

Climate Case Study #1 - *Eight Levers in Action*

How to foster respect and inclusion in your unit when...

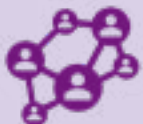
...there is resistance to an equitable distribution of faculty mentoring responsibilities?

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Develop physical and virtual settings where mentoring can occur as part of “normal work”	- Establish regular mentoring settings and times as a unit, perhaps around a faculty meeting or other regular event - Create and encourage the use of neutral meeting spaces (coffee shop, cafeteria) to dilute differential power dynamics
 EXPECTATIONS	Collaboratively develop and clearly share expectations about mentoring	- Develop a unit-wide plan for mentoring and other activities that support the department’s mission - Make quality mentoring a required component of annual merit and promotion reviews
 INTERACTIONS	Consider a variety of interactive modes to encourage mentorship and foster positive mentoring relationships	- Proactively develop responses to address predictable excuses from hesitant faculty - Reflect together on which mentoring structure (e.g., one-on-one, group, peer) may best fit your unit
 LANGUAGE	Use language that presents mentoring as a beneficial experience for both mentors and mentees	- Invite faculty into the discussion—of why they mentor, the role of mentoring in their own careers, of their desire for mentors - Have mentees describe their personal needs and desires for good mentoring - Develop a mentoring handbook with input from both mentors and mentees
 MODELING	Champion mentoring through your own behaviors and conversations	- Acknowledge and describe the importance of mentors and mentorship in your own career - Serve as a mentor yourself
 OPPORTUNITIES	Use mentoring as an opportunity to enhance organizational climate for both mentors and mentees	- Discuss how certain types of service may disproportionately fall on some faculty, especially types of service that tend to be invisible or undervalued - Establish a mentoring award - Formalize a process to train faculty to be effective mentors
 ROUTINES & STRUCTURES	Provide resources and develop documentation to promote mentoring as a part of regular work demands	- Proceed with a faculty hire only if there is a specific mentoring plan in place - Review mentoring assignments and contributions annually - Establish a mentoring committee and/or mentoring chair to “keep the ball rolling” - Establish an annual “contract” between mentor and mentee
 TIME	Demonstrate respect for the time demands required for mentoring in relation to existing obligations	- Take time to understand the resistance and what lies behind it - Allocate specific meeting times for mentoring to occur - Consider freeing up time for individuals who do a lot of mentoring by reducing their other service obligations - Publicly recognize that good mentoring requires a dedicated and significant amount of time

Climate Case Study #2 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

...an email modifying department policy was sent Friday evening, and now there is a torrent of angry emails coming in, with new audiences being copied into the email thread?

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Use the unit's physical and digital environments to display expectations for respectful and thoughtful communication	Share communication expectations in multiple locations and on multiple platforms (professionally designed posters on bulletin boards, a page on the website, a statement in unit leaders' email signatures, a section in faculty/staff handbooks)
 EXPECTATIONS	As a unit, discuss and decide expectations for considerate, respectful electronic communication	- Hold meetings with relevant unit constituents to collaboratively develop communication guidelines - Develop a shared, living document to communicate these guidelines and to review and update them as needed
 INTERACTIONS	Choose a synchronous mode (phone, video, in-person) for difficult conversations, controversial decisions, or negative reactions	- Set aside part of a faculty/staff meeting to share about new policy decisions and changes - To share concerns about the content of an email message, set up a one-on-one or small group meeting with relevant parties
 LANGUAGE	Develop a shared understanding of the language practices that align with (or violate) the unit's expectations for thoughtful and respectful interaction	- Co-create respectful language guidelines during community-wide meetings—be sure to attend to marginal views or the views of those with less power in the unit - Have explicit discussions of language practices that communicate disrespect
 MODELING	Respond in a way that demonstrates desired behaviors and redirects the email conversation	- Offer an apology, if appropriate, and open up discussion about how to move forward - Employ civil and respectful language in your verbal and written responses
 OPPORTUNITIES	Consider how to use the email blow-up as an opportunity to address underlying problems that led to the issue	- Host an open discussion about key principles and community values - Create multiple and different kinds of opportunities for community members to discuss what happened and to share ideas about how to do better in the future
 ROUTINES & STRUCTURES	Build processes and mechanisms for sharing important decisions and concerns	- Develop and share a plan for how/what/when information will be shared with members of the community - Provide opportunities for constituents to offer input and feedback on policies and practices that affect them - Be specific about appropriate platforms, audiences, timing, etc. for different communication types (including guidance about communicating outside of standard business hours)
 TIME	Allocate time to address what happened and to identify measures that will prevent a similar situation in the future	- Set a time for leadership to listen and respond thoughtfully to concerns (consider what times and modes will maximize the likelihood for diverse views) - Avoid sending emails with sensitive topics outside of standard business hours (consider using the "schedule send" feature for your messages)

Climate Case Study #3 - *Eight Levers in Action*

How to foster respect and inclusion in your unit when...

...you are a new chair in a department where there is room for improvement in the culture for respect and inclusion?

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Consider ways you can use your environment to send signals about the culture you are trying to nurture	• Ensure your conference room has enough chairs for everyone to sit at the table for meetings • Take down historical pictures that are not inclusive
 EXPECTATIONS	Evaluate how your current norms and expectations may exclude some members of your community	• Have explicit conversations about norms at regular times of the year, and invite opportunities for them to be updated • Be deliberate about service expectations, including accounting for invisible labor
 INTERACTIONS	Foster positive interactions between members of your community	• Walk around the building to increase chance connections • Create opportunities for members of your community to interact informally • Invite your department to identify ideas for improvement (e.g., scheduled discussion or anonymous suggestion box)
 LANGUAGE	Use language that communicates that everyone is a valued member of the community	• Use inclusive language (e.g., include pronouns in your screen and email signature) • Communicate how small changes are connected to values and how they contribute to larger-scale climate shifts • Articulate your vision for the unit and how to work together to take actions to achieve it
 MODELING	Model behaviors you expect from others	• Model respectful meeting behavior (putting away your phone/computer in meetings; keep your camera on during virtual meetings whenever possible; not interrupting) • If exclusionary comments are made by others, intervene quickly (e.g., "I'm sure that wasn't what you meant to say...?")
 OPPORTUNITIES	Use your newness to the role as an opportunity to make changes	• Show curiosity and explore why things are done the way they have always been done • Hold a "listening tour" in your first months to learn about what is working and what could be improved • Consider how difficult circumstances offer opportunities to do things differently
 ROUTINES & STRUCTURES	Examine the ways in which current processes may be opaque or exclusionary; increase transparency in processes	• Broaden representation on committees while recognizing the high service loads common for individuals from marginalized groups • Examine each step of a process (e.g., annual reviews) for ways in which inequities may be introduced
 TIME	Consider how the way you allocate time in your unit communicates value	• Evaluate whether time devoted to issues in faculty meetings (or other meetings) reflects your goals for inclusion • Have regular individual meetings with faculty where you explore their professional goals and needs • Create an open door policy, or consider having "office hours" on Zoom (with waiting room enabled)

Climate Case Study #4 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

...a faculty colleague says something that is off topic, disparaging, a microaggression, or 'playing devil's advocate'?

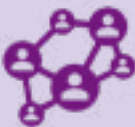
LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Consider space arrangements in which everyone is equivalently positioned (no outer and inner circles) and there is space for informal congregation before and after the meeting.	• If it isn't possible to have enough chairs at the table to accommodate everyone, is there a different space that could be used? • Serve refreshments before meetings to encourage informal moments of connection
 EXPECTATIONS	Start each meeting reminding everyone present of the rules of interaction in faculty meetings	• "Just a quick reminder that we decided as a community that interruptions are ok as long as someone raises their hand and the point is relevant." • "We've agreed to keep respect for one another in mind as we discuss difficult topics."
 INTERACTIONS	Develop effective strategies for noting the problematic behavior and moving the conversation back on topic (or setting up a new conversation based on the interaction)	• "I'm not sure I fully understand what you mean. Could you explain what you have in mind with 'cancel culture'?" • "I think what you just said could be interpreted in different ways, some of which make me uncomfortable. Since I'm sure that wasn't your intention, could you rephrase what you just said?"
 LANGUAGE	Explain how the language choices the colleague made have particular effects (such as erasing experience or assuming certain people as the 'default' subjects or main audience)	• "I typically use 'minoritized' rather than 'minority' to indicate the process involved in creating and maintaining hierarchies between groups of people." • "That comment seems aimed at the men in the room. Did you mean it that way?"
 MODELING	Model how to respond to problematic assertions	• "I know it's uncomfortable to not realize what you say is problematic, but what I try to do when that happens to me is ask for clarification after apologizing sincerely." • "I know that you're not the only person who thinks that, but I do know that the idea you just expressed makes many folks uncomfortable, so let me intervene here and try rephrasing based on what I understand you to be saying."
 OPPORTUNITIES	Recognize this as an opportunity for more discussion around complicated matters	• Explore options for more learning and discussion (workshops, presentations, etc.) • "This seems like a more complicated topic than we have time for right now, so what do you think about shifting this to another meeting/to the annual retreat?"
 ROUTINES & STRUCTURES	Consider dialogue structures that allow people to let you know if they found something in a meeting problematic	• Hold open office hours dedicated to departmental colleagues • Remind people of your open office hours, especially if something difficult is happening
 TIME	Try not to pack meeting agendas so there is time to address issues like these when they arise	• On your agenda, add time frames for each discussion point • "Let's all work together to make sure everyone who wants to contribute has the opportunity to do so."

Climate Case Study #5 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

...there has been a racially-motivated threat or incident on campus directed at the BIPOC (Black, Indigenous, and other People of Color) community?

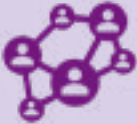
It is not about your unit specifically, and the relevant authorities and administrators are aware and communicating that they are taking it seriously. Some units have issued statements and updates.

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Consider the psychological and physical safety (or lack thereof) that members of your unit experience in their work environments.	• Create safe and calm physical (or virtual) spaces where members of the community can gather for support and discussion. • Reiterate building safety procedures/protocols, and do an immediate assessment to determine whether additional safety measures are needed. The U-M Division of Public Safety & Security(DPSS) is available to do building safety assessments if departments want help with this.
 EXPECTATIONS	Set expectations for education and communication about racism.	• Explicitly discuss that BIPOC individuals are not expected to teach others about racial inequities at a moment of distress (or anytime). • Set the expectation that white individuals will educate themselves so they can serve as a resource and offer support. • Work toward creating a culture where conversations about race are expected.
 INTERACTIONS	Be sincere in your interactions. Attend to disparities in who has a voice and who does not. Recognize that people will have different needs and tolerance for interactions at this time.	• Avoid communications that appear insincere, impersonal, or detached from the threat. Share a draft with a trusted colleague before circulating anything in writing. • Use “I” statements that demonstrate your shared vulnerability, concern, and uncertainty. • Explicitly prioritize the voices and needs of the people who may be most affected by the incident. • Consider whether to discuss the incident in a large meeting, or instead, through individual or small-group meetings.
 LANGUAGE	Be mindful of your language choices in relation to your social identities. Recognize the power of language to name and honor the pain of racism.	• If you are a leader who enjoys the privilege of dominant social identities, do not use language that refers to the threat as being a “surprise” or being “unexpected,” as this description of the event signals a lack of awareness of the long history of racialized violence that is experienced by BIPOC and other oppressed communities. • Frame the incident in a matter-of-fact way, explaining how it and other examples are systemic and rooted in white supremacy. • Use language that acknowledges the harm that the threat does to BIPOC communities and how the experience creates a lack of psychological and physical safety for them.
 MODELING	Model an active commitment to anti-racism.	• Demonstrate your investment in anti-racism by attending workshops and pursuing other educational forums. • Encourage dialogue that demonstrates the value you place on a continual process of learning and change. • Attend rallies, demonstrations, and other collective events that are generated in response to the incident.
 OPPORTUNITIES	Consider the ways the incident creates opportunities, e.g. to evaluate your unit’s mission and to increase your unit’s engagement and education around anti-racism.	• Identify how your unit’s work—scholarship, performance, teaching, and/or service—can combat racism. Talk now about how anti-racism fits into your unit’s mission or effort. • Organize or collaborate on an event that hosts experts on the relevant issues, such as speakers on racism, and then organize a follow-up discussion for individuals to share their thoughts and to plan for visible next steps.
 ROUTINES & STRUCTURES	Look toward long-lasting changes by examining routines and structures in your unit.	• Enact anti-racist strategies to identify and dismantle biased practices in your unit. For example, make unwritten rules explicit and transparent. • Form a leadership team, comprised of willing BIPOC and non-BIPOC individuals who can help you manage and respond to difficult events. Recognize that BIPOC faculty may already be engaging in high amounts of service, including emotion-laden invisible service. • Provide individuals in your unit with training to support their anti-racist skill development and publicly recognize their efforts.
 TIME	Make time for discussion, healing, and movement toward justice.	• Reflect on what gets time on a meeting agenda. Do BIPOC individuals have time in which they can speak about their concerns? Can they safely present issues related to the needs of BIPOC individuals that require departmental focus? Are you offering them opportunities to share concerns with you that you can then represent anonymously? • Devote time at a unit-wide meeting to acknowledge and discuss the racial threat, followed by active steps the members of your community can take to address racism on campus. • Explicitly permit and encourage a pause of “business as usual” for everyone, including yourself, to manage personal needs related to the incident.

Climate Case Study #6 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

...in a faculty meeting discussion about increasing the diversity of the faculty, just prior to the launch of a search, a faculty member says, “But we have to ensure we are also maintaining excellence in our faculty.” After this comment, the enthusiasm in the room noticeably diminishes and the discussion ends.

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Use the ENVIRONMENT to affirm the vital role that diversity plays in shaping the intellectual life of your discipline.	• Post statements of inclusive excellence and a commitment to anti-racism. In meeting spaces post these so they are readily accessible during deliberations. • Display images of scholars who hold underrepresented identities in your discipline. Name awards after them. Invite them to present their work to your community. Such actions disrupt assumptions that only people with majoritized identities make valuable contributions to scholarship within your field.
 EXPECTATIONS	Set EXPECTATIONS for conversations about faculty recruitment and retention. Point out when those expectations are not met.	• Share goals and boundaries for the discussion prior to the meeting so that community members can prepare appropriately. Present “ground rules” for how you expect faculty members to engage with one another that reflect the challenges and harm some people may face in the conversation. • Point out predictable problematic responses in conversations of this kind and take them off the table explicitly and proactively.
 INTERACTIONS	Create thoughtful INTERACTIONS that help to mitigate the impact of such a comment.	• When a community member contravenes expectations, name what has occurred and its impact. For example, <i>“Whether you intend to or not, your comment implies that scholars who hold minoritized identities are less capable of excellence. That assertion makes me uncomfortable, and if I’m reading the room correctly it’s made other uncomfortable as well.”</i> • Invite the faculty member who made the chilling comment to clarify their position: <i>“It sounds like you’re saying that faculty members who hold majoritized identities are more likely to be excellent than faculty who hold minoritized identities. Is that what you’re saying? If so, could you say more about what you mean?”</i> • Consider inviting the faculty member to meet with you one on one to help them understand why their statement was harmful.
 LANGUAGE	Use LANGUAGE to name problems and shift the conversation. Think carefully about the ways faculty members might have different understandings of “loaded” words and concepts.	• Work to create shared understanding of key terms, informed by subject matter experts. There are fantastic scholars who are specialists in DEI work (at U-M!). • Foreground the problematic way “diversity” is positioned rhetorically in opposition to “excellence.” For example, <i>“Rather than suggesting, as many people do, that diversity and excellence are mutually exclusive, we have to recognize that without diversity we will never truly be excellent.”</i> • Highlight that people rarely interject about “maintaining excellence” when candidates from overrepresented and/or dominant groups are being discussed. For example, <i>“It’s interesting that people seem to express concerns about excellence primarily when we are discussing diversifying our faculty. The excellence of BIPOC scholars should not need to be defended or explained anymore than it is for their white counterparts.”</i>
 MODELING	MODEL a commitment to equitable faculty recruitment and retention practices.	• Attend a STRIDE Faculty Recruitment Workshop. Encourage others to attend as well. Then arrange a discussion of strategies to be incorporated into your unit’s search practices. • Think carefully about how “excellence” has historically been characterized in your discipline/department. • Model a more robust and expansive understanding of excellence by speaking to other ways excellence can present itself.
 OPPORTUNITIES	Consider ways this experience can be an OPPORTUNITY to interrogate assumptions about diversity, to deepen your community’s understanding of DEI, and to revisit your unit’s hiring practices.	• Share data about common drivers of hiring disparity and/or how the excellence narrative limits faculty diversity. • Note how failing to consider a diverse slate of candidates will artificially restrict the opportunities for the department to grow and improve. Highlight ways the department has missed out on opportunities because of insufficient attention to diversity.
 ROUTINES & STRUCTURES	Create ROUTINES & STRUCTURES to be attentive to equity in hiring processes and discussions, and anticipate resistance.	• Create a working group to review existing hiring practices and to recommend research-based changes to those practices. • Gather individual viewpoints from a wide variety of faculty members before discussing potentially contentious issues in a large group setting. This will help you anticipate challenges and identify allies you can activate if necessary.
 TIME	Ensure there is adequate TIME to have meaningful discussions about diversity and excellence.	• Signal the importance of the topic by devoting an entire meeting to its consideration. • Reactivate key takeaways from this conversation over time to cement learning and strengthen community values. • Take the time you need to prepare for challenging conversations with your faculty colleagues.

Climate Case Study #7 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

A BIPOC (Black, Indigenous, and People of Color) faculty member tells you, the chair, that large courses and time-intensive, undervalued service are disproportionately assigned to junior BIPOC (jBIPOC) faculty, and that the resulting inequities are exacerbated by so-called “invisible” service.

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Reflect on how the physical and virtual ENVIRONMENT might influence the demands of service and teaching.	• Reflect on the perceived availability of faculty in your unit, as conveyed by physical presence, open doors, posted office hours, etc. Who is expected to be available, and thus more likely to be tapped by colleagues and students? • Examine how your department’s website and social media reflect faculty work. Who gets kudos for their service and teaching work, and who is lauded for their scholarship?
 EXPECTATIONS	Enforce EXPECTATIONS that service and teaching will be equitable within rank and clarify expectations for every rank.	• Establish benchmarks for faculty work activities and communicate them at least annually. • Don’t assume that the types of service a faculty member wants to do are identity-based.
 INTERACTIONS	Promote INTERACTIONS that provide jBIPOC and all faculty the opportunity to regularly discuss and bring visibility to their level of service and teaching.	• Regularly meet with jBIPOC faculty to discuss their professional development goals and to assess how assignments might hinder or further these goals. • Be aware of the interactions that contribute to “invisible” service: special requests (e.g., “can I pick your brain?”), care work (e.g., mentoring students outside of normal assignments), and cultural taxation (e.g., helping a colleague debrief a microaggression).
 LANGUAGE	Continually use LANGUAGE that values service and teaching and demonstrates their importance to your unit.	• So-called “invisible” service is not invisible to the person performing it, or to those who benefit. Acknowledge it as unrecognized or undervalued service, and note that it often falls disproportionately on jBIPOC faculty. • Call committee work “faculty governance” or “leadership” more often than “service.”
 MODELING	Use your personal actions to MODEL how all service work can be valued and rewarded equitably.	• Learn about inequities in service and teaching and how they disproportionately impact jBIPOC faculty; review the literature and talk to experts. Share what you learn (discussions, invited speakers). • Recognize service and teaching contributions at faculty meetings and in other contexts, calling attention to how they advance your unit’s mission and goals.
 OPPORTUNITIES	Consider how service work can be presented positively and provide all faculty with OPPORTUNITIES , rather than obstacles.	• Reward strong contributions in teaching and/or service with awards, course exchanges, resources, and access to opportunities. • Identify high-status service assignments that develop leadership skills; make these available to junior faculty based on their career interests.
 ROUTINES & STRUCTURES	Consider long-term ROUTINES & STRUCTURES to ensure that teaching and service work are allocated equitably and rewarded accordingly for all faculty members.	• Regularly gather and analyze data on teaching and service, including unrecognized service, and make these data and findings accessible to all faculty. Designate someone to use these data to assess inequities in teaching and service over time and relative to reward structures, e.g., merit reviews. • Routinize turn-taking for service and teaching assignments, e.g., 3-year terms.
 TIME	Consider TIME as a resource, and work to make the importance of the roles assigned to jBIPOC faculty be reflected in the time they demand.	• Meet with junior faculty to provide feedback on the most efficient use of their time. • Make sure that every committee and every meeting has a goal that is aligned with the unit’s values and priorities; eliminate those that do not.

Climate Case Study #8 - Eight Levers in Action

How to foster respect and inclusion in your unit when...

Recent survey results show that 20-30% of faculty and staff in your unit identify as having a disability*. As a department chair, how do you create a climate where those with disabilities feel respected and supported?

LEVER	APPROACH	WHAT IT MIGHT LOOK LIKE
 ENVIRONMENT	Consider how the ENVIRONMENT in your unit welcomes or excludes people with disabilities	- Connect with an expert to review physical spaces in the department to maximize usability. Consider desk and counter heights, hallway hazards, automatic doors, seating options, podium heights, lighting, and more. - Encourage employees in your unit to request ergonomic consultations from Environment, Health & Safety so they can learn what adjustments to their personal work environment might better suit their body's needs.
 EXPECTATIONS	Create EXPECTATIONS that people will make more accessible choices in communication and gatherings	- Remind those in your community that not all disabilities are visible, and the degree to which a disability impacts everyday life can be very different than what is observable. - Set meeting norms that make the social navigation of the space more transparent and accessible (e.g., clear agendas, turn-taking guidelines, breaks, offering multiple modes for contributing).
 INTERACTIONS	Be thoughtful about INTERACTIONS involving disabilities or access needs	- Do not ask faculty and staff to disclose their disabilities. Disclosure carries risks which individuals must weigh against potential benefits. - Treat requests for accommodations with respect. Seek expert guidance, especially when trying to manage conflicting accommodation needs.
 LANGUAGE	Attend to the LANGUAGE you use and the ways you present information	- Avoid terms such as "crazy", "insane", "nuts", "lame," or "blind spots." Also do not casually reference diagnoses that you do not have (e.g., "I'm having an OCD moment") - In communications, use simple sentences and formatting to make important information clear. This is more accessible for everyone, including people with disabilities such as anxiety, dyslexia, and autism..
 MODELING	Consider the ways you and other unit leaders MODEL attitudes toward accessibility through your words, actions, and decisions	- Educate yourself about universal design principles, and work as a department to put the principles into regular practice in meetings, classrooms, seminar spaces, etc. Signal that you value this work, because those who need accommodations belong. - If you feel comfortable, share openly about the access challenges you experience and the accommodations that allow you to fully engage in your professional life.
 OPPORTUNITIES	Create OPPORTUNITIES to learn more about, and seek to grow, disability resources on campus	- Invite an expert on disabilities or the LSA Disability Navigators to speak at a departmental event, or work with other units to host a workshop on the topic. - Become familiar with the people and units on campus that can help you accommodate the needs of your faculty and staff. If the resources are missing, work with others to develop them.
 ROUTINES & STRUCTURES	Gather information to create more inclusive ROUTINES & STRUCTURES .	- Arrange web accessibility training for those who administer websites in your unit. Regularly review sites for accessibility, and make sure all new additions comply with standards. - Anonymously survey the faculty and staff for ideas to make the workplace more accessible (e.g., circulating meeting materials ahead of time, changing meeting rooms, using a microphone, providing online meeting options). Incorporate these ideas into the unit's processes from then on.
 TIME	Be sensitive to the TIME commitment that unit activities entail and encourage flexibility, breaks, and rest.	- Build in time and flexibility so that members of your community can travel to, prepare for, and reflect before meetings and classes. - Consider how the academic culture of overwork and being 'always on' takes a disproportionate toll on some members of the community. Take time off yourself, and don't send or respond to emails outside of work hours unless it is an emergency. - Acknowledge the logistical and emotional burdens on those who seek, or help others obtain, the accommodations they need to participate in the unit's activities. Recognize the time that this labor involves.

Image credit: The Noun Project.