The University, along with a sizable chunk of the Cedar Valley, will be reading Ibram X. Kendi’s “How To Be An AntiRacist” for our annual Diversity Book Read. I’m excited because I love reading and learning and exchanging ideas with good, smart people. I also am cautious, maybe even a little worried. You see, when you talk about subjects like race and power and oppression, people tend to get very interested in what’s on the bottom of their shoe, can’t stop watching the little hand on the wall clock, want to change the subject.

You know exactly what I’m talking about. You’re in one of the book read sessions and this week’s chapter has been especially brutal and difficult. Maybe it’s page 39 in Carol Anderson’s “White Rage,” about the pregnant Black woman murdered for daring to speak against the white men who had killed her husband. Her baby was cut from her stomach and the woman, still alive, was set afire. (continued on page 2)
Hard stuff to talk about under any circumstances but damned near impossible when you as facilitator look from face to face of your group members, and ask them to talk about how people could do something like this to other people.

You want them to talk about hate and anger and fear of dark skin, to maybe liken it to the Holocaust, or to at least draw some parallels between this horrific incident and some of the frightening calls for division coming out of current–day politics.

“I think it’s really about the times,” says one of your group members. “That’s the kind of thing people would do then because they were ignorant/scared/whatever.”

Or maybe you’re discussing the school–to–prison pipeline. “Well,” one person suggests, “diverse kids don’t perform well in school so they get singled out, sent to the principal, stuff like that.”

Could be, “Kids of color don’t come from families that emphasize education so it sometimes takes them awhile to get with the system.” Ah. So it’s the fault of the oppressed that they are oppressed. Got it.

I don’t write any of this to intimate that people in our groups are less than intelligent or well–meaning, or that they don’t “get it.” Very often, well–meaning people are simply unknowing. And so, with their comments they do the opposite of what is needed. Instead of leading the conversation toward a deeper understanding of racial issues, these exit ramps are actually detours around the subject. One of the best ways to confront them is to simply ask questions as you’ll see below.

**RED: Pacing for Privilege**

This one prioritizes the needs of those already in power over those in need.

**Examples:** “We need buy-in from everyone before we begin the training.”

“We must be careful not to alienate ‘XYZ’” (usually a group already with significant power).

**How to respond:** “That’s true. But while we seek buy–in, we should still engage in ‘ABC.’”

“What led you to that conclusion?”

---

**RED: Poverty of Culture**

**Examples:** “Their families don’t prioritize education.”

“The diverse kids have a hard time performing.”

**How to respond:** “What makes you think that?”

Let’s talk about how we can adapt pedagogy to student needs rather than focus on deficits.

---

**RED: Deficit Ideology**

Seeks to “fix” students of color—fortifying their grittiness, modifying their mindsets, adjusting their emotions because they obviously are wrong. Puts onus of change on the youth who already have been cheated out of an equitable experience.

**Example:** “We just need to teach our students to have more grit.”

**How to respond:** “Is there a way we could put the onus back on the school? What can we change or correct to help?”

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**RED: Let’s Celebrate Diversity!**

This one is most irksome to me because it masquerades so well as a way of teaching about race, when it only teaches – in a very basic way – about diversity.

**Examples:** “Let’s put on a panel about the experiences of students of color.”

**How to respond:** “How can we do it without tokenizing the students?”

“How can we build in resources to support the students?”

Unfortunately, none of the responses will immediately or permanently end REDs. They’ll redirect the conversation, though; and if everything goes well, they’ll help you and help your group members think differently about race, diversity and equity.
The 14-member standing advisory committee to the President and university leaders began meeting in the summer and has since changed its name to the President's Council on Inclusion, Transformative Social Justice and Advocacy. According to Nook, the group is responsible for providing broad recommendations on strategies, practices and institutional policies to achieve systemic change for a diverse, equitable and inclusive campus community.

Members were chosen by their respective shared governance bodies (Faculty Union, P&S Council, AFSCME and NISG). They are:

<table>
<thead>
<tr>
<th>Committee Chair</th>
<th>Jamie Butler Chidozie, Director of Diversity, Inclusion &amp; Social Justice</th>
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<tbody>
<tr>
<td>University Administration Representative</td>
<td>Doug Mupasiri, Department Head and Professor, Mathematics</td>
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<tr>
<td>Faculty Representatives</td>
<td>Cara Burnidge, Philosophy and World Religions</td>
</tr>
<tr>
<td>Professional and Scientific Staff Representatives</td>
<td>Fernando Calderon, History</td>
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<td>Professional and Scientific Staff Representatives</td>
<td>Belinda Creighton-Smith, Special Education</td>
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<td>Professional and Scientific Staff Representatives</td>
<td>Janel Newman, Dean of Students Office</td>
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<tr>
<td>Professional and Scientific Staff Representatives</td>
<td>Jesus Lizarraga-Estrada, Office of Admissions</td>
</tr>
<tr>
<td>AFSCME Staff Representative</td>
<td>Cindy Bancroft, Rod Library</td>
</tr>
<tr>
<td>Supervisory and Confidential Staff Representative</td>
<td>Carol Carey, Rod Library</td>
</tr>
<tr>
<td>Student Representatives</td>
<td>Laura Roman-Jimenez, Finance Major and NISG Director of Diversity</td>
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<tr>
<td>Student Representatives</td>
<td>Montesha Carter, Social Work Major</td>
</tr>
<tr>
<td>Student Representatives</td>
<td>Emmett Cory, Psychology and Family Services Major</td>
</tr>
<tr>
<td>Student Representative</td>
<td>Hallie Speed, Sociology Major</td>
</tr>
<tr>
<td>Community Representative</td>
<td>Henry Bevel, Attorney, Swisher &amp; Cohrt</td>
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(continued on page 4)
CEDAR FALLS – Each year since naming a Chief Diversity Officer (CDO) for its campus, the University of Northern Iowa (UNI) has hosted a Diversity Book Read. Through the read, any interested member of the university community may join a small group led by two facilitators, then read and discuss a common book. Books chosen are those reflecting a specific form of diversity, and the book read ends with a campus visit by the book’s author who also delivers a public lecture.

“I was able to participate in the first read back in 2017-18, and it was really something to celebrate based on the book at the message that the author brought to us,” says Rev. Abraham Funchess, community members who sat on the search committee that chose the CDO, referring to “White Rage” by Carol Anderson. “I didn’t even know who this woman was, but it seemed that she was someone you were supposed to know. Then she went on to lay this foundation for us, showing that when we talk about racism we usually end up talking about how white people feel, when what we want to know is how you’re going to rectify this stuff.”

This year’s Diversity Book Read comes after an extremely difficult summer, one filled with violence forced America into a long-overdue conversation about race. “I remember watching television after the George Floyd murder in May, watching all the frustration and anger and fear in the streets, and saying to myself that had this man not been Black he would not have died that day,” says Gwenne Berry, UNI CDO. “I wanted to be part, in however a small way, in bringing peace and understanding.” Just days after Floyd’s murder, says Berry said that the Diversity Book Read for 2020 was supposed to be focused on another aspect of diversity but, “It was obvious race had to be the topic.”

It didn’t take long for Berry to find the right book: “How To Be An Anti-Racist,” the incredibly popular and NYT Bestseller by Ibram X. Kendi. Soon after, Berry was approached by two white women from the community, both interested in helping to eliminate racism. They talked about the need for white people to talk among themselves, generating ideas and methods for halting racist behavior. And then Berry mentioned the book she was planning to put forth for UNI’s annual read. She invited the women to read the book and before long, they’d generated the concept of a community read wherein multiple organizations, institutions, businesses and individuals would read and discuss the book, with the ultimate goal being behavior and emotional change.

“What’s different and special about this book is that it not only educates,” said Berry, “but it also calls the reader to action and gives hands-on guidance for that action.”

Through the read, UNI will move ahead as it has in the past, with volunteer facilitators and myriad groups reading the book at varying paces. The community portion of the read will be similar but everything will be managed through a Facebook page, Common Read @ UNI, accessed here: https://www.facebook.com/commonread.atuni.

Via the page, groups may submit details about their meetings (when and where they meet, etc.), indicate whether they are accepting members or are closed, engage in facilitator-to-facilitator conversations, and view a series of correlating videos. Each Thursday in October, Rev. Abraham Funchess, pastor of Jubilee United Methodist Church in Waterloo, will guide discussion between specific groups, all of whom are engaged in the read. They are as follows: (continued on page 5)
<table>
<thead>
<tr>
<th>Date</th>
<th>Panelists</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>Oct. 1</td>
<td>Education Leaders</td>
<td>1-3: My Racist Introduction, Definitions, Dueling Consciousness, Power</td>
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<tr>
<td>Oct. 8</td>
<td>Law Enforcement Leaders</td>
<td>4-7: Biology, Ethnicity, Body, Culture</td>
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<tr>
<td>Oct. 15</td>
<td>Religious Leaders</td>
<td>8-11: Behavior, Color, White, Black</td>
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<tr>
<td>Oct. 22</td>
<td>Business Leaders</td>
<td>12-15: Class, Space, Gender, Sexuality</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Political and Community Leaders</td>
<td>16-18: Failure, Success, Survival</td>
</tr>
</tbody>
</table>

Already planning to participate in the read are the following:

- University of Northern Iowa
- Hawkeye Community College
- Wartburg Collegez
- Allen College
- YWCA
- Waterloo Human Rights Commission
- Cedar Falls Schools
- Waterloo Schools
- Grow Cedar Valley
- CVIC
- Waterloo Mayor Quentin Hart
- Cedar Falls Mayor Rob Green

There also will be groups that are not affiliated with any specific organization. All will be listed on the read’s Facebook page with contact information.

Berry said she does plan to arrange a lecture for the community by the book’s author, Ibram X. Kendi. “He’s exceptionally popular, though, often appearing on national news programs. Further, any lecture by him would have to be virtual due to the pandemic,” Berry explained. “But none of that is stopping us. We end our book reads with a visit by the author and that is how we are seeking to end this read.”

RACIAL HEALING CIRCLES

Our country is in the midst of an extremely tumultuous time. The violence perpetrated against black and brown bodies has been horrific enough but it also has further divided us, and caused immeasurable trauma on people who are still reeling from job loss, disproportionate contraction and death rates related to COVID-19, and a racially charged political season.

Research shows that people of color are significantly traumatized by race-based tragedies and, naturally, take their angst and fear wherever they go, including the workplace.

In an attempt to help this community build personal self-care methods, and develop outlets for necessary conversation, three campus entities have come together to provide weekly conversations on these subjects. (continued on page 6)
**RACIAL HEALING CIRCLES**
Continued from page 5

Those three entities are the Chief Diversity Officer (Gwenne Berry); the Center for Multicultural Education (Keyah Levy, Director for the CME and the Center for Gender and Sexuality Services) and the Counseling Center (Shantila Caston, Mental Health Counselor/Diversity Outreach).

Once a week on Thursdays, from 3 p.m. to 4 p.m., the three host a virtual support group they’ve named the Racial Healing Circle. Any faculty or staff member may attend but the conversation will focus on racial trauma and how to cope. Presenters also will share information about future meetings via websites and invitations.

At the time of this publication, there have been two Racial Healing Circles. While both were relatively small, said Caston, “We really saw some strong emotion from those attending. There is no doubt that racial trauma has taken a significant toll on the bodies and minds of our employees.”

For those interested in attending:

Join Zoom Meeting
ID: 92881791118
Password: 755322

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**"A STONE OF HOPE:" ALLYSHIP AND DR. KING’S DREAM FOR AMERICA**

Written by: Andrew Morse, Ph.D. | University of Northern Iowa

Opening Ibram X. Kendi’s book How to Be an Antiracist—UNI’s common read this fall—brought tears to my eyes. Kendi doesn’t have the luxury of dedicating his critical work to loved ones. Tragic and ongoing violence against Black people implores him to dedicate his book “to survival.” Reading his words, I was immediately taken back just a few short weeks ago to a vigil following the murder of George Floyd, another example of our nation’s urgent need to tear down the walls of hate in pursuit of peace, love, and justice. At the vigil, I listened to a Black teen speak to his fears and hopes of growing up in America—in our community. I heard that teen’s mother share the terror she feels every time her son leaves the house. I listened as a Black man said, “All I want from my coworkers and neighbors is for them to love me.” Do we hear what they are saying? Survival. Racism is our nation’s enduring pandemic.

“Out of the mountain of despair, a stone of hope.” These words connect two pivotal moments in our nation’s long arc toward justice. These words were spoken by Dr. Martin Luther King, Jr., during his I Have a Dream speech on August 28, 1963, in which he envisions a nation “that lives out the true meaning of its creed,” a nation where all are equal and interwoven in community. Today, we find ourselves in the continued struggle to realize Dr. King’s vision. Those same words, “Out of the mountain of despair, a stone of hope,” are etched on the MLK Memorial, a monument dedicated by President Barack Obama in 2011, nearly 50 years after Dr. King spoke them at the March on Washington; these powerful words remind us that gains our society has made in pursuing equality and justice are tempered by the mountain of work we have yet to do.

In between segments of time working on this piece, I have been enthralled in the late Congressman and Civil Rights Movement luminary John Lewis’ Across That Bridge, a book in which he offers his philosophy of social change. Congressman Lewis speaks about each generation’s responsibility to advance civil rights and instill a common thread of togetherness. We are witnessing the wisdom of Congressman Lewis’ words today as our nation gains renewed momentum for the pursuit of racial justice in the wake of continued police brutality and the murder of people of color by white supremacists.

But as I reflect on Congressman Lewis’ philosophy, it is clear he’s also speaking of social change on the micro level; that while we take part in national movements for structural change, within each of us rests the opportunity—the duty—to create a more just society through our own actions and by stewarding change in our homes and communities. (continued on page 7)
ALLYSHIP AND DR. KING’S DREAM FOR AMERICA
Continued from page 6

A strong set of mentors and educators helped me realize that allies, too, are the “stones of hope” our society needs in the pursuit of equality and justice.

In graduate school at the University of Tennessee, I had the opportunity to serve the Chancellor’s Diversity Initiative, helping to establish two offices that provide resources to the entire campus in fulfilling its collective responsibility to create truly inclusive and equitable living, learning, and working environments: The Pride Center and The Office of Diversity and Engagement. I got to know so many courageous students, faculty, and staff who deepened my understanding of allyship by hearing their stories. I got to know students who arose from anguish and poverty after being kicked out of their homes as children for coming out to their parents. I learned from another who was expelled by their private high school after being outed by peers to school administrators. A Black colleague shared his experience of being treated like a criminal by staff at a local store. What we know is that bias, discrimination, and violence don’t halt at the gateways to our nation’s colleges and universities. What matters is how we handle the presence of injustice on campus; how we advance the virtues of peace, love, and justice. Fulfilling Dr. King’s Dream requires us to confront injustice and promote peace in every corner of society—the role higher education plays in advancing society compels us to lead the charge. Silence and complacency are not options.

As allies, what is our call to action? Well, my understanding of the answer to that question continues to evolve; however, I’ve had the chance to work alongside so many inspirational colleagues who have helped me glean some guideposts. Here are some observations I have found to be helpful.

Listen and Learn. I have learned that allyship is about listening—not to react, but to understand—and never acting “on behalf of,” but “by invitation from and in partnership with.” Education is transformative—there are so many compelling reads, podcasts, and artists that have helped me grow my understanding of critical social issues. And when my neighbors, friends, and colleagues feel comfortable enough to share their stories with me, I listen carefully. And I believe them.

Be Accountable. Get Comfortable Being Uncomfortable. Every once in a while, a friend or colleague will gently nudge me to encourage a different word choice or to understand how our society’s language is evolving to be more inclusive. Yes, these moments are uncomfortable for me; but then again, it’s not about me, is it? Neither are these moments about “political correctness.” This is about dignity and our nation’s pursuit toward broad inclusion. Always. If my language needs to evolve to let others know they are respected and valued, count me in.

Diversify Your Network. When I worked for an organization that represents higher education institutions in Washington, DC, a former supervisor and mentor encouraged me to visit with at least one new faculty member, administrator, or executive leader from a different campus every month. I enjoyed developing relationships with professionals who came to the study and practice of higher education from different paths; developing strong and lasting relationships with people from myriad backgrounds has provided so many opportunities to grow in my approach to professional responsibilities and challenges.

Speak Up. As allies, we may find ourselves in spaces where raising our voices can nurture inclusive social norms. We may also be in a position where speaking up can de-escalate situations or prevent others from harm. “Is everything okay here?” “Can I help you?” Calling for help, especially when intervening on your own is unsafe. Showing care for individuals in moments where they may be aggrieved by problematic behavior. Displaying disapproving body language for actions that perpetuate bias and microaggression. These are all tools to promote allyship when speaking up is necessary; yes, these moments can be nerve-racking, but they also make a positive difference.

Be an Agent for Change. Our society is failing to achieve equality across demographic lines in terms of access to education, healthcare, gainful employment, and home ownership, among other factors; our work must be much deeper than enhancing climate in our workplaces and communities. Empowering every colleague and neighbor by showing through our actions that they are valued and heard is, of course, really important, but empowerment by itself will fall short in overcoming structural obstacles; through our work lives and community service roles, we should be vigilant in targeting and overcoming barriers to equitable access to educational and workforce opportunities and a rich quality of life. (continue on page 8)
ALLYSHIP AND DR. KING’S DREAM FOR AMERICA
Continued from page 7

Invest in Our Children. My partner, Amy, and I have been finding age-appropriate shows and books to teach our children about race and diversity. Amy and I have had conversations with our two children (ages 3 and 6) about why people are marching and holding signs, and we have read some great children’s books with them (We March by Shane Evans, The Other Side by Jacqueline Woodson). Children are sponges when it comes to observing their environment; we’ve realized the importance of shaping what they are seeing in positive and inclusive ways.

Do we have the courage as allies to help our nation achieve Dr. King’s Dream? If our nation is going to overtake the mountain of despair—to move from survival to our nation’s thriving—we have no choice. Let’s be “stones of hope.”

In partnership,
Andrew Morse

UPCOMING EVENTS

THE ANNUAL ECONOMIC INCLUSION SUMMIT

KEYNOTE SPEAKER: KEVIN WARREN
COMMISSIONER OF THE BIG 10

SAVE THE DATE

OCT. 8-9, 2020
Hosted by Grow Cedar Valley & the University of Northern Iowa

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10.09.2020
8 a.m. - 2 p.m.
COST $50 VIRTUAL

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University of Northern Iowa