

# EQUITY & DIVERSITY

*Office of Institutional Equity & Diversity Updates*



## **MOVEMENT not a MOMENT JOURNEY not a JOLT**

*By Dr. Veleka Gatling*

The next generation of students will learn about the combination of the pandemic of COVID-19 and the cry for social justice. They will learn how these pandemics magnified issues of systemic racism and barriers to equitable opportunities. They will also learn how visible it was through virtual dialogue, community conversations, podcasts, panel discussions, and various media platforms. They will see the actions of people in their communities, school divisions, places of worship, businesses, and higher education institutions. They will learn about the actions of religious and business leaders who took time to assess their current reality and capacity to intentionally operationalize what it means to ensure visible equity and inclusion. I also hope they see clear evidence that ensuring visible equity and inclusion is a movement, not a moment, and that it is a journey, not a jolt.

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For something to be visible, it must be able to be seen, perceptible to the eye, constantly and frequently in public view. “Visible Equity” is putting systems, resources, and measurements in place to ensure that intentional attention is given to the people, practices and policies that will operationalize diversity, inclusion and equity. This issue of the OIED Newsletter will focus on suggestions for building your capacity to put systems, resources and measurements in place to ensure that intentional attention is given to the people, practices and policies that will operationalize diversity, inclusion and equity.

## Retrospect: A Look Back At Last Year

### **Social Justice & Respectful Expression Forums**

Last year, OIED hosted 10 Social Justice & Respectful Expression Forums. Participants were able to collaborate with peers campus-wide who have an interest in fostering a collective responsibility for creating a just and equitable society with transformative action through dialogue and reflection. These informal focus groups created opportunities for AP faculty, students, and staff to engage in better conversations where each had the chance to speak, be heard, and feel well listened to.

### **[Policy #1008: Policy on Title IX- Sexual Harassment and Sex or Gender-Based Discrimination \(Interim Policy\)](#)**

The U.S. Department of Education's Office for Civil Rights issued new regulations, effective August 14, 2020. Policy #1008 has been adopted to address those regulations and introduce new procedures for complaints of sexual harassment and/or gender-based discrimination. New training and materials explaining how these regulations impact our institution have been made available to all employees, students, and staff. Visit the link above for the policy and please contact our office if you have any questions or concerns.

### **[Virtual CommUNITY Conversation](#)**

On October 15, OIED in collaboration with the President's Task Force for Inclusive Excellence hosted two CommUNITY Conversations with a focus on "Building Your Capacity to be an Ally and/or Advocate in confronting and addressing systemic racism, discrimination, and free expression. These events were co-presented with Student Engagement and Enrollment Services and had over 125 participants. Click the link above to read more about the events.

## **OFFICE OF INSTITUTIONAL EQUITY & DIVERSITY**

**Supporting the campus and the community to proactively promote diversity, inclusion, and equity through planning and programming.**



## Assessing Your Current Capacity to Engage in Conversations Related to DEI Efforts

According to Mary- Frances Winters (2017) considering most of us have been taught to not have conversations about polarizing topics, especially at work, we may not know how to do it very well (p. xi). It is important that we assess our current capacity to engage in bold, inclusive conversations. Facilitating bold, inclusive conversations will assist in being an advocate and an ally. Getting yourself ready is a developmental process that involves learning to assess your current capabilities, understanding the gap between where you are and where you need to be to engage in bold and inclusive conversations.

Winters, Mary-Francis. (2017). *We Can't Talk About That At Work*. Oakland, CA. Berrett-Koehler.



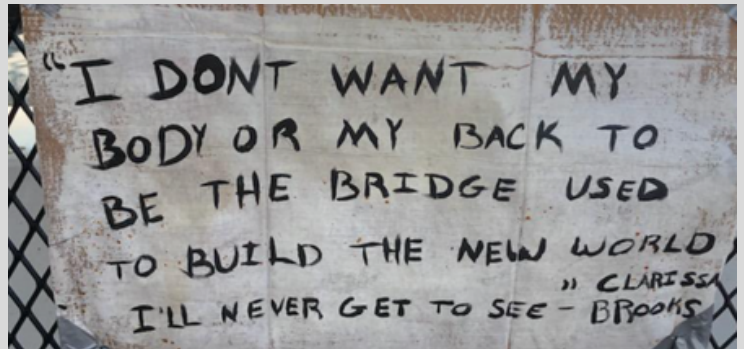
Photo by Lewis Gatling

## Are You Ready to Assess Your Current Capacity?

The self-readiness steps include:

- focusing on cultural understanding by exploring your cultural identity
- getting beyond "blindness"
- facing your fears and biases
- acknowledging the power in your power and privilege to change the course of history for the better
- being vulnerable and admitting what you don't know

On the next page are statements you should consider in your assessing your capacity and current reality to have bold and inclusive conversations.



Once you have responded to the statements, you may use the resources listed below and the Understanding and Confronting Racism Campus-Wide Resource Guide to address some of the statements you were not able to check off.

- ☐ I can recognize how past historical actions are affecting current social and economic circumstances.
- ☐ I am aware of my own values, beliefs, stereotypes, and biases.
- ☐ I can recognize how my cultural beliefs and biases may be affecting my decision making, behavior, and perceptions of others.
- ☐ I have unpacked my feelings about language acquisition, language barriers, and language bias and support linguistic diversity.
- ☐ I can recognize privilege in society and organizations.
- ☐ I understand how white privilege and racism affect me and others.
- ☐ I can identify and discuss several strengths of diverse culture, ethnicity, language, and identity.
- ☐ I understand the varied cultural values of my colleagues and students.
- ☐ I recognize the various kinds of racism.
- ☐ I understand the changing racial and ethnic demographics and am prepared to be culturally responsive to all of my students and colleagues.
- ☐ I understand the role of power in organizations and in the construction of race.
- ☐ I affirm and respect cultures other than my own.
- ☐ I value culture as an integral part of a person's identity and maintain cultural curiosity rather than fear or avoidance.
- ☐ I regularly and experientially explore the histories, accomplishments, interests, perceptions, and lived experiences of people of different cultural and racial identities.
- ☐ I actively seek to foster meaningful relationships with people of different cultural and racial identities.

Mayfield, Vernita. (2020). Cultural Competence Now: 56 Exercises to Help Educators Understand and Challenge Bias, Racism and Privilege. Alexandria, VA: ASCD.

# 21 Days of Diversity, Equity, Inclusion & Justice

<b>Day 1: Read</b> <a href="#">Introduction to Diversity, Equity, Inclusion &amp; Justice</a>	<b>Day 2: Watch</b> <a href="#">How Studying Privilege Symptoms Can Help Strengthen Compassion</a>	<b>Day 3: Reflect</b> <a href="#">Genderbread Person Worksheet</a>
<b>Day 4: Read</b> <a href="#">What is Intersectionality?</a>	<b>Day 5: Listen</b> <a href="#">How White Parents Can Talk to Their Children About Race</a>	<b>Day 6: Watch</b> <a href="#">Let's Get to the Root of Racial Injustice</a>
<b>Day 7: Reflect</b> <a href="#">Guide to Allyship</a>	<b>Day 8: Read</b> <a href="#">Timeline of School Desegregation in Virginia</a>	<b>Day 9: Read</b> <a href="#">Flipping the Script: White Privilege and Community Building</a>
<b>Day 10: Listen</b> <a href="#">Conversations with Beverly Tatum</a>	<b>Day 11: Watch</b> <a href="#">Microaggressions</a>	<b>Day 12: Reflect</b> <a href="#">George Floyd, Racism and Law Enforcement</a>
<b>Day 13: Engage</b> <a href="#">103 Things White People Can Do</a>	<b>Day 14: Read</b> <a href="#">Police Killings Have Harmed Mental Health in Black Communities</a>	<b>Day 15: Watch</b> <a href="#">Dr. Maya Angelou Just Do Right</a>



# 21 Days of Diversity, Equity, Inclusion & Justice

<b>Day 16: Reflect</b> <a href="#"><u>Internalized Racism Inventory</u></a>	<b>Day 17: Read</b> <a href="#"><u>Talking About Race</u></a>	<b>Day 18: Watch</b> <a href="#"><u>Race and Disability</u></a>
<b>Day 19: Learn</b> <a href="#"><u>Research the history of your neighborhood or city and the indigenous tribes that resided there</u></a>	<b>Day 20: Listen</b> <a href="#"><u>White Supremacy at Work</u></a>	<b>Day 21: Watch</b> <a href="#"><u>Brene Brown on Empathy</u></a>

## Additional Resources

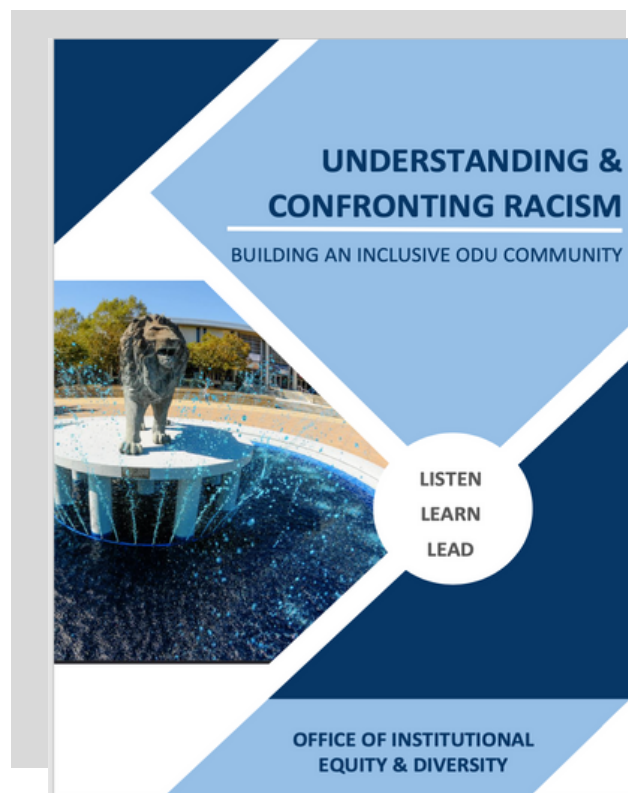
### [Understanding and Confronting Racism](#) [Campus-Wide Resource Guide](#)

Old Dominion University has a long and proud legacy of commitment to the principles of equity and equal opportunity for all students, faculty, and staff.

Diversity, equity, and inclusive excellence are the values that form the pillars of our campus community. Our collective success in furthering that community depends on how we individually seek to operationalize what it means to be inclusive.

In the link above, you will find a collection of resources including articles, books, podcasts, videos, and programs about a range of topics addressing different facets and dimensions of structural racism and inequities.

We hope this information is useful as we do our parts, individually and as a Monarch community, to identify a positive path forward.



# DIVERSITY & INCLUSION IS THE MONARCH WAY!

## UPCOMING EVENTS

### 2/28/2021: Deadline for Diversity Champion Award Nominations

The John R. Broderick Diversity Champion Award is designed to honor and celebrate individuals who encourage and advance the principles of equity and diversity, to promote the positive impact diversity has upon our University community. You can nominate a Diversity Champion!

Nominate [faculty, administrators, staff, students, or community members](#) for this honor.

Submit your nomination form online at [odu.edu/equity/diversity-award](https://odu.edu/equity/diversity-award)

### 3/1/2021: Deadline for Salary Equity Submissions

Old Dominion University is committed to equitable compensation practices. In as much, an annual salary equity review is conducted to identify and address possible inequities in salaries of faculty and administrators. Cases for review are identified by the Office of Institutional Equity and Diversity, Asian Caucus, Association of University Administrators, Coalition of Black Faculty and Administrators, Hispanic/Latino Employee Association, and the Women's Caucus. You may also self-identify. For self-identification submissions, use the self-identification form available on our website at <https://www.odu.edu/equity>. Include a rationale letter supporting the belief that your salary may be adversely impacted because of gender and/or ethnicity.

Requests may be emailed to [equityanddiversity@odu.edu](mailto:equityanddiversity@odu.edu). Please note, only complete requests submitted to the email or fax number listed will be reviewed.

## Employee Resource Groups

At Old Dominion University, diversity and inclusion are a major part of our DNA. We are proud to be part of a local, state, and international community, where our student workers, faculty, researchers, administrators, and staff hail from more than 100 countries. This rich diversity makes us a stronger educational institution by enhancing our learning and engaging us in meaningful dialogue and problem-solving. Because we know that maintaining our climate of employee diversity and respect is an indispensable part of our institutional success, we remain committed to increasing our workforce diversity to become a national exemplar in higher education. We wanted to remind you of the Employee Resource Groups that are available on campus, in hopes that you will join one and offer your own skills to assist as we continue to operationalize what it means to be an inclusive campus.

**Employee Resource Groups (ERGs or affinity groups) affirm employee diversity and offer resources to enhance employee quality of life.**

**For more information, please contact the leadership of the ERG.**

- **Asian Caucus:** Weiyong Zhang, [wyzhang@odu.edu](mailto:wyzhang@odu.edu)
- **Association for University Administrators:** Anna Makhorkina, [amakhork@odu.edu](mailto:amakhork@odu.edu)
- **Coalition of Black Faculty and Administrators:** Monica Taylor, [mtaylor@odu.edu](mailto:mtaylor@odu.edu)
- **Employees with Disabilities:** Vic Nicholls, [vnicholl@odu.edu](mailto:vnicholl@odu.edu)
- **Hourly and Classified Employees (HACE):** Tanya McCown, [tmccown@odu.edu](mailto:tmccown@odu.edu)
- **Hispanic and Latino Employee Association:** Alan Mecca, [amecca@odu.edu](mailto:amecca@odu.edu)
- **LGBTQIA Employee Association:** Brian Dunn, [bdunn@odu.edu](mailto:bdunn@odu.edu)
- **Women's Caucus:** LaWanza Lett-Brewington, [llettbre@odu.edu](mailto:llettbre@odu.edu)
- **Women + Allies in Tech (WIT):** Rebecka Hall, Urjita Dani [contactwit@odu.edu](mailto:contactwit@odu.edu)

For more information about the [ERGs and Employee Diversity](#).



## **Congratulations to our Pathway Retention Award Recipients!**

The Pathway Retention Award (PRA) was established by the Office of Institutional Equity & Diversity to promote the persistence/matriculation of diverse students attending Old Dominion University. This award seeks to recognize the value that diverse students bring to the university, including students from underrepresented backgrounds in higher education.

The following students have been selected for the 2021-22 school year:

Louay Abdelsadig  
Abreionah Brown  
Jamari Cooper  
Najja Nicole Lewis  
Melanie Lyons

Alicia Mand  
Mary McFadden  
Tarryn McPherson  
Jacob Odom  
Khalid Scarborough

## **Connect with OIED!**



Join us on our redesigned Institutional Equity and Diversity Website at [odu.edu/equity](https://odu.edu/equity).

Connect with us via our new office email at [equityanddiversity@odu.edu](mailto:equityanddiversity@odu.edu).

We would love to hear from you!

