***Efforts to Combat Racism and Bias***

***Division of Student Affairs***

***October 2019***

**Academic Cluster**

**Academic Advancement Center Initiatives:**

Below are social justice initiatives the AAC has done in the past and is committed to doing moving forward to address oppression on our campus.

* What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community?

1. Our staff meet 1:1 with students 2 times each semester and more often as incidents of bias occur. This support has been critical to our students who struggle each time something occurs on campus. This work with students directly serves to address oppression and provide support for the hostile environment our students exist in.
2. Staff facilitate social justice and identity workshops at our New Student Welcome/Orientation each fall and spring, the Fall Academic Summit in the fall, and the weekly Arrive seminars in the fall and spring. Each of these efforts is focused on new first year, transfer and continuing students in our program. Additionally, the Principles of Community are embedded into these programs along with discussions and activities.
3. The AAC has approximately 35 student staff members who participate in training 2-3 times per semester. Our student staff engage in social justice training throughout the year. Because of their direct student contact, it is critical for us to engage in these conversations that ultimately create a better climate and culture for our students. Our student staff have also participated in social justice conferences and have facilitated activities with AAC students.
4. For our continuing students in the THRIVE program, Community Learning Forums are offered throughout the year that focus on a variety of topics including social justice. This includes holding processing space for students as incidents of bias occur on our campus.
5. We typically also see some incidents of bias around Halloween and each year have hosted educational programming events to discuss bias that occurs during this celebration.

* What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness?

1. The AAC is committed to continue doing all of the things listed above throughout this year.
2. We are hosting a facilitated conversation and healing space Tuesday, September 24th from 11:30-1. We will commit to hosting these spaces to in the future to address incidents of bias.
3. AAC staff collaborates and will continue to collaborate with other CSU and community organizations to provide serve learning opportunities that raise awareness about issues on our campus and surrounding community.
4. Additionally, AAC staff is committed to professional development which will include a variety of social justice and anti-oppression topics through NCORE webinars, NACADA webinars, CSU trainings, and book readings.
5. Staff will also attend the Diversity Symposium and other CSU events dedicated to staff education and increased awareness.
6. We are also committed to creating a feedback option so students can share more about their experiences and areas they would like us to focus on.

* How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?

1. Assessments are completed for our Arrive, TRIVE, Orientation events.
2. Student submit an end of year assessment that informs future services and events.
3. Our students complete the C4E assessment to evaluate our program and staff members.
4. We will continually assess department culture and climate based on the evaluations submitted as well as anecdotally through student and staff stories and experiences.

**Career Center**

* **What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community**
  + *In response to these incidents:*
    - Emailed DREAMers and students with DACA regarding Customs and Border Protection recognizing impact on them.
    - Emailed Career Services Network regarding Customs and Border Protection recognizing impact on campus.
    - Provided meeting space for Dreamers United student organization.
    - Executive Director emailed Career Center team immediately after blackface incident to acknowledge the incident happened and offer support.
    - Provided space in a staff meeting for the full Career Center team to discuss how the campus climate was impacting them.
  + *Initiatives within our team*
    - Incorporated inclusion and social justice into our strategic plan including interrogating Whiteness, accepting that tough conversations are necessary for progress, and integrating diversity and inclusion into everything the Career Center does.
    - Integrated learning focused on social justice every staff members’ work plans.
    - Career Center-wide Diversity and Inclusion Committee – focused on the training and professional development of the full team
    - 100% of administrative professionals, state classified, and non-student hourly staff completed the new Safe Zone training within the last year.
    - Incorporating identity into all presentations and publications (ongoing process)
    - Career Education Team Training Team focused on advising diverse populations
    - Hired 2 SAHE students and 1 NUFP student that provided recommendations to support diverse populations more effectively and thoughtfully.
    - Shifted diversity and inclusion from being associated with specific positions on our team to being a core responsibility (and minimum expectation) of all of our team members.
  + *Initiatives to promote inclusion and social justice with employers. The Career Center continues to engage employers in conversations focusing on inclusion and social justice:*
    - Engaged our Employer Advisory Board in conversations based upon an article, “Workplaces Need to Prepare for the Non-Binary Future” ([link](https://www.thedailybeast.com/workplaces-need-to-prepare-for-the-non-binary-future)), and CSU’s commitment to Inclusive Excellence ([link)](https://colostate-my.sharepoint.com/:w:/r/personal/cdelgadi_colostate_edu/_layouts/15/Doc.aspx?sourcedoc=%7BEA585750-7F9F-4169-ABD7-57198D9471EB%7D&file=Inclusive%20Excellence%20and%20EAB.docx&action=default&mobileredirect=true).  Challenged employers to reflect on their practices and encourage them to bring the discussion back to their work place.
    - Partnered with SDPS offices, specifically the Director of the Black/African American Cultural Center, to invite employers to the LEAD Conference and facilitate a diversity-focused workshop for the employers who attend.
    - Created a “[Report an Employer Concern Form](https://career.colostate.edu/report-an-employer-concern-form/)” where students can report an employer that has violated our policies, including the Principles of Community.  When a student reports an employer for such a violation, the Employer Connections team investigates and is committed to having tough conversations when we receive feedback about a marginalized student’s experience.
  + *Sample of initiatives for diverse and minoritized populations*
    - Hosted Diversity Connection, one of our largest offerings, which is a collaborative event between the Career Center and SDPS offices that brings together educational, cultural and socially diverse students and organizations with hiring employers.  Recruiters heard about the missions of diverse student organizations at CSU, interacted with students, and discussed future employment opportunities.
    - Created and distributed a DACA Tip Sheet for staff and faculty and developed a 7-part initiative to support students who are undocumented, including monthly workshops exclusively for DREAMers and their career development.
    - Co-presented during PDI week on “Supporting Students who are Undocumented at CSU.”
    - Met the Director of TheDream.US and approximately 70 students to secure funding for our students.
    - Prepared and presented to SDPS student staff/peer mentors on a variety of topics including El Centro, NACC, the Pride Resource Center, and APACC
    - Assisted in organizing an etiquette dinner for the AAC and Key Communities including preparing and presenting an identity-aware etiquette presentation
    - Co-presented to two professional associations: NAFSA – Building a Global Workforce and Strengths – Latinx Business Association.
  + *Career Center staff also serve on a number of relevant committees:*
    - DACA Student Group
    - Undocumented Support Committee
    - Feminist Fight Club
    - Fostering Success Group
    - Student Athlete Support Services Vision Committee and Sub-Committee: Beyond the Bachelors
    - Staff and Faculty Multicultural Network
    - Inclusive Communications Committee
    - C4E Campus Outreach Committee
    - MURALS Volunteer
    - LEAD Conference Committee
* **What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness;**
  + Presenting on a variety of topics at Diversity Symposium including FFC, Networking as a Social Justice Problem, featured speaker Arthur Valdez, Professionalism as Oppression, Bias and Resumes, How Bias Shows Up in Teaching, Hiring, & Leading Others, and Supporting CSU Students who are Undocumented.
  + Continuing DEI pilot with Ever-fi with student employees. First group was Orientation Leaders (14 students), currently in Fall 2019 pilot with SLiCE student employees (31 students), Off Campus Work Study students (82 students), Career Center student employees (38 students), and University Housing student employees (445 students). Launching to larger group in spring, current populations with interest in doing so in addition to new hires for the previous groups including Key Communities, Rec Center, Office of Financial Aid, and ACNS.  Additionally, a DEI Module LIVE course for FT staff who are student supervisors will launch in March in partnership with Talen Development as part of a core of classes in a focus certificate in Student Supervision.
  + Taking a look at Career Center policies and re-writing them in order to be able to be more proactive in supporting students, specifically employer recruiting policies.
  + Continued training on how to adjust our practice so it is not rooted in whiteness through staff meetings and other external trainings.
  + Creating D&I Employer Toolkit to support employers in becoming more equitable.
  + Collaborating with Bridgette (B/AACC) with “Follow the LEAD” series/programs for students as a follow-up to the LEAD conference.
  + Identifying and supporting employers who have strong social justice and inclusion initiatives to recruit and support diverse students (e.g., Arrow Diversity Day, etc.).
* **How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?**
  + Analysis of use of services by identity and compared to university population
  + Disaggregating satisfaction data by identity and comparing to overall satisfaction
  + Perform a MCOD audit again
  + Feedback from Student Advisory Board

**Campus Life Cluster**

**Adult Learner and Veteran Services**

1. Actions already in place
2. Principles of Community (POC) focal part of all ALVS orientations for new incoming students. Inclusion, respect and social justice is discussed in the context of race, gender, age, and first generation status.
3. ALVS staff and student t-shirts include one of the principles from the POC.
4. ALVS logo intentional to depict open end to be inclusive of all.
5. Each table in the ALVS has a table-tent displaying the POC.
6. Bi-weekly newsletter includes programing from SDPS offices.
7. SDPS staff are invited to all ALVS orientations and mixers.
8. ALVS staff engage with student community members on issues related to diversity, inclusion and equity as they arise in our space.
9. New Initiatives
10. Fall 2019 – Partnership with Career Center for presentation addressing age identity.
11. Fall 2019 – Partnership with the Pride Resource Center for presentation on inclusive mentorship.
12. Fall 2109 – Partnership with the Student Disability Center for presentation on campus resources.
13. Fall 2019 – Partnership with Resolution Center for presentation on conflict inventory.
14. Open forum/comments from student population in the design of new, inclusive ALVS center.
15. Assessment
16. Review feedback from OTP survey, debrief on areas identified as opportunities for improvement re: inclusion, diversity, and equity -- with OTP staff.
17. RKV survey and assessment each semester to address the needs of parenting students that utilize RKV.
18. Support campus wide initiative to host focus group and survey to further assess the needs of parenting students.
19. Spring 2020 ALVS plans to issue community wide survey.

**Fraternity and Sorority Life**

1. Actions already in place
2. Each fall the OFSL instructs an Inclusive Leadership for Fraternity & Sorority Members course that explores privilege and oppression in a fraternity and sorority context. Students from all governing councils enroll. More information can be found at: <https://fsl.colostate.edu/programs/academic-courses/>. This is a three-credit Ethnic Studies course.
3. Each spring semester the OFSL, in partnership with the Women and Gender Advocacy Center, instructs the Fraternities and Sororities Against Sexual Assault course that provides education about privilege and oppression broadly and specifically explores interpersonal violence prevention in a fraternity and sorority context. More information can be found at: <https://fsl.colostate.edu/programs/academic-courses/>. This is a one-credit Women’s Studies course.
4. At the annual Fraternity & Sorority Leadership Institute, curriculum is designed to explore the history of the fraternity and sorority movement from the context of exclusion. This includes an analysis of racism, anti-Semitism, transphobia, homophobia and more. All chapter and council leaders are required to attend this program each January.
5. As part of the annual DYAD community assessment that all fraternity and sorority members participate in, we measure a number of constructs related to diversity, social justice, and inclusion. This includes measures connected to openness to diversity and challenge, social perspective taking, and social justice attitudes. It also includes sexual assault attitudes, including measures surrounding survivor support and rape myth acceptance. Scores are provided on this measures by chapter, council, and community and allows us to compare scores to the national mean. Outcomes of this assessment are shared with chapters, and this includes suggested interventions for chapters related to social justice, inclusion, and sexual assault attitudes. This is a longitudinal assessment that also allows us to compare data year over year for analysis and to mark progress.
6. All OFSL staff are expected to have completed Safe Zone training.
7. Our staff has and will continue to create space for one another and our students to explore impacts of the hate and bias incidents that have occurred at CSU.
8. There are a number of specific workshops hosted throughout the year built around topics connected to addressing oppressive behavior. This includes Officer Workshop Series events connected to socially responsible social media as well as community service and philanthropy programs focused around advocacy and change as opposed to patronizing populations and organizations.
9. Annually the Interfraternity Council partners with the Women and Gender Advocacy Center to screen the Mask You Live In with all fraternity new members to explore and discuss masculinity.
10. The OFSL (along with other offices on campus) advises and supports individual chapters and councils that exist for the express purpose of supporting marginalized students. This includes our Multicultural Greek Council, which is made up of fraternities and sororities founded around a particular cultural focus (learn more here: <https://fsl.colostate.edu/about/governing-councils/multicultural-greek-council-mgc/>). It also includes our National Pan-Hellenic Council, which is made up of historically Black fraternities and sororities (learn more here: <https://fsl.colostate.edu/about/governing-councils/national-pan-hellenic-council-nphc/>). This also includes organizations that exist to support a variety of students with marginalized identities, including our Jewish fraternity, Jewish sorority, and women in STEM sorority.
11. While not a specific program, the OFSL believes strongly in ensuring that inclusion and social justice work is a clearly stated community value. In the OFSL non-negotiable values, we have clearly identified this in our list of values (known as the CLIMB). These values are shared in every officer workshop and in all leadership programs. They are also clearly outlined on our website here: <https://fsl.colostate.edu/about/mission-vision/>
12. New Initiatives
13. We have designed a Council Leadership Program initiative for September designed to explore the blackface incident specifically and hate and bias incidents broadly through council-level discussions. The intention of these council-level discussions is to identify next steps and opportunities specific to each governing council given the nature of each of the councils.
14. The OFSL and the fraternity/sorority programming board will host a speaker for the fraternity and sorority community (and others interested in attending) about racism generally and in the fraternity and sorority context specifically in late October/early November (date being solidified currently). That speaker is Lawrence Ross. More information about this speaker can be found at: <http://thelawrenceross.com/>.
15. The Panhellenic Association will host the second annual Sonia Margolin Immasche Kindness Summit for Panhellenic women on October 19, 2019. This event is specifically connected to empowering women and addressing issues women face due to historic and current marginalization in the world and at CSU. Intersecting identities and the ways those identities compound marginalization is a component of this program.
16. Hate and bias incidents and the current campus climate are on the agenda for discussion at our October Chapter Graduate Advisor Meeting scheduled for October 7, 2019.
17. Hate and bias incidents and the current campus climate are on the agenda for discussion at our fall semester chapter advisor roundtable scheduled for Monday, September 30, 2019.
18. Assessment
19. Every student educational program designed by the OFSL includes learning objectives that are measured through program evaluations. This includes every Officer Workshop Series event, every program or speaker, and the Fraternity & Sorority Leadership Institute.
20. The DYAD community assessment measures directly the constructs identified above and the OFSL has community, council, and chapter-level data. Data is shared with chapters in a results guide and through an executive summary written by staff identifying strengths and areas of follow up. This community assessment also allows us to measure progress year over year since this a four-year longitudinal assessment. This creates opportunities to assess the real impact of implemented interventions. It allows us to compare CSU data with the national mean to also provide an additional benchmark
21. All academic courses are evaluated with direct and indirect measures of learning and student participation is tracked from semester to semester. In the sexual assault prevention course that is taught a pre and post- test are given to measure change over the course of the semester.

**Off-Campus Life**

1. Actions Already in Place
2. Providing space for professional and student staff to discuss impact of current and past incidents on campus, in the community and nationally/globally
3. Holding a space at all pro staff and all-staff weekly meetings for authentic dialogue on issues of race, diversity, social justice and inclusivity
4. Promoting events and activities on diversity, social justice and inclusivity in commuter student newsletters
5. Being thoughtful and intentional in all office marketing efforts
6. Including diversity social justice and inclusivity activities in fall and spring staff trainings
7. Seek out guidance from professional staff on use of appropriate, respectful language in both written materials and in one-on-one meetings so as not to have unintentional harmful impact on clients served
8. Encourage and participate in opportunities with local, state and national civil rights efforts for trainings and reading of articles addressing discrimination, racism and disparate impacts of policies
9. Attendance at round table discussions addressing equal access to programs and benefits
10. Implement policy and procedural changes as a result of meaningful dialogue
11. Analyzing and changing our demographic language used in all program assessments to better reflect the variety of identities that students may hold
12. New Initiatives
13. Continue to provide space for professional and student staff to discuss impact of current and past incidents on campus, in the community and nationally/globally
14. Continue to hold a space at all pro staff and all-staff weekly meetings for authentic dialogue on issues of race, diversity, social justice and inclusivity
15. Have conversations on how students can engage in activism
16. Include Diversity Symposium as part of all-staff professional development; have follow up conversations at staff meetings as to what students/pro staff learned
17. Continue to be thoughtful and intentional in all office marketing efforts and explore ways to further promote other DSA offices activities, events, etc.
18. Continue to include diversity social justice and inclusivity activities in fall and spring staff trainings
19. Continue to attend trainings and seek out articles to gain knowledge of ongoing efforts and current policies/legislation

1. Assessment
2. Our 360 staff evaluation includes questions around diversity and social justice. Specifically, the peer the evaluation asks students to rate: Interpersonal Relationships. Interpersonal relationships can include, but are not limited to: striving to work harmoniously with others; maintaining smooth working relationships; being respectful of others; demonstrating a responsiveness to others' questions, needs and concerns; supporting and appreciating diversity of coworkers and customers; and displaying an appropriate balance between personal effort and team effort. And the supervisor eval asks: Embraces Diversity, Supervisor appreciates differences in thoughts and styles.
3. We will be adding a question that specifically asks if supervisors appreciate and support diversity of employees.

**Parent and Family Programs**

1. Actions already in place
2. Discuss Principles of Community during parent and family orientation session – highlighting the importance of recognizing what we have in common while also, celebrating our differences.  This is addressed in the context of race, gender, sexual orientation, first generation status, etc.
3. Collaborate with OTP, SDPS, Admissions, and academic learning communities to provide enhanced early move-in programming for the Wednesday move-in, which draws a significantly diverse student and parent/family population.
4. Monthly newsletter articles that may note the role of an SDPS office, recognize months that celebrate different cultural perspectives, etc.
5. Forward campus-wide emails from CSU leadership that address issues of racism, anti-Semitism, etc. – to parents and family members.
6. Engage in encouraging parents and family members to draw from the Principles of Community when engaging in perspective sharing on the Parent and Family Facebook group.
7. Engage with parents and family members, by phone, in conversations related to incidents and issues that happen on campus – from the lens of understanding broader systems of privilege and oppression.  The depth that these conversations can get to is often dependent on how aware and receptive a parent/family member is.
8. New Initiatives
9. Newsletter Articles on Topics including identity, resources on campus, student organizations, history, etc.
10. More active and intentional posts in Facebook Group both responding to hate/bias and also re-stating CSU support, services, values, etc.
11. Training or Conversations with Student Staff both casually during each work shift and in formal training meetings
12. Meetings with campus partners to gain more information and connect efforts (newsletter, videos, family calls, etc.)
13. Assessment
14. Currently still addressing our efforts to support diverse identities from Ram Welcome by reviewing the data in our Ram Welcome survey
15. Continue to elaborate on our survey questions to gain insight on any new initiatives from future surveys
16. Meeting with campus partners to re-address Ram Orientation content for families to be more inclusive and responsive to hate/bias
17. Identify program review external evaluator (for spring 2020) who has expertise in working with parents and families of underrepresented students.

**Student Case Management**

1. Actions Already in Place
2. Director has reached out to SDPS offices with offer of assistance
3. Individualized outreaches to identified students
4. Liaison with Residence Hall Directors (CMs meet with RDs 2x during the fall semester)
5. Ongoing diversity training (White Fragility, Waking up White, NCORE conference); considering White Privilege Conference in April 2020
6. We have invited speakers to staff meetings (Adam-Jon from Health Network was our most recent speaker) for ongoing training
7. We have internal discussions almost daily during our morning check-in on diversity related issues.
8. New Initiatives
9. We could commit a CM to be a part of round-table talks or other activities sponsored by the university.
10. Exploring opportunities (Chai to Understand, Real Talk) for SCM to attend and be visible to students
11. Assessment
12. We are not currently assessing.
13. We are updating our survey to ask specific questions.

**Student Legal Services**

1. Actions already in place
2. Since the beginning of 2017, SLS has made immigration attorney advice available to students, first through part-time contract attorneys and now with one contract attorney and one full time SLS staff attorney. One of the focus areas is helping undocumented students and their families with a myriad of legal issues.
3. SLS’s immigration attorneys have educated students and SLICE staff regarding risks and precautions for undocumented students traveling on alternative break trips including when that travel involves advocacy actions near the border where encounters with Customs and Border Patrol are likely.
4. Educating students to know their rights when interacting with police, ICE (Immigration and Customs Enforcement) and CBP (Customs and Border Patrol).
5. Educating colleagues from the Career Center in planning for CBP’s presence, including providing “know your rights” cards and encouraging the message that students do not need to interact with CBP and CBP will not know of any student’s undocumented status as students move through the fair.
6. Educating on free speech vs hate speech vs hate crimes vs defamation and where the legal lines exist. Demand for individual student advisements on these matters spikes after incidents occur.
7. SLS has weekly staff meetings, one for professional staff and one for the entire staff including student assistants. Authentic dialogue on race issues occurs very often in these meetings.
8. SLS collaborates with Conflict Resolution often and promotes restorative justice solutions to many conflicts.
9. Keynotes: Last school year, SLS spoke at a Dreamers United student group about undocumented students forming business entities. Immigration attorneys have spoken at the CSU Diversity Symposium in 2017 and 2018 about individuals’ rights when interacting with immigration officials and other immigration issues; SLS has spoken at a previous Diversity Symposium on how criminal records harm students and how even petty offense convictions disproportionately harm those with marginalized identities.
10. New Initiatives
    1. Send invitation to undocumented students (via the Dreamers United student group and CSU’s support team for undocumented students) to schedule an individual advisement with the SLS immigration attorney to discuss any concerns related to CBP’s presence at the career fair. Update: Have heard that CBP has pulled out of the career fair.
    2. Staff attorneys are interested in revitalizing SLS’s formerly given “Know Your Rights” (KYR) presentation and offering this presentation for any student or staff group wanting to learn more about their rights in interacting with police, ICE or CBP. We will explore adding content about knowing your rights and your responsibilities in respecting others’ rights when protesting.
    3. SLS’s new staff attorney is interested in participating in restorative justice training that has been provided in the past by SRC and we expect will again. The other two attorneys have attended RJ training.
    4. Increase SLS’s outreach and collaboration with advocacy offices and Conflict Resolution.
11. Assessment
12. Currently assess client learning and satisfaction after client appointments and this has consistently shown that SLS legal advisements are highly effective (year to year more than 95% of survey respondents report learning and satisfaction).
13. For KYR presentations, SLS will assess effectiveness through audience surveys and/or debrief sessions with subgroup from the audience.
14. This summer, 2019, SLS worked with our database designer to work toward collection of more demographic data collected for each client so we can better measure the quantity of service for historically marginalized populations.

**Student Resolution Center**

1. Actions Already in Place
2. Restorative processes that emphasize impact as well as creates avenues to interrupt and address isms
3. Multiple staff members’ service on the bias response team as well as other committees focused on minorities
4. Conflict coaching available to students and an option available on the intake form where they may select bias as their concern
5. Conflict Resolution staff are presenting at upcoming CSU Diversity Symposium about the Social Justice mediation process.
6. Ensuring inclusive communication in our office marketing including messages on social media channels and the visual representation of a wide range of students and conflicts.
7. Asking for preferred name and pronouns on Conflict Resolution check-in forms to ensure we are respecting preferred pronouns in 1:1 meetings.
8. Encourage students to fill out a student complaint form (when relevant) and help in crafting their message
9. Participating in MSFN to understand climate on campus and how it impacts students.
10. Staff person works closely with the APACC office and attends workshops/talks with students that focus on these topics.
11. Staff members elevating cases surrounding implicit bias
12. Focusing on Cultural Competency for Educators, Administrators, and Staff
13. Hosted Social Justice Mediation Training which was offered to staff across campus.
14. Staff are directed to attend and volunteer at Diversity Symposium sessions (on days that do not overlap with Jewish holidays)
15. Staff serve on Bias Assessment Team.
16. Staff serve on  TILT’s inclusive excellence committee.
17. Most staff have attended the Inclusive Excellence Certificate Program.
18. Academic Integrity Director has worked to disrupt the narrative that international students engage in academic misconduct at higher levels than their domestic counterparts (Maxient data suggests they do not)
19. Conversations with SDC, University Housing, and individual students on supporting students with disabilities who use service animals
20. Provided context and perspective to students, staff, and faculty looking to address anti-Semitism on our campus
21. Volunteered for MURALS
22. Meeting with football team to discuss law enforcement interactions
23. Coordinated a four-part webinar series for Bias Assessment Team presented by the Anti-Defamation League (ADL) and International Association of Campus Law Enforcement Administrators (IACLEA) on “bias, hate, and free speech on campus”
24. Attended First Amendment and Free Expression Critical Issues: Religious Liberties, Speech Zones, Controversial Speakers, and Employee Speech session at Stetson Law in Higher Education Conference
25. Staff have attended CSU’s “The First Amendment on Campus” series
26. New Initiatives
27. Conflict coaching/relationship building with students who set up appointments, engaging in opportunities to discuss these issues when students bring them up in meetings
28. Support the Restorative Justice program through co-facilitating, volunteering, reflections, etc.
29. Willing to serve on a committee related to these concerns
30. Participate in webinars related to cultural competency, diversity and inclusion, and implicit bias
31. Administer the student conduct process to hold students accountable and educate them when their behavior violates the Student Conduct Code
32. Dialogue with staff about the bounds of what we can and cannot do related to the application of the Student Conduct Code in bias incidents and reasoning behind it as it relates to the protected speech
33. Authentic dialogue with students/staff on issues of race (and other marginalized identities)
34. Encourage students to attend events like the Diversity Symposium, Campus Step-Up, and other social justice-focused events.
35. Holding space for staff to acknowledge the compounding impact of the various incidents related to the campus community right now
36. Conversations with University staff about how to support students who want to protest public events without violating the Student Conduct Code
37. Participate in programs and initiatives from our SDPS and diversity/inclusion offices to engage with students.
38. Offer resources to students during our 1:1 meetings, hearings.
39. Assessment
40. Case debriefs
41. Discussions on how we may expand services as well as reach certain audiences
42. Reviewing satisfaction survey results and well as identity-based questions from students who work with us. Specifically, students are asked to complete a survey at the conclusion of each student conduct hearing and when a Conflict Resolution case concludes.  The students are asked to share feedback about whether staff created a safe space to discuss aspects of their identity.
43. Reviewing of conduct measures and patterns
44. Evaluate demographic data for students that we meet with to identify any potential gaps in who and how we serve students
45. Review of all workshop assessment specific to identity-based questions and inclusiveness

**Title IX (not in CLC, but wanted this documented as well)**

1. Already in Place
2. Work with Office of International Programs and other resources for translation services for students involved in Title IX investigations
3. Work with PRIDE related to supporting students with non-binary, trans, and other marginalized sexual orientation and gender identities going through Title IX investigations
4. Being intentional regarding identifying support resources and making referrals on and off campus based on intersecting identities
5. Work with Student Disability Center regarding accommodations for students with disabilities going through Title IX investigations
6. Work closely with University Housing and Student Resolution Center related to determining minimally disruptive interim measures for both respondents and complainants
7. Manually changing Maxient template letters for pronouns and chosen names
8. New Initiatives
   1. FETI Training (Forensic Experience Trauma Interview) for all investigators (last investigator will be trained later this fall)
   2. Investigators and Acting Title IX Coordinator will attend the Stetson Law Conference to participate in the updated Title IX policy and compliance training
   3. Creating new Title IX trainings specific to SDPS Offices and multiple marginalized populations
   4. Developing atypical case scenarios for training to avoid stereotypes and expanding on intersecting identities
   5. Working with Maxient to be able to input chosen names/eliminate dead names, as well as multiple pronoun options
9. Assessment
   1. Create new assessment tool for trainings to assess learning
   2. Utilize EverFi assessment for Student Athlete and Athletics staff Title IX trainings
   3. Create participant assessment after Investigation closure

**Campus Recreation**

* **What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community;**
* All student staff training in August “Rec Ramp-Up” session on department values: Inclusion, Integrity, Development, and Community emphasizing newest stated value of Inclusion
* Student Staff Rec Development Programs session on Inclusivity 101 – All staff requirement
* The Rec Development Program was implemented in 2018 as a joint effort between the Student Staff Development Committee and Inclusivity Committees. This program is a training program which serves as a baseline for all incoming campus recreation student employees. There are elective and required classes. Inclusivity 101 is required, with Inclusivity 201 and 301 being elective courses. Students who participate in all three sessions are awarded the Inclusive Excellence Certificate.
* Department Inclusivity Committee meets continually all year long, consists of pro staff and student staff members, and plans educational programming and conducts assessments.
* Beginning July 2018 new monthly educational series called Inclusivity Dialogues designed to 1) meet the needs demonstrated in other spaces regarding a desire among professional staff to have more time to process through equity, diversity, and inclusion (EDI) topics, 2) serve as a space for education and professional development for the entire department, 3) create more access to educational information often shared in Inclusivity Committee meetings, and 4) create a bridge to the Inclusivity Committee and help prepare people to be successful in the action component of EDI. Monthly topics included:
  + Training Student Staff on Equity, Diversity, and Inclusion; Pronouns; Bystander Interventions; Debrief of sessions from the CSU Diversity Symposium; Debate, Discussion, Dialogue; Inclusive Communication @ CSU; Self-assessing EDI knowledge, skills, and awareness; Implicit and Explicit Bias; Inclusive Supervision; Documentation Status; Advocacy
* Staff Training – 10 professional staff members have completed or are completing the Creating Inclusive Excellence Program, 12 professional staff members are SafeZone trained, two staff members are SafeZone Facilitators, Over 80% of full-time staff regularly attend the Diversity Symposium.
  + Erin Patchett, Director of Administration and Assessment attended NCORE in May of 2019
* An *equity, diversity, and inclusion training guide*, was compiled and shared with professional staff to help with inclusion training for student staff trainings and monthly In-service trainings.
* Sport Clubs student employees, including Managers and Advisors, complete Safe Zone training.
* Developed opportunities to utilize free, sponsored advertising space within Campus Recreation for the Student Diversity Programs and Services offices. The program offers one week of poster and video wall space.
* Each semester, Campus Recreation collaborates with SDPS offices on programing and student employment opportunities.
* Passive education series – poster education. The Inclusivity Committee implemented the Inclusion Infusion poster series. Educational posters are placed in the student employee break room at the Student Rec Center. Topics covered include an introduction to identity, definition of an ally, and how to be an advocate.
* The Inclusivity Committee has conducted a comprehensive mixed methods assessment on the experiences of people of color with campus recreation services. The work team conducted a literature review, a website review, a national peer review, an online survey, and four focus groups.
  + Additional recent assessments include; Race and Ethnicity, Gender Culture, and Socio-Economic Status, Disability, and LGBTQ.
* **What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness;**
  + An all-staff email was sent to professional and student staff showing support for impacted individuals and outlining available resources. Email affirmed department’s commitment to the Principles of Community and invitation for students to process or talk with supervisors. – Department commits to continue to reach out to student staff and provide resources and opportunities for conversation when troubling events happen that impact our students.
  + Continue the commitment to student training and engagement around subjects of inclusion and diversity as listed above.
  + Create spaces for dialogue through Inclusivity Project Assistants programming. Campus Rec hosting “Let’s Get Real About the Rec”, dialogue session to bring student together to discuss barriers that may prevent them from using the Rec Center, how their identities may influence their rec usage, and how Campus Rec can better support them. (October 16th)
* **How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?**
  + Inclusivity Dialogs participants have be assessed on their self-raging on knowledge on covered topics with a moderately positive correlation between pre-/post-test differences for individuals that attended.
  + Department will begin another social identity assessment when the Socio-Economic Status wraps up.
  + Establishment of learning objectives around Inclusion programming
    - Upon completion of the Rec Development Program’s Inclusion 101 course, students will be able to…
      * Summarize the definitions of equity, inclusion, and diversity (EDI)
      * Articulate the importance of EDI
      * Understand how EDI relates to your Campus Rec work
    - Upon completion of the Rec Development Program’s Inclusion 201, students will be able to…
      * Articulate the following definitions via post-assessment survey:
        + Subordinated/Marginalized Identities
        + Privileged/Dominate Identities
        + Oppression
        + Power
      * Identify their own 11 privileged and marginalized identities by participating in the Privilege Bead Activity
      * Describe one dominate and one marginalized identity that influences their Campus Rec position demonstrated by a short writing prompt in post-assessment survey.
    - Upon completion of the Rec Development Program’s Inclusion 301, students will be able to…
      * Attendees will be able to define the term “Institutional Power”
      * Attendees will be able to define the term “Advocacy”
      * Attendees will be able to define the difference between the terms “intention” and “impact”
      * Attendees will be able to explain at least 2 challenges of being an advocate

**Assessment Methods:**

Assessments are done either on paper or electronically following each RDP session. Assessments will include predominantly direct measure questions.

***Criteria for Success***

*Overall series:*At least 50% of participants will achieve each of the stated foundational learning outcomes.

*Monthly sessions:* For those sessions which include an assessment, the criteria for success is that 75% of attendees will achieve the specific learning outcomes for that session.

* + Inclusion 101 (2 sessions)
    - Define diversity
      * 97/113 (86%)
    - Define inclusion
      * 97/113 (86%)
    - Define equity
      * 92/113 (81%)
    - Provide three specific examples on how diversity, inclusion, and equity is connected to their jobs at Campus Recreation.
      * 43/113 (38%) gave 3 examples
      * 38/113 (34%) gave 2 examples
      * 32/113 (28%) gave 1 example
* *Achieved:* For individual sessions which included an assessment, the criteria for success is that 75% of attendees will achieve the specific learning outcomes for that session.

**ELECTIVE COURSES– in aggregate, 88% of learning outcomes were achieved across 12 sessions**

* + Inclusion 201 (2 sessions)
    - Name one dominate identity
      * 8/10 (80%)
    - List 2 actions you will do at work that will promote Equity, Diversity, and or Inclusion.
      * 10/10 (100%)
  + Inclusion 301 (1 session)
    - Attendees will be able to define the term “Institutional Power”
      * 6/6 (100%)
    - Attendees will be able to define the term “Advocacy”
      * 4/6 (67%)
    - Attendees will be able to define the difference between the terms “intention” and “impact”
      * 6/6 (100%)
    - Attendees will be able to explain at least 2 challenges of being an advocate
      * 6/6 (100%)

**Collaborative**

See Attached Addendum

**CSU Health Network**

The CSU Health Network provides training opportunities for staff throughout the year, organized by the Professional Development Committee. Some of the trainings are mandatory for all (the All Staff meetings), some are open to all staff and mandatory for specific roles (Grand Rounds for medical providers, nurses and medical assistants, counseling staff and Health Education and Prevention staff), and some are voluntary. A list of trainings with focus on diversity and inclusion that have been offered during the past few years is provided below.

09.24.19 Grand Rounds: Discussion about recent incidents of bias and racism on campus and what we can do to be more understanding, inclusive, and helpful to our students.

04.23.19 Grand Rounds: “Inclusive Communication” led by Kate Hagdorn, Associate Director of Communications at CSUHN, and Tonie Myamoto, Director of Communications for the DSA

03.26.19 Grand Rounds: “Gender and Sex Diversity in Health Care” by Beit Gorski, member of CSU HN Counseling staff

10.23.18 Grand Rounds: “Food Insecurity at CSU” by Jen Johnson of SLICE

01.24.17 Grand Rounds: “Principles of Inclusive Community” by Mary Ontiveros, Vice President for Diversity

01.12.17 All Staff Meeting: “Reenvisioning Community” with sessions led by staff from the Training Department of the Office of the Vice President for Diversity (Ria Vigil and team)

01.27.16 Live Webinar: “Strategies to Support Trans and Gender Non-Conforming Youth.” Speaker was Genny Beemyn, PhD; webinar was from Gender Inclusive Campus group

01.14.16 All Staff Meeting: “Diversity and Inclusion: Our Ongoing Conversation” with Dr. Blanche Hughes as the Keynote Speaker. Staff attended 2 of the 4 sessions offered, led by staff from the Training Department of the Office of the Vice President for Diversity (Ria Vigil and team).

Diversity and Inclusion: Why Does This Matter?

Unconscious Bias: Who Me?

The Inclusive Encounter: Intent vs. Impact

Everyday Ally: What Can I Do?

Summer/Fall 2015 HEPS completed the following trainings as a team with the Diversity Training Series with VP for Diversity Office:

Session 1: Diversity and inclusion at CSU-4 hours

Session 2: Examining Unconscious Bias and Stereotyping-4 hours

Session 3: Creating Inclusive Conversations and Skills to Intervene-4 hours

Integration Discussion

**Ongoing Activities**

Staff are encouraged to attend the CSU Diversity Symposium in the fall and sessions that are focused on issues of diversity and inclusion at the Professional Development Institute each January. All department heads, as supervisors, complete the required supervisor training at CSU, including 2 sessions focused on inclusion. Several staff have completed the Social Justice Leadership Institute (SJLI) and the Creating Inclusive Excellence Program (CIEP). HEPS typically has a follow up meeting to share what they learned/take-a-ways.

At onboarding, new staff are given a copy of the Principles of Community. New staff also watch a “Transgender Healthcare e-learning module” which reviews the correct use of pronouns and other ways to support our transgender and gender non-conforming students.

All supervisors at the Health Network have taken (or need to be taking) the below two courses as part of the CSU supervisor development program.

* Inclusive Excellence Part 1 – Defining Diversity and Inclusion
* Inclusive Excellence Part 2 – Uncovering Bias

We have a number of initiatives in place that are ongoing or upcoming.

1. For the past 6+ years we have a monthly 2 hour diversity training for our senior staff where we learn about the impacts of marginalization, oppression, and discrimination. We discuss how these show up with our students, among our staff, and in society at large. We discuss ways we can address bias and discrimination with our students, within our agency, and outside of it.
2. For the past 2 years the Academic Year staff has engaged in a monthly 1.5 hour training similar to what is described above.
3. We conduct a weekly 1.5 hour diversity seminar for our trainees that is focused on the same things described in #1, but more developmentally geared towards trainees.
4. Monthly elective professional consultation group for staff self-identifying with marginalized identities. Staff in this group consult/process/support each other around their experiences in the institution as individuals holding marginalized identities. We instituted this group just this week (9/17/19) and will commit to it ongoing, possibly with increased frequency if necessary.
5. Bi-weekly elective professional consultation group for trainees self-identifying with marginalized identities. Similar to the above group, but was started last year.
6. We broadened the position description of the Mental Health Counselor for Cultural  and Resource Centers to reach students with marginalized identities across campus, not only those connected to the cultural and resource centers.
7. In response to noticing potential bias towards students with marginalized identities, DAY programs integrated social justice and diversity training/process into its weekly group supervision. This integration pre-dates our staff-wide diversity training and was the inspiration for our staff-wide diversity training.
8. In the past 5 years we have added several counseling groups specifically aimed at supporting our students holding marginalized identities. Examples include: Transgender and Gender Fluid Support Group, Coming Out Group, Rainbros, Women of Color Group, Story Circle (APACC) Gender Issues workshop, Men’s group, and Body Positive Group.
9. Have provided a counselor to serve as part of the Peer Mentoring class for NACC.
10. Have partnered with SDPS offices over the past decade to provide consistent counseling staff liaisons designed to improve access to counseling services for individuals holding marginalized identities.
11. In conjunction with medical services, created the Transgender Health Care Committee approximately 7 years ago. This committee examines policies and procedures related to all care trans and gender fluid students receive via CSUHN.
12. In the creation of our new service delivery model, we have placed discussions about student identities and impacts of discrimination and oppression as a central, upfront priority when students access counseling services. This, in addition to other information, helps us tailor services to match specific student need.
13. Lisa Miller spearheaded the creation of the Diversity QI subcommittee meant to spread the work of social justice and reducing marginalization to the entire Health Network. Lisa currently chairs this committee.
14. In our hiring/search processes over the past 7 years we have placed a large emphasis on candidates needing to possess a commitment to serving students holding historically marginalized identities. This has resulted in a staff that has a great breadth and depth of experience and training around social justice and culturally competent counseling.
15. We have written a statement of commitment that organizes us around social justice from our specific counseling lens. This statement was written approximately 3 years ago and resides on our main counseling webpage as a statement to our stakeholders: <https://health.colostate.edu/about-counseling-services/>
16. We were the originators of the Health Network-wide statement in response to recent events that now resides on the main page: <https://health.colostate.edu/>
17. In the upcoming months we plan to create and launch an online feedback forum (hopefully through campus labs or something similar) that will allow our staff to anonymously give feedback specifically about our climate/work environment and ways we can improve the environment to make it more welcoming and sustainable as well as less hostile.
18. Many of our clinicians seek individualized training in socially just, multicultural counseling competence as part of their continuing education requirements for licensure.
19. For the past 7-8 years we have an annual all day diversity retreat in counseling services where we process our climate as a staff, set goals for the upcoming year related to social justice, and do an afternoon training regarding discrimination, oppression, and marginalization.
20. Most of our psychologist are members of professional APA divisions focused on mental health services for persons with historically marginalized identities; some divisions are more designed with the staff member in mind and some are more geared toward the services and clients served.
21. The QI Diversity Sub-Committee put out regular emails highlighting opportunities for the Health Network available on campus and in the Fort Collins community to encourage on-going personal growth.
22. The QI Diversity Sub-Committee put on the first Diversity Health Network Potluck in March of 2019 to learn more about the identities and cultural backgrounds of our staff.
23. The QI Diversity Sub-Committee reviewed the campus climate survey and the Health Network employee feedback to learn more about what areas of social justice would the Health Network staff like to pursue.  It was clear that learning more about the Principles of Community ranked very high.  The Diversity sub-committee is planning several events in the coming year including a speaker from the Native American Cultural Center to speak about the CSU Land Acknowledgement statement and the process of how the statement was developed.
24. Although the philosophy of Universal Design has not been fully researched and developed in medical settings, these concepts that have emerged in educational settings were utilized in many of the discussions that guided the design and development of the changes in Counseling Services’ model for this fall.
25. Public statement of support for transgender and non-binary students – page on our website (<https://health.colostate.edu/trans-affirming-statement/>), linked to on our home page, and shared on social media.
26. The “commitment” statement is also now displayed on all digital screens in the building, and posted on CSUHN Instagram and Facebook accounts.
27. Representation on University’s Inclusive Communications Committee, with specific emphasis on creating guidelines/best practices for inclusivity in social media communications
28. We are also in the process of sending all of the medical providers who provide transgender care to national conferences so that they may increase their knowledge and stay up to date on current best practices for hormonal treatments and referrals for surgeries.  So far, one has attended the annual conference of the World Professional Association for Transgender Health in September 2019, and another provider is scheduled to attend a conference at Fenway Health in Boston in early November 2019.  They share the knowledge that they bring back with each other and the rest of the medical staff.
29. Conduct the weekly Transgender Support Group including participation by the Medical Director, in addition to two counselors (Chloe Hinton and Beit Gorski) who facilitate the group.
30. HEPS has a team training coming up in November regarding Health Equity.

**Measuring Success**

Our measurement of the success of these efforts partially comes through student satisfaction data, which we are able to break out by identity. Our measurement also comes through the use of the CCAPS in terms of psychological/emotional improvement. We will also use our planned anonymous feedback forum to measure how we are doing and how we can improve our agency climate/environment. Finally, our leadership team, which possesses a range of identities based on ethnicity, gender identity, sexual identity, education, credential, and age, regularly elicits and discusses feedback from staff regarding our climate. We use this feedback to guide changes meant to improve the climate in specific regards to reducing racism, bias, discrimination, and hostility.

We also utilize the NCHA subanalysis to examine areas of health and well-being concern and risk for students of color and LGBTQ students:

* + - Sharing of this data with key campus partners, including DSA Directors and presentations at Professional Development Institute, Diversity Symposium, and with other stakeholder audiences
    - Information shared with President’s Cabinet and Board of Governors highlighted that LGBTQ students report highest levels of risk and distress, in an effort to continue shining a light on the needs of this historically marginalized group

**Housing & Dining Services**

**Efforts Already in Place**

* We have shared information with students about how to report bias incidents on the public website: <https://housing.colostate.edu/about/diversity/bias/> and regularly share the bias response website and Tell Someone in community messages (as well as share other campus support resources)
* We produce marketing materials and digital assets to support the efforts of ICAs (round table discussions and programs) and campus partners (Diversity Symposium, workshops, etc.)
* After incidents, we send a community message about what happened, the impact, and resources and we also report incidents in HDS to safety.colostate.edu for transparency
* When we see bias-related comments or posts on our social media channels, we work with CSU Social to respond appropriately and coach where we can
* Over the past few years we have launched two campaigns including We Are CSU and No Place 4 H8 to help combat bias
* We worked with the Inclusive Communications Committee to create the Bias Intervention Infograph to be more proactive about helping students take steps to interrupt and report incidents of hate and bias
* We worked with the Inclusive Communications Committee to develop the Inclusive Language Guide for communicators on campus as well as best practices guide for communications.
* Staff have taken some deep professional development dives around identity (retreat sessions, book discussions, and ongoing dialogue at staff meetings)
* The Coca-Cola Campus of Character Beverage Grant fund promotes campus events that support Colorado State University’s Principles of Community, cultural and diversity efforts, and/or supports student involvement and engagement.
* Through a partnership with Coca-Cola and Aramark, every vending machine on campus displays the university “No Place 4 H8” message.
* The RamCard Office provides intentional support and outreach to students who are undocumented to assist with necessary planning for obtaining a RamCard identification card.
* RamCard staff recently completed the PRIDE Resource Center’s Safe Zone training.
* RamCard staff attended the 2019 PDI session on supporting students who are undocumented.
* RamCard staff prepared and presented the workshop, “When Students Don’t Have a Government-issued ID:  Proactive Steps to Help”, for participants of the 2019 National Association of Campus Card User (NACCU) conference.  This workshop will be repeated as a webinar in February 2020 for NACCU members.
* We currently have training sessions planned to be offered "Equity in the Workplace" that all staff are required to complete and will be offering three sessions this semester.
* Leading training sessions for VPD and TD - Inclusive Excellence Series (1, 2 & 3) for faculty and staff at CSU as part of the supervisor training series.
* Planning January Conference Style training for all HDS staff (DSA invited) for professional development.
* Create space to discuss issues of diversity and inclusion with staff 1:1 or in staff meeting/retreat settings
* Hosting regular floor meetings in the residence halls in which climate is discussed
* Hosting strategic educational efforts in the halls, such as programs with SDPS Offices, programs that discuss campus climate, and taking care of oneself
* Friday Afternoon Club in the apartment communities and large-scale programming that builds community
* Intentional conversations facilitated by the RAs/ICAs during Taking Stock, Early Performance Feedback and Community Walks
* Housing partnership with Athletics: Student-Athlete Summer Integration Program (S.I.P. – summer 2020)
* Passive educational programming on bulletin boards in the residence halls covering topics such as Latinx Heritage Month and LGBTQ+ Month
* Campus Climate Roundtables for the Residence Halls (September 18th), Campus Climate Roundtable Aggie Village (September 24th)
* CAMunity Block Party focusing on supporting and connecting under-represented students to campus resources
* Discussions in student staff and professional staff meetings in University Housing
* Training and selection processes for University Housing student staff: in recruitment there was a focus on enacting he Principles of Community; student staff participated in training topics such as, confronting incidents of bias, bias motivated protocol training, sessions focused on diversity, inclusion and social justice
* Live and Learn (Residential Curriculum) has a learning goal of awareness to help students become more aware of their identities and how this impacts others
* Work with the Poudre School District to bring a staff member to the CSU Apartment Communities to host a workshop on education and parenting practices surrounding anti-bullying.
* Developing additional resources to support family housing needs that include; Larimer County Health District, CSU Health Network, Colorado Division of Housing.
* Initiating research study on national trends in housing facility development which support student identities, including students with disabilities.
* Last year sent six Dining Services employees to off campus training “Let’s talk about Race” in the city of Fort Collins. Currently, two are signed up for the October 2019 event.
* Dining partnered with El Centro and Native American Cultural Center to host two dinners this Fall.
* Hosted a training session for Dining Management staff regarding how identity interplays with customer service.  Extending that training to the Dining units as well.
* Dining teaches a Principles of Community class once a month to student employees as part of our Supervisory Development Classes for all Student employees of Dining Services
* Dining supports the state classified employees of different nationalities to go to bi- monthly English classes hosted by HDS to better learn the English language.
* Our current Rams Against Hunger program with SLiCE office helps provide food insecure students with meals and resources.
* We started Rams Food Recovery this summer with our Dining Catering Services and Conference and Event Services.
* Dining participates in the ACE in the PACE Program, hiring persons with disabilities as non- paid interns who achieve class credit and education.
* Dining purchase calendars focused on International Holidays.
* Mountain Campus incorporates the CSU Principles of Community and the Land Acknowledgement into their staff training sessions.
* Mountain Campus embarked on an inclusive communication project with HDS Communications staff, WCNR faculty and NACC staff to develop signage for the dining hall and eventually other parts of campus that tell a more inclusive story of the history of the valley and campus in general. This signage includes a Land Acknowledgement display and will be hung in a prominent place in the dining hall. Later phases of this project will include the renewal of all of our interpretive and educational signage all over campus.
* Mountain Campus added a new fall staff recruiting mechanism that has yielded a more ethnically and racially diverse staff.
* For new HDS employee orientation session hosted by the Executive Director, the CSU Principles of Community are discussed.

**Efforts We Can Commit to In Next 4-6 Weeks**

* Relaunch of No Place 4 H8 campaign with focus on individual action and next steps for HDS (giving students an opportunity to submit their ideas to combat racism and bias in the halls)
* Review and implement viable ideas from students to help combat racism and bias in HDS
* As guidance comes from President’s Office, SDPS, VPD, etc. we will work to include messaging in HDS communications
* We will work with HDS and campus partners to provide Communications support
* RamCard will incorporate the EverFi Diversity, Equity, and Inclusion training modules in new student staff onboarding.
* At least once per month, the RamCard staff will hold space during department meetings for authentic dialogue on issues of bias, race, inclusion, and identity.
* RamCard will collaborate with Coca-Cola to refresh the community support statement displayed on the back panels of delivery trucks driven on campus and in Northern Colorado.
* RamCard will add a community support statement, like ***CSU Stands for Inclusion,*** to the back of the RamCard for distribution during 2020 Orientation.
* Infusing elements of diversity and inclusion into all training efforts currently being offered or developed
* Ensuring there is space and time dedicated to diversity and inclusion as a focus for January Training
* In process of developing on-boarding initiatives that relate specifically to dialogues related to diversity and inclusion for our staff.
* Hosting Required training sessions for supervisors (one took place in august about bullying, discrimination and culture in workplace) throughout the year and plan to implement elements of diversity and inclusion for staff.
* Rebooting No Place 4 H8 campaign and actively have students engaged
* Bi-annual University Housing trainings which will incorporate spaces and sessions that encourage staff to reflect, process, and learn more about their identities as well as their abilities to effect change in their communities.
* University Housing will establish & continue spaces of dialogue and continue to show up to support staff and students
* Working with Residential Leadership Programs to create “Town Hall” experiences to engage students to vocalize and put into action the changes they wish to see on-campus
* Intentional 1:1s with ICAs regarding these topics to keep them engaged and educated
* Housing will host another series of round table conversations to follow up after time has passed and to assist with community healing.
* Activate affinity groups within University Housing for student leaders, student staff, pro and grad staff
* Expanding Floor Meeting Agenda to include current campus efforts to affect campus climate
* Continue Housing and Student Resolution Center partnership to explore: Conflict Resolution’s Social Justice Circles for student staff
* Upcoming passive educational bulletin boards: Cultural Appropriation, Native American Heritage Month, Black History Month, and APIDA Heritage Month
* Work with the CSU Extension to encourage CSU apartment community members attend workshops and participate in the Colorado Family Leadership Training Institute. Engaging in the FLTI will training family members to have the “the capacity to interact within civil society with purpose and positive outcomes for children. Family leadership emerges when family and community leaders gain the knowledge and skills needed to succeed in leadership roles that help shape the future of children, youth, and families.”
* Educate guests, family members and community members on CSU’s principles of community and values during homecoming and admissions presentation
* Dining is sending their student leaders to the hosted REAL Workshops in SLiCE
* Dining is developing a training program for all their staff during January training to focus on race, bias related incidents and social justice.
* Dining will work with campus partners to prep their staff for the conference groups summer of 2020.  The campus partners will discuss their conference groups, the purpose for their conference and focus on understanding the conference participants as a population.
* On-going professional development series focused on diversity, equity and inclusion will be held for the HDS Directors.

**How We Are Currently Assessing the Impact of Current and Future Efforts**

* Track analytics on the website for bias response page
* Track reposts and use of #NoPlace4H8
* Track the number of bias response emails sent each semester (are we up or down from last semester/last year?)
* Track media stories related to bias incidents
* RamCard will add a relevant question/questions to our annual customer service survey to assess campus customer opinion about the ways the RamCard and RamCard Office services support an inclusive campus experience.
* RamCard will include a question/questions in student staff feedback for the annual supervisor evaluation process to assess student staff opinions about leadership support for an inclusive work environment and experience.
* Currently we use session evaluations where applicable
* Future - hope to provide focus groups/potential climate assessment, staff meeting check-ins and discussions
* For Housing training, bi-annuals assessment via on-line surveys have been conducted.
* Residential Learning Communities are assessed through the CSU Learning Communities system. Learning Communities are moving to having a more direct focus on equity.
* Live & Learn (Residential Curriculum): RAs reflection upon the strategy and summarize the experience/learning; RAs submit through canvas.
* Qualitatively in Housing: through 1:1s, affinity group meetings, collecting notes, etc.
* Housing 1:1s with SDPS and Hall supervisors in regard to the ICA program and also check-in and ask about trends, patterns and concerns
* Having ICAs implement a brief questionnaire at the end of their educational events that can measure where students’ knowledge was on certain topics before and after the event.
* After every ICA Community Walk, staff sent a report of what was talked about/issues addressed.
* Tracking participation of residents and community members at educational events and forums in the halls and apartment communities.
* Data collection of Dining student employees who are international, and tracking length of service in RDS.
* Data collection of numbers of students served with the Rams Against Hunger and The Rams Recovery Program.
* Data collection of all Dining employees who participate in training, when, what topic etc.

**Lory Student Center**

**Lory Student Center (in general):**

**What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community?**

* The entire LSC Directors team met on Sept. 17 to discuss recent incidents of bias and racism. Conversation focused on “how are you doing, and what do you need?” Conversation was difficult, insightful, and meaningful, and directors were requested to engage in similar conversations with all career staff across the LSC.
* A focus on diversity and inclusion continues to be among the LSC’s highest priorities in performance planning and reviews, departmental work plans, and year-end accomplishments as captured in the annual report.

**What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness.**

* Continued work, including programs and professional development, for all employees in the LSC, along with support and leadership for programs directed at students across the campus. See SLiCE and Campus Activities responses included herein.

**How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?**

* Assessments conducted through the LSC Assessment Coordinator and the LSC’s Assessment, Planning, and Effectiveness committee will continue to examine experiences with LSC facilities, programs and services, bearing in mind the need to understand the experiences of diverse populations wherever possible and feasible.

**Campus Activities**

* Holding space for staff to acknowledge the compounding impact of the various incidents related to the campus community right now
* Director checked in with every professional staff individually to specifically talk about the various incidents related to the campus community and the impact on their daily work and how they can be supported
* Supporting students as they plan to protest events that are counter to CSU values
* Authentic dialogue with students/staff on issues of race in staff meetings and in one-on-one meetings
* Will breakdown current data that we have and explore feedback specifically from folks of color
* Professional staff are currently and will continue reading articles to do the learning
* Exploring the ability to hold affinity spaces for students and staff of color who work in Campus Activities to dialogue
* Exploring the ability to hold affinity spaces for students and staff of color who work in the LSC to dialogue
* Exploring how to get feedback from staff and students (of Campus Activities) on the impact of current efforts and how to assess more often
* Explore partnerships to host speakers/keynotes on campus
* RamEvents is asking speakers who are already coming to campus to do additional workshops/chats/etc. with specific populations on campus. AND they will continue to be thoughtful about the speakers and events they plan to propose for the future in specifically thinking about campus climate issues.

**CSU Bookstore**

* We have a couple of things we discussed in our Manager’s meeting this week.  We are sending 17 career staff to a training in October on working with and managing people not like yourself.  We are also printing posters to be placed in Bookstore common areas and at registers with the resources that President McConnell sent via email last week.  I have also encouraged career staff to attend sessions in the Diversity conference and for managers to identify a club or program as CSU where they can become involved with the community.  Other things we are considering are reading a book together as a management team that talks about and gives direction for improvement on a subject or subjects that create greater awareness and inviting Emily (or others) to our manager’s meetings for facilitated discussions.

**Student Leadership, Involvement & Community Engagement Response**

**What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community:**

* Professional staff open door policy engaging students in education and learning with open ears and hearts to hold conversations including issues of race, anti-oppression, inclusion, free speech, impact, belonging, social justice, activism, etc.
* Professional staff: training, retreats, book clubs, speakers, podcasts, professional development support for experiences like Social Justice Training Institute, Diversity Symposium, Training and Organizational Development, Safe Zone, Social Justice Mediation Training, Creating Change, etc.
* Student staff: training and additional workshops infused with the Principles of Community, financial support for experiences like the student version of SJTI, Circle of Change conference
* Authentically infuse the Principles of Community into all that we do (programmatically, environmentally, conversationally, etc.).
* Committee membership from professional staff: Bias Assessment, DSA On-boarding, EOCs, LEAD planning team
* Hosting internal professional staff conversations on Whiteness
* Annually hosting Campus Step Up: A social justice retreat
* REAL workshops such as “Inclusive Leadership”
* Annually hosting the SLiCE Adaptive Swim program pairing student volunteers with community members with varying physical and/or intellectual developmental disabilities to swim together at EPIC and with thoughtful opportunities to learn and reflect on the experiences.
* Annually hosting the Thank Golly It’s Friday (TGIF) program pairing student volunteers with teenage community members with varying disabilities on Friday evening to experience socially normalizing experiences with thoughtful opportunities to learn and reflect on the experiences.
* President’s Leadership Program curriculum
* Alternative Break Site Leader and participant training
* Work Life Balance survey participation, feedback share with staff and individual goals shared on how to improve a lower scoring area
* Continued support of SEED serving on committees, implementation, training, funding for student facilitation
* Financial support for LEAD retreat
* Providing staff support and advisement to student organizations in registration, recruitment, event planning, navigating policies and procedures, and fund-raising
* Providing advisement to ASCSU branches, and specifically the positions of President, Vice President, Speaker of the Senate, Chief of Staff, and a variety of Cabinet-level directors.
* Provide advisement to the Board of Student Organization Funding which provides financial support to many student-led events on campus promoting learning, awareness, belonging, etc.
* Encourage self-work, especially for staff

**What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness.**

* Investing time in professional staff and all-staff meetings to check in with each other providing a space for individuals to voice needs and follow up
* Check in with and support colleagues working on the “front lines” of student advocacy
* Offer campus-wide messaging for inclusive leadership
* Visioning for and listening to colleagues in the development of Campus Rise Up retreat
* Exploring the coordination of a voter engagement campaign on campus
* Highly encouraging and supporting professional and student staff attending sessions offered in the Diversity Symposium
* Explore opportunities to host thoughtful conversations about power and privilege
* Explore hosting dialogues about Free Speech & Hate Speech
* Continue to stay engaged with actions in the moment: presence in student meetings, ASCSU, on the Plaza, protests, etc., to remain informed and in solidarity with minoritized students and staff
* Implementing mid-year survey of staff climate
* Determining overall messaging and workshops offered at the January SHAPE conference for all LSC student employees with a career-staff track
* Working closely with Campus Step Up leads for retreat curriculum, facilitator selection, etc.
* Messaging for Plaza: outdoor signage, information available at Campus Info and in other offices; work collaboratively with the Office of President on campus messaging around Free Speech

**How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?**

* SLiCE professional and student staff served as a pilot group with the Everfi Diversity, Equity, and Inclusion education module
* Program and class specific pre/post assessments
* Learning shared with colleagues and students after professional development, self-work, trainings, retreats, etc.
* Work/Life Balance survey, goals set and assessed
* PLP instructor evaluations

**Relevant Annual Report Items**

***Lory Student Center—Administration:***

* The Program Coordinator for Assessment volunteers through the City of Fort Collins’ Commission on Disability and this was the first year in which their annual Community Awards was held in the LSC.
* The Inaugural SHAPE Leadership Development Conference occurred on Sunday, January 27, 2019, including 14 topics ranging from CSU’s Principles of Community to Understanding the First Amendment. There were 299 people in attendance: 221 student employees, 64 career/graduate employees, and 14 facilitators/presenters. Twenty-two departments within the Lory Student Center attended, including offices and areas which report directly to the Executive Director, and departments from Campus Life and Student Diversity Programs and Services. The SHAPE conference was a general success in attendance and gathering feedback. The program survey yielded 86 students, approaching a 40 percent response rate. Quantitative data demonstrates positive reception to the conference and various aspects of the day. Further, qualitative data demonstrates a degree of alignment between session takeaways and the stated learning outcomes of the SHAPE program, including Leadership and Teamwork, Communication, and Intercultural Fluency.
* The LSC continued to partner with the University and Fort Collins community to serve as a key sponsor and host site for the University Diversity Symposium, and all career staff were encouraged and supported to attend sessions.
* A committee was established to explore and pilot the Ever-Fi Diversity, Equity, and Inclusion online training module for CSU’s student employees across the University. The LSC Assistant Director for Training and Development took a prominent role on this committee and worked to begin the pilot in Summer 2019.
  + **Presentations**
    - The Program Coordinator for Assessment was a co-presenter at the Diversity Symposium for the session “Disabilities and Institutions: A quest for access, equity, and inclusion.”

***Bookstore:***

* The CSU Bookstore proudly supports the CSU community and organizations. Student staff reflect the community population, and many diverse programs are supported with programs and donations. The CSU Bookstore worked with the Pride Resource Center and APACC for fundraising opportunities through a specific hat design and program, and is currently working with El Centro on a similar program.
* The CSU Bookstore’s Inclusive Access course materials program saved CSU students $3.4 million last year and is one of the top five largest Inclusive Access programs in the nation.

***Business & Dining Services:***

* Event Services provided a high level of service to all programs in the LSC that are quite diverse in both topic, client type, and audience. Conferences and symposiums throughout the year included Jewish- and Christian-based conferences, political, environmental, as well as, academic programs directed at a diverse population.
* Event Services professional and student staff attended the LSC SHAPE Conference and received training on multiple topics including diversity, inclusion, and team building.
* Event Services provided flexibility in schedules to allow students to attend events that are based on their interests and encourage learning and growth, such as the Diversity Conference and guest speakers.
* Lory Dining worked with the Spirit Crossing Clubhouse on opportunities for transitional employment for adults with mental health disorders as they pursue personal recovery and wellness goals.
* Lory Dining supported hosting special cultural and religious events in the LSC by working closely with representatives on custom menus, specific food items, and their careful preparation.
* Lory Dining Services reached out to the Lory Student Center’s new Assistant Director for Training and Development for guidance and education with new challenges pertaining to student staff with goals of promoting diversity and inclusion.
* Event Services prominently displayed the Principles of Community for staff and guests to see at the entrance to our office suite and reinforced with staff the importance of these values.
* Lory Catering continued supporting long-standing events which promote diversity, cultural awareness, and campus engagement including, but not limited to, the 36th Annual Pow Wow hosted by AISES, the 64th Annual World Unity Fair hosted by ISSS, and the Shabbat 200 Dinner & Passover Seder events hosted by the Chabad student organization. Event Planning and Catering worked closely with representatives from these organizations to carefully source, store, prepare, and serve foods for their events.

***Campus Activities:***

* RamEvents students were consistently challenged to: intentionally create inclusive spaces for all students, through programming and in our office environment; consider the social identities of the students at CSU, as well as members of the Fort Collins community; and reflect upon their role as a privileged campus organization in validating the experiences of all students and educating the campus about those experiences to create a more supportive campus climate.
* Campus Activities continued to focus on hiring a diverse professional and student staff to serve the diverse needs of the CSU student body. RamEvents worked hard to get into spaces that they are not always in to advertise during their training as well as formed a committee to make hiring a more equitable process for all applicants.
* For programs with learning outcomes, RamEvents completed surveys to measure High Impact Practices. Several questions were asked, but the top responses are as follows: 71 percent of respondents stated they “learned more about others and their identities,” 61 percent said the event “encouraged intellectual and personal engagement and effort,” and 52 percent stated they “learned more about myself and my identities.” Additionally, at least half of the RamEvents staff attended one REAL workshop throughout the year.
* One hundred percent of the student staff who left Campus Activities this year were able to identify at least two things they learned during their employment in essay format. Major themes that benefit their future professions/goals include: communication skills, practical skills for their respective career paths, self-awareness, and the importance of diversity and inclusion.
* LSC Arts continues to partner with local arts organizations to leverage their diverse audiences and create otherwise impossible opportunities for both the CSU and Fort Collins communities. These partners include: the Department of Horticulture & Landscape Architecture to host the exhibition *Portraits of Inclusion* in the Curfman Auxiliary gallery; College of Liberal Arts, Department of Art and Art History, and College of Natural Resources who all worked with the LSC Arts Program to create the 2019 Art & Science Exhibition; and LSC Arts supported the opening exhibition in the new gallery located in the Richardson Design Center, *The New American Garden.*
* RamEvents continued its conversations with other partnerships on campus and successfully created a new liaison role with the Student Disability Center to further meet the needs of the CSU student community with an initial program in the spring. RamEvents met with the CSU Athletics Department to discuss potential partnerships for the future that would specifically reach the student athletes.
* RamEvents hosted Tiffany Haddish for RamFest this year after filling a void that students identified through their market research of a desire to host a well-known comedian on campus.
* Campus Information, Box Office, and Flea Market staff nominated fellow peers to the following staff recognition awards: New Staff Member of the Year, Returning Staff Member of the Year, Community, Diversity, Education, Collaboration, and Innovation.
* RamEvents continued to modify its recruitment plans by including RamEvents recruitment marketing to SDPS offices and attend the meetings where appropriate to reach a diverse audience of students. RamEvents modified their retention plan for its staff by asking intentions at the end of the fall semester and beginning of the spring semester to encourage dialogue on the future. RamEvents utilized staff exit interviews to inform practices and need to know changes for retention, and created a new liaison role with the Student Disability Center to further meet the needs of the CSU student community with an initial program in the spring. RamEvents met with the CSU Athletics department to discuss potential partnerships for the future that would reach the student athletes.
* Campus Information, Box Office, and Flea Market promoted an inclusive, diverse, and equitable space for its employees and those it serves.
* Staff attended several workshops that focused on diversity, equity, and social justice throughout the year, including the Diversity Symposium, Students Empowering & Engaging in Dialogue (SEED) workshops, Rams Engaging in Active Leadership (REAL) workshops, programs and events through the Student Diversity Programs and Services (SDPS) offices and RamEvents, and more.
* RamEvents selected, delivered, and partnered with various offices and student organizations on events that specifically sought to be inclusive and diverse, while providing a platform to further develop student knowledge, awareness, and skills in relation to diversity and equity. Out of the 1000+ surveys we received back, 97.19 percent of students said they were very satisfied and satisfied with the inclusiveness of the program. To aid the RamEvents student staff in putting on these programs, they participated in several diversity and inclusion-related trainings to develop their learning and support their capacity to produce inclusive programs.
  + **Presentations**
    - The Director of Campus Activities facilitated the Man Educate Yourself (MEY) program in the Fall 2017 and Spring 2018 semesters.
    - The Director facilitated the Creating Inclusive Excellence Program (CIEP) for the Vice President for Diversity in the Spring 2018 semester.
    - The Assistant Director co-chaired the Diversity Symposium Planning Committee.
    - The Senior Program Coordinator facilitated the Men in the Movement program in conjunction with the Women and Gender Advocacy Center in the Fall 2018 and Spring 2019 semesters.
    - The Senior Program Coordinator co-chaired the Men’s Programming Advisory Committee (MPAC) in conjunction with the Women and Gender Collaborative during the Fall 2018 and Spring 2019 semesters.
    - The RamEvents Senior Coordinator co-wrote the Safe Zone curriculum.
    - The RamEvents Senior Coordinator presented Safe Zone curriculum for faculty, staff, and students across campus.
* **Honors and recognitions**
  + - Tyrell Allen was awarded the Rising Star Award by the Division of Student Affairs.
    - Tyrell Allen was awarded the NASPA Region IV-West New Professional Rising Star award.

**OTHER:**

Senior Program Coordinator (Tyrell)

* Appeared on WGAC Podcast episode of their “We Believe You” podcast, which focused on supporting transgender survivors of interpersonal violence.
* Supported the WGAC throughout the year as a Victim Assistance Team Hotline volunteer.

Senior Program Coordinator (Ali)

* Served on the Asian Pacific Islander Knowledge Community leadership team with NASPA in the Summer and Fall of 2018 and Spring of 2019.
* Served as Victim Assistance Team (VAT) volunteer through the Women and Gender Advocacy Center in Summer and Fall 2018 and Spring 2019.
* Served as a board member for the Multicultural Staff and Faculty Network in Summer and Fall 2018 and Spring 2019
* Completed the Creating Inclusive Excellence Program (CIEP) in Spring 2019.
* Completed the Social Justice Leadership Institute (SJLI) in Spring 2019.

***Marketing (Colab):***

* At any time during the year, about 30 percent to 40 percent of Colab student staff were comprised of international students and 70 percent to 80 percent of staff were diverse in some way.
* Colab works diligently to recruit, hire, and maintain a diverse staff in under-represented populations, in a variety of non-traditional majors for creative staff, and a variety of backgrounds including urban, suburban, rural, and international.
* A team member assisted on the committee to update the Lory Student Center Mission Statement, and worked with a diverse team of professionals to craft a statement that reflects the diversity of the LSC community.
* Various team members worked on outcomes for the LSC program review, including diversity and inclusion, town-gown partnership, recruitment and retention, training and on-boarding, mission statement updating, and copyright presentation.
* Two staff members attended Robin D’Angelo’s talk in Boulder on protecting Whiteness.
* All department professional staff are reading the book “White Fragility.”
* Team members pursued diverse voices, interests, and skillsets to bolster Colab’s impact as the marketing arm of the Lory Student Center.
* Team member is a member of the Division Inclusive Communications Task Force, helping to create resources and best practices for the Division and greater campus community, working specifically with the Inclusive Communications guide, updated Writers Style Guide, and Inclusive Design guide.
* Director served on President’s Commission on Diversity and Inclusion.
* Director served as chair of Recruitment Materials for Staff of Color Subcommittee for President’s Commission on Diversity and Inclusion.
* Director served on multicultural curriculum update for Department of Journalism.
* Communications Coordinator is a member of the Inclusive Communications Task Force to help establish resources and best practices for the Division and greater campus community.
* Colab strives to build a diverse staff, and focuses on collaborative efforts to complete hundreds of projects each month.
* In Spring 2018, student creatives attended “Step Up” inclusivity training, and pro-staff took part in a workshop led by the Rev. Dr. Jamie Washington.
* Four professional staff attended the Rev. Dr. Jamie Washington supplemental diversity training.
* Colab is designing an inclusive communications guide for the Division to share with the University.
  + **Presentations**
    - Director presented to the President’s Commission on Diversity and Inclusion

***Operations:***

* We continue to promote and support an inclusive and diverse work environment.

***Student Leadership, Involvement and Community Engagement (SLiCE):***

* The 2018-2019 cohort of 30 **Alternative Break** (AB) Site Leaders included 27 individuals who identify as female and three as male. Twenty of the Site Leaders identify as students of color and three identify as part of the LGBTQ community.
* The **Alternative Break** Program combines the high-impact practices of teaching for Diversity, Global Learning, Service Learning, and Community-Based Learning. Site leaders and participants explore diverse life experiences and worldviews; address cultural valuation of differences that lead to racial, ethnic, and gender inequality; and examine inequities first-hand in communities outside their own, all with an end goal of cultivating a more active and informed citizenry.
* Community Partners for the **Alternative Break** program include:
  + International Rescue Committee (Atlanta, GA) facilitates opportunities for refugees to thrive in America. For example, they help refugees re-orient their lives by providing housing, childcare, and English as Second Language (ESL) training.
  + CEASPA(Achiote, Panama) La Asociación Centro de Estudios y Acción SocialPanameño. They strive for social justice by creating an economy formed by ecotourism, in order to alleviate poverty and preserve the environment.
  + Catalina Island Camps (Catalina, CA) strives to be an environmentally sustainable environment that allows youth to come and learn about environmental stewardship.
  + Downtown Women’s Center & LA LGBT Center (Los Angeles, CA) supports women and children who are survivors of domestic violence, as well as strives to provide permanent housing in a safe and healthy community for homeless women in Los Angeles, California.
  + Groundwork Portland & Dignity Village (Portland, OR) strives to provide fresh, nutritious food to people of low income in the Portland area. They also engage in the educational aspect of sustainable farming and healthy gardening practices for people in urban areas and children.
  + Breakthrough, Austin & A Community for Education (Austin, TX) works with the city of Austin to provide spaces for educational success from elementary school students to students applying for colleges.
  + Chicago Youth Center & Impact Family Center(Chicago, IL) works to create social change in low socio-economic areas by improving social and emotional well-being of youth and families through educational, technological, mentorship, and arts programs.
  + The Children’s Place (Kansas City, MO) provides care for young children who have experienced abuse in the home, homelessness, and/or poverty. Alt breakers get to work hands-on with these children in an enriching way while they learn about systems of education and children.
  + Grow Dat Farm Youth Farm(New Orleans, LA). At Grow Dat, people from different backgrounds come together to create a more just and sustainable food system. The farm works collaboratively to grow food, educate and inspire youth and adults, and build power to create personal, social, and environmental change.
  + GLIDE (San Francisco, CA) is a non-profit organization that serves to create an inclusive community and alleviate suffering and break the cycle of poverty and marginalization. They stand with the 800,000 DACA Dreamers who are our neighbors, friends, colleagues, loved ones, and fellow Americans, including the 220,000 throughout California and in the Bay Area.
  + Earthship Biotecture (Taos, NM) is a community of fully-sustainable living. They build and educate around the impacts of earth ships as an off-the-grid alternative living style.
  + No Mas Muertes and Tucson Samaritans **(**Tucson AZ). The mission of No More Deaths is to end death and suffering in the Mexico – U.S. borderlands through civil initiative: people of conscience working openly and in community to uphold fundamental human rights. The work of Tucson Samaritans embraces Faith-Based Principles for Immigration Reform as they work toward humane treatment of immigrants at our southern border.
  + Red Cloud Renewable Energy Center & Trees, Water & People (Pine Ridge, SD). The renewable energy center is dedicated to growing a wide variety of native and heirloom fruits and vegetables. Trees, Water & People provides a functional and educational example of sustainable food production for tribal communities. Both programs serve Native communities that want to grow nutritious and traditional foods by reclaiming indigenous knowledge, an important step toward tribal food independence.
  + Human Trafficking: (Las Vegas, NV): This alt break will focus on the topic of human trafficking and the implications of the industry within the community of Las Vegas. Participants will be exposed to a diverse group of organizations that work with those who have been impacted by modern day slavery, while being educated on the social and political implications that continue to perpetuate this global issue.
  + Unity Women’s Village, Lorubae Primary School, Samburu Youth Education Fund (Kenya). Unity Women’s Village is comprised of females who left their homes following violence, abuse, early pregnancy, etc. Lorubae Primary School is typically under-resourced in teachers, supplies, and materials. Samburu Youth Education Fund focuses on improving access to secondary schools for Samburu youth.
* **Campus Step Up: A Social Justice Retreat**, a three-day, two-night social justice retreat, provides student participants the space and opportunity to build foundational awareness and knowledge about identity and social justice issues, while developing skills to act on the issues and causes about which they are most committed. University Housing was a financial partner this year. Campus Step Up co-leads were from the Native American Cultural Center and Collaborative for Student Achievement. Campus Step Up also hosted 12 onsite cluster facilitators representing various departments and offices across the campus community including: Health Education and Prevention Services, Campus Activities, University Housing, Academic Advancement Center, TRIO Student Support Services, Women and Gender Advocacy Center, College of Natural Sciences, Office for Undergraduate Research and Artistry, TILT, College of Veterinary Medicine and Biomedical Sciences, and the Community for Excellence. A total of 238 hours were spent training facilitators in preparation for the retreat and 1,736 hours student hours were spent in social justice education training, with 56 students and 17 staff members attending.
* **Campus Step Up: A Social Justice Retreat**: During the 2019 session of Campus Step Up, 57 student participants engaged in meaningful dialogue and learned about identity and social justice issues. Pre- and post-assessments were conducted with 17 shared Likert scale (1-5) questions about participants’ comfort in engaging with categories of identity and their level of understanding around social justice concepts. The aggregated responses about social justice concepts improved across the board from the pre- to the post-assessment. Several important highlights include: 100 percent of respondents selected Strongly Agree or Agree to their experiences to create a safe environment for all people within their community, 100 percent of respondents selected Strongly Agree or Agree to recommending this retreat to other CSU students, 100 percent of individuals selected Strongly Agree or Agree on feeling better equipped to understand the perspectives of those who are different from them, and 91 percent of respondents selected Strongly Agree or Agree to feeling better prepared to take action to create social change by having attended Campus Step Up.
* Curriculum re-design for **Campus Step Up: A Social Justice Retreat**: As students of Generation Z matriculate onto campus, there is an increasing need for student programs and services to be anticipatory rather than reactive. With this in mind, while the current iteration of Campus Step Up is still representative of best practices in the field of student affairs as well as social justice education, the Co-Curricular Leadership team initiated a curriculum revision and update during the Spring 2019 semester to be implemented during the Spring 2020 retreat. This has included conducting a listening tour with key stakeholders, such as KEY Communities, the Student Diversity Programs and Services Offices, University Housing, and TRIO in order to assess how the retreat is perceived on campus and what such stakeholders expect as outcomes for a social justice retreat centered on creating awareness of power, dominance, and privilege. In addition, SLiCE has employed the services of staff from the Pride Resource Center and TRIO to conduct the curriculum review and revision over the course of the Spring 2019 semester.
* **Campus Step Up** participants completed pre- and post-retreat assessments to capture changes in self-perception and possible impact of Campus Step Up curriculum. As Campus Step Up’s primary goal is to expand individuals’ awareness of their own power, dominance, and privilege, this year’s results are particularly gratifying. Students were asked to identify how comfortable they felt engaging with the following topics on a 1-5 Likert scale (5 being very comfortable).

Pre-Retreat Post-Retreat

Your identity as a member of a privileged group 3.37 4.43

Your identity as a member of a subordinated group 3.14 4.57

Your understanding of the dynamics of oppression on an

individual level 3.72 4.45

Your understanding of the dynamics of oppression on an

institutional level 3.68 4.34

Your understanding of the definition of dominant groups 3.95 4.81

Your understanding of the definition of subordinated groups 3.68 4.81

Your understanding of institutionalized oppression 3.65 4.49

Your understanding of the impact of oppression in your community 3.63 4.45

Your ability to intervene against acts of oppression 3.27 4.15

* The **President’s Leadership Program** (PLP) strives to develop active, informed citizen leaders who practice ethical, inclusive leadership and embody positive humanitarian characteristics such as optimism, service to others, passion, mindfulness, and fairness. PLP challenges and supports students to develop personal leadership by finding purpose and acting positively in society. As a comprehensive leadership development experience comprised of linked academic and experiential courses, PLP’s primary objective is to develop and educate students through:
  + Leadership theories, styles, and practices
  + Personal development
  + Values and ethics
  + Organizational and group behaviors
  + Communication
  + Global and cultural diversity
  + Service and community
  + Purpose and meaning making
* **President’s Leadership Program** staff worked intentionally with the Office of Admissions throughout the recruitment process to ensure we reached out to counselors and on-campus partners to continue the efforts of last year’s staff in increasing the percentage of Students of Color in the program. This year, staff decided to try and better align recruitment deadlines to those of the office of Admissions. As a result, application deadlines were moved up to March 1 for incoming students and March 15 for current/transfer students. PLP received 412 incoming student applications and 27 current/transfer student applications. The reapplication process for current PLP students changed in that they did not need to reapply and interview unless they received less than a “B” in their first semester of PLP. PLP staff accepted any students who was a part of the Boettcher and Daniels application process and purposeful outreach to transfer students occurred. Student demographics are as follows:

**Recruitment and Selection of Student for 2018-2019 (152 Selected Students)**

*Accepted High School Student Applicant Demographics (98)*

Women 71.4%

Students of Color 32.6%

*Accepted CSU Student Applicant Demographics (54)*

Women 77.7%

Students of Color 27.7%

**Recruitment and Selection of Student for 2019-2020 (182 Selected Students)**

*Overall Demographics (182 Accepted Students)*

Women 72% (130)

Students of Color 21% (39)

First Generation 31% (57)

International Students (1)

Transfer (4) \*\*All First Generation

Key 9% (17)

In-State 57% (103)

*Accepted High School Student Applicant Demographics (133)*

Women 74% (99)

Students of Color 23% (30)

*Accepted CSU Student Applicant Demographics (36)*

Women 81% (29)

Students of Color 19% (7)

Student Employees 9% (16)

* **President’s Leadership Program** (PLP) students completed the supplemental instructor questionnaire. This year’s questions were designed to directly relate to the learning outcomes and objectives of the course and students answered them on a 1-5 scale (5 being strongly agree). On average, PLP students reported they either “agree” or “strongly agree.” Qualitative information regarding instructor strengths included “Cares about the students and helps in whatever way they can” and “Challenges us with deeper thinking questions.”

2017-19 Instructor Averages:

2017 2018 2019

Is prepared for in-class sessions, retreats, and one-on-ones 4.66 4.52 4.58

Demonstrates investment in the class community 4.77 4.56 4.51

Creates an inclusive and supportive learning environment 4.82 4.45 4.45

Connects class material to everyday life 4.65 4.40 4.51

Uses activities in class to enhance my understanding of the content 4.67 4.51 4.41

Encourages the exploration of leadership styles and theories 4.66 4.34 4.30

Challenges me to grow as an individual 4.67 4.29 4.32

Is available and supportive of my education and experiences outside of class 4.69 4.32 4.30

First-Year courses: 4.23

Upper-Division courses: 4.71

* **President’s Leadership Program** (PLP) students also completed a survey based on the CAS standards for leadership education programs. Using a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), students responded to statements regarding varying skills and areas of awareness. Data below compares results from the end-of-year survey from the FY18 academic year and the FY19 academic year:

FY18 FY19

…to communicate effectively with others 4.00 4.40

…understand their personal values 4.27 4.58

…understand the importance of ethics in leadership 4.39 4.52

…have confidence as a leader 3.75 4.23

…work collaboratively with others 4.09 4.26

…value social responsibility and community development 4.39 4.48

…understand the advantages and challenges of a diverse society 4.25 4.52

…have critical thinking and problem solving skills 4.23 4.10

Average 4.17 4.39

* The President’s Leadership Program piloted the **Public Achievement** (PA) program as a means for students to complete the Interdisciplinary Leadership Studies Minor through the Practicum Credit (IU 486). Twenty-four students trained as “coaches” to work with K-12 aged youth to form PA Teams within Fort Collins High School and Polaris Expeditionary Learning School. The coaches worked with teams of six to 12 young people to address student-selected social issues and local problems, practically enacting their learning from PLP. Examples of final projects include:

|  |  |
| --- | --- |
| **Classroom** | **Project** |
| Fort Collins High School US History | Racism Instagram and Artwork and Trash Collection in Fort Collins |
| Fort Collins High School Gifted and Talented | Addressing the Plastics Crisis |
| Fort Collins Sophomore AVID | Painting Trashcans with Empowering Messages for Women’s Rights and Showing 13th, a Netflix Documentary about Racism |
| Fort Collins Junior AVID | Addressing Environmental Concerns, Drug Abuse, and Homelessness |
| Polaris Expeditionary Learning School 4/5 Grade | Creating Native Colorado Plant Pollination Kits to Attract and Support Bees |
| Polaris Expeditionary Learning School Freshmen | Addressing Mental Health, Racism, Sexual Assault, Queer Rights, and Pollution |

* The 2018-19 **Global Leadership Experience** offered 12 PLP students a cross-cultural learning opportunity focused around the issue of water. Preparation for the experience included pre-trip training meetings totaling 72 hours of training with 432 leadership training hours in-country. The program was titled “Water Dialogues/*Dialogós del Agua.”* Specific goals of the exchange included:
  + Analyze and explore global perspectives, practices, and systems.
  + Apply concepts learned in the PLP to real world, global experiences.
  + Allow students to explore personal and social responsibility in a global context.
  + Increase students’ awareness of complex global systems.
  + Allow students the opportunity to develop real relationships with students from Mexico and, in doing so, to foster individual and societal understanding and empathy.
  + Learn about current issues affecting populations on both sides of the border and allowing students to explore and co-create potential solutions.
* PLP hosted the **Global Leadership Exchange** in partnership with the CSU Todos Santos Center in Baja California Sur, Mexico. The Exchange included 12 undergraduate students, one graduate student, and two staff members.
* SLiCE collaborated with the **Vice President for Diversity Office** to promote the spring “Seeing the Racial Water” Dr. Robin DiAngelo workshop at Naropa University in Boulder. In total, nine students and over 22 career staff attended the event. A follow-up discussion lunch was held two days later to debrief the experience with seven people participating.
* The SLiCE Assistant Director for Training and Development assisted the Vice President for Diversity Office through co-facilitating the **Community for Inclusive Excellence Program** in Spring 2019.
* SLiCE staff members value professional development and participated in a variety of campus, local, and national trainings, conferences, and institutes. Some examples include: Campus: Diversity Symposium, Professional Development Institute, Supporting Transgender Students and Staff, VP of Diversity workshops and updates, Training and Development workshop series; Local: Leadership Fort Collins, Social Justice Mediation training, Disney Institute, workshops offered by Dr. Kathy Obear; National: Legal Issues in Higher Education, NASPA, Campus Compact, Clifton Strengths Coaching, Association of College Unions International (ACUI) Regional Conference, LeaderShape, White Privilege Symposium, and Reframing Student Activism.
* **Student Organization Registration and Recognition**: The student organization registration and recognition process enables interested students to form and join organizations to promote common interests and be among similar and different identities. This year, 481 student organizations registered with and were recognized by the SLiCE office. A total of 59 RSOs identified themselves as fostering a campus culture supporting diverse students. These organizations were identified as actively enhancing campus diversity because their mission focused on one or more of the following aspects of diversity: racial/ethnic identity, country of origin, multiculturalism, religion, ability, foreign language, and social justice/social change.
  + **Presentations**
    - “What’s Shoes Got to do with it? – Identity & Social Justice 101” SLiCE August 2018 Student Staff Training by Rachel Kiemele, co-facilitated with Emily Ambrose
    - “Riding the Gender Unicorn: Using Pronouns in the Workplace,” University Housing January 2019 Conference Style Training by Rachel Kiemele
    - “Inclusive Leadership: Understanding Yourself and Others” REAL Workshop facilitated by Rachel Kiemele
  + **Publications**
    - Rachel Kiemele, co-author: Garvey, J. C., Richter, E., Payton, S., Kiemele, R., & Sanders, L. A. (in press). Diversity appreciation among white first-year residential students. Journal of Student Affairs Research and Practice.
    - Rachel Kiemele, co-author: Garvey, J. C., Matsumura, J., Silvis, J., Kiemele, R., Eagan, H., & Chowdhury, P. (2018). Sexual borderlands: Exploring outness among bisexual, pansexual, and fluid undergraduate students. Journal of College Student Development.

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**Student Athlete Support Services (SASS):**

* What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community;
  + SASS partners with BAACC to host the John Mosley Leadership Program. This topic is periodically addressed in this program.
  + SASS coordinates the Summer Integration Program for all student athlete athletes in the summer. This program was guiding by weekly lessons centered on CSU’s principles of community.
  + SASS continues to promote undergraduate research opportunity through its Discover-U program. This program aims to connect students with faculty in various research settings. We look to expand this effort to more liberal arts/humanities disciplines.
  + SASS coordinates an athletic department wide Courageous Conversation event. We have focused the discussion on race and racism. We will return to this topic in the near future as we rotate topics annually.
  + SASS hosts the Green & Global education abroad opportunity. Student travel to Jamaica and Costa Rica. Conversations around race and racism are part of these trips.
  + SASS takes students to the Black Student Athlete Summit at the University of Texas-Austin in January. We have always taken the most students of any school. We will try to return this year with a handful as well.
  + SASS works with athletics to coordinate the staff green and grow workshops. This topic is periodically addressed in this program.
  + SASS host the Rambition program (focused on women’s experiences as student athletes). This topic is periodically addressed in this program.
  + SASS works with athletics staff to collects student survey data on diversity and inclusion efforts
  + SASS works to help graduate student athletes that leave CSU with a holistic education
  + SASS has encouraged student dialogue around “hot topic” matters using dry erase boards and community ground rules
* What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness;
  + SASS will prepare to take students to the Black Student Athlete Summit at the University of Texas-Austin
  + SASS will continue to partner with BAACC to host the John Mosley Leadership Program
  + SASS will plan the Summer Integration Program for all student athlete athletes in the summer to include the principles of community again (with an emphasis on race and racism)
  + SASS will work with the Student Athlete Advisory Committee to develop a sub-group focused on social issues (e.g. race)
  + SASS will work with other athletic staff to complete the NCAA diversity & inclusion self-study
  + SASS continue to work with athletics to collect student survey data on diversity and inclusion efforts
  + SASS will continue to work with athletics staff to develop the Rambition leadership program that will address how race and racism can impact their leadership efforts.
  + SASS will continue to work to help graduate student athletes that leave CSU with a holistic education
  + SASS continues to work to develop its “GreenPrint” that states more clearly its mission, vision, values and goals (annual and long-term).
  + SASS will help encourage student dialogue around “hot topic” matters using dry erase boards.
* How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?
  + Student surveys and various qualitative feedback mechanisms
  + Participation rates
  + Graduation & Progress-toward-degree analysis
  + Institutional research data reports on programs
  + Career first-destination reports
  + GreenPrint alignments

**Student Diversity Programs and Services (SDPS)**

* What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community;

**APACC**

* + Weekly Chai sessions to discuss and dialogue about racism and other topics of interest for students
  + Weekly Story Circle time for group support in the APACC space on Thursdays from 4-5:30, co-facilitated by Adam-Jon Aparicio and Atlas Tan
  + Peer mentor support with 1:1 sessions between mentors and mentees
  + Student staff trying to acknowledge and address microaggresions as they happen in the space
  + Having open space where students can voice their opinions and have open discussions
  + Weekly staff meetings for check in with students and getting a pulse of what’s happening around campus; talking about protesting and being safe/crossing the line
  + Open discussions with students about what’s happening around campus, in the classrooms, etc.

**B/AACC**

* + Rites of Passage first year leadership retreat
  + Real Talk every Tuesday, and are intentional about having the topics be timely based on what’s happening on campus, or nationally.
  + Peer mentor support with 1:1 sessions between mentors and mentees
  + Professional staff working very closely to support student leaders who have been thrust into the middle of recent events.
  + Have an open space where students can openly voice their feelings and opinions in a safe environment.
  + Hosted a 1619 Project discussion/teach-in lead by Dr. Ray Black
  + Weekly check-ins with student staff

**El Centro**

* + The Somos Rams Leadership Retreat - aims to enhance the Latinx first-year student experience at Colorado State University through participation in a culturally relevant leadership retreat and increases their knowledge regarding resources with the El Centro office and the CSU campus.
  + La Conexion - El Centro’s mentoring program, is to foster a strong sense of community, cultural pride, student engagement, and academic confidence for first-year Latinx students at Colorado State University (CSU). First-year students pair with a peer mentor (family leader) for the full academic year. Each week, student participants meet with their family group to discuss topics related to academic success, cultural pride, and student engagement. Student participants also build a community through monthly group activities.
  + Having an open space everyday where students can come into El Centro and know that they are supported culturally and can get away from hostilities that they might be experiencing in the classroom or other places on campus.
  + Work closely with the Inclusive Community Advisor (ICA) from University Housing, to keep a pulse on students experiences in the residence halls, and to provide timely support and programs

**NACC**

* + All Nations first year student leadership retreat – leadership development, community building and identity development.
  + Peer mentor support with 1:1 sessions between mentors and mentees
  + Weekly Women’s Circle – focusing on the importance of native culture and being a woman. Weekly meetings or events for intergenerational native women.
  + Worked with Rams events to bring the 1491’s Sketch comedy troupe during homecoming week

**Pride Resource Center**

* + Visible Voices panels to educate the masses on the experiences and realities of identifying as LGBTQ
  + Have an open space where students can openly voice their feelings and opinions in a safe environment.
  + Pride leadership retreat for new students to provide leadership and identity development for first year students and to be in community with Queer faculty and staff.
  + Safe Zone trainings
  + Queer Connections - provides weekly gathering time to be in community with others who share LGBTQ+ identities and explore topics related to queer and trans identities, coming out, and navigating campus and the surrounding community. Queer Connections focuses on building community and supporting CSU LGBTQ+ students as they navigate personal, professional, and social aspects of day-to-day life, with a special emphasis on transitioning into and through the university
  + Communicating via social media platforms, and in weekly newsletter that Pride is a safe space for students who are experience hostile interactions out on the plaza and other parts of campus.

**WGAC**

* + Have been providing specific support to two of the senators that lead the resolution at the end of September
  + Communicating via social media platforms that WGAC is a safe space for students who are experience hostile interactions out on the plaza and other parts of campus.
  + Support the peer educators to identify responsible ways to demonstrate their solidarity for their peers and how to counter demonstrate effectively.
  + Employ their trauma informed training in ways that support students in a holistic manner that recognizes that supporting students of IPV is not absent of the other harm being caused on campus.
* What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness;

**APACC**

* + Continue with weekly Chai sessions; though topics are scheduled, they are flexible and can switch based on what’s happening
  + Continue to provide a group support space through Story Circle
  + Engage in populations that are not coming to the space; explore why and how to engage them (staff working on this)
  + We continue to assess the marginalized groups within our center:  undocumented, LGBTQ, mixed race, transracial adoptees, Middle Eastern, Southeast Asians, etc)
  + Working with B/AACC in collaborating with a Real Talk/Chai to Understand possibility in the future  (students working on this idea)

**B/AACC**

* + Hosting Theo Wilson on November 5th
  + Planning a Black Activism day with other Black/African American cultural centers at colleges and universities in Colorado for February 1, 2020.
  + Continue to support students to exercise their first amendment rights and to exercise their rights for peaceful demonstrations.

**NACC**

* + Celebrating NACC’s 40th anniversary on Oct. 25, 2019
  + Annual Pow Wow on Oct. 26, 2019
  + Continue to steward the efforts via the Native American Task Force and continue to have a voice and presence during sesquicentennial events on campus

**Pride Resource Center**

* + Continue Visible Voices panels to educate the masses on the experiences and realities of identifying as LGBTQ
  + Have an open space where students can openly voice their feelings and opinions in a safe environment.
  + Safe Zone trainings
  + Leading an effort to bring leading scholar on transgender experiences in college, Z Nicolazzo to hold multiple sessions for faculty and staff on how to better support transgender and gender non-conforming students.

**WGAC**

* + Continuing with their Relationship Violence Awareness month efforts that integrate an intersectional lens
  + Continue to make sure the WGAC senators feel supported as ASCSU continues to submit harmful and contentious resolutions that disproportionately impact minoritized groups.
  + Continue to message via social media platforms that WGAC is a safe space for students who are experience hostile interactions out on the plaza and other parts of campus.
  + Continue to strategize with the other SDPS cultural and resource centers on how to best support one another.

**ALL SDPS**

* + Truthfully, the mere existence of the SDPS centers services as a cornerstone of support on this campus for our minortized student groups that provide a sense of belonging and limit feelings of isolation.
  + Continue to train student staff and provide space for them to share and learn and provide open dialogue space for staff and others using the space
  + Sending out a message of support, solidarity and denouncing the oppressive acts that continue to take place on campus.
  + Continue to monitor the open space to ensure a safe and welcoming environment for students
  + Creating a safe space in each of the centers for students to use as needed, when needed, to get away and be in community (student staff wanting to do this when events arise that may cause anxiety and fear)
  + Very intentional check-ins at student staff meetings to assess broader campus feelings and needs for students
  + Provide support for ASCSU senators that are at the frontline of student voice and representation
  + Looking to invite outside facilitators to support student organizing
  + Welcome back BBQ’s to provide students with a sense of community

* Additionally, the continued efforts to support students who are undocumented and for our transgender and gender non-binary students remains crucial.
* How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?

Specific programs are annually assessed regarding support and effectiveness for students, specifically related to retention. Some of the support the cultural and resource centers provides are more about creating a safe and welcoming space/retreat for students, and this is not something we would “assess”.

APACC currently use the CECE (Culturally Engaging Campus Environments) model to assess many of their programmatic efforts.

**Support and Safety Assessment**

1. Efforts already in place
   1. SSA office houses and coordinates Incidents of Bias Reporting Program, tracking, and trends
   2. Co-chair Bias Response team
   3. Active representation on Incidents of Bias Consultation Team
   4. Current marketing programs on incident of bias reporting
   5. Researched other institutions reporting structure and response practices to incidents of bias
   6. Office retreats over last 3 years included diversity / inclusion training
   7. Last office retreat had implicit bias training from VPD
   8. All men identified members of office have attended Men Educate Yourself training
   9. Assistant Director attended Social Justice Mediation training
   10. All office employees have attended Safe Zone Training
   11. Maintaining expertise to recognize and confronting bias in other safety reporting systems (i.e. Tell Someone, Consult Teams, etc.)
   12. Keep members of office trained as EOC for employment processes
   13. Transparency of incidents of bias by posting on Safety site.
   14. Current bias tracking stats attached
2. Efforts that can be done in
   1. 4-6 weeks
      1. Bias reporting marketing (postcards, advertisements) to go out in next 1-2 weeks
      2. Anticipate hiring additional temporary staff in next 4 weeks to help handle increased load of bias reporting
      3. Presenting session at Diversity Symposium on Human Sexuality Diversity
      4. Hosting table discussion at Diversity Symposium on leadership and culture change
      5. Hosting break-out session at Diversity Symposium on leadership and creating culture change
   2. Semester
      1. Continue dialogue on free speech considerations related to hate speech (office book purchase of “HATE: Why We Should Resist It with Free Speech, Not Censorship”).
      2. Office retreat to address capacity and response to bias incidents, training included on currents trends in bias incidents
   3. Academic year
      1. Seek funding for staff to meet capacity demands of bias reporting and response
      2. Continue university presentations on bias reporting and response
      3. Each employee commits to professional development and training in diversity, inclusion, and social justice
3. How are we currently assessing impact of efforts, how do we plan to assess future initiatives
   1. Keep statistics on reporting and response to incidents
   2. Track presentations given
   3. Continue monitoring emerging best and promising practices around the country and adopting as appropriate
   4. Tracking professional development and making part of annual evaluations
   5. Continue collaborations with offices focused on direct contact with students (Housing, advocacy offices) to learn of feedback and incorporate change as necessary
   6. Partner with Division assessment efforts to track bias related services across Case Management, Student Resolution Center, Health Network, and Support and Safety Assessment

**VPSA Office**

**What efforts you already have in place to address and combat racism and other instances that are creating a hostile environment (e.g. harassment on the plaza, Border Protection) for minoritized folks in our community?**

* Common readings for VPSA office staff and VP Council, the Division leadership team, were held during the spring semester 2019 with ongoing conversations. Book titles: *“White Fragility” and “Ebony and Ivy”*
* Diversity and inclusion questions are incorporated in every interview process with each new hire for the Office of VPSA … including student staff.
* Diversity and inclusion training is included in professional development meetings with our student staff.
* Conversations revolving around diversity, social justice, and inclusion are regular topics covered in weekly office staff meetings and in annual office staff retreats. Current events (local, national and world) that have impact to our students and campus community are discussed and processed in these office settings on a weekly basis. At our last staff retreat, we spent our day together engaging in “Safe Zone” training facilitated by staff with the Pride Resource Center.
* DSA Directors meet once a month for two hours for meaningful conversations to address issues of concern (including racism and bias) happening on campus. These meetings also provide an opportunity to offer trainings and workshops for relevant topics.

**What efforts you can commit to within the next 4-6 weeks, throughout this semester, and for the full academic year to keep our students and staff engaged in education, increased awareness.**

* To continue the work outlined above and to provide an office environment where all feel welcome and supported, including internal and external constituents.

**How are you currently assessing the impact of your current efforts, and how do you plan to assess the impact of these future initiatives?**

* Continue to check in with staff on regular basis to determine if objectives are being met and staff is feeling supported in our office environment, as well as our campus community.