Antiracism Task Force
Subcommittee 3 Report

This report is divided into 3 sections: 1) Impact Academy and Evaluation of Faculty; 2.) Curricular and Co-Curricular Changes; and 3) Mental Health and Environment. The recommendations consist of several calls to action, action steps to complete goals, and budgetary considerations. Each section is structured are a series of questions. Each question is followed by a series of recommendations that address We have included the original questions, as presented to us by the Antiracism Core Council, in the appendix for your review.

We have organized this report with training and evaluation actions steps first, as we believe that the other calls to action rely on a foundation where faculty and staff are well-positioned to address antiracism, diversity and inclusion educational goals. Said differently, the other steps will not succeed and the current status quo will not improve without a substantial investment in the training and evaluation of a broad and continually expanding range of personnel.

Section 1: Training and Evaluation of Faculty

This section addresses the role of the IMPACT Academy as it pertains to faculty review, training, and promotion guidelines.

> *How do we create a campus culture in which faculty and staff are well-positioned to address antiracism and inclusion educational goals?*

Recommendation 1: Mandatory Training with ramifications for P and T

- Require at least four trainings per a review period
- By Midpoint all TT and NTT faculty will have to attend at least 4 sessions of either IMPACT D/E/I professional development workshops or a lecture series by the Truth, Racial Healing, and Transformation Center (TRHT).
- By promotion to Tenure you need to attend another 4 sessions of either IMPACT D/E/I professional development workshops or a lecture series or workshop offered by the TRHT. This will be supported and mandated by the Provost.

Recommendation 2: Remove and replace the current student evaluation of teaching (SET)

- Replace the current SET with a survey or evaluation of inclusivity in the classroom.
  - Example surveys can be found in this study: Owens, M. T., Trujillo, G., Seidel, S. B., Harrison, C. D., Farrar, K. M., Benton, H. P., … Tanner, K. D. (2018). Collectively improving our teaching: Attempting biology department–wide professional development in scientific teaching. *CBE Life Sciences Education*. https://doi.org/10.1187/cbe.17-06-0106.

Recommendation 3: University investment in the IMPACT Academy

- Grow the IMPACT academy by supporting 6 IMPACT fellows
    - Each receives a course release per semester to support ongoing facilitations of workshops, evaluation, and program development.
    - To facilitate training availability, continued expansion of workshop offerings, and development of need-based education, <u>a minimum of 6 course buyouts</u> for IMPACT trainers per semester is recommended. *This ensures that an undue service burden is not placed on IMPACT trainers many of whom are untenured or NTT.*
- Pay those involved in TRHT, IMPACT, or ongoing ARTF work. We recommend that the university has an ongoing financial commitment through ARTF by hiring faculty and staff that are dedicated to its growth.
- In order to maximize the range of faculty and staff that are engaged with matters of diversity, equity, inclusion, and antiracism education we recommend the following:

    - <u>Anti-racism training is mandatory:</u> consideration for continued employment, promotion, and tenure decisions will be contingent on completing continuing education training on these topics. *This ensures the broadest population of instructors will be training to teach and engage with these matters.*

    - A minimum of <u>1 workshop/training per academic year</u> is recommended for all student-facing faculty and staff in years 2+ of employment. *This ensures that instructors continue to engage in antiracism training and are encouraged not to see this as a checkbox.*

    - <u>Documentation of one implemented strategy</u> to augment pedagogy or curriculum for more inclusive practice per year is recommended for all student-facing faculty and staff. *This ensures that faculty engage with resources provided in the trainings and don't simply attend to check boxes. Providing folks opportunities to identify problems, collaborate, create, and share resources that address discipline specific issues can help to uncover motivation to attend workshops, and ensure their utility.*

To facilitate trainer availability, there must be <u>a continued commitment to fund</u> to the training/expansion of the IMPACT Academy in subsequent years after FY2021.

This ensures that the pool of IMPACT trainers continues to grow so

> 1) current trainers are not overburdened with providing workshops and

> 2) to diversify the perspectives and expertise that will be represented in the pool of IMPACT trainers improving the quality and variety of training opportunities.

Recommendation 4: Departmental Evaluations

- **<u>Ensure all departments and programs across campus are effectively evaluating themselves in terms of equity and anti-racism and strategically and intentionally seeking continuous improvement.</u>**
- Ongoing evaluation and goal-setting processes that include equity and anti-racism. This involves strengthening existing processes and in some cases creating new ones.
    - Academic departments/programs have program review processes, overseen by the Provost and Vice Chancellor for Academic Affairs.
    - Some co-curricular and administrative offices have an annual reporting process that may go up to an annual report by the Vice Chancellor for Administration, Vice Chancellor for Student Affairs, or the Vice Chancellor for University Advancement.
    - Other offices/departments do not have any annual or regular process that is comparable to program review or annual reports. There are also curricular offices/departments such as student service offices within schools that ultimately report to the Provost but do not have Program Review processes because they are not academic programs.

Recommendation 5: Inventory current departmental/office evaluation processes.

- The Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Administration, Vice Chancellor for Student Affairs, or the Vice Chancellor for University Advancement will oversee inventorying the offices and departments that report to them and that they are situated in to assess the state of current program review, annual review, or comparable processes, as well as the extent to which existing processes explicitly incorporate diversity, inclusion, equity, and anti-racism.
- For any departments/offices that do not have some form of regular evaluation process, a new process that makes sense for that particular department/office will be developed and implemented.
- Two new permanent staff positions will be created to oversee and support this process of evaluation.

- This will include a faculty fellow in the Provost's Office that will work with academic programs/departments and a staff member in the Office of Institutional Diversity and Inclusion that will work with co-curricular and administrative offices/departments.
- Those staff will oversee the development and provision of evaluation prompts as well as equity and anti-racism inventories and toolkits.
  - These will be customized and enriched by departmental/office Equity Advisors and then approved by the Associate Chancellor for Institutional Diversity and Inclusion or designee as well as the relevant vice chancellor.
- For academic programs this process should include but is not limited to evaluating faculty/staff diversity, development, and climate, including participation in co-curricular workshops and administrative trainings; student diversity, success, and climate; student engagement with scholarship, teaching, and service; internal and external engagement; classroom issues; curriculum; research and creative activities; and service distribution/burden/activities.
- Departments/offices/programs will address these prompts in each annual report / program review / comparable process. This process will include both a diversity, inclusion, and anti-racism inventory and self-evaluation as well as goals with action steps to build on strengths and address growth areas.

Recommendation 6: Evaluations of administrators (e.g. the Chancellor, Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Administration, Vice Chancellor for Student Affairs, and the Vice Chancellor for University Advancement)

- Evaluations of administrators will also be inventoried and changes made as needed.

Section 2: Curricular and Co-Curricular Changes

This section consists of recommendations for first year and broader curricular changes. There are also recommendations for co-curricular and life-long learner programs.

How do we socialize new students (first-year and students who are new to SIUE)
so that they are able to acknowledge their own bias and the effect this has on the
campus climate?

Recommendation 1: Support plans for Winter Welcome and SIUE Experience 2021

- The SIUE Experience Team will continue building on the Inclusive Cougars session.
- The SIUE Experience Team will continue to make Cougar Guide training more inclusive, impactful, and anti-racist.
- At the SIUE Experience 2019 we hired High Impact Training to do interactive performances with students that allowed them to practice decision making and responses to situations surrounding topics such as microaggressions. Our team is looking into **bringing High Impact Training back** for the Winter Welcome 2021. **Cost** for bringing this program back will depend on the format in which the performance will be delivered but **could be as much as $10,000. Student Affairs needs some funding to help cover the cost of this program.**
- The SIUE Experience team will work on expanding these programs to include Dental and Pharmacy Students.

Recommendation 2: Springboard, Transfer Orientation, International Orientation, and Online Orientation

- Implement sessions focused on diversity and inclusion that allow students to learn about and reflect on their own identities as they relate to systems of power, privilege, and oppression.

Recommendation 3: Expanding Outreach for Leadership Opportunities

- Students of color may will be encouraged to become Cougar Guides. Using the FlipGrid video, additional outreach to student organizations will help recruit diverse Cougar Guides.
- The Office of Admissions, International Scholar and Student Services, and the Graduate School have student leadership opportunities. Students of color are underrepresented in leadership positions and need to be recruited.

How do we create a first-year experience that ensures students are exposed to and understand issues relevant to antiracism and social justice?

Recommendation 1: Establish a new Lincoln foundations course focused on antiracism, equity, and social justice education.

Course Title: Antiracism, Equity and Social Justice Education

Course Description: This course will examine the historical and social foundations of racism, white privilege, power and oppression. Students will gain a deeper understanding of the ways in which racism has shaped our lived experiences and contributed to the policies, education, laws and principles that govern our current society. Learners will be exposed to opportunities that challenge their current understanding of equity, inclusion and social justice and are encourage to find meaningful ways to lean into areas of discomfort. The primary audience for this class will be any incoming students (Freshmen and Transfers) and will fulfill the requirement for the Reasoning and Argumentation foundations course.

Learning Outcomes:

As a result of taking this course students will,

- Describe the basis of systemic racism and the ways it has shaped our governmental policies, learning institutions, law enforcement and social relationships;
- Define the difference between racism and anti-racism;

- Recognize their role within the current systems of oppression that continue to serve as barriers to equity and racial justice;
- Identify ways to actively become anti-racist in the academy and broader community;
- Build bridges of cultural understanding and develop avenues to practice healthy civic engagement.

 Faculty recruitment

- An all-call will be shared with faculty and staff that are interested in teaching the course. This all-call will be accompanied by a campaign to build support for the collective development and implementation of the course.
- Timeline of course development

    - Convene committee via all call to faculty and staff- Fall 2020
    - Develop learning outcomes, course content/materials/activities

- Develop campaign to build awareness and support of the new course – beginning January 2021

- Share course materials with necessary constituency groups (Gen. Ed. Committee, etc.)
- Receive approval for course – April/May 2021
- Course start date - Fall 2021

Recommendation 2: Common Reading

There should be a **common reading** for all students. Readings will be assigned during Springboard, Transfer Orientation, International Student Orientation, Online Orientation, all early orientation for graduate studies, FST 101 courses, and with continued programming through their tenure at SIUE.

- *The* book is selected the year before by a committee made up of faculty, staff, and students.
- The book is then read during the course, discussed during first-year orientation. Established dialogues and/or assignments (ex: community exhibit, faculty talk student panel)) around themes within the book
- Provide an opportunity for students to meet the author of the book part during the semester.

Contacts: Provost, FST 101 Coordinator, Instructors, Academic Departments, Advising, Students

Budget: Unknown. Further investigation on selection and cost based on the number of courses, faculty and other participants and students.

Timeline: FST 101 Instructors read the book prior to a training seminar being held. Begin Common Reading Fall 2021.

Recommendation 3: Support and Expand Sustained Dialogue Offerings to FST

Students involved in Sustained Dialogue will work in collaboration with the faculty and lead the discussions in FST courses. We will need compensation to further grow the number of students trained in Sustained Dialogue, which will be supported through the Center for Student Diversity and Inclusion. Faculty will also need to be trained and compensated to work with Sustained Dialogue students. Hire someone for a permanent position in the Center for Student Diversity and Inclusion to support these efforts.

Curriculum After The First Year

> *How do we infuse the curriculum with a focus on antiracism and social justice, ensuring that these offerings are of a high quality?*

Recommendation 1: Badging/Certificate in Antiracism and/or social Justice

Create a new certificate/badging program for undergraduates tentatively called **the Chancellor's Certificate for Antiracism and Inclusion Studies.**
- Interdisciplinary team of faculty and staff to advise the program.
- Hosted in the Center for Student Diversity and Inclusion (CSDI).
- Certificate requires at least **15 hours of course work and 30 hours of co-curricular activity.**
- List of approved elective courses and co-curricular activities will be made available. When complete, they receive a certificate honoring their accomplishment, right to use a badge created by the program in social media, and program recognition upon graduation.
- Award ceremonies to present the certificate could be included as part of Diversity Day activities in the Fall and on Awards Day in the Spring term.

University resources to offer this certificate would mostly come from the participating units and existing budgets because it would initially link things that we are already doing to make something more. Extra resources will be necessary because coordinating a program like this across units requires significant time and institutional knowledge. Also it is challenging for units to maintain faculty in courses that meet overall undergraduate general education needs and not specific unit requirements. We advocate the following:

- Create a paid position within Center for Student Diversity and Inclusion that would provide coordination for this certificate. *This should not be a graduate assistantship.*
- Provide departments with funds for one course replacement for two faculty members per term, including summer, to teach a new IS course on systemic racism in health care. Laura Wolff, who is an Impact Fellow, an economist, and experienced in teaching IS courses at SIUE, is willing to develop the course in consult with health care faculty and to help teach it. Lakesha Butler in Pharmacy and Jerrica Ampadu in Nursing would be important resources in identifying course themes and outcomes. Additional faculty to participate in teaching it will be identified, but the units will need replacement salary, probably on an ongoing basis, at the call staff rate.
- Create a streamlined process for launching new courses that could be part of the certificate program. Given COVID restrictions, our usual course approval processes could negatively impact our ability to try out new courses that address systemic racism and inclusion such as the IS one described above. They can be

permanently added to the curriculum at a future, more normal time, but getting them launched sooner is better given the fierce urgency of now.

- Provide a competitive pool of funding to develop and launch new courses and co-curricular programs that address system racism. This could be through Excellence in Undergraduate Education or through the offices of the Provost or Chancellor. New funding that incentives broad participation is necessary.

Given the reality of now, we should create opportunities for revenue generating and community building training that would lead to badges or certificates for nonstudents. The School of Business Executive Education program is interested in partnering with other campus leaders to create new certificate programs. A group to explore this potential needs to be created. We imagine demand for this program from police officers, educational administrators, human resource professionals, person doing compliance or government bidding and contracting, heath care administration, etc.

- Create a coordinating group that at a minimum includes representatives from SIUE's Successful Communities Collaborative (SSCC), the School of Business Executive Education program, and associate deans from professional schools
- Recruitment of nonstudents for the certificate program could be coordinated by Mary Ettling in the Office of Online and Education Outreach

Recommendation 2: Revamp the Lincoln Program's U.S. Cultures Experiences to ensure qualified courses include teaching students about race and racism.

Despite the Illinois state-mandated requirement requiring coursework address both race and gender, the current description of the U.S. Cultures Experience, which is meant to fulfill this state requirement, allows for courses that tackle race, ethnicity, or gender.

Revise the title and description of the U.S. Cultures Experience (EUSC) and standards for what qualifies[1].

This is to be adopted by the end of September 2020 so that the changes can be implemented beginning Fall 2021.

U.S. Cultures, Race, and Equity Education Experience

Component Content/Methodology

The U.S. Cultures, Race, and Equity Education experience contributes towards the Illinois state-mandated requirement that general education requirements include coursework that contributes to "improving human relations to include race, ethnicity, gender, and other issues related to improving human relations to address racism and sexual harassment" (see

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[1] Language is consistent with current Lincoln Plan.

the Board of Higher Education Act at
https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18). Approved
courses, activities, or projects to receive the USCREE designation must introduce students
to the ideas, history, values, and/or creative expressions of diverse groups within the United
States, as well as issues of inequality, inequity, and social change among various groups,
with an aim of developing racial and cultural literacy, an appreciation for differences as well
as commonalities among people, a critical awareness of how structural and cultural forces
have shaped inequality. These objectives can be explored in different manifestations—from
the symbolic and literary, through the historical, to the social, economic, legal and
political—from a variety of disciplinary angles. A substantial portion of every approved
course, activity, or project needs to take a critical approach to exploring inequality,
inclusion, and social justice, including but not limited to a substantive focus on race, gender,
and intersectional social locations. In addition, the experience needs to include a component
that focuses on the contemporary aspects of group interactions, inequalities, and conflicts.
At least one-third of course content must be focused on race and inclusion in the United
States.

Experience Goals
- an understanding of the racial and sociocultural diversity and pluralism within the
United States;
- an understanding of the contributions of underrepresented groups within the United
States, historically and/or contemporarily;
-an understanding of the structural determinants of social location and inequality
within the United States;
- a critical understanding of inequalities, conflicts, and social change among groups,
including racial and gender groups within the United States historically and/or
contemporarily;
- capacities to appreciate, respect, and learn from diverse groups within the United
States.

Recommendation 3[2]: Revise the title and description of the Global Cultures Experience (EGC)
and standards for what qualifies.

This is to be adopted by the end of September 2020 so that the changes can be implemented
beginning Fall 2021.

Global Cultures, Race, and Equity Education Experience

Component Content/Methodology

The Global Cultures, Race, and Equity Education Experience contributes towards the
Illinois state-mandated requirement that general education requirements include

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[2] Language is consistent with current Lincoln Plan.

coursework that contributes to "improving human relations to include race, ethnicity, gender, and other issues related to improving human relations to address racism and sexual harassment" (see the Board of Higher Education Act at https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1080&ChapterID=18). Approved courses, activities, or projects designated as having a Global Cultures, Race, and Equity Education Experience component will introduce students to societal and cultural characteristics, issues, or levels of organization as exhibited by societies and cultures in countries other than in the United States, including a focus on diversity and issues of inclusion, inequality, inequity, and social change. These objectives can be met through a focus that may be social, political, economic, cultural, historical, and/or environmental in nature. While U.S. examples may be included to provide a comparative framework, at least two-thirds of the course content must be focused on historical, cultural, and/or societal knowledge of an area outside of and/or perspective beyond the United States. A substantial portion of every approved course, activity, or project needs to take a critical approach to exploring inequality, inclusion, and social justice. Courses are expected to include a substantive focus on group interactions, inequalities, and conflicts, address race, gender, and intersectionality, and make connections to contemporary society and the culture in which we are situated. While the topical focus of some courses may preclude a substantive focus on particular social locations, all courses with a GCREE Experience designation are still required to address social groups, cultural othering, and social stratification, and include a component that makes connections to contemporary aspects of group interactions, inequalities, and conflicts, including in relation to contemporary understandings and structures of race and racism.

Experience Goals

- an understanding of social and cultural characteristics, diversity, and/or issues in areas outside of the United States, historically and/or contemporarily;
-an understanding of the structural determinants of social location and inequality in areas outside of the United States, historically and/or contemporarily;
- an ability to recognize parallels and differences in social development, social organization, conflict resolution, or societal characteristics between those experienced in the United States versus those in other countries or areas, including around the social locations of race and gender;
- a recognition of, and appreciation for, differences among cultures and societies;
- a critical understanding of inequalities, conflicts, and social change among groups
- an ability to gain information and knowledge about cultures and societies other than those experienced in the United States.

Recommendation 4: Require all courses to obtain new initial approval of the EGC and EUSC experience designations.

- Current U.S. Cultures and Global Cultures experience designations will expire at the end of Summer 2021.
- For courses taught beginning in Fall 2021, faculty will need to re-apply for these attributes to apply to their courses through demonstrating their courses meet the updated criteria.
- Curricunet proposals that seek this attribute will need to include a letter from the department or program's Equity Advisor* assessing the course's correspondence with the experience and including a recommendation for or against including the attribute.
    - For initial approval, a grouped expedited approval process will be followed so that attribute designations can updated in time for student registration for Fall 2021 courses and to allow for faculty to have the opportunity to submit revisions if their initial proposal is not approved.
    - All departments with courses that currently have courses with a EUSC or EGC attribute designation will be notified by October 2, 2020, of the changes to the experience description, and that faculty will need to re-apply for the designation if they want their course to maintain it for Fall 2021 or thereafter.
    - Faculty will be required to submit initial proposals to maintain or add the new USCREE or GCREE designation to a course by November 15, 2020.
    - These will be reviewed with decisions made by the end of the fall semester. There will be an additional opportunity for faculty to submit revised proposals, by February 1, 2021, if their initial proposal was not approved in the first round.
    - Decisions will be made on those revisions by March 1, 2021. After this initial round of proposals for courses, future initial proposals can be submitted via the regular process for review on a regular timeline.

    *If a department or program does not yet have an Equity Advisor, someone with relevant expertise (from the department, from the IMPACT Academy, a hired external reviewer, etc.) will need to substitute for this role. This substitute process and persons is subject to approval of the Associate Chancellor for Institutional Diversity and Inclusion, with the Office of Institutional Diversity and Inclusion responsible for overseeing the development of a judicious alternative process and approving designations of people to serve in these roles.

Recommendation 5: Add a question to Student Evaluation of Teaching instruments for courses with EGC and EUSC experience designations.

These questions will be answered using the same five-point scale as the core questions (from strongly disagree to agree).

- For USCREE: The course content course substantially addressed issues of culture, race, gender, and equity within the United States.

- For GCREE: The course content substantially addressed issues of culture, diversity, and equity outside of the United States, and made contemporary connections to race, gender, and equity.

Recommendation 6: Require courses with these experience designations to regularly seek re-approval.

- The approval of a course as being designated with one of these experiences expires after either a period of six years or after the course has been taught three times, whichever is longer in duration.

Recommendation 7: Provide professional development support and faculty resources[3].

It is vital that faculty have the tools, resources, knowledge, and capabilities to effectively teach antiracist curriculum content, especially faculty teaching courses that have USCREE or GCREE designations.

Staffing is needed to supplement other anti racism trainings that can provide specific targeted curriculum and course development support.

How do we infuse antiracism education into STEM courses?

How do we recruit, retain and support minoritized students to STEM fields?

Recommendation 1: Hire a STEM (any field) Assistant Professor to develop an entry level course.

- For example, sociology of STEM.
- STEM students are required to take such course offerings.
- Hire teaches a capstone/upper-level course with a focus in diversity and inclusion.
- Salary of at least $63,000.
- Course releases as appropriate to develop the course, etc.

Example of a similar job call: https://saberbio.wildapricot.org/Job-board/7235644?tpg=9

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[3] Please note that faculty training is a key concern to the implementation of all of the calls to action. For this reason, faculty training is referenced several times throughout this document.

Recommendation 2: Student support group/club for people of color (POC) and indigenous students within the STEM field .

- A safe space for students of color in the field to share their experiences/stories
- A space for allies to show their support for students of color
- Speaker panels with professors/outside people in the field sharing their experiences and obstacles as POC
- Consult Black Psychology and Allies Club

Recommendation 3: Establish a mentoring program in STEM Fields.

- A mentoring program will need to be organized and facilitated. Requirements are ongoing with new students each term, including recruiting, screening, training, matching, and monitoring.

- Both mentors and mentees need diversity training. Mentors need to understand how to guide, mentees need to overcome a lifetime of bias and stereotypes towards STEM. Mentoring skills also need to be taught (perhaps by new STEM professor).
- Upper level students can mentor underclasspersons with proper training.
- Could count as community service hours for honors students. Or STEM could add community service requirement for graduation. Mentoring also helps students build a resume.
- Professors can also engage in mentoring.
- Includes pay and/or course release.
- Considered as service for tenure and promotion requirements.

How do we expand co-curricular leadership opportunities for minoritized students?

Recommendation 1: Improve Student Employee Hiring Process

When considering student employee experiences, a standard practice of equity and care needs to be formalized. Anyone hiring a student employee needs to undergo hiring training that educates employers about best hiring practices as well as how to best support your student employee. This training should be mandatory and renewed on a 2-year basis.

- Training should be available online with contact info for individuals on campus to ask follow up questions to. It should cover how to conduct impartial interviews, what factors should not be considered in hiring processes, what differences to consider between hiring a student and hiring a full-time staff or faculty member, and bias as it can exist in the interview process.

- Student employees should be assessed annually or more frequently for quality of experience. Questions should include "Do you feel valued at work?" "Do you experience racial discrimination at work?" and "Do you feel safe at work?" Long-form questions could include "Talk about how your supervisor supports you" and "Describe how your department demonstrates investment in you."
- Information should be distributed to all individuals who supervise students on best practices regarding the student employment experience. This should include how to provide students with professional development opportunities, best practices on supervision with emphasis on disciplinary action, and how Student Employment can help in different circumstances.

Contacts: Student Employment Office, EOA, individuals highly involved in hiring processes for consultation

Budget: Unknown at this time based on access to existing resources. Also depends on if we contract out with an existing training company or home-grow materials.

Timeline: Training identified or developed by December 2020. Protocols phased in Spring 2021. All protocols in effect beginning Summer 2021.

Recommendation 2: Student Involvement in Hiring Practices

To ensure students are equitably represented in hiring decisions, intentionality in selecting and training student representatives on hiring committees and student employees is important. Additionally, students should be compensated for their time.

- There should be at least 2 students on every hiring committee for full-time positions that directly serve students. The students should be chosen representative of both the student population at large and the students that position would work with. Special consideration should be given to students within sectors of campus that are often overlooked for these opportunities (Collegiate 100, Black Girls Rock, NPHC organizations, BSU, BGSA, Dining Services employees, etc.)
- Training for students on hiring committees and students invited on student interviews should consist of an additional component that educates students on bias that can exist within hiring practices, how to balance their role as a student with their role as a representative of their institution, and the goals, cope, function, and history of the position they are helping select for.

- Students should be compensated for their time on hiring committees at a rate parallel to other student employment positions.
- Students should not be selected to serve on more than one hiring committee in a given academic year. This will ensure more students have the opportunity and that we will not perpetuate a burnout and workaholism culture within our students.

Contacts: Human Resources

Budget: More research would need to be done to determine this number. This would also depend on how many positions need to be hired each year and if we home-grow or contract out training for students interviewers.

Timeline: Immediately start diversifying the students on hiring committees and in student interviews through guidelines created by HR early in Fall 2020. Create trainings and training process for students during Fall 2020 to be implemented in Spring 2021. Begin tracking which students serve on hiring committees and student interviews immediately. Secure funding during FY2020 to pay students starting in FY2021. Review list of students for gaps on a semester by semester basis.

Recommendation 3: Provide Compensation for Student Leadership

Some students, disproportionately low-income students and students of color are less available to participate in experiential leadership opportunities because of their financial limitations. To offset this, an opt-in scholarship opportunity should be in place that compensates students for their time involved in student leadership in meaningful and tangible ways.

- Student Affairs would dedicate a portion of their budget to providing "Experiential Leadership Scholarships" to offset the financial limitations some students feel that prevent them from participating in the same leadership development opportunities as their peers.
- Requirements to receive funding are as follows: 1. Serve as an active member on a registered student organization and be listed on their roster, 2. Attend 3 leadership workshops hosted by the Kimmel Student Involvement Center (this can be substituted for participation in Emerging Leaders or Legacy). 3. Be enrolled in the Leadership Exploration and Development Program.
- Scholarships should be for $500 and renewable each semester.
- Student Leadership Council Members (up to 10 each year) should also be compensated for their work encouraging and coordinating student leadership development efforts on campus at the same rate of $500. This will allow more students to have access to this opportunity and diversify a population of students who significantly influence student leadership opportunities on campus.

Contacts: Human Resources, Sarah Laux (Associate Director of the KSIC), Melinda Stitzel (Coordinator of the KSIC)

Budget: $25,000 annually to support 50 scholarships divided among fall and spring semesters. $11,000 to support one year of 10 Student Leadership Council positions and one summer of 2 positions (Membership Chair and Legacy Chair) working over the summer.

Timeline: Secure funding during FY2021. Create application process in Summer 2021. Run selection process for Student Leader Scholarship in August 2021. Disburse funds in $250 installments twice per semester. Run selection process again in December 2021.

Student Leadership Council members are selected in March/April the year prior to their commitment.

Recommendation 3: Affinity Space Student Leadership Opportunities

Identity and Leadership are deeply intertwined. To promote students with minority identities participating in leadership opportunities and to provide leadership development initiatives with those students specifically in mind, additional programming should be created. These programs can exist within the existing KSIC Leadership Programs framework with collaboration or consultation from CSDI.

- Two versions of Emerging Leaders will run co-currently: one general and one for first generation students. The second session would include curriculum that focuses on adjusting to college life, how to seek out resources, and imposter syndrome. This session could run both fall and spring.
- Evening programs can be implemented focusing on topics specific to certain populations of students on a monthly basis to supplement the existing Leadership Lunch program. These could include self-advocacy, filtering and applying feedback, and cultural competency.
- Affinity retreats can run one Saturday each month during September, October, November, February, and March. Each one can be focused for specific minority identity: (ie. September is for LGBTQIA+ student leaders, October is for Black student leaders, November is for Asian/Pacific Islander/Hawaiian student leaders, etc.). These day retreats will provide leadership development opportunities, a space for students with similar identities and experiences to connect and empower each other, and an opportunity to provide individualized support).

Contacts: CSDI, KSIC (Melinda Stitzel, Coordinator for Leadership Programs)

Budget: up to $55,000 to support additional staffing (One full time staff member, or, if needed, 2 additional Graduate Assistants). $2500 for each retreat to amount to $12500. $2000 to support 2 additional iterations of Emerging Leaders. $1000 to support evening programming.

Timeline: Hire new staff during Fall 2020. Develop curriculum over Spring 2021 and Summer 2021. Begin implementing new programming Fall 2021.

How can we create opportunities for antiracism education throughout the life-course?

Recommendation 1: Speaker Series focusing on antiracism topics (lines up with Committee 1)

- A *series* of **expert** *speakers* in the field of *antiracism* presented on topics pertaining to the racism, inequity, diversity and inclusion.
- The *speaker series* geared to inspire and motivate the University community to think big and bold when it comes to the antiracism.

  - Select speakers who will challenge the norm and create critical dialogue
  - University leaders promote through statements at varied times before the event

  - Rally to not only cover in university media but in the local and regional media

  Another Option:

  - Initially, provide a speaker series based on theme or topic. **Provide compensation to the faculty member who presents.**
  - Include a panel discussion of students on the topic. **Students would be provided a small stipend to be determined.**

  Contacts: Establish a taskforce from members of the subcommittees or seek volunteers

  Budget: Unknown, TBD. Further investigation on speakers, travel and selection will determine cost. Funding from Chancellor, Student and Academic Affairs or seek private funding.

  Timeline: Spring 2021 or Fall 2022

Recommendation 2: Speaker Series on Policing

- Series tentatively called "*Policing and the US Criminal Justice System.*" To be facilitated by student-lead small group conversations.
- Speakers and conversations around the issues of racism, policing, and the US criminal justice system.
  - Facilitators will reach out to members of the student organizations representing Black and other students of color (see chart below). Those students interested in devoting time this academic year to the project will be identified.
  - These students will be trained in facilitation and in the necessary leadership skills to manage difficult conversations around race and policing.

To make this project an on-going part of SIUE's commitment to racial justice, the students involved in this year's work will create a new student organization that will take on the task of organizing conversations like these in subsequent years and in selecting speakers for an annual speaker fund (see below).

- Faculty and staff will launch the program by reaching out to student organizations, following up with students, offering training, and serving as a resource for students as they proceed with the project.
- Colleagues in Residential Life, Kimmel Leadership, SOAR, the IMPACT Academy, and other departments will serve as faculty and staff volunteers.
- Trained facilitators and trainers of facilitation will need to be drawn from professionals either on the SIUE staff or elsewhere.
- Resources will be made available to student organizers to invite local and national experts on race, policing and the criminal justice system. See chart below for an initial list of local organizations and national figures that students may draw upon in selecting speakers.

Racism within the US criminal justice system is not about to disappear. **A project like this will require a long-term commitment of resources, including funds, to ensure this project is on-going as are the issues that inspired it.**

- SIUE will fund an annual "Racism and the US Criminal Justice System" speaker.
- This event and subsequent events related to this project will be sustained financially by a special fund seeded with a $20,000 investment by SIUE before the end of FY 2021.

How Much?

Stipends, Honoraria	Notes	Amount
Student leaders	10; $500.00 stipends each	$5.000
Professional trainers, facilitators	5; $1,000 stipends each	5,000
Local speakers	5; Oct., Nov. 2020 and Feb., March, April 2021; $500 each honoraria	2,500
National Speakers	1; fall of 2021; $5,000. each honoraria [Alex Vitale's speaking fee is $5,000]	10,000
Annual Speaker Fund: "Racism and the US Criminal Justice System"	SIUE seed money to be supplemented by fundraising	25,000
Total		**42,500**

Recruitment of Student Leaders: Student Organizations

Here's a partial list from https://siue.campuslabs.com/engage/organizations?categories=5624

- Black Student Union
- Black Greek Organizations
- Black Girls Rock
- Black Psychology Club (newly formed)
- Criminal Justice Club
- Delta Sigma Theta Sorority (Black students)
- Gamma Phi Omega International Sorority (Latina students)
- Hispanic Student Union
- My CurlFriends (Black students)
- Muslim Students Association
- NAACP-SIUE Branch
- National Association of Black Accountants
- National Association of Colored Women's Clubs
- National Black Association for Speech-Language and Hearing
- National Society of Black Engineers
- Sigma Delta Pi (Spanish, Hispanic heritage)
- SIUE Gospel Choir
- Society of Hispanic Professional Engineers
- Sociology Club
- Student Social Workers Association
- Zeta Phi Beta Sorority (Black Students)

Students enrolled in SIUE's Criminal Justice program can also be recruited to serve as student leaders.

Local Organizations and National Speakers: Race, Policing, and the Criminal Justice

Local

- SIUE Campus Police
- Edwardsville Police
- Edwardsville NAACP
- Ethical Society of Police (St. Louis Black Police Officers Union)
- Coalition Against Police Crimes and Repression
- Action St. Louis
- Anti-Racism Organizing Collective of St. Louis
- ExpectUs
- Arch City Defenders
- Latinos en Axion- STL
- St. Louis Police Department
- Faculty experts from SIUE Criminal Justice program
- Faculty experts from SIUE Sociology program

National

Angela Davis, scholar, educator, organizer, and public intellectual, she is *the* national leader of the prison abolition movement, a founder of Critical Resistance, a national, grassroots organization that works to build a mass movement to dismantle the prison-industrial complex, and author of *Abolition Democracy: Beyond Prisons, Torture, and Empire* (2005).

Mariame Kaba, organizer, educator and curator, worked for 20 years as an organizer in Chicago, co-author of *Fumbling Towards Repair: A Workbook for Community Accountability Facilitators* (2019) and of "Yes, We Mean Literally Abolish Police", *The New York Times* (6/12/20).

Alex S. Vitale, Professor of Sociology and Coordinator of the Policing and Social Justice Project at Brooklyn College and author of *The End of Policing* (2018).

How might our efforts allow us to work alongside the East St. Louis Center?

Recommendation 1: Community Engagement: Integration of SIUE-ESL Higher Education Center

The SIUE East St. Louis Center has supported youth, adults and families in the Metro East community for over 70 years and has been interconnected with SIIUE. The Center is part of a historic, rich and vibrant community.

The question to consider is how can SIUE make a more impactful commitment in supporting the needs of this community.

- Integrate the Center in Curricular and Co-Curricular Activities
    - Begin a dialogue that involves building trust in the people programs, and their value
    - Recognize building trust takes time
    - Devote time to learning about the ESL programs and their needs

    - Hold two general public listening sessions (fall, spring)
    - Jointly devise curricular or co-curricular activities
    - Seek opportunities to participate in the Center
    - Solicit and support faculty and student experiences at the Center
    - Provide additional media coverage of the work at the Center and its integration with SIUE

Contacts: Drs. Timothy Staples and Veronica Gina Jeffries, appropriate ESL and SIUE partners

Budget: Unknown. Contribute a budget but also seek private funding for specific needs with integration.

Timeline: Fall 2020 or Spring 2021

Section 3: Mental Health and Environment

The following section acknowledges ways we can support the mental health of SIUE constituents and, therefore, promote a safe campus environment.

How do we support the mental health of SIUE constituents?

Recommendation 1: Support the mental healthcare of students

- To support students in managing mental healthcare by increasing clinical supply and subsidizing associated costs.
- Key departments to be included: Counseling Services, specifically Dr. Courtney Boddie, Associate Dean of Students & Director of Counseling Services
- Mental Health Early Action on Campus Act (IL HB2152; Public Act 101-0251)
  - This Act was passed in August of 2019. Its purpose is to further identify students with mental health needs and connect them to services, increase access to support services on college campuses, increase access to clinical mental health services on college campuses and in the surrounding communities for college students, empower students through peer-to-peer support and training on identifying mental health needs and resources, and reduce administrative policies that put an undue burden on students seeking leave for their mental health conditions through technical assistance and training.
    - Among its many provisions, the Act includes a stipulation of first reaching a goal of a 1:1250 ratio of counselor-to-student. From there the ratio is slated to increase to 1:1000 in later years.
    - Counseling Services currently has six clinical providers who maintain a caseload, which results in a 1:2100 counselor-to student ratio.
    - Counseling Services would need 10 counselors who see clients as their primary duty to meet the above-stated ratio. For perspective on clinical demand, even during COVID-19, please see usage data below:
    -

Description	2018-2019 Total Appointments	2018-2019 Unique Clients	2019-2020 Total Appointments	2019-2020 Unique Clients
Consultation Appointments	156	130	148	117
Crisis Appointments	108	88	89	83
First Session visits	334	318	303	289
Initial Assessments	563	551	529	515
Psychological Assessments	55	53	50	50
Regular Appointments	1582	327	1651	313

- In 2019, Dr. Boddie wrote a White Paper to address Counseling Services' compliance with this Act, which included the information provided above regarding the number of counselors needed comes from Dr. Boddie's calculations in his White Paper.
  - Funds to help subsidize student mental healthcare:

    Starting FL 2020, Counseling Services will institute door fees (i.e., copays) payable by card or Bursar bill. To ensure that this fee is not a barrier to students seeking care, a fund should be developed to help subsidize this fee for students who cannot afford this.

 Please see a comparative analysis of FY19 and FY20 CS Data in the table above.

- Eligibility for funding:

  1.   Students must be enrolled in classes during the current semester and already paying student fees, as this is what determines eligibility to be seen at SIUe Counseling Services

  2.   Further eligibility criteria should be determined through discussions with Counseling Services and Bursar office

Recommendation 2: Expand the anti-racism webpage on SIUe's main website (https://www.siue.edu/about/announcements/anti-racism/resources.shtml)

- Articulate how racism and other systems of oppression impact mental health and provide resources both within the university and within the community
- Key departments to involve in this work: Marketing. It could also be helpful for them to consult with other university departments, such as Counseling Services, Center for Student Diversity and Inclusion, and the Anti-Racism Task Force, to cultivate resources
- Four main parts of the webpage:
  - Acknowledgement of the pain and trauma racism and other systems of oppression causes

    - #racialtraumaisreal published by Institution for the Study and Promotion of Race and Culture may be helpful in shaping this language (PDF included in email)
  - Emotional and Psychological Resources
    - SIUE Counseling Services
    - The Steve Fund (mission: supporting the mental health and emotional well-being of young people of color)
    - The Jed Foundation
    - The Loveland Foundation

- Activism resources:
  - https://www.aclu.org/know-your-rights/
- Anti-racism work being done on campus
  - Anti-racism task force

  - IMPACT academy

- Information and resources from this webpage should be featured and shared biweekly in the E Today
- Examples of anti-racism webpages from other universities:
  - UNC (https://diversity.unc.edu/yourvoicematters/anti-racism-resources/)
  - UC Davis (https://diversity.ucdavis.edu/resources-racial-trauma)

Recommendation 3: Create Community Spaces

- Cultivate a weekly space where community members (faculty, staff, and students) can drop in and talk with other community members about how they are navigating the current world
  - This can be done in person in the MUC or be virtual Zoom sessions while remote learning is occurring.
- Key departments to be included: Impact Academy, Center for Student Diversity and Inclusion (especially Lindy Wagner who has led Inclusive Conversations within CSDI), Counseling Services, ACCESS, and student organizations
  - Develop partnerships with student organizations who are also passionate about this work and supporting students to understand what they need and where they would go for support and developing tools to deal with the emotional and psychological pain
  - Black Student Union and other identity-based student groups might be helpful organizations to partner with
- Facilitators should be present at each gathering to help review group norms for the meeting and facilitate the conversation
  - Could be community members who have previously been trained to lead and facilitate conversations related to diversity and inclusion and/or anti-racism (such as members of the Impact Academy or Center for Student Diversity and Inclusion)
- Incentives for facilitators: incentivize tenure track professors to engage by giving a course release to them. For NTTFA, could count it as a "5th Unit"
- If new community members need to be trained to facilitate these conversations, connecting with The National Conference for Community and Justice of Metropolitan St. Louis (NCCJ St. Louis) could be useful
- Group norms and expectations should be written out for these community spaces, including but not limited to confidentiality, respect, refraining from shaming and blaming others, practicing mindful listening (e.g. listening to learn from others rather than just listening to return)

- While these community spaces are open to everyone, it could be beneficial to have alternating weeks be open for everyone versus having Black only spaces (including the conversation being led by Black facilitators)
- As this program develops, it would be helpful to determine if turning this into an educational space would be beneficial. Education could include teaching Allyship skills, microaggressions, racism in an academic institution, etc.

Recommendation 4: Create a new set of Student Academic Success Sessions (SASS)

- Create informational sessions that would teach students how to cope within systems of oppression.
- Key departments to be included: The Office of Retention and Student Success, Counseling Services providers and/or professors with expertise in these areas
- All SASS sessions are eligible to meet the Health Education Requirement for general education. Students must attend five (5) unique sessions (no duplicates) to meet the requirement. Transitioning to asynchronous video. Due to this requirement, this is a great opportunity to teach students about how to cope with the emotional and psychological pain of the world.
- A SASS session could give a brief overview of how racism and systems of oppression are connected to trauma and other mental illness, and then teach students how to cope
- Institute for the Study and Promotion of Race and Culture (ISPRC) has developed and made publicly available a racism recovery plan toolkit that can be used to teach students how to create their own racism recovery plan (PDF included in email)

    - Steps: racial wellness toolbox, daily maintenance of centeredness in the face of racism, racial trauma triggers and response plan, racial trauma early warning signs and response plan, crisis planning, post crisis planning (see attachment)

Recommendation 5: Incorporate Anti-Racism language into Student Code of Conduct

- Update student code of conduct to include explicit policy regarding standards students are expected to uphold in co-creating an anti-racist university and consequences if a student does not meet those expectations
    - Policy should give special considerations to situations where non-overt racist language was used, but student still feels the harm of a racist/unsafe learning environment
- Key departments to be involved: IMPACT academy, Office of Student Conduct, Bias Incidence Response Reporting (BIRT) committee, Office of Equal Opportunity, Access and Title IX Coordination
    - The IMPACT academy has already created language for class syllabi, and may be appropriate to use as a basis for student conduct

- Current language in the code of conduct: SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code (https://www.siue.edu/policies/3c1.shtml).

Recommendation 6: Purchase Anti-Racism resources

These resources not only will help us educate ourselves and students but to dive deeper into understanding diverse points of view. Resources such as these will further intentionally focus on inclusive conversations, curriculum changes and co-curricular activities on inequity and racism.

- Most resources will be purchased in electronic format
- Unlimited user access
- Currently constructing an electronic guide on the topic. This guide will be available prior to fall semester
- Further research on resources is in progress
- Contacts**:** Lydia Jackson, Subject Librarians, FST Coordinator and Instructors, Interdisciplinary Subject Experts, ACCESS, Instructional Services and SOAR Directors. Could also seek recommendations via an online survey.
- **Budget: $20,000-$30,000**
  - Also, there may be the potential to write a grant for additional funding or sustainability

Appendix A

The following list is the original set of questions provided to the committee.

3. **Curriculum**: (D&I Strategic Plan Goal 3: Build a community that fosters learning, scholarship, and creative activities that reflect understanding of global diversity and a commitment to inclusion and social justice):

    A. What occurs in a student's first week at SIUE and in the SIUE Experience to initiate or deepen reflection and promote equitable integration?
    B. What occurs in a student's first semester and FST 101 to deepen reflection and learning about inequity and racism?
    C. What occurs as a part of curricula in all majors to continue these reflections?
    D. How can the IMPACT Academy and the Truth, Racial Healing and Transformation Campus Center have a greater effect in integrating inclusive and equity minded teaching into the classroom?
    E. Are there barriers to certain academic disciplines (e.g., STEM) that need to be eliminated?
    F. Are there particular discipline areas (e.g., Social Justice), minors (Black Studies, anti-racism studies), tracks, graduate certificates, and/or research areas that should developed and/or expanded to address racism, injustice and inequity?
    G. How do we prepare SIUE students to be leaders and advocates for social justice and equity?
    H. How do we teach our students about resources to deal emotionally and psychologically with pain and outrage when the world appears most unjust? How do we help students to develop tools to address social issues?
    I. How can elements of SIUE (e.g., our Criminal Justice Program, our Police force) create environments that improve current conditions for Black, indigenous and other students of color?
    J. How do we integrate the curricular and co-curricular student experience with respect to racial justice?
    K. How do we encourage interdisciplinary connections on matters of diversity, equity, inclusion and racist education?