

**Angela Reese:** Good afternoon and welcome to the Public Safety, Race, and Racial Equity Town Hall. My name is Angela Reese and I am the work-life consultant for Indiana University.

I would also like to introduce you to Gwen McCay, who is the Director of HR Administrations for the office of Vice President for Diversity Equity Multicultural Affairs.

Today, this town hall is designed to educate our IU community on the strides IU has taken to address racial inequity within the IU system, present future actions that will take place to continue IU's progress towards racial equity, especially in the areas of public safety, discuss the mental health impact racial inequity and police brutality have on people of color and beyond, allow the IU community to provide their input on steps they believe may be helpful to further racial equality, as well as provide the community with resources and tips on how to continue the conversation and take part in the movement.

Today we are bringing this town hall to you. I would love to quote what Dr. Webb has put in his statement to the university based on the actions that took place with George Floyd and our protest that has taken flight across our United States. He stated that, "it's vital that we have these difficult conversations and is equally vital that we do so in a safe and civil manner. It is my hope that in doing so, we can continue to take our feelings of anger, frustration, and uncertainty and translate them into thoughtful dialogue and action that will benefit our local and broader communities. As Indiana University being the influencer in higher education across the state, I feel that it is very important that we have these conversations. And this is just the beginning of many conversations that we hope to encourage across our IU system. Therefore, we can bring action to continue what IU has already begun in going to a better place, of racial equality."

I would like to introduce our moderator today, Daniel Griffith. He is the Director of the Office of Conflict Resolution and Inter-Group Dialogue Programs. He is on the IUPUI campus and I would like to welcome you and thank you, Dan, for agreeing to be our moderator for today.

**Daniel Griffith:** Thank you, Angela, and thanks everyone for joining our town hall.

In a minute, I'll introduce our first panelists and then introduce each panelist thereafter when it's their turn to speak. For the first 45 minutes of our Town Hall, we've asked our panelists to respond to any of the any or all of the following issues as relevant to their role and responsibilities at IU.

First, for any panelist, we'd like to know what is your reaction to the current climate with respect to public safety, race and racial inequity?

Second, for panelists serving in an administrative capacity, what is your or your specific department doing in response to the issues under discussion today? And what are your thoughts on how we can keep the conversation going and ensure there's follow-through?

And third, for other panelists, really anyone, but what are your experiences and observations either personally or generally as a member of the IU community regarding living, working, and learning as a person of color on an IU campus? And what do you see as necessary steps for moving us forward to respond to the issues under discussion today?

Of course, we welcome our panelists to speak beyond these ideas if they wish, provided, of course, they keep their initial comments to five minutes or less, and I will gently interrupt them at five minutes so that we can move on to our next panelist.

For the majority of our remaining time, we're going to focus on your questions. Our thanks to those who have already submitted questions. We will attempt to address as many of those questions as possible. You're also welcome to submit a question to the zoom Q and A feature, but we'd like you to note two points in that. First, your question and our zoom account identifier will be viewable by others. Second, we are making questions viewable. So do utilize the up vote feature in which you can flag another question to express your interest in having that question answered. Therefore, we recommend that if you see a question similar to the one you would ask anyway, please vote rather than submit your own question. Prioritization for our panelists will be based on these up votes. And we also planned to collect your questions, identify general themes, and provide responses following the Town Hall, knowing that we will not possibly be able to answer all questions in the time we have.

And also at the end of our panel, Angela and I, will conclude with information about follow-up, a follow-up survey to gather further ideas for responding to these ideas and issues, as well as opportunities for further development. So again, thank you for joining us for this town hall. And we'll now turn over the panel. Our first panelist is James Winbush, IU Vice President for Diversity, Equity and Multicultural Affairs.

**James Winbush:** Thank you so much, Dan. It is good to be here, to be part of the panel. I just want to reflect back on what Angela said in her introduction of the discussion. She talked about something I had said related to conversation.

We've had lots of conversations already, and I'm glad that we're having this conversation, but in the multiple town halls setup, already attended town halls that have covered multiple campuses with many different routes [technical difficulties here]...in all these conversations, individuals want action.

...We had forums, forum after forum, forums talking about the events that were subsequently led to Michael Brown, Eric Gardner and others. And we did do a few things but obviously not [technical difficulties; difficult to make out what is being said] the things that are necessary for bringing about long term structural change.

So, I've spent the last few weeks talking quite a bit with President McRobbie and others because everyone told me brave messages. We heard you and there is a conversation that we at least want to see action. We want to see structural change.

So in my conversations with President McRobbie, we talk about wide range change that needs to happen across all of our campuses. Some of you may have tuned into the Board of Trustees meeting on Friday, President McRobbie's report focused in total, on these issues. He announced that we're going to have a pandemic health disparities fund. He recognized that

COVID-19 is a pandemic that has affected the African-American, Hispanic, Latino communities more so than it did the majority.

With this, it means that as we restart the university, as we do all the planning and think about being back on campus in August, we need to also think about the individuals who are suffering the most because of COVID-19. One in four African-Americans live with someone who is either with COVID-19 or recovered, or has succumbed to it. And so the pandemic disparities health fund will help to meet some of the needs of the community so that we can reach the capital resources to make sure that all participants on our campuses can thrive.

Second, he announced a School of Medicine grant for \$7 million that helps to train our would-be physicians about health disparities and how to not only work towards addressing the health disparities, but how to recognize some of the issues as they work with patients.

He also announced the Racial Justice Research Fund, a collaboration between the Office of the Vice President for Research and my office, funds that will be available similar to what we did for COVID-19, so that researchers can help to answer some of the burning questions that they have regarding social justice.

We're also going to be looking at building names and spaces, which includes Jordan Hall, as he mentioned, because we know that we do not honor the legacy of Black and brown people who have contributed to all of our campuses. We are 200 years old and in that 200 year history, there have been so many individuals who have served the university, who have contributed in great ways and we want to recognize them. So we want to look at those building names that we currently have. The ones that need to come off, will come off, and we will look for opportunities to put on our buildings Black and brown people who have helped this university to be what it is.

And then lastly, I have talked to him about structural change. He announced that the university is going to be looking at its practices and policies in several key areas. The area of faculty, the area of staff, the area of administration, procurement and yes, the IU Police Department as well. All of these areas are where we know we can do better. And we will be working diligently to make sure that we do a thorough assessment of our best practices, but also our weaknesses. This is to fill in the gaps and then work towards sustainable long-term structural change at the university.

Dan, I'll stop there and I'll report to the questions later. I apologize in advance. I cannot stay on the whole town hall, so pardon me for having to slip away early for another commitment.

**Daniel Griffith:** Okay, thank you. So we now turn to Roosevelt Cohens, Support Link, EAP Representative.

**Roosevelt Cohens:** Good afternoon everybody. I'd like, and also I'd like to say Hotep, be at peace. And I'd like to thank Indiana University for having this event and also for inviting me. I'd like to get that out of the way.

And my task that I was given for my five minutes was I'm a clinical social worker in private practice. So the majority of my clients are of African American descent. So what I'm going to touch on in my five minutes is mental illness and African's born in America, racism and mental health. And what I look at with that, is that I think about when I look at a tree, it has branches, but I look at the roots because that is the true essence of what you get. And what I think about is the coming, the middle passage, when Africans were brought to the United States from Africa, they suffered a trauma. And a trauma is an injury to the body, a psychic something or shock of violence, or an unanticipated encounter.

And what happened was the glorification was turned into degradation. And we began to see things like, we were told that we were genetically inferior and that our intelligence level was low.

So out of those things came mental illness like depression, which we see in this country, which leads to drugs, alcohol use. And of course, we see the violence. Also we see where some of African-Americans have suffered from psychosis, which is because of the confrontations that they're having with the racist system that we have here.

And after the, then after slavery, what we saw was post traumatic slave disorders, where we saw a lot of the folks that were enslaved after they were free, they started to have certain issues. Me, in my private practice I see a lot of social phobia. And that's the intent that people think that they're always under observation, they're always gotta be evaluated and somebody's always looking.

Also I see a lot of anxiety disorders where folks are really, really, on edge. African Americans are on edge because of the racism that they suffer in this country. And then when we look at the depression part of it, that's the negative thoughts and hopelessness. And we look at the disparities in education, look at the disparities in jobs, in housing, and in health care. So we start to look at those things. And also what I looked at was the PTSD from a lot of the Vietnam veterans and African American veterans who were on the front lines of Vietnam that suffered post-traumatic stress disorder when they got back to these United States.

We look at, and I wanted to define racism as white's genetic survival on the planet based oppressing people of color, as Black, especially the Black male. And that's what we're seeing today. That's why we're having these town halls, because we're seeing Black men that are shot down in the street by the police. And you know, I'm not saying that all police are bad. That's not what I'm saying, but that's what we see and that's what happens.

So, and one of the things that I always like to do is I'd like to offer some recommendations for our community so that we can start our healing process. So one of them is to get into some competent base therapy. And what I mean, a lot of African Americans do not go to therapy because they believe that white folks are not capable and competent enough to deal with the issues that they have. Self-care, take care of yourself. What do I mean? Self-awareness: educate yourself about what's going on in his country. Strong families: get in a strong family, a

good social network support system. Healthy eating: a healthy diet will lead to one of the things that can lead to good mental health.

So we see these disparities in the health education system where mental health with a large portion of African Americans do not have health insurance where they can go and get their middle illness dealt with.

And for me, I've seen a lot of untreated mental illness in our community, which a lot of times could, can lead to violence and violence getting out of hand. One of the things that we know of, some mental illnesses are hereditary so they can be passed down.

**Daniel Griffith:** Okay. Thank you. Really hope to hear more from you of course.

Next, we're turning to hear from Ky Friedman, president of the Black Student Union at IU Bloomington. Ky Friedman?

**Ky Friedman:** Yes, I'm here. It's, It's not allowing me to start my video. Good. There we go. Thank you so much for this opportunity to be a part of this panel. So I guess I'm going to start by saying the feeling that I have as a student here at IU, IU university representing the Black Student Union and also separating all of that with me just being a Black queer man in America, um, to say that how I feel is anything shy of frustrated, would be an understatement for what it is that's truly going on inside of me.

Again, I've been challenged to channel all of my anger into peaceful protests, fighting for legislative change, looking at ways to do police reform. And I've seen a 1000 statements go across my email, looking at it with empty promises and hypocritical statements to what I've seen as a student even serving at IU.

I, I'm frustrated at a lot of different things that have absolutely happened. I'm frustrated at the fact that in the last three weeks, even the institution I serve, I've seen more change that students have been asking for within the last three years. I'm frustrated more so with the fact that when we presented this as an issue, one, that there was not the same level of aggressiveness that was met to challenge any of the things that's going on.

And that now that our country's in the national climate, are we really doing this because we want to see change? Or are we doing this to stay on the side of good PR as an institution?

It's more frustrating that now I'm not going to tell you that I accept appeasements or micro-reforms on a silver platter, and calling that activism. From what I've seen in a lot of different things are spaces around the institutions that we serve. Because at their inception, systemic racism lays at the foundation for it. So to say as students here we're like, "Okay, things are great, things are dandy," and people can paint that out to others. But again, I walk around on the campus feeling like a marketing statistic without really feeling the depth of the support that we see there.

And that is all I have to say.

**Daniel Griffith:** Thank you very much. We'll certainly reflect on that. Ok. Sorry. Just a minute. Now we're turning to Todd Hill, officer and wellness mentoring coordinator for the IUPI Police Department.

**Todd Hill:** Hello and thank you for having me also today. I just wanted to touch on basically my job as wellness mentor coordinator is to enhance the personal and professional life of our officers, employees and their families.

We feel that the family life along with work-life is intertwined. And if we can have the resources to help with whatever our officers need, which we go off of the healthy IU eight dimensions of wellness, which you can look at that on their site. We go off of that to try and give a really good balance to our officers. We have cadets, we have cadet officers and we have full-time officers that we have all these resources available to them. And what we want is we want somebody that's going to be engaging to the community. We want a healthy officer who, when we have a healthy officer that's balanced with all those dimensions, they can go out there and they can make better decisions. And some of those decisions have to be made within seconds. Some we can step back, but we had to have that ability to be mindful in that situation. And a lot of times with police, people don't understand that. Just just a normal person or a police officer. We can be at the situation, but are we mindful of the situation? Are we in it? And are we comprehending?

We're trying to do a great job at making our officers mindful of the situation and letting them know that whatever the crisis may be, whether it's something that is at home or something at work, that we're there to help them take care of that and support them, that support network we feel along with instituting something where we get out into the community and do more.

Community, community engagement could be a lot of the difference in the turmoil that we deal with today. We do ongoing training, all of the time, but today I throw it back at a lot of the panelists and the people that are listening to this, we need to listen more. So I want to hear some things that could help us in interactions with differences in diversity. Because that's something that, as a mentor, that I need to put together for our cadets, our cadet officers and our full-time officers of understanding that we do have some biases, but we have to understand that there are different demeanors, different characteristics, and we have to be great communicators.

I think if there's three things, which there needs to be a whole host of things for police officers, but those three things that we really need right off the bat are: create ethics, civility, and we need to be masters of communication skills. So that's really all I have at this time.

**Daniel Griffith:** Thank you very much. We'll now turn to Wayne James, Deputy Superintendent for Regional Law Enforcement and Chief Diversity Officer Officer for the IU police department.

**Wayne James:** Thanks, Dan, and I just wanted to thank everybody for actually being in attendance today. I know this is a big issue and things that've been facing our country not just the last few weeks, but for quite some time. Race has definitely been an issue in our country.

One of the things that I want to talk about, like even going a few weeks back, that I had to redefine my expectations for myself as a police officer because of how this has impacted me as a Black man and seeing some of the things I see, that's not the reason why I decided to get into law enforcement.

What I can tell you is this is the best profession to be in, especially working for the Indiana University police department. I have 17 years of law enforcement and did a lot of policing up in Northwest Indiana, the Gary area. And I can tell you that at IUPD, we have made some significant changes dating back to November of 2017.

We formed our de-escalation commission. The de-escalation commission gave us an opportunity to really look at what we were doing as far as the use of force and our outreach. We realized that that was sufficient, but we wanted to set a higher standard. So looking at the de-escalation commission, we re-engineered our training to include more de-escalation training and be a more community focused organization.

During this time, we had the opportunity to review our current general order, reviewed our current training programs and practices, and wanted to meet with best practices. We also had an opportunity to review our operational tools that we issue our officers. And this was over an 18 month period of time. To be able to do these things, we utilized a partnership with faculty, staff, our students, and community members. And what came out of that was, we wanted our officers to be more responsive to the populations we serve on campus, but throughout the state of Indiana.

And we know that there was a need for mental health. What a lot of behavior issues that our students deal with. So our officers went through mental health first aid training. We also sent them through varied impartial policing training, procedural justice, and also ICAT, integrating communication assessing, and tactics. And what we're starting training officers to do is look at our critical decision making model. You know, going into a situation with assessing it first, looking at the threat and the risk, considering our police powers and agency authority, but also collecting information, which is number one, and then identifying the best options in a course of action. You know, acting on, review and reassess, and go around, you know.

The Indiana University Police Department creates a safe environment through respectful, fair, and impartial policing and community engagement. And that's something that we practice, that's something that's our mission, that's something that our culture has embraced.

I understand that there's a lot of work that needs to be done, and different things that have been facing public safety and policing now more than ever. But what I can tell you is we look at that

word “humanity”, and that's the only thing that will get us through this. It won't be until we truthfully see one another as fellow humans and appreciate, rather than focus on our differences, that we can come together and live in peace or solidarity. I come to you today with a firm commitment. And IUPD is looking out of this town hall to just enhance our current partnerships we have right now because we realized we cannot do it without you.

We realize that there are issues in law enforcement. However, we need to come to the table together and discuss these issues to be better together. I always tell people that community policing is a shared responsibility. You cannot have one without the other. And I'll reaffirm my commitment to policing today, as I woke up this morning to several texts that I received that one of my mentors, and the reason I got into law enforcement, was killed in the line of duty at Community Hospital Munster, Indiana while protecting a nurse who was being attacked by psych patient.

So, I come to you today and tell you that we're looking to these difficult conversations. We must look into addressing the elephant in the room, which is race, surrounding around that and sustaining it. And not just talking about it, but actually doing it together consistently and intentionally.

And I thank everybody again for being on this call and I'll look forward to questions.

**Daniel Griffith:** Thank you very much and my apologies. I said we'd do this in alphabetical order, and I skipped over our next presenter. So my apologies to her. So next is Marsheila Harris, Assistant Professor, IU School of Social Work at IU Northwest.

**Marsheila Harris:** Thank you, Dan. I first want to extend my condolences to Mr. James regarding your loss. And I want to say good afternoon, everyone.

I really appreciate this invitation to participate in this great panel.

Oftentimes social workers are called in to address the psychosocial issues and trauma as part of the intervention plan at the end. So I'm especially excited about the inclusion of social work as part of the prevention phase from the beginning. So thank you.

So I teach policy and I believe in revisiting historical events to help us to understand current events and to move forward.

My response to the current climate really harkens back to the current commission report, specifically the Harvest of American racism document that was released in November of 1967, which stated that disturbances and riots that were taking place at that time across the United States were often justified or that well intended but poorly trained police officers sometimes turned minor disputes into major disputes. And this resulted in major incidents of rebellion.

Whether this information was true or not, or you believe it or not, it is part of our historical evidence of injustices across the U.S.

What is happening now is an extension of the civil rights movement started in the 1960s. And it's really nothing new. The same social, political, and economic injustices that were occurring then, are occurring now for the Black and brown populations. Some of those issues were placed on the back burner to sort of simmer, with the hope that things would get better. And so for many years, this country pretended that injustices did not exist while flourishing on the backs of minorities who were unable to participate in the great prosperity.

Unfortunately, the majority never consider that one day this group would get fed up and rise up and demand change. So now we have an amalgamation of people from all races speaking out against unfair and unjust treatment of African Americans. And people are finally beginning to get that individuals are now having these difficult conversations. Whereas before, we just thought that those that were protesting were just disproportionately poor or disengaged from their communities. And that's really not the truth.

In contrast, many of them have been seeking equitable change through other avenues and have not been heard. The protesting is a result of being frustrated with the systemic issues of police killings and of being overlooked.

The younger generation are now demanding change in the same manner of the Freedom Riders, Dr. Martin Luther King Jr., Cesar Chavez, and the Black Panthers. So it's nice to hear the things that the police department is trying to do. I appreciate the frustration that Ky talks about as a student, and I also am alumni of the university. So I have the perspective of being both a student as well as faculty. And my first entry into the land of IUN, because I am from Gary and I attended IUN.

As a high school student, I participated in the summer program and that was fun, but the next time that I attended IUN and I took a summer course because I was enrolled at another school as an undergraduate and that wasn't as fun. And what Ky speaks about now, his frustration was the same frustration I had that summer as an undergraduate. I was blindsided by the blatantly racist comments that were being made by the professors about the city of Gary and African Americans, we were not welcome on the campus. It was not clear that we should actually earn a degree. But then my third entry into the campus was as a graduate student. And then by that time, the campus here had a little bit more diversity amongst the students, the staff, and the faculty. And it was a better experience, but it still wasn't a great experience.

And now as faculty, during my early days, I'd have to tell you that there were times when I felt uncomfortable and unwanted by the majority. And it was evident in the way individuals looked at me or their body language when I took a seat next to them, or the way my ideas and thoughts were dismissed.

There were times when clear information was not provided to me, and I had to just figure things out for myself or ask others outside of the campus for assistance. And as an African American female faculty, I'm in the minority, and I feel like I have support now from others, but it took me a while to have that feeling of belonging and on my home campus, on my home turf, in my home city.

So I think that as we're having these difficult conversations, we have to realize that there are people who still feel that uncomfortable and that do not want to have these conversations because of the way we've been taught to kind of keep our mouths shut or to look the other way instead of creating chaos.

So thank you guys again, I appreciate this panel.

**Daniel Griffith:** Thank you. Okay, next we have Sydney Rucker, Director of Diversity Initiatives for Faculty Affairs, Professional Development and Diversity at the IU School of Medicine

**Sydney Rucker:** Good afternoon, everyone. First, let me apologize if I cough during my time speaking, I am also recovering from COVID-19.

So, in addition to having been in a state of, I think, even though it may be that for some liberating, for others anxiety provoking, others I'll say even scary, but above anything else, absolutely necessary where we are with the times, a discussion about race, equity, and restorative justice, and social justice in our country at this time is absolutely necessary.

So Dan, you mentioned my name is Sydney Rucker. I'm the Director of Diversity Initiatives with IU School of Medicine. And in my role, I work with amazing colleagues that address not only faculty affairs, Professional Development and Diversity efforts for the entire school of medicine footprint of all nine campuses.

So on a personal note, I'm a graduate student at IU Bloomington and so I am well versed into having been a part of many roles in many aspects of, not only student leadership within my time as a doctoral student on IU Bloomington campus, as a working professional, formerly with the inter-professional practice and education center and now the office of diversity. And to be able to see how our institution has grown. I'm addressing efforts of health disparity in health equity, or even understanding inter-professional components of health and health delivery looks like in this country.

I think that as an institution, we are well-placed and well versed to make actionable change that not only impacts the well-being of our stakeholders within the IU system, but also that have tangible and sustainable ripple effects that impact the wellness and well-being of citizens across Indianapolis and the state of Indiana.

So on a personal note, I too process daily, not only the compounding realities of working to survive the pandemic that is disproportionately impacting and costing the lives of Black and

brown people around the country, but also being in a space being a Black woman in America at this time. And also realizing that the conversations that I'm having are the conversations that my mother, her siblings, my grandmother, and my other ancestors have had in a myriad of ways for centuries as we have been citizens in this country.

And many times our voices had gone unheard. So I look forward to an opportunity where we can change this narrative not only in the ways of changing minds and hearts, but also changing policies and organizational charts.

And that's what I'd like to talk about today and the ways that I look forward to not only being a part of the change, but also working with great colleagues within my department, faculty affairs, professional development, diversity, but with great colleagues across all departments of the School of Medicine and across the entire school medicine footprint.

Leading the charge from Dean Hess. So the first avenue, an aspect of pressing for this change is looking at education. So I'm taking a holistic and integrated review of curriculum to ensure how we are addressing topics of diversity, equity, and inclusion, but also looking at components of cultural competency and how we talk about health disparity. I am also ensuring that just as we are looking to not only change the curriculum, instructing faculty, staff, and students about how to engage in critical dialogue around these topics.

I think oftentimes we look at the education components, but we also need to prepare people to engage in these conversations boldly and courageously. And classrooms and clinical spaces and as we engage with the community.

But it can't solely stop with education. Transitioning from being solely a component of being able to engage in dialogue isn't enough. It also means that we have to look internally about the policies and the accountability measures that impact and run our institution. So from there, we're exploring and making sure that information resources and we're creating more transparent policies and mechanisms regarding professionalism. So reviewing our honor code violations and seeing how we have made some missteps and areas where we're addressing racism and bigotry. Also creating action committees across the institution to prepare an all-encompassing effort towards impacting the entire IU School of Medicine footprint.

So, ensuring that where we are addressing these topics and where we want to make sustainable change isn't just happening on the Indianapolis campus, where we see these ripple effects. We see the seeds being planted, but we also see the sustainable changes that are impacting IU School of Medicine as an organization across all nine campuses. And in order to do that, that means that we must have diverse representation and diverse perspectives at the table.

And then lastly, I'm taking these two again, not just solely education, looking at the policy, but also looking at how our organization structures need to be sustained and possibly change

through improvements of not just who we bring to the table, how we engage them while they're present, but more so, what does that mean for the future of our institution?

Utilizing data informed actions to improve not only how we address diversity, equity, and inclusion as an institution, but across the state and taking note of the contextual differences of our regional campuses, implementing climate surveys with purpose. So not solely looking at a mechanism to collect data, but what do we do once we have this information?

But also recognizing the experts and scholars that are within our institution right now. So that means collaborative efforts with the great work that Dr. Soksoto Shimoneal and their leadership and legacy with the IU School of Medicine Diversity Council. The work of the likes of Dr. Sasha Shark, Anton Haywood, the efforts that have been designed with the systemic programming efforts of the programs launch under-represented success, which is spearheaded by Dr. Braston Tucker Edmunds, who is one of our assistant deans out of the office of diversity.

But also ensuring that we are doing these in collaborative ways with efforts of including bettering practices and with recruitment and retention, with faculty affairs. But also looking at how professional development is implemented, ensuring that the topics we're addressing not only impact how we better prepare our instructors, our faculty members, and our staff to engage with students and our collective stakeholder members, but also ensuring that the work that is part of dossiers and the efforts were promotion and tenure are equitable and how they are reviewed.

And then lastly, and probably one of the more recent developments that I'm actually very proud of is the recent appointment of Dr. Patricia Treadwell, as a senior advisor to the Dean and Chief Diversity Officer for the IU School of Medicine. I believe at this point I'm right at my time. Thank you all so much and I look forward to your questions.

**Daniel Griffith:** Thank you very much. So we now turn to Emily Springston, University Director of Institutional Equity, Title Nine and ADA Coordinator.

**Emily Springston:** Hi there. Thank you so much. I am honored and humbled to be part of the discussion today. I imagine I'm like many others joining in today. And I see we have a lot of people who were struggling to find the right words, and the right way to support our Black colleagues and students and all of our colleagues and students of color, and the right way to move forward in the midst of another utterly senseless killing of a Black man.

I also want to recognize and share that in the midst of this pandemic where we are working almost entirely by Zoom, I've witnessed, I can see pain and exhaustion on the faces of some of my Black colleagues, and they are still showing up every day, working tirelessly to keep IU going during this pandemic despite and what we've heard of obvious pain and suffering, exhaustion, in their lives lost their loved ones.

And so I hope, as I hope all of us in the IU community are doing, those of us in the Office of Institutional Equity and my colleagues and equity-based offices on each of our campuses are

looking and asking, what more can we do? What do we do that isn't working? What can we do better? How do we move forward to end systemic racism that's permeating our social and institutional structures? And how do we move forward towards being actively anti-racist? And how can those of us with privilege based merely on the color of our skin, serve as allies to challenge and eradicate prejudices and privilege on individual and institutional levels.

For those of you who may not be familiar with our office and our partner offices on each campus, that includes the Office of Equal Opportunity at IUPUI, and our affirmative action in equal opportunity officers on each regional campus.

I'll share briefly with you about our work. Our mission is to protect the right of each individual and to ensure their equal access in all aspects of employment, education, and participation within the university. And what this means day-to-day is overseeing and coordinating compliance with the nondiscrimination, Affirmative Action, Equal Opportunity Policy, which does derive from our civil rights laws and legislation.

We receive and investigate reports and complaints of discrimination, harassment, and sexual misconduct. We provide training and consultation on equity, inclusion, equal opportunity, and prevention training regarding certain conduct, discrimination, and harassment.

We do this sometimes in person and online with new employees, supervisors, and other targeted audiences. We also monitor the university's affirmative action, equal opportunity employment practices. And this means tracking the racial and gender makeup of our workforce and monitoring the processes by which we recruit and hire faculty and staff. And then working with units in schools on the campuses to broaden the diversity of our candidates in our employment searches and ensuring that those searches are conducted fairly without bias.

Let me be clear. There is always room for improvement in this work. This past year, we had identified a few initiatives and some of those relate to education and training. We are currently working in our office and OEO at the IUPUI campus are developing online training modules. One designed to reach all employees regarding discrimination, harassment in the workplace, and one designed to reach everyone serving on search committees.

About a year ago, we also recognized the need to incorporate concepts of bystander intervention and workplace civility into those employee training sessions. And so what this means is engaging employees, all of us, to create and foster workplace cultures that allow everyone to thrive. Being an active bystander, speaking up to support others who may have been harmed by discouraging and preventing others from using words or actions that can be anywhere from uncivil to the place of being harassing, biased, and hostile.

I also want to point out when we look at IU and the work that's been done so much, we have dedicated diversity and equity officers on each campus in chief, diversity officers in our schools and others in those roles.

And I, many of them may be participating, some on our panel, there are many, and they have worked so hard and I want to encourage all of us to continue to look to them for their wisdom and their leadership and their expertise.

But they need our help. We are members of the IU community, and for those of us with positions of privilege because of our race, we need to be sure that we're not only listening, being open to hearing the conversation, to hearing voices of those who might have been silent until now. Hearing the voices, those who've been talking but only been heard by a small audience. We need to take that, learn from it, and carry forward our own conversations, but also work that creates lasting change.

I do feel that there's momentum in this moment and our message is reaching broader audiences. And we, in our offices, we use this momentum to improve upon our specific work, particularly in regard to the recruitment and retention, employee training, and the strength and the breadth of our reach.

And I want to encourage everyone in IU's units and departments throughout the university to do the same, to be listening and engaging. And in those meaningful, active measures, to ensure lasting change. Thank you.

**Daniel Griffith:** Thank you. And lastly, John Whalen, IU Vice President for Human Resources.

**John Whalen:** Great. Thank you, Dan. And thank you to Angela and Gwen and all the others who were involved in putting this together. I'm honored to be a part of this and as many of the panelists have said, I'm hopeful that this is not a single discussion that tapers away and that we don't fall back to the typical inertia that happened after conversations like this and incidents like the killing of George Floyd.

And I'm hopeful, more than hopeful. I'm determined at least to the extent that I can, to make sure this is not another incident where we are drawn back to the norm in society that we've all come to know. As probably everybody on this call, I was incredibly outraged at the killing of George Floyd.

But the emotional outbursts and reaction that we saw after that in cities all over this country was a reminder that this was more than just a single horrendous behavior by some really bad people. And the important thing that I took away from that is it, it's in that distinction that is underlying the issue we face in our country and Indiana University.

It is the difference between systemic racism and understanding systemic racism. And that, that is different from bad people who do racist things. And unfortunately, I think for many of us in this country, I include myself, that definition of racism has for too long been racist behavior by individuals. And short of that, we don't have a recognition that the system is a racist system that we live within, that we have to adjust.

I was reminded shortly after the killing of George Floyd of a conversation I had with a colleague of mine who's a person of color. Many of you are probably aware about a year or so ago, there were some postings from the KKK on the Bloomington campus. And I was outraged at that as well and just offended that anybody could do that. But it was, but what was really eye opening and helpful for me was this colleague who came to meet with me and we talked about it. And what she shared with me was she wasn't just outraged, she was afraid. And in fact, she said, I'm afraid to walk across this campus at noon in the middle of a workday. And sadly that was an eye opener to me at that moment that she and I saw the instance in entirely different light.

And I think many people have the same experience with George Floyd, Ahmaud Arbery, Breonna Taylor, and so many other situations that have happened recently and many, many more that have happened for decades and even centuries before today.

So, you know, what I think we need to do is, a lot. We have to take actions. It can't just be talk. One of the things we have to do is get everybody on the same page of understanding what the problem is. And it's focusing on the idea of systemic racism. And I don't think that that has been made aware enough for all of us. Certainly people of color are aware of that. And that's where the frustration they feel and continue to feel over the years is that this is a system working against people of color.

We all have to be on the same page because I don't think we can move forward. So part of what we have to do is clearly understand, to be educated on what does it mean for systemic racism and how is that in our own environments, our own beloved Indiana University? It's hard sometimes, I think, for people to understand that, and particularly people who are white, because we don't see it in the same way. But we've got to start there.

But we also need solutions that have to be beyond just learning and talking. And the couple traps when it comes to how we move forward that I think have happened over the years. One is that people who are in leadership, white people in leadership say, "I'm gonna fix this," and feel an urgent reaction to make change and don't do this with a broader informed collaboration.

The other hand, and the other trap that we fall into sometimes is that we can create a committee that is made up of people of color and say, tell us what you think and we'll go from there. And of course, that then makes that somebody else's problem and it shies away from the fact that it's a systemic issue. So a collaborative approach is how we have to move forward in this regard.

And the last thing I'll just say before we go to the questions is that from a human resources standpoint, there's a lot that we can do and should do. And there are some very obvious places that you might look initially if you talk about diversity in the workforce, hiring compensation. We have to do more. We have to get data. We have to show that, you know, where the inequity exists in our system and find that and fix it.

But then we have to look at all the other programs. We have health care benefits, training and development. Anything else that affects somebody's employment and understand, do we have discrepancies built-in that as well?

So, I look forward to the questions. And again, thank you for inviting me to be a part of this panel.

**Dan Griffith:** Thank you. So that concludes our initial comments. And before we proceed to questions, I think Angela resent a brief comment. Angela,

**Angela Reese:** Hello everyone. Can you hear me?

**Daniel Griffith:** Yes.

**Angela Reese:** Okay. Everyone, I would like to thank you for joining us and thank you to our panelists for your opening statements. We really do appreciate sharing your stance and your experiences and what you would like to see going forward.

We have chosen this panel in order to give individuals, again, a diverse background of individuals from our public safety, our decision-makers on campus, also what our employees, as well as students may be facing while on campus.

We would like to give this time to open up for Q and A. It's very important that we have this specific panel. Gwen and I thought it was very important to have a panel where we hear from our leadership and know that IU is serious about making change. They're not about making a statement. We are a higher institution of influence. We are, we're the largest employer in the state, as well as the largest institution of higher education. Therefore, we carry a lot of influence and our community as a whole, as Hoosiers, are looking at us on how we will make change.

And the individuals that have been chosen on this panel have made significant changes and are willing to make additional changes to assure that we come to a place of racial equality.

So this is the reasoning behind our panel: having public safety, faculty members, our administration, and we open it up to you to find out what we can do next in order to continue the conversation and take action into another place, to progress into racial equality.

**Daniel Griffith:** Thank you, Angela. So it looks like some of the paramount questions from the Q and A are similar to the questions provided beforehand. And top of the list really has to do with our own development and really accountability for our development, whoever we are, whether that's about responsibility for engaging others, these conversations, responsible for engaging in dialogue, learning, dealing with the other things around these issues.

But the paramount question on top of that, in particular is, “what should we, we should make,” it’s a comment, I guess, but also a question, “we should make the implicit bias training mandatory, at least, or at least like sexual misconduct training.”

So certainly some comments have been about implicit bias training, but I think that word “mandatory” is put on there. What are your thoughts there? And again, when we do the panel discussion, we welcome back and forth conversation from our panelists. So whoever would like to start response to the question, go ahead.

Wayne James: Yeah, Dan, This is Wayne James. And I do think that implicit bias training needs to be mandatory. However, we need to know what the intent is of that implicit bias training.

It's been several instances I think somebody alluded to that, you know, you put a people of color in a room and you assign them something to do, and then nobody's really taking ownership of and has no follow-up.

I think it starts really at the top and you have to embrace it at the top first, before you cascade down to the employees. But the employees have to be open and willing. If you don't look like people of color, Black and brown individuals, to really understand their perspective.

And the reason I say that, because I've been traveling around the whole state these last few months, meeting with different mentors and, and people in various political spots.

And one of the questions that came up out of one city is that I don't think we have a problem. And my response back to her was, “because it's not happening to you. You don't realize it until it happens to you.” But we have to really sit down and have what I call a courageous conversation and address the elephant in the room, and having that honest dialogue, in being honest with each other, sharing our perspective, that's not a bad thing, but that's what's going to make our relationships more sustainable, incredible, than just saying everybody from a university, you need to go to implicit bias training.

It has to be an intent and what is the focus and what are we looking to gain from it?

**Daniel Griffith:** I thought Emily, were you gonna speak on that and then Ky?

**Emily Springston:** I'm happy to. I agree that it's needed, and I appreciate the analogy to the Title IX, sexual misconduct, because we were able to do that and to push out training for all employees on that.

So, I mentioned the employee modules that we are working on, which include those components of implicit bias. Now what I want to say is also, it's important because I know we have experts in a couple different places throughout the university in HR, in our diversity officers, in Vice President Winbush's offices. So, before anything gets finalized on that, I think

it's really important that there are a number of different experts and people who can see it and make sure this makes sense.

To your point that, when James mentioned this, you know, there is research behind this. There is also some research that shows if you don't do it well, it can sometimes not have the impact and the need that you're trying to address.

So I think we have to be thoughtful about what that training looks like. We're working towards presenting something that, at minimum, covers these concepts as much as you can do in an online employee training module.

But I think I agree and that's that's on our agenda, to push that out and work with our partners to get that going.

**Daniel Griffith:** And Ky, did you have a thought, question or comment?

**Ky Freeman:** Yes, I think what our national climate demonstrated that I don't think it's more of a question anymore of mandatory training of this caliber. It should be mandatory with what's going on.

But one thing with it, is having it at IU, is that it's one thing to have it, but we need to make sure that it's being enforced with the different things that go on, on this campus.

Is that, one, we've been pushing for in the Black Student Union, asking faculty members to make sure that we have diversity training for faculty, staff, and students. Because then, at that point, how are we able to hold someone accountable, for them to say that they didn't know? So if we have this training in place, now there's a level of accountability that we can hold you to. Because some people call it the First Amendment, I still call it racist, just a little bit. And let's call a spade a spade.

To be completely honest, I would say all, everyone that goes through the IU system needs some type of caliber of that because nobody ever eases me into the fact that I'm Black in any way, shape, or form with the training.

It's something I wake up and that I see in the mirror, and that I can see on the TV, being completely slain and slaughtered by various things that happen within this system.

**Daniel Griffith:** Okay, let's just mull on that. So certainly some attention to the issue of implicit bias training and the question of whether it can be mandatory.

Next question, really paramount on people's minds from the Q and A, but also from a previous question submitted and...Yes, please.

**James Winbush:** Let me also respond to that. Yeah, we need training, we need to go beyond training. We at a bare minimum, need training certainly for students, faculty, staff, senior leaders, anyone who comes into the university as an employee, a member of our faculty or one of our students. There needs to be, at the bare minimum, training.

We also need additional courses for Gen Ed. I think that having an array of courses that speak to the diversity and inclusion types of issues is important. And so we need wide ranging educational tools for everyone within the university. I would love to see the university adopt people signing a diversity pledge, faculty, staff, and students.

With the diversity pledge, it would make it in writing that you are committed to treating people like human beings, to working to overcome bias, as one might have regarding race, ethnicity, gender, or other personal characteristics. But then it would give us a mechanism to hold people accountable.

Yes, we are a state university. We're limited in how we can deal with matters such as my colleague in business, Eric Rasmusen. We can't fire him. Provost Robel wrote a very impassioned statement about that situation. And while we could not fire him, but if we have everyone sign a diversity pledge, what it would do, is give us a bit to use in order to get rid of people who then do not uphold our values.

So these are some of the ideas. Know that we have been talking. I've been thinking about these issues. Yes, training is needed, at a bare minimum. We need to go beyond training. And I'm hopeful that in the coming days, weeks, we can move much further in that direction.

**Dan Griffith:** Yes, Ky. Very quick comment, Ky.

**Ky Freeman:** Another thing that I would say that would probably be absolutely essential is that if we're trying to find ways to increase cultural competency around campus, we probably should increase the funding that's going into our ethnic studies departments that absolutely focus on these areas of diversity that we want more students to go into. Whether it is the triple ADS department or the Latino Studies department. So people can have teachers to absolutely be there for the classes that they need, to hear about these things, that kind of affect us on a day-to-day basis that we've kind of turned a blind eye to.

**Daniel Griffith:** Okay. Thank you. And also paramount on the Q and A and similar to some prior comments. I'm going to broaden a little bit. So perhaps starting with our law enforcement panelists, one aspect of that would be issues around recruitment: How we're looking at diversity in terms of recruitment of officers, as well as how we look at whether prior records or concerns about being overly aggressive.

So if those are comments before, and so you might respond to that.

But then paramount on people's concerns is this idea of disarmament and how we, how that's looked at. I guess there's been some inquiries or petitions around that, including I guess, if I understand the question, to our own IUPD. So it's really thoughts about those issues.

So if we start with our law enforcement officers and see where we go from there.

Wayne James: Yeah, Dan I'll start with disarmament. I didn't hear your three questions, the first three you asked, so I'll start with disarmament.

No, we're not looking at disarming our officers for IUPD. As a matter of fact, our training for IUPD exceeds the state standards of what they give a basic recruit.

Just to frame this up, we have six satellite academies throughout the state of Indiana, with Plainfield being the flagship academy. So anything that we want to do as far as our Academy curriculum, what we want to teach for IUPD have to be approved by the law enforcement training board.

What I will tell you is that our firearms training, that in our scenario-based training, it has exceeded the standards of the law enforcement training board and was recognized yesterday by Superintendent Hunter, myself, our Major Nick Loose over training, and also Chris Collins was there. And they wanted to take what IUPD has been doing and mimic that across the state of Indiana. So we put out a lot of good training.

One of the other things that we do is firstly disarming, is we have to not forget that it has been a lot of active involved shooters on college campuses. So we have to get officers the tools to be able to operate. Going back in history, you know, dispatching the department to come in from another agency may take a long time to get here.

I can reiterate to the group and the people on this call that our officers go through an extensive amount of training, not just Friday fires, but scenario-based training as well, going from de-escalation all way up to deadly force with our first priority being de-escalation. And we have not had an incident on any of our IU campuses where we have actually had an officer involved in a shooting. This speaks volumes to our training and our culture that we have within our IUPD.

**Daniel Griffith:** Before anyone else comments, if there's a related question, was really how we're recruiting officers coming in, in terms of how they are responding and concerns about their training and prior records of incidents, perhaps biased, knowing that up front, or issues around how you address that. Again, one comment was, being overly aggressive. How you're looking at that as you recruit officers. So that's part of the equation too, I think, from some people's minds.

**Wayne James:** Yeah, recently, what we did over the last year, we put together a recruitment team that was really diverse, and representative of all campuses across the state. And what this

recruitment team does is look at our targets, measures, and look to hire the best folks with firm emphasis on diversity and inclusion.

We just don't want to talk about it. We want to demonstrate it. So as officers go through the hiring process, which we just updated our new selection hiring process over this last year, we've been meeting with HR, but also general counsel, to make sure that nobody is being excluded and there's no biases in our process.

What I can tell you is we vet applicants very closely. We do a thorough background check, even going to their neighborhoods and talking to their neighbors. But following up on every residence they ever lived, even if this out-of-state.

And if some come in where we have somebody that's been biased at different departments and had some racism, we will sit down with HR, which we have in the past, when we review an application, that we get red flags, we discuss it with them and figure out ways how we can disqualify the applicant while being fair and transparent throughout the process.

**Daniel Griffith:** And any other responses to what we've heard about those two questions in terms of disarmament or recruitment, in terms of the police force? For anyone? I just want to make sure I give it due attention before we move on.

**James Winbush:** Dan

**Dan Griffith:** Yes.

**James Winbush:** So I won't address that directly, but what I will share is that one of the announcements that President McRobbie made on Friday at the trustee meeting was to look at a list of areas where I've suggested to him that we need to do a thorough assessment, a gap analysis, if you will, to see what our best practices are, to see what our worst practices are, to see where we can do better, fill in the gaps.

And one is a list of seven different areas. And those include issues around faculty, recruitment, retention, promotion, and tenure, the pathways for faculty to move into administration. The next area is staff. Similarly, looking at pathways for advancement, not just one or two levels, but to the very top of the organization. Students will be the third area. So again, faculty, staff, students, and then administration, here. This is an area where I think that we have a lot of work to do.

If we want to change the culture, if we want to change the climate on all of our campuses, then we have to be reflective of the diversity that we're seeking, even at the highest level of the administration.

And so if you look at the cabinet, the vice presidents, the president, there's only one person there who looks like me. We need to do better. There have only been three, by the way, in the history of the university. Dr. Charlie Mounds, Dr. Ed Marshall, and then myself.

We're all in diversity areas. People who look like me do more than just diversity work. We have a broad array of skills, just like anybody else. We need to do better and we need to start mirroring the type of representation that we want throughout the university. Right at the top.

So faculty, staff, students, administration, procurement. That is, how the university spends its \$2 billion, who it spends it with, and then lastly, the IU police department. I have a very good working relationship with Dan Hunter, our Superintendent of Public Safety. Wayne James and I work very closely. We have lots of discussions about the work that they're doing, but even the IUPD has areas for improvement. We know that we need to do more. And so in looking at IUPD, along with all of the other areas, we will look at our best and our worst practices. We will see what we need to change, where the gaps are that we need to fill in.

**Dan Griffith:** Okay, thank you.

**Wayne James:** Just to reiterate what James just said, the one thing we need to do as a university, we have to invest into diversity and inclusion and really demonstrate that on a daily basis. Because I know even for a PD the hardest time sometimes is just having the resources to produce a lot of things. And we're doing a good job at it, but I think we could do better across the state with our diversity numbers. But we need those investments, as well, and those commitments and partners to help us along the way.

**Dan Griffith:** Okay. Well, I'm going to attempt. Oh, Sydney, did you have a comment?

**Sydney Rucker:** I did. More so it's a question to Chief James. And thank you Dr. Winbush for your comments. The question I have is more, I think that as all of us are leaders on our own, with our own schools and our own divisions, it sounds like we're definitely continuing to have siloed conversations. So with the work that IUPD is doing, how often does leadership collaborate in discussion and collect the dialogue and discussions and sustainable development for IUPD with other leaders across the IU system?

Because right now I know that within our school we are talking about policing and police brutality as a, as an the impact of health. This is a health crisis that we're dealing with.

So I think it's essential that just as we're having conversations about how our institutions, how our siloed schools can make improvements and sustainable development, it is also essential that we're talking and having dialogue amongst one another. Because, just as I can tell you countless stories of medical students, residents, fellows, faculty members, researchers, post-doctoral students who had been called because it was assumed that they did not belong where they were supposed to be.

So it's not just about how law enforcement is engaging once they are on site, but it also means that we need to be having different conversations amongst our stakeholders, amongst our staff members, amongst our students and our faculty about what, why do we call the police? How do

we engage with police? What is the essential purpose of policing within our system? And it's not to control people, it's not to determine who was supposed to be present, who is deemed worthy of being here.

It's looking at the underlying reasons why we utilize law enforcement within our systems. So if you are open to it, and this is a selfish plug, and y'all probably saw this coming. We definitely welcome you to collect dialogue with not only the Office of Diversity, but the larger school of medicine community to have these conversations about health disparities and how policing is enveloped within that.

But also like, I mean, definitely with the work of Dr. Harris in Gary and the work that she and her colleagues are continuing to do around these larger conversations. These larger connective components of health disparities and especially about how they impact Black and brown lives in America.

So if you're open to it, we would definitely, we are, we welcome it.

**Wayne James:** Sydney, thank you. And I'm definitely open to it and I think IUPD, we are all open to it. And Dr. Harris is a rock star. We have worked on numerous projects together, surrounding mental health and our officers responding to different calls if somebody is suffering from a mental health.

I will tell you, I will share an experience with you, that last year, I had, I was on an IU campus. I'm not going to name the campus, but I had the police called on me. In my capacity, saying there were suspicious Black males on campus, me and another colleague. And that made me feel so little. So, I feel a pain because I have been on both sides.

But I can tell you this, what we have been doing over the last year, evaluating situations that happen at Ball State. We had a case study on that and we talked to our officers about these calls.

And we get a lot of calls that come in maybe about a suspicious person. An officer may go to the call and never encounter the person they called about, because of these very reasons.

And the reason that we need to continue these conversations is because police get called for everything. And I worked in a municipal department before this one and used to get called for barking dogs and things like that. And I think we need to find a better way. And we've been working with our dispatch staff too, to really vet those calls. Do we really need to send a police or do we need to put it back on the person who called.

But we want to make sure we're not creating a safety concern for the individual that's calling as well. So I welcome those conversations, but I realize we have a lot of work to do and it's just one of many meetings and dialogue.

But I'm just hoping that we continue these conversations to address these issues as well.

**Daniel Griffith:** Okay, great conversation topics, obviously.

I want to move on to a little bit different perspective on really, I'm looking at two questions. I'm going to try to address both of them, but it really relates to issues of how people of color tick, turns to issues of taxation, of being overwhelmed and exhausted, frankly.

So I welcome responses to that.

So the two comments in terms of questions. One relates to a feeling of unpaid work to address concerns of the IU community regarding racial inequity in respect to school units and not receiving recognition for that and perhaps even additional financial compensation.

But I think overall, it's just simply doing extra unpaid work is the comment there

Another, just commenting that feeling tired as a minority faculty and it's actually at the IU School of Medicine, for always being basically in the room, going through training and others not, being exposed to micro-aggressions and so forth. So I think it's a lot of that exhaustion and enduring things that we're hearing of people of color and other groups, disadvantaged groups.

So what comments does anyone have about those, that kind of situation?

**Marsheila Harris:** I'm going to start, and I hope others join in with this conversation because I've actually lived that life as well. So I do a lot of service in my community outside of my community as a representative of IU and the thing that I struggled with is I'm the only one doing that service, but the service doesn't really count.

And so I'm exhausted because I'm doing it for my community. I'm doing it to build relationships. I'm doing it as a goal to teach students how to do it, especially as social workers, we need to understand how to enter a community, how to work with people who don't look like us how to deal with these issues that we're talking about right now.

And we also need to build relationships with people who could potentially support us at the university and work with us to do certain activities or projects.

But as a whole, I feel like when the service issue occurs or the question comes up, who's going to do it, they point to me and that's it. I'm also the person who, whenever the Black or brown student is creating chaos in a classroom or someone doesn't understand them or they can't manage the classroom and the students now have an issue, that I get assigned to that person.

"Well, you're the African-American person. You know how they are, you can relate to them." And that's not always true, but I also feel like I have a responsibility to help those students and staff and faculty to navigate these waters that were in. So I'm torn.

And the other side of it is, I've also been that person. I'm the only one to sit on certain committees and the only one when you walk into the room. You know, sometimes folks are wondering, how did I get to the table, right? And it's frustrating. It's aggravating and those that I'm working with can't seem to see that problem.

So am I the only African American person that you know? Am I the only African-American female that could sit on this committee? Can you reach out to someone else? Can you cultivate? Can you mentor somebody? I believe that your mentor does not have to look like you, and you can learn a lot from other people.

So I understand that question in that I think the university has not done a great job in recognizing those of us who do community work, who do service work. And that part is maybe what? an eighth of your recognition when you come to your employment review or when you look for tenure or any other type of compensation.

I think we need to do a better job in including that piece of it, the service part of it. And I think that we also, as we talk about this whole thing about implicit bias and trainings and having these conversations, well, how is it that you as a white person are not concerned that the only other person in the room, there's only one African American person in the room, and that just happens frequently and is not a problem.

So implicit bias training or not, what does that say to you when you're right there in the moment?

So I would like to see more recruitment of African American individuals. And so notice I'm not saying "people of color" because "people of color" just lumps all of us into one big old pie. But African Americans are the ones that we really need to recruit. We're the ones that is lacking the most on most campuses. We're the ones that are struggling the most.

And so I would like to see more African American faculty recruited. I would like to see stronger programs for students who are transitioning into the campus, who are not familiar with what campus life looks like. I would like for us to do more programs that actually appreciate what we, as African Americans, are bringing to the table.

**Dan Griffith:** Thank you, and thank you for mentioning African Americans. Specifically because some of the comments were specifically about what is being done for particularly that group.

There's individuals, be they faculty, staff, students. So, so again, let's continue that conversation.

Yeah, Sydney, I think you had a response?

**Sydney Rucker:** I did and I definitely want to echo the sentiments of Dr. Harris. I think another aspect of taxation is the amount of brevity and when the call comes it's always in a time of crisis, so the expectation is that the solution be created quickly.

We didn't get here in two weeks. We got here over centuries.

And so that means that the solutions that are going to be created in order for them to be sustainable it's not going to come by creating quickly formed committees where we use a blanket term cycle. Leadership is coming together. It's just as important that we ask that question, "Well, who is leadership?" so that we know with transparency who is around the table.

I think also ensuring that we are identifying ways to not necessarily overextend the usage of the intellectual capital within our systems, but there are so many people who are ready to be activated, but they never receive the call, and some of that is due to the challenges that Dr. Harris spoke about.

They know her; they don't know others.

I think another challenge that presents itself is that when it comes time to identify mechanisms for support, two things generally happen. One, the work of faculty and staff committees that are present, and there are great affinity faculty and staff committees is across IU's system that are doing amazing work that don't get the recognition they deserve, nor did they get the funding and administrative support that's necessary to continue to execute their work. That doesn't happen. But also we seek the validation of external experts to our institution to come in and solve contextual problems.

And so if there's ever a time to recognize the great scholars, the great activists, the great leaders, and those that are rising as well, this is the time to do it.

So, I know that we've been having that conversation even within our office, and we have those knee jerk reactions too. "Oh, we need to bring someone in to come and talk about this. Who can we go on? Where can we find them?"

We are more prone to look outside of our walls and outside of our institutions before we even look internally. And we have so many great people within our institution. And not just within the city of Indianapolis where I'm based, but literally across IU's system, who are tackling these topics every day, who are tackling these in their research agendas, who are actively engaging in these, not only on our campuses, but also within our communities that aren't getting the recognition they deserve.

And I definitely want to echo the components that Dr. Harris spoke too as well, that is, if we're going to call for Black people and we're going to call for anyone that identifies as with an affinity that is marginalized, if we're going to call them in times of crisis, we have to reward them when

it's time for them to go for promotion and tenure in the same ways that we utilize their service, their expertise, and unfortunately their trauma to help make our institutions better.

**Dan Griffith:** If I could expand this just a little more. I mean, it's those issues and the fact of the environment, in general and how one feels, feels included, feels supported, don't feel taxed, so, and also from a mental health perspective.

So, I wonder if maybe Emily, John, or Roosevelt have additional comments that relate to, to expand this whole situation in terms of just frankly, how people of color, African Americans and others feel supported in different ways.

John Whalen: I'll share some thoughts I have. When we talk about diversity in, at IU or any organization, the starting point has to be representation. And, but all too often that's where the conversation ends. And if we don't have an environment that is welcoming and inclusive to all, then what is the value of the diversity?

The idea of diversity, the richness of diversity is the participation, the ideas, leadership of everybody in the organization.

And, so we have to do a lot more at IU to hire African-American employees, other employees, LGBTQ community, women.

We have a lot of work to do there, but we can't stop there. And we certainly can't pat ourselves on the back just for those efforts. Because if that's all we're doing, then we're missing the entire value of diversity within our workforce. So we have to expand the efforts we already have in place and do much, much more to create a more engaging workplace and to understand what are the unique issues that maybe our policies and our practices don't recognize that are creating disparity within our workforce.

**Roosevelt Cohens:** Yeah, this is Dr. Cohens. I want to weigh in. And when I look at predominantly white institutions, and what I see is that there's a lot of disparities there.

Myself, I look at my personal experiences, my personal experiences have been HBCUs until I got to the doctorate program. So, once I got in a doctorate program and it looked like it was a predominantly white institution, my experience became different.

The support was not there. I felt traumatized because of the comments that were made, the racist views that the professors had, and which, I'm a professional, people.

So when I look at those, for me, I'd say, and like I said, I never attended a predominately white institution until I got to the doctorate level, and at that level it was very traumatic for me and the support was not there.

And I think it was, to me, it gave off a racial connotation, especially to me as an African American male that was thinking of getting into the so-called, they called it the academy, you know, once you get your doctorate degree.

So I definitely can feel the tension that folks might be experiencing when it's a predominantly white institution because we have a lot of people that do not want to give up their privilege. They don't want to give up white privilege.

You know, one of the things that we have to do is, we have to have courageous conversations.

You know, we have to really get down, we have to talk about it, because, you know, and just to be honest, I'm looking at the video here of the people. I'm looking at who's on and what positions they're in. You know what I mean? And it's almost like I've never been to Indiana University, but I can see the disparities. I can hear the disparities. I lived in Chicago for a while. I came over to Indiana a few times, you know, just to visit and, you know, I don't really want to get into it, but I've researched some of the background of Indiana University and some of the racism that was practiced there.

You know, it's just not a real, real good feeling at all, because one of the things that I know is that a lot of times folks do not want you to be educated, you know, because I was taught early on that's one thing nobody can take from you, is when you become educated.

So I'm sure there is room for improvement for Indiana University. Thanks guys.

**Dan Griffith:** Thank you. I was just asking Emily, if you had anything you would add to that comment since I called on you earlier and if not, that's fine.

**Emily Springston:** Sure. It's a small concept, but I think little things can be impactful too. And it was about the idea of supporting.

And I mentioned earlier that we started incorporating into the trainings that our offices are doing these concepts of respectful and civil workplaces.

And we show it as a continuum of civility, that if we can't create a workplace civil, by which we allow people to foster and thrive and grow.

But the bad, more and more negative things can happen that can lead to harassing, discrimination, violent behavior.

And, and I guess I share that because what we hear back from the audiences who have engaged in those, is there seems to be more acceptance when we're training units and employees. There is engagement in that conversation. There is a sense of, okay, I'm seeing it rather than being told don't discriminate, don't harass.

There seems to be an engagement of understanding. This is about all of us being in places we can thrive. And then what does that mean to support that respectful workplace? It means speaking up.

So when we talk about supporting and helping our colleagues, our Black colleagues and other underrepresented colleagues feel that they are in a place that they can be successful. It means that those of us who may hear these things or see it or observe it, it is our job to speak up to make sure they're okay, to say that to the other individuals who maybe engaged in it, that's not okay, and that's not what we want and our workplace, it has to happen on the individual units in those places.

I know that's a simple concept that may not get to the systemic-ness of all this problem, but I do think that there's something to that, and the rest of us owning the responsibility to be having those conversations in that way and showing the support, expressly showing the support to our colleagues who are carrying far too much of this burden.

**Dan Griffith:** I think that.. Go ahead, Ky quickly. Please, go ahead.

**Ky Freeman:** Hello again.

So I want to echo the sentiments that I've heard from everybody here. That I think it's a collective understanding of it as something that's absolutely needed.

But it's one thing to hire these more African-American educators or people that come into this institution. But you also have to protect them in some capacity, in some way when they get there.

I think a lot of times when they have this conversation, even on the higher up standpoint, it's that you forget that when they're stressed out, they're lines of support for the students.

So then again, you create this same cycle of trauma that consistently happens. That again, once I graduate this institution, I'm going to come back and serve it in this capacity and be expected to serve students in that capacity without absolutely having the support.

Again, we're teaching our students a lot of different things. And especially for our students of color, who, a lot of my mentors are African-American staff members here on this campus that have probably been tired from the things that have happened, that have occurred.

I feel that it has to be more than just rallying them, just hiring them.

There have to be provisions put in place for their advancement through this system as well, because that's what we're looking for. It's not enough just to get them. You have to keep them there, because the students are looking for them just as well.

Representation is the biggest thing to me. And in my field of looking at African-American men across this spectrum, I mean, I can look for the School of Education and see Dean Watson and say, "Wow, that's something I can look up to," but around other aspects of campus, it's far and few between. And that's something IU directly has control over.

So what does that say about the institution?

**Dan Griffith:** Thank you.

So pretty good comments around those questions. And I just expanded. So there are a lot of questions. I'm presuming mostly from, well probably entirely from white attendees wanting to know what they can do to support this.

So, for example, how to help minorities dealing with covert racism? What can we do to make our officers safe places for people of color?

I know one person before the webinar mentioned that "I might be out there protesting, but in terms of my age and COVID-19, what else can I do?"

What to do about starting dialogue and trusting relations with students as they're coming onto campus?

Generally making IU a safer, more inclusive environment.

And sometimes some of that was even responding to some of the data on the climate surveys.

So again, we can go on and on and on.

But the broad questions were about what can we do as white faculty, staff, students to support and do more?

Start with Ky, please.

**Ky Freeman:** Hello. Hi again.

So, my advisor for Black Student Union made this very prolific thing for me. And it's just like, we are no longer asking for allies on the issue that we're going for. We need accomplices to be walking with us, tearing down the system as we go. And it needs to be more than just a conversation. Because to be completely honest, as a student, I'm tired of this conversation because nothing happens as a result of it. It is redundant.

At this point, we need to start seeing action steps that are tangible for all of us to absolutely go through and for students to see. And again, let's not just make our offices more inclusive for

Black students that come through, but all of the students that come through to be aware of these issues that are absolutely prevalent and that are going on.

Because to just market it to them only contributes the same narrative that we have going here.

Like, again, everybody wants to know what they can do at this moment, but only relying on your Black leaders and things in this movement when we're still trying to figure out what's going on, is also the problem that's manifesting itself as well. That again, is that the knowledge is out there for everybody, to be completely honest.

Like, and again, like we've seen, there's multiple ways that people can get involved, take action to be an activist on their campus. But also, you have to be absolutely cautious of the fact of being white and not letting the white savior complex absolutely come afoot, because you cannot overshadow the voices that we are, right here, that are fighting.

And that's what it does, it recenters whiteness.

So in itself, it's genuine relationship building. It's showing that not only in your words, but in your actions and also in your patterns that you're going to consistently keep doing this. We have a saying in Black Student Union, and we'd like to see that IU keep the same energy in two years, in three years, in three weeks, and not just make this a moment because that's what we've seen for far too long and countless times throughout the historical record of IU when it comes to issues that deal with diversity, equity, and inclusion.

We need to see substantive change, and that means people are going to start having to have these conversations. But one, for this conversation being uncomfortable is not an excuse to not engage with it in any way, shape, or form.

And I will reiterate that until I'm blue in the face; it is time for everybody and every last person that serves at this institution to become anti-racist in the way of combating this system.

Once you start looking at things from a more, from, from a place of privilege and understanding that the foundation here is that we've used education. We need to educate, we need to educate, we need to educate. But haven't you been doing that? And look where we are still now.

Education is not the only means in which we are absolutely going to address this problem and get to the heart of it here.

**Roosevelt Cohen:** This is Roosevelt. I wanted to chime in, and what I'll say is, I was born in the fifties, so I'm 65 now. So I've been through the fifties and sixties, the seventies, the eighties, and I've seen a lot and I've heard a lot.

And what I've seen when I've done a lot of these forums since the, you know, since things have been happening. I've heard consistently of white folks asking, "Well, what can we do?" And my

very first thing to them is to examine your biases and your racism. Then, get honest with yourself about that.

And the second thing that I say, and it's political for me. We understand where we are in these United States of America. And I will be convinced when I'd get the final word in November, after the election is over, then I will understand what people's heart really is. You know, that will tell me where we're going.

If we're going forward, I see people marching in the street. I'm in DC. I see they came past my house, you know, a whole bunch of white folks with Black Lives Matter signs, and I'm just going to be honest y'all. That does not impress me. It does not impress me, because when I close the curtain and I go into vote, who am I voting for? Am I voting for justice or am I voting to keep things going like they always have gone and be a part of the good old boy network behind closed doors.

So that's just my spiel. That's my take on it. You know, I've been through a lot, I've seen a lot, and I try not to get angry about this whole thing. You know, about Black men hanging from trees in 2020. This is 2020. You know about the Emmett Till lynching bill not making it through the House 200 times. You know, come on, what is that about?

So I'm looking at what really matters and we really can move forward and what it really takes to move forward.

So that's by spiel on it and I'm standing by it.

**Sydney Rucker:** I definitely echo the sentiments of Ky and Dr. Cohen, so I won't add to their comments in the sense of like, repeating but more so building and adding different components as we look at structural change, what that looks like.

I think one thing is that we definitely got to look at the power of committees across our institution. And so that means that, one not only looking at a representation that is present within them, but looking at the term limits and timelines for how people participate.

But also using these as a springboard to allow new faces and new perspectives to be present on committees. And not just ad hoc committees, because I know that if we look at the distribution of leaders of color across our campus system, we see them very active and very present, but when we look at the status of committee, there is disparity when we look at this.

So definitely on the higher voting or high level committees that have voting power across our system, we need representation there.

And some of that action means, stepping down from that role, coming off that committee to allow for someone else, and not just stepping down, but also having a strong nomination for the candidate, and having that have value behind it.

Another avenue that I would say, and the work that we continue to have to do is that this can't just be a one time thing. So as we are having these conversations of, yes it's important to have training, it is important to have education, but it can't just be a once a year thing. So that we are looking systemically and sustainably across our calendaring, academic, fiscal, and calendar to incorporate effective training mechanisms that support this as an ongoing professional development and student development component.

The last component that I would add to this is that just as we were talking about the components and disparities of leadership and representation, this is a fiscal conversation. And fiscal support isn't just about dollars that come to units or to committees, it is also looking at the administrative support that's made available to them in order for them to execute their agendas, their goals for what they like to do throughout the year.

So there are a lot of great committees across our campuses that are doing amazing work with very little to nothing. Yet, we look to them, and turn to them in these times of crisis, and I cannot even imagine how people's email inboxes have looked or the amount of Zoom calls they have gone under due to being able to stand up to the call because they know the risk of not showing up.

They know what happens when, "Oh, well we asked but no one came," or "We asked, but it wasn't, no one replied to our email."

So that means that in addition to asking people to support professional development efforts, it also means that they, that leaders within these spaces where they see that they may not necessarily have people they can speak to these topics.

One understanding that the bandwidth, of what is possible, with what is had, that means recognizing that when it's time for budget construction, that we're having conversations and making recommendations or even volunteering dollars to avenues and programs that we know aren't equitably as funded.

But then also ensuring that just as you are calling for someone else to come and support an initiative or a talk, that leadership from that program is present there.

So it's not just the person at the front of the room. It's co-facilitation. Even if white leaders are afraid of saying the wrong thing, it's better for people to see people working through the process and actually correcting themselves, making corrective actions to their statements, their policy development, their actions in the ways that they engaged with their stakeholders to show that we're taking this effort seriously.

And then the last thing I would say is that we cannot necessarily look for the types of results within one semester or within one year. If we're going to have this happen, we have to give the space and grace in the same ways that we are looking at how we do effective research. And

we're giving, like sometimes we don't get it on the first try. We're possibly going to make mistakes through this process. But we're going to have to come back to the drawing board and give the time necessary to see the changes that we want to see.

**Dan Griffith:** We have maybe time for two more questions.

So, the next one, as actually, of high priority from the upvotes, which I think is an intriguing question, which we should give some attention to, "What steps is the university going to take to move away from equity, and the equity inclusion model, which simply invites minorities into white created space? It's a model where power is shared and re-imagined as a truly collaborative space where being non-white is not marginalized."

**John Whalen:** I'll start. The first thing I will say is that has to happen. I don't pretend to be the expert to say how that happens. I bear responsibility for the fact that that may not be the case, but that has to happen. It's, it's critical and we need to make this a priority that we focus on, and we focus on deliberately and understand what, what it is that we have to do to change that. But I completely agree with that point.

**Dan Griffith:** Others?

**Sydney Rucker:** Could you restate the question one more time?

**Dan Griffith:** What steps is the university going to take to move away from the Equity and Inclusion model, which simply invites minorities into a white created space, into a model where power is shared and reimagined as a totally collaborative space where being non-white is not marginalized?

**Sydney Rucker:** This is me taking off my director hat. This is me, Sydney, as a person speaking.

I think oftentimes we hide around, we hide behind the term unconscious bias as a way for us to have politically correct and safe conversations.

Sometimes, what we're experiencing is not unconscious bias, we're combating racism. And that means that we also need to understand what whiteness is and how whiteness developed and how whiteness operates.

So I think in order for us to do that, I think as an institution, that means that not only white people within our institution, but also as our entire campus community comes to understand just how pervasive whiteness is, and operates as in operationalizing tool, operationalizing system, how we can be weaponized and what that looks like.

But also understanding that when we...There are, there are specials here within our system. So I definitely don't want to say, like, let's go out and find experts. They're here. Many of them are

participants on this 1480 person call right now that do the work on not only just understanding cultural competency, culture humility, understanding aspects of social justice and restorative justice education, and what that means and what that looks like, but we have to make the understanding and complexity around this issue just that, and helping people understand what they're talking about and giving them the right tools and terminologies and protocols necessary to address these issues.

**John Whalen:** Maybe if I could add one more thought to this. I think part of that, the narrative you described, is based in, from, I think white society is and well-intentioned white people to lift up Black people, lift up people of color.

And I think to the description that the question got to it is, you know, whites in control of solving the problem and lifting it, and an analogy, I don't know if this is a good analogy or not, but it's one that kind of comes to mind is kind of a see-saw or a teeter-totter. And I think maybe there's a mentality that it is not a straight board.

It's level for white people, and many white people in white society feels it. Whites are on a level playing field. And then for Blacks, minorities, yes, there are challenges. And so we'll pull that up like this, when in reality it can't be that way. It has to be this way. And to create true equity, we have to truly shift the balance of power. It cannot simply just be white people in power, lifting up people of color. And until, until...and that's where I go back to the understanding and appreciation that I think has been lost forever is this idea of systemic racism. And racism is not just a bad person saying a racist joke. We're in a society that is tipped to the scale.

I have a statistical advantage without question. If I'm going to interview for a job and there are two finalists, and it's me and a Black person, chances are, I'm going to get the job. The chances are my salary is going to be higher than someone doing a comparable job at another university. Those are statistics that we just can't deny.

And so I think Equity and Inclusion is not just lifting up, it's, it's leveling the playing field.

**Marsheila Harris:** I think also equity and inclusion is something that has been created by whiteness and it was not created by African Americans, Black folks, people of color.

And I think that's part of the problem when we have this conversation is that we're not, we need to look at, we need to go under the surface to underlying issues. We need to look at these unspoken practices, things that occur that many of us don't want to have a conversation about that's too difficult for us. We don't want to address the fact that, "I don't want to really relieve or give you my power that I've had over the last 30 or 40 years. And so my little racial equity and inclusion group is good for me because it helps me to feel like a better person. But I really never reached out to anybody who was supposed to benefit from that piece of it."

So, I agree with what John is saying. You know, it's always going to be imbalanced. There is no way to balance it out unless you dismantle it and start fresh with people who actually need it and have their perspective and talk about that piece of it.

But then that's the hard work that we're all talking about right now, about what we need to do and how we need to do it.

And you also have to look at the fact that we still have people across all these IU campuses who've been with the campus since inception or you know, for 30, 40, 50 years, who still hold on to the same practices and who do the same things.

We can all do some wonderful stuff here as a panel, but if we don't address those individuals one-on-one and talk about how they treat students and how they, how they talk to staff, and how they deal with other faculty members, and how they are allowed to walk around campus and not speak with anybody, and how they can create a unwelcoming environment within a classroom.

We don't deal with any of those issues. This whole piece of racial equity and inclusion kind of goes down the drain because we still have the same underlying practices. So I think the question has to be, how do we break down those practices?

**Daniel Griffith:** Thank you. I want to make sure I give time for final comments for me and Angela.

However, I just feel maybe if I get responses from as many of you as possible, but in a sentence or two, at most, it really appears people really resonated with Ky's comment about making this more than just good PR.

How do we know that IU's truly dedicated to changing policy and helping Black students, staff, and faculty? How do we know this will stick versus just the PR efforts?

As many as possible could respond, but with very much brevity. Not doing it justice of course, but just a sentence or two in terms of if you're an administrator, what that means, if you have a suggestion for administration, and others, what that means. I'd like to hear your response.

**Wayne James:** Dan, to Ky's comment, and Ky, thank you for joining us today. I mean, you've been a great panelist by providing us some really good insight. And I appreciate that I've asked Angela Reese to forward you my contact information because I will like to work with you on some of these things.

But to Ky's comment, I'm going to be brief. I'm just gonna say two words. We have to demonstrate it and we have to be consistent.

We can't just sit on here and give this lip service and check the box. This is not one of the "check the box" things.

We have to demonstrate it as an institution that includes everybody. And we have to be consistent, honest, and sincere about what we want to do and what our intentions are. That's the only way we want to affect change.

I appreciate everybody's time today. I appreciate being asked to be on this panel representing the Indiana University Police Department. I'm thankful for your comments and you have given me some insight that I can take back and discuss with my boss as we continue to affect change within our organization. So thank you.

**Daniel Griffith:** Thank you, others, brief comments?

**Sydney Rucker:** I think definitely to just make it contextual to the work that your specialty areas do, I know that for the School of Medicine we're talking about how to improve our school, but also what this means for the future of health care for the state and for the country.

So as we're having these conversations about making our systems better, but we're also looking about how we're making our health physicians and healthcare systems better. So just make it contextual.

**Daniel Griffith:** Thank you.

**Roosevelt Cohens:** Yeah. I'd like to weigh in. Dr. Cohens.

I do a lot of work with African American males. I do some consulting with a school that's primarily a high school in DC, and it's all African-American males. So, this topic of higher education is very important to me because we're preparing them and getting them ready for college.

So, certainly I'd like to see a lot of the predominantly white institutions change their admission policies, the way that they admit our young men. And one of the things that we know is, if they're athletes, you know, then they get a better shot. You know, I mean, they might have a better chance of getting in, but if they're just regular students their chances are not good.

So it's a very important issue for me. So I'd like to see us make some changes. Not just talk about it, but as the kids say, let's be about it.

**Daniel Griffith:** Okay, and we are out of time. Though, Ky, did you have any final...since that was your comment earlier? Anything you would add as we conclude and then I'll turn it to Angela.

**Ky Freeman:** Yes. Well, what I would say is that what we're looking for as students at this institution is, I think, as Ms. Rucker said, is consistency.

And everything that's going on, it's key to anything that's going to be the foundation of longstanding change at this university.

Another thing I'd say, that I challenge all of you as administrators with, is that you invite students along in this conversation. I, along with six other students, organized a protest at Bloomington, which was highly successful. And these are students who absolutely are doing the work within social justice, on the ground, trying to figure out ways to make substantive change in the community just as well as you are.

So again, let's not trivialize the things that students absolutely do bring to the table and to this university and invite them into these conversations a little bit more.

**Daniel Griffith:** Okay. Thank you. Thanks so much. And with that, we will turn it over to Angela. I want to thank our panelists and our attendees for their participation today.

But Angela, please.

**Angela Reese:** I would like to thank the panelists for joining us today and providing your input on this courageous conversation. And I hope that everyone begins to take this within your unit.

We have two poll questions that we would like to put out for everyone to answer. This is regarding workshops we are interested in holding next, within the next few weeks or month.

Thank you for your response. Looks like everyone is interested in that.

Okay, we have one more question.

For the first question, we have that a good 83% are interested in inter-group dialogue. So Dan, get ready.

And let's see, question. Our next question. "I am interested in attending a workshop to discuss the mental health impact of racial inequity in policing and how to cope and help others."

Give it a few more seconds.

All right. Dr. Cohens, it looks like we have a lot of interest about mental health impact and racial inequity in policing, and help us on how to cope with that and help our colleagues, our students and faculty dealing with that.

Everyone, we are sorry if we could not get to your question, we received numerous questions beforehand as well as during our live session. We will collect all of them and we hope to have our panelists...now remember, please, that they are very busy, but we will try to hold them accountable in making sure that we get your answers. As well as, if the panelists here cannot answer we will make sure that it gets to the right area.

But one question that did come up is, how can we assure that IU does what they say they will do? It's our responsibility as students, as faculty, as staff, is to hold our leadership accountable. We can't just look at leadership and just believe that they're going to go ahead and do it, because they are busy with various things that they must address across our campus.

So, therefore, we have to be assured in making sure it stays before them. We cannot allow them to forget that it is a priority for us, then they'll know we expect it to be a priority for them. And that's coming from Angela, your alumni, colleague, and friend.

Please just help in holding it accountable from your level all the way up to administration.

We will send out a link to the recording once that is available. We will also send out links to resources.

Someone mentioned, I forgot the title of the book but Dr. Winbush mentioned it earlier today. We will make sure that title is up as far as resources that can help you do your part in this movement.

Again, panelists, thank you so much for your assistance in being a part of this town hall. All the organizers are social media people, communications people, Gwen McKay, our late nights up trying to get things taken care of.

Thank you so much, everyone. We really do appreciate it and we hope that this was helpful for everyone to continue that conversation and give you ideas on what you can do to make IU great. Greater!