

ENTRY ACTIVITY

Each of you will get a card that has information about HBCUs and/or a minority serving institution. Take a moment to read it for understanding and be prepared to share your card with others later in the morning.



Organizing on HBCU Campuses

Day 1



Organizing on HBCU and MSI Campuses

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Honoring This Space

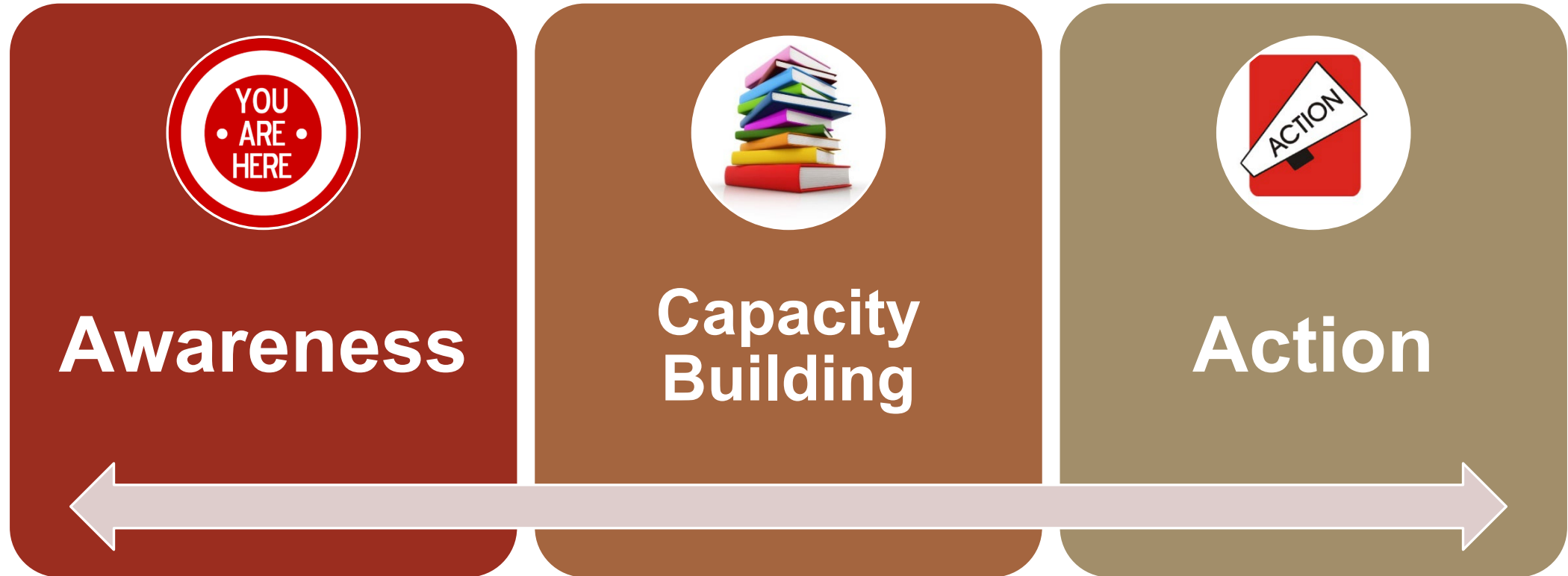
We begin by acknowledging that through a history of colonization and brutality, we currently reside on Muskoke (Muscogee) land and are connecting from the traditional lands stewarded by generations of indigenous people.

We honor these indigenous people, all elders, past, present, and emerging. We are called to learn and share these learnings about this tribal history, culture, and contributions that have been suppressed in the telling of the story of what we now call the United States of America.

FAMILY MEETING

- **Staff and Members in Same Training**
- **Race Forward Training**
- **All coming from a Different Space of Privilege and Oppression**
- **How do we Talk about this Space**

Why we are here: NEA's Framework For Change



Logistics to Remember

Questions to Ask

Bathroom

Materials

Food

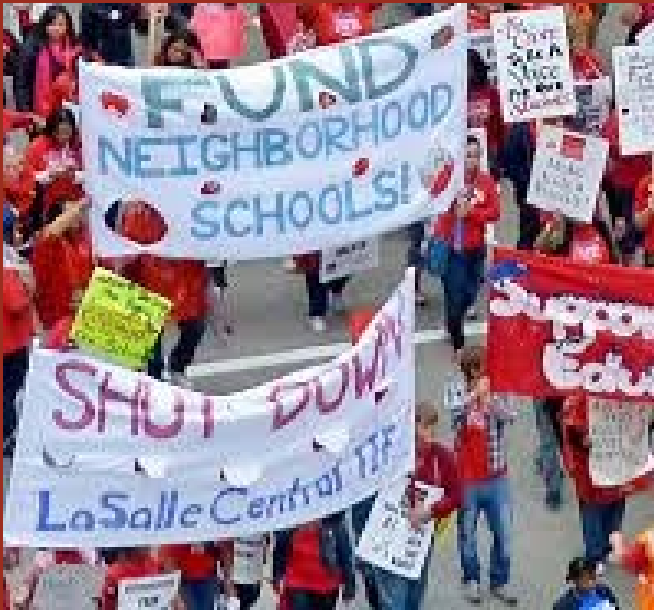
Room Temperature

Karla as a Resource

Travel



3 Day Agenda



Day 1

7:30-8:30 Breakfast

8:30 Convene

10:20-10:35 Break

10:35-12:00 -Content

12:00- 1:00 LUNCH

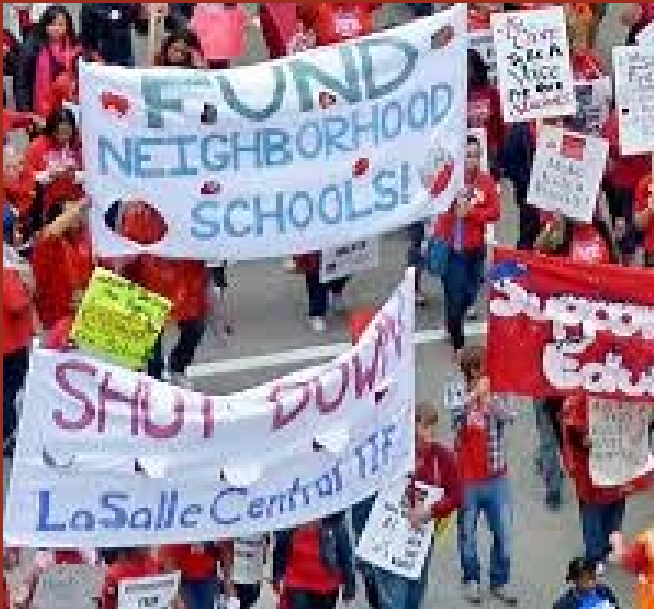
1:00-2:15 Content

2:45-3:00 Break

3:00-4:30 Content

5:00 Adjourn

3 Day Agenda



Day 2

7:30-8:30 Breakfast

8:30 Convene

8:30-10:15 Content

10:15-10:30 Break

10:30-12:00 Content

12:00- 1:00 LUNCH

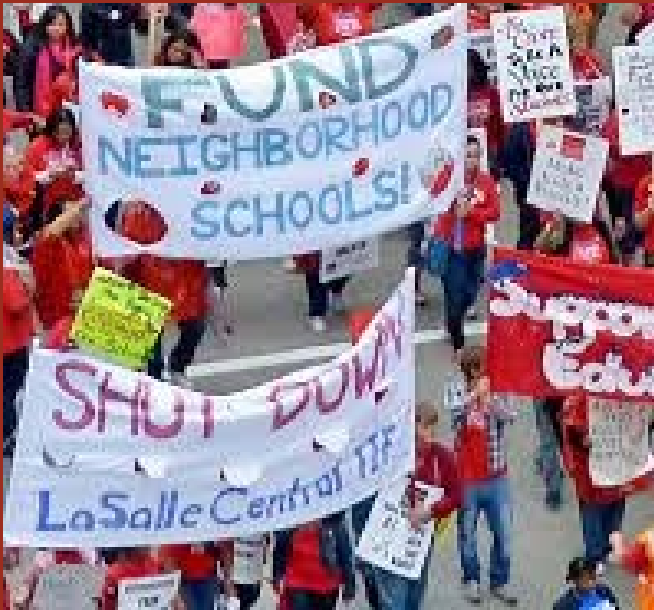
1:00-2:15 Content

2:15-2:30 Break

2:30-4:30 Content

5:00 Adjourn

3 Day Agenda



Day 3

7:30-8:30 Breakfast

8:30 Convene

8:30-11:30 Content

11:30-11:45 Break

11:45-1:00 Content

1:00-2:00 Content

2:00 Adjourn

Overview of Today's Learning

Welcome & Introductions

Community Building

Setting the Stage

Building spaces, Trust and Opportunities

History of HBCUs,

HBCUs, Civil Rights Movement and Unionism

HBCU and BIPOC Serving Institutions

Collectivism, Value and Solidarity

Cultural Competencies

Moving Forward

Closing



Overview Of Today's Learning

- Socialization and Bias
- Systemic Underfunding
- Lived Values of Unionism and Anti-Racism
- What is Your Role
- Organizing Differently
- Intentional Power Building



How our work with you is framed

Racial justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all.

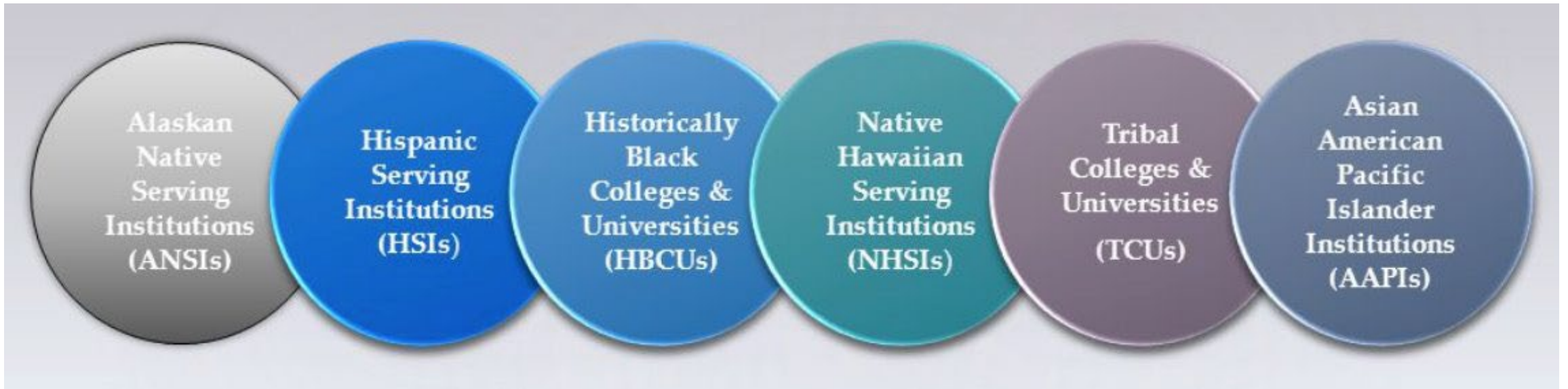
To achieve this requires an explicit, though not exclusive, examination of race and ethnicity and a “race and ...” approach that examines how race compounds and intersects with other societal issues.



Guiding Question

As participants, what does this mean in your work?





Introductions

***Core values** are the fundamental beliefs of a person. These guiding principles dictate behavior, choices, and attitudes.*



Our actions may not always reflect our stated core values.

Introductions

Community and relationships are important.

Please share

Name

Pronouns

State You Work In

Core Value Leading Your Work



Why share your pronouns?

You can't just assume by looking.

Asking and correctly using someone's pronouns is the easiest way to show your respect for their gender identity.

Wrong pronoun use can make a person feel disrespected, invalidated, dismissed, alienated, or dysphoric (or, often, all of the above.)

It is a privilege to not have to worry about which pronoun someone is going to use for you.

A vertical stack of seven colorful name tags, each with a different color and text. The tags are arranged from top to bottom: red, light grey, red, orange, yellow, green, and purple. Each tag has the word 'Hello' in large white letters, followed by 'Address me as' in smaller white letters. Below this, each tag has a 'Please Use:' label followed by a set of pronouns in large white letters. The pronouns are: 'They, Them, Theirs' (red tag), 'He, Him, His' (orange tag), 'She, Her, Hers' (green tag), 'Ze, Hir, Hirs' (teal tag), and 'Xe, Xem, Xyrs' (purple tag). The light grey tag is blank. The bottom of the stack has a small blue logo for the National Education Association (NEA) with the text 'EDUCATION ASSOCIATION nea.org'.

Color	Text
Red	Hello Address me as
Light Grey	
Red	Please Use: They, Them, Theirs
Orange	Please Use: He, Him, His
Yellow	Please Use:
Green	Please Use: She, Her, Hers
Teal	Please Use: Ze, Hir, Hirs
Purple	Please Use: Xe, Xem, Xyrs

Community Agreements Pg 2-3

Awareness and Self-Knowledge

Listen for Understanding

Be Gracious

Stay Engaged

Be Open and Suspend Judgment

Say “I”- tell your truth

Lean into Discomfort

Reach for Empathy

Expect non- Resolution and non-Closure

Disclaimer

The content we are going to explore may bring up strong feelings. Throughout our time together, we will explore examples of racism, ableism, heterosexism, and sexism.

These oppressive ideas and assumptions are offensive, problematic and false. Yet, over time, they have become as pervasive and invisible as the air we breathe. We need to examine them so that we can understand and ultimately challenge them.

Modified ADL

LaQuita & Michelle

The Federal Administration



The Federal Administration

- Which of your Core Values were highlighted, challenged, or affirmed by the current attacks on education?
- How are you managing any anxieties or stress related to the current federal administration?

The Federal Administration

The Federal Administration

Barb & Ilissa

Building Knowledge of HBCUs and other MSIs

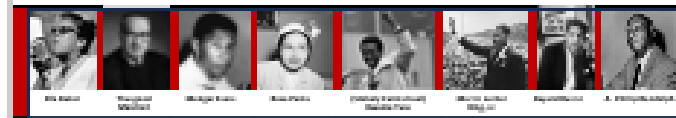


HBCU/MSI HISTORY MIXER

- Each participant will receive an HBCU/MSI history card. Take some time to read your HBCU/MSI card.
- Pair & share: When prompted, you will find a partner. You will have 90 seconds each to share **two takeaways** of your HBCU/MSI history card.
- When signaled, you will find a different partner and repeat. there will be three (3) rounds in this activity.

HBCU Graduates – Leaders of the Movement

From 1940s to 1960s, HBCU graduates played significant roles in the civil rights movement. Many of these leaders were trained at HBCUs and went on to lead the struggle for equality. Their leadership was instrumental in the success of the movement.



These HBCU graduates played significant roles in the civil rights movement. Their leadership was instrumental in the success of the movement.

HBCU Students – Sparking the Civil Rights Movement



HBCU students played a significant role in the civil rights movement. Many of these students were trained at HBCUs and went on to lead the struggle for equality. Their leadership was instrumental in the success of the movement.

Tennessee State University An HBCU Legacy

Tennessee Colleges Ordered to Integrate by Merging

The Supreme Court's decision in *Swann v. Charlotte-Mecklenburg Board of Education* (1971) was a landmark ruling that required the desegregation of public schools. This decision was a significant step towards achieving equality for all students.

The Amistad Murals at Talladega College

The Amistad Murals at Talladega College are a significant part of the college's history. They depict the story of the Amistad rebellion and the struggle for freedom. The murals are a testament to the college's commitment to social justice and equality.

HBCUs – shortchanged public funding

HBCUs have always been shortchanged by public funding. This is due to a variety of factors, including discrimination and a lack of political support. As a result, HBCUs have been forced to rely on private donations and other sources of funding.

EQUALIZE FUNDING FOR HBCUs

FAMU Marching 100 Florida A&M University

The FAMU Marching 100 is a significant part of the university's history. It is a group of students who perform at various events, including football games. The marching band is a source of pride for the university and its students.

Debrief

- . What surprised you?
- . What is the historical significance?
- . What is something that you learned that is still relevant today?
- . What aspects of this history/information align with “union values”?





Poster Session- What Makes Them Different

Poster Session: Building Capacity

1: Tribal Colleges and Universities (TCUs)

Pages in your participant handout: 14-28

3: Historically Black Colleges and Universities (HBCUs)

Pages in your participant handout: 40-68

2: Hispanic Serving Institutions (HSIs)

Pages in your participant handout: 29-39

4: Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI)

Pages in your participant handout: 69-95

Poster Session: Building Capacity

- In groups you will create a poster on chart paper about your assigned institution
- Make sure you select one or two speakers to present your mini poster
- You will have **2 minutes** to present your mini poster
- Questions to consider when creating your mini poster:
 - What information should others see/know that clearly communicates what this institution(s) is/are?
 - What celebration, joy, and/or significance is found within these institution(s)?
 - What challenges do these institution(s) face?
 - Why are these types of institutions great places to organize students, faculty, and staff?
 - Is there anything that the room should hear/see?

Presentations





- HBCUs and MSIs have a rich legacy and culture that is centered in shared equity and advancement.
- These institutions have been centers of innovation and progress for marginalized people and their communities despite being systemically underfunded.
- Collectivism over individualism.

Break



Kiesha & Albert



Socialization and Bias

Socialization: (n) the process beginning during childhood by which individuals acquire the values, habits, and attitudes of a society (Merriam-Webster)

Bias: (n) a tendency to believe that some people, ideas, etc., are better than others that usually results in treating some people unfairly (Britannica)

Cycles of Socialization

p.96 in your participant
handout



Socialization Reflection Activity (p.97-98) 2nd file

- Choose one social identity from the list below that you would like to reflect on and examine.
 - Race: A social construct that artificially divides people into distinct groups based on certain characteristics such as physical appearance (particularly skin color) ancestral heritage, cultural affiliation, cultural history, ethnic classification
 - Gender Identity: An internal, deeply felt sense of being female, male, a blend of both or neither. Refers to how individuals perceive themselves and what they call themselves. Can be the same as or different from their sex assigned at birth
 - Sexual Orientation: An inherent or immutable enduring emotional, romantic, or sexual attraction to other people
 - Class: Relative social rank in terms of income, wealth, education, status and/or power

Socialization Reflection Activity (p. 97-98) 2nd file

- Using the *Socialization Reflection Activity* sheet on p. 97-98 and 2nd file of your participant handout, you will map what you have learned about this identity throughout this time.
- Use the *Cycle of Socialization* as a reference and support
- Questions to consider:
 - What messages did you hear/learn about being _____?
 - Where did the messages come from?
 - Parents, other family members, religious organizations, schools, teachers, media, other institutions, peers, etc.
 - What behaviors were encouraged, rewarded, and supported? How? What behaviors were discouraged, unsupported, and punished? How?
 - What behaviors were discouraged, unsupported, and punished? How?

Debrief



What key insights did you arrive at through this activity?



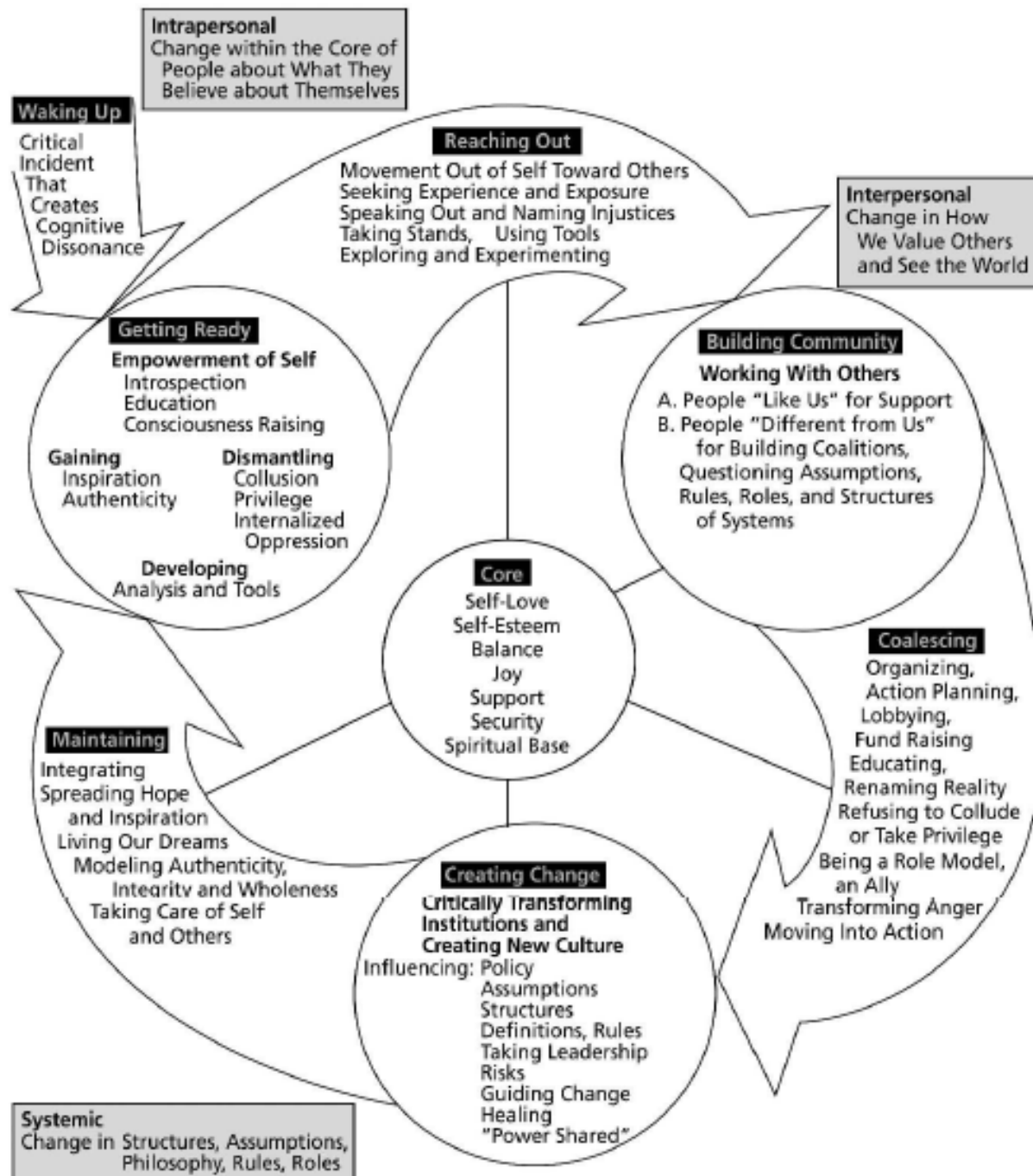
What/who were some of the biggest influences on your understanding of the identity you chose to map?



What impact does your socialization play on your interactions in your work?



How has socialization influenced decision making within your affiliate?



Cycle of Liberation

Page 99 in the Participant Handbook



Socialization impacts our daily actions, thoughts, and feelings

Messaging can be experienced differently based on race, class, gender, and sexual orientation

For us to turn in the “Direction for Change”, intentional and purposeful work must be done not just personally but also systematically

Rakia & Michelle



Systemic Underfunding: Impacts on Workers and Resources

Levels of Expression of Oppression p. 100

I n d i v i d u a l	Internalized Oppression lies within individuals. These are our private beliefs and biases about others, influenced by our culture, that reside inside our minds .	S y s t e m i c	Institutional Oppression occurs within institutions and systems of power. It is the norms, policies and practices that are structured into political, societal and economic institutions that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality to identifiable groups.
	Interpersonal Oppression occurs between individuals . Once we bring our private beliefs into our interactions with others, we are now in the interpersonal realm.		Structural Oppression is bias across institutions and society . It's the cumulative and compounded effects of an array of factors that systematically privilege some and disadvantage others.

Power and Oppression Question to Consider

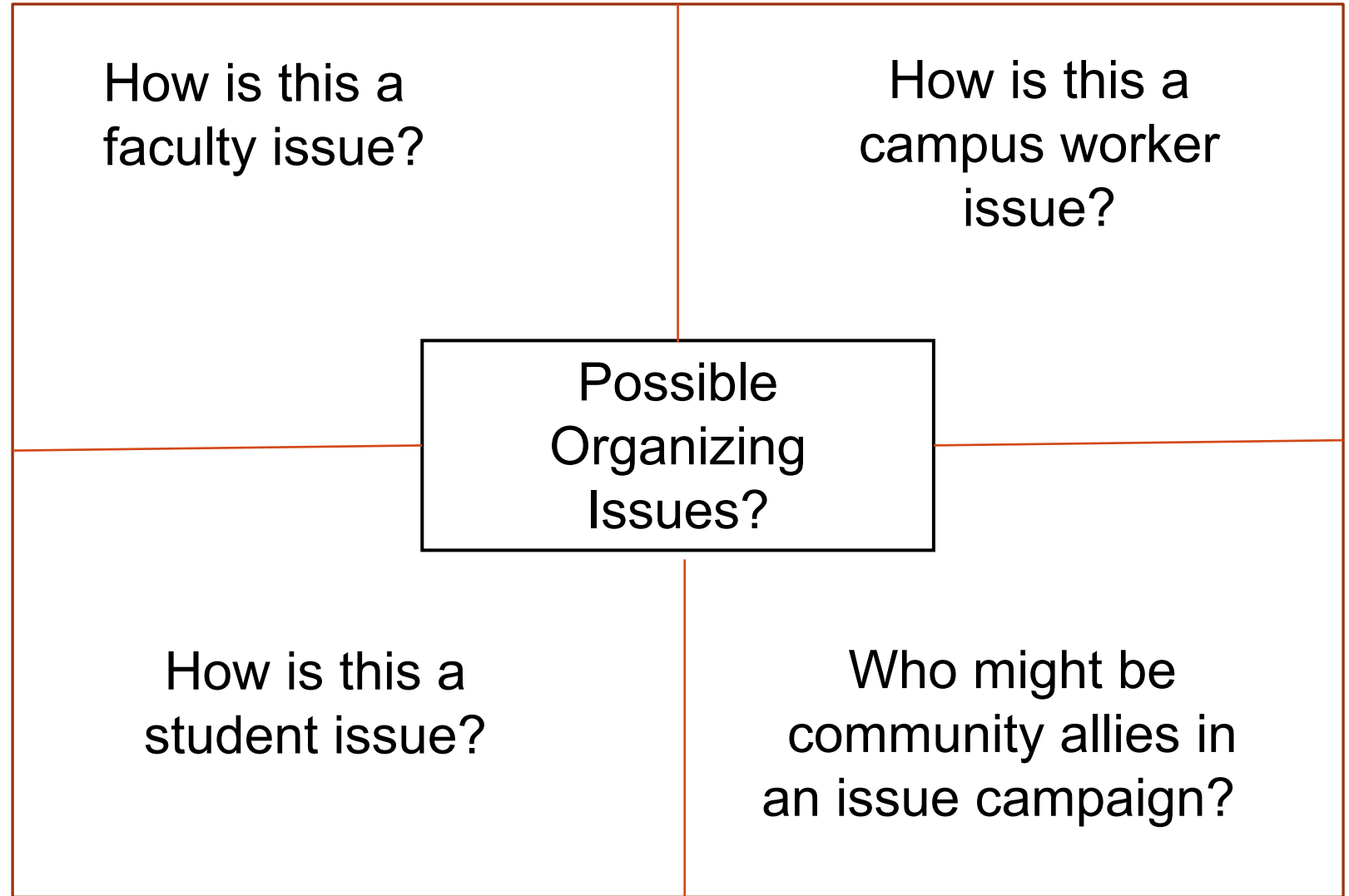
Does the use of a legal approach transform the power required for a shift in the expression of oppression?

What does transform the power in an expression of oppression?

Create a Freyer Chart

Defining Organizing Issues

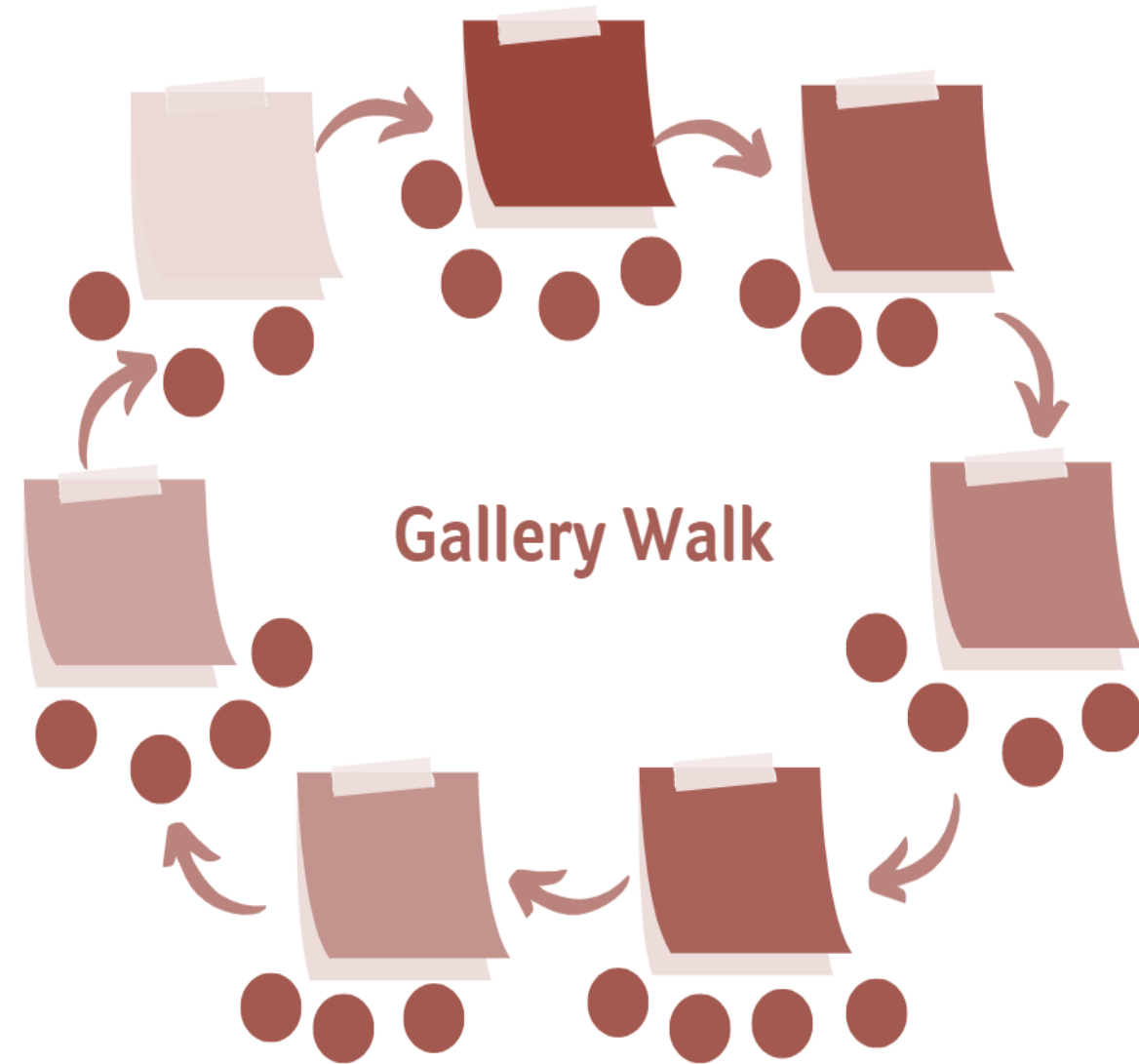
Pgs. 101-148



Gallery Walk Through the Charts

- Make a check mark if you agree.
- Draw a heart for something you love.
- Make a question mark for something that leaves you wondering.

**Back at your home chart -
What did you notice?**



Draft a Call to Action

Select one group from your chart and develop a message around why the issue of underfunding should matter to them.

Why should the group you selected join the fight for funding?

Define the why and ask the group to participate in organizing on this issue.





Team Presents Call to
Action to the Room



Raise Your Hand if You
Would Answer this Call



Why did you choose the
group?

Systemic Underfunding: Impacts on Workers and Resources



Why is it important?

How could this be used in your work?



- Legal wins don't result in system level power changes.
- For legal wins to be actualized people need to act.

Lunch



Josh & Ilissa



Lived Values of Unionism and Anti-Racism

Black Workers Values Shape Unions



Core Values

Core values are the fundamental beliefs of a person or an organization. These guiding principles dictate behavior and can help people understand the difference between right and wrong. These can often be expressed in one or two words. We are taking a moment to consider our core values because they can provide a basis for solidarity in the midst of struggles.



An illustration of a diverse group of people of various ages, ethnicities, and genders. They are holding a long, white banner across the middle of the image. Several people are also holding up smaller, blank, light-colored signs on sticks. The background features stylized blue and white shapes that resemble buildings or abstract architectural elements. The overall style is flat and modern.

What are the core values of your union?

Report Out



Each table shares list of values.

Listen as tables share out and only add new values to the list.

What do you notice?

Union Values



Fairness, honesty/integrity, responsibility, compassion/empathy, safety, health, generosity, hard work/responsibility, community, freedom, democracy, binding contracts, equality, opportunity, respect, stability/security, unity, quality work, justice, collective action, dignity/respect, charity/community service, and due process.



Ideally - Unions advance the welfare of all workers. They are based on the idea of justice, progress, and betterment of self and of society. They embody the universal ideal of human rights and the need to aspire to become more complete human beings. By becoming an active participant in the labor movement, members become part of something larger than themselves. We experienced some of these same values exemplified in the interactions we have had with the HBCU here.

However, without INTENTIONAL APPLICATION of our stated values to dismantling systems of oppression we make no forward movement.

Walk the Line Activity

There will be six rounds

Listen to the union value statement, a description, and a short statement.

Based on how you have seen **your affiliate** live into this stated value, you will move on the line toward “Strongly Agree” or Strongly Disagree”

Keep in mind, this is a reflection activity. People may feel very differently about the values and how they see our work. The variety of perspectives is important.



Walk the Line Activity – Round 1

Calling People In Not Out

Calling people in means trying to create a culture and community that people actually want to be a part of. Calling people in means we don't shame or blame. It requires direct, specific and compassionate communication with one another. We all have space to grow, and calling people in is how we support one another through growth.

STATEMENT: Our affiliate calls one another in when we need to communicate within our affiliate and with other white people.



Walk the Line Activity – Round 2

Accountability through Collective Action

Collective actions means that we look to build a movement of millions of people. Individual transformation is not enough. This is done through building accountability relationships with people of color who are doing racial justice work in the movement and who are accountable to a group of people. We don't wait to be asked to take action to organize white people.

STATEMENT: Our affiliate is taking accountable collective action on a regular basis.



Walk the Line Activity – Round 3

Taking risks, making mistakes, learn, and keep going.

Making mistakes is part of life, and we know we have to be outside of our comfort zones in order to make change. Even when we take on real risk, we know that the risk is always greater for people of color. When we make mistakes, we want to reflect and stay in motion. We cannot let making mistakes prevent us from continuing our work. When others make mistakes, we do not shame, blame or exile.

STATEMENT: Our affiliate stays in the process of taking action, receiving feedback and staying in motion. We support one another through our mistakes.



Walk the Line Activity – Round 4

Mutual Interest

Racial justice isn't something we help people of color with. The system of white supremacy harms all of us—including white people, though in very different ways than people of color. We need to get clear with ourselves about what we have to gain through this fight.

STATEMENT: Our affiliate and members are clear on our mutual interest. We've spent time getting clear on what's at stake for us as individuals and as a group



Walk the Line Activity – Round 5

Enough for All

There are enough resources in the world for everyone's basic needs to be met— for folks to have decent housing, enough food, safety, etc. The problem isn't that we don't have enough stuff—it's that it's distributed unfairly. White supremacy tells us we need to compete with everyone, even other people doing this work.

STATEMENT: We organize from a place of abundance and cooperation.



Walk the Line Activity – Round 6

Growing is good

We need millions of white people to join the movement for racial justice, and in order for this to happen our groups need to keep growing. We need to constantly bring in new voices and leaders. This means more than inviting people to come to meetings. It means finding new and exciting ways to bring people into the work based on their skills.

STATEMENT: Our group is open to growth. We bring in new members and engage with them as leaders.

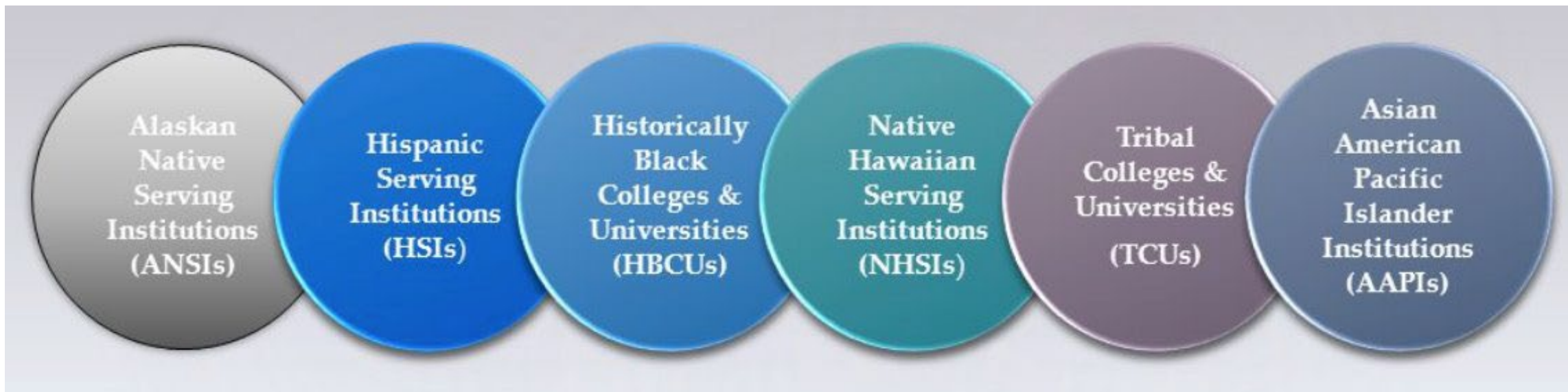


Debrief the Line



- What are you taking away from that activity that relates to our time here learning about HBCU organizing?
- Is there anything that surprised you?
- Where are we doing really well?
- Where do we need to grow?

Barb & Kiesha



What is Your Role

Theories for Change: Advocacy, Mobilizing, Organizing



What do we mean?

Advocacy

“Advocacy is the work of creating change through the actions of professionals or technical experts—lobbyists, pollsters, lawyers, communication specialists, researchers. Advocacy relies on the expertise, status, and know-how of these groups of people to make change. Advocacy usually happens in a closed-door room; ordinary people play a small to nonexistent role in its efficacy. Advocacy has become a dominant strategy for unions and liberals. ” **Power is limited to those with the specific expertise and role.**

Mobilizing

“Mobilizing, by contrast, activates an already-convinced membership. Mobilizing encourages those who already support a cause or a mission to take action to defend their belief—for example, by attending a protest, wearing a button, or signing a petition.” **Power is static and is dependent on a predictable core of folks.**

Organizing

“To organize is to build mass support and strength among ordinary people. Organizing draws its power from working people’s biggest strength: our numbers... The work of organizing is systematic and rigorous: It requires connecting with every single worker in a shop, every educator in a building, every building in a district. At its core, it asks people to understand their own agency and to make choices about how they will exercise it.” **Power is distributed and growing as more and more people join the base and more and more leaders evolve through actions.**

At your tables

Take 5 Minutes

How many actions at an HBCU campus can you list that are examples of each of these theories?

- **Advocacy**
- **Mobilizing**
- **Organizing**

Be ready to share your best ideas



Staff Led Actions are Typically Advocacy

Advocacy

“Advocacy is the work of creating change through the actions of professionals or technical experts—lobbyists, pollsters, lawyers, communication specialists, researchers. Advocacy relies on the expertise, status, and know-how of these groups of people to make change. Advocacy usually happens in a closed-door room; ordinary people play a small to nonexistent role in its efficacy. Advocacy has become a dominant strategy for unions and liberals.”

Bargaining that is staff led, or traditional methods of bargaining— little engagement from the rank and file and few public displays of collective action

Grievances and other legal actions that do not include and escalation of direct public actions— little engagement beyond leaders and staff, and few displays of power and risk that build solidarity between rank and file folks

Recruitment programs typically begin with advocacy in mind— join to get something.

Can you think of other advocacy examples?

Specific Programs are Typically Mobilizing

Mobilizing

“Mobilizing, by contrast, activates an already-convinced membership. Mobilizing encourages those who already support a cause or a mission to take action to defend their belief—for example, by attending a protest, wearing a button, or signing a petition.”

Aspiring Educators who meet to develop a network— they are self selecting and there is little risk for participating

Professional Development Conferences where faculty and ESP come to improve work skills or leadership skills or learn union roles – they are self selecting, already “convinced” about unions, and there is little risk for participating

Recruitment can happen as a result of mobilizing if it is member led.

Can you think of other mobilizing examples?

Escalating, Public Actions are Organizing

Organizing

“To organize is to build mass support and strength among ordinary people. Organizing draws its power from working people’s biggest strength: our numbers... The work of organizing is systematic and rigorous: It requires connecting with every single worker in a shop, every educator in a building, every building in a district. At its core, it asks people to understand their own agency and to make choices about how they will exercise it.”

Graduate Student Protests for fair compensation of their work— there is great risk, they develop leader in action skills, they build a base through bigger and bigger public actions

ESP workers fighting for a thriving wage – a campaign that strategically builds a base, increases membership, builds trust and relationship across workers, and transforms rank and file folks into leaders

Faculty and Community fighting for agency in the curriculum they teach— risky, requires strategic partnership, a broader and broader base, applying public pressure on decision makers to do the right thing.

Recruitment that is a result of ongoing actions, intentional base building, and leadership identification and tests are critical to organizing.

Can you think of other organizing examples?

**Advocacy and Mobilizing are
Opportunities to Organize.**

Corner Discussion – Use Handout

Select the compass point that best answers where you are **MOST OF THE Time** for each of the following questions -

First Move- Which Theory do your Members expect your role to support? Why? Where is the power if this is your role?

Second Move - Which Theory does your Manager, Faculty Advisor, and/or State Organizer expect your role to support? Why? Where is the power if this is your role?

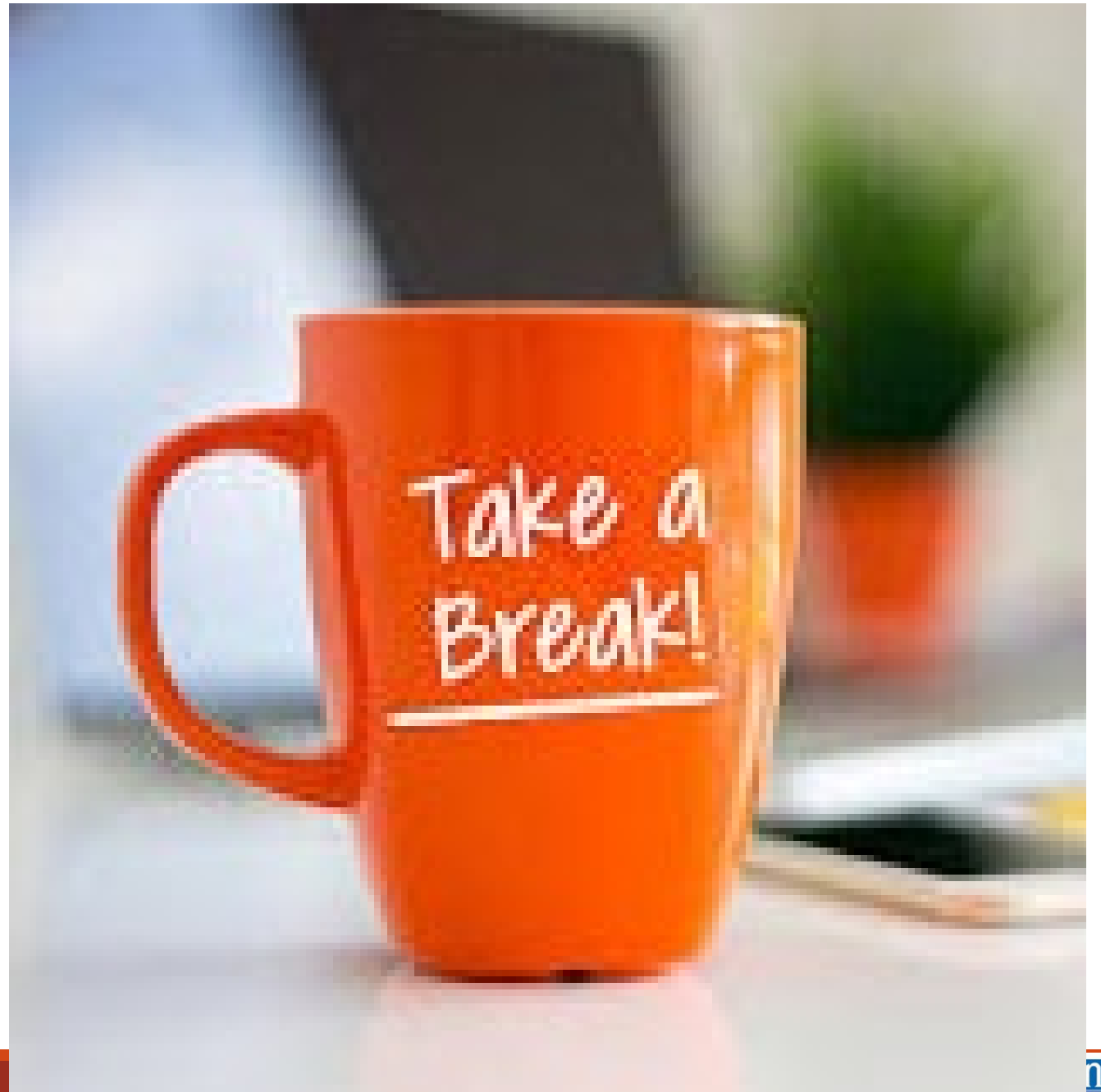
Third Move - Which Theory do your Elected Leaders expect your role to support? Why? Where is the power if this is your role?



Whole Group Reflection

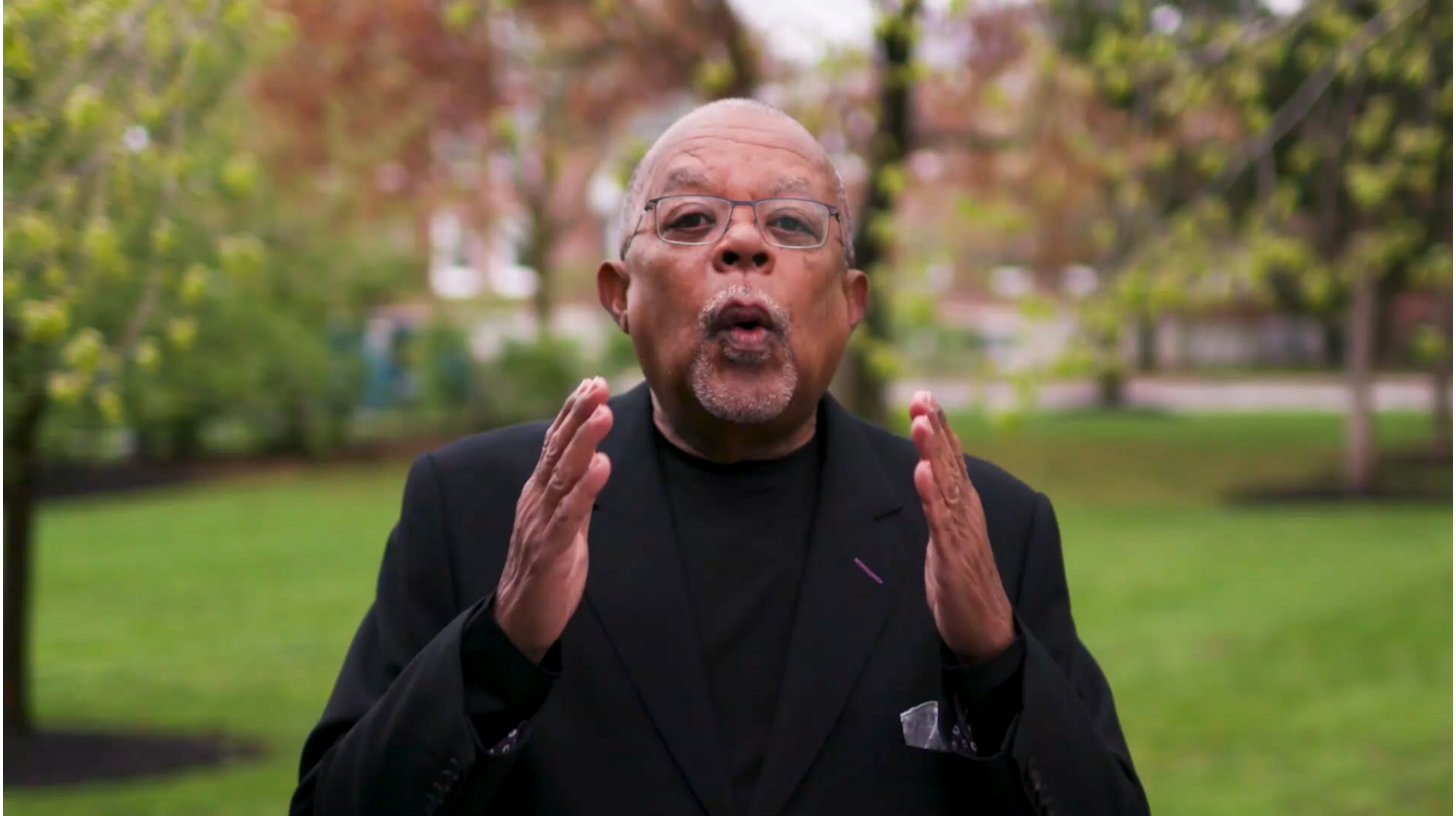
- What is some new thinking that evolved for you as a result of this activity?
- What could you do differently to build power than what you are currently doing?
- Why is this important to think about especially in the HBCU context?

Break



Albert & Ilissa

Meet Ella Baker



What stands out
from this video
about Ella's
thoughts on
leadership?





Teamwork

Ella Baker's Legacy: A Different Model of Leadership pgs.170-171

What did Ella believe was important about leadership?

How did this shape her approach to organizing and building power?

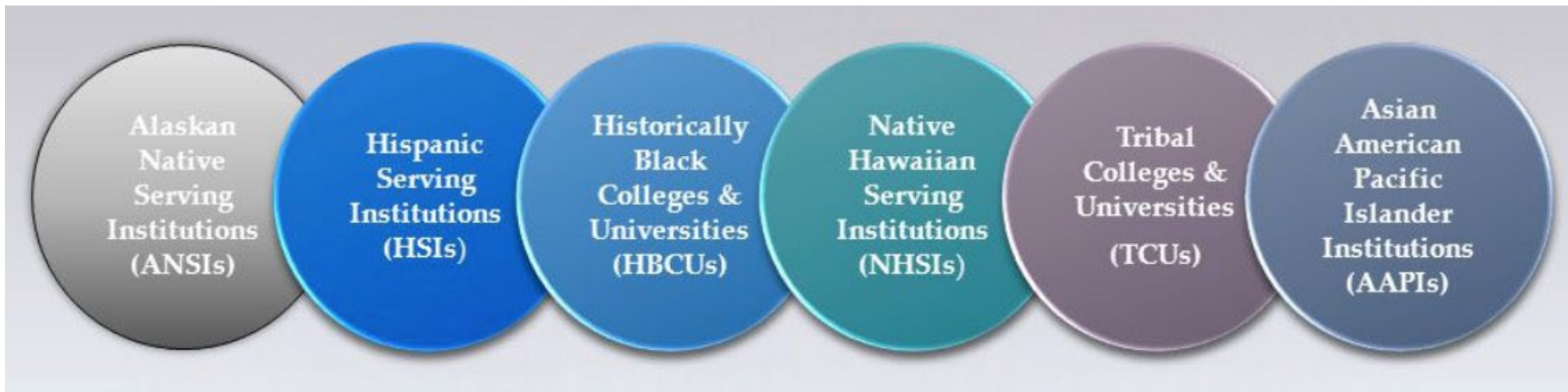
Why might this approach be especially helpful on an HBCU or MSI campus?



Ella Believed

- Leaders influence others
- Leaders are accountable
- Leaders are not singular
- Leaders are everyday people
- Leaders have emotional presence
- Leaders listen to others

Michelle & Josh



Intentional Power Building

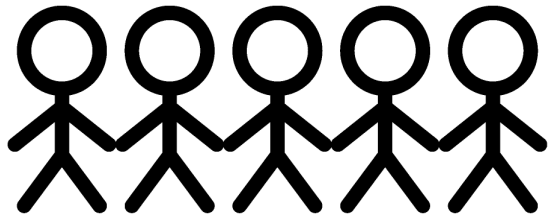
Turn and Talk



What does the following definition of power make you think about when organizing in an HBCU setting?

Defining POWER

**The ability to create,
control, and prevent change.**



ORGANIZED PEOPLE + ORGANIZED MONEY

Turn and Talk



What does the following quote about Ella Baker's work make you think about when organizing in an HBCU setting?

Ella's Power Building Basics



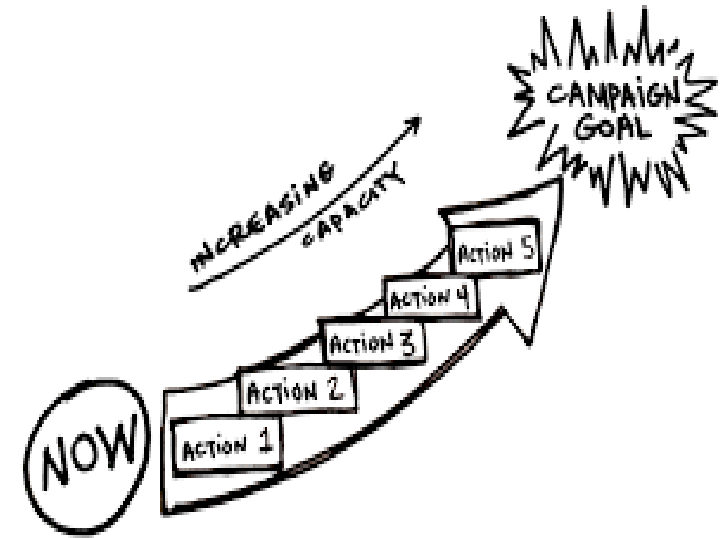
There is the danger in our culture that because a person is called upon to give public statements and is acclaimed by the establishment, such a person gets to the point of believing that he is the movement. The real power is with the people.

-Ella Baker

Read more at: https://www.blinkist.com/magazine/posts/empowering-words-ella-baker-quotes?utm_source=cpp<https://time.com/4633460/mlk-day-ella-baker/>

Review of the Basics for Building Power

- ❑ The workers, their energy, and their leadership must be at the front of the campaign (Ella Baker)
- ❑ Official union leadership and staff must be willing to work with rank and file members AND allow them to have meaningful roles in campaigns
- ❑ Must make space for rank and file to develop as leaders (training, chance to take risks, space to prove)
- ❑ Community-centric approach
- ❑ Democratic organizing (Ella Barker)
- ❑ Gradual escalation of tactics
- ❑ Workers do have power- an organizer's role is to help THEM use it to make meaningful change



Tactical Guide to Power

Political Power:

Ex: PAC, GR, legislative committees



Consumer Power:

Ex: Montgomery Bus Boycott



Legal/Regulatory
Power:

Ex: Labor Board



Strikes/Disruptive
Power:

Ex: Writers Guild, #Red4Ed: MN, UTLA, Chicago, WV,
Mass - Andover

Who has the Power to give or prevent the change you want?

- Senator
- Delegates
- Governor

What actions influences your target ?

- Letter writing
- Testifying on the bill
- Rallies
- Lobbying
- Hearing from constituents

Who influences your target?

- Other legislators
- People they see often in their community
- Community leaders

Who do you want to support your change?

- Universities
- Alumni
- Businesses who benefit from HBCU's
- Community leaders

- ❑ What are the specific types of work people are engaged in that support and cultivate these types of cases?
- ❑ What shifts in your work, expectations, or team practices could help you and your leader, manager, and/or state organizer make space for the lessons and perspectives shared in these cases?

Our roles



Power Analysis Cases

Use your handout on pg # 192 to track the following:

- What are the key issues in your case?
- What are or might be some demands in your case?
- Who has the power to grant the demands?
- What actions influence the target?
- What people influence your target?
- Who do you want to join you in support of your campaign?
- What might be the staff role in your case? - you may have to infer if it is not clearly stated





Power is always either growing or waning.

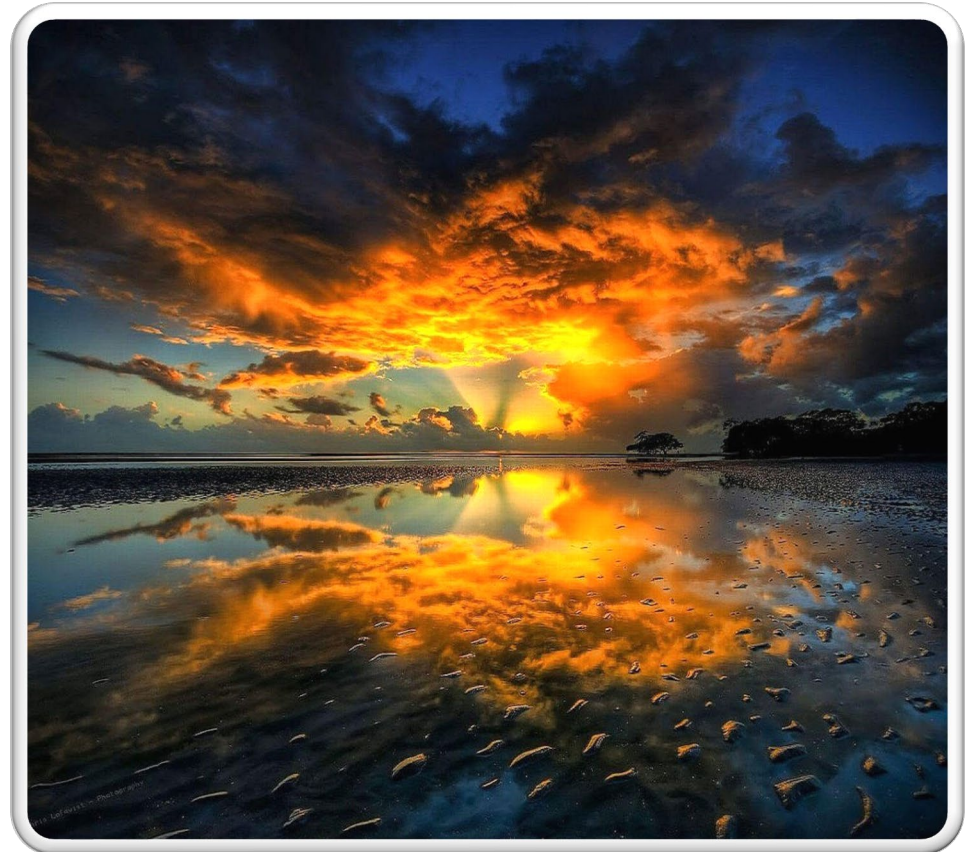
Power must be intentionally built.

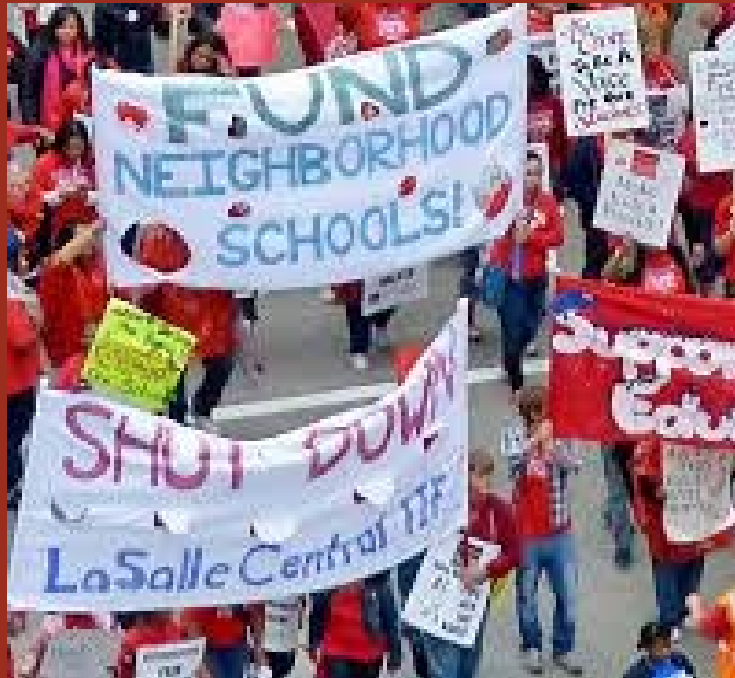
If our work is focused primarily on advocacy, we are not building power.



Ending it Right

Final Reflections and Reminders





Closing