

**NOTES: Staff & Faculty ADEI Forum focused on Antiracism Implementation Plan Goal 4  
7 December 2022, Tutt Library  
Facilitated by Peony Fhagen, Najnin Islam, and Marion Hourdequin**

**Present (in addition to facilitators listed above):  
7 staff and 8 faculty**

1. General welcome and round of introductions – **Peony Fhagen**
2. Guidelines for conversation – **Peony Fhagen** ([Butler Center guidelines](#) distributed)
  - a. Guidelines for engagement:
    1. Critique the idea, not the person.
    2. Listen to understand rather than to respond.
    3. Step up/step back.
    4. Reporting back honestly to those who are not in that room.
    5. Depersonalize reports back elsewhere.
    6. FEC collecting thoughts without attribution.
    7. Intent vs. impact.
    8. Assume best intentions. But if someone says something that hurts someone else, apologize and move forward.
3. Overview of CC's progress on Goal 4, situating this goal in relation to ADEI work at CC more broadly – **Peony Fhagen**
  - a. *Notes from forum 1 and 2 are now on Crown Center website.*
  - b. *Focus today is on Goal 4: Support & engage all faculty and staff in antiracism work. Key Q for overview: What do we mean by ADEI work? How does ADEI team think about engagement overall?*
  - c. *Access-centered work: am I doing ADEI work? If I do D work or E work, is that ADEI work? ADEI is antiracism, diversity, equity, and inclusion. Can do DEI work that's not necessarily antiracist, if it doesn't dismantle systems of oppression. Think about whether we're impacting compositional diversity; equity work: shifts away from equality and focuses on meeting difft needs; inclusion work – thinking about "Crown Faculty Center" and generating a more inclusive name "Crown Teaching Center"; antiracist work: rethinking/dismantling oppressive policies and practices & creating alternatives. Antiracism work – dismantling systems of oppression – is work that's less likely to get done.*
  - d. *Faculty and staff engagement in ADEI work: honor where people are at and how people can contribute relative to their knowledge, awareness, and skills. Where are you at now and how can you have impact now...and in the future? We're in different places and that's ok.*
4. Opening discussion: This activity gets at how you've engaged with this goal (Goal 4). How do you feel connected/disconnected or invited in/or not (included/excluded) from ADEI work at CC? Where does your work in your unit (staff) or teaching, research, and

service (faculty) link up (or not) with this work? What makes this work *inaccessible* to you? What has the college done or not done to help you engage? This work took place in small groups, followed by general discussion. Goals of the group work were twofold:

**Goal1:** encourage each of us to reflect on where we personally connect/encounter barriers to engaging in ADEI work

**Goal2:** more generally, identify supports and barriers to ADEI work at CC

**Staff and Faculty colleagues identified common barriers and ideas for how to respond:**

- i. *How can we best assess or prepare ourselves for work that contributes to ADEI at CC. In addition to the common definition, are there small concrete goals and best practices that could be shared across departments and units?*
- ii. *Lack of communication across units and departments on campus who may be facing similar issues and may have solutions to share with one another.*
- iii. *Related point: Staff and Faculty need to interact more with one another. Participants expressed desire for more events, trainings, and other opportunities that is deliberate about including both staff and faculty. Appreciation for spaces like the workshop where staff and faculty can learn about the work they are doing in their respective capacities, sharing resources and solutions to common issues.*
- iv. *Need for opportunities to share what one learns in workshops such as the one convened by the Crown Center with one's department colleagues.*
- v. *Limited opportunities for International and cross-cultural work as part of ADEI. Participant shared how international students tend to note the focus of ADEI work on campus as being US-centric/domestic-focused.*
- vi. *Important vs Urgent: Urgency of finishing certain tasks takes precedence over tasks that are more important.*
- vii. *Varied student responses to messaging from the college about ADEI work— includes openness to talking about questions of race and racism but can also include frustration with the college's Antiracism Commitment. This frustration often arises from a lack of clear understanding about the nature of ADEI work, that it is a process of actively working towards dismantling racism rather as opposed to CC already being an antiracist institution because of its commitment.*
- viii. *How to get traction for good ideas that come up in for a such as these? How to make things actionable?*

- ix. *Thinking about equity and access: students often need to work off campus to support themselves.*
  - x. *Class times in the sciences, cost of lab equipment etc. affects access to the majors*
5. Full group discussion: **What would help support you as staff or faculty?** What kind of engagement are you seeking in relation to ADEI? Curriculum Development Grants? Crown Programming? What can the Crown Center do? Work transforming departmental culture? Professional development?
- a. **Brainstorming: what kinds of programming, material support, student supports, etc. are needed to move forward on this goal?**
    - i. *Help students with costs of books and supplies*
    - ii. *Lack of technology is an access issue. Maybe everybody gets a computer when they arrive to even the playing field?*
    - iii. *Barrier: many students feel compelled to work outside of the college; this affects multiple majors*
    - iv. *Financial aid office: different information can be provided to meet students' needs; books are included in FA package. Sometimes parents don't provide expected family contribution; some students get a refund as part of their financial aid and spend it elsewhere. Need to work on communication between FA office and other areas of college that are seeing student needs and how they play out.*
    - v. *Socioeconomic barriers that faculty and staff encounter are important. Yes, students are experiencing these challenges, but same is true for many staff in the lower pay bands.*
    - vi. *Determining priorities: what priorities are immediate and what can happen later?*
    - vii. *More events, trainings, opportunities for faculty and staff to interact and disrupt the "class system" (a sense that faculty are elevated over staff) at CC.*
    - viii. *Ways to integrate small practices that incorporate ADEI: e.g., questions for student employees in interviews; providing common definitions of ADEI terms in advance of interviews.*
    - ix. *If it's on the calendar or in the budget, then it's actionable: things that get written and concretized reflect our actual priorities*
    - x. *Incorporate time dedicated to ADEI in jobs (and job descriptions) with specific level of commitment?*
    - xi. *CC Food Pantry: if students have a full meal plan, that's only 2 meals a day at Rastall's, not including block breaks. But this is changing due to federal requirements, and next year's meal plans will include 21 meals/week.*

- xii. "Spirit" budget line is now dedicated to the food pantry. Pantry feeds 30-60 students a week, funded by CCSGA. Not a line item in overall college budget.*
- xiii. Faculty lunch next week: Amanda Minervini: inclusivity in language instruction. Some positive changes are free.*
- xiv. All of this is tied into college finances – we're in a zero sum game. As we pick up big things like wellness and antiracism, other things can drop off. A number of years ago, ITS found almost 500K in budget that was not needed; this freed up resources for other purposes.*
- xv. What are the things we're holding onto that we don't need? We have a hard time changing.*
- xvi. Time and energy also finite. ADEI work requires time; can't add additional work in this area without taking other things away.*
- xvii. In the Loop for staff: subtractive thinking.*
- xviii. It is more work, and that's ok. Nevertheless, need to make space for it.*
- xix. Struggling with emphasis on the finite – if we're always thinking in terms of limitation, and this constricts sense of possibility.*
- xx. Maybe set aside limits and think about how we'd like things to be in 5 years, then work backwards to figure out what's needed to get there – focus on visioning.*
- xxi. Compensation for staff is huge – certain departments are understaffed, stretched thin. With more staff and better compensation, could be more strategic and less in survival mode*
- xxii. Assessments of what each office and department does – then look at reassessing where we are putting our time and energy*
- xxiii. Are we duplicating efforts – software licenses, e.g.*
- xxiv. Do we have and can we set SMART goals for ADEI?*
- xxv. Tenure and promotion process – ADEI should be more fully integrated and factored into this process. Indiana University has done this – can choose path and relative weight. Not just annual reviews.*
- xxvi. Being in a space of naming and overlapping priorities: what we're actually talking about is equity, oppression, and systemic oppression, capitalistic assumptions of value. Lack of time is a symptom of this. It's about oppression broadly, which includes but is not limited to race.*