Ethnic Diversity Coalition Meeting (2/26/2021)

Attendees:

<table>
<thead>
<tr>
<th>Jacquelyn Hop</th>
<th>Chrystina Hoffman</th>
<th>Dr. Carylin M. Holsey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron Daugherty</td>
<td>Catherine Ebelke</td>
<td>Dr. Charla Blumell</td>
</tr>
<tr>
<td>Joann Ancheta</td>
<td>Joleen M. Nevers</td>
<td>Mel Fenner</td>
</tr>
<tr>
<td>Nicolette Powe</td>
<td>Nikita Alimohammad</td>
<td>Pamela Petrone</td>
</tr>
<tr>
<td>Reuben Parrish</td>
<td>Rhonda Jackson</td>
<td>Roselind Brown</td>
</tr>
<tr>
<td>Ta-Kisha Jones</td>
<td>Tondra Moore</td>
<td>Ursula Douglas</td>
</tr>
<tr>
<td>Rhonda Jackson</td>
<td>Maxine Mendoza-Wel</td>
<td></td>
</tr>
</tbody>
</table>

How do we ensure our application and interview process includes underrepresented populations? How do we make sure we are accessing diverse candidates?

- Rural areas lack diverse services (e.g., beauty supplies, ethnic food, etc.) to attract individuals of a non-white background
- The culture within those communities can be a deterrent
- Cost of living
- Relocation assistance restricted to certain positions
- Location matters
- Relationship between the university and the community
  - Diversity cannot solely exist at the university
  - Engage with vendors in the community to attract a diverse candidate pool
    - Difficult if not impossible because university has no control; stakeholders/politicians must buy in as well
- American Association for Blacks in Higher Education – a source to share positions

How do we keep diverse staff at our institutions?

- Diversity education credits instead of continuing education credits
- Diversity and inclusion statements for the university
  - Is this a response to external events?
  - Responding to national unrest vs. promoting actual change

Issues that contribute to diverse staff leaving institutions

- Influence of politics that contribute to staff of color leaving
- Positions or promotions not extended to BIPOC faculty
- Racial battle fatigue
- No real change; no accountability
- Popularity contest which is not based on skill and qualifications
• Black women who are seen as “less threatening” are given opportunities – have to be bubbly and jovial
• Pitting BIPOC faculty/staff against one another for the same position
• University response to bad behavior (paid leave/sabbatical)
• Media spreads knowledge about differential treatment (Harvard, UNCW, etc.)
• Financial retribution – denied tenure/raise/promotion
• Disparities in the power structure
• Forced to operate within the culture of the institution

Speaking out

• Our job is to support students (no matter the position, no matter the pay) so if our marginalized student populations experience harm, WE are responsible – the burden should not fall on our students
  o If we don’t do this work, who will?
• Disclosure to HR – felt more comfortable speaking out when approached by HR
• What’s the follow through? If we are ignored, shut down, dismissed, and there is not change = silence from faculty/staff
• Venting becomes redundant
• Echo chamber talking to individuals who already understand the importance of diversity, equity, and inclusion
• How can young professionals speak out if we are fearful?
  o Worried about being let go, hearing that we can easily be replaced
• White individuals have a lot of work to do and a lot to own
• How do you ally with people who are oppressed instead of empathizing?
  o Benefiting from the power structure = complicity
• We need a diverse staff to meet the needs of diverse students (BIPOC, first generation, non-traditional, etc.)
• Recognize privilege