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ODEI PATHWAYS 2021

HUMBOLDT STATE UNIVERSITY - DIVISION OF ACADEMIC AFFAIRS

OFFICE OF DIVERSITY, EQUITY, AND INCLUSION



Introduction – By Dr. Elavie Ndura

Greetings!

It is our distinct pleasure to share with you the May 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.

This month we start by acknowledging and featuring the contributions of our Asian, Desi, and Pacific Islander community. During *Asian Pacific Islander Heritage* Month and beyond, let us take a moment to reflect and learn how we can best support our HSU [Asian, Desi, & Pacific Islander Collective](#) (ADPIC). Our ADPIC students and staff deserve to feel welcome and thrive at our campus.

This academic year was unlike no other, as we continued to engage the campus and the community virtually. In this issue of *ODEI Pathways*, you will also find informative end-of-the-year highlights of our ODEI Inclusive Excellence strategic work. In the spirit of transparency, each ODEI team member developed an end-of-the-year report, and throughout this issue, we will showcase for you some impact-driven outcomes. To start, Dr. Elavie Ndura reflects on her first semester at HSU and her leadership in developing an institutional framework of inclusive excellence. Dr. Edelmira Reynoso highlights the 2020-2021 achievements of the Diversity, Equity, and Inclusion Council (DEIC). All three subcommittee working groups had a productive academic year and created concrete tools and documents that were shared with key constituents on campus.

MAY 2021 Newsletter

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Next, Meridith Oram shares the excellent work undertaken by the TK-12 Humboldt-Del Norte Equity Partnership (the Partnership). The Partnership focused on professional development for racial equity while building and strengthening their relationships with community organizations and racial equity leaders in the local Humboldt county area. Our Student Assistant, Janae' Sykes, was instrumental in developing the 2020-2021 *Know your Right Campaign*. She partnered with the African American for Academic Excellence (AACAE) Coordinator, Douglas Smith to lead informational sessions to educate students about student conduct and knowing their rights. Last but not least, Jeanne Riecke, Administrative Support Coordinator, was an active contributor to our Inclusive Excellence visioning work.

As we start to repopulate our campus, we invite you to visit us in our new office suite. ODEI will be relocating to Siemens Hall Room 215. We look forward to engaging with each of you in person and working together to advance inclusive excellence. As a new member of the HSU community, I cannot wait to meet you face-to-face.

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 (CDO)

Asian & Pacific Islander Heritage Month

FEATURED ARTICLE: Asian Pacific Islander Heritage Month

The Clarke Museum, Humboldt Asian & Pacific Islanders in Solidarity (HAPI) and the Eureka Chinatown Project. The Clarke Museum in collaboration with the Humboldt Asian & Pacific Islanders (HAPI) are hosting a walking tour of Eureka's Chinatown (dates to be announced). The walking tour starts at 2:30 p.m. in front of the Clarke Museum.

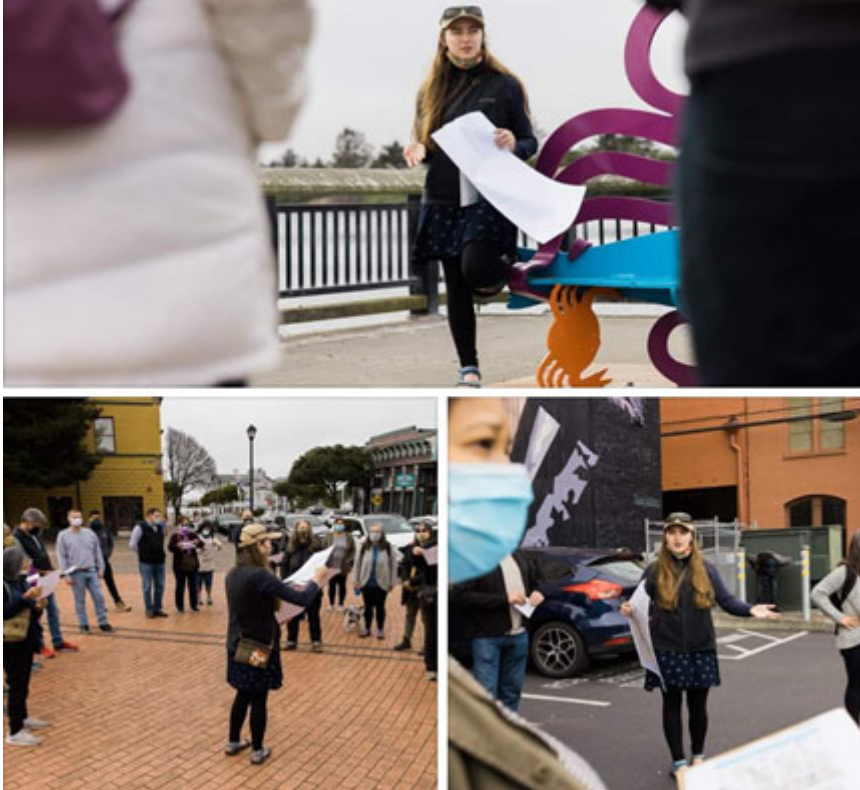


The tour is on flat ground about and 0.8 miles long. There are a total of 20 slots for each tour and ticket orders are first come first serve. The cost of each ticket is between \$10-\$20 based on the age group.

Contact: <http://www.clarkemuseum.org/Chinatown-walking-tours.html>



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"The Eureka Chinatown Project is a collaboration of community members and the Humboldt Asian & Pacific Islanders (HAPI) in Solidarity. We celebrate the history and culture of the Chinese community in Humboldt, while raising awareness of the local expulsion events and the federal and state exclusionary acts that shaped our society today. By educating the community, we hope to heal, grow, and move towards a more inclusive future."

1885 Expulsion of Chinese from Humboldt County



Chinese Leaving Eureka

Photo by J. A. Meiser

Starting in 1850 through 1882 more than 322,000 Chinese immigrants entered the United States to try their luck in the Gold Rush. By the 1880's about 25% of workers in California were Chinese men and were considered cheap labor building the transcontinental railroad. In 1870 immigrants and Americans were competing for jobs typically filled by the Chinese workers. An economic depression created a scarcity of jobs. In 1877 the Workingmen's Party of California was created with the slogan "The Chinese must go!" which specifically identified the Chinese immigrant population.



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1885 Expulsion of Chinese from Humboldt County (Cont.)

In Eureka, Chinatown was located around Fourth and E Streets with a population of over 200 people. In the outlying areas of Humboldt County, there were Chinese gold miners in Northern Humboldt (Orleans, Happy Camp and Weaverville in Trinity county) with a population of around 480. During the 1880's resentment grew and drove the Chinese out of the gold mines. The Chinese population became merchants, launderers, household servants, vegetable farmers and took on other jobs including logging and fishing.

On February 7th of 1885, rivalries between different Chinese organizations in Eureka resulted in the accidental shooting of an Eureka City Councilman from crossfire. Angry citizens forced all Chinese out of Humboldt County. The ships in port at the time, the City of Chester and the Humboldt, were packed with the banished Chinese and their possessions bound for San Francisco, leaving port on February 14, 1885. In 1882, Congress passed the Chinese Exclusion Act, banning further immigration by Chinese into America.



Dr. Elavie Ndura's Reflection on Her First Semester Leading Inclusive Excellence at HSU

I joined HSU in January 2021 in the role of Associate Vice President & Campus Diversity Officer (CDO) and immediately began a listening & learning tour to develop an understanding of HSU's context and culture, as well as its relationship with the community. I was touched by the warm welcome and willingness to share information that characterized every conversation with my ODEI team, students, faculty, staff, and members of the community. The support from HSU campus leaders at all levels has been truly affirming. Their strong commitment to diversity, equity, and inclusion continues to inspire me and my ODEI team. I am deeply grateful to each and every one for affirming that I am in the right place at the right time at Humboldt State University!

Thanks to the dedication, support, and collaborative hard work of my ODEI team, I am able to highlight the following first semester accomplishments:

- Elevated my ODEI Team's capacities to focus their work to better communicate their accomplishments and the impact of ODEI's programs, initiatives, and activities.
- Pioneered monthly reporting mechanisms and newsletter that elevated ODEI's visibility across the HSU campus and in the community.
- Led the development of the institutional six-pillar framework of inclusive excellence that provides an overarching vision for diversity, equity, and inclusion.



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Dr. Elavie Ndura's Reflection on Her First Semester Leading Inclusive Excellence at HSU (Cont.)

- Represented Humboldt State University on equity arcata, 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.
- Facilitated the meetings of the President's Diversity, Equity, and Inclusion Council (DEIC).
- Engaged campus leaders in conversations that bolstered their commitments to inclusive excellence through meetings with the Academic Affairs Leadership Team, President's Cabinet, Council of Chairs, and University Senate.
- Strengthened HSU partnerships with TK-12 and Humboldt County Department of Education leaders.
- Supported student success through collaboration with student leaders and cultural centers for academic excellence.

DEIC 2020-2021 Highlights Submitted by Dr. Edelmira Reynoso



The Diversity, Equity, and Inclusion Council

The Diversity, Equity, and Inclusion Council (DEIC) members met during the fall and spring 2020-2021 academic year. During the monthly meetings, the Council worked on elevating diversity, equity, and inclusion projects and initiatives. The Council membership includes Associated Student representatives, ODEI student assistant, faculty from all colleges, and staff from the divisions of Academic Affairs, Business and Finance, Human Resources, Student Affairs, and University Advancement. Each subcommittee working group had its own charge and projects they completed.

Each subcommittee's reports are attached below. You may access the full report by clicking on the link [here](#).

Highlights

- The first DEI Council meeting of fall 2020 focused on President Jackson's charge. Dr. Lisa Bond-Maupin, liaison between the President and DEIC, shared that President Jackson wanted to continue to see the DEIC connect with other equity work done at Humboldt State University (HSU). One of the key accomplishments of the DEIC was to develop the diversity, equity, and inclusion definitions. The subcommittee on Professional Learning Opportunities and Development for Staff and Faculty led the charge and created the definitions, which were reviewed by the entire DEI Council. The definitions have been shared with the University Senate.



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DEIC 2020-2021 Highlights (Cont.)

Submitted by Dr. Edelmira Reynoso

- During the spring of 2021, Dr. Elavie Ndura, Associate Vice President and Campus Diversity Officer, was hired and appointed to co-chair the DEI Council. During the second meeting of the semester, Dr. Ndura shared her vision for Diversity, Equity, and Inclusion at HSU. The goal of the meeting was to “garner support for ODEI’s Pathways to Inclusive Excellence.” The DEI Council reviewed and provided feedback on ODEI’s reimagined Vision, Purpose, and Inclusive Excellence Framework. A discussion followed on the “Principles of Community for Inclusive Excellence” and “Measures of Success & Communication Plan.” Dr. Ndura has presented to several key constituents on campus to raise awareness of the Inclusive Excellence framework.
- Dr. Rona Halualani from Halualani and Associates presented her Diversity Mapping findings to DEIC. The Diversity Mapping Project report and supporting documents will be utilized to support HSU’s diversity, equity, and inclusion efforts moving forward.
- In the academic year ‘20-’21, the HSI subcommittee focused on “To help educate the campus community on what it means to fully serve our students as a federally identified Hispanic-Serving Institution.” An HSI web-site was established.
- Building on the 2019/2020 framework for excellence the Inclusive Teaching Strategies and Culturally Responsive Pedagogies (ITS/CRP) subcommittee worked on inclusive teaching that aligns with September 2019 changes to Appendix J, which was accepted and approved in December 2019, (RTP Model Language for Excellence in Inclusive Teaching). They updated the existing instructional observation guideline document. This document has remained unchanged since 2013, and did not reflect recent changes to Appendix J regarding equitable, inclusive, and accessible teaching.
- They updated the existing instructional observation checklist with language that integrates equity and inclusion into the collegial observation process. The modified checklist was reviewed and approved by the senate Faculty Affairs Committee in May, 2021. The three guides—Table Version/F2F & Synchronous, Narrative Asynchronous, and Narrative F2F & Synchronous—are now posted on the Academic Personnel Services (APS) website: <https://hraps.humboldt.edu/faculty-evaluations>.
- They continued to develop the HSU Inclusive Teaching Toolkit, which will include further guides, checklists, and examples to support faculty in meeting the new Appendix J requirements.

Looking Ahead to Fall 2021 and Spring 2022

The Diversity, Equity, and Inclusion Council will be looking to engage in new membership recruitment as six members will be stepping down. The DEI Council is looking for representation from campus leaders from various units and departments on campus. During the summer, in collaboration with the faculty Equity Fellows, ODEI will articulate next steps and a new charge for each of the subcommittee working groups.



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equity arcata: Preliminary Annual Report 2020-2021 Submitted by Meridith Oram and Janae' Sykes



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 volunteer working groups aim to support community issues and create strategies to:

- raise awareness of racial inequities in our community both past & present
- develop a community bias reporting tool & a community response team
- develop equity communications & education outreach
- create strategies to help increase housing equity
- organize opportunities for artistic expression & dialogue
- offer & expand diversity & 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
- host community-building events

Responsibilities of Student Assistant

The responsibility of the ODEI student assistant and servant leader is to assist and support our campus community with racially equitable resources for our BIPOC students. In this role collective impact, communication, and strategic planning are critical to ensure we are reaching those we serve and to determine our impact to develop creative opportunities to better support the needs of our students, staff, and faculty.

Specifically, my role as the student assistant is to be a consistent bridge builder of relationships between Humboldt State University (HSU) and the City of Arcata, mostly with non-profit organizations such as equity arcata.

Achievements

Successes are highlighted by teams and working groups.

Backbone Support Team

Throughout the academic year, the Backbone Support Team (BBST) discussed how we can be proactive in collecting data to determine our impacts and areas of improvement. We developed an idea of creating quarterly reports for each working group to track their outreach resources and opportunities to meet their individual group



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equity arcata: Preliminary Annual Report 2020-2021 (Cont.)

Submitted by Meridith Oram and Janaee' Sykes

MAST (Measurable, Audacious, Specific, Timely) goals. These short reports hold each working group chair and co-chair accountable to collect data and measure impact to provide collective context for the End of the Year Annual Report.

Another highlight is that representatives of the Backbone Team, Chrisitan Boyd and Janaee' Sykes, presented on behalf of equity arcata at the [State of the City](#) regarding our current and future initiatives for community members to develop a stronger understanding of our work and service for the Humboldt Community.

Communications

The Communications working group and JustArts working group members partnered with local journalist and blogger, Kym Kemp, to connect her with Centro del Pueblo to better understand the communications needs of the Spanish speaking community. Kym now provides daily COVID-19 updates in Spanish on her website. Additionally, our Communications working group added members representing Redwood News. Based on working group discussions and feedback from the greater Humboldt County Spanish-speaking community, they understood the need to provide local news and public service announcements in Spanish. Redwood News currently airs the County's only weekly newscast in Spanish.

The City of Arcata received grant funding, thanks to the work of BBST member Gillen Martin, to provide emergency notifications and information in Spanish, and now has a Google translate option on [cityofarcata.org](#), so the City's website can be accessed in multiple languages. COVID-19 and emergency messaging from the City of Arcata and equity arcata can now be provided in Spanish. The City now provides general press release information in Spanish where the budget allows.

Home Away from Home

Home Away from Home (HAFH) volunteers have hosted physically-distant meal and free stuff distributions throughout the COVID-19 pandemic, which have provided free meals, PPE and household supplies to 570 local college students. The working group obtained grants from Coast Central Credit Union, the Rural Policy Research Center, and the Humboldt Area Foundation, which provided funds for meal distribution catered by local BIPOC owned restaurants. Our Lead for America Fellow, Gillen Martin, collected donations from community members to provide free bags of essential supplies for students.



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equity arcata: Preliminary Annual Report 2020-2021 (Cont.) Submitted by Meridith Oram and Janae' Sykes

Successes

This year was full of forward movement for equity arcata. Gillen Martin led the Backbone Support Team (BBST) in creating the first End of the Year report for 2019-2020. With Cati Gallardo as the Interim Network Manager, the BBST successfully supported all working groups to establish measurable, audacious, specific, and timely goals (MAST) that fit under the overarching goals of the collective impact structure. Additionally, the BBST established a system of quarterly reporting for each working group related to their respective goals. Where cultural taxation was happening to BIPOC BBST members, the group was able to strategize and remedy the situation by getting working chairs the coaching and facilitation support they needed. In direct service to the community, equity arcata was able to secure grant funding to host food and item distributions to mitigate food insecurity and foster connections with students despite COVID-19 safety regulations.

Areas of Growth and Plans to Address Identified Needs

As an organizational body, equity arcata strives for cultural humility and the lifelong practice of ongoing self-critique and reflection. As a result, we look honestly at what areas of growth exist as we plan for the coming year.

The BBST is in a time of transition and securing who will compose the core group to hold the collective impact structure together on the BBST is equity arcata's first priority. This requires filling the Network Manager position, the City of Arcata Equity Intern role, the Student Assistant role in the Office of Diversity, Equity & Inclusion (ODEI), and selecting another Lead for America fellow. Current members staying on are Cati Gallardo, Chair of Communications, and Meridith Oram, Co-Chair of Ongoing Learning.

Once the new BBST is established, better coordination and collaboration amongst members of that team will support the success of the greater structure. Feedback from former Student Assistants and Interns suggests that more shared projects and transparent communication will facilitate team building, learning, communication, and impact of the group. Because equity arcata is a collective impact structure, no person should ever do any assignment or project 100% on their own. We always work in partnership, internally and externally.



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equity arcata: Preliminary Annual Report 2020-2021 (Cont.)

Submitted by Meridith Oram and Janaee' Sykes

Just Arts

The Art on the Fence Public Art Project was in partnership with the City of Arcata. Artwork featured the work of 13+ BIPOC and white artists. Artwork was displayed on the Arcata Ball Park Fence for several months.

Two call and response community art projects were held with outdoor public viewing for the second project in May 2021. This project was led by two BIPOC artists and featured the work of 13 BIPOC and white artists in its first round, and 26 in the second round.

Ongoing Learning

The Ongoing Learning working group created and led ongoing learning sessions for all working groups for the entire year. The group shared leadership and had members take turns creating learning sessions based on their interests and the current sociopolitical context. Poetry, literature, and art were used more regularly to delve deeper into racial equity concepts.

In addition to the monthly learning sessions, members of equity arcata, in collaboration with colleagues at HSU, offer an ongoing weekly Whiteness Accountability Space to support white folks to process emotions and move to anti-racist action. This group began in June of 2020 and, as of 5.28.2021, 221 people have attended.

Ongoing Learning also conducted two book groups facilitated by Alia Dunphy, Frank Herrera, Meridith Oram, and Tracy Smith. They were *So You Want to Talk about Race* by Ijeoma Oluo and *Emergent Strategy* by adrienne maree brown.

Police and Student Safety

The Police and Student Safety working group, in partnership with the Arcata Police Chief Brian Ahearn, Detective Luke Scown, and Officer Travis Sherrod, developed a Know Your Rights campaign to provide information to students regarding their rights when they encounter law enforcement. With the support of working group members analyzing and discussing the overall campaign, they plan to host multiple sessions throughout the 2021-2022 academic year.

Welcoming Business

The Welcoming Businesses working group solidified their partnership with the Arcata Chamber of Commerce to promote racial equity meetings and learning sessions with the local business community. This group distributed their monthly newsletter addressing workplace microaggressions to build an understanding of how harm is caused in the workplace. Welcoming Business began regular monthly meetings for local business owners. Recent sessions have focused on servant leadership.



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equity arcata: Preliminary Annual Report 2020-2021 (Cont.)

Submitted by Meridith Oram and Janaee' Sykes

Professional development will support the BBST and working group chairs to do their best. Specifically, gaining a better understanding of and incorporation of data analysis will facilitate communicating about equity arcata's successes and allow us to give numbers about our progress as we pursue grant funding. Professional development to build grant writing skills will also help the group.

Regarding the offering of learning opportunities, although we have offered regular programming to grow our racial literacy internally, we can certainly grow to offer more programming in the broader community. The Ongoing Learning group is strategizing to identify partner organizations to host learning sessions for the community that support people to navigate inequitable systems. The group will also archive its ongoing learning sessions used internally so they are available for public use.

Because equity arcata is a volunteer organization and few members receive payment for their contributions, we are consistently looking for ways to express gratitude to members and also have our work be as timely and professionally done as possible. We will look to organizations with large volunteer bases to see how we might do this more effectively.

Supports Needed

There is a general understanding that as an organization we need support in collecting data to better assess where we are and grow our impact. Furthermore, acquiring funding to be able to follow through with each working group's individual initiatives will best support equity arcata to serve the community.

TK-12 2020-2021 Highlights

Submitted by Meridith Oram



The TK-12 Humboldt-Del Norte Equity Partnership (the Partnership) had a successful 2020-2021 full of growth, reflection, and learning as it supported educators and school systems to grow their shared language and understanding of implicit bias and structural racism in an effort to yield more equitable outcomes for Black, Indigenous, and People of Color (BIPOC) students as well as students of all minoritized identities.

The Partnership focused on ongoing professional development for racial equity, cross-district educator cohort models for racial literacy development, support with curricular materials and resources, and collaboration with racial equity entities in the community.



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TK-12 2020-2021 Highlights (Cont.) Submitted by Meridith Oram

Ongoing Professional Development: The Partnership worked with educators and administrators from 13 of 31 districts (42%), an increase from its work with five of 31 districts in the 2019-2020 school year (16%). The Partnership also worked with six charter schools. Approximately 300 educators (including 25 administrators) participated in the 8-hour series Foundations: Implicit Bias and the Four Dimensions of Racism (over five offerings) that enhanced their understanding of racism as an internalized, interpersonal, institutional, and structural problem.

Using pre- and post-surveys with each series, we refined our work and continuously made improvements. Modifications included incorporating learning outcomes and a feeling wheel to support participants to connect to their emotional experience in conversation. Furthermore, we established the protocol inviting any BIPOC identifying participants to share first with the goal of building white participants' listening skills and centering BIPOC educators and community members' voices and experiences. Race-based affinity spaces were also incorporated into the learning sessions beginning with a BIPOC group and a white group. As we discovered many mixed race participants' requests for their own space, we created a mixed race affinity space.

Educator Cohorts: Educator cohort #1 that convened for the first time in Fall 2019 continued into 2020-2021 and met monthly throughout the year. Of the original 9 members of the group, 6 continued to meet on a voluntary basis beyond their 30 hour commitment the previous year (4 BIPOC and 2 white folks). In this group, 2 BIPOC participants became leaders of the core curriculum Foundations while another BIPOC member co-facilitated mini-learning sessions with the Partnership and other race-based groups in the community including B-Black. Another BIPOC member served as a leader for equity in their school site and mentored colleagues wanting to grow in their equity literacy. Both white members of this cohort are central to the work of the equity teams at their respective schools and participate as facilitators of white affinity spaces in various professional sessions for racial equity in the region. A goal for the members of cohort #1 in 2021-2022 is to publish a paper about participatory leadership headed by Sasheen Raymond, MSW. Cohort #1 will continue to meet in 2021-2022.

Cohort #2 began in Fall 2020 and grew considerably. It convened 17 educators from 9 districts, one charter school, and two health care organizations also doing similar racial equity work in the community (9 BIPOC members and 8 white members). This group met exclusively on Zoom to complete 15 hours of learning for equity and community building. The group will continue in Fall 2021 for its second half of the 15 hour commitment with the goal of leading the Foundations curriculum and serving as leaders of equity in their respective schools, districts, and workplaces.



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TK-12 2020-2021 Highlights (Cont.) Submitted by Meridith Oram

Curricular Materials and Resources: The Partnership created resource lists to support educators to do ongoing learning about internalized, institutional, interpersonal, and structural racism as well as to support them to facilitate conversations and learning with their students, families, and colleagues about police brutality, the murder of George Floyd and many more BIPOC people, and the current sociopolitical context.

- raise awareness of racial inequities in our community both past & present
- Foundations: Implicit Bias and the Four Dimensions of Racism [Resource List](#) 2020-2021
- [An \(Incomplete\) List of Resources for Combating Anti-Blackness, Police Brutality, Systemic Racism and White Supremacy](#) June 2020

In addition to the aforementioned resources, the Partnership collaborated with Tess Yinger, Instructional Coach at Peninsula Union Elementary and member of educator cohort #2, Roger Culps, History teacher in McKinleyville Union School District and member of educator cohort #1, and the Educators for Equity group of the Eureka NAACP to create the mini-lessons below with the goal of supporting educators to talk about current events, dispel common mis-education, and broaden the intersectional diversity, history, and narrative in TK-12 curricula.

Mini-Lessons for Educators include:

- [The Insurrection at the Capitol January 6, 2021](#)
- [Understanding Colorblind Racism and the True Legacy of Dr. MLK, Jr. January 2021](#)
- [Fred Korematsu and the History of Japanese Internment in the US January 2021](#)

Successes: In the professional development sessions and the educator cohorts, we were able to accommodate more people in the Zoom space than if we had met in person. We collected data at every session and modified our curriculum and facilitation to meet the needs of the audience time after time, especially with the centering of BI-POC voices. Because we had such a large second educator cohort of almost 20 members, we split the group in two to accommodate everyone's schedules.

To build and strengthen relationships, we collaborated with community organizations and racial equity leaders in the area. We contracted with Stepping Stone Diversity Consulting to offer Creating an Equitable District: Implicit Bias, Hiring, Retention, and You! to TK-12 educators and administrators as well as folks from public safety and local government during December 2020 and January 2021. Furthermore, we completed listening sessions in area high schools with the Eureka NAACP that centered equity teams' action steps on needs identified by BIPOC students, alumni, and families in said sessions.



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TK-12 2020-2021 Highlights (Cont.) **Submitted by Meredith Oram**

Areas of Growth and Plans to Address Identified Needs: The Partnership will continue to improve and prepare for the 2021-2022 school year. We will refine strategy, efforts, and programming. Regarding curriculum, we will meet with BIPOC organizations for feedback on our content as we strive to incorporate more diverse voices. We plan to scaffold our curriculum to include sessions on racial identity development, white supremacy culture, and how schools can successfully run equity teams.

We will continue to build capacity for trainers and facilitators and will dedicate time to improving our logistics for learning sessions. We will also synthesize data from the 5 Foundations professional development sessions.

Because the key partners will change in the coming year, we'll be creating a new structure to continue the work. Additionally, we will create an administrator cohort, begin a 3rd cohort for educators, provide more opportunities for student leaders, collaborate with equity educators in the area (working in and outside of schools), and outreach to HSU's School of Education and TK-12 school leaders in equity to help inform the next steps of the Partnership.

Additional opportunities for growth include strengthening the networks of BIPOC and anti-racist pre-service teachers and educators in the field, creating a pathway to support BIPOC educators to move into administrative roles, and securing funding for the Partnership for the long term. Overall, it has been a most successful year. We look forward to riding the momentum and continuing racial equity work in 2021-2022.

ODEI Student Assistant Achievements for 2020-2021 **Submitted by Janae' Sykes**

Background of equity arcata's Police & Student Safety Working Group

The Police & Student Safety Working group was developed in 2017 with the collaboration of the Arcata Police Department (APD) and Humboldt State University Police Department (HSUPD).

Former HSU Police Chief Donn Peterson created the Chief Advisory Panel (CAP). I served as the liaison between this group and the student body. This group previously met every 4th Thursday of each month. Attendees were a mixture of some staff and faculty members with very little student engagement. Students felt they would be taxed by school officials who were not actively coming up with strategic safety solutions to create a safer campus community for our students.





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ODEI Student Assistant Achievements for 2020-2021 (Cont.) Submitted by Janaee' Sykes

The topic of policing and police brutality became the center of conversation during the Global COVID-19 Pandemic. During the time of social distancing and quarantine, there were more eyes to witness heinous crimes towards the Black, Indigenous, People of Color identifying communities. One powerful highlight mentioned by our students was having little to no knowledge of how to conduct themselves, specifically what their rights are when interacting with law enforcement.

Development of the 2020- 2021 Know Your Rights Campaign

The idea of creating a campaign was developed by myself and African American for Academic Excellence (AACAE) Coordinator, Douglas Smith. We thought of hosting informational sessions about student conduct and their rights. With the collaboration of Arcata Police Chief, Brian Ahearn, Detective Luke Scown, and Officer Travis Sherrod, we created an informational presentation with responses collected by students, specifically students from the equity arcata class taught and facilitated by supervisor, Meridith Oram.

Areas of Growth & Impact

Our working group appreciated the straightforwardness of the students being honest about how they perceive our intentions. This honesty made us realize the importance of relationship building amongst our working group and those we intend to serve. Our intention is to not culturally tax our students, but collectively determine strategic safety plans to keep our students safe on & off campus.

Lastly, we need to improve our communication as a group to keep the work flowing to ensure we are meeting our MAST (Measurable, Audacious, Specific & Timely) goals for equity arcata.

Impact

Listed below are the critical points we discussed with community members:

- Our Purpose & Vision Current Goals (ongoing):

Our main goals for Summer 2021 are listed below:

- Actively find creative ways to collect data to better understand our impact.
- Apply for potential grant funding to create "Know Your Rights" Cards for students
- Collectively discuss and analyze the presentation as a working group before we determine a date for our launch.
- Find a new date and time for our working group meetings that works for all members and future student involvement.
- Reconnect with HSU Police Chief, Anthony Morgan for future collaboration with equity arcata & discussion of training for the entire UPD Team.



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ODEI Student Assistant Achievements for 2020-2021 (Cont.) Submitted by Janaee' Sykes

State of the City Presentation

As the student representative of the Office of Diversity, Equity, and Inclusion (ODEI) and member of the Backbone Support Team (BBST), I had the privilege of collaborating and presenting with City of Arcata's Racial Equity Intern, Christian Boyd, for the Annual State of the City Arcata to represent equity arcata. representatives to make contact with the Presidential Team to discuss what we envision in the future for our campus community.

So You Want to Talk About Race Student Book Club

This year was an opportunity for growth in my position to practice facilitation of logistics and meetings. With the support of former ODEI student assistant and alumna of Humboldt State University (HSU), Cassaundra Caudillo, we facilitated an oIn this presentation, we discussed 2020 initiatives of our working groups and future plans of how equity arcata will continue to serve the community. We also had time for questions from attendees about potential misunderstandings about the organization along with opportunities to participate with equity arcata. The presentation also included an opportunity to address misunderstandings about the organization for attendees to develop a stronger comprehension of our purpose and impact by presenting statements we collected by local Arcata community members.

- Insights from Arcata Residents
- Racial Equity in 2020 (ongoing learning & initiatives of each working group)
- Link of presentation here: [State of Arcata Presentation](#)

The Annual State of the City of Arcata Presentation gave an opportunity for representatives of the equity organization to answer questions about misunderstandings and future opportunities to participate in working groups.

HSU President Tom Jackson requested Vice President of Enrollment, Jason Meriwether to schedule a meeting with myself & Christian to discuss our presentation. This was an opportunity as a student online space for students to read Ijeoma Olouo's text, *So You Want To Talk About Race*.

The purpose of this space was for students of all racial and ethnic backgrounds to discuss their personal experiences of race and racism in a safe space.



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ODEI Student Assistant Achievements for 2020-2021 (Cont.) Submitted by Janaee' Sykes

Equity arcata also hosted a separate book club reading the same text with facilitators Alia Dunphey from College of The Redwoods, Tracy Smith from RAMP, and Meridith Oram from ODEI. We, as the facilitators, met bi-weekly to discuss highlights from the text we wanted to share with our groups, while also addressing areas of strength and improvement.

Impact

- A total of 13 students registered and participated in the book club.
- As a group we developed community agreements to respect ourselves and each other in the virtual space.
- Most students identified as Black, Indigenous, or a person of color.
- Here is a link provided to look at overall summary https://docs.google.com/forms/d/1c_ed1yN6ijeybaf4WBM92Mi1mVBtJ4ChAtNBxPQ1OWI/edit#responses

Areas of Growth & Future Goals

Create a book club share drive or folder to include resources referenced during our sessions (i.e. videos, book references/lists, discussion questions, surveys, etc.)

- Communicate & broadcast book club e-flyers to all academic departments to provide students with an opportunity to broaden their racial equity lens.
- Develop pre & post surveys for each session to determine where facilitators can better support student learning
- Incorporate an ongoing learning session to develop trustworthy relationships of our participants. Find more efficient ways to communicate with our participants other than email & Zoom.

ODEI Administrative Support Coordinator Activities - End of the Year Report: 2020-2021 Submitted by Jeanne Riecke, Administrative Support Coordinator

Most of this Academic Year financial activities were spent monitoring grants, budgets and expenditures. The ODEI Pathways newsletter is published on a monthly basis. Jeanne Riecke has been responsible for meeting minutes for Diversity, Equity and Inclusion Council, Council for American Indian Faculty and Staff, ODEI Staff Meetings and the Strategic Initiatives Plan Meeting minutes. The ODEI website has been updated and streamlined with recommendations from Marcom.

