AUGUST 2020

VICE CHANCELLOR-STUDENT AFFAIRS

Pictured: Black Legacy Mural at UC San Diego Price Center
Artist: Andrea Rushing | Photo: Erik Jepsen/ UC San Diego Publications

Strategic Commitments to Address Anti-Blackness

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INTRODUCTION

As a university and as a nation, we are grappling with fundamental truths about our world marked by heinous acts of violence and inequitable policies inflicted upon and directed at Black, Brown, Indigenous, LGBTQIA+, and other marginalized people.

Actions, not Factions

As part of our collective impact framework – wherein units come together in support of a shared agenda – the Division of Student Affairs was invited to make commitments to address anti-Blackness at UC San Diego. It is important to remember that this is, and will always be, a work in progress that we will advance collaboratively.

We are all responsible for creating pro-Black spaces, working as allies and advocates to seek justice and to better support the health and well-being of Black students, colleagues, and community members. We need to identify and address all forms of implicit and explicit racism and bias on our campus. We must, and we will, do more.

The following strategic set of community commitments and short-term actions is a starting point and far from being final. Long-term actions will require more listening and learning, which are key to creating sustainable and measurable solutions.

All of us — students, staff, faculty, and alumni — have ideas about how to move forward. We will draw on that deep reservoir of knowledge and engage our entire community to inform, advance, and achieve transformative change. To this end, we welcome critique of our own curricular and professional practices, as well the submission of further ideas, commitments, and collaborative interests to VCSA@ucsd.edu. We will report out on our progress annually each August.

We resolve to continue to educate ourselves and to sustain our commitments to anti-Blackness beyond this galvanizing moment through continual reflection, conversation, and action.

ASSESSMENT, EVALUATION, AND ORGANIZATIONAL DEVELOPMENT (AEOD)

Assessment Culture (4,2)
- Refine the culture of assessment and evaluation within VCSA such that equity and cultural responsiveness are embedded in our practices
- Curate a set of assessment and evaluation-related resources that center on equity, anti-racism, and addressing anti-Blackness, with an emphasis on those that feature authors/speakers who are Black, Indigenous, and People of Color (BIPOC)
- Normalize the use of a wide variety of epistemologies (ways of knowing) and methodologies in assessment and evaluation
- Clearly state our commitment to equity, anti-racism, and anti-Blackness across AEOD website pages

Data to Inform Decision-making (1,3)
- Provide data to support disaggregation of program participants by demographics including race and ethnicity
- Disaggregate by background characteristics such as first-gen and whether the student is a Pell recipient, where possible, to account for intersectionality of student experiences
- Use existing data (e.g. UCUES) and, as needed, climate/culture studies to identify the diverse and specific needs of the Black community and make recommendations on how VCSA division can take action, providing an annual status report each year
- Develop ways to share disaggregated data that is not hindered by small cell sizes
- Develop accountability metrics for VCSA and units to measure progress on anti-racist and student-centered efforts

Organizational Development (5,1)
- Work with VCSA Leadership Team to increase representation on the Assessment & Evaluation Leadership Workgroup, including BIPOC and gender identity
- Create a forum within the Assessment & Evaluation Learning Community that invites staff to reflect on their assessment and evaluation experiences, with a specific focus on equity, anti-racism, and student-centeredness

ATHLETICS & RECREATION

Athletics
- Regular Town Halls with Athletics community to discuss issues of Race (5,2)
- Public Advocacy (5,1)
- EDI Council (1,3)
- Coaches and Pro Staff Summer Book Club – Race Talk (5,2)
- Increase partnerships with Campus Resource Centers (5,1)

Recreation
- EDI Staff Council (5,3)
- Outback Adventures Internal Review to eradicate aspects of Program Colonialism (1,1)
- Solidarity Statement (3,2)
- Professional Staff Resource Page (5,1)

CASE MANAGEMENT

Student Affairs Case Management will address anti-blackness and other injustices on the UC San Diego campus through the following commitments and actions:

- A commitment to the recruitment and hiring of professional and student staff that share the lived experiences of the Black community **(2,1)**
- Implicit bias training and training for all staff on anti-racism policies, protocols and practices **(1,2)**
- Commitment to addressing anti-blackness language and behaviors **(3,2)**
- Acknowledge campus crisis management practices that involve police involvement and advocate for training on de-escalation language and practices for handling student crises **(5,2)**
- Continue monthly staff EDI discussions to educate and respond to issues impacting BIPOC and other minoritized student populations **(2,2)**
- Analyze and address practices and protocols that create barriers to success for the BIPOC students across the campus **(2,1)**
- Engage in equity-minded decision making when creating policies, protocols, and processes for students who interact with Student Affairs Case Management Services **(2,1)**
- Each staff member will create at least two professional development goals related to development and growth around anti-blackness and other EDI commitments to be included in their annual performance evaluation. Demonstrate ability to work with diverse student populations. **(2,1)**
- Revisit and benchmark professional competencies related to inclusion, equity and diversity work using best practice models within Student Affairs **(2,3)**
- Recommendation to the Remote Student Experience Cluster to increase direct access to Case Managers and ADVOCATE for Resource Center Directors **(5,1)**
- Team Training to ensure Case Management Services reflect Anti-Racism policies, protocols and practices **(4,1)**
- Increase Targeted Recruitment to add professional diversity to the Case Management Team **(4,1)**

GLOBAL EDUCATION

International Faculty & Scholar Office, International Students & Programs Office and Study Abroad:

Strategic Plan/Goals and Assessment

- Incorporate equity, diversity and inclusion in strategic plan, vision, mission, values, and goals such as ISPO 2018-2023 strategic plan and Study Abroad 2019-2024 strategic plan **(4,3)**
- Incorporate EDI Best Practices in all Global Education assessment and evaluation projects and program reviews. **(5,3)**

Professional Development/Training

- Build awareness, address implicit bias, and encourage every team member to review, question, and analyze their own implicit biases and assumptions through self-reflection and dialog activities. **(1,2)**
- Require all Global Education managers and supervisors to enroll in Implicit Bias Training such as the UC Managing Implicit Bias series within 6 months of hiring date (or by December 30, 2020 for current managers) followed by a session with experienced facilitators, who are comfortable managing difficult conversations. Include as a personal goal in the annual performance evaluation process. **(5,1)**

GLOBAL EDUCATION, CONT'D

Professional Development/Training (cont'd)

- Require implicit bias training for all team members and student assistants followed by a session with experienced facilitators, who are comfortable managing difficult conversations and people. **(5,1)**
- Identify and provide training for managers and supervisors so that they can better support staff and students of color during crisis and ensure awareness of campus resources. **(5,1)**
- Compensate temporary appointment team members and student assistants for participating in professional development opportunities focused on anti-racism, anti-blackness, and social justice. Include in annual performance evaluation goals. **(4,1)**
- Identify and encourage participation in additional training opportunities for team members on matters related to anti-racism, anti-Blackness, and intersectionality. Include as personal goals in the annual performance evaluation process **(4,1)**
- Create advocacy training for team members (staff and students) on various topics such as how to identify and combat racism and anti-blackness, how to identify and respond to microaggressions, how to give and receive feedback effectively with an equity mindset, how to be an ally, and more. **(4,1)**
- Create and encourage inclusive spaces for recurring conversations for team members on social justice, anti-racism, and anti-blackness issues via readings and documentaries that promote discussion and critical thinking. Explore holding joint sessions with other units. **(5,2)**
- Provide internship opportunities for team members to get experience in other Global Education units and support professional development and upskilling efforts. **(5,1)**
- ·Review existing office workgroups and mix-up work teams by inviting others to conversations in order to include various perspectives and viewpoints. Promote non-hierarchical structure so decision-making can be distributed more evenly where appropriate. **(4,1)**
- Identify leadership development and mentorship programs for women and staff of color to upskill and develop professionally. Financially support attendance of at least one team member per year in particular programs. **(4,1)**

Human Resources Processes and Practices

- Review current job descriptions and integrate equity, diversity, and inclusion in functional areas, specific tasks, and skills section. **(4,1)**
- Within current or future job postings, explicitly integrate statements such as "strong commitment to equity, diversity, and inclusion", or "dedication to anti-racism and social justice initiatives". **(4,1)**
- Eliminate unconscious biases and discrimination from the resume screening process for both staff and student positions by asking job candidates to omit information that includes their name, gender identity,names of schools,and previous salary when they submit cover letters and resumes. **(4,1)**
- Expand recruitment for staff and student positions to include diversity specific job boards, organizations, and networks. **(4,1)**
- Inclusive interviewing practices by eliminating implicit bias in questions, presentations, and supplemental materials. **(4,1)**
- Review and make recommendations to change existing systems that promote implicit workplace biases such as hiring practices, performance evaluations,work assignments, promotions, and compensation decisions. **(4,1)**

GLOBAL EDUCATION, CONT'D

Foster Inclusive Spaces
- Encourage and support team members participating in race-based or gender identity campus organizations to connect around identity and directly address how certain campus guidelines, actions, or decisions may impact members disproportionately. **(5,2)**
- Provide support especially to team members of color during times of crisis. Highlight faculty/staff support services and provide flexibility and grace regarding work schedule and assignments where needed. **(4,1)**
- Provide a supportive structure for mentorship to be created, funded, and sustained to support staff of color with recruitment, internal mobility, and retention. **(4,1)**
- Review staff satisfaction survey and look at the results by demographics to identify specific issues staff of color may have raised and next steps to help address them. **(4,1)**
- Continue to support and fund staff attendance at various staff of color associations, heritage celebrations, and student of color scholarship efforts. **(5,1)**

Operational and Fiscal Processes
- Support minority-owned and LGBT-owned local businesses and increase availability of these entities as approved UC San Diego vendors and contractors. **(5,1)**
- Modify travel and expense policies that may promote implicit bias by requiring team members with limited incomes and/or access to credit to pay for expenses out-of-pocket and then file for reimbursement. Promote use of travel or expense cards for all business-related expenses. **(4,1)**

Communications
- Highlight students and their experiences in website, social media, publications, collateral materials, and student bulletins to reflect the diversity of our student body. **(1,2)**
- Connect with students of color (current and alumni) and incorporate their voices into our work. **(1,2)**
- Ensure team members and student panelists reflect the diversity of our workforce and student body. **(4,1)**
- Review all marketing and outreach materials for inclusive language, photos that show students of color on programs abroad, and critically examine all communication to students from a critical lens looking for structures of white supremacy that might be upholding privilege and eliminating access to programs for students of color and other historically underserved students. **(1,2)**

International Student and Scholar Experience
- Collaborate with Black Resource Center to host a forum focused on Black identity for International Students/Scholars and the Intersection of their Nationality. **(5,1)**
- Celebrate Black international student intersectionality through a "I am Black and…(Their Nationality)" campaign. **(1,2)**
- Celebrate International Day for Elimination of Racial Discrimination. **(1,2)**
- Continue to support campus efforts to recruit, yield, and retain a diverse international student population. **(4,1)**
- Promote social justice, anti-racism, and anti-blackness lectures, workshop, and events in listserv announcements and social media accounts for faculty, staff, and students. **(5,2)**
- Host community dialogues and leadership development workshops for students on topics of race, social justice, and allyship. **(5,2)**

GLOBAL EDUCATION, CONT'D

International Student and Scholar Experience (cont'd)

- Continue to assess, promote awareness and education of basic needs student services to international students to increase equitable access to food, housing, and financial wellness resources **(3,3)**
- Acknowledge and celebrate heritage months and holidays throughout the year. **(1,2)**
- Create opportunities for cross-cultural dialogue between international and domestic students to learn about race relations through credit courses and dialog groups. Course could also provide opportunity for students to learn about American culture through music and film, while deconstructing Hollywood portrayals of racial groups and debunking racial stereotypes within the media. **(5,1)**
- Have academic and department advisors encourage international students to enroll in diversity courses about race, class, gender, and sexuality in order to understand cultural differences and systems of inequality within the U.S. and their home country, and help them navigate these issues in the future. **(2,1)**
- Encourage first year student participation in peer mentor and coaching programs to promote one-on-one interaction between international and domestic students. Actively recruit students of color to serve as peer mentors and coaches. **(2,1)**
- Create, in partnership with others, intergroup dialog program that encourages students to challenge their racial perceptions through experiential learning, talking about privilege and oppression, and conducting community action projects that bring together disparate racial communities. **(5,2)**
- Encourage living-learning themed housing where international and domestic students participate in intentional programming around issues on diversity to infuse multicultural awareness into the international student experience. **(1,2)**
- Highlight resources across the campus that international students can access as they deal with the process of learning about race and racism and respond to any direct experiences with xenophobia or anti-racism. **(5,1)**

Campus Engagement

- Review International Café and Passport to Culture program offerings to ensure that at least half feature non-western countries or regions of the world. **(1,2)**
- Incorporate dedicated events addressing xenophobia and/or anti-racism as part of the annual International Education Week. **(1,2)**
- Develop institutional partnerships with universities abroad that will facilitate the exchange of faculty and students from diverse regions of the world, especially from Africa and Latin America to support campus diversity and inclusive excellence efforts. **(5,1)**
- Institutionalize relationships with governmental and non-governmental entities that support students from Africa and Latin America to complete degree programs at UC San Diego, helping to diversify the international student population. **(5,1)**

Study Abroad

- Commit to increasing access to participation in study abroad programs among Students of Color (specifically Black and Indigenous students) through efforts in outreach, recruitment, program offering, student advising, and financial aid. **(2,1)**
- Re-establish embedded advising model in Black Resource Center, Cross Cultural Center, LGBTQRC, Women's Center, and La Raza Resource Centro to support increasing access to programs, and as available identify students and staff of color to hold advising hours in Centers to develop relationships with students and advise students of color on accessible opportunities to study abroad. **(5,1)**

GLOBAL EDUCATION, CONT'D

Study Abroad (cont'd)

- Work with Development and Financial Aid to identify ways to dedicate specific scholarships to Black students. **(5,1)**
- Review scholarship application, reading and awarding practices through a critical lens to remove structurally racist and oppressive practices that are eliminating or reducing access to scholarships for students of color. **(4,1)**
- Create templates for programs that meet needs and requests of students of color including programs that investigate the impact of colonialism, imperialism and celebrate the origins and culture of those who belong to African and Black Diaspora. **(4,1)**
- Continue to work with partners in Student Affairs and Academic Affairs (OASIS, Undocumented Student Services, Student Success Coaching and CASP) to help identify faculty who can develop and teach programs (above), and specifically faculty of color to teach these programs. **(5,1)**
- Ensure advising staff have most up-to-date training and critical information on health and safety country-by-country, around the world, to advise students of color, LGBTQ-identified students, and students who identify with differing abilities so that they have the best information to be healthy, successful and safe in their new homes and environments; similarly, work closely with students who might be in danger in certain communities and countries around the world based upon their identities to help them navigate their risk and expectations while abroad. **(3,1)**
- Review and update pre-departure orientations to include more space for facilitated dialogue and exploration for White students to understand how White Supremacy will privilege and inform and impact their experiences while abroad; create separate space for students of color to dialogue with returnees of color to understand how systemic racism will impact their experiences in the countries they will be in; be more intentional in providing support and space for students of all races and identities to consider and celebrate their identities now and how they will change, and their expectations around those changes, when they go abroad. **(4,1)**

STUDENT CONDUCT

- Increase Offerings of Restorative Justice Circles **(3,2)**
- Reviewing Student Conduct Procedures from an EDI-lens **(2,1)**
- Solidarity Statement **(3,2)**

STUDENT HEALTH & WELL-BEING CLUSTER

Cluster-wide
- Two all staff discussions – one facilitated to discuss the Black Lives Matter and Anti-Racism **(5,1)**
- Established a funded position of a SHW EDI officer at 30% efforts, reporting directly to the Executive Director as well as Becky Petitt **(4,1)**
- Establish a SHW EDI committee, currently soliciting individuals interested in serving on the committee, work efforts will be supported as "work hours" **(4,1)**
- Exploring implicit bias or equity training offering **(4,1)**

Health Promotion
- Targeted Education Programming on some key areas based on data: Substance Abuse, Sexual Health, Nutrition and Mental Health. These programs will occur throughout the year and during national health and well-being months and weeks. **(3,2)**
  - National Minority Health Month (April)
  - Black History Month (Current)
  - National Black HIV/AIDS Awareness Day (February) (Current)
  - Men's Health Week (June)
  - Women's Health Week (May)
  - Alcohol Awareness Month (April)
  - Mental Health Awareness Month (May)
  - Nutritional Month (March)
  - Sexual Health (September) (Current)
- Black Students in Recovery: The Student Health and Well-Being Cluster will be hosting recovery meetings for African American Students. (Starting Fall 2020) **(3, 1)**
- Health Coaching: Health Promotion Services will be offering free Health Coaching services, providing UCSD students with education, support and encouragement to develop behaviors for a healthier lifestyle. Health Coaching takes a holistic approach to discovering how personal wellness impacts student success, strengths, values and goals. You can establish a wellness plan and stay accountable. (Current) **(3,1)**

STUDENT HEALTH & WELL-BEING CLUSTER, CONT'D

Health Promotion (cont'd)
- We will also be compiling a list of health resources for African American students. (Starting Fall 2020) **(3,1)**

Counseling and Psychological Services
- Multicultural proficient team of mental health professionals. In particular, CAPS has three positions of experts dedicated to the Black student experience- two psychologists and one psychiatrist. (Currently there is one psychologist vacancy. In recruitment mode since December 2019. Filling this position with the appropriate professional has proven to be a challenge due to the fact that that there is only a 4% pool of psychologist and 2% for psychiatrists nationwide) **(4,1)**
- Professional Development, multicultural training for CAPS staff on areas of diversity, equity, and inclusion **(4,1)**
- Diverse team of mental health professional who are well versed in addressing white privilege and anti-racism **(4,1)**
- Diverse team of Post-Doctoral Residents who complement the CAPS professional staff. These trainees assist with delivering services with focus on intersectionalities **(4,1)**
- Training for Post-Doctoral Residents on Multicultural issues **(4,1)**
- Liaisons to the campus community centers to stay close to students **(5,1)**
- Drop in hours at the Black Resource Center to stay close to the students and deliver alternative ways of interventions that combat stigma and strengthen bonds **(5,1)**
- Consultation to faculty, staff, administrators, addressing mental health issues related to the Black student experience **(3,2)**
- Psycho-educational outreach to support the Black student experience **(3,1)**
- Liaison to the Campus Police for thoughtful response to students in need of 5150s **(5,1)**
- Multicultural - Trauma Based Interventions to direct assessment, treatment plan, and recovery for students presenting with conditions that require such response **(3,1)**
- Mission Statement and Core values that shine light on advocacy, mentorship, and social justice **(1,1)**
- Policies and Procedures where EDI is integrated within the system for fairness and equity **(4,1)**
- Strength based approaches to interventions that includes stressing sense of belonging and dismantling macroaggressions, implicit bias, stereotype threat, as well as non-inclusive stances **(1,1)**

Student Health Services
- Professional Development, multicultural training for SHS staff on areas of diversity, equity, and inclusion. **(4,1)**
  - All SHS Staff Training on Implicit Bias completed in October 2017
  - All SHS support staff training for LGBT population October 11, 2018
  - All SHS physician, NP, RNs, LCSW staff training for LGBT population October 18, 2018
  - All SHS physician, NPs, RNs, LCSW staff training about the experience of undocumented students and resources December 6, 2018
  - All SHS staff training about inclusive language when working with LGBT population: Spring Quarter 2020 (Bria Hamlet and Shaun Travers held separate workshops for each department or staff type within SHS as well as Insurance, Medical Records.)
  - Schedule Implicit Bias training for SHS during the 2020-2021 academic year
- Support SHS staff involvement with SHWB Cluster EDI activities. **(4,1)**

STUDENT LIFE

Student Life will engage our external community with internal community. We will do this by reaching out to other higher education institutions and learning about their best practices, programs, and services—and inviting them to come in to conversation with ours. We will also engage external community groups to come and collaborate and communicate with our staff and students. We will invite at least one peer institution and one community group to a campus conversation during fall quarter, and continuing indefinitely.

- Assess and evaluate all of our services and programs to ensure the Black Indigenous People of Color (BIPOC) student experience is centered in all our efforts. **(1,2)**
- Reduce the minimum number of principal members required for student organization registration from four to three principal members. This will reduce barriers to student organization registration for smaller groups, provide additional support for culturally- based organizations, and help to establish a consistent presence of historically Black National Pan-Hellenic Council (NPHC) fraternities and sororities on campus. **(1,1)**
- Host additional community dialogues and iLead leadership development workshops on topics of race social justice, and allyship in the Center for Student Involvement. **(5,2)**
- Offer an Equity-Minded Leadership seminar through the Center for Student Involvement **(1,2)**
- Update the curriculum of the ART of Inclusive Communication training required for all student organization principal members to apply skills in an anti-racism context **(1,2)**
- Initiate an Antiracism Workgroup among University Centers staff and student employees to research, learn, and implement strategies within the student union to actively work against racism **(5,1)**
- Continue to assess, promote awareness and education of Basic Needs student services that actively center Black Indigenous People of Color (BIPOC) to increase equitable access to food, housing, and financial wellness resources by breaking down historically oppressive systemic barriers. **(3,1)**
- ArtPower is committed to bringing forward voices which represent the BIPOC experiences on our stages. We will bring these artists into direct contact with our student body so that they can share their experiences with UC San Diego students. **(1,2)**
- Support student leaders in the creation of a Minority Caucus in Associated Students to increase the representation of Black students in Student Government and campus spaces. **(1,1)**
- Support student leaders in crafting and distributing a resource guide for how students and staff can advocate for anti-racist legislation **(1,1)**
- Support student leaders in ensuring Black voices are included in committees and conversations at UC San Diego and systemwide. **(4,1)**
- Create a committee focused on the continued personal/professional development of Student Life staff on topics related to privilege, anti-racism, and allyship. **(4,2)**
- Intentionally challenge those with white skin privilege to acknowledge inherent racism and embody inclusive and equitable practices, language, and understanding. **(4,2)**
- Encourage individuals who feel they have been disrespected or mistreated to seek help or guidance (Student Life Human Resources, AVC-Student Life **(3,1)**
- Build awareness and address unconscious bias and encourage every employee to review, question, and analyze their own personal potential biases and assumptions. **(4,1)**
- Mix-up work teams by inviting others to conversations in order to include various perspectives and viewpoints. **(4,2)**
- Bi-annually assess our staff profiles and ensure our recruitment efforts represent our student and community populations. **(4,1)**

STUDENT LIFE, CONT'D

- Continue confronting racial bias in hiring and training hiring managers to root out racial bias in hiring and recruiting practices. **(4,1)**
- Provide trainings and resources on student-identified topics to all sorority and fraternity life chapters through the SFL EDI program. **(1,1)**
- The Triton Community Leadership Institute (TCLI) is a yearlong leadership and mentorship program for a cohort of incoming first year, primarily first generation students. This program includes training on leadership, communication, diversity, and social justice. **(2,1)**
- Alternative Breaks are national or international service and learning trips that use education of social justice issues combined with quality direct service to have a lasting impact on students and the communities in which they work. Participants receive ongoing social justice and social issues education. During COVID, participants have been focusing on social justice education. **(1,1)**
- Community Health Project participants work in local non-profits on non-clinical community-based health initiatives. Students receive ongoing social justice education. **(5,1)**
- The EducationCorps Program aims to improve education equity in San Diego by supporting learning, promoting a college going culture, and improving attitudes towards school at local underserved K-12 schools. Participants receive ongoing social justice and social issues education. **(5,1)**
- Students involved in Justice Corps assist self-represented litigants with paperwork related to family law and civil matters. Participants receive ongoing social justice and social issues education and supervision by court staff and judges. **(5,1)**
- Students, staff, faculty, and alumni march in the annual San Diego Martin Luther King, Jr. Parade downtown, participate in a day of service to honor the legacy of Dr. Martin Luther King, Jr. **(5,1)**
- All University Centers staff are required to take the UC Managing Implicit Bias training on a biannual basis. **(4,2)**
- Develop a staff anti-racism resource list for University Centers that includes both required and voluntary learning opportunities. **(4,1)**
- University Centers will amplify BIPOC voices through a film series in The Loft or PC Theater. **(4,2)**
- Review all University Centers policies and procedures to identify and address barriers that may contribute to Anti-Blackness on campus. **(4,1)**

STUDENT RETENTION & SUCCESS

The [framework that is specific to student affairs and informed by CRT](#) that we reviewed, and the larger conversation we had before sharing actionable items, we talked about system and culture changes work needing to happen parallel to immediate action items.

SRS Unit
- Using more Black-owned businesses for supplies, off-campus partnerships, food/family-owned restaurants **(5,1)**
- Creating a navigation guide of programs that SRS units offer that explicitly support BIPOC students to make resources more easily accessible. **(2,1)**
- Within job postings, being more explicit with our support through integrating statements such as "dedication to continually learning about anti-racist rhetoric". **(4,1)**
- Create a space to address unprofessional or bias behavior that is racist or can appear to be racist or anti-black. **(4,1)**
  - Propose internal consequences that can be agreed upon at the point of hire.
- Within coaches training – adjust implicit bias module to specifically include anti-blackness and racism (Timeline: September 2020) **(4,1)**
  - Required Implicit bias training for all staff, peer coaches, etc. follow up with a session by expert(s) in the field.
  - Offer to all peers, consider if it would be helpful for staff as well. If not develop a professional staff compliment to this training.
- Create advocacy training for student staff (Timeline: Fall 2020) **(4,1)**
  - Including how to identify and combat anti-Blackness
  - Expand to include staff training once developed

TSS – Transfer Student Success
- Team up with the CCC or BRC to host an event focused on intersectionality of transfer and other under served identities (Implementation timeline: next academic year) **(5,2)**
  - Idea which needs flushing out – celebration of transfer student intersectionality through a "Transfer and…" campaign
- Ensure we have a diverse student employee staff (Timeline: incorporating this into our student assistant hiring process in July and next coaching hire for 21-22 AY) **(4,1)**
- Adapt Triton Transfer Hub guidelines (for physical and digital spaces) to create stronger "house rules," promoting a zero tolerance policy for racism, sexism, and prejudice. Incorporate this within our newsletter once per month as a reminder. (Timeline: September 2020) **(1,2)**
- Form a Triton Transfer Hub Student Board with student reps from different spaces across campus to inform (but not dictate) transfer support programs (Timeline: Partnership building and recruitment in 20-21 for formation in 21-22) **(1,1)**

Undocumented Student Services
- Team up with the CCC or BRC to host an event focused on intersectionality of Black undocumented communities and other under-served identities (Implementation timeline: next academic year) **(5,2)**
- As part of Policy & Advocacy efforts, take training materials from LAP to educate students on how to advocate for laws and policy changes at the local and state level (Timeline: Spring quarter) **(2,1)**
- Ensure we have a diverse student employee staff (Timeline: incorporating this into our winter hire timeline) **(4,1)**

STUDENT RETENTION & SUCCESS, CONT'D

Undocumented Student Services (cont'd)

- Adapt USS Community Guidelines (for physical and digital spaces) to create stronger "house rules," promoting a zero-tolerance policy for racism, sexism, and prejudice. Incorporate this within our newsletter once per month as a reminder. (Timeline: September 2020) **(1,2)**
- Identify training and developmental opportunities for staff on matters related to anti-racism, anti-Blackness, and intersectionality. **(4,2)**
- Engage in recurring conversations with student staff on social justice issues impacting the Black, undoc, LGBTQ+ community; assign/encourage readings or documentaries that promote discussion and critical thinking (Timeline: ongoing) **(4,2)**
- Actively and purposefully invite Black student community to engage in USS community events. **(5,1)**

Student Veterans Resource Center

- Staff facing
  - Incorporate social justice, anti-racism, anti-blackness, and advocacy training into onboarding. **(4,1)**
  - Make training ongoing, part of our professional development/IDP. **(4,1)**
  - Create opportunities for accountability pairing/mentorship, in SVRC & across SRS/SA. **(5,3)**
  - Implement strategies to support and challenge student growth & development around racial justice in informal (e.g. in daily conversations) and formal (e.g. training) ways. **(2,2)**
  - Intentional use EDI PLO/SLO in our planning and implementation for each quarter. **(5,3)**
  - Review current materials and programs for opportunities to incorporate more specific info regarding our communities of color (e.g. during our ally training, include information on our communities of color and how our experiences after the military differ in some profound ways - access to benefits, resources, housing, etc.). **(1,1)**
  - When setting up programming with community partners/employers, ensure there's a diverse representation of people, to include representation of our Black community. **(5,2)**
- Student facing
  - Finalize and post Community Guidelines and emphasize inclusion and intolerance of racist acts and remarks. **(4,2)**
  - Incorporate understanding of Community Guidelines into door code access form, thereby making it a quarterly requirement for students to review and abide by. **(4,2)**
  - During Outreach with Admissions to local military bases and CC, consider how to make events more accessible to our Black community. **(5,1)**
  - Create and incorporate learning activities re: social justice and racial equity during our Welcome Aboard/kick-off event. **(1,2)**
  - Ensure we have a diverse student employee staff **(4,1)**
  - Create and incorporate EDI learning activities/training into our student staff yearly and quarterly training. **(5,1)**
  - Connect with Black student community (current and alumni) and incorporate their voices into our work, while not putting all of the burden on our students to continually educate/tell us what they need. I think this is a delicate balance. Some students may be totally open to this, while others are weary and are in need of rest and support. **(2,1)**

STUDENT RETENTION & SUCCESS, CONT'D

Student Success Coaching Program
- Incorporate social justice/diversity workshop requirements into the milestones. **(2,1)**
- Develop and deliver a workshop on educational inequity in US - with a focus on access to higher education for first-gen students - deliver workshop each quarter **(2,1)**
- Ensure we have a diverse student employee staff (Timeline: incorporating this into our next peer coaching hire for 21-22 AY) **(4,1)**
- Identify training and developmental opportunities for staff on matters related to anti-racism, anti-Blackness, and intersectionality. **(4,2)**
- Collaborate with BRC to provide coaching support to students within their center on a regular basis (Timeline: 20-21 AY) **(5,1)**
- Incorporate anti-racism, anti-blackness readings and ally trainings within peer coach training **(4,1)**

International Peer Success Coaching Pilot Program
- Anti-Blackness - what does it look like around the world; ongoing series **(5,2)**
  - Colorism, indigenous people discrimination
- Implicit bias test during International Students Orientation **(1,1)**
- ISPO train staff and faculty on international visa requirements basics **(5,1)**
  - Staff and faculty can be more cognizant of the process students have to go through
- Collaborate with BRC to host a forum focused on Black identity for International Students and intersection of their Nationality (Implementation timeline: next academic year) **(5,2)**
  - Celebration of Black international student intersectionality through a "I am Black and…(Their Nationality)" campaign.

CASP
- Short-Term (Micro)
  - Standing monthly staff dialogues to talk about anti-Blackness in higher education,and in our own university environment **(4,2)**
  - Ongoing study of frameworks specific to higher education, and student affairs it at all possible, to combat anti-Blackness in our work **(4,2)**
    - We begin with this framework that is specific to student affairs
  - Highlight the achievements of Black CASP scholars **(2,1)**
  - Connect with the Black Academic Excellence Initiative to talk about ways we are/are not serving Black students and the Black community **(5,1)**
    - Create action items based on this conversation
  - Connect with the Black Alumni Council to talk about ways to partner, further student our Black scholars **(5,1)**
    - Create action items based on this conversation
- Long-Term (Structural)
  - Study the Black community and demographics of the communities we serve: San Diego County and Los Angeles County **(5,1)**
  - Make a long-term commitment to study the ways structural racism affects the Black community **(4,1)**
    - Take what we learn and implement it into our everyday work

STUDENT RETENTION & SUCCESS, CONT'D

AEP – Undergraduate Research Hub

- CRASSH section on the MYTH OF MERITOCRCY (5,2)
  - AEP hosts multiple Conference on Research in the Arts, Social Sciences, and Humanities (CRASSH) sessions every year. The Fall 2020 meeting will feature faculty, staff, and students examining the concept of meritocracy and its underlying role in race-based inequalities.
  - For instance, John Rice contends in The Atlantic, "the majority of white executives operate as if there is a tension between increasing racial diversity and maintaining the excellence-based "meritocracies" that have made their organizations successful."
  - Powell, Demetriou, et al., note "Meeting merit-based requirements is more difficult for racially, ethnically, and economically minoritized students." This session will the impact of this thinking and possible solutions.
- Module for research in a social justice framework (5,1)
  - The office will work with faculty partners, EDI staff, DEI instructors, and student activists to create a module on conducting academic research within a social justice framework. Completion of the module will be mandatory for all students in undergraduate research programs.
- Matching students with Faculty conducting Anti-racist research (2,1)
  - The office's website will feature faculty members of color and all faculty conducting research on social justice and work to match them with students seeking to conduct research in these areas. Matching activities will include speed networking events, informal talks by professors and advanced students, and others, creating new programs, and addressing related issues.
- Tritons Connect Affinity Group (5,1)
  - We will create a Tritons connect group for alumni and undergraduates who are of have conducted research on racial and economic inequality. A particular focus will be on attracting alumni employed in higher education.

OASIS

- Professional Staff Development (4,1)
  - Set team expectations at beginning of year
  - Tied to annual performance appraisals
  - Monthly professional staff presentations (teams of two)
  - Presentation Format: Intro to Material, Discussion, Action Steps
  - Written reflections after break-outs
- Intentional Programming, Space, and Celebrations (1,2)
  - Young, Gifted, & Black; Keep It 100; STEM Café; Women of Color Café, etc.
  - Celebration Wall
    - Similar to what we do in staff breakroom
  - 60-Second Silent Reflection
  - Land Acknowledgement at Events
  - Heritage Months and Holidays
  - Alumni Tributes in Space
    - e.g., Angela Davis, James Avery, Helen Griffith, etc
  - Social Justice Library
  - Guest Speakers & Experts
  - Supporting Minority-Owned and LGBT-Owned Businesses

STUDENT RETENTION & SUCCESS, CONT'D

OASIS (cont'd)

- Social Media (1,2)
  - Intentionally engage students with ongoing literature, events, podcasts, documentaries, etc.
  - Highlight students and alumni and their experiences.
  - Proactively call out anti-Blackness (and other injustices) when it happens.
  - Highlight historic wins when they happen.
- Policy Counsel (1,1)
  - DEI Flags – More than one and must be taken for a grade
  - Annual Black Winter Symposium – acknowledge the past and celebrate the milestones
  - Tribute to Black Artists (e.g., Manuelita Brown)
  - Another University is Possible as mandatory reading

VCSA OFFICE

- Review all Division-wide committees and work groups to ensure that representation reflects the Black Student and Staff Experience (4,1)
- Collaborate with Students and Campus Partners to Host an annual symposium on the Black Student Experience (1,1)
- Sponsorship and professional support to host the January 2021 ABC Statewide conference (4,1)
- Implement Diversity Statements as part of recruitment process for director and assistant director-level positions in Student Affairs (4,1)
- Elevate professional development via our new Triton Time series of webinars (5,2)
- Create professional development library on addressing anti-racism for VCSA website (5,1)