CenSUs:
Everyone Counts Taskforce

**Recommendations submitted to
President Jonathan Green
August 11, 2020**

**Shari Jacobson, Associate Professor of Anthropology
Olugbenga Onafowora, Professor of Economics**

About CenSUs: Everyone Counts

On June 12, 2020, President Jonathan Green issued a call to action for Susquehanna University to become an actively antiracist community, and to that end established the CenSUs: Everyone Counts Taskforce, co-chaired by Associate Professor of Anthropology Shari Jacobson and Professor of Economics Olu Onafowora. The taskforce comprised thirteen students, twenty-five staff members, seventeen members of the faculty, and one member of the Board of Trustees. The taskforce was charged to develop a series of action steps to be undertaken this summer and in the coming year to make our campus a supportive community in which all members are safe, valued, and provided with opportunities to thrive and flourish.

Work began with an examination of fourteen documents shared by President Green and Provost Dave Ramsaran with the taskforce co-chairs. These documents included surveys, an action plan produced by a consultant, reports from ad hoc committees, and individual observations. Taken as a whole, they pointed to five broad areas of concern, which turned into the five core committees of the taskforce: Faculty and Staff Issues; Plant and Facilities; Public Safety and Law Enforcement; Student-Centered Education; and the Website and Social Media.

The charges of each committee were as follows:

Faculty and Staff Issues
This committee had a two-fold charge: first, to ensure faculty and staff are trained to work with a diverse student body whose understandings of diversity are fluid and may differ from faculty and staff understandings of diversity; second, this committee addressed questions of tenure, promotion, campus climate, and retention for BIPOC (Black, Indigenous and People of Color) staff and faculty and other underrepresented groups.

Plant and Facilities
This team examined how the arrangement and use of spaces on our campus are rendered welcoming and supportive for different members of our community. They considered how diverse groups of people experience the campus in order to retrofit our spaces accordingly.

Public Safety and Law Enforcement
This committee was charged with ensuring that our campus and environs are safe for all students, staff, and faculty when everyone returns in August, and moving into the future. The committee also considered the weeks leading up to and following the election, as it is likely that the local and campus climate will become increasingly tense. The committee further examined relations between and among students, staff, faculty, Public Safety, and the broader Selinsgrove community.

Student-Centered Education
This committee was charged with thinking broadly about the education of our students. Orientation, co-curricular programming, and dorm life were all examined. Too many students experience campus residences as hostile places. We need to balance the educational value of students' freely expressing themselves with a recognition that hostile behavior is incompatible with life in a diverse world. Cultivating ethical subjects and engendering good will and respect in

2

students are preferable. However, we need to recognize that firm policies that target intimidating and hateful speech (broadly construed) will likely also be part of the mix of strategies.

Website and Social Media
This committee had three broad charges: first, to make sure our website and other digital communications make it easy to find information about diversity and campus safety; second to push out on social media messaging that reflects our commitment to diversity, equity, and inclusion; and third, to develop a policy regarding the use of social media.

President Green issued invitations to fifty-two of the task force members, and the inaugural meeting of the taskforce convened on June 25, 2020. Following this, each committee met individually to develop recommendations specific to their charge, led by their respective co-chairs. Once a week, each committee also met with the taskforce co-chairs to share the substance of the recommendations they were drafting.

On July 20, 2020, committees delivered an initial set of "time-sensitive" recommendations to the taskforce co-chairs, which were forwarded to President Green on July 29, 2020. Committees continued to meet to draft additional recommendations, which they submitted to the taskforce co-chairs on July 29, 2020. Taskforce co-chairs compiled all the recommendations, merging some where it was appropriate and efficient, and shared the revisions with all members of the taskforce, soliciting feedback. On August 10, the entire taskforce met for two hours to make sure everyone's ideas were included, and to solicit additional suggestions and corrections. This report includes all the recommendations in their final form, organized according to "Students" (recommendations 1—10), "Staff and Faculty" (recommendations 11—14), "The Counseling Center and Public Safety" (recommendations 15—23), "Website, Social Media, and University Communications" (recommendation 24—30), and "Institution" (recommendations 31—37).

As President Green wrote, "It is critically important that all members of our community know that Black Lives Matter at Susquehanna University. We will affirm this through the actions we take as a community in the coming weeks and months." In order to make this happen, implementing these recommendations will be critical. Each recommendation has one or more people identified as appropriate to lead the charge, and a number of "point people" central to making sure the recommendation is implemented. We anticipate that once committees take over responsibility for these recommendations, they will necessarily modify them, including the timelines for implementation. This should not discourage anyone. As long as we all stay committed, we will transform Susquehanna University and fulfill President Green's call to action.

Respectfully submitted,

Shari Jacobson, Associate Professor of Anthropology
Olugbenga Onafowora, Professor of Economics

CenSUs: Everyone Counts Taskforce Participants	
Faculty and Staff Issues Committee	
Jennifer Bucher*	Vice President of Human Resources
Matt Duperon*	Associate Professor of Religion, Director of Center for Teaching and Learning
Sarah Farbo	Assistant Director of Service Leaders Program & Career Development
Theresa Finley	Assistant Professor of Economics
Heather Lang*	Assistant Professor of English, Writing Coordinator
Maggi Reedel*	Senior, Major in Anthropology; Minors in Women and Gender Studies, Philosophy, and Environmental Studies
Daryl Rodgers*	Associate Professor of Italian, Department Head of Languages, Literatures and Cultures, Director of Applied Language Studies
Michaeline Shuman*	Assistant Provost and Director of Career Development
Thomas Tang	Senior, Majors in Political Science and Economics
Christina Wolfe	Housekeeping
Plant and Facilities	
Chris Bailey*	Director of Facilities Management
John Bodinger de Uriarte*	Associate Professor of Anthropology, Department Head of Sociology and Anthropology, Director of Diversity Studies and Museum Studies
Colleen Bunn	Director of Residence Life
Russ-Ahna Davenport*	Junior, Major in Creative Writing, Computer Science 3-2 Pre-Engineering Program, Honors Program
Anastasia Farley	Junior, Majors in Publishing and Editing and Creative Writing, Honors Program
Meg Garnett	Special Collections Librarian, Assistant Professor
Christopher Kalcich	Sophomore, Major in Studio Art, Selinsgrove Borough Council Member
Lynn Palermo	Associate Professor of French
Christiana Paradis*	Office of Violence Against Women Program Coordinator, Adjunct Faculty in Women's Studies
Public Safety and Law Enforcement	
Miranda Carrasquillo*	Coordinator of the Johnson Center for Civic Engagement
Justin Darden	Junior, Major in Political Science
Malcolm Derk*	Director of Grants and Foundation Relations
Eric Hinton*	Associate Professor of Music and Director of Bands
Scott Manning	Dean of Global Programs, Associate Professor of French
Angelo Martin*	Director of Public Safety
Stacey Pearson-Wharton	Dean of Health & Wellness, Director of Counseling Center
Claire Townsend*	Senior, Major in Psychology, Minor in Anthropology
Alan Zemaitis	Assistant Football Coach, Strength & Conditioning Coach

Student-Centered Education	
Ryan Ake	Research Librarian/Outreach & Collections Development, Assistant Professor
Abigail Antoine	Senior, Major in Psychology, Minors in Africana Studies and Sociology
Izabel Galliera	Assistant Professor of Art History
Cheyenne Keams	Senior, Major in Sociology-Secondary Education, Minor in Anthropology
Scott Kershner	Chaplain
Susan Lantz*	Vice President for Student Life
Peggy Peeler*	Professor of Biology, Co-Director of Neuroscience
Samantha Proffitt	Director of First Year Experience
Sydney Salas*	Sophomore, Majors in Biology and Anthropology, Honors Program
Ed Slavishak	Professor of History
Shan Yan	Associate Professor of Finance
Coleen Zoller	Professor of Philosophy, Department Head of Philosophy

Website and Social Media	
Amanda Bannon*	Digital Marketing Manager
Rachael Blaine	Senior, Majors in Creative Writing and Publishing and Editing
Chandra Crosson	Sophomore, Major in Communications: Digital Multimedia Broadcasting
Elijah Hall	Junior, Major in Marketing
Kira McNally	Digital Marketing Specialist
Anna Miller	Associate Director of Admission Communication
Nairem Moran	Director of Athletic Communications
Michael Ozlanski*	Assistant Professor of Accounting
Alissa Packer*	Associate Professor of Biology, Speaker of the Faculty
Dena Salerno*	Dean for Student Diversity and Inclusion, Title IX Coordinator
Logan Sweet	Associate Director of Advancement Communications

Roles on all Five Committees	
Michael Dixon	Chief Inclusion and Diversity Officer
James Stowe	Board of Trustees
Crystal VanHorn	Academic Assistant

*Committee Co-Chair

Students
These recommendations address how students interact with each other in different spaces on campus, and their education, access to technology, political activity, and overall well-being.

Recommendation 1
- Administer diversity, inclusion, and a "baseline ethics" training to all resident assistants and residence life staff and require all RAs to include in their programming a variety of events that address these topics and that all members of the residence must attend. The Center for Diversity and Inclusion should play a central role in providing this training. The training should become part of the ethos of our institution.
- Problems this addresses
  - Too many students from underrepresented and marginalized communities report feeling unsafe, distressed, and unsupported in their residence halls. RAs should be their first line of redress, but not all RAs are equally adept at supporting diverse populations, either through interpersonal interactions, programming, or management of conflict in the residence hall
- Implementation timeline
  - Phase I: Before August 28, 2020
    - Residence Life must have approved diversity training for RAs
    - CDI will have met with and led a training for RAs
    - Training should include brainstorming for residence hall programming related to diversity, equity, and inclusion issues
    - Trainings are incorporated into the monthly, RA in-services
  - Phase II: October 9, 2020
    - Completion of initial assessment of RAs and RA programming by residents
    - RAs given feedback following assessment
  - Phase III: November 18, 2020
    - Completion of second assessment of RAs and RA programming by residents
  - Phase IV: December 15, 2020–February 3, 2020
    - Completion of review of hiring criteria for RAs, with an eye toward making knowledge about and commitment to diversity, equity, and inclusion central to the hiring process
    - Completion of review of training for RAs, with an eye toward deepening knowledge about diversity, equity, and inclusion and program design that reflects and enacts this knowledge
    - Revised hiring criteria and training approved by Michael Dixon, Susan Lantz, and Colleen Bunn, Director of Residence Life
- Point people
  - Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair*
  - Colleen Bunn, Director of Residence Life, Plant and Facilities Committee Member*
  - Stacey Pearson-Wharton, Dean of Health & Wellness, Director of Counseling Center, Public Safety and Law Enforcement Committee Member

- o Susan Lantz, Vice President of Student Life, Student-Centered Education Committee Co-Chair
- o Russ-Ahna Davenport, Junior, Major in Creative Writing, Computer Science 3-2 Pre-Engineering Program, Honors Program, Plant Facilities Committee Co-Chair
- o Michael Dixon, Chief Inclusion and Diversity
- o Erica Stephenson, Institutional Research Analyst
- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Revised RA questionnaires that also address the programming an RA has created in terms of diversity, equity, and inclusion
  - o Revised RA questionnaires that also address whether residents feel included and supported, and whether they believe their RA could help them address any and all injustices they might face
  - o Development of an anonymous or confidential online survey administered midterm and at the end of the semester to address these issues, with responses being directed to all or some of the following: Colleen Bunn, Michael Dixon, Erica Stephens, and Danielle Brown

Recommendation 2
- Provide structured and semi-structured opportunities for students to engage in conversations across differences, which could include discussions of race, biracialism, gender, sexuality, religion, class, and ability and disability, and how they intersect with each other. These conversations should be based both on people's personal experiences and their understanding of broader social, political, economic, and historic structures and events. These conversations should be included as part of the orientation program and continued throughout the semester in scaffolded ways
  - o Conversations based on personal experience
    - Structured conversations can be engendered through a program sponsored by "The Cookie Dude," and facilitated by O-Team Leaders, RAs, and other students and staff identified by the Office of First Year Programs and Student Life. This will be called "#OneDozenCookies".
    - Semi-structured conversations can be engendered by providing conversation prompts across campus that are designed to create a more inclusive and welcoming culture on campus by encouraging people to talk to one another in more substantive ways beyond their usual social circles. We will offer a variety of tools for low-stake conversation-starters. Table Topics could serve as a model
      - These prompts could play on screens across campus: for example, monitors in the cafeteria, the SWSB, the library, and elsewhere
      - Prompts could be posted on RA boards in dorms
      - Pamphlets with prompts could be handed out with masks and gloves, at orientation, or elsewhere
      - Window stickers could be posted around campus

- o Conversations based on understandings of broader social, political, economic, and historic structures and events
  - ▪ Infrequently Asked Questions
    - • Structured conversations will be engendered by viewing and discussing short videos (~3" each) produced by various faculty members
    - • Videos will cover discrete topics centered on diversity and inclusion, and pose a question for further contemplation
    - • Videos will be internally-facing, with a possibility of making them externally-facing in the future
  - ▪ Post-Election Debriefing
    - • Provide opportunities for people to debrief about the election results
    - • Groups can be organized for like-minded individuals and for people who wish to debrief with people of differing opinions, and members of our campus community could choose in which they want to participate
- • Problems this addresses
  - o Many students stay within their own social circles and don't take advantage of the college years to get to know a wide variety of people
  - o Students from monocultural backgrounds often haven't developed the skills to speak across difference
  - o Students' understandings of the history of the diverse world in which we live needs to be developed in dialogue with peers and knowledgeable mentors
- • Implementation timeline
  - o #OneDozenCookies conversations
    - ▪ Complete the following by August 28, 2020
      - • Develop conversation prompts
      - • Identify spaces for the conversations
      - • Identify people to lead the conversations
      - • Order the food (cookies and gluten-free, healthy options)
    - ▪ Spring Semester 2021
      - • Identify local BIPOC provisioners and contract with them
  - o Conversation Prompts
    - ▪ Complete the following by August 28, 2020
      - • Establish what already exists. Clarify what would be helpful to include in the materials from student perspective and from Dena's perspective
      - • Think about locations on campus to target, and who will oversee distribution
      - • Determine whether and when prompts will be changed
      - • Determine costs and establish a budget
      - • Finalize order from printshop
      - • Distribute on campus before students return

- Ask student-workers in CDI and VIP Center to come up with subsequent conversation starters
- Make sure prompts are loaded onto screens and monitors around campus
  - o Infrequently Asked Questions
    - Complete the following by August 28, 2020
      - Complete videos
      - Identify location for storing videos with information about accessing them
      - Identify spaces for the conversations
      - Identify people to lead the conversations
  - o Post-Election Debrief
    - Phase I: September 28–October 2, 2020
      - Reserve spaces for conversations (physical if possible, virtual if not)
    - Phase II: October 19–October 30, 2020
      - Moderators for conversations are identified
      - Information about the conversations (where they will be and who will be moderating) is communicated to the campus community
    - Phase III: November 4, 5, and 6, 2020
      - Conversations take place
- Point people
  - o Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair (conversation prompts)*
  - o Samantha Proffitt, Director of First Year Experience, Student-Centered Education Committee Member (#OneDozenCookies)*
  - o Ed Slavishak, Professor of History, Student-Centered Education Committee Member (Infrequently Asked Questions)*
  - o Miranda Carrasquillo, Coordinator of the Johnson Center for Civic Engagement, Public Safety and Law Enforcement Committee Co-Chair (post-election discussions)*
  - o Colleen Bunn, Director of Residence, Plant and Facilities Committee Member
  - o Ryan Ake, Research Librarian/Outreach & Collections Development, Assistant Professor, Student-Centered Education Committee Member
  - o Sydney Salas, Sophomore, Student-Centered Education Committee Co-Chair
  - o Abigail Antoine, Senior, Major in Psychology, Minors in Africana Studies and Sociology, Student-Centered Education Committee Member
  - o Anastasia Farley, Junior, Majors in Publishing and Editing and Creative Writing, Honors Program, Plant and Facilities Committee Member
  - o IT staff
  - o Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o Mike Coyne, Executive Vice President for Finance and Administration
  - o Erica Stephenson, Institutional Research Analyst

- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Track number of participants in conversations
  - o Phone surveys filled out immediately after conversation (use QR codes so students can complete survey on their phone)
  - o Focus group conversations with the facilitators once a semester based on a rubric they fill out or notes they take after the conversations
  - o Collect information from RAs to assess how often they see students using the conversation prompts or how often they use the prompts

Recommendation 3

- Susquehanna University require for graduation all students to participate in at least six co-curricular events that address diversity, equity, and inclusion, and engage in critical and holistic community-based learning. These events should each address at least one of the following learning goals:
  - o All SU students will understand the importance of creating a campus community where all members feel respected, valued, as well as have a safe and supportive environment in which to learn and develop
  - o All SU students will acknowledge their role in creating such a community
  - o All SU students will recognize and apply a holistic framework, including self-development intellectually, emotionally, professionally, culturally, and spiritually
  - o All SU students will begin to understand intersectionality, that is, what role factors such as race, sex, gender, sexuality, socio-economic class, age, religion, geographic origin, ability/disability, culture, ethnicity, nationality, play in their own identity and the identities of others
  - o All SU students will comprehend the difference between the systemic nature of various types of privilege and oppression and personal/individual prejudice
  - o All SU students will establish a basic understanding of the history of racism and racist practices in what is now called the United States (beginning with settler-colonialism in Selinsgrove and beyond) and how this history is connected to the systemic racism that currently creates multiple social inequalities based on race
  - o All SU students will participate in opportunities to analyze the current events related to social justice and kinds of oppression such as racism and to understand the impact they have on themselves and other members of the SU community
  - o All SU students will discover and understand implicit biases and its impact on our community to minimize these prejudices once aware of them
  - o All SU students will build connections with Selinsgrove community by working together to raise our consciousness as well as incorporate the practice of reciprocity between all communities to stop racism
  - o All SU students will learn skills that enable them to participate in challenging conversations and help with the healing and reconciliation needed in divided times
- Problems this addresses

- o Achieving, leading, and serving in an increasingly diverse world requires that our students be exposed to diverse experiences and ideas, in both classroom and extra-classroom settings. Co-curricular programming and events offer students hands-on, "real world" experience, and gives them an opportunity to engage with people outside the university who are making a difference. Currently, students report that the same people attend diversity events, which suggests we are not reaching many students who need this experience. Although the GO program is focused on achieving these goals but does not take place until third year for most students. Completing many of these experiences in first and second year would help build a scaffolding upon which students' GO experiences would be enhanced
- Implementation timeline
  - o Phase I: Fall 2020
    - ▪ The Office of Student Life develops a tool to assess how much of current programming fulfills these learning goals (for example, the Advocacy Speaker Series, Let's Talk, Assembly Required, MLK, Jr. Day Keynote Address, and off-campus speakers invited by faculty)
  - o Phase II: Spring 2021
    - ▪ The Office of Student Life adopts the above learning goals as guideposts for future programming
  - o Phase III: Fall 2021
    - ▪ Curriculum Committee reviews learning goals and considers—with input from the faculty—making a "diversity certification" a requirement for graduation
      - Diversity Certification will include participation in at least six campus events that fulfill six of the ten learning goals
      - Students will have to have completed at least three events by the end of their sophomore year (with accommodations worked out for transfer students)
      - This requirement could be modeled on what peer institutions currently have
        - o [Furman University's Cultural Life Programs](#)
        - o [Manchester University's Values, Ideas, and the Arts Program](#)
  - o Phase IV: Spring 2022
    - ▪ Curriculum Committee develops a motion and brings it to the floor of the faculty for a vote
      - Motion establishes what the requirement is
      - Motion includes a mechanism for assessing which campus events meet the learning goals and how to track student participation in them
      - Motion includes a mechanism for assessing how students advance on the learning goals
- Point people
  - o Peggy Peeler, Professor of Biology, Co-Director of Neuroscience, Student-Centered Learning Committee Co-Chair*

- o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair*
- o Coleen Zoller, Professor of Philosophy, Department Head of Philosophy, Student-Centered Learning Committee Member
- o Sydney Salas, Sophomore, Majors in Biology and Anthropology, Honors Program, Student-Centered Learning Committee Co-Chair
- o Cheyenne Keams, Senior, Major in Sociology-Secondary Education, Minor in Anthropology, Student-Centered Learning Committee Member
- o Justin Darden, Junior, Major in Political Science, Public Safety and Law Enforcement Committee Member
- o Curriculum Committee
- o Dave Ramsaran, Provost
- o Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair
- o Amy Davis, Student Diversity & Inclusion Program Coordinator
- o Miranda Carrasquillo, Coordinator of the Johnson Center for Civic Engagement, Public Safety and Law Enforcement Committee Co-Chair
- o Alison Richard, Registrar
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o Erica Stephenson, Institutional Research Analyst
- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Phase I: Student Life has tool for inventorying events and how they meet learning goals
  - o Phase II: Programming and events for the 2021-2022 academic year adequately cover each of the learning goals
  - o Final assessment: Annual diversity survey and anonymous tracking of individual students to see if their understanding of diversity and ability to thrive in a diverse world increase over their four (or two) years at SU (or whichever mechanism the Curriculum Committee establishes for assessment)

Recommendation 4
- Create regularly scheduled teach-ins each semester that address issues of diversity, equity, and inclusion locally, nationally, and globally
  - o Each year, the calendar committee will schedule a workday in the fall semester and a workday in the spring semester (potentially MLK, Jr. day) where students do not have regularly scheduled classes. Similar to Assembly Required 2019 and annual MLK, Jr. teach-in events, a working group of faculty, staff, and students will create a day of workshops, presentations, and keynote addresses that correlate with the diversity learning goals (see above)
  - o A standing committee of faculty, staff, and students will be created to organize and assess the learning events each semester
- Problems this addresses

- Several committees have recommended that faculty, staff and students need to engage together on diversity, equity, and inclusion initiatives
  - Members of the campus community do not feel that enough people engage in events related to diversity, equity, and inclusion
  - SU lacks regular and consistent programming related to diversity, equity, and inclusion
- Implementation timeline
  - Phase I: Fall Semester 2020
    - Formal request submitted to Faculty Affairs Committee to create a new standing committee of faculty, students, and staff to oversee the fall and spring teach-ins; this request should come from Peggy Peeler, Prof. of Biology and Student-Centered Learning Committee Co-Chair
    - Speaker of the Faculty reviews proposal to change university calendar and makes recommendation to the Provost
    - Provost approves change to university calendar
  - Phase II: Spring Semester 2021
    - Faculty establishes standing committee to oversee events
    - Presenters are recruited
    - Funds are allocated for stipends for organizers, presenters, student interns, and publicity and supplies
  - Phase III: Academic Year 2021-22
    - Programming begins
- Point people
  - Hasanthika Sirisena, Assistant Professor of English & Creative Writing*
  - Peggy Peeler, Professor of Biology, Co-Director of Neuroscience, Student-Centered Learning Committee Co-Chair*
  - Alissa Packer, Associate Professor of Biology, Speaker of the Faculty
  - William Dougherty, Associate Professor of Chemistry, Faculty Affairs Committee Chair
  - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair
  - Amy Davis, Student Diversity & Inclusion Program Coordinator
  - Molly Roe, Director of Global Opportunities Programs
  - Sydney Salas, Sophomore, Majors in Biology and Anthropology, Honors Program, Student-Centered Learning Committee Co-Chair
  - Dave Ramsaran, Provost
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- **Assessment**
  - Establishment of event infrastructure (calendar change, necessary committee established and staffed)
  - Increase in number of diversity-related co-curricular events on campus

Recommendation 5

- Make sure our Global Opportunities Program adequately prepares our students to understand how ideas and practices around race operate in the places we bring them. This should happen as students are making decisions about GO programs and during their preparatory classes. Preparatory courses should utilize more inclusive teaching strategies, including a greater focus on the diverse cultural identities of students and faculty within the cohort, and include discussions of how bias and discrimination are constructed differently in other cultural contexts. All GO reflection courses should discuss how students can apply what they learned about cultural difference during GO program to their everyday experiences in the United States
- Problems this addresses
    - Ideas and practices around race vary from society to society. Students may not be adequately prepared to live and function in our GO program sites, mistakenly assuming that their own experiences of race in the United States apply abroad
    - Some faculty-led courses emphasize only difference between the culture of the location visited and the US dominant culture, which erases the cultural experiences of non-dominant culture students in the cohort
    - Some 'heritage' study abroad students are surprised that their romanticized ideas of "going home" to their heritage culture are not met
- Implementation timeline
    - Phase I: Fall Semester 2020
        - Enhanced training required for GO Program Directors and Instructors
        - Intercultural Development Inventory offered early Fall Semester 2020 to All Go Program Directors and Instructors
        - Develop question for IDEA form to gauge how the course recognized students' own individual cultural background, and prepared them to experience possible discrimination and bias in their destination culture
    - Phase II: Fall Semester 2021
        - Enhanced and required training continues
        - Follow-up Intercultural Development Inventory administered again
- Point people
    - Scott Manning, Dean of Global Programs*
    - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator
    - David Imhoof, Professor of History, GO Director of Curriculum
    - Michael Dixon, Chief Inclusion and Diversity Officer
    - James Stowe, Board of Trustees
    - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
    - GO Program syllabi are reviewed to make sure topics are adequately covered
    - Progress on the Intercultural Development Inventory
    - IDEA forms are monitored

Recommendation 6

- Create a committee to investigate and address the "digital divide" on our campus
- Problems this addresses

- o COVID-19 has forced all of us to go online, and the structural inequality that pervades our society means that not all our students have equal access to the tools and technology required to learn remotely
  - o Susquehanna University has increased its offerings of online learning (separate from COVID-19), and everyone needs to be able to access and avail themselves equally of these opportunities
  - o Even when on campus, not all students are equally provisioned with the tools that make for successful learning
- Implementation timeline
  - o Phase I: present—September 18, 2020
    - Dave Ramsaran convenes a committee to address our digital divide
  - o September 21—November 18, 2020
    - Committee studies problem and issues a report with recommendations
    - Recommendations are shared with campus community
  - o Spring Semester 2021
    - Work begins on implementing the recommendations
- Point people
  - o Dave Ramsaran, Provost*
  - o Jennifer Servedio, Chief Information Officer
  - o Brady Gallese, Director of Technology Support Services, Adjunct Faculty Personal Development
  - o Marie Hassinger, Director of Project Management, Adjunct Faculty Personal Development and Adjunct Faculty Information Systems
  - o Rob Sieczkiewicz, Director of the Blough-Weis Library, Associate Professor
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Committee is convened and recommendations are produced

Recommendation 7

- Conduct a review of how Susquehanna University regulates student organizing, demonstrations, protests, and social activism, and how we educate students about voting
  - o Plan for increasing social activism activities ahead of the 2020 Presidential Election. Support free speech and peaceful protest by providing safe opportunities for social activism
  - o Disseminate accurate information on voter registration, voting process, and voting locations
- Problems this addresses
  - o Expressions of social activism are sometimes met with harassment, intimidation, and violence, and students may not know what their voting rights are. The campus must be prepared to support peaceful assembly by creating a safe environment for students to engage in free speech and expression, including exercising their right to vote
- Implementation timeline
  - o Phase I: August–September 18, 2020

- Review policies about students' rights to organize and demonstrate (led by Susan Lantz and Michael Dixon)
- Review policies about ensuring student safety when students organize and demonstrate (led by Angelo Martin and Stacey Pearson-Wharton)
- Review policies about how SU disseminates information about political participation and voting rights (led by Miranda Carrasquillo)
  - Phase II: September 21–September 28, 2020
    - Implement necessary changes based on findings from the reviews
  - Phase III: September 28–October 2, 2020
    - Disseminate in a timely fashion to campus community what the policies are
- Point people
  - Christie Kracker, Dean of Students and Campus Life*
  - Miranda Carrasquillo, Coordinator of the Johnson Center for Civic Engagement, Public Safety and Law Enforcement Committee Co-Chair*
  - Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair
  - Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair
  - Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair
  - Claire Townsend, Senior, Public Safety and Law Enforcement Committee Co-Chair
  - Justin Darden, Junior, Major in Political Science, Public Safety and Law Enforcement Committee Member
  - Eric Hinton, Associate Professor of Music and Director of Bands, Public Safety and Law Enforcement Committee Co-Chair
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
  - Representatives from SGA
  - Respective presidents of the campus Democrats, Republicans, and Libertarians
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Review events to determine opportunities for improvement and highlight successes (led by Miranda Carrasquillo)

Recommendation 8
- Provide students with transportation on Election Day to support safe voting and civic participation. Transportation will be provided from the campus to the Selinsgrove Borough voting precinct(s). Transportation provisions should include a public safety officer to enhance student safety
- Problems this addresses

- o Students interested in voting in Selinsgrove may not know where polling locations are located, lack transportation, or fear potential voter intimidation
- Implementation timeline
  - o August–October 14, 2020
    - ▪ Reserve vans, keeping in mind capacity changes due to COVID-19
    - ▪ Outfit vans with hand sanitizers, wipes, and masks
    - ▪ Identify drivers
    - ▪ Develop a schedule for Election Day
    - ▪ Provide information to students about where they vote
    - ▪ Provide information to students about vans and their schedule
- Point people
  - o Miranda Carrasquillo, Coordinator of the Johnson Center for Civic Engagement, Public Safety and Law Enforcement Committee Co-Chair*
  - o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair
  - o Christie Kracker, Dean of Students and Campus Life
  - o Faculty and staff engaged in civic discourse initiatives/pedagogy
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Determine whether vans are available, staffed, and run on time
  - o Count number of students who use vans

Recommendation 9
- Offer more robust cross-cultural food options across campus that take into account students' dietary restrictions
- Problems this addresses
  - o Students rarely get cuisine from their home countries or communities on campus. Though growing, the local community food options do not represent the diversity of student experiences on campus
  - o Students with dietary restrictions do not have the same number of options that their peers without such restrictions have
- Implementation timeline
  - o Phase I: Fall 2020
    - ▪ Work with institutional research to review demographic data of students to determine where there are gaps in cuisine offered to student backgrounds
    - ▪ Conduct focus groups with diversity student organizations to learn more about cross cultural food choices they would like on campus
  - o Phase II: Spring 2021
    - ▪ Conceptualize and make menu changes in consultation with student groups
  - o Phase III: Fall 2021

- ▪ Debut new menu
- Point people
  - o Kevin Hamilton, Aramark Manager*
  - o Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair*
  - o Amy Davis, Student Diversity & Inclusion Program Coordinator
  - o Lilian Schultz, International Student Services Coordinator, Adjunct in Global Programs
  - o A. Sonia Dayal, Medical Director for Student Health Services
  - o Mike Coyne, Executive Vice President for Finance and Administration
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o Erica Stephenson, Institutional Research Analyst
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Aramark satisfaction surveys

Recommendation 10
- Redesign campus environment to help students see themselves and their families, histories, and ancestry on campus through artwork
- Problems this addresses
  - o Underrepresented students, staff, and faculty are asked to inhabit spaces that were originally built for white students. They rarely see images across campus that represent their identity or culture, making them feel alienated and unwelcome on campus
- Implementation timeline
  - o Phase I: Fall 2020
    - ▪ Convene groups of students, faculty, and staff to identify spaces across campus for new art, murals, plaques, sculptures, and music that highlight a diversity of backgrounds. Consider not only public spaces but residence hall common spaces. Mural work can begin as soon as spaces are identified and funds are allocated for materials
      - One suggestion is a Black Lives Matter mural on the Admissions building, which would send an important message about who we are to all who approach our campus
  - o Phase II: Spring 2021–Fall 2021
    - ▪ Identify faculty, staff, students, and alumni who may want to contribute artwork to the campus community
  - o Phase III: Spring 2022
    - ▪ Supplement any artwork not donated with items purchase from BIPOC-owned businesses and artists, including student artists
  - o Phase IV: Summer 2022

- Install new pieces and create a timetable for new artwork to be completed
    - Phase V: Fall 2022
        - Host a campus-wide open-house or walking gallery tour led by the director of the art gallery to highlight the new pieces
- Point people
    - Dan Olivetti, Lore Degenstein Gallery Director*
    - John Bodinger de Uriarte, Associate Professor of Anthropology, Department Head of Sociology and Anthropology, Director of Diversity Studies and Museum Studies, Plant and Facilities Committee Co-Chair*
    - Chris Bailey, Director of Facilities Management, Plant and Facilities Committee Co-Chair
    - Izabel Galliera, Assistant Professor of Art History, Student-Centered Learning Committee Member
    - Ann Piper, Associate Professor of Art & Design
    - Scott Kershner, Chaplain, Student-Centered Learning Committee Member
    - Amy Davis, Student Diversity & Inclusion Program Coordinator
    - Anastasia Farley, Junior, Majors in Publishing and Editing and Creative Writing, Honors Program, Plant and Facilities Committee Member
    - Student affinity group presidents (e.g., BSU, SANA, and ALAS)
    - Students from Department of Art and Design, Museum Studies, and Diversity Studies
- Assessment
    - Installation of new pieces
    - Feedback from student focus groups
    - Feedback from participants on open-house and walking tours

Staff and Faculty

This recommendation addresses anti-racism training and annual reviews, tenure, and promotion for staff and faculty.

Recommendation 11
- Create a Faculty and Staff Resource Library that will serve as a basic resource guide for faculty and staff and update it periodically. It will address identity terminology and definitions, describe acronyms that focus on gender and racial identity, and suggest language for engaging in conversation about these topics. Eventually, this will include additional identities. It will be housed in an easily accessible space, such as Blackboard or a public-facing website, and may take guidance from the Diversity Style Guide
- Problems this addresses
    - Faculty and staff sometimes are unfamiliar with contemporary language about difference. This can make them appear insensitive
    - Anti-bias work begins with self-reflection, and this resource will provide opportunities for self-reflection that we currently don't have
- Implementation timeline
    - Phase I: present—August 28, 2020

- - - Create the library and add one-page reference sheets and/or brief videos that address
      - Identity terminology, especially gender identity terminology, including pronoun usage and deadnaming
      - Racial identity terminology and acronyms, such as BIPOC (Black, Indigenous and People of Color)
      - Basic tenets of universal design for learning (UDL) or other easily implemented inclusive teaching strategies
    - Design a question for IDEA forms regarding the professor's use of respectful terminology
    - Design a question for staff evaluation forms regarding their use of respectful terminology
  - Phase II: Spring 2021-Ongoing
    - Expand library to include:
      - Links to outside resources that address difference and discrimination in institutional settings, including podcasts, recommended readings, and other relevant sources
      - Updates about other professional development opportunities and anti-bias initiatives on campus
      - Regularly updated or added content to continue to encourage self-sponsored learning and development
- Point people
  - Ryan Ake, Research Librarian/Outreach & Collections Development, Assistant Professor, Student-Centered Learning Committee Member*
  - Heather Lang, Assistant Professor of English, Writing Coordinator, Faculty and Staff Issues Committee Co-Chair
  - Matt Duperon, Associate Professor of Religion, Director of Center for Teaching and Learning, Faculty and Staff Issues Committee Co-Chair
  - Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair
  - Tara Gardner, Senior
  - Maggi Reedel, Senior, Major in Anthropology; Minors in Women and Gender Studies, Philosophy, and Environmental Studies, Faculty and Staff Issues Committee Co-Chair
  - Sarah Farbo, Assistant Director of Service Leaders Program & Career Development, Faculty and Staff Issues Committee Member
  - IT staff
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - Erica Stephenson, Institutional Research Analyst
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Measure engagement via views, clicks, or site traffic

- Provide reflection opportunities for faculty and staff who make use of the resources
- Conduct a survey asking faculty and staff to rate the usefulness of the materials provided
- Add a question to the IDEA form to gage whether professors are using respectful language when talking to students; same for staff evaluation forms

Recommendation 12
- Develop an annual, required anti-racism training for all faculty and staff, which includes large and small group work and identity-based caucus groups. The curriculum for this training should include topics such as implicit bias, anti-racism, religious diversity, LGBTQ+ issues, issues of national origin and non-native speakers of English, and inclusive practices. Training should be scaffolded so that people can further their learning from year to year and remain current. It should also include a plan for assessing participant learning at each stage of the training. Generally, these trainings, and others like them, should become part of the ethos of our institution.
- Problems this addresses
  - The ethos of our institution is not supportive and inclusive enough of diverse students, staff, and faculty. Most people believe they are more inclusive than they are and overestimate their ability to avoid engaging in discriminatory practices. Members of a dominant culture often do not realize that their own practices are culturally particular and may stigmatize others
  - Faculty and staff who are not from the dominant culture are at times marginalized at SU and in the local community. This hinders performance, recruiting, retention, and mentorship, and the personal growth of students, staff, and faculty
- Implementation timeline
  - Phase 1: August 2020–October 30, 2020
    - Chief Inclusion and Diversity Officer identifies and recruits knowledgeable faculty and staff with an ongoing commitment to diversity, equity, and inclusion to research, select, or draft appropriate training. Planning should include:
      - Plans for introductory training session, including curriculum, pedagogy, and assessment
      - Plans and structure for subsequent yearly or semesterly training sessions
      - Establishing incentives and consequences for completing (or not completing) training
    - Resources are allocated for developers and trainers
  - Phase II: Spring Semester 2021
    - Create a random set of faculty and staff to pilot the training and offer feedback
    - Modify training based on feedback
  - Phase III: Fall Semester 2021
    - Implement first training sessions for all faculty and staff
    - Solicit feedback
    - Modify training based on feedback

21

- o Phase IV: Spring Semester 2022
  - Develop higher-order training
  - Create a random set of faculty and staff to pilot this next training and offer feedback
  - Modify training based on feedback
- o Phase V: ongoing
  - Additional higher-order trainings are developed, piloted, and revised as discussed above
  - Each fall, faculty and staff take trainings at the appropriate level for them given what they've already completed

- Point people
  - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair*
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs*
  - o Heather Lang, Assistant Professor of English, Writing Coordinator, Faculty and Staff Issues Committee Co-Chair
  - o Michaeline Shuman, Assistant Provost and Director of Career Development, Faculty and Staff Issues Committee Co-Chair
  - o Stacey Pearson-Wharton, Dean of Health & Wellness, Director of Counseling Center, Public Safety and Law Enforcement Committee Member
  - o Christina Wolfe, Housekeeping, Faculty and Staff Issues Committee Member
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair
  - o Maggi Reedel, Senior, Major in Anthropology; Minors in Women and Gender Studies, Philosophy, and Environmental Studies, Faculty and Staff Issues Committee Co-Chair
  - o Matt Duperon, Associate Professor of Religion, Director of Center for Teaching and Learning, Faculty and Staff Issue Committee Co-Chair
  - o Deans' Offices
  - o Dave Ramsaran, Provost
  - o Erica Stephenson, Institutional Research Analyst
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o James Stowe, Board of Trustees

- Assessment
  - o Faculty and staff rates of completion of trainings
  - o Faculty and staff assessments of the trainings using tools developed by the people charged with developing the trainings
  - o Trainers' assessments of faculty and staff progress on content of trainings using tools develop by the people charged with developing the trainings

Recommendation 13
- Develop a clear process for staff promotion and retention. Conduct annual surveys of staff to learn what is going well with supervisors and what needs improvement; responses should not be tied to individual departments or supervisors, but rather provide a general

sense of what works and what doesn't; Human Resources can use feedback for annual internal trainings of supervisors

- Problems this addresses
  - Processes related to staff promotion are unclear, which makes the process vulnerable to bias
  - Staff may be overlooked for earned promotions, and their options for upward mobility within the university may be limited by the lack of clear protocols
  - Staff from underrepresented groups may respond to greater demand for emotional and mentoring support from colleagues and students from their affinity groups, labor that may not be recognized by the current promotion and evaluation process
  - Staff from underrepresented groups often feel that they must work harder than their white colleagues to justify their value to the institution
  - Measures used to decide promotion and evaluation may not accurately reflect university values. For example, staff evaluation gives equal weight to punctuality and commitment to diversity and inclusion
  - The vagueness of this process contributes to the loss of staff and deteriorates staff morale, and does not adequately reward commitments to diversity, inclusion, and justice
- Implementation timeline
  - Phase I: Fall Semester 2020
    - Audit departments and programs, especially those that have experienced high or recent turn over. Audit should:
      - Collect and examine recent promotion patterns and criteria for promotion
      - Research and explore other promotion models that account for bias, invisible labor, and inequity
      - Determine climate of individual programs and departments
      - Examine recent vacancy patterns and reasons for vacancy
      - When Climate Survey data become available, they should be used to explore in more depth the potential problem of bias
  - Phase II: Spring Semester 2021
    - Based on findings above, revise and restructure promotion requirements to better support diverse staff. This may include:
      - Description of alternative or potential promotion models
      - Clear articulation of promotion expectations, requirements, and timelines
      - Development of materials that support the promotion process, including necessary forms, questionnaires, or evaluative documents
      - Plans for providing robust mentorship for diverse staff and including mentorship as part of the promotion process
      - Plans for providing robust mentorship and training for supervisors who evaluate diverse staff
  - Phase III: Summer 2021-Fall 2021
    - Share recommendations with Staff Advisory Council and receive feedback

- There should be many opportunities to engage in dialogue about the changes and the final measures should reflect the input of as many staff members as possible
- Implement new promotional process across campus. This may include:
  - Workshops that make promotion and evaluation process clear to staff members
  - Establishing mentoring opportunities for early career staff
  - Workshops that make promotion and evaluation process clear to supervisors
  - Providing mentorship and training for supervisors who evaluate diverse staff
- Point people
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair*
  - Christina Wolfe, Housekeeping, Faculty and Staff Issues Committee Member
  - Michaeline Shuman, Assistant Provost and Director of Career Development, Faculty and Staff Issues Committee Co-Chair
  - Dave Ramsaran, Provost
  - Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - Mike Coyne, Executive Vice President for Finance and Administration
  - Erica Stephenson, Institutional Research Analyst
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Data on staff retention reviewed annually by senior leadership and concerns addressed with support from Chief Inclusion and Diversity Officer and Human Resources
  - Data on successful promotion of staff reviewed annually by senior leadership and concerns addressed with support from Chief Inclusion and Diversity Officer and Human Resources
  - Climate Survey

Recommendation 14
- Make the annual review, tenure, and promotion process, and life of the academic department, more transparent and equitable
  - Charge the Faculty Affairs and Personnel Committees with examining, revising, and expanding tenure and promotion guidelines to ensure equity for diverse faculty members
  - Review the role of department chairs in the tenure and promotion process, with an eye toward ongoing trainings (which should begin during the year prior to serving as department head) and a consideration of whether there are enough checks and

balances to mitigate against the inequitable treatment of faculty and their contributions to the department

- o Conduct annual survey of faculty to learn what is going well with department chairs and what needs improvement; responses should not be tied to individual departments, faculty members, or chairs, but rather provide a general sense of what works and what doesn't; deans can use feedback for annual internal trainings of department heads
- o Separate position continuance recommendations from third year and tenure evaluations, eliminating the question of whether personal or personnel issues have affected the question of retaining or discontinuing a position
- Problem this addresses
  - o The opacity of the tenure process provides few clear guidelines and can facilitate bias
  - o Faculty from underrepresented groups may respond to greater demand for emotional and mentoring support from students from their affinity groups, labor that may not be recognized by the tenure process in its current iteration
  - o Faculty from underrepresented groups often feel that they must work harder than their white colleagues to justify their research agendas and/or teaching methods
  - o Measures used to decide tenure, such as anonymous teaching evaluations, are often biased against women faculty and faculty from underrepresented groups
  - o Department heads have a lot of power over untenured faculty, and at times make decisions that unfairly impact faculty in negative ways
  - o Department heads have a lot of power over–particularly during times of financial strain—annual evaluations, the department's agenda, support (or not) for faculty opportunities, and the support (or not) of a position in terms of "institutional need"
- Implementation timeline
  - o Phase I: Fall Semester 2020
    - ▪ Evaluate current tenure and promotion processes and determine places where bias might occur. This should include:
      - Collecting qualitative and quantitative data on retention, tenure, and promotion of faculty, controlling for retention, tenure, and promotion of BIPOC faculty
      - Identifying key elements that determine success in the tenure and promotion process
      - Researching and exploring other tenure models that account for bias, invisible labor, and research and teaching inequity
      - Reviewing alternative teaching effectiveness measures to reduce reliance on or to eradicate standardized teaching evaluation forms
    - ▪ Deans and department chairs can identify online training for department chairs, either conferences or modules, how much they cost, and allocate funding accordingly
    - ▪ Draft survey of faculty about department heads
  - o Phase II: Spring Semester 2021
    - ▪ Based on findings above, revise and restructure tenure requirements to better support diverse faculty. This may include:

- Describing alternative or potential tenure and promotion models
- Clearly articulating tenure and promotion expectations and requirements
- Altering measures of teaching effectiveness to align with best practices
- Providing robust mentorship for diverse faculty and include mentorship as part of tenure/promotion process
- Providing robust mentorship and training for department chairs who evaluate diverse faculty

  - If no changes are determined necessary, the taskforce or committee should release a comprehensive report that addresses:
    - The benefits and challenges of the current tenure and promotion process for supporting diverse faculty
    - Research that supports the efficacy of the current process
    - Plans for providing robust mentorship for diverse faculty and include mentorship as part of tenure/promotion process
    - Plans for providing robust mentorship and training for department chairs who evaluate diverse faculty
    - Suggestions for addressing the concerns of or challenges faced by BIPOC faculty in the current tenure and promotion process
  - Share draft of new process with groups such as Academic Leadership, Sigmund Weis School of Business, and the School of Arts and Sciences, and in informal faculty meetings. There should be many opportunities to engage in dialogue about the changes so that when the measure is voted on, there is support for the measure, and the measure has been composed with the input of as many community members as possible
  - Vote in faculty meeting
  - Distribute to faculty survey about department heads, and analyze the results
  - Phase III: Fall 2021
    - Internal trainings of department heads begin, based on result of surveys from Spring 2021
- Point people
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs*
  - William Dougherty, Associate Professor of Chemistry, Chair of Faculty Affairs Committee*
  - Mark Fertig, Professor of Art and Design, Chair of Personnel Committee*
  - Matt Duperon, Associate Professor of Religion, Director of Center for Teaching and Learning, and Faculty and Staff Issues Committee Co-Chair
  - Theresa Finley, Assistant Professor of Economics, Faculty and Staff Issues Committee Member
  - Heather Lang, Assistant Professor of English, Writing Coordinator, Faculty and Staff Issues Committee Co-Chair
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - Faculty Affairs Committee

26

- o Faculty Personnel Committee
- o Deans' Offices
- o This task may require its own taskforce or ad hoc committee to research and make recommendations to the entities above
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o Erica Stephenson, Institutional Research Analyst
- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
- o James Stowe, Board of Trustees
- Assessment
  - o Annual review of data on BIPOC faculty retention pre- and post-tenure reviewed annually by senior leadership and concerns addressed with support from Chief Inclusion and Diversity Officer and Human Resources
  - o Annual review of data on successful tenure and promotion of all faculty reviewed annually by senior leadership and concerns addressed with support from Chief Inclusion and Diversity Officer and Human Resources
  - o Climate survey

The Counseling Center and Public Safety

These recommendations address our first responders, that is, Public Safety and the Counseling Center. Specifically, they concern professional development and compensation of personnel, enhancing the relationships of our first responders with our students, and improving our campus security—both in terms of the work of our first responders and our physical plant.

Recommendation 15
- Require all public safety officers to undergo rigorous, ongoing anti-bias training to cover the following topics:
  - o Implicit and unconscious bias
  - o Anti-racism
  - o Inclusive practice
  - o De-escalation
  - o Cultural competence
- Problem this addresses
  - o Pervasive systemic racism that courses through American life, afflicting all of us
  - o Lack of familiarity with students of color on the part of some officers
  - o Occasional trainings without follow-through, lack of opportunities to deepen skills learned in initial trainings
- Implementation timeline
  - o Training initiated by August 28, 2020
- Point people
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair*
  - o Eric Hinton, Associate Professor of Music and Director of Bands, Public Safety and Law Enforcement Committee Co-Chair*

- o Major Kristal Turner Childs of the PA State Troopers (717-443-2363), trainer
- o Claire Townsend, Senior, Public Safety and Law Enforcement Committee Co-Chair
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o Mike Coyne, Executive Vice President for Finance and Administration
- o Erica Stephenson, Institutional Research Analyst
- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Longitudinal focus groups
  - o Tracking the kinds of encounters between Public Safety and students, including information on the students interacting with the officers (e.g., race, ethnicity, gender)
  - o Software to capture student response to an encounter (e.g., "Did the officer resolve your problem?"); data should not be tracked at the individual level or used for performance evaluations of individuals

Recommendation 16
- Require all public safety officers and mental professionals to undergo rigorous, ongoing training to cover the following topics:
  - o De-escalation
  - o Mental health crises
  - o Neuro-sensitivity
  - o How the above are mediated by the experiences and perspectives of diverse members
  - o Human Resources, the Chief Inclusion and Diversity Officer, the head of Public Safety, and the Director of the Counseling Center should confer to identify trainers and provide ongoing training (once per semester) for public safety officers and mental health professionals.
  - o Trainings should be led by actual people and not be computer modules and become part of the fabric of the institution
- Problems this addresses
  - o Because of turnover in our Public Safety officers, there is an ongoing need for new trainings
  - o Because students change over time, there is an ongoing need for trainings to keep employees current about the most common issues students face and how students experience themselves and the world
- Implementation timeframe
  - o Phase I: Fall Semester 2020
    - Human Resources, the Chief Inclusion and Diversity Officer, the head of Public Safety, and the Director of the Counseling Center confer to identify topics that should be covered and identify trainers
  - o Phase II: Fall Semester 2020
    - Allocation of funds

- - o Phase III: Spring Semester 2021
      - Engage trainers and schedule trainings
      - Start trainings
    - o Phase IV: Ongoing
      - Trainings convene once per semester
- Point people
  - o Stacey Pearson-Wharton, Dean of Health & Wellness, Director of the Counseling Center, Public Safety and Law Enforcement Committee Member*
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee Co-Chair*
  - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - o Claire Townsend, Senior, Major in Psychology, Minor in Anthropology, Public Safety and Law Enforcement Committee Co-Chair
  - o Mike Coyne, Executive Vice President for Finance and Administration
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Trainers should provide pre- and post-training assessments for participants in the trainings to determine effectiveness of the training
  - o The post-training assessments should be administered at different points throughout the year to ensure that participants retain their knowledge and are adept at implementing it

Recommendation 17
- Re-evaluate the pay of Public Safety Officers to become more competitive in recruiting and retaining more diverse officers and officers with advanced degrees. (Current starting pay is $13.77)
- Problems this addresses
  - o We need to become more competitive in hiring and retaining our better candidates, thereby protecting our training investments
  - o Our current Public Safety officers do not represent or reflect the diversity of our campus
  - o Current pay does not allow us to recruit beyond our immediate area, and we are missing out on good candidates in larger and more diverse markets such as Williamsport, Hazleton, and Harrisburg
  - o Current pay makes it difficult to hire candidates with advanced degrees with associate's or bachelor's degrees
- Implementation timeline
  - o Phase I: August–October 15, 2020
    - Find out what the market rate is for candidates in areas named above, and candidates with advanced degrees
    - Human Resources reviews hiring criteria to ensure it does not implicitly exclude minority groups or people of different genders
    - Human Resources approves increasing the entry-level pay for new hires

- - - Human Resources approves adjusting the pay of existing officers to increase retention and avoid salary inversion
    - o Phase II: ongoing
        - - When hiring, Human Resources reviews candidate pool with an eye toward diversity; if candidate pool is not sufficiently diverse, Human Resources considers hiring external consultant for assistance
- Point people
    - o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair*
    - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair*
    - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair
    - o Mike Coyne, Executive Vice President for Finance and Administration
    - o Michael Dixon, Chief Inclusion and Diversity Officer
    - o James Stowe, Board of Trustees
    - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
    - o Wider range of applicants with more competitive credentials for future hires
    - o Increased retention of current public safety officers (review data on current retention and compare six months and one year out from wage adjustments)

Recommendation 18
- Produce a document detailing what the Department of Public Safety is, what it does, how it operates, who staffs it, and how and where to find officers and other staff. This document can be shared with all members of the campus community and their families
- Problems this addresses
    - o Many members of our campus community and their families do not understand what Public Safety does and how the department differs from a police department. They may not be familiar with all the services Public Safety provides
- Implementation timeline
    - o August 24, 2020
        - - Document has been written and edited to include mission, organizational structure, services, investigation information, training initiatives, and contact information
        - - Document has been approved by Susan Lantz, Vice President for Student Life, and Angelo Martin, Director of Public Safety
        - - Document has been printed and made available for distribution to students as they arrive on campus, including orientation
        - - Document has been posted on the SU website
- Point people
    - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee, Co-Chair*
    - o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair*

- o Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
- o Samantha Proffitt, Director of First Year Experience, Student-Centered Education Committee Member
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o Erica Stephenson, Institutional Research Analyst
- o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Document is produced
  - o Document is distributed to relevant parties and posted online
  - o Informal surveys determine whether people who should have access to the document can find it

Recommendation 19
- Students should be introduced to public safety staff in an informal way. Students should know public safety officers and be able to recognize their uniforms and vehicles
  - o First-year students should be introduced to public safety staff during orientation
  - o Outreach to athletic teams and other organizations could provide additional informal and casual interactions between public safety staff and students
  - o Public safety staff could visit student affinity groups
  - o Public safety staff could visit Greek organizations
  - o Public safety officers could participate in or visit classes that are addressing issues of policing and violence
  - o Students and Public Safety could continue to engage in projects together, and explore making them more frequent
  - o Up-to-date images and biographies of the public safety officers should be posted on the Public Safety website
- Problems this addresses
  - o Failure to know each other can engender an "us vs. them" attitude
  - o People may misunderstand the role of public safety officers; they are on campus to serve an educational role and not a corrective, policing role
- Implementation timeline
  - o September 2020
    - Administrative Assistant for Public Safety reaches out to Director of First Year Programs, presidents of campus groups, and coaches to set up meetings between public safety officers and these constituencies
    - Marketing and Communications reviews Public Safety webpage and updates information about public safety officers as necessary
- Point people
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee Co-Chair*
  - o Jill Franklin, Assistant Director Leadership and Engagement/Greek Life*
  - o Sharief Hashim, Director of Athletics*

- o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair
- o Alan Zemaitis, Assistant Football Coach, Strength & Conditioning Coach, Public Safety and Law Enforcement Committee Member
- o Justin Darden, Junior, Major in Political Science, Public Safety and Law Enforcement Committee Member
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Track the number of meetings public safety officers have with student groups

Recommendation 20
- Improve our provision of mental health services to students
  - o Have university mental health professionals on-site twenty-four hours a day and seven days a week to respond to mental health crises and de-escalate various confrontations
  - o Have the Counseling Center and Public Safety develop an ongoing assessment tool to determine whether staffing levels remain adequate
- Problems this addresses
  - o Public Safety officers currently respond to situations that would be better served by mental health professionals, indicating a shortage of mental health professionals
- Implementation timeline
  - o Phase I: August–September 2020
    - Review human resources at the Counseling Center to determine where shortfalls exist; this may require collecting data about how many calls to Public Safety require mental health professionals (Pearson-Wharton, Martin)
    - Create position(s) request (Pearson-Wharton)
  - o Phase II: by November 6, 2020
    - Approve position request and allocate resources to hire enough mental health professionals to meet our campus needs (Bucher, Coyne)
    - Counseling Center and Public Safety have developed an assessment tool to determine whether staffing levels are adequate
  - o Phase III: by February 10, 2021
    - Hire additional staff (Pearson-Wharton, Bucher)
- Point people
  - o Stacey Pearson-Wharton, Dean of Health & Wellness, Director of the Counseling Center, Public Safety and Law Enforcement Committee Member*
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee Co-Chair*
  - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair*
  - o Claire Townsend, Senior, Major in Psychology, Minor in Anthropology, Public Safety and Law Enforcement Committee Co-Chair

- o Mike Coyne, Executive Vice President for Finance and Administration
- o Michael Dixon, Chief Inclusion and Diversity Officer
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o When possible, students self-report whether they were served by correct professionals
  - o Counseling Center and Public Safety report whether incidents are responded to by appropriate professionals
  - o Use of assessment tool developed by Counseling Center and Public Safety (discussed in recommendation)

Recommendation 21
- Improve physical security inside and along the peripheries of our campus by:
  - o Installing security screens on all operable first floor windows in all the University Avenue and Liberty Alley residential units. Consider expanding this to all residential space on campus
  - o Upgrading all exterior door hardware on the University Avenue houses to provide a storefront function which prohibits leaving the door unlocked
  - o Installing automatic closures on all exterior doors on the University Avenue houses
  - o Increasing the exterior lighting along the lower University Avenue and Liberty Alley
  - o Reviewing and enhancing awareness of the blue light phone system throughout campus
  - o Reviewing and enhancing security camera coverage to identify vehicle and pedestrian access to campus. Locations at the intersection of public road and entrances should be prioritized:
    - Upper and lower portions of University Ave
    - University Ave and W. Apple Alley
    - University Ave and E. Apple Alley
    - E. College Cir and University Avenue
    - West Pine and University Avenue
    - University Ave and Weber Way
    - 18th Street and Pine Meadows
    - 18th Street and University Avenue
    - Science Building and University Avenue
  - o Reviewing and enhancing security camera coverage across the campus on the grounds and in indoor areas, including the possible redeployment of cameras where strong coverage exists. Consider video coverage
  - o in the following areas:
    - Outside dorm entrances
    - Liberty Alley
    - Area surrounding Garrett Sports Center, the Field House, and football stadium
    - Residences and other SU buildings along University Avenue

- o Adding cameras will require increased data storage space to retain the additional video data collected; we recommend storage for at least 30 days of video data to provide for a reasonable look-back period to support investigations
- Problems this addresses
  - o Students are concerned about their physical security, and there have many cases of harassing and intimidating behavior conducted by individuals while driving around and through campus
  - o Many areas in and around our campus are dark and properties on University Avenue and Liberty Alley are not secure
  - o The entrances to campus that border publics roads do not have sufficient video coverage, making it difficult to monitor traffic and entrances and exit patterns in and around campus, and it is difficult to identify license plates and other identifying information to help investigate incidents
  - o The data storage we currently have for video data is not sufficient for conducting robust investigations
- Implementation timeline
  - o Window screens: University Avenue and Liberty Alley installed by August 17, 2020
  - o Lock and door hardware upgrades: August 17, 2020
  - o University Avenue lighting: installed by September 15, 2020
  - o Review of blue light/dot phone data and program: develop recommendations by the September 15, 2020
  - o New cameras along University Avenue: before the semester begins and at the latest by September 15, 2020
  - o Identification and allocation of funds for additional video storage data: September 15, 2020
  - o Identification of new funding for additional projects: November 15, 2020
- Point people
  - o Chris Bailey, Director of Facilities Management, Plant and Facilities Committee Co-Chair*
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee Co-Chair
  - o Malcolm Derk, Director of Grants and Foundation Relations, Public Safety and Law Enforcement Committee Co-Chair
  - o Jennifer Servedio, Chief Information Officer
  - o Colleen Bunn, Director of Residence Life
  - o Eric Hinton and Claire Townsend, Public Safety and Law Enforcement Committee Co-Chairs
  - o Christiana Paradis, Office of Violence Against Women Program Coordinator, Adjunct Faculty in Women's Studies, Plant and Facilities Committee Co-Chair
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o Mike Coyne, Executive Vice President for Finance and Administration
  - o Erica Stephenson, Institutional Research Analyst
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o James Stowe, Board of Trustees

- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Comparison of number and kind of incidents before and after recommendation was enacted; take data from Public Safety incident reports
  - o Focus groups once a semester with students living in vulnerable areas
  - o Focus groups once a semester with key student leaders regarding their perceptions about campus security

Recommendation 22
- Public Safety will enhance regular nightly patrols of the campus in the weeks leading up to, and for several weeks after, the 2020 Presidential Election. Additional efforts will be made to provide heightened security at campus entrances with road access. Public Safety will prepare for possible threats to security by developing action plans that may include the urgent need for campus lockdowns or securing buildings that are normally open during business hours. Public Safety will revise their procedures as necessary, based on reviews of reports of harassment, intimidation, and violence
- Problems this addresses
  - o During prior election cycles, on- and off-campus perpetrators harassed and intimidated students, threatening students' physical and emotional safety
- Implementation timeline
  - o October 5–December 23, 2020
- Point people
  - o Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Co-Chair*
  - o Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair*
  - o Miranda Carrasquillo, Coordinator of the Johnson Center for Civic Engagement, Public Safety and Law Enforcement Committee Co-Chair
  - o Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair
  - o Claire Townsend, Senior, Major in Psychology, Minor in Anthropology, Public Safety and Law Enforcement Committee Co-Chair
  - o Justin Darden, Junior, Major in Political Science, Public Safety and Law Enforcement Committee Member
  - o Eric Hinton, Associate Professor of Music and Director of Bands, Public Safety and Law Enforcement Committee Co-Chair
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Review reports of harassment, intimidation, violence
  - o Survey students regarding how safe they felt during the 2020 election

Recommendation 23
- Upon timely request, Public Safety should provide security at events and demonstrations hosted by campus special interest groups

- Problems this addresses
  - Events and demonstrations hosted by campus special interest groups may be met with hostility and violence
- Implementation timeline
  - By September 16, create e-form and call-in system for notifying Public Safety of need for staffing
- Point people
  - Angelo Martin, Director of Public Safety, Public Safety and Law Enforcement Committee Co-Chair*
  - Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair
  - Justin Darden, Junior, Major in Political Science, Public Safety and Law Enforcement Committee Member
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Verify that form has been created and that there is ease of access on the website and SU Mobile app
  - When SU Mobile app is updated, we can make sure form is accessible and functioning

Website, Social Media, University Communications

These recommendations address the university's policy regarding the use of social media, and improvements to the website, including access to the bias reporting form, the development of style and usage guides, and the textual and visual content of university communications regarding diversity, equity, and inclusion.

Recommendation 24
- Develop a social media policy and related educational programming for SU community members (including faculty, staff, and students)
- Problem this addresses
  - There have been too many incidents of inappropriate social media posts related to members of the SU community, including those from incoming students, current students, faculty, and staff
- Implementation timeline
  - Phase I: August 18, 2020
    - Marketing and Communications develops policy and appropriate stakeholders review it (e.g., Human Resources and Student Life)
  - Phase II: August 18–September 3, 2020
    - Consultation with Faculty Affairs Committee for any changes to the Faculty Handbook

- o Phase III: September 28, 2020
  - ▪ Discussion of policy at faculty meeting and vote for approval
- o Phase IV: October 5–9, 2020
  - ▪ Discussions among First Year Experience staff, Admissions, Office of Student Life to implement policy for existing and incoming students and make changes to student handbook, etc.
- o Phase V: October 12–30, 2020
  - ▪ Develop training (either utilizing existing resources or creating new depending on need) for constituent groups (first-year students in particular)
  - ▪ Implement training
  - ▪ Roll-out social media policy on our website and other necessary places
- Point people
  - o Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair*
  - o Samantha Proffitt, Director of First Year Experience, Student-Centered Education Committee Member
  - o Christie Kracker, Dean of Students and Campus Life
  - o Faculty Affairs Committee (for any amendments to the faculty handbook)
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o Erica Stephenson, Institutional Research Analyst
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Track the completion of the training modules by current students and faculty/staff within the year roll-out
  - o Track the completion of the training module for incoming students when the next cohort that joins (after the policy is developed)
  - o Institute ongoing active monitoring and assessment of social media posts for near real-time response and triage
  - o Track the number of problematic posts on an annual academic year basis

Recommendation 25
- Improve the visual appeal, accessibility, and the information included on the Inclusive Excellence website—making it a well-known and easily located hub for diversity and inclusion efforts at SU
- Problems this addresses
  - o The current version of the Inclusive Excellence website is too text-heavy, and it does not consolidate all the Diversity and Inclusion information about our campus community
  - o The current version does not house easily accessible information about bias incidents

- Implementation timeline
  - Phase I: Completed or near completion
    - Meet with Michael Dixon to discuss the Inclusive Excellence page
    - Meet with Dena Salerno to discuss the Center for Diversity and Inclusion page
  - Phase II: Completed by August 28, 2020
    - Set up a subcommittee meeting to discuss updates and change requests
  - Phase III: Completed by September 11, 2020
    - Once recommendations for changes are all submitted – give to Marketing and Communications web team to make the edits on the website
  - Phase IV: Completed by September 18, 2020
    - Include link to these websites, once updated, in posts on social media
  - Phase V: Ongoing
    - Continue to have conversations with applicable stakeholders to keep this content current and fresh
- Point people
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - Michael Dixon, Chief Inclusion and Diversity Officer*
  - Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair
  - Erica Stephenson, Institutional Research Analyst
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Work with Marketing and Communications to monitor website page visits
  - Ongoing monitoring by Michael Dixon and Dena Salerno to keep this content up to date

Recommendation 26
- Improve the visibility of the online Bias Incident Reporting Form for members of the campus community by
  - adding a link under the resources tab of the inclusive excellence page and in other locations on the website as well
  - adding the form to the SU Mobile App (e.g., under the safety or health and wellness tab)
  - developing a plan for ongoing communications to the campus community about the existence and locations of the form
- Problems this addresses
  - The Bias Incident Reporting Form is difficult to locate on our website
- Implementation timeline
  - Form should be in its new locations before the start of the Fall 2020 semester
  - Communications plan should be developed before the start of the Fall 2020 semester

- o Communications plan should be rolled out to responsible parties by September 18, 2020
- Point people
  - o Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - o Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair*
  - o Christiana Paradis, Office of Violence Against Women Program Coordinator, Adjunct Faculty in Women's Studies, Plant and Facilities Committee Co-Chair
  - o Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - o Scott Manning, Dean of Global Programs, Associate Professor of French, Public Safety and Law Enforcement Committee Member
  - o Elijah Hall, Junior, Major in Marketing, Website and Social Media Committee Member
  - o Admissions and Office of First-Year Experience (communications)
  - o Department Chairs and Unit Directors (communications)
  - o Office of Leadership and Engagement, Division of Student Life, and Student Government Associations (communications)
  - o Michael Dixon, Chief Inclusion and Diversity Officer
  - o Erica Stephenson, Institutional Research Analyst
  - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - o James Stowe, Board of Trustees
  - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Increased clicks on page
  - o Component of survey about the ease and usefulness of our website
  - o Make it a component of the Perspectives class or Orientation and see how easily students can find it and use

Recommendation 27
- Revise the SU Editorial and Style Guides for inclusive language, content, and use of imagery. Raise awareness that these tools exist
- Problems this addresses
  - o SU official language usage lags behind AP usage and the Diversity Style Guide
  - o Publicly important terminology (e.g., BIPOC, Black [vs. black], or Black Lives Matter movement) is often not used or used incorrectly, making us seem unaware and out of touch with current public conversations
- Implementation timeline
  - o Phase I: Completed by November 16, 2020
    - University Marketing and Communications gathers information and drafts revisions and additions to the Editorial and Style Guides
  - o Phase II: Completed by January 27, 2021
    - Selected constituents (e.g., Senior Leadership Team, Legal Counsel, and University Marketing and Communications) review and finalize guides

- - Phase III: Completed by February 10, 2021
      - University Marketing and Communications publishes and informs the community of revised language standards
    - Phase IV: Each January and July
      - University Marketing and Communications rolls out ongoing updates on a bi-annual basis. This includes communicating those updates to the various users of the Editorial and Style Guides
- Point people
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair (updates the policies, develops the web presence, reviews documents)*
  - CenSUs Taskforce Website and Social Media Committee (shares and reviews language, definitions, and usage)
  - Legal Counsel (reviews documents)
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - 75% compliance with new guidelines by January 2021
  - Ongoing monitoring of SU's social media and digital communications for proper usage
  - Acknowledgement and usage of wording changes within two weeks of new language being added to the guide(s)
  - Review of the style and editorial guides every two years
  - Ongoing updates when language changes are made by AP or other trusted sources

Recommendation 28
- Develop mechanisms to generate content about ongoing Inclusive Excellence practices on campus that can be shared through various SU media channels. Examples include (but are not limited to) new courses, units in courses, student research, faculty research, campus guests, student initiatives, student organizations (including Greek Life), and athletics. This will require:
  - Hiring a full-time videographer to the University Marketing and Communications team to facilitate the quick development of content
  - Hiring additional staff to generate content for public relations releases
  - Acquiring a license for a social media "wall" sharing tool (e.g., Walls.Io) that can aggregate the content of social media posts that tag SU
- Problems this addresses
  - Our campus lacks a formal reporting mechanism to generate content about ongoing Inclusive Excellence practices on campus. The current self-reporting process does not reflect the depth and breadth of the vitality of our campus community
  - Contracting out video work, as we do now, delays production

- ○ We currently have only one FTE for generating content for public relations releases, which is insufficient for the amount of content we should be generating
  - ○ We have no means for aggregating the content of social media posts that tag SU
- Implementation timeline
  - ○ Phase I: Prior to onset of semester
    - ▪ Acquire license for social media "wall" sharing tool
  - ○ Phase II: Onset of semester–October 1, 2020
    - ▪ Develop an information gathering framework to collect information about ongoing Inclusive Excellence practices that can be used by faculty, staff and students
    - ▪ Develop a reporting link that can be used to share information about student initiatives
  - ○ Phase III: By October 12, 2020
    - ▪ Implement campaign to encourage SU community members to "tag" SU or SU pages in social media posts so that the content could then be aggregated into a single "wall"
    - ▪ Develop a process by which students can more regularly "take over" an Instagram page
    - ▪ Begin generating a minimum of two new stories each month that are shared with the campus community
- Point people
  - ○ Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - ○ Department chairs (for faculty)
  - ○ Department directors (for staff)
  - ○ Student Government Association (for students)
  - ○ Michael Dixon, Chief Inclusion and Diversity Officer
  - ○ Mike Coyne, Executive Vice President for Finance and Administration
  - ○ Erica Stephenson, Institutional Research Analyst
  - ○ Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - ○ James Stowe, Board of Trustees
  - ○ Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - ○ Do a monthly tally of views and clicks on our various communications channels. Look for a sustained increase
  - ○ Ensure that a minimum of two stories are generated monthly
  - ○ Monitor the pipeline of potential ideas on a regular basis to ensure that "leads" continue to be generated

Recommendation 29
- Improve authenticity and accuracy of photos and videos of Susquehanna campus and community, being intentional in our representations and specifically avoiding tokenism. Establish a committee and develop a protocol to avoid re-using the same images while ensuring that images of students, faculty, and staff represent the current population of the

campus and are no more than six years old. Allocate resources to update photography and videography on an ongoing basis
- Problems this addresses:
  - Members of the campus community report repetitive use of the same small group of visibly diverse students in imagery being used to market SU on the web, in brochures, and elsewhere
- Implementation timeline
  - Phase I: present–December 2020
    - Develop and implement a process for documenting current imagery
    - Review the images
    - Begin collecting additional assets to replace repetitive visuals
  - Phase II: January 2021–March 2021
    - Collect additional assets, with attention to departments, programs, and clubs that may not have the visibility they need to reach constituents
    - Replace and update of images where needed
  - Phase III: March 2021–ongoing
    - Review images and videos bi-annually
    - Assess images prior to admissions events, advancement campaigns, and public information campaigns
- Point people
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - Sharief Hashim, Director of Athletics
  - Becky Dietrich, Assistant Vice President for Advancement and Alumni, Parent & Donor Engagement (to assist with outreach to grads and learn more about their relevant projects)
  - Phil Betz, Director of Admission
  - SU photographers and videographers
  - Image and Video Review Committee (to be convened)
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - Mike Coyne, Executive Vice President for Finance and Administration
  - Erica Stephenson, Institutional Research Analyst
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Image and Video Review Committee (to be convened) establishes criteria for how often images and videos can be used over a timeframe and monitors the use of them to ensure that criteria are being met
  - Annual surveys to department heads, program and office directors, and student organizations to ensure that they are being adequately and appropriately represented in SU's visual media

Recommendation 30

- Develop a framework to support partner projects and digital community initiatives that are not direct or official SU projects, but nevertheless support SU's Inclusive Excellence initiatives. These may be projects run by students, staff, faculty, and alumni. Develop a technology library to lend equipment to broader members of the SU community so they can create organic content
- Problems this addresses
  - We currently have no mechanisms to support members of our SU community who are actively engaged in independent projects that advance Inclusive Excellence
- Implementation timeline
  - Phase I: Onset of semester–September 25, 2020
    - Project Design
      - Develop a process for soliciting and evaluating which projects will be supported and how those will be promoted by SU.
      - Clarify issues of copyright and ownership of the content
      - Inventory existing technological resources, identify which we need to acquire, and acquire resources
      - Establish the technology library and identify who will staff it and support users
  - Phase II: October–ongoing
    - Implementation
      - Solicit and evaluate projects
      - Support production of projects
      - Share projects through communications, website, social media
- Point people
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair*
  - Becky Dietrich, Assistant Vice President for Advancement and Alumni, Parent & Donor Engagement (to assist with outreach to grads and learn more about their relevant projects)*
  - Information Technology (if equipment lending is part of the process)
  - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair (as a resource for students/faculty/staff)
  - Anthony Mitchell, Technical Assistant—Global Programs
  - Student Government Association (to help promote this to the students)
  - Matt Duperon, Associate Professor of Religion, Director of Center for Teaching and Learning, and Faculty and Staff Issues Committee Co-Chair
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - Mike Coyne, Executive Vice President for Finance and Administration
  - Erica Stephenson, Institutional Research Analyst
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment

- University Marketing & Communications tallies the number of existing and the number of new projects that we support. This happens once a semester
- University Marketing & Communications monitors the website page visits. This happens once a semester

Institution

These recommendations address how we institutionalize our commitment to diversity, equity, and inclusion in our value statements, our practices, our physical spaces, and our connections to people and organizations in our region.

Recommendation 31

- Develop a land acknowledgement for Susquehanna University and examine how reparations should take place.
- Problems this addresses
  - Susquehanna University does not adequately acknowledge the settler colonial history of the university when we share information about the university and the campus.
- Implementation timeline
  - Phase I: month of September
    - Develop draft of land acknowledgement
    - Review and revise the draft
  - Phase II: month of October
    - Land acknowledgement is shared among students, staff, faculty, and Board of Trustees
    - Different constituencies provide feedback
  - Phase III: month of November
    - Different constituencies vote to endorse land acknowledgement
- Point people
  - Amy Davis, Student Diversity & Inclusion Program Coordinator*
  - Ed Slavishak, Professor of History, Student-Centered Education Committee Member
  - Karol Weaver, Professor of History
  - Phil Winger, Vice President and Chief of Staff
  - Cheyenne Keams, Senior, Major in Sociology-Secondary Education, Minor in Anthropology, Student-Centered Learning Committee Member
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - Document is produced

Recommendation 32

- Expand the space of the Center for Diversity and Inclusion to adequately address the needs of students, staff, and faculty, taking into account the varying needs of different affinity groups (e.g, SUNA, BSU, ALAS, ACA, GSA, WomenSpeak, and Active Minds)

as well as neuro-diverse students with different sensory needs. This should be part of a larger project that redesigns the Degenstein Campus Center to be a true student center
- Problems this addresses
  - Short-term: social-distancing guidelines make the use of the current space for the Center for Diversity and Inclusion prohibitive, as no more than four people can currently occupy the space at one time
  - Long-term
    - The Center for Diversity and Inclusion is often overcrowded (to the point of a fire safety risk) throughout the day. It cannot easily function as an event meeting space because of the size
    - Locating the Center for Diversity and Inclusion in the basement makes it difficult to access and sends a message that it is not a central or important place on the campus
    - More broadly, the Degenstein Campus Center functions more as a conference and meeting space or public-facing events building (e.g., art gallery and theatre) than a student center. To access student services, students currently have to go through a variety of different spaces across campus (e.g., Student Financial Services, VIP Center, Office of Religious and Spiritual Life, and the GO Office and International Student Services)
- Implementation timeline
  - Phase I: by August 24, 2020
    - Establish an overflow annex for the Center for Diversity and Inclusion in DCR #3
      - Reserve the room for the Fall 2020 semester and Spring 2021 semester
      - Move furniture and resources as necessary from CDI to DCR#3
      - Procure additional funding for:
        - Furniture, decorations, and materials for the annex
        - Additional student-workers
      - Procure the new resources and hire the students
  - Phase II: Fall 2021–Spring 2025
    - Renovate the Degenstein Campus Center
      - Phase IIA: Fall 2021–Spring 2022
        - Bring together a working group of student-facing offices
        - Walk through with building planners and engineers to discuss options for the Degenstein Campus Center restructure
        - **Begin initial phase of capital campaign**
      - Phase IIB: Fall 2022–Fall 2023
        - Complete a proposal for building changes that includes a larger permanent space for the Center for Diversity and Inclusion, a meeting space for diversity and affinity student groups, a sensory room for students with neuro-differences, and space for other student-facing offices (see above for examples)

- o Identify space for a new conference center that will fill the gaps created by moving student-facing offices into Degenstein (or renovate previously used offices as meeting spaces)
  - o **Continue capital campaign**
  - Phase IIC: Spring 2024–Spring 2025
    - o Construction and relocation of offices
- Point people
  - o Phase I
    - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair*
    - Mike Coyne, Executive Vice President for Finance and Administration
    - Chris Bailey, Director of Facilities Management, Plant and Facilities Committee Co-Chair
    - Amy Davis, Student Diversity & Inclusion Program Coordinator
    - Michael Dixon, Chief Inclusion and Diversity Officer
    - James Stowe, Board of Trustees
    - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
  - o Phase II
    - Susan Lantz, Vice President for Student Life, Student-Centered Education Committee Co-Chair*
    - James Stowe, Board of Trustees*
    - Mike Coyne, Executive Vice President for Finance and Administration
    - Becky Dietrich, Assistant Vice President for Advancement and Alumni, Parent & Donor Engagement
    - Chris Bailey, Director of Facilities Management, Plant and Facilities Committee Co-Chair
    - Christie Kracker, Dean of Students and Campus Life
    - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair
    - Amy Davis, Student Diversity & Inclusion Program Coordinator
    - Anastasia Farley, Junior, Majors in Publishing and Editing and Creative Writing, Honors Program, Plant and Facilities Committee Member
    - Sydney Salas, Sophomore, Majors in Biology and Anthropology, Honors Program, Student-Centered Learning Committee Co-Chair
    - Michael Dixon, Chief Inclusion and Diversity Officer
    - Erica Stephenson, Institutional Research Analyst
    - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
    - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - o Phase I
    - Conduct qualitative interviews with students using the overflow CDI space
  - o Phase II

- Offices could track the number of questions they receive regarding their location on campus (before and after the transition)
- Add questions to the student satisfaction survey after the project is complete
- Collect feedback from touring groups about their perceptions of the Degenstein Student Services Center

Recommendation 33
- Expand presence of gender-neutral bathrooms across campus spaces including gender-neutral changing rooms in Garrett Sports Complex, based on the assessment completed by the Center for Diversity and Inclusion and Facilities Management, and ensure that the locations of the bathrooms are current and easily findable on the web and other campus maps
- Problems this addresses
  - Non-binary students, staff, and faculty do not feel comfortable or safe using a bathroom or changing room that is tied to the gender binary. Not only do male/female restrooms reinforce the gender binary, but non-binary members of our campus community fall into a conundrum of being forced to use a built environment that was not created for who they are
  - Some studies have shown that trans and non-binary people are more likely to experience harm in male/female restroom than their cisgender peers
- Implementation timeline
  - Phase I: August–November 2020
    - Identify bathrooms in buildings for conversion
    - Allocate resources to convert bathrooms in public-facing buildings, residence halls, and academic buildings; residence halls should have at least two gender-neutral bathrooms per building and academic building should have at least one gender-neutral bathroom per building
    - Allocate resources to establish a gender-neutral changing room in the Garrett Sports Complex
  - Phase II: November–December 2020
    - Inventory markers used to designate restrooms as gender-neutral and purchase however many are still needed
    - Install markers
    - Map information is updated accordingly
- Point people
  - Christiana Paradis, Office of Violence Against Women Program Coordinator, Adjunct Faculty in Women's Studies, Plant and Facilities Committee Co-Chair*
  - Chris Bailey, Director of Facilities Management, Plant and Facilities Committee Co-Chair*
  - Dena Salerno, Dean for Student Diversity and Inclusion, Title IX Coordinator, Website and Social Media Committee Co-Chair
  - Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
  - Russ-Ahna Davenport, Junior, Major in Creative Writing, Computer Science 3-2 Pre-Engineering Program, Honors Program, Plant Facilities Committee Co-Chair

- o Michael Dixon, Chief Inclusion and Diversity
- o James Stowe, Board of Trustees
- o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
    - o There will be at least one gender-neutral bathroom in every building on campus by the 2021-22 academic year

Recommendation 34
- Stage at least one [Human Library](#) event each semester in which the entire campus can participate. There will be an ongoing designated coordinator for this event
- Problems this addresses
    - o There is a lack of communication and transparency about the life experience of people on or related to our campus
    - o We need more humanizing ways to discuss diversity, equity, and inclusion
- Implementation timeline
    - o Phase I: Onset of the semester–mid-September (for the fall semester) and early March (for spring semester)
        - ▪ Get the word out about what the Human Library is
        - ▪ Line up volunteers to share information and others to moderate the conversation
        - ▪ Line up IT staff to manage the web space
    - o Phase II: Mid-October (for the fall semester) and mid-April (for the spring semester)
        - ▪ Stage the event
- Point people
    - o Ryan Ake, Research Librarian/Outreach & Collections Development, Assistant Professor, Student-Centered Learning Committee Member*
    - o Scott Kershner, Chaplain, Student-Centered Learning Committee Member
    - o Sydney Salas, Sophomore, Majors in Biology and Anthropology, Honors Program, Student-Centered Learning Committee Co-Chair
    - o Abigail Antoine, Senior, Major in Psychology, Minors in Africana Studies and Sociology, Student-Centered Learning Committee Member
    - o Samantha Proffitt, Director of First Year Experience, Student-Centered Education Committee Member
    - o Amanda Bannon, Digital Marketing Manager, Website and Social Media Committee Co-Chair
    - o Michael Dixon, Chief Inclusion and Diversity Officer
    - o Erica Stephenson, Institutional Research Analyst
    - o Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
    - o James Stowe, Board of Trustees
    - o Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
    - o Phone survey after the event
    - o Leave a comment in the chat (for digital version)
    - o Leave a comment card (for live version)

Recommendation 35
- Develop an ongoing series of events that brings together the Selinsgrove and campus communities
    - Establish dialogues between campus members (faculty, staff, and students) and members of the Selinsgrove community (business-owners, Selinsgrove Public Library, Borough Council, and Selinsgrove Borough Police) to develop these events
    - Once developed, host one such event per semester
- Problems this addresses
    - The relationship between the town and the campus is marked by stereotypes and misconceptions, which can lead to ill feelings on both sides
    - Students often perceive the town as unwelcoming and unsafe
    - The town may feel the university is uninterested in building ongoing and nurturing relationships
- Implementation timeline
    - Initial meeting with Borough Council: August 3, 2020 (Bodinger and Kalcich)
    - Conceptualization of first event: September 15, 2020
    - Identification and allocation of funds for events: September 15, 2020
    - First event (possible discussion of COVID-19 and public health and safety): October 15, 2020
- Point people
    - John Bodinger de Uriarte, Associate Professor of Anthropology, Department Head of Sociology and Anthropology, Director of Diversity Studies and Museum Studies, Plant and Facilities Committee Co-Chair*
    - Christopher Kalcich, Sophomore, Major in Studio Art, Selinsgrove Borough Council Member, Plant and Facilities Committee member*
    - Scott Manning, Dean of Global Programs, Associate Professor of French, Public Safety and Law Enforcement Committee Member
    - Malcolm Derk, Director of Grants and Foundation Relations, Public Safety and Law Enforcement Committee Co-Chair
    - Alan Zemaitis, Assistant Football Coach, Strength & Conditioning Coach, Public Safety and Law Enforcement Committee Member
    - IT consultant to develop phone survey
    - Michael Dixon, Chief Inclusion and Diversity Officer
    - Mike Coyne, Executive Vice President for Finance and Administration
    - Erica Stephenson, Institutional Research Analyst
    - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives
    - James Stowe, Board of Trustees
    - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
    - Phone survey to be completed at end of event
    - Track attendance at events for townspeople and campus people

Recommendation 36
- Review, revise, and consolidate into one document the university statements on Ethical Living and Diversity and Inclusion. The resulting text should be a living and evolving document with special relevance to our lives and our community, and a roadmap that addresses how our values translate into action. The statement should be widely and frequently circulated to demonstrate its importance and may be used to frame events or other university-wide initiatives
- Problems this addresses
    - These statements have not been modified since May 14, 2007. What it means to live ethically and consciously cultivate diversity and inclusion in an institution changes over time, and so should our official statements regarding the topics
    - Consolidating these statements demonstrates our conviction that a commitment to diversity, equity, and inclusion is an integral component of an ethical life
    - These statements are not fully integrated into the SU community. Many people are unfamiliar with the statements, thereby limiting the reach and efficacy of the statements
    - The statements provide no concrete means or action plan for enacting the values associated with the statements. Providing a concrete means for enacting the statements will provide better direction for faculty and staff to contribute to their mission and provides more concrete means for evaluating faculty and staff commitment to promoting diversity on campus
    - We do not currently have a policy about hate speech broadly construed
- Implementation timeline
    - Phase I: Completed by October 15, 2020
        - Evaluate the existing statements and plan for revision. This may include:
            - Consulting with Michael Dixon to identify key trends, problems, or solutions that should be central to an SU code of ethics or statement on diversity
            - Comparing statements to those of peer institutions
            - Comparing statements to those of institutions with a demonstrated commitment to diversity (e.g. Columbia, Stanford, UCLA)
            - Examining action plans at peer institutions and institutions with a demonstrated commitment to diversity
            - Drafting action items or action plans that provide clear methods for enacting and assessing the statements
    - Phase II: Completed by February 3, 2021
        - Propose the changes to the various groups on campus that need to ratify the changes, such as faculty, staff, and the Board of Trustees
        - The statements and action plan draft should also be shared for feedback in small groups, faculty meetings, staff meetings, and in student organizations. There should be many opportunities to engage in dialogue about the changes to garner support for the statements, as well as to ensure a robust revision of the statements
    - Phase III: Completed by September 1, 2021

- Implementation of the statements and their action plans. This phase includes workshops for departments/programs to:
  - Unpack the statement and make concrete plans for integrating the language of the statement into the department/program's goals and function
  - Identify actionable items the department/program can realistically complete
  - Design department and program assessments that measure progress in completing action items and achieving statement-related goals.
- Point people
  - Matt Duperon, Associate Professor of Religion, Director of Center for Teaching and Learning, Faculty and Staff Issues Committee Co-Chair*
  - Coleen Zoller, Professor of Philosophy, Department Head of Philosophy, Student-Centered Education Committee Co-Chair*
  - Susan Lantz, Vice President of Student Life, Student-Centered Education Committee Co-Chair
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - Dave Ramsaran, Provost
  - Dena Salerno, Dean for Student Diversity and Inclusion, Website and Social Media Committee Co-Chair
  - Michael Dixon, Chief Inclusion and Diversity Officer
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Taskforce Co-Chairs
- Assessment
  - After the ratification of the new statement, departments/programs should submit reports each semester detailing the ways they have integrated the language of the statement, identified and pursued action items, and describe progress made on action items and/or provide assessment findings

Recommendation 37
- Commit to conducting campus climate surveys every two to three years.
- Problems this addresses
  - We don't currently have a robust sense of how much our faculty and staff know about and are sensitive to issues related to diversity, equity, and inclusion
  - We don't currently have a robust sense of how our students experience diversity, equity, and inclusion on our campus and in our programming
  - We don't have a good sense of how comfortable everyone on campus is around issues of race, gender, sexuality, and difference in general
  - We're embarking on a set of ambitious changes to the university, and yet we don't really know from where we are starting, which will make it difficult to assess whether we make any progress moving forward
- Implementation timeline
  - Phase I: August–September 16, 2020

- - - Finalize which campus climate survey tool will be used and modify it according to our needs, inserting questions specific to the work of the CenSUs Taskforce; Institutional Effectiveness is currently considering the HEDS Diversity and Equity Campus Climate Survey
    - Allocate resources (HEDS survey costs $500)
  - Phase II: October–November 2020
    - Administer survey (HEDS Survey recommends a period of 3–6 weeks)
  - Phase III: March 17, 2021
    - Results have been shared with campus community and feedback solicited from students, staff, and faculty by CIDO
    - Results are shared with departments planning to use the survey to assess their progress on the interventions they've enacted. The first survey will yield information to determine a baseline. Subsequent surveys will enable departments to measure progress
- Point people
  - Michael Dixon, Chief Inclusion and Diversity Officer*
  - Danielle Brown, Assistant Provost for Institutional Effectiveness and Strategic Initiatives*
  - Michaeline Shuman, Assistant Provost and Director of Career Development, Faculty and Staff Issues Committee Co-Chair
  - Phil Winger, Vice President and Chief of Staff
  - Dave Ramsaran, Provost
  - Mike Coyne, Executive Vice President for Finance and Administration
  - Jennifer Bucher, Vice President of Human Resources, Faculty and Staff Issues Committee Co-Chair
  - Deans' Offices
  - Thomas Tang, Senior, Majors in Political Science and Economics, Faculty and Staff Issues Committee Member
  - Claire Townsend, Senior, Major in Psychology, Minor in Anthropology, Public Safety and Law Enforcement Committee Co-Chair
  - James Stowe, Board of Trustees
  - Olu Onafowora and Shari Jacobson, Task Force Co-Chairs
- Assessment
  - Gauge the accessibility, clarity, and usefulness of data collected in making decisions and modifying interventions