

Student Affairs 22-23 Inclusive Excellence Action Plans

Campus Living Thematic Area

Residence Life

Goal #1: Gain a baseline understanding of students' sense of belonging in the residence halls

IEAP Main Contact: Elaina Hill, Associate Director of Residence Life

IE Framework Category: Campus Climate

Implementation Plan:

- August: Train RA and Head Staff centrally around D.E.I. introductory topics. Provide support in the launching of our new Initiative Model, namely our learning goal of Belonging.
- October/November: Include questions in our departmental survey around the concept of belonging; share out the results and consider future training to address any concerns.
- January: Do a "deeper dive" with student staff during training. Consider lessons learned from the fall, and goal setting for the spring.
- February/March: Send a follow up survey to residential students that include similar questions from the fall to assess improvement/etc; provide feedback to staff.
- April/May: Look to the year ahead, make necessary changes to curriculum and training materials, consider what the next step would be for returning staff in terms of scaffolding their learning around D.E.I.
- Elaina Hill will be the main person responsible for the execution of this plan and timeline.

Funding/Resource Allocation: None needed.

Potential Barriers & Strategies to Overcome:

Time limitations for training, lack of student response to survey.

Assessment & Criteria of Success Metric:

Assessment of student staff on August/January trainings; better understanding what has been learned and what needs more attention. This will be done through Qualtrics and shared with supervisors to help on-going training and development, especially connected to D.E.I.

I chose this method to allow ease of collecting data and the ability to use that data to generate future plans.

Assessment of students in October/November with specific questions regarding our learning goal of Belonging; consider RA community and individual connections and their impact in community. This will be able of the departmental survey.

Additional assessment through Qualtrics in February/March to see what changes might have occurred since the Fall.

I will use the results to better inform our student staff training as they are the primary contact for students living in our halls and have influence to instill a sense of belonging through the many initiatives in our curricular approach.

Success will evident through seeing higher numbers of students agreeing that they feel a sense of belonging in the residence halls, especially considering marginalized identity groups and their response to those questions.

At this time, I am interested in gaining a baseline understanding in order to inform future trainings and plans, again, as we aim to achieve our learning goals.

Goal #2: Assess staff hiring processes to uncover potential biases that could hinder marginalized identities.

IEAP Main Contact: Elaina Hill, Associate Director of Residence Life

IE Framework Category: Recruitment and Retention

Implementation Plan:

September: Review of past hiring materials, work in partnership with the Assistant Director for Training and Development to consider changes for the 23-24 hiring process; present changes to full professional staff for input, make additional changes as necessary. Train professional staff around implicit biases and the hiring process.

October/November: Advertise recruitment materials with mindful representation and language to allow all students to see their potential in the RA position.

January/February: Support staff through interviews, the selection process. Consider diversity in staff who were hired vs not hired. Collect feedback around equity in the process, make necessary changes for the next cycle.

Funding/Resource Allocation: None needed.

Potential Barriers & Strategies to Overcome:

Bandwidth during interview process of staff.

Assessment & Criteria of Success Metric:

Success in recruitment efforts will be reflected in the diversity of our candidate pool; success for the actual hiring process will be evident in those hired and who accept the job, how the rubrics for interviews total candidate scores and the identities that score higher vs not. Again, not having past data to provide context, I am invested in gaining a baseline understanding of how this annual process in Residence Life helps or hinders students with marginalized identities to be selected for the RA position.

Student Transition Engagement Programs

Goal #1: STEP will provide year-round student leaders with at least two opportunities to develop a deeper understanding of community values and their intersection with identity experiences.

IEAP Main Contact: Lauren Garrett, Director of Student Transition Engagement Programs

IE Framework Category: Campus Climate

Implementation Plan:

Over the course of Fall 2022/Winter 2023 and guided by STEP Professional Staff and Graduate Assistants, our year-round student leaders will be placed into small workgroups to explore various student identity experiences at the university. In consultation with campus and community experts,

each will create training briefings that will help inform the work of community developers across the university.

Each briefing will address not only the population's W&M student experience, but also present applicable cultural, historic, legal, and/or environmental contexts. These trainings will be piloted to each of the other student leader workgroups in Spring 2023 to provide opportunity for critical feedback, reflection, and improvements prior to their being published/launched in Summer 2023 for AY23-24 trainings and resource-building.

Funding/Resource Allocation:

Funding and time has already been allotted for year-round student leader training and the development/publishing of community development resources. By embedding this intended outcome exploration into the general responsibilities of our student leaders, we can ensure that not only does our work get accomplished - but that we meet several student learning objections along the way and also support the development and refinement of transferrable skillsets.

Potential Barriers & Strategies to Overcome:

Barriers to the success of these strategies include actual student leader role time constraints, a potential lack of availability/commitment from university and community resources, and competing training priorities.

To ensure "running out of time" is not encountered:

- By November 1: student leaders will be grouped and select their identity focus
- By February 20: draft briefings are due for staff review
- By March 1: peer review presentations begin
- By May 1: briefings will be made available to the university community

This early-start will also allow greater flexibility in identifying resources and opportunities for ample consultation.

Assessment & Criteria of Success Metric:

Year-round student leaders will be asked to reflect on the process of creating and implementing their population training sessions throughout and at the conclusion of this process. This data will help us create a narrative around why experiential learning continues to be an important piece of student leader development. We will also include questions on the Orientation Staff Training Evaluation Survey around effectiveness and applicability of these additional summer training sessions on their feelings of student leader preparedness and capability.

Our strategy will be successful with the implementation of at least two training opportunities. However, the true benchmark will be that university community developers, such as the Orientation Aides, note on evaluations that these briefings helped them feel more prepared to support their students as they transitioned into and through the university experience.

Health & Wellness Thematic Area

Campus Recreation

Goal #1: Campus Recreation will recruit marginalized students from student organizations to participate in Campus Recreation programs and employment.

IEAP Main Contact: Daniel Gardner, Assistant Director of Sport Clubs

IE Framework Category: Recruitment and Retention

Implementation Plan:

Daniel Gardner will use TribeLink to outreach to student organizations recommended for Campus Recreation outreach by the Center for Student Diversity, in order to meet with at least 3 student organizations to recruit marginalized students for participation in Campus Recreation programs and employment.

Outreach to CSD: August and September 2022

Meetings with organizations: September 2022 and October 2022

Follow-Up Meetings with Organizations as Necessary: Spring 2023

Funding/Resource Allocation: none

Potential Barriers & Strategies to Overcome:

- 1) Responsiveness of student organizations may be a barrier; use of TribeLink may overcome barrier.
- 2) Timing of outreach may be a barrier if done late in 2023; outreach to CSD in August and September 2022 may overcome barrier.

Assessment & Criteria of Success Metric:

Daniel Gardner will report the number of student organizations recommended by CSD and the number of student organizations met during Fall 2022 and Spring 2023. Success Metric is Campus Recreation will have met with at least 3 student organizations recommended by the CSD for outreach from Campus Recreation to recruit marginalized students to Campus Recreation programs and employment.

Goal #2: Campus Recreation staff will develop at least 3 ways to make Campus Recreation programs more welcoming to transgender students.

IEAP Main Contact: Daniel Gardner, Assistant Director of Sport Clubs

IE Framework Category: Campus Climate

Implementation Plan:

Daniel Gardner will meet with Campus Recreation staff to develop ideas for program improvements that would enhance the transgender student sense of welcoming in Campus Recreation programs. Ideation meetings will occur in August and September 2022.

Daniel Gardner will work with Campus Recreation staff to implement 3 program improvements with the goal of improving transgender student sense of welcoming in Campus Recreation programs.

Implementation of program changes will occur in Fall 2022 and Spring 2023.

Funding/Resource Allocation: none

Potential Barriers & Strategies to Overcome:

A potential barrier to success may be program changes forbidden by governing policy, such as Sport Club leagues which prohibit W&M Campus Recreation ideas for participation program policy changes. To minimize this potential barrier, Campus Recreation staff will focus on program changes within their scope of decision making.

Assessment & Criteria of Success Metric:

Daniel Gardner will document 3 program changes that were intended to improve the transgender student experience in Campus Recreation programs throughout the Fall 2022 and Spring 2023 semesters, and produce a final description of the 3 changes in Spring 2023.

Counseling Center

Goal #1: Actively and ongoingly offer supportive and encouraging venues (workshops, support outreach, etc.) for students from diverse backgrounds.

IEAP Main Contact: Felicia Brown-Anderson

IE Framework Category: Campus Climate

Implementation Plan:

Schedule at least one Counseling Center Open House outreach, with specific invitation to diverse student communities on campus. It is our desire to break down barriers that may discourage students from seeking mental health services.

Funding/Resource Allocation: time is the main resource needed

Potential Barriers & Strategies to Overcome:

The main potential barrier is low student participation. It will be important to collaborate with student groups and departments on campus to encourage students to attend.

Assessment & Criteria of Success Metric:

Feedback from students about participation in the open house will be collected. The feedback from students will indicate diverse students are more willing to seek mental health support.

Goal #2: Increase our understanding and sensitivity, and then act on that understanding in the development of programs, resources and services that attend to the specific wellness needs of diverse social realities and identities.

IEAP Main Contact: Felicia Brown-Anderson

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

The Counseling Center staff will work toward achieving diversity, equity, and inclusion with students through programming, resources, and services offered.

Funding/Resource Allocation: Additional funding may be helpful, but not necessary.

Potential Barriers & Strategies to Overcome:

Limited time to commit to ensuring programming actively attends to issues of diversity, equity, and inclusion. We plan to integrate issues of diversity, equity, and inclusion in all programming, resources, and services.

Assessment & Criteria of Success Metric:

Invite student feedback whether or not programming, resources, and services addresses their sense of/satisfaction with the integration of issues of diversity, equity, and inclusion in all programming, resources, and services.

Goal #3: Provide a safe space where counselors are sensitive to client's personal identities (i.e. culture, values, beliefs, orientation, abilities, etc.).

IEAP Main Contact: Felicia Brown-Anderson

IE Framework Category: Recruitment and Retention

Implementation Plan:

The Counseling Center will continue to provide culturally sensitive clinical services as part of the goal to achieve and maintain a more diverse and inclusive student body.

Funding/Resource Allocation: n/a

Potential Barriers & Strategies to Overcome:

The barrier could be uncontrollable situations where students are not within a safe space. The Counseling Center staff will continue to invite students to disclose and process their experiences.

Assessment & Criteria of Success Metric:

This data will be gathered from part of the client satisfaction survey where students are specifically asked if the Counseling Center is welcoming to and inclusive of different cultures. There is also an item that gathers data to determine if students are satisfied with sensitivity to their personal identities.

Goal #4: Provide training opportunities in which interns demonstrate attention to diversity and cultural issues in addition to contextual variables across all professional activities.

IEAP Main Contact: Felicia Brown-Anderson

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

Interns will continue to be provided with multiple opportunities to integrate multicultural competencies and variables into their work with the student population, such as in case presentations, individual

supervision discussions, and seminar discussions. It will be important to highlight the importance of achieving diversity, equity, and inclusions in all of their clinical and other direct service experiences. Interns will be provided feedback throughout the year by individual and group supervisors as well as other senior staff.

Funding/Resource Allocation: n/a

Potential Barriers & Strategies to Overcome:

There may be unexpected schedule changes or cancellation. Opportunities will be reschedule as needed.

Assessment & Criteria of Success Metric:

Supervisors and clients provide interns feedback on the If interns demonstration of attention to diversity and cultural issues in addition to contextual variables across clinical and all other professional activities. Additionally, Interns will complete an evaluation of their internship experience related to integration of multicultural competency in the training experience. Evaluation questions will include the degree to which they gained competency.

Individual supervisor evaluation for and client satisfaction feedback will indicate demonstration of attention to diversity, equity, and inclusion issues. Interns will rate the internship experience related to integration of multicultural competency as "Good" or "Excellent" in terms of the degree to which they gained competency.

Health Promotion

Goal #1: Recruit and retain a diverse staff

IEAP Main Contact: Kelly Crace

IE Framework Category: Recruitment and Retention

Implementation Plan:

When OHP has a job opening, target effective sources for diverse candidates, instead of what is free and easily accessible, in order to increase the candidate pool.

Encourage other campus partners to share our job openings with their peers.

Consider multiple forms of diverse identities when hiring and recruiting

Use OHP file that holds future contacts/resumes of potential candidates for when positions become available.

Actively reach out to colleagues to encourage them to consider working at W&M in the future.

Attend continuing education webinars/seminars related to hiring, recruiting, and retention of diverse staff and students.

Supervisor will meet at the beginning of each year to assess what values and professional development opportunities will be important to be fulfilled that will impact retention of each staff member. Supervisor will monitor and support the progress of meaningful professional engagement.

Funding/Resource Allocation:

Recruitment and hiring will be dependent upon sufficient auxiliary or private funding.

Potential Barriers & Strategies to Overcome:

Even when you recruit candidates, it does not mean they will apply for the position. We will focus on a process of robust recruitment and measure our success by both the process and outcome of any search. It will be challenging to track the frequency that employees are actively recruiting their peers throughout the year. By identifying early in the year potential resources to recruit, we expand our pool of possible diverse applicants. We will also be intentional about recruiting peers and reaching out to those who may not be in our department but may know other people who can apply.

We can only hire those who apply for the position and if they happen to all be of one race/ethnicity...should we put things on hold to find a more diverse pool...often we are under time constraints and have to go with those who apply. If that outcome occurs, we will consult with HR and senior leadership to determine next steps.

Lack of funding to expand our department may lead to recruiting without much hope of having positions to fill. We will continue to advocate for sufficient resources, including private funding, by demonstrating our critical link to the university mission, vision, and values.

The hectic pace of our year may cause us to drift to being too transactional in our meetings and less focused on human capital factors of our individuals and team. It will be important to maintain regular individual meetings that include regular assessment of colleague's progress on values expression, job fulfillment, and life role harmony.

Assessment & Criteria of Success Metric:

Use our implementation plan to recruit a diverse pool of candidates for a vacant OHP position.

Successfully hire a new OHP professional this year.

Continue to develop a file of future prospective employees.

Use feedback from staff self-evaluations to determine whether supervisor adequately attended to staff values expression, fulfillment, and professional development.

Goal #2: Offer multifaceted learning opportunities for students, faculty, and staff that include "courageous conversations."

IEAP Main Contact: T Davis and Kelly Crace

IE Framework Category: Academic Excellence

Implementation Plan:

[Note: OHP conceptualizes "courageous conversations" as "having difficult conversations around sensitive issues," including DEI learning outcomes]

Develop "I Can, I Will" diversity module in collaboration with Deputy Director of Diversity & Inclusion and or other DEI informed/educated colleague.

Maintain SOS Initiative - a personalized program that respects individual experiences. Include "courageous conversations" theme into the initial assessment process.

Continue Let's Get Consensual Instagram campaign and intentionally explore sexual violence prevention and feminism/womanism from more diverse perspectives through 3 book reviews by authors of color.

Include theme of "courageous conversations" into Health & Wellness passive programming platforms.

Intentionally propose collaboration on The Clothesline Project throughout the year and have 1 or 2 new partners to support SYK's vision in order to broaden and diversify their impact.

Develop web presence of the socio-ecological model that emphasizes multiple factors (individual, interpersonal, community, and policy) to promote a broader understanding of our approach to wellness.

Continue to offer the Authentic Excellence program with an emphasis on the intersectionality of flourishing and DEI issues.

Repeat the military wellness series of programs for military students and student veterans.

Continue to foster the awareness of the McLeod Tyler Wellness Center as a supportive place for affinity groups to meet.

Continue the second year of the Courageous Leadership Authentic Excellence Fellows program.

Integrate courageous conversation theme into Wellness Ambassador training.

Funding/Resource Allocation:

These programs are currently funded in our auxiliary budget.

Potential Barriers & Strategies to Overcome:

Competing demands for programming, such as unforeseen health topics and trends that will require more of our attention.

Assessment & Criteria of Success Metric:

A fully developed "I Can...I Will..." Diversity module will be complete and ready to implement for students, staff, and faculty.

SOS graduate assistants will complete a document (SOAR) for every student who participates in the SOS program which will allow supervisor to assess the depth of conversation with participants.

Shared 3 book reviews by authors of color on Let's Get Consensual Instagram.

We will retain images and copies of the use of courageous conversations theme in our passive programming throughout the year.

SYK will collaborate with 2 new partners on The Clothesline Project.

Successful completion of a web presence of the socio-ecological model that emphasizes multiple factors (individual, interpersonal, community, and policy) to promote a broader understanding of our approach to wellness.

Assess attendance and evaluate participant experiences with the Authentic Excellence programs.

Successfully repeat and evaluate the military wellness series of programs for military students and student veterans.

Document communication efforts to affinity groups and assess student experiences who use the McLeod Tyler Wellness Center.

Successfully complete and evaluate the Courageous Leadership Authentic Excellence Fellows program.

Document how the courageous conversation theme was integrated into this year's Wellness Ambassador training.

Goal #3: Increase the cultural awareness, sensitivity, competency, and humility of OHP staff

IEAP Main Contact: Kelly Crace

IE Framework Category: Academic Excellence

Implementation Plan:

Establish virtual and in-person professional development opportunities designed to improve cultural awareness, sensitivity, competency, and humility of OHP staff.

Funding/Resource Allocation: Private funding

Potential Barriers & Strategies to Overcome:

Lack of funding. Will continue to advocate for private funding for professional development.

Assessment & Criteria of Success Metric:

Each staff member will participate in at least two professional development trainings that are devoted to DEI issues.

Student Health Center

Goal #1: To form a DEI Health & Wellness Committee within H&W to continually expand upon our knowledge and awareness surrounding diversity, equity and inclusion as health professionals.

IEAP Main Contact: David Dafashy, Medical Director

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

To assist in our growth of expanding our knowledge and awareness surrounding diversity, equity and inclusion, we will

- a. Form a DEI Committee comprised of Student Health
- b. Schedule regular meetings that address concerns and issues surrounding DEI (smaller dept meetings and sub committees can also discuss these issues)
- c. Invite Students and community partners to participate in meetings to receive feedback and suggestions for improvement
- d. Have at least 2 providers and nurses attend CME's that address underserved populations to learn how to better care for and connect with vulnerable populations
- e. Update website to ensure it is reflective of our DEI commitments

Potential Barriers & Strategies to Overcome:

Time to commit may be a potential barrier. However, meetings can be planned to meet monthly to give attendees time for other commitments.

Assessment & Criteria of Success Metric:

Document committee members and those who have attended trainings/workshops

Staff provide feedback on areas they would like to receive more training

Keep website up to date which reflects our DEI commitments

Give students the opportunity to provide feedback on areas of improvement through surveys

Student & Engagement Leadership Thematic Area

Office of Community Engagement

Goal #1: Use Data to Assess Inclusiveness of OCE Programs

IEAP Main Contact: Melody Porter, OCE Director

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

Our overall goal is to ensure that participants and leaders in our programs include, proportionally, at least as many students of color as there are at W&M. We had planned to implement this goal in AY22, but W&M GivePulse was not fully integrated with Banner until the end of the academic year. We are resubmitting this goal, with an additional element.

We will use W&M GivePulse to analyze demographic data of students involved in the OCE overall, and in individual programs, in comparison to university demographics. We will look at differences and similarities in representation of students of various racial and ethnic identities.

We will also implement the Pathways assessment tool, which allows students to indicate levels of interest in various approaches to civic and community engagement and service. Data received from that instrument also will include levels of interest amongst students by their racial and ethnic self-identification.

We will partner with students to develop plans for our overall office, and specific programs, to make our programs more inclusive and at least reflective of the overall racial and ethnic diversity of the university.

- Collect and compare student participation demographic data between 20-21, 21-22, and 22-23 academic years from GivePulse (AY 21 & 22, by October 2022; AY 23 by June 2023)
- Distribute Pathways survey to OCE participants and broader campus, by February 2023
- Meet with student leaders for OCE programs to discuss and implement at least one practice of inclusion, welcome, and belonging, by December 2022
- Assess effectiveness of inclusion practice, by December 2022
- Responsible staff: Melody Porter, Elizabeth Miller, Joy Jackson, Rich Thompson

Funding/Resource Allocation:

Use of the Pathways tool comes with membership in the Pathways Working Group, which has a \$200 annual fee. We will cover this with our operational budget.

Potential Barriers & Strategies to Overcome:

- Collecting clear, current demographic data for the university
- Competing priorities, including many office-wide changes
- Not being able to determine whether our interventions or other factors influence any potential change in recruitment of BIPOC students

Assessment & Criteria of Success Metric:

- Compare student participation demographic data between 20-21, 21-22, and 22-23 academic years from GivePulse (AY 21 & 22, by October 22; AY 23 by June 23)
- Criteria of success:
 - Each program has incorporated at least one practice in recruitment specifically intended to increase a feeling of welcome and belonging
 - OCE overall and programs show increasing participation by BIPOC students

- OCE overall and programs have improving participation rates in comparison to overall university
- This method allows us to easily capture demographic data without relying on student survey responses

Office of Student Veteran Engagement

Goal #1: Engage Staff Who Identify as Military-Connected

IEAP Main Contact: Charlie Foster, Director, OSVE

IE Framework Category: Campus Climate, Innovation, Community and Reconciliation

Implementation Plan:

The Office of Student Veteran Engagement will expand the military and veteran community at William & Mary by identifying and engaging Student Affairs staff who identify as military-connected. The OSVE will put out a call for staff to participate, then distribute visual representations of this status. The OSVE will then add participants to a mailing list and larger W&M military and veteran employee resource group (ERG). The effort will culminate in participation in military and veteran events throughout the year.

Funding/Resource Allocation:

Funding will come from the OSVE budget

Potential Barriers & Strategies to Overcome:

Barrier: Identifying staff via email, newsletter, W&M Digest, etc. is difficult due to constant communication overload

Strategy to Overcome: Meet with Student Affairs leaders and ask for information dissemination in meetings or other gatherings

Barrier: staff has little time to participate in events due to busy schedules

Strategy to Overcome: incentivize attendance at events with food or desirable takeaways (W&M and military-branded items and decorations)

Assessment & Criteria of Success Metric:

Year 1:

- Identify 20 military-connected personnel within the Division of Student Affairs, students, and other departments across campus
- Conduct two events for military-connected students, faculty, and staff

Year 2

- Identify 40 military-connected personnel within the Division of Student Affairs, students, and other departments across campus
- Conduct four events for military-connected students, faculty, and staff surveys

Student Leadership Development

Goal #1: Engage students in the practice of having challenging conversations.

IEAP Main Contact: Jennifer Leung, Associate Director of Student Leadership Development, Anne Arseneau, Director of Student Leadership Development

IE Framework Category: Campus Climate, Organizational Culture and Accountability

Implementation Plan:

Objective A - Promote conversations about and across difference through the Pursue Perspective initiative

We will identify 4-5 topics for Living Room Conversations (December 2022 - Leung)

invite students (based on organization memberships) to participate (various Spring 2023 - Opie)

facilitate Living Room Conversations in the Spring semester (various Spring 2023 - various SLD)

Objective B - Develop and disseminate resources to assist organizations in addressing member behavior that is perceived to be disruptive to group dynamics and organization operations.

Addressing challenging members resource (November 2022 - Arseneau)

Provide updated sample constitution language and processes addressing member behavior (November 2022 - Arseneau)

Offer a “so you want to kick a member out” program/resource (March 2023 - Arseneau)

Explore restorative practices for student organizations as a way to address difficult membership situations (April 2023 - Leung)

Funding/Resource Allocation:

Provide refreshments as incentive to participate in in-person programming like Living Room Conversations

Potential Barriers & Strategies to Overcome:

Potential Barriers -

- Participation in optional activities like Living Room Conversation
- Students less likely to participate in programming about difficult members in a proactive manner; they tend to be more reactive and only engage when there is a problem

Strategies to Overcome -

- identify broadly applicable topics for Living Room Conversations and be intentional with invitations to participate;
- offer to hold these conversations as “meal type gatherings” (breakfast - donuts, lunch/dinner - pizza)
- Engage student organizations who have needed to address disruptive membership situations in the development and promotion of these opportunities/resources

Assessment & Criteria of Success Metric:

- We will do a post-program evaluation with participants in Living Room Conversations to see if the intended outcomes were achieved.

- Need to address issues of “notice and response” decreases during the initial constitution review process; organizations will create and articulate fair and appropriate processes to address disruptive membership situations.
- Fewer interventions by SLD, at the direction of the Office of Compliance and Equity, needed to help organizations address member behavior situations.

Student Unions and Engagement

Goal #1: Assess how the Sadler Center fosters a positive sense of belonging for students regardless of background/identity

IEAP Main Contact: Taylor Locks, Associate Director for Operations, Eric Margiotta, Director

IE Framework Category: Campus Climate

Implementation Plan:

As this is a department-wide initiative to support the mission and vision of SUE, implementation will cover both the programmatic and operation elements of Sadler Center. Three specific initiatives we will implement to support this plan include:

- Throughout the year, informal feedback will be sought from both students and campus partners about the building and its amenities. The feedback provided will be used to shape building improvements (Taylor Locks, Assoc. Director).
 - For example, does the meditation room meet the needs of students across religious and spiritual backgrounds?
- Alma Mater Productions will continue to provide programming which focus on components of diversity and inclusion (Jenna Venable, Assistant Director).
- Public art displays will include a broad representation of cultures, identities, and experiences (Eric Margiotta, Director).

Funding/Resource Allocation:

Funding has already been allocated to AMP to offer programs with a DEI focus. Funding has also been set aside for art investments, such as two murals, and partnerships have been established with the Muscarelle. Funding could be needed to support additional facilities upgrades. However, we anticipate many of these asks will be under \$5,000 and can be supported through existing funds. If funding limits some upgrades in this fiscal year, receiving additional funding allocations from the budget process or seeking private-donations are opportunities for next fiscal year.

No funding needs are anticipated to support the climate survey implementation, however, staff time to develop and review the survey will be intensive in the 2 months leading up to survey roll-out.

Potential Barriers & Strategies to Overcome:

1. A major barrier to fostering a sense of belonging for a diverse student body is the large number of stakeholders invested in the new Sadler Center. For example, many individuals are providing input and review on the art initiatives and a public arts commission is currently being created. By having representation on that committee, we hope we can use that platform to further our goals.
2. It will be important to craft the climate survey around diversity and inclusion in a way that separates the Sadler / SUE experience from the other departments housed within the building

will be important. We plan to overcome this through the use of clear language and doing at least one test run of the survey.

Assessment & Criteria of Success Metric:

In the spring 2022 semester, a climate survey will be made available to students to assess whether students feel a positive sense of belonging in the Sadler Center. The assessment will help SUE leadership understand the diversity and inclusion efforts throughout the building and its effect on the student experience. A survey is the best method of assessment for a diversity/inclusion climate survey. As surveys can investigate attitudes and opinions that are not easily observable as well as understand behavior that can be difficult to discuss. Additionally, anonymity is an important component due to the sensitive nature of the issues discussed.

The survey will contain a majority of quantitative, with a few open ended, qualitative responses, and demographic questions. We anticipate that the survey will be less than 40 questions. Demographic data will ask respondents to self-identify ethnicity, religious/spiritual identity, and gender.

The survey will be administered through baseline and distributed through an e-mail/distribution link (if an appropriate distribution list is determined) and throughout the building in flier format. There will also be tabling to promote / incentivize survey completion. Results will be shared in a written report format which will include recommendations for improvement. Quantitative results will share percentage of responses as well as the mean and standard deviation. Qualitative results will be coded and shared in a written summary.

The timeline for the assessment is below:

- No later than February 1, 2023: Initial development of the survey
- February 1- February 20: Do pilot survey and collect feedback
- No later than March 24: Incorporate feedback into survey and prepare for survey administration
- March 27 - April 7 (10 business days): Data collection phase/ survey active
- April 10 - April 15: Analysis of results
- April 15 - May 15: Discussion, presentation, reporting of results to department and stakeholders

To achieve our goal on a minimal level, at least 51% of respondents should identify the Sadler Center as a place where they experience a positive sense of belonging. Our target goal is that 70% of students report positive feelings. Our hope would be to administer this survey once every three years and see an improvement in the mean score, indicating positive growth.

Student Success Thematic Area

Academic Wellbeing

Goal #1: Expand the Coaching Program to include more students from historically marginalized communities receiving our services.

IEAP Main Contact: Dennis Kerwin, Assistant Director of Academic Wellbeing

IE Framework Category: Recruitment and Retention, Campus Climate, Organizational Culture and Accountability

Implementation Plan:

By September 1st 2022, New academic coaches will be hired. Plans to recruit those to apply include reaching out to more academic disciplines and online programs which have included more students of historically marginalized communities.

By September 30th 2022, Meetings with representatives of the FGLI student group, and PLUS programs will occur in order to determine eligibility and progression of the services offered to these groups.

By October 31st, 2022, Coaches will be paired with students who have been referred to Academic coaching and will have all met with their coaches at least one time to determine needs and supports.

By December 1st, 2022, A survey will be developed where those being coached may anonymously fill out demographic information, as well as challenges they are facing in order to be reviewed and addressed with coaches.

By January 31st, 2023, All coaches will be connected with to ensure ongoing training of working with students from historically marginalized communities.

By March 15th, 2023, All coaches will receive a survey about improvements to the coaching program as well as what went well, what needed improvement, and topics covered with their coached students.

By April 30th, 2023 Assessment will be compiled of all demographic data, as well as ongoing challenges, successes and areas of improvement to continue to improve the coaching program.

Funding/Resource Allocation:

Any funding needed to fulfill this goal will come from our TutorZone revenue.

Potential Barriers & Strategies to Overcome:

Coaching is still a very new program for us. We are still working on an ongoing curriculum for all students in the program, regardless of demographic information.

Assessment & Criteria of Success Metric:

In determining the success of this goal, we will utilize Advocate Reporting tools to determine whether or not those students who self identify from marginalized communities, whether in the Personal Information Questionnaire or throughout the surveys being administered, are being supported in the coaching program. As the Advocate tool is directly connected with Banner, this information is easily accessible to our office and data can continue to be driven as students can be flagged within the system. In focusing on the goal being outreach, and gathering the data needed to understand more of the population we serve, and why, we will be able to determine future goals for the Coaching Program, including the on-going curriculum development for the program long term. Knowing that historically marginalized communities are typically the students who need more support from the institution, this will allow us to provide targeted ways in which we can support these communities.

Care Support Services

Goal # 1: Extending COVID-19 Accessibility Measures

IEAP Main Contact: Amelia Cross, Assistant Director of Care Support Services

IE Framework Category: Recruitment and Retention, Campus Climate

Implementation Plan:

The 2022-2023 goal, to extend COVID-19 accessibility measures, is an extension of the 2021-2022 DIAP goal that Care Support Services (CSS) was unable to complete during the 2021-2022 year. While CSS continued to follow Universal Design (equitable use and flexibility) practices for student appointments, forms, and other engagement, and for 2022-2023 that model will continue. This includes students having the choice to meet virtually or in-person, along with ability to utilize electronic forms (information release forms, wellness updates, electronic petition processes). However, this 2022-2023 year, we plan to conduct student surveys to assess student perceptions of accessibility within CSS.

Funding/Resource Allocation:

The funding we receive for our graduate intern allows for the staffing needed to pursue this goal (2022-2023, Parent Funds). Current technology available to our department will allow for this assessment to be done without additional costs.

Potential Barriers & Strategies to Overcome:

Time, staffing, and competing issues are all barriers to successfully achieving this goal. Going into the 2022-2023 with reduced staff, our strategy is to create all survey materials and a full assessment timeline prior to the start of each semester. This will prevent other circumstances mid-semester, when the surveys are to be distributed and collected, from delaying the process.

Assessment & Criteria of Success Metric:

CSS currently utilizes a wellness update form for the students that are being supported via non-clinical case management. The form has a place for students to indicate areas they would like additional support. It is on this form that we will add accessibility satisfaction survey questions (October 2022 and March 2023). Survey questions will address student perceptions of accessible scheduling and electronic forms.

Criteria for success:

- Survey response rate of at least 50%
- 75%+ responses indicating that CSS services are accessible, equitable, and flexible
- Anecdotal feedback from students throughout the semester, majority indicating satisfaction is accessibility of services

Center for Student Diversity

Goal #1: To increase CSD visibility by gaining an extra 250 student followers, 50 alumni followers and 50 community followers each year.

IEAP Main Contact: Shene V. Owens, Student worker social media manager

IE Framework Category: Recruitment and Retention

Implementation Plan:

SMART Goals/Objectives
To increase CSD visibility by gaining an extra 250 student followers, 50 alumni followers, and 50 community followers each year.
Actions
1. Engagement through regular posting of events, workshops, and cultural celebrations on social media. 2. Attending residence hall meetings to talk about the Center. 3. Visiting Student organization meetings that belong to President's Council.
Outcomes (Data/Metric)
Increase in followers on social media platforms. Measure Increase in percentages from followers
Timeframe(s)
August 25, 2022- June 1, 2023
Responsible Office Position
Assistant Director who oversees social media distribution and designated student worker who holds social media manager position.

Funding/Resource Allocation:

Social Media platform accounts are free.

Potential Barriers & Strategies to Overcome:

Having an active and engaging social media presence is time-consuming and could present a possible barrier. Active pages require several postings throughout the day, finding and selecting material, taking pictures/videos and adding content, providing diverse content so viewers see themselves represented, keeping up with current news/entertainment, attending events to capture activity, and creating flyers are all time intensive.

One way we have decided to overcome this barrier is by designating one student as a CSD social media manager. Not only are they responsible for finding the above and posting but additional pictures and content from world events and CSD activities will be forwarded to the social media manager from the CSD team.

Assessment & Criteria of Success Metric:

Implementation Plan

Smart Goals	Actions	Critical	Responsible	Deadlines
Recruitment & Retention (Access & Success)	Meet with student workers to share goals and objectives.	Yes Must grow visibility and marketing of CSD workshops and events. Alumni hopefully will see progress and issues that they say are still persisting.	Discussion in CSD weekly meetings. Status report from a team member who is responsible for the goal.	End of the month check each month
	Posting should occur at least 3x a week			
	Make appointments with RA's and introduce CSD to residence hall floors. CSD members attend Org. meetings			

Results: An increase in followers will allow alumni who are concerned about historically underrepresented students' experiences to be well informed. It is our hope that they will also return to campus to attend events that will promote an increase in donations on One Tribe One Day. Community followers will attend events and think of CSD as a center that provides learning opportunities and prospective students will know that the CSD exists and understand the resources and programming that it provides. It is a way to connect with students who are active on campus that share their experiences. Lively content will market events and programs that current and future students will want to participate in.

Progress: Paying attention to data through the insights tab on the social media platforms.

Community Values and Restorative Practices

Goal #1: Provide enhanced Diversity and Inclusion Training for Our Student Organizations

IEAP Main Contact: Dave Gilbert

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

Consult with Shene Owens to determine objectives for enhanced training
Determine means of delivery of content and date(s) for delivery
Assess outcomes

Funding/Resource Allocation: None required

Potential Barriers & Strategies to Overcome:

Scheduling our various groups in order to respect the trainers' time.
-We will seek to have our organizations meet together in order to reduce the number of sessions necessary for content delivery

Assessment & Criteria of Success Metric:

We will develop a post-program survey to measure student learning outcomes

The Haven

Goal #1: The Haven staff and volunteers will have an increased understanding of diversity/inclusion issues related to barriers for survivors.

IEAP Main Contact: Liz Cascone, Director of The Haven

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

- By October 1, 2022, Liz Cascone will meet with The Haven Graduate Assistant and Advisory Board to select three diversity and inclusion training topics for volunteers to be conducted in the academic year

- By October 30, 2022, Rebecca Durant will confirm the presenter for the first training topic and coordinate training logistics (time/date/equipment, etc.)
- By November 10, 2022, Rebecca Durant will develop a training assessment for participants
- By November 15, 2022, The Haven will host the first diversity and inclusion training and collect assessment data
- By December 31, 2022, Rebecca Durant will confirm the presenter for the second training topic and coordinate training logistics (time/date/equipment, etc.)
- By January 15, 2023, The Haven will host the second diversity and inclusion training and collect assessment data
- By February 30, 2023, Rebecca Durant will confirm the presenter for the third training topic and coordinate training logistics (time/date/equipment, etc.)
- By March 15, 2023, The Haven will host the third diversity and inclusion training and collect assessment data
- By April 30, 2023, Liz Cascone and Rebecca Durant will compile the assessment data and create a report on volunteers' level of understanding of diversity/inclusion issues related to barriers for survivors.

Funding/Resource Allocation:

Training for volunteers is funded through a number of Haven sources including private funds and the Parent and Family Council funds.

Potential Barriers & Strategies to Overcome:

Due to a very busy service model, at times scheduling and completing the logistics for hosting trainings can get delayed. It is both challenging for Haven staff who are consistently responding to students' needs and for our volunteers who have busy academic schedules. We intend to be successful through well-executed planning so that our training dates are selected and on the calendars of Haven staff and volunteers well in advance.

Assessment & Criteria of Success Metric:

The Haven will evaluate the outcome by creating an assessment tool that will be distributed after each training. The tool will include a set of questions that will measure participants' understanding of how barriers to marginalized groups/identities impact safety and access to resources. This assessment tool will be created by Rebecca Durant and reviewed by Liz Cascone by November 10, 2022. This type of assessment has been chosen because it allows feedback from each volunteer and can be sorted by a variety of data points (i.e. new vs. returning volunteer, gender, race, etc.). It also can be collected during the training event itself, so that we are more likely to collect feedback. We then have the opportunity to look at results from each training or the series of training as a whole to see if there is a cumulative impact. This is a budget-friendly option because the university already provides assessment software that is easy to use. If we are successful in increasing staff/volunteers' understanding of barriers, we anticipate their advocacy skills will improve which ultimately will help visitors to the Haven feel understood and respected. If we do not see an increase in understanding, The Haven will be better positioned to address the gaps and increase training on certain topics. The data from the assessment will provide the necessary information to determine whether this outcome has been achieved.

Parent and Family Programs

Goal #1: Increase Diversity of Book Club Participation

IEAP Main Contact: Mark Sikes

IE Framework Category: Organizational Culture and Accountability

Implementation Plan:

- Review book club participation and demographics from summer 2021
- Promote book club in Diversity Happenings
- Invite CSD staff to participate in Book Club discussions
- Explore new titles for book club

Funding/Resource Allocation:

Spend time reviewing process in summer 2022 to improve and target additional families. Work with the Center for Student Diversity to understand possible barriers.

Potential Barriers & Strategies to Overcome:

- Limited population of families (only incoming families)
- Diversity Happenings is opt-in
- CSD Staff availability/interest
- Limited selection of books for college parents

Assessment & Criteria of Success Metric:

- Review book club participation and demographics from summer 2021
- Promote book club in Diversity Happenings
- Invite CSD staff to participate in Book Club discussions
- Explore new titles for book club

- 5% increase in parents of underrepresented students
- Positive quantitative feedback in surveys and book club meetings

Goal #2: Increase attendance of parents of students of color at Family Weekend

IEAP Main Contact: Mark Sikes

IE Framework Category: Campus Climate, Organizational Culture and Accountability

Implementation Plan:

- Joint training between CSD and PFP student workers targeting parents of students of color.
- More PFP visibility in the Diversity Happenings Newsletter
- Diversify PFP student committee with CSF representatives

Funding/Resource Allocation:

Meet with the team in CSD to ask about process to help recruit more diverse families to family weekend.

Potential Barriers & Strategies to Overcome:

- Lack of interest from students to participate
- Lack of funding
- Staffing, timing, and limitations on space
- Competing priorities with Advancement. (Some events seem exclusive)

- Students of color lacking a sense of community or involvement on campus.

Assessment & Criteria of Success Metric:

Strategies to Overcome These Barriers

- Encouraging students to help plan the weekend and types of events. Diversifying the committee.
- Exploring funding from the Parents Fund
- Reserving space early and requesting volunteers from other departments to work with Parent Family Weekend.
- Working with Advancement regarding types of events and "exclusion \$".
- Include optional question on the family weekend survey that will help answer the question of what is lacking from the schedule to create more inclusion
- Empowering students to develop community by including parents and letting their voice be heard.

Success:

- 3% increase in parents of minority student's attendance.
- Positive feedback on surveys.
- CSD student representative's continuation or recommendation of new students on the committee.

Student Accessibility Services

Goal #1: Increase outreach and engagement with non-U.S. Citizen students (e.g., Dual Citizens, Non-Resident Aliens, Immigrants) to ensure that accommodations for students are accessible.

IEAP Main Contact: Tiffany Christian, Director, Student Accessibility Services

IE Framework Category: Recruitment and Retention

Implementation Plan:

1. Identify constituent groups on campus who work closely with these student population
2. Develop an outreach plan for each campus counterpart
3. Create easy-to-follow guides and instructions on how to refer a student to SAS
4. Create easy-to-follow guides and instructions on how students register with SAS
5. Collaborate to create translated guides and instructions, if needed or desired.

Funding/Resource Allocation:

Resource Allocation: Professional Staff time to devote to planning and creation of materials as well as cross campus collaboration.

Potential Barriers & Strategies to Overcome:

1. Ability to create time for collaboration with cross-campus colleagues. To overcome this, we will start early and will ask about workflow their offices experience so that we can schedule accordingly.

2. Lack of supporting medical documentation for students in this cohort. I have some funding set aside to assist with the expenses that some students might face to obtain neuropsychological assessments.

Assessment & Criteria of Success Metric:

1. Establish baseline population and percentage using 2021-2022 registered student population
2. Determine the percentage of enrolled students who fall into these categories
3. Compare registered students on the last day of classes in Spring 2023 to baseline numbers

If our outreach has worked, we will see an increase in both population and percentage of students who match these criteria, assuming that the College's numbers remain higher than our 21-22 baseline numbers.