THE COVID-19 DEI CRISIS STRATEGY WEBINAR
Part 2: "STRENGTHENING THE PACK"

3/23/20 | At 12 pm EST | InclusiveExcellenceAcademy.org

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Special Thanks to our Media Partner

MS. LENORE PEARLSTEIN
CEO, Insight Into Diversity

Message to the Community:

Please join us for the upcoming NIXLA **COVID-19 Professional Development Accelerator Series**, where we will go deep into **strategy and tactics** to navigate this pandemic and its long-term implications for our institutions today, and tomorrow.

Register at: InclusiveExcellenceAcademy.org.

We will place a strong operational focus on:
1. Strategic decision-making during the COVID-19 pandemic.
2. Managing the coming recession to support vulnerable communities.
3. Digitizing Inclusive Excellence.
4. Supporting diverse student, faculty and staff needs.
5. Fostering grit, empathy and perseverance in difficult times; and
6. Proactive strategies to combat microaggression and xenophobia in a rising tide of hate in our nation.

In Service –
DAW

NIXLA COVID-19 DEI Capacity Building Journey

Milestone 1:
3/19/20
NIXLA Listening Session

Milestone 2:
3/23/20
NIXLA Free Webinar Part 1: Becoming the Wolf

Milestone 3:
3/24/20
Launch of Free COVID-19 DEI Crisis Toolkit

Milestone 4:
3/30/20
NIXLA Free Webinar Part 2: Strengthening the Pack

Milestone 5:
April / May
NIXLA Digital Accelerator

Milestone 6:
June, July & August 2020
NIXLA 2020 Summer Digital Planning Academies

Future State
Milestone 7:
September
Begin 2020 Academic Year

DrDamonAWilliams.com
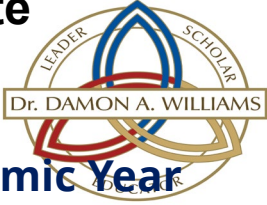
National Inclusive Excellence Digital Accelerator Professional Development Series

- **Registration Starts: Monday, April 6**
- **Professional development leadership series:**
  - Leadership & Decision-Making During the COVID-19 DEI Crisis
  - Navigating the Psychology of Pandemic
  - Beyond Online Lectures: Techniques to Teach Digitally & Inclusively
  - Strategies to Foster Belonging & Combat Microaggressions
  - Strategies to Foster Grit & Growth-Mindset
  - Strategies to Support Basic & Human Needs
- **Six 90-Minute Lectures & 90-Minute Strategy Workshop**
- **Synchronous Experience—plus On-Demand Videos—plus Resources/Tools**
- **$295/session**

National Inclusive Excellence Leadership Academy

- **InclusiveExcellenceAcademy.org**
- **5 Week Program: July 6–August 7, 2020**
  - COVID-19 Readiness Strategy for Institutional Leadership Teams
  - Fundamentals of Strategic Diversity Leadership & Inclusive Excellence
  - Improving Campus Climate after Pandemic
  - Advanced Topics in DEI Leadership
  - Fundraising for DEI
  - Foundations of Microaggressions & Unconscious Bias
  - Leading & Teaching Online: Beyond the Basics
- **Applications Available Now**

Dr. Damon A. Williams

Center for Strategic Diversity Leadership & Social Innovation

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Dr. Damon A. Williams

AFFILIATIONS

CHIEF CATALYST ▶
- National Inclusive Excellence Leadership Academy (NIXLA)
- Center for Strategic Diversity Leadership & Social Innovation
- Friend to 1000's of DEI Champions Everywhere

SENIOR SCHOLAR & INNOVATION FELLOW ▶
- Wisconsin's Equity & Inclusion Laboratory (Wei Lab)
- UW-Madison

AUTHOR ▶
- *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*
- *The Chief Diversity Officer: Strategy, Structure and Change Management*
- *Towards A Model of Inclusive Excellence & Change*

PAST LEADERSHIP ROLES ▶
- SVP & Chief Education Officer, Boys & Girls Clubs of America
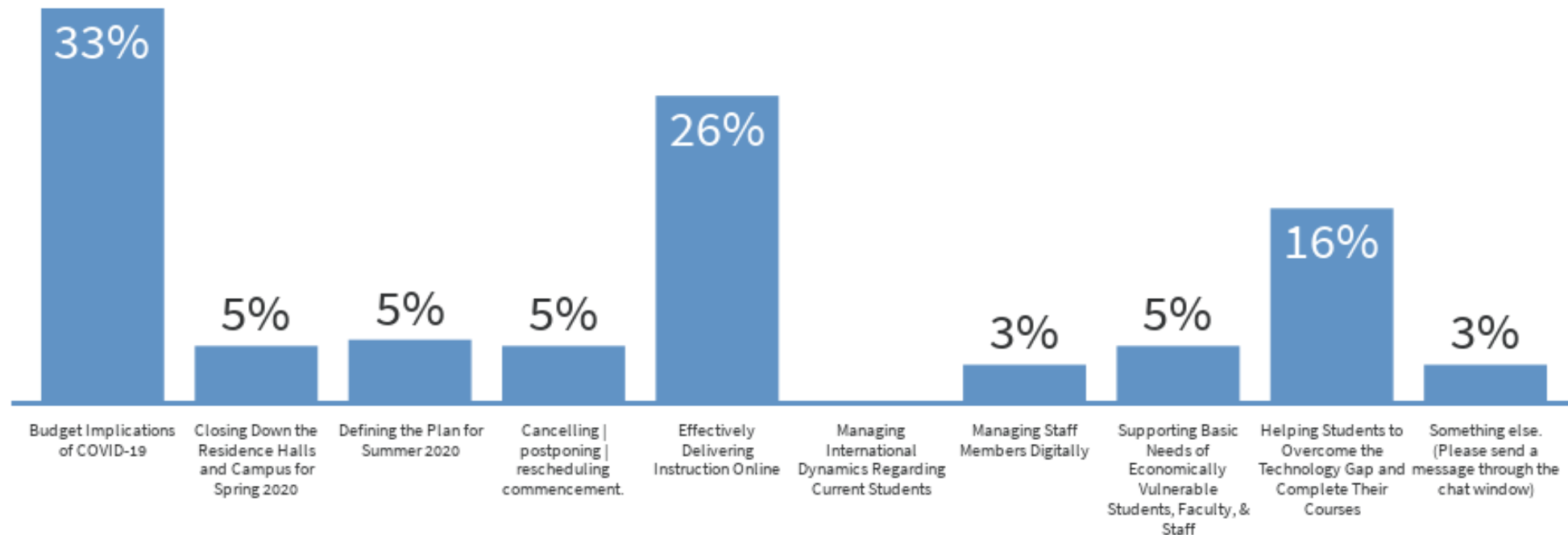- Associate Vice Chancellor, Vice Provost & CDO UW-Madison

Respond at **PollEv.com/dawphd**
Text **DAWPHD** to **22333** once to join, then text your message

Provide up to three words that describe the mood of your institution as you continue to manage the COVID-19 pandemic?

organized intense fluid care compassionate equity lack
empathetic exhausted responsive hopeful chaotic tired
chaos focused thoughtful reactive
slow concerned flexible
positive unsure caring engaged uncertain communicative
fear community proactive cautious
uncertainty adaptive inclusive strategic unity anxiety creative nonessential
stressful stressed anxious innovative health
zoom

N=615 Participants

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What is the number one COVID-19 issue that your institution is managing today?

33% — Budget Implications of COVID-19

5% — Closing Down the Residence Halls and Campus for Spring 2020

5% — Defining the Plan for Summer 2020

5% — Cancelling | postponing | rescheduling commencement.

26% — Effectively Delivering Instruction Online

Managing International Dynamics Regarding Current Students

3% — Managing Staff Members Digitally

5% — Supporting Basic Needs of Economically Vulnerable Students, Faculty, & Staff

16% — Helping Students to Overcome the Technology Gap and Complete Their Courses

3% — Something else. (Please send a message through the chat window)

N=615 Participants

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DEI issues have been well integrated into our institution's COVID-19 crisis management efforts.

Strongly Disagree — 20%
Disagree — 31%
Neither Agree or Disagree — 17%
Agree — 29%
Strongly Agree — 3%

N=615 Participants

Webinar Overview

Section 1 — COVID-19 DEI ACTION FRAMEWORK

Section 2 — A TIME OF INNOVATION

Section 3 — DIGITIZING INCLUSIVE EXCELLENCE TIPS

Section 4 — LEVEL SETTING NATIONAL DATA

Section 5 — CULTURALLY RELEVANT DECISION MAKING

Section 6 — NEXT STEPS
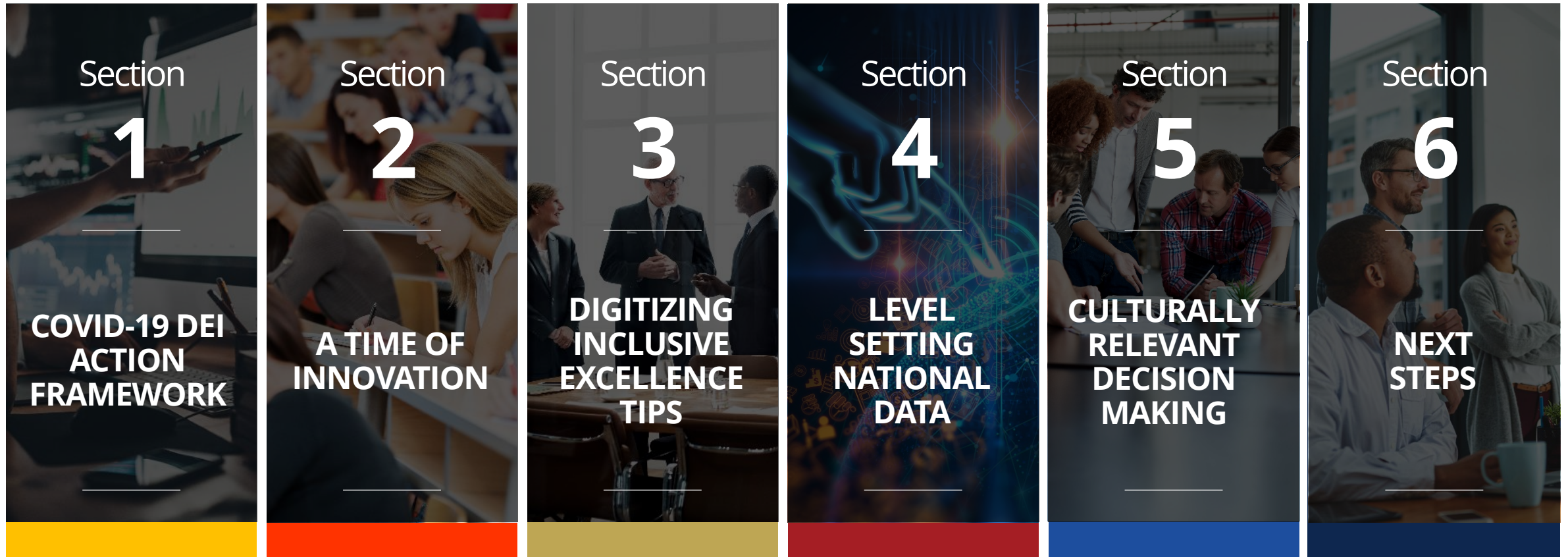
EVIDENCE-BASED DESIGN | EVIDENCE OF OUTCOMES & IMPACT | DEI-FOCUSED EFFORTS

NEXT STEPS

SECTION 1:
THE COVID-19 DEI ACTION TOOLKIT & STRATEGY GUIDE

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FREE NIXLA TOOLS & RESOURCES

THE FOLLOWING TOOLS WERE RAPIDLY DEVELOPED AND/OR SOURCED TO SUPPORT YOUR WORK EVERYWHERE.
WE ONLY ASK FOR APPROPRIATE CITATION OF THE ACTION FRAMEWORK:

Williams, D. (2020). The COVID-19 DEI Crisis Action Strategy Guide: Recommendations to Drive Inclusive Excellence.
Atlanta, GA: Center for Strategic Diversity Leadership & Social Innovation

DEI COVID ACTION FRAMEWORK
- Digitizing Inclusive Excellence
- Making Culturally Relevant Decisions
- Supporting Diverse Students
- Communicating Thoughtfully & Inclusively

COVID-19 IE FORM LETTER
- DEI Letter to Your Community
- Inclusive Excellence Priorities
- Customizable Tool

200-INSTITUTION STUDY DATA
- 200-Institution Snapshot Report
- Top-Level Insights
- Directional Informational

DIGITIZING IE CHECKLIST
- Tool to Support Your Digital Foundation Start-Up
- Digital, Online Best-Practice Curated Resources

NIXLA WEBINAR
- PDF of Today's Presentation
- Video from Today
- Transcription from Chat Window

COMMUNICATION TOOL
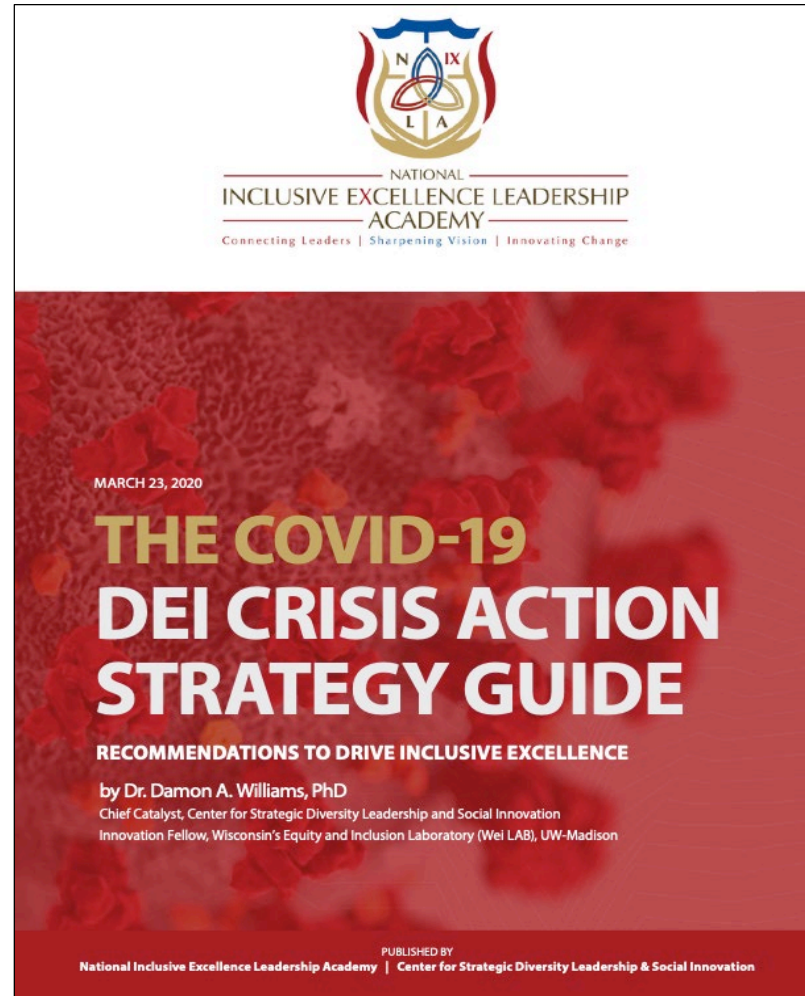- Communication Tool to Support Leaders to Drive their DEI Message

GRIT TOOL
- Simple Tool for Students, Faculty & Staff
- 7 Questions to Strengthen Your Purpose and Focus During COVID-19

"WHAT IF THEY DON'T RETURN" TOOL?
- Will We Be at 80% or 20% normal?
- 10 Questions to Begin Fall Planning!
- A Thought-Starter

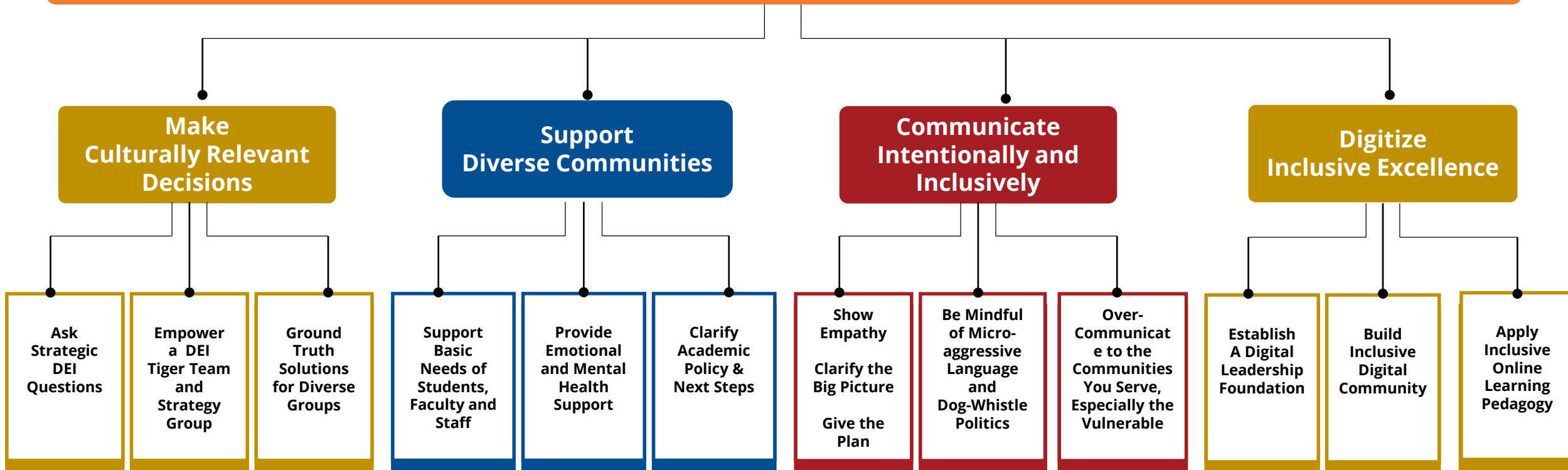InclusiveExcellenceAcademy.org/DEIandCOVID19

COVID-19 DEI Action Framework

How can we manage the COVID-19 public health crisis in ways that support Diversity, Equity and Inclusion and limit unintended consequences?

We can manage COVID-19 by making culturally relevant decisions, supporting diverse communities, communicating intentionally and inclusively, and building high-impact digital communities.

Make Culturally Relevant Decisions

- Ask Strategic DEI Questions
- Empower a DEI Tiger Team and Strategy Group
- Ground Truth Solutions for Diverse Groups

Support Diverse Communities

- Support Basic Needs of Students, Faculty and Staff
- Provide Emotional and Mental Health Support
- Clarify Academic Policy & Next Steps

Communicate Intentionally and Inclusively

- Show Empathy
- Clarify the Big Picture
- Give the Plan
- Be Mindful of Micro-aggressive Language and Dog-Whistle Politics
- Over-Communicate to the Communities You Serve, Especially the Vulnerable

Digitize Inclusive Excellence

- Establish A Digital Leadership Foundation
- Build Inclusive Digital Community
- Apply Inclusive Online Learning Pedagogy

Williams, D. (2020). *The COVID-19 DEI Crisis Action Strategy Guide: Recommendations to Drive Inclusive Excellence.* Atlanta, GA: Center for Strategic Diversity Leadership & Social Innovation.

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St. Mary's College of Maryland

- DEI down to its basics: facilitating human connection
- Hosting a lunch hour via zoom
- Surveying staff and students to understand needs
- Hosting student organization meetings virtually
- Proceeding with a virtual Rainbow graduation and other affinity-group end-of-the-year celebrations.

Penn State University Eberly College of Science: Zoom webinar for URM admitted students and parents

- Conducted a Zoom webinar for URM accepted students and their families

- Creating communities while recruiting diverse students.

- DEI leaders providing examples for the entire college.

NIXLA Strategy Guide: Digitizing Health and Wellness

- Get every student to develop a "grit" plan to help navigate the COVID-19 challenge (Exhibit 3.5).

- Encourage your students, faculty and staff to check your campus site, the CDC and the World Health Organization to get regular updates on COVID-19.

- Create digital mental health counseling and support opportunities for individuals.

- Establish topic-based, drop-in digital rooms to discuss key topics like managing financial challenges, transitioning back to home, completing your courses online, graduation with no ceremonies, etc.

- Establish a 24-hour community-building hotline to allow students to get live support.

- Create a live chat function on your website to connect with students.

American teen girls three times as likely as boys to experience depression

Percent of teens ages 12-17 who have had at least one major depressive episode in the past year, 2017

Total	13%
Boys	7%
Girls	20%
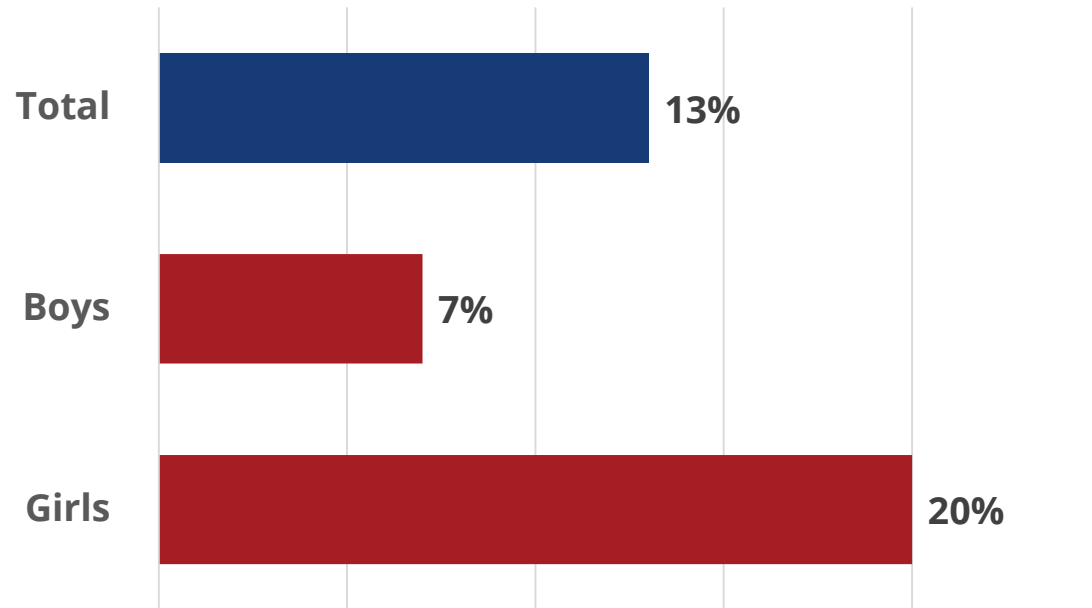
Note: "Major depressive episode," as defined in the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders, is used as proxy measure for depression.
Source: 2017 National Survey on Drug Use and Health, Substance Abuse and Mental Health Services Administration (Department of Health and Human Services).

PEW RESEARCH CENTER

UC San Diego: Coping with Coronavirus Stress

UC San Diego

- **Tips and resources for campus community members to protect their <u>mental health</u> during the pandemic**
- The COVID-19 pandemic is stressful. Emotions are running high. We are all coming to terms with many aspects of the situation.
- As we process and adapt, one of the most important things we can do now—in addition to following the directions given to us by public health officials, of course—is to take care of our mental and emotional well-being.

Appalachian State Communication Example

Transitioned **2,600 course sections** from face-to-face instruction to **online learning in two weeks' time.**

Reached nearly **600 faculty last week** alone with workshops, support and training sessions.

Managed the **reduction of on-campus residents from more than 5,600 to fewer than 130**—2% of our usual number.

Reduced **operations to essential functions**, with more than 2,150 faculty and staff working from **home or off-campus locations**.

Brought **128 students home from international** programs and suspended or cancelled 58 more international programs scheduled to begin this semester and this summer.

Freed resources **to ensure they can meet the immediate needs** before us, limiting expenditures to essential spending and continuing to closely monitor our resources and COVID-19-related expenditures.

Delivered curbside meals to campus community.

Cleaned residence halls, offices and public spaces with **increased frequency**.

Continued to **support the emergency response and relief efforts** of the broader High Country community.

Developed new work shifts to comply with physical distancing and to share work hours across staff members.

Re-allocated resources to fortify emergency loans for faculty and staff, as well as student grants to help ensure a safety net.

SECTION 2:
A TIME OF INNOVATION DURING COVID-19

National

INCLUSIVE EXCELLENCE LEADERSHIP
ACADEMY

Connecting Leaders | Sharpening Vision | Innovating Change
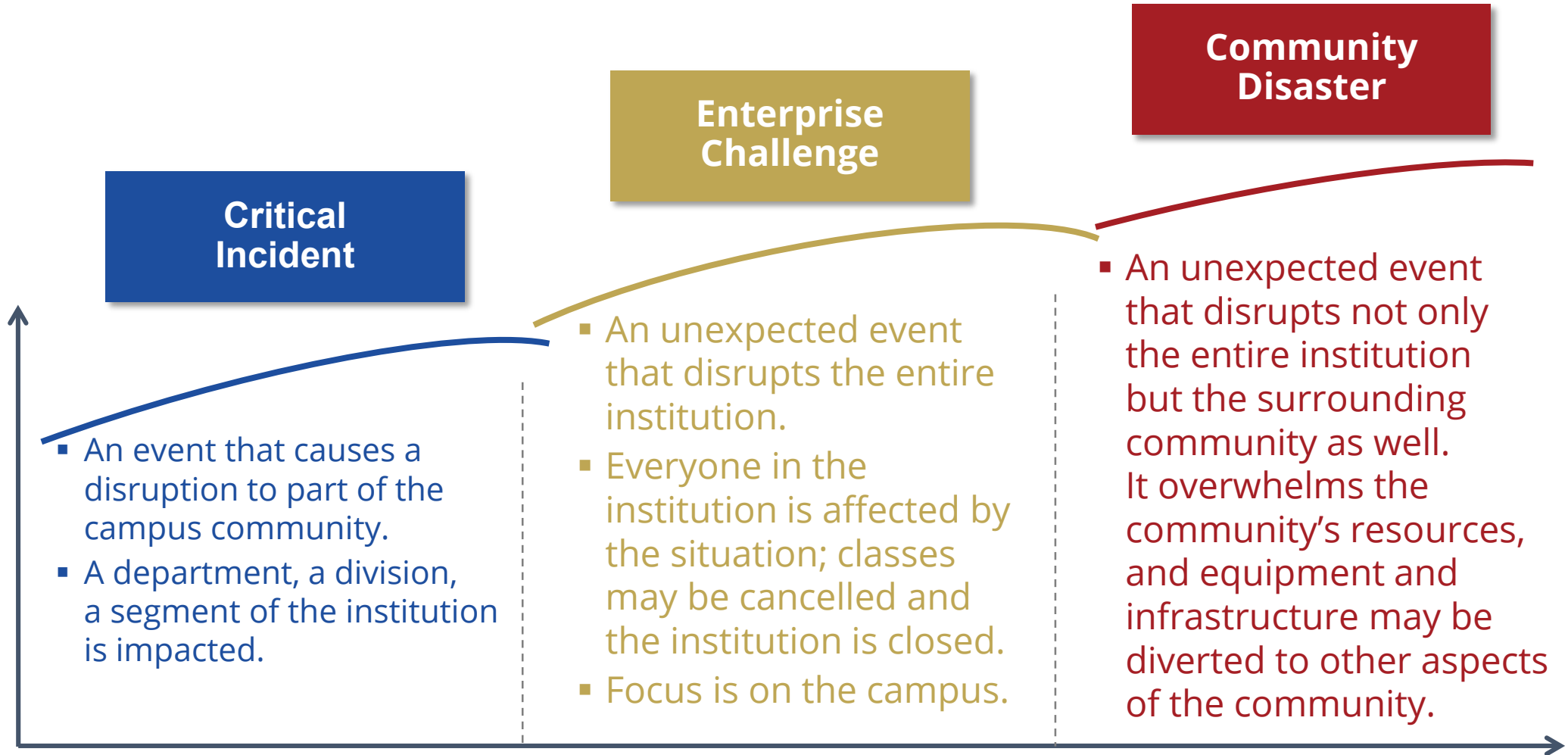
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Defining "Crisis"

A campus crisis is an event, often sudden or unexpected, that disrupts the normal operations of the institution or its educational mission and threatens the well-being of personnel, property, financial resources and/or the reputation of the institution.

Three Levels of Crisis

Critical Incident

Enterprise Challenge

Community Disaster

- An event that causes a disruption to part of the campus community.
- A department, a division, a segment of the institution is impacted.

- An unexpected event that disrupts the entire institution.
- Everyone in the institution is affected by the situation; classes may be cancelled and the institution is closed.
- Focus is on the campus.

- An unexpected event that disrupts not only the entire institution but the surrounding community as well. It overwhelms the community's resources, and equipment and infrastructure may be diverted to other aspects of the community.

The Cheetah vs. the Wolf: *Strengthening the Pack!*

Crisis Phase Model

Institutional Crisis Model for Managing the COVID-19 Global Pandemic

CRISIS LIFECYCLE

Mid-February

Mid-March

Mid-May

Mid-June

Sept-January

(3) Strategic Response *Secondary Trauma*

(4) Management & Long-Term Implications

(1) Warning & Launch

(2) Reaction Mistakes

(5) Resolution & Calm

(6) Recovery

INCIDENT OCCURS

CRISIS ESCALATES or DE-ESCALATES

CRISIS RESOLVED

NEW NORMAL
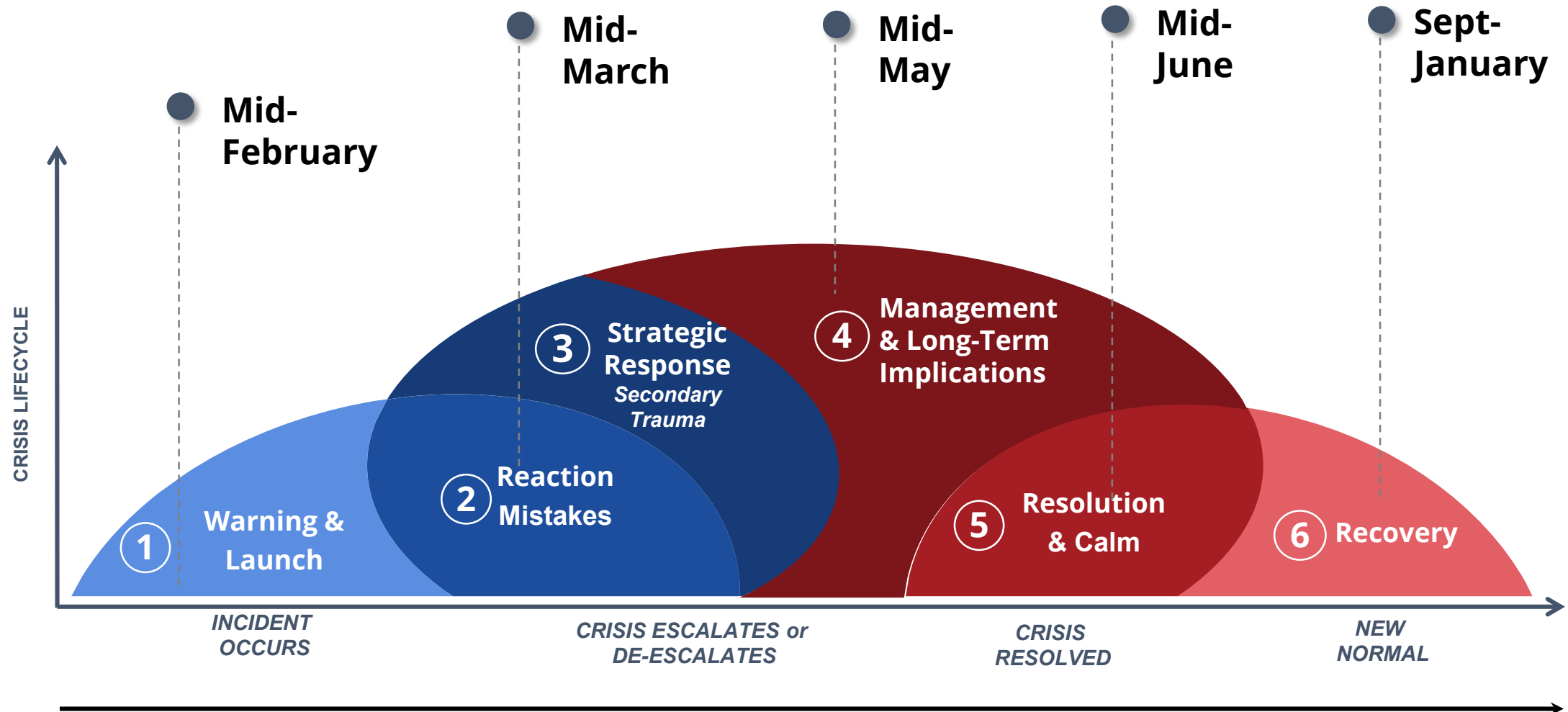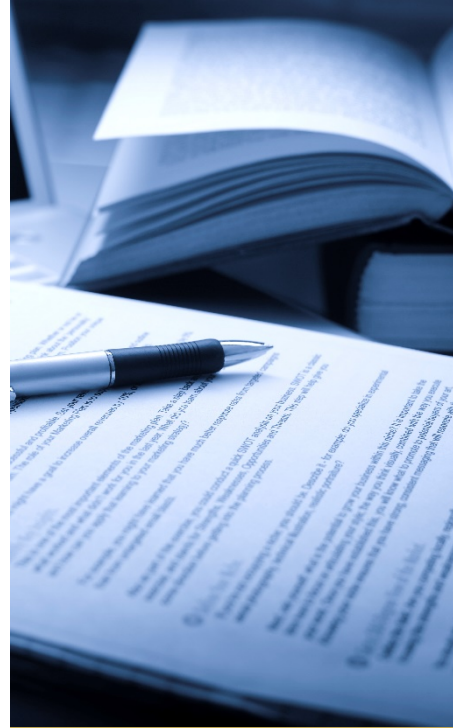
Empathy　　**Leadership**　　**Policy**　　**Mindset**　　**Technology**

Innovating During COVID-19

1. Questioning?
2. Solutions Across Boundaries
3. Engaging Other Innovators
4. Experimenting—with New Ideas
5. Taking Ideas to Scale
6. **Leading with Courage**

Harvard Medical School: COVID Near You!
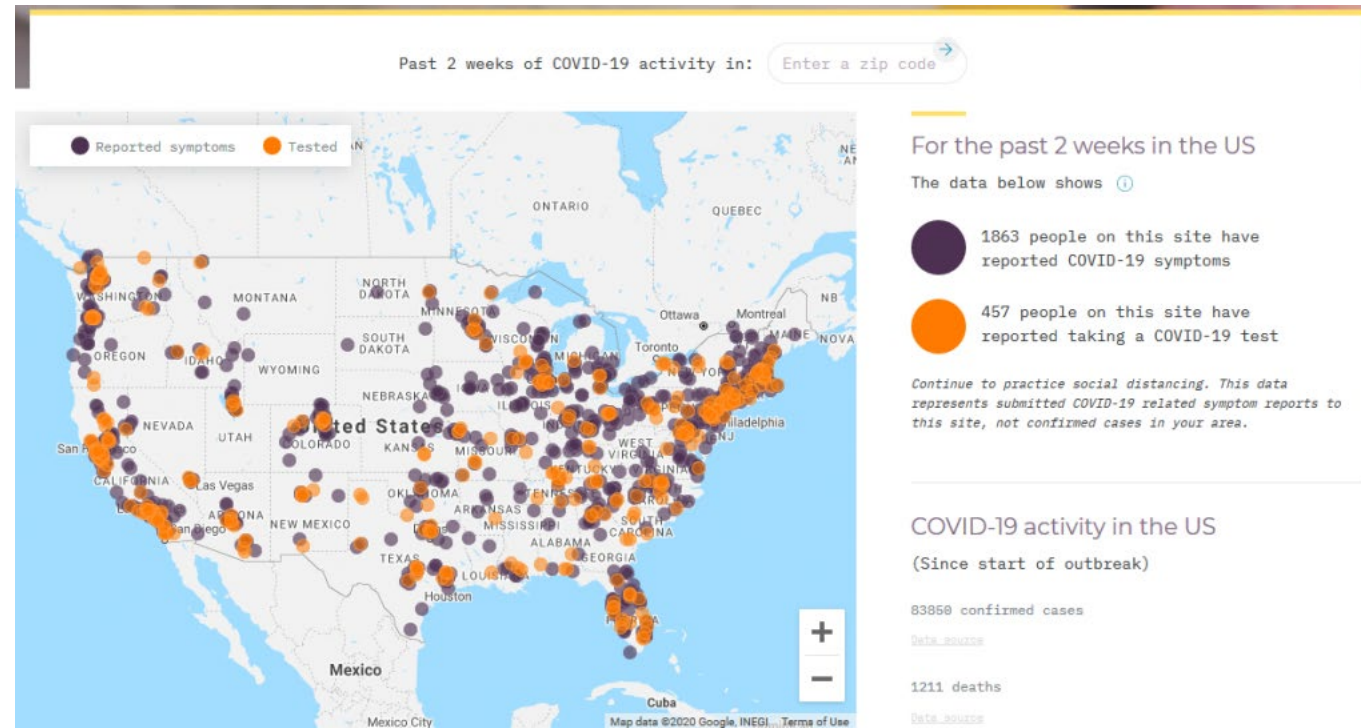
Like *Flu Near You*, *COVID Near You* visually maps the data it gathers to help identify current and potential COVID-19 hotspots. Reporting is quick, simple and anonymous. Any U.S. resident over age 13 can participate.

https://hbr.org/2020/03/understanding-the-economic-shock-of-coronavirus

Yale University Medical School: Innovating!
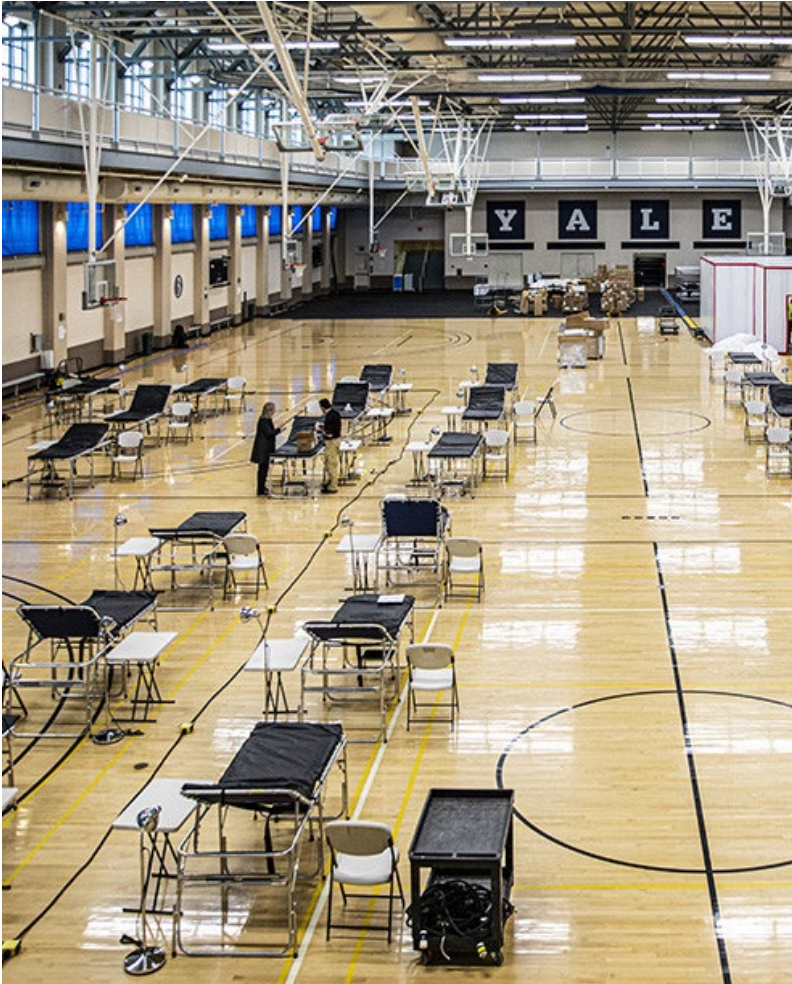
- Top three floors of Smilow Cancer Hospital have been converted into negative pressure COVID-19 wards for seriously ill patients.
- Lodging near the Hospital (YNHH) has been arranged for physicians working long or back-to-back shifts.
- More than 300 Yale School of Nursing faculty, students and staff have volunteered to provide support should cases surge.
- Employees are even giving blood: Yale New Haven Hospital ran a blood drive for hospital and university workers.

Johnson County Community College: Sharing Health Care Equipment

- The College is loaning nine ventilators to the **University of Kansas Health System**.

- Faculty and staff collected hundreds of boxes of face masks and gloves, hand sanitizer, disinfecting wipes and other cleaning supplies from science labs and classrooms.

NIXLA Digital Foundation Tips

- Ensure all staff have sufficient technology and connectivity to work remotely.

- Define how to support students who don't have laptops or access to computers as we move deeper into the COVID-19 crisis.

- Work with a foundation to identify any donors who would immediately step up to help.

- Purchase a group of cellular and Wi-Fi plans from phone carrier services to help students who are vulnerable and in need.

- Ensure that staff have access to appropriate systems and networks to get up and running from home.

- Develop a back-up telephonic plan, in case the Internet goes down at any time.

Elizabeth Town Community & Technical College: Bridging the Digital Divide

- ECTC has established two parking lots around campus that have strong enough WiFi to use a personal computer, tablet or phone from the safety of your vehicle.
- Ten spots have been reserved in Lot B (between JSO and the Library) and in Lot H (Between OTB and RPC) for use, but other surrounding spots could be used as well!

University of Dayton:
Office of Diversity & Inclusion—Activating!

- Developing a survey that gives students a safe way to disclose challenges they face at home that could impact their ability to study using digital platform.
  - Long- & short-range strategy
- Developed: *Inclusive Excellence and Teaching Remotely for Faculty*
- Moved DEI training workshops to an online platform

University of Southern Maine: Homeless Shelter!

- The Sullivan Gym at the University of Southern Maine in Portland will be converted into a temporary shelter for homeless adults in the coming week to free up space at the city's shelter and allow greater social distancing during the coronavirus crisis.
- The university, which has shut down and sent students home, responded to a request from the Maine Emergency Management Agency, Maine Department of Health and Human Services, Maine State Housing Authority and homeless advocates, said Nancy Griffin, USM's chief operations officer.

Appalachian State Case Study: Mountaineer Emergency Fund

- Responding to an increase in financial need for our students affected by displacement and loss of employment.

- Solution: [Mountaineer Emergency Fund](#) can provide short-term grants to students who are facing financial challenges that present significant barriers to their academic success.

- With the fund merely days old, we have already granted allotments to students struggling with job loss, and those with childcare and utility bills piling up.

- For faculty and staff facing financial difficulties, [zero-interest emergency loans](#) are available, with minimal payments to be made through monthly payroll deduction.

- Those who wish can [give to the fund here](#).

- Students can [apply for assistance here](#).

Michigan State University: Move-Out Incentive

- Students at Michigan State University who move out by April 12 can receive a credit of $1,120, the university announced.

- The refund can come in three options: A credit toward next fall's on-campus housing and dining costs, a credit toward next fall's off-campus dining plan or a direct deposit for $1,120, minus any outstanding balance with the university.

- The credit only applies to those in residence halls and is not related to tuition.

SECTION 3:
DIGITIZING INCLUSIVE EXCELLENCE

Digitizing Inclusive Excellence Tips

YOUR COVID-19 DEI ACTION STRATEGY GUIDE INCLUDES GUIDANCE FOR:

1. BUILDING A DIGITAL FOUNDATION

2. LEADING TEAMS DIGITALLY

3. INCUSIVE ONLINE TEACHING

4. SUPPORTING RETENTION & ACADEMIC ADVISING

5. PROGRAMMING TO FOSTER COMMUNITY & BELONGING

6. SUPPORTING DIGITAL HEALTH AND WELLNESS

7. DEVELOPING DIGITAL STUDENT EMPLOYMENT

Digital Capability (vertical axis label)

Digital Leadership Skill (horizontal axis label)

Digital Fashionistas
- Have all the technology they could ever need: The latest and best LMS, computer systems, networks, etc.
- No plan for activating digital
- No leaders with digital expertise
- No digital governance and processes
- Many faculty and staff are afraid of the technology
- Technology and people may not be aligned
- Do not view students as teachers/leaders in digital activation

Digital Gurus
- High level of technology: LMS, computers, networks, etc.
- Do have/using a digital engagement plan for learning, student development, outreach and community building
- Leaders with clear digital leadership readiness
- Most faculty have the comfort and ability to teach online
- Can tap into the knowledge and expertise of students at a high level

Digital Beginners
- Starting the digital journey: Lack sufficient digital hardware and systems
- Fearful of action
- No digital plan or formal leaders with expertise
- No digital governance
- Many are afraid of the technology
- Only a few are using the technology competently
- Do not view students as teachers/leaders in digital activation

Digital Essentials
- Have not invested in the latest technology yet managing ok with what they have; may have hardware limitations, although their networks are solid
- Do have/using a digital engagement plan for learning
- Leaders with clear digital leadership readiness
- Most faculty have the comfort and ability to teach online
- Can tap into the knowledge and expertise of students at a high level

NIXLA Digital Foundation Tips: The Digital Team

- Determine who is going to serve as the department's digital activation leader
- Identify someone to serve as the digital facilitator or community manager
- Host a digital orientation session to get all staff up to speed
- Verbalize the importance of encouraging everyone to seek technology help immediately
- Ensure that you have a social media manager for your organizational social media accounts (e.g., LGBTQIA Center Account, CDO Account, etc.) for Twitter, Facebook and Instagram.
- Develop a social media plan to connect with students, who often do not use email and are now away from campus indefinitely.
- Define the department/division's COVID-19 digital activation team.
  - Who are the most digital-savvy individuals that we have in our team, regardless of rank or role?
  - Are student leaders available? Computer science majors? Administrative support staff?
- Who is really good with social media?

Digitizing Teaming

- If your institution does not have a web-based team (video meeting) platform, or if you find yours to be cumbersome, then set up a free account. We have found Zoom to be the most user-friendly.

- Host digital staff meetings with your team every morning to spark connection and clarify the path forward.

- Create a digital breakout or check-in room for your staff to convene in every day.

- Establish separate digital meeting rooms for those who need a private room for advising or private conversations.

- Encourage the use of cameras for all meetings to create a more interconnected experience.

- Leverage polling technology at the beginning and end of meetings to gauge the feelings of the team; word clouds are especially powerful to level-set the conversation.

Digitizing Student Employment
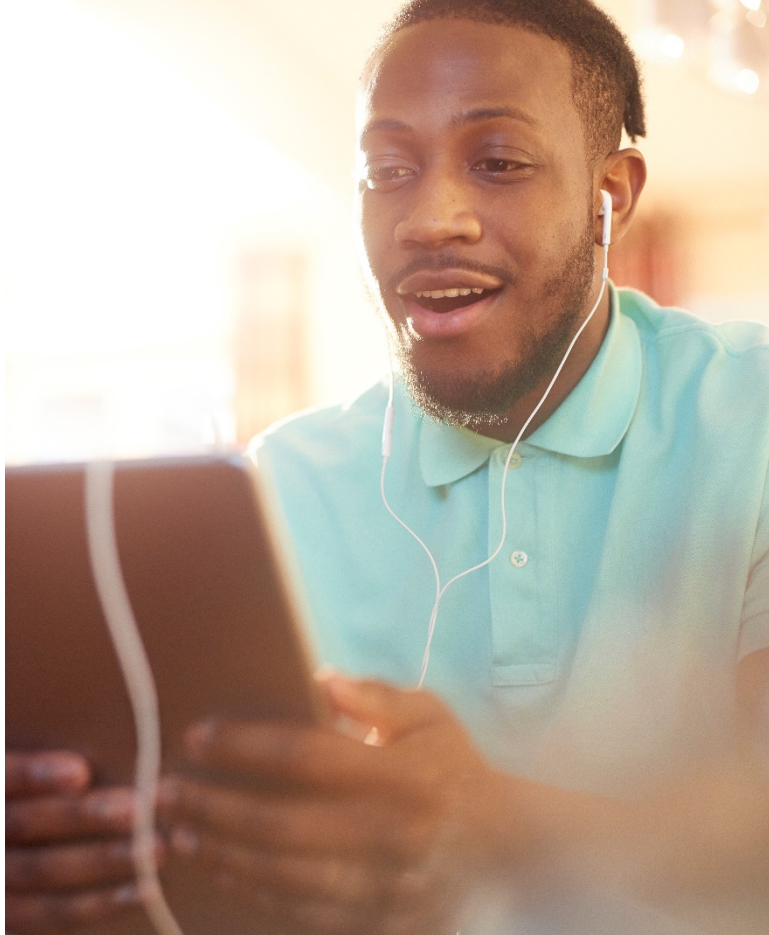
- Create a paid student digital leadership team and hire them to lead on digital strategy, communication and community building.

- Identify a student digital social-media manager.

- Hire students to develop and host online digital programming events.

- Hire students to serve as digital tutors and peer mentors.

Southwestern College: Bridging the Digital Divide

- Foundation partnered with a community organization and will providing 200 computers to students.
- Using district equity funds to provide 400 computers for students.
- Students in need will be able to keep the computers.
- Provided at least 100 Mi-Fi's with 3-month prepaid service.
- Seeking funds for 200 more laptops and Mi-Fi's.
- Scrubbed district computers to loan to students if needed beyond what is given.

Webinar on Inclusive Online Teaching
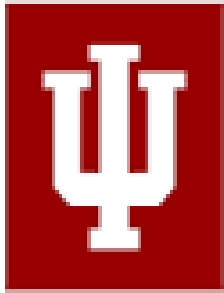
INDIANA UNIVERSITY BLOOMINGTON
THE COLLEGE OF ARTS + SCIENCES

- More than 600 in attendance

- Focused on creating digital competence

- Leveraging internal capacity

- Setting the foundation
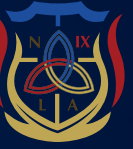
SECTION 4:
HIGHER EDUCATION & COVID-19: A NATIONAL SNAPSHOT

NIXLA Study: Rapid National Snapshot of COVID-19 and Higher Education's Response

How Are Colleges & Universities Responding to COVID-19?

Purposive National Sample of 218 Institutions Reviewed

2 Data Sources:
- IPEDS data
- Publicly available data via the web

3-Person data science and coding team

7 key questions:
1. Where are the known HE cases of COVID-19?
2. Are classes online?
3. Are dorms open?
4. Are employees mandatory working from home?
5. Are employees offered a COVID-19 emergency leave benefit?
6. Are classes being taught pass fail?
7. Is commencement cancelled?

All Institutional Data by Size, Week of 3/30/20

COVID-19 Response by Institutional Size – 3/30/20
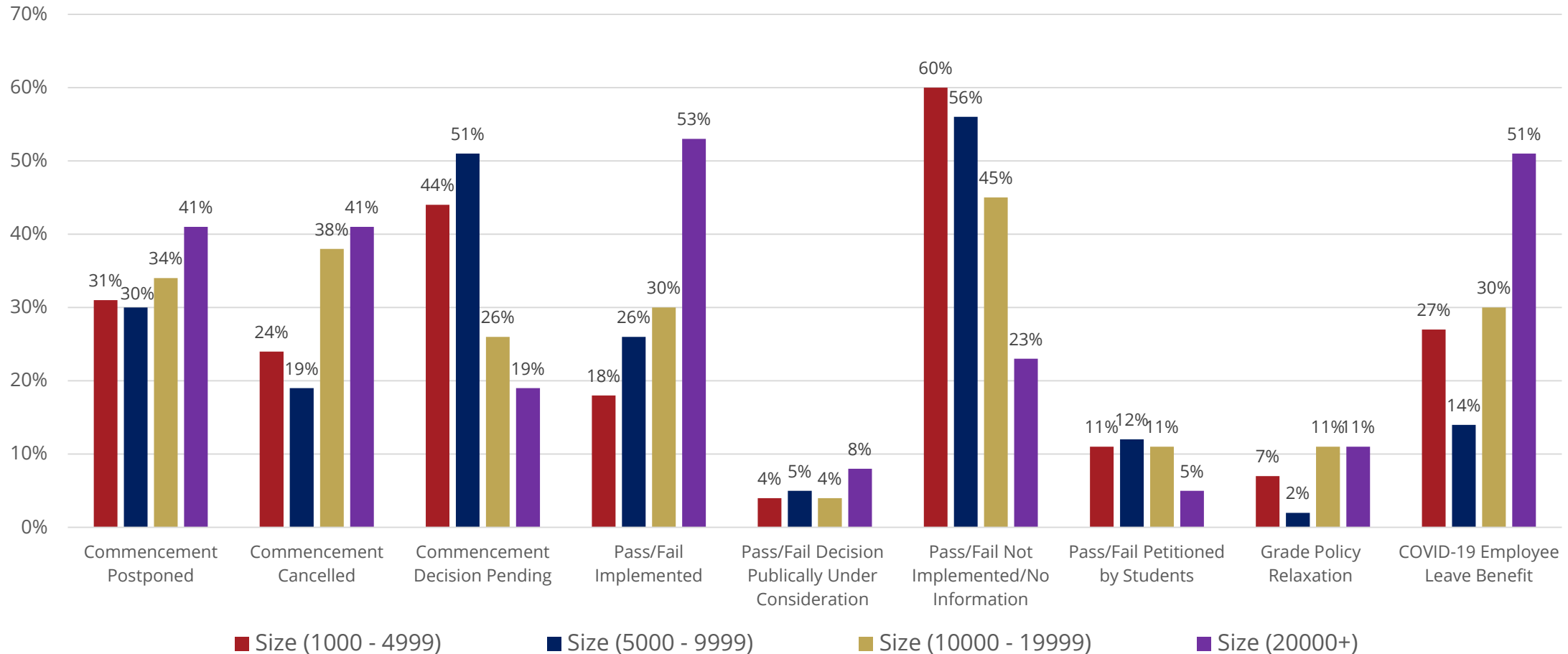
Legend:
- Size (1000 - 4999)
- Size (5000 - 9999)
- Size (10000 - 19999)
- Size (20000+)

Category	Size (1000-4999)	Size (5000-9999)	Size (10000-19999)	Size (20000+)
Commencement Postponed	31%	30%	34%	41%
Commencement Cancelled	24%	19%	38%	41%
Commencement Decision Pending	44%	51%	26%	19%
Pass/Fail Implemented	18%	26%	30%	53%
Pass/Fail Decision Publically Under Consideration	4%	5%	4%	8%
Pass/Fail Not Implemented/No Information	60%	56%	45%	23%
Pass/Fail Petitioned by Students	11%	12%	11%	5%
Grade Policy Relaxation	7%	2%	11%	11%
COVID-19 Employee Leave Benefit	27%	14%	30%	51%

Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N=233 Institutions

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Commencement, All Institutions 3/23 vs. 3/30

Commencement: 3/23/20 vs. 3/30/20
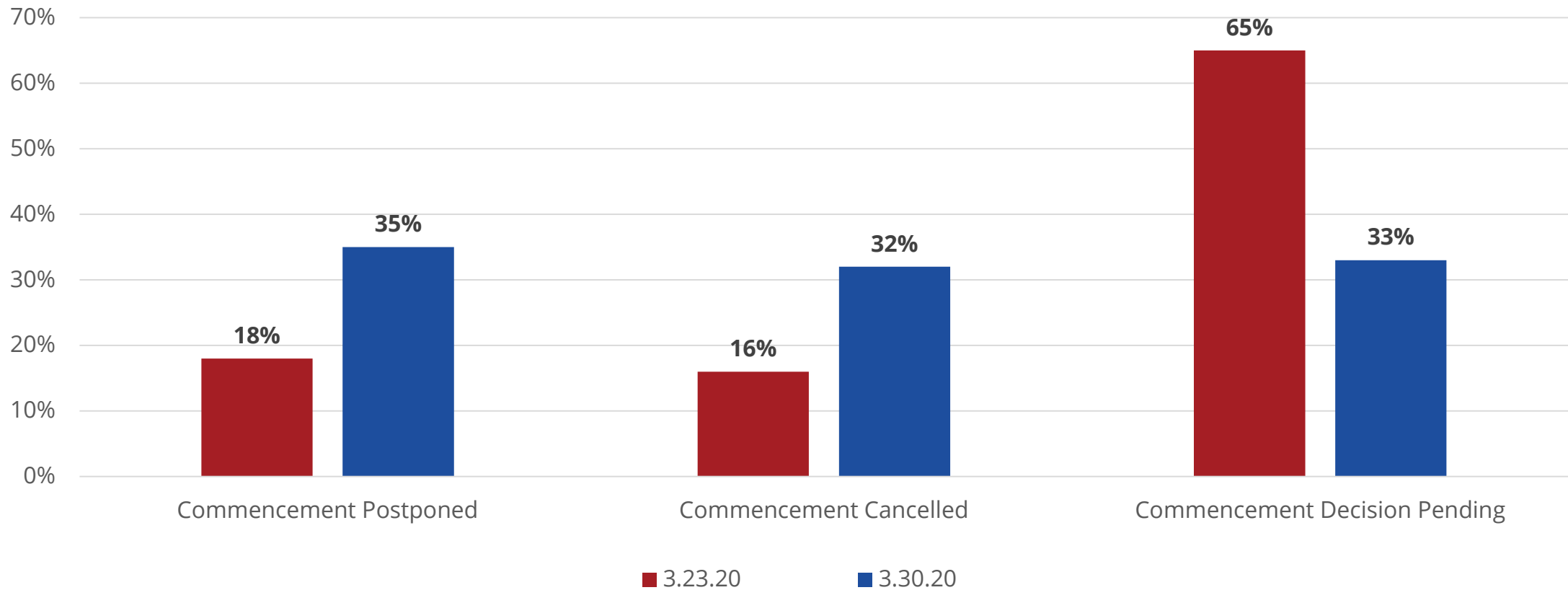
Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N=233 Institutions

Academic Pass/Fail, All Institutions 3/23 vs. 3/30

Academic Policy: Pass/Fail
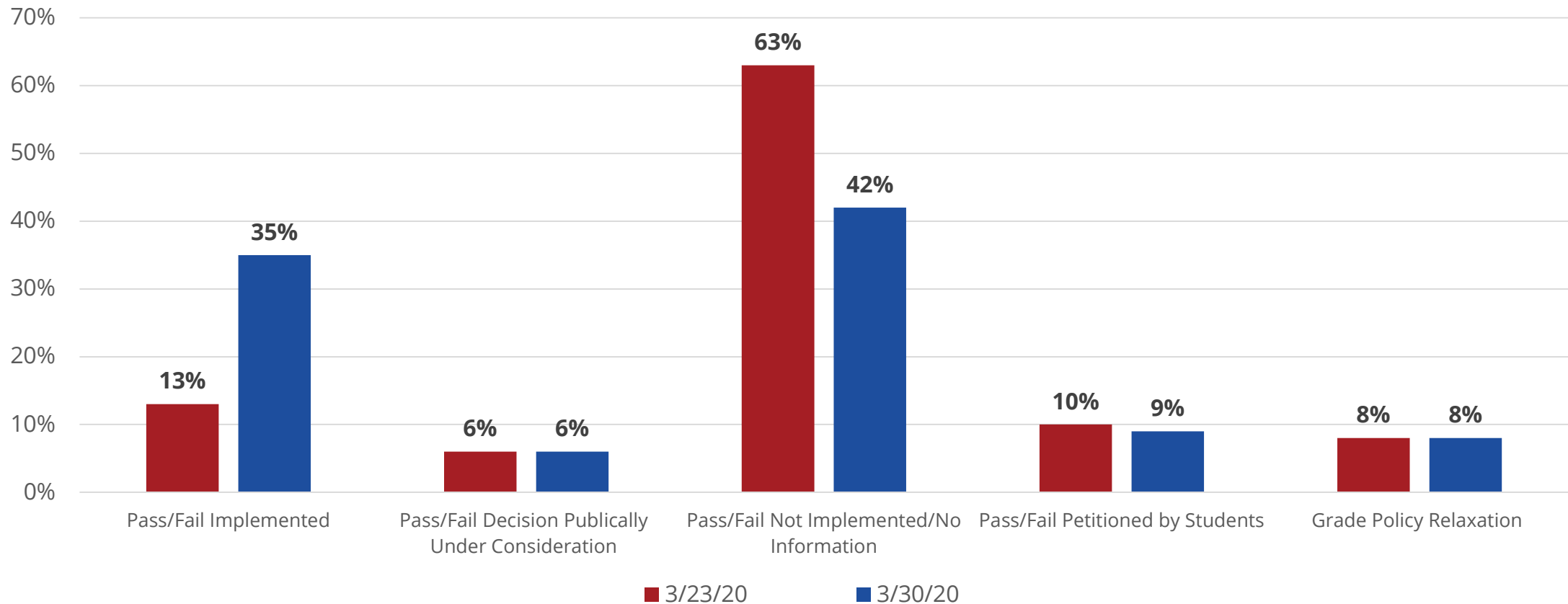
Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N=233 Institutions

Community College Academic Policy 3/23 vs. 3/30

Academic Policy 3/23 vs 3/30/20
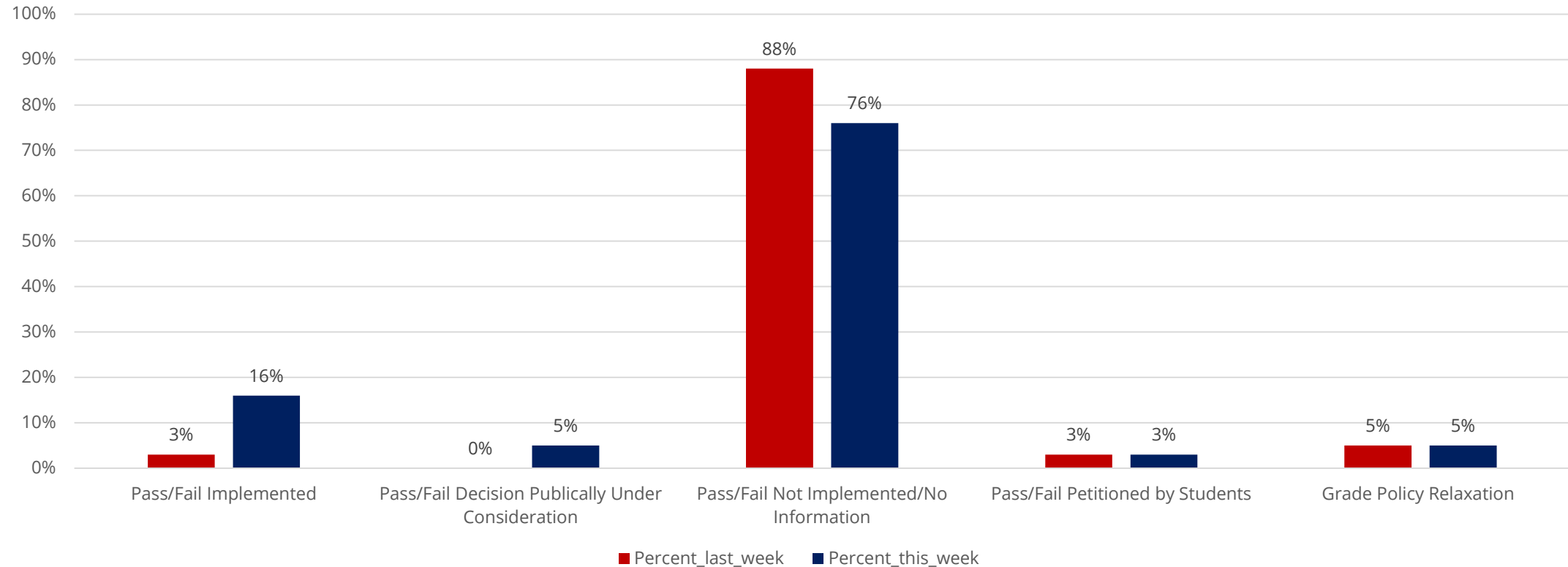
Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N= 40 Institutions

Community College Employee Leave Benefit

COVID-19 Employee Leave Benefit: 3/23 vs 3/30/20
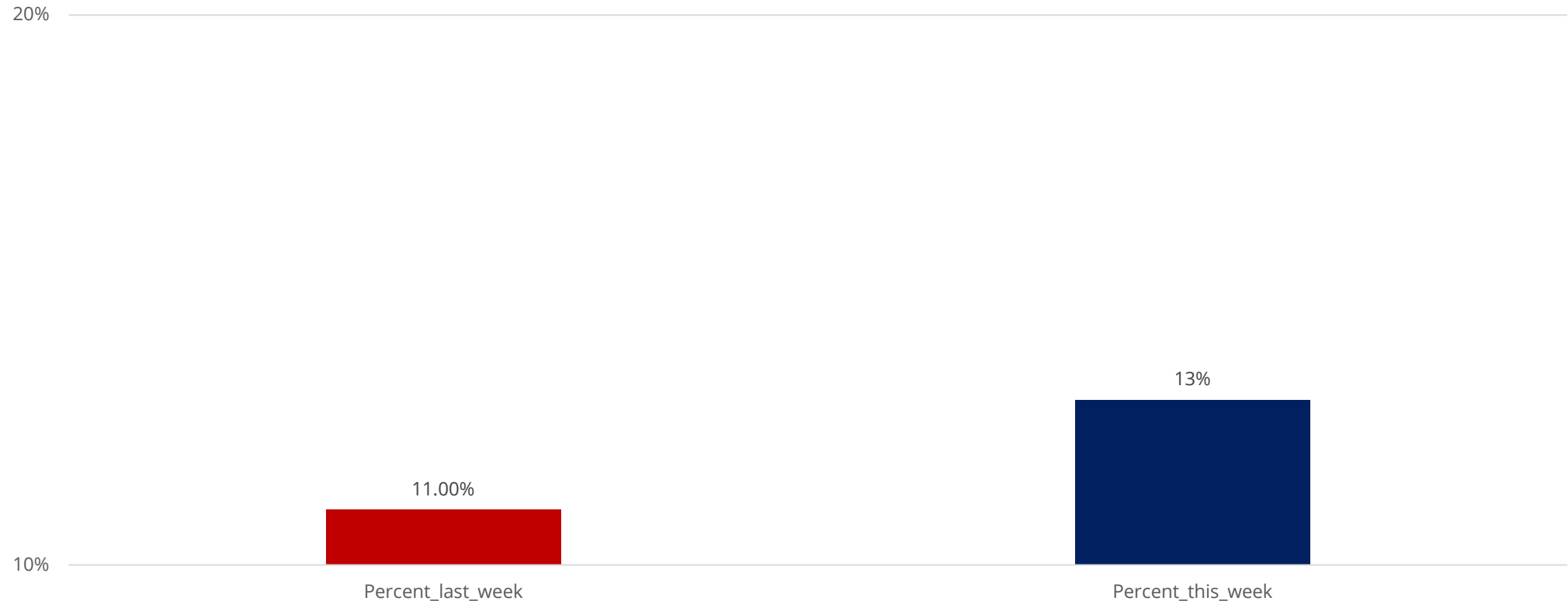
Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N= 40 Institutions

The College of New Jersey (TCNJ): Common Book Read & Flexible Grades

- The President's office is sponsoring a book read of *Resilience: Hard-Won Wisdom for Living a Better Life* by Eric Greitens.

- Allowing students to choose grade or pass/fail option. Students will have a week after they receive semester grades to determine if they wish to keep their grade or request that grades be changed to pass/fail.
  - Must have a grade of D or higher

Families First Coronavirus Response Act (FFCRA)

Newly passed federal **Families First Coronavirus Response Act (FFCRA)** provides employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19. Applies April 1-December 31, 2020.

- Employees are eligible for two weeks of paid sick time for specified reasons related to COVID-19.
- Employees employed for at least 30 days are eligible for up to additional 10 weeks of paid family leave to care for a child, under certain circumstances related to COVID-19.
- Employee qualifies for paid sick time if the employee is unable to work (or unable to telework) because the employee:
  1. Is subject to a federal, state, or local quarantine or isolation order related to COVID-19
  2. Has been advised by a health care provider to self-quarantine related to COVID-19
  3. Is experiencing COVID-19 symptoms and is seeking medical diagnosis
  4. Is caring for an individual subject to an order described in (1) or self-quarantine as described in (2)
  5. Is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19, or
  6. Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.

Employee Leave Benefit Public vs Private
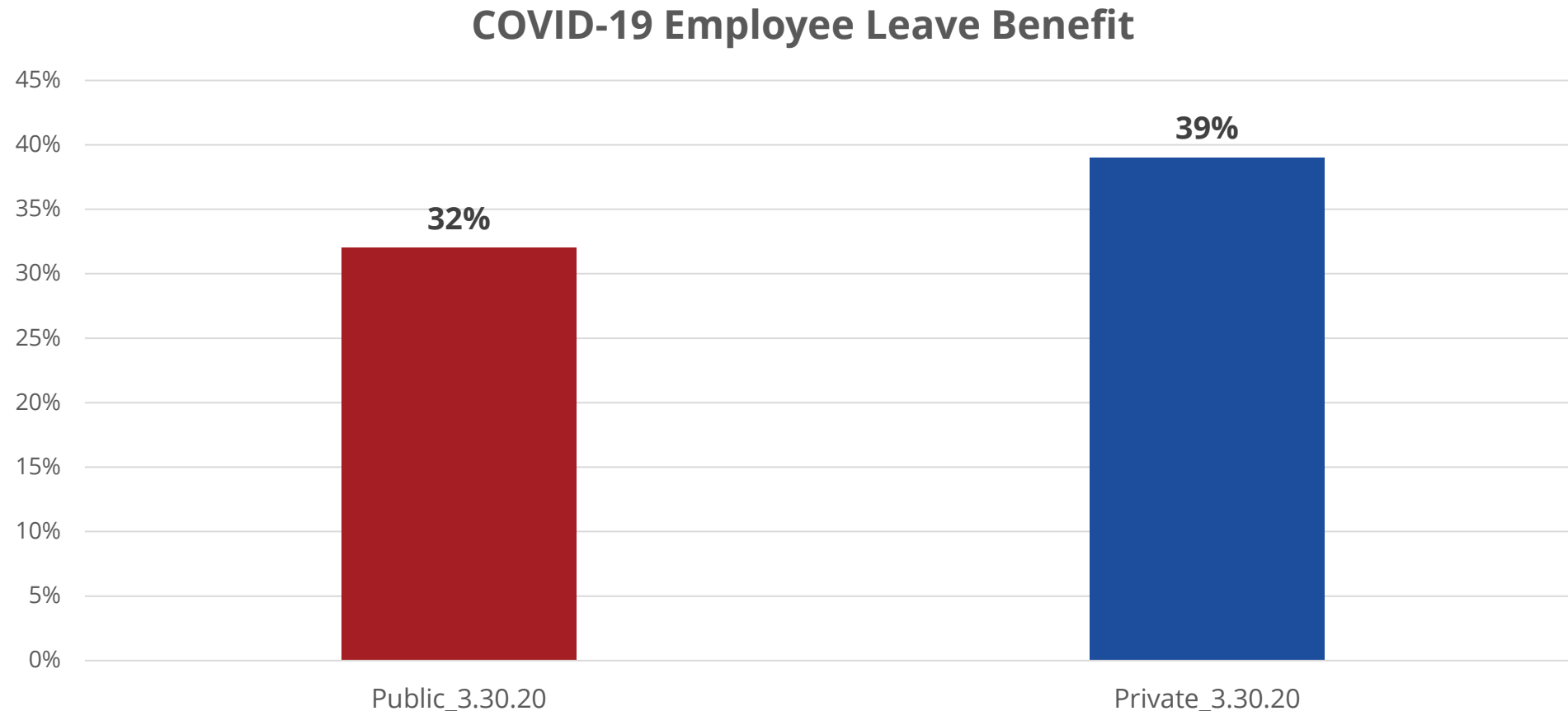
COVID-19 Employee Leave Benefit

Source: Center for Strategic Diversity Leadership & Social Innovation Rapid Study of Higher Education Institutional Response to the COVID-19 Pandemic.
N=239 Institutions

SECTION 5:
MAKING CULTURALLY RELEVANT DECISIONS

Audience PollEverywhere Question #3:

DEI issues have been well integrated into our institution's COVID-19 crisis management efforts.

Text your response to 22333 now!

Who is essential?

Diversity leaders are being deemed "non-essential."

Hate Groups Being Encouraged to Spread the Virus

- The FBI's New York office recently sent out an alert to local authorities warning of extremist groups encouraging their members to spread the novel coronavirus to police and Jewish people, ABC News reported.
- The alert, reportedly issued on Thursday, said that "members of extremist groups are encouraging one another to spread the virus, if contracted, through bodily fluids and personal interactions."
- The alert reportedly warned that the racist groups were urging their members to go to places where Jewish people "may be congregated, to include markets, political offices, businesses and places of worship."
- The alert also reportedly said some white supremacists and neo-Nazis were urging members who contract the virus to spread the disease to cops by using spray bottles.

Digital Platforms of Hate
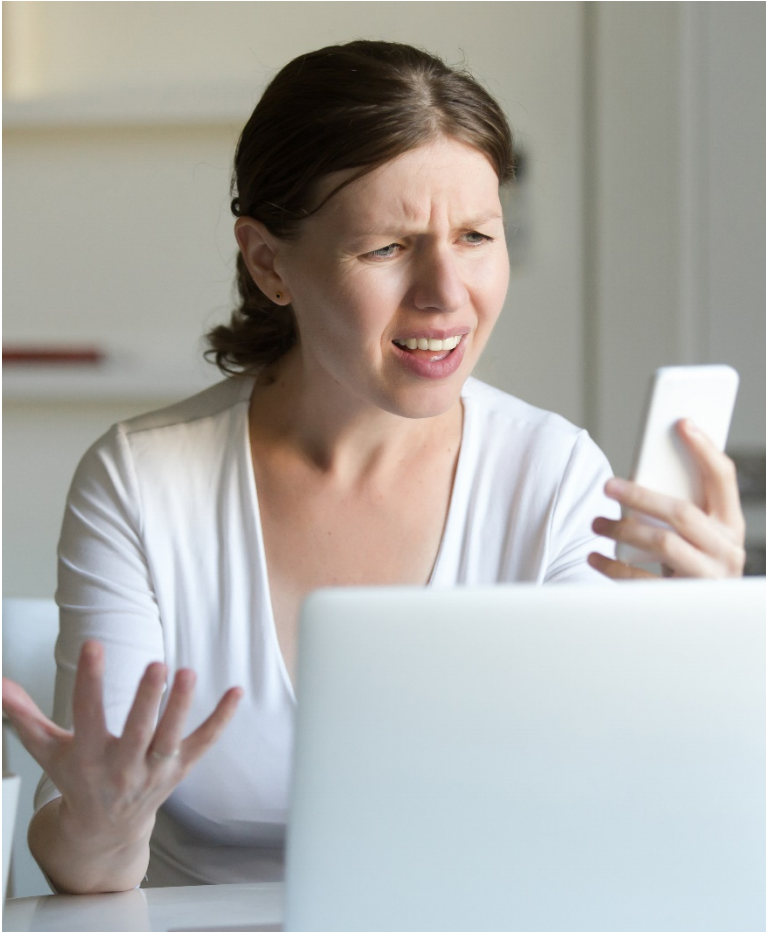
- As the number of confirmed cases of COVID-19 surges globally, extremists continue to use the virus to advance their bigotry and antisemitism, while also promoting conspiracy theories and even boogaloo (the white supremacist term for civil war).

- For months, posts on notoriously extremist-friendly platforms like Telegram, 4chan and Gab have linked the coronavirus to racist and antisemitic slurs and memes.

- Users across these channels regularly share racist messages or caricatures of Chinese people, mocking their eating habits, accents and hygiene. Posters on Telegram and 4chan appear to be cheering on the virus, hoping it will spread to predominately non-White countries, such as in Africa.

https://www.adl.org/blog/extremists-use-coronavirus-to-advance-racist-conspiratorial-agendas

Racist Tagging

Rising Xenophobia

- Medical students reporting xenophobia when interacting in the community.
- Fear about going out to do basic things like going to the store.
- Asian students forced to literally shelter inside their homes.
- Patients coming to clinical environments with commentary and rhetoric such as "you people are the reason this is happening."
- Hitting faculty, physicians, students, etc.

UW Madison Bias Incident Case Study: Creating Digital Community

- Bias incident chalking near campus.
- University leaders host virtual town hall with the community.
- More than 300 students attend.
- Students hear the university's response to bias incidents, voice concerns about campus climate with the move to a virtual environment, and ask questions.

Write an affirming campus and community letter!

Physically distance, yet socially connect. Even as we create the physical gaps that slow this virus, we must in fact remain *socially connected*. Recreate your social life virtually. Check in with one or two people each day, especially anyone you know who is alone or undergoing hardship. Create social video chats, call your grandparent on the phone, text someone a thank you.

Be an ally or "upstander" and invite others to join you: Stand up to racist, dog-whistle, ageist, xenophobic, classist or other speech that divides our community into "us" and "them." We are all valuable and have a role to play. Especially stand up against the denigration of anyone in our Asian community at this time.

Call it by its name. Use the correct term for the virus, "novel coronavirus" (or "SARS CoV-2") and for the disease, COVID-19. No other names are acceptable.

Affirm others. When you are out walking, maintaining safe physical distance, do make friendly eye contact with others you meet; smile or say something affirming. Call strangers "friend" as a greeting. Affirm those who are working to serve you.

Share financially. Not everyone can move, work from home, survive without a job or go virtual. All of us benefit in the long run when we help our most vulnerable neighbors now. As you are able, please support nonprofits such as: food pantries, charities for those who have lost jobs, community services, or our hardworking medical and first-responder communities.

Be kind and patient with one another. This is new for all of us, so let's be extra kind, extra patient. Give each other the benefit of the doubt. Even better, ask others if you can help them with anything.

Set a personal goal. It feels better to be proactive than to be stuck in a reactive mode. Set a personal goal (or 2-3) for this time of sheltering. What can you accomplish? With whom can you reconnect?

Take care of yourself. We are all under multiple sources of extreme stress. Especially if you have dependents, get rest, eat healthily, do something calming, go for a walk or do yoga. Follow all government health recommendations as well.

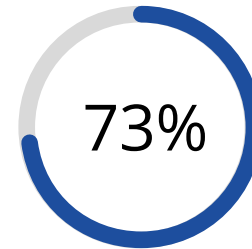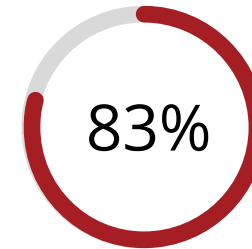# Purpose VS. Coronavirus

Purpose-Driven Organizations

According to a study by Cone/Porter Novelli, nearly eight in 10 Americans say they feel a deeper personal connection to companies with values similar to their own.

73%

And nearly three-quarters (73%) say they would defend them if they make a mistake.

83%

83% of Americans say they are more loyal to purpose-driven brands than traditional brands.

- It's not just what you do, but *why* you do it.

- Brand promise—the *raison d'être* that guides everything from marketing to student experience to employee engagement—is a growing focal point.

- As research continues to underline the value of purpose, brand promise is one of the strongest levers an organization has to differentiate themselves in a crowded marketplace.

Organizational Decision-Making

Asian Community

Sexual Minorities

Mothers

Undocumented Immigrants

**Academic Policy
Business Interests
Political Interest
Financial Interest**

Elderly

Racial Minorities

Children

Muslims

Damon A. Williams, PhD   70

Human-Centered Decision-Making

First Generation

Sexual Minorities

Mental Health Challenged

Muslim

Racial Minorities

Economically Vulnerable

Hourly Staff

Undocumented Students

Disability Community

Source: Adapted from https://belonging.berkeley.edu
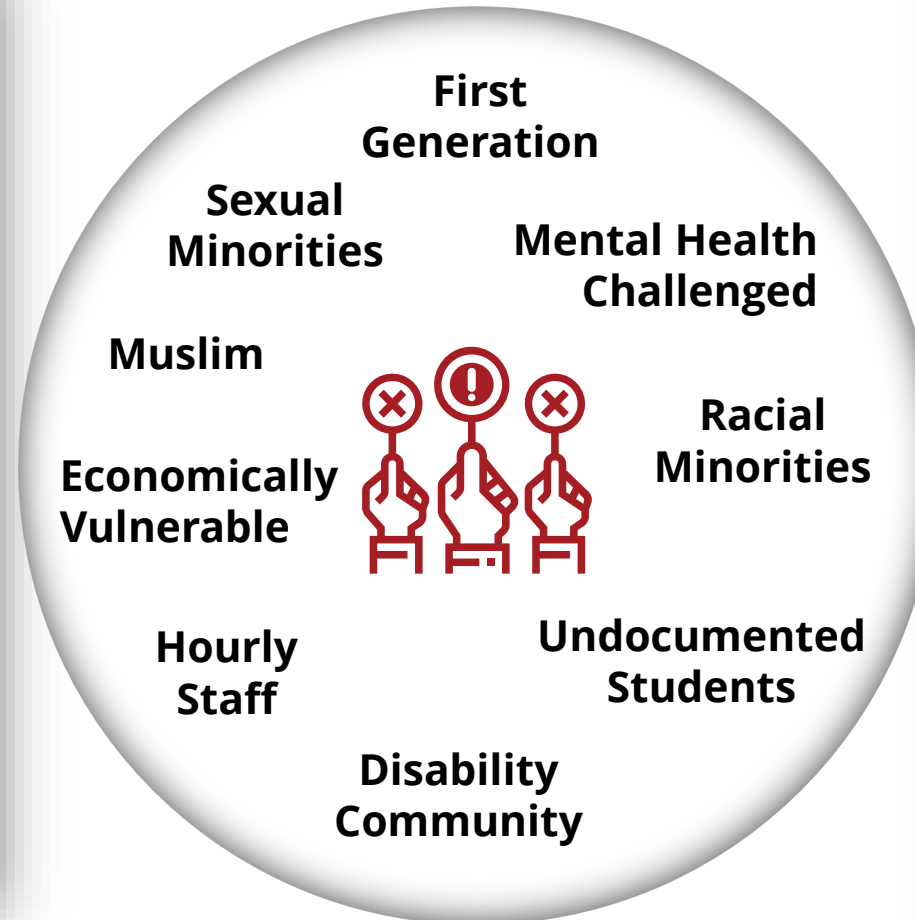
Leadership Recommendations:
Apply a Culturally Relevant Lens

Ask, "What is the diversity or inclusion angle of a given situation?"

Determine if the current situation has any historical or organizational precedent. What was done well? Poorly?
What lessons can be learned?

Conduct an Internet search on a particular challenge or issue.

List any stereotypes that may be relevant to the decisions at hand.

List the unintended consequences. How will this decision cause harm or impact diverse communities?

List the potential symbolic message of a negatively-received decision. Identify the "maximum harm perspective," then ask how realistic that outcome is.

Ask, "What are the symbolic messages that will result because of this decision from the perspective of different groups?"

Retain a D&I consultant and obtain an external strategic diversity lens on the situation.

Contact your CDO and DEI Tiger Team to gain perspective.

Ground-Truth your solutions with diverse communities and a variety of perspectives

" "

Technique: Lead with a DEI Focus at the Top of Meetings to Become More Mindful

Mitigate bias and group-think by saying:

"Okay, we have to figure out our next steps, but I want to start by saying it is paramount that we figure this out in a way that does not cause harm to our diverse students, faculty, and staff.

"So, just to let you know, as we begin to work this problem, I'm going to keep coming back to checking in against the question 'how does this affect our' diverse and vulnerable members of our community?'"

Stakeholder Analysis: Who Is Essential?

Level 1: Essential
Stakeholders whose involvement is essential in virtually all campus crisis situations.

Level 2: As Needed
Stakeholders who would be involved in a significant majority of campus crisis.

Level 3: Occasional
Stakeholders who are periodically or occasionally involved in campus crisis.

Level 4: Not Involved
Stakeholders who are not essential to crisis response efforts or positions that do not exist.

	Level 1 Represented on Crisis Management Committee or Team	Level 2 Involved in Planning/ Response As Needed	Level 3 Consulted Sporadically on the Crisis	Level 4 Not Significant to Crisis Planning Response or n/a
President	❑	❑	❑	❑
VP Academic Affairs	❑	❑	❑	❑
VP Administrative Affairs	❑	❑	❑	❑
VP Student Affairs	❑	❑	❑	❑
General Counsel	❑	❑	❑	❑
University Police	❑	❑	❑	❑
University Relations/PIO	❑	❑	❑	❑
Physical Plant	❑	❑	❑	❑
Environmental Health	❑	❑	❑	❑
Dean of Students	❑	❑	❑	❑
Dean of Faculties	❑	❑	❑	❑
Human Resources	❑	❑	❑	❑
Student Health Services	❑	❑	❑	❑
Diversity Officers	✔	❑	❑	❑
Residence Life	❑	❑	❑	❑
Student Activities	❑	❑	❑	❑
Athletics	❑	❑	❑	❑
Internat'l Student Services	❑	❑	❑	❑
Campus Chaplains	❑	❑	❑	❑
Students	❑	❑	❑	❑
Faculty	❑	❑	❑	❑
Other	❑	❑	❑	❑

Build a DEI "Tiger Team"

CHIEF DIVERSITY OFFICER
- Convening
- Proactively building initiatives
- Elevating solutions

LGBTQIA	**DISABILITY**	**BASIC NEEDS**	**COMMUNICATION**

INTERNATIONAL	**RACE-ETHNICITY**	**RELIGION**

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