

EQUITY & DIVERSITY

Office of Institutional Equity & Diversity Updates

STAYING THE COURSE!

by John Wiley, Graduate Assistant

In the last issue, OIED director Dr. Veleka Gatling introduced the concept of “Visible Equity.” She defined this as putting systems, resources, and measurements in place to ensure that INTENTIONAL attention is given to the people, practices, and policies that operationalize diversity, inclusion, and equity. Visible Equity is a revolutionary theory, one that is most vital to our Monarch Community and to the world at large. It pushes the boundaries of diversity and inclusion far beyond simple representation. It demands action. Visible equity is tangible, and it is challenging. But it is not impossible.

Let me give you an example of visible equity. In 1969, the Black Panther Party, a Black Power political organization founded by Huey Newton and Bobby Seale three years earlier in Oakland, CA, instituted a series of community services to address the immediate public health needs of black and brown communities in underserved inner cities. Although national and federal efforts existed to combat poverty and malnutrition, they never addressed the ever present conditions of systemic racism and oppression and left many of these communities to fend for themselves. The Panthers’ first and most successful Survival Program, Free Breakfast for School Children, put the federal government of the United States on notice. The organization relied completely on community support and local businesses to feed their neighborhoods. By the end of 1969, twenty-two chapters and branches of the Black Panther Party served more than 20,000 children nationwide and highlighted the urgency of feeding poor children nutritious meals to help them learn. In doing so, according to historian and activist Analena Hope Hassberg, the Black Panther Party became the first to link race, class, and advanced capitalism to health outcomes of those in inner cities. By establishing hunger as a major form of oppression in the US and by feeding black, brown, and other underserved communities, the Panthers intrinsically tied their cause of liberation to that of the politics of food, essentially shaping the food justice movement of the late twentieth and twenty-first centuries. The simple act of feeding oppressed peoples, those with no other means of survival, such as children and the elderly became radical in itself and allowed the Party to organize within these communities, reimagining food and health as RIGHTS and not COMMODITIES. Ultimately, Free Breakfast for School Children became a federally funded program administered by the United States Department of Agriculture and expanded to all public schools in 1975.

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While the Black Panther Party officially dissolved in 1982, the spirit of the organization is alive and well. This lasting legacy of the Panthers has become especially relevant as the global COVID-19 pandemic has drastically reduced food access to communities across the nation. Here in the Tidewater area, public k-12 school systems, institutions of higher education, a multitude of public and private organizations, and community advocates and activists responded to the great challenge of food inequality by ensuring access to food. In particular, the Beach Bags food program of the Virginia Beach Public School System follows closely the model of the Black Panther's free food initiatives. This program was established in 2009 in order to provide meals for children who may not have enough to eat during weekends and school vacations. At the height of the pandemic, this platform was expanded to feed children daily. Last year, Beach Bags distributed over 154,000 bags of food to school-age children and their families throughout Virginia Beach. Like the Panthers, they rely on the support of the people and donations to maintain their efforts.

Closer to home, since opening in the spring of 2020, the Monarch Pantry has facilitated visits to nearly 350 individual students. The Monarch Pantry offers nonperishable foods, toiletries, and with the support of Aramark the Pantry has expanded to offer bread, produce, and frozen meat. The Pantry has partnered with our campus dietitian to create easy and healthy recipes based on foods easily found in the Monarch Pantry. In addition to the Monarch Pantry, ODU offers several additional resources to combat food insecurity on campus. The mobile Food Connect notifications are a function of the ODU Mobile app that allows students who opt-in to receive notifications to their phone about free food on campus. Connecting students with food on campus reduces food waste and assists in alleviating food insecurity in students. Big Blue's Snack Pantry is also open to any ODU student, and is managed by the College of Business.

My point in highlighting these programs is to show that visible equity IS POSSIBLE. The Black Panther Party envisioned a DIVERSE, INCLUSIVE, and EQUITABLE world, and through the politics of food, they created a model for others to follow. But the work is far from finished. The same oppressive and degrading conditions which the Black Panthers combated in the 1960s and 1970s still exist today. The long winding road toward progress is arduous, but we must stay the course! The barriers of systemic racism and oppression can only be removed through BOLD, INCLUSIVE measures. Those hard conversations are necessary in order to create safe, diverse, inclusive, and culturally competent environments. We must always be evaluating ourselves and our capacity to engage in conversations related to diversity, equity, and inclusion. Just as everyone has a right to nutritious sustainable, and culturally appropriate food sources, we also have a right to safe, inclusive, intentionally equitable spaces. This issue of the OIED Newsletter will focus on applying and acting in your capacity in order to meet the needs of all members of our Monarch Community.



OFFICE OF INSTITUTIONAL EQUITY & DIVERSITY

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

Retrospect: A Glance Back Over the Summer

ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act promotes equitable treatment of individuals with disabilities by requiring that we provide reasonable accommodations in workplace and educational settings. A disability is defined as a physical or mental impairment that substantially limits a major life activity.

Faculty and staff who require a reasonable workplace accommodation due to a documented disability may request accommodations by contacting the Office of Institutional Equity & Diversity. The full process can be found in the University's policy [Accommodations for Individuals with Disabilities](#). If you are a supervisor or department chair who believes an employee in your area needs a reasonable accommodation to perform the essential functions of their position, please refer them to the Office of Institutional Equity & Diversity to begin the accommodation request. Employees may choose not to request accommodations. Please seek guidance from the Office of Institutional Equity & Diversity prior to implementing workplace accommodations.

Students who require academic or living adjustments due to a documented disability may request accommodations by contacting the Office of Educational Accessibility (OEA). The full process can be found in the University's policy [Accommodations for Students with Disabilities](#). If you believe a student in your class needs a reasonable accommodation, please refer them to the Office of Educational Accessibility. Students may choose not to request accommodations. Please seek guidance from the Office of Educational Accessibility prior to implementing student accommodations.

For questions about the accommodations process, or to begin your request, please contact equityanddiversity@odu.edu or oea@odu.edu.



SEXUAL MISCONDUCT REPORTING

Federal and state laws and University policies prohibit sexual harassment, sexual violence, dating/domestic violence, and stalking. If you have experienced an act of misconduct in violation of this prohibition, please contact the Office of Institutional Equity and Diversity. Our office is responsible for responding to instances of sexual misconduct and providing resources and support. We can share information about reporting options (including filing with the police in criminal cases), protective or no-contact orders, counseling, and advocacy. We also offer investigation and other resolution services. Complaints may be submitted using our online complaint [form](#).

Additionally, faculty and staff must report known instances of prohibited conduct without delay. Students are encouraged to report but are not mandated to do so unless they are employed in areas such as Housing or as teaching assistants. This requirement includes sharing all the information you know such as names, locations, and the nature of the incident. Instructional faculty, supervisors, staff who work closely with students, and University leaders are more likely to learn of potential violations due to their positions. Listen with care and believe individuals when they come forward. Offer support and assure the individual that information will only be shared on a need-to-know basis. Do not undertake independent efforts to determine the truth of what you learned before reporting it, as doing so may create liability for yourself and the University.

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More information can be found on our website at:

<https://www.odu.edu/equity/complaints###tab35=0&done1612907281342>. You may also contact the University's Title IX Coordinator, Ariana Wright, at titleixcoordinator@odu.edu or (757) 683-3141.



PRESIDENT HEMPHILL

On July 1st, Brian O. Hemphill, Ph.D., began his tenure as the 9th President of Old Dominion University. On behalf of the Monarch community, the Office of Institutional Equity & Diversity welcomes him and his family as he takes the lead of this great institution.

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Applying and Acting in Your Current Capacity to Engage in Conversations Related to DEI Efforts

Vernita Mayfield (2020) reminds us that we must confront and challenge the values and beliefs that have established inequality as a way of life in America (p. 4). In the previous issue we learned to assess our own capacity to engage in diverse, inclusive conversations. Now that we have examined our own cultural identities, looked beyond our blindness, and faced our fears and biases we must apply those lessons to become culturally competent individuals. Acting from this capacity allows us to examine false narratives perpetuated within our own cultural experiences. It also allows us to empathize with one another. Applying and acting in your capacity to engage in bold, inclusive conversations is a crucial step in becoming a more diverse and equitable community.



Bold Inclusive Conversations® Facilitator Cohorts

Bold Inclusive Conversations empowers organizations to build the internal capacity to engage in effective dialogue across differences. Thank you to all who participated in our 1st and 2nd Cohorts over the spring and summer semesters.

Andrew Garber
Debbie Couch
Denisse Thillet
Jackie Stein
Ken Langslow
Kermitra Tweedy
Kimberly Williams

Krista Brant
Kristal Kinloch-Taylor
Leteria Scott
Marilyn Baylon
Pilar White
Richelle Kelly
Samantha Palmucci

Todd Johnson
September Sanderlin
Barbara Saunders
Brian Jackson
Ronald Moses
Dean Claud
Susan Kenter

Mary Magerkorth
Amy Cavanaugh
Ariana Wright
Nakia Madry-Smith
Reda Valentin
Dionica Mahler-Rogers
Traci Daniels
Shamiece Banks

If you would like more information on being a part of the next cohort, please email Dr. Veleka S. Gatling, vgatling@odu.edu.

Consider these statements, as you reflect on your readiness to apply and act. 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 regularly examine data relative to gender, race, ethnicity, and language to monitor and manage equitable access and support services
- ☐ I am intentional about incorporating relevant cultural knowledge into instruction, curriculum, resources, learning environment, outreach, and assessment.
- ☐ I use communication skills to facilitate, manage, and participate in discussions on race, culture, and difference.
- ☐ I make all cultural groups feel welcomed and valued
- ☐ I acknowledge, recognize, and seek diverse strengths among staff and students.
- ☐ I exercise strategies that create an inclusive, caring, and equitable environment.
- ☐ I regularly assess if others feel respected and valued by asking them for feedback.
- ☐ I encourage others to raise my awareness by questioning biased assumptions or behaviors when observed in our Monarch community. Then I take action to positively address those assumptions or behaviors.

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

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21 Days of Diversity, Equity, Inclusion & Justice

September 15-October 15 is National Hispanic and Latinx Heritage Month.
This section has been dedicated in celebration of this observance.

Day 1: Read What is Hispanic Heritage Month?	Day 2: Watch Celebrating Hispanic Heritage Month	Day 3: Reflect Dolores Huerta: How to Overcome Your Apathy and Find Your Power
Day 4: Read Hollywood and the Hispanic	Day 5: Listen Celia Cruz: Azúcar	Day 6: Watch Paul Ortiz: An African American and Latinx History of the United States
Day 7: Reflect Guide to Allyship	Day 8: Read The Long History of Police Violence Against Latinos	Day 9: Read Introduction to Diversity, Equity, Inclusion & Justice
Day 10: Listen Music as a Weapon: A Discussion about Garifuna Music	Day 11: Watch Rita Moreno The Latin Explosion: A New America	Day 12: Reflect Anna Babel: Who Counts as a Speaker of Language?
Day 13: Engage Smithsonian Latino Center	Day 14: Read What Latinx Means and Why the Label is Taking Off	Day 15: Watch ¡Printing the Revolution!: The Rise and Impact of Chicano Graphics, 1965 to Now

21 Days of Diversity, Equity, Inclusion & Justice

Day 16: Reflect <u>Brene Brown on Empathy</u>	Day 17: Read <u>Feeding America: The People and Politics that Bring Food to Our Table</u>	Day 18: Watch <u>A Conversation about Latinidad</u>
Day 19: Learn <u>Research the history of your neighborhood or city and the indigenous tribes that resided there</u>	Day 20: Listen <u>Mongo Santamaria: Afro Blue</u>	Day 21: Watch <u>Ericka L. Sanchez reads "Saudade"</u>

Additional Resources

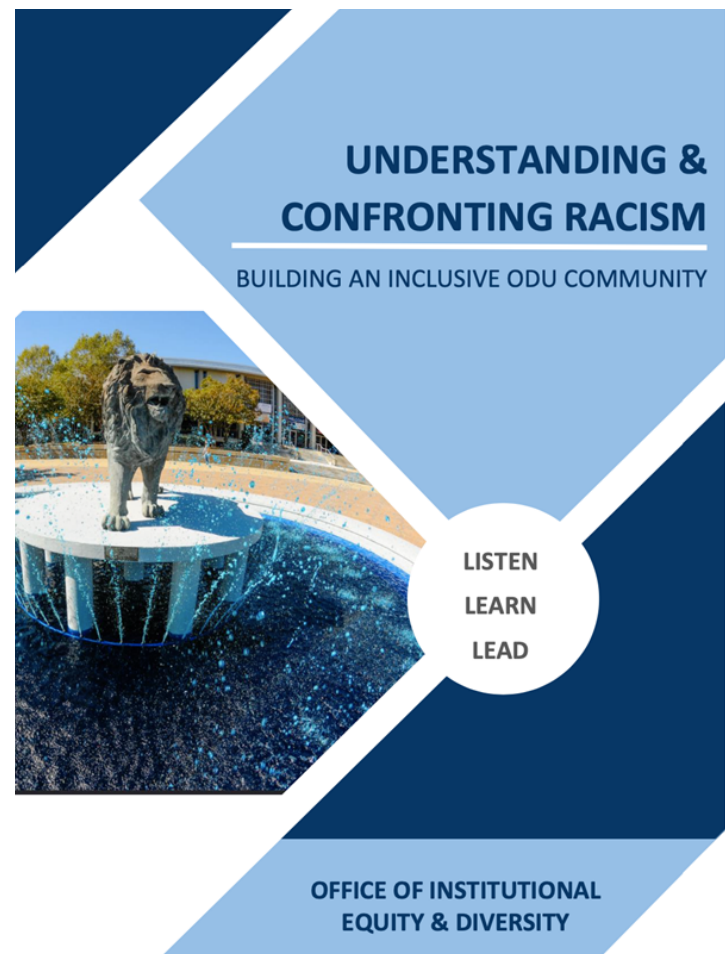
Understanding and Confronting Racism Campus-Wide Resource Guide

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.



CULTURAL COMPETENCE- DIVERSITY, INCLUSION AND EQUITY TRAINING



LinkedIn Learning

Available to all ODU Students, Faculty and Staff

To access the trainings:

1. Click link to ODU LinkedIn Learning
 - <https://www.odu.edu/ts/software-services/linkedin-learning>
2. Click where it says to "Click here to LOG In with your MIDAS ID and Password".
3. Click continue without LinkedIn
4. A LinkedIn account is not required to participate.
5. Click you are sure you don't want to connect with a LinkedIn account.
6. Click Sign in with Single Sign-on.
7. Type in the title of the online training you wish to complete in the Gray-shaded search tool bar at the top of the page in the center (where the hourglass is located).
 - [Cultivating Cultural Competence and Inclusion](#)
 - [Skills for Inclusive Conversations](#)
 - [Communicating about Culturally Sensitive Issues](#)
8. Click Search and start the course.

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DIVERSITY & INCLUSION IS THE MONARCH WAY!

UPCOMING EVENTS

SAVE THE DATE

CommUNITY Conversations

CommUNITY Conversations is a signature event that is being utilized to move the campus community towards becoming more conscious and deliberately inclusive. On **October 21st** the Office of Institution Equity and Diversity will host our first CommUNITY Conversation of the academic year. In honor of National Disability Employment Awareness month, the focus will be on "Making Equity Visible in the Policing of People with Disabilities".

Fall Training Opportunities

Sexual Harassment

Be on the lookout for notices informing you of comprehensive training on sexual harassment. Sexual harassment prevention and proper handling of incidents when they arise is everyone's responsibility. Your participation in training is essential for meeting this requirement.

ADA/Section 504

Faculty and staff may enroll in ADA/Section 504 Training to better understand the protections and accommodations available for individuals with disabilities. Self-enrollment for this training can be accessed by logging into the Blackboard Link with your Midas ID and password.

https://www.blackboard.odu.edu/ultra/organizations/_370813_1/cl/outline

Employee Resource Groups

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

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.

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

- **Asian Caucus:** Weiyong Zhang, wyzhang@odu.edu
- **Association for University Administrators:** Anna Makhorkina, amakhork@odu.edu
- **Coalition of Black Faculty and Administrators:** Roderick Graham, rgraham@odu.edu
- **Employees with Disabilities:** Vic Nicholls, vnicholl@odu.edu
- **Hourly and Classified Employees (HACE):** Tanya McCown, tmccown@odu.edu
- **Hispanic and Latino Employee Association:** Luis Guadano, lguadano@odu.edu
- **LGBTQIA Employee Association:** Brian Dunn, bdunn@odu.edu
- **Women's Caucus:** LaWanza Lett-Brewington, llettbre@odu.edu
- **Women + Allies in Tech (WIT):** Rebecca Hall, Urjita Dani contactwit@odu.edu

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



Calling All Applicants

Pathway Retention Award

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. Apply online at odu.edu/equity/diversity-initiatives/pathway-retention.

SUBMISSION DEADLINE: December 3, 2021.

Diversity Champion Award

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.

SUBMISSION DEADLINE: February 28, 2022

Connect with OIED!



Join us on our redesigned Institutional Equity and Diversity Website at odu.edu/equity.

Connect with us via our new office email at equityanddiversity@odu.edu

Follow us on Instagram [@oduinclusive](https://www.instagram.com/oduinclusive)



We'd love to hear from you!