZLE CLUES

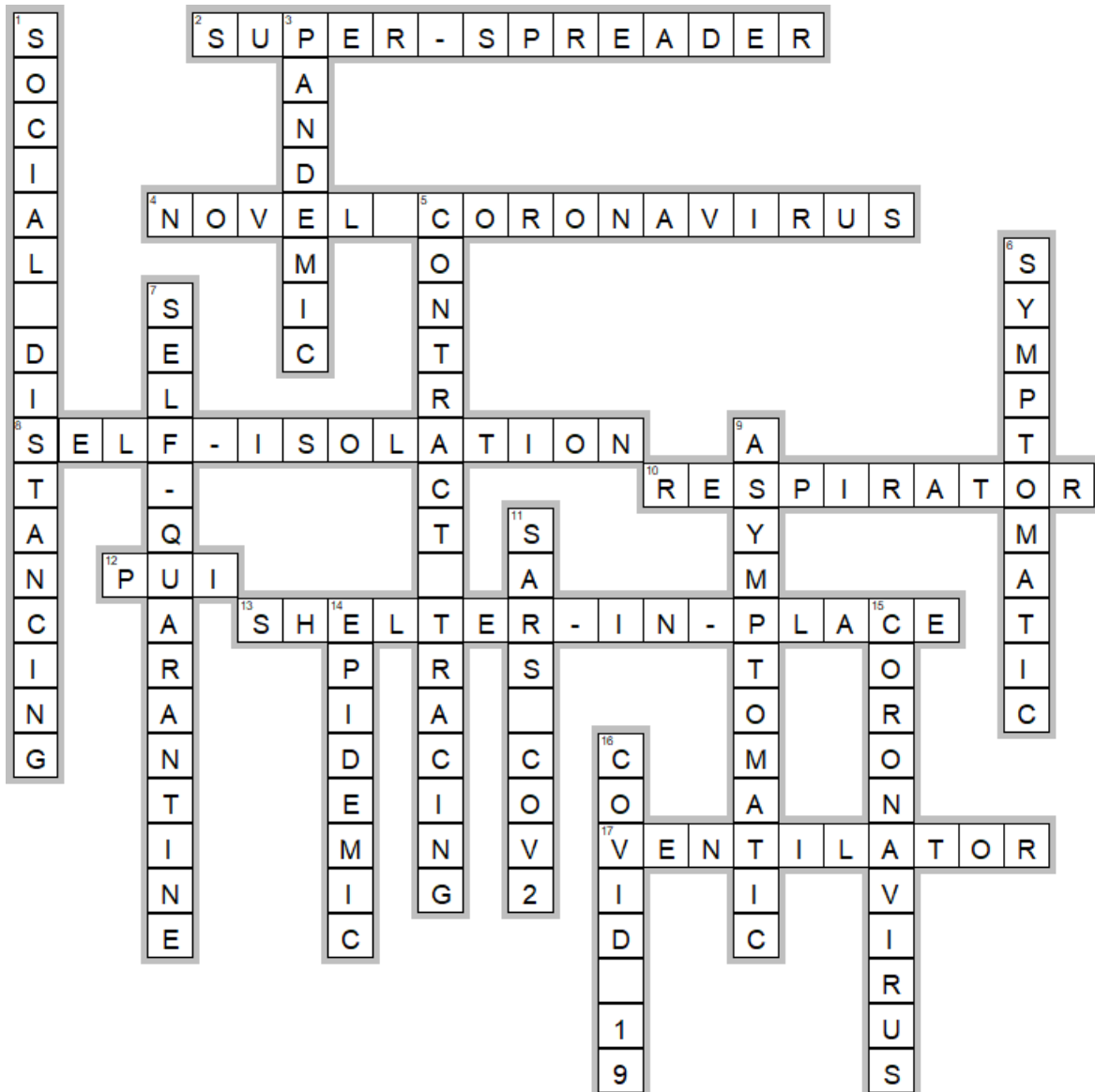
Across

2. **SUPER-SPREADER**—A highly contagious individual who can spread an infectious disease to a large number of uninfected people through a network of contacts.
4. **NOVEL CORONAVIRUS**—New strain of coronavirus, or nCoV, that has never been detected in humans.
8. **SELF-ISOLATION**—The act of separating oneself from others.
10. **RESPIRATOR**—A device designed to protect individuals from inhaling something hazardous in the air, in this case, particulate that may be contaminated with the SARS-COV-2 virus.
12. **PUI**—Person Under Investigation, is an individual who is suspected of potentially having COVID-19.
13. **SHELTER-IN-PLACE**—Typically issued by local government, a shelter-in-place asks residents to remain at home and only leave to perform duties deemed essential in an effort to slow transmission of and exposure to the virus.
17. **VENTILATOR**—A machine designed to move air in and out of the lungs for a patient who is physically unable to breathe or who is not breathing well. Because COVID-19 can cause severe lower respiratory infection, ventilators are a critical machine for patients with severe disease.

Down

1. **SOCIAL DISTANCING**—The act of remaining physically apart in an effort to stem transmission of COVID-19. Social distancing can include a move to remote work, the cancellation of events and remaining at least six feet away from other individuals.
3. **PANDEMIC**—A worldwide spread of an infectious disease, with larger reach than an epidemic. Until (COVID-19), the last pandemic, was the H1N1 influenza outbreak in 2009.
5. **CONTACT TRACING**—Identifying and monitoring people who may have come into contact with an infectious person. In the case of COVID-19, monitoring usually involves self-quarantine as an effort to control the spread of disease.
6. **SYMPTOMATIC**—Showing symptoms of COVID-19, which can include a fever, dry cough, shortness of breath and body aches. Health officials believe the risk of transmitting the virus is highest when an individual is symptomatic.
7. **SELF-QUARANTINE**—The act of refraining from any contact with other individuals for a period of time—in the case of COVID-19, two weeks—to observe whether any symptoms of the disease will arise after potential exposure.
9. **ASYMPTOMATIC**—Presenting no symptoms of disease. In the case of COVID-19, this means absence of fever, dry cough, sore throat, shortness of breath and body aches, among other less common symptoms. Notably, it is recommended that individuals do not get tested unless they exhibit symptoms because of the risk of false negatives. In other words, most tests will not be accurate unless symptoms are present.
11. **SARS COV2**—The virus fully defined as severe acute respiratory syndrome coronavirus 2" causes the disease COVID-19.
14. **EPIDEMIC**—A widespread occurrence of an infectious disease in a community or geographic area.
15. **CORONAVIRUS**—family of viruses that include SARS (severe acute respiratory syndrome) and MERS (Middle East Respiratory syndrome) as well as other respiratory illnesses. A coronavirus, also known as a CoV, is typically spread between animals and humans—an event known as zoonotic transfer and they are named for the term "corona"—Latin for crown—which refers to the shape of the virus when observed microscopically.
16. **COVID 19**—Stands for novel coronavirus disease 2019, which refers to the year of its initial detection. COVID-19 is the illness related to the current pandemic; the illness is caused by the virus SARS-COV-2 (severe acute respiratory syndrome coronavirus 2).

IN THE TIME OF COVID-19 GLOSSARY CROSSWORD PUZZLE-Answer Key





CENTRAL SPRINTS - OKLAHOMA CITY –March 30th, 2020. Humboldt State crew faced the reigning National Champion and host Central Oklahoma amongst some of the West Region's best Friday evening at the Central Sprints Regatta.

Only the Lumberjacks' Varsity 8 and 4 boats competed in the racing as the remaining rowers remained in California to compete at the Saint Mary's / Santa Clara Duels or continue training at home.

HSU opened the evening with a second-place finish (8:33.95) for the V4 finishing behind UCO who finished in 8:16.30. Two races later, the Lumberjacks V8 placed third behind UCO (7:13.80 0) and Western Washington (7:19.52) with a time of 7:24.91. The Green and Gold capped its 2k racing with fourth-place finishes for the V4 and V8, finishing behind UCO, UC San Diego and Western Washington (in that order) in both races. Last reported race of the season.

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