

Antiracism and Inclusive Campus Plan

Spring 2021



SACRAMENTO STATE
Redefine the Possible



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ACKNOWLEDGMENTS

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SECTION 1: EXECUTIVE SUMMARY

Reading the Plan

The creation of Sacramento State’s Antiracism and Inclusive Campus Plan was a collective effort that represents the voice, perspective, and lived experiences of individuals from across the campus. Students, faculty, and staff came together to chart a path for the campus toward becoming the antiracist and inclusive campus it aspires to be. As the result of the collective process, the plan is not written in one singular voice; instead, the style, tone and language vary throughout the document depending on which individual or group was largely responsible for drafting that portion of the plan. The plan does represent the collective effort, thus ultimately authorship, of nearly 80 individuals and should be read as such. However, we encourage the reader to embrace the variances in how the plan is written as the natural result of a group of campus stakeholders coming together in shared effort and labor.



The Planning Council has provided extensive background to assist the reader in understanding the need for this plan and the context in which the plan was produced. The plan is over 100 pages. For those readers wishing to go directly to the substantive recommendations for how to make Sacramento State an antiracism and inclusive campus, please go to Section 7: Action Planning Groups’ Recommendations beginning on page 49.

Final Plan Summary

It is necessary to understand the history of exclusion in the United States, higher education and at Sacramento State for our campus to begin the work towards antiracism. This work requires honest conversations that break silos, disrupt spaces of exclusion, and ensure visibility for all members of the campus community. The planners have been intentional about this process. We have been intentional about collective contributions, use of inclusive language, and the breadth of substantive recommendations. The plan reflects the collective process and the commitment to transformational change that President Nelsen called the campus community to engage in:

“This transformative change is a collective process that must engage stakeholders across campus and must center the voice of BIPOC communities and other marginalized communities while being mindful of the intersection of the identities and experiences... The true pursuit of knowledge and academic excellence can only exist when our whole community is able to engage in robust scholarship, engagement, and discussion with equitable access and is our true authentic selves.”¹

¹ President Nelsen in his May 30th and September 3rd fall address. See Appendix C.1.



Through acknowledging the various ways racism takes place, this process targeted seven areas of focus led by corresponding Action Planning Groups:

1. Mattering and Affirmation
2. Cross-racial and Inclusive Engagement
3. Antiracism Learning and Literacy
4. Antiracism Curriculum, Pedagogy and Assessment
5. Encounters with Racial Stress and Bias
6. Institutional Commitment
7. Impact of and on the Sacramento Region

Recommendations produced via the Action Planning Groups lay out goals, objectives, and actions to create sustainable antiracist change on campus. The Antiracism Planning Council, with representation from the Action Planning Groups and five planning fellows, served as an executive committee for creating the final plan, engaging with campus community for feedback, and providing support to the overall process. The Planning Fellows created a qualitative survey to obtain insight about how Sacramento State can move in the direction of antiracism and equitable change. Given time and resource restraints, this only allowed for a limited survey sample (see Section 6: Data). A more in-depth survey is one of the many recommendations for campus engagement (see Section 8: Campus Engagement Approach). The creation of the antiracist and inclusive plan is just the beginning and Sacramento State has only begun the journey to follow through with becoming a genuinely antiracist campus.

Action Planning Group Recommendations

Five general themes were first identified around the areas of institutional structures:

- Create institutional structures and supports for anti-racism work on an ongoing basis.
- Augment hiring, professional development, and community-wide training with an antiracist and inclusive focus.
- Develop an antiracist pedagogy and assessment system that transcends disciplines.
- Prioritize and resource community engagement/outreach efforts around antiracism, inclusion, and belonging.
- Demonstrate commitment to antiracism and inclusivity through clear and comprehensive campus communication.

Final recommended goals among each Action Planning Group:

- Encounters with Racial Stress and Bias
 - Create structures to build an antiracist community (Prevention).
 - Provide support systems to address and reduce racial stress and bias (Response).



- Institutional Commitment
 - Transform the institutional culture and commit to antiracism and inclusion.
- Cross-racial and Inclusive Engagement
 - Promote cross-cultural understanding of multiple ethnic groups.
 - Educate and elevate Antiracism and Inclusion by integrating it into a campus-wide culture of exploration, learning, growth and reconciliation outside the classroom.
 - Incorporate and prioritize Antiracism and Inclusion within campus infrastructure (physical and virtual) to foster continual intersectional and interdisciplinary dialogue, brave spaces and inclusive spaces.
- Mattering and Affirmation
 - Affirm and represent the Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities across the Sacramento State campus and community.
 - Proactively dismantle and eradicate oppressive systems and structures.
 - Dedicate financial resources to support antiracism work.
- Antiracism Curriculum, Pedagogy, and Assessment
 - Ensure that curriculum, pedagogy & assessment is antiracist: from a Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized perspective, fully integrating epistemologies of People of Color, in an intersectional way; and that it centers and values students' different ways of knowing.
- Antiracism Learning and Literacy
 - Increase promotion and visibility of university antiracism efforts.
 - Establish antiracism campus onboarding and annual procedures/content for university staff and students.
 - Encourage and resource antiracism programming.
- Impact of and on the Sacramento Region
 - Students, faculty, and staff recognize they are part of larger community(ies) and gain an awareness of underrepresented groups, ideologies, and cultures and their histories in the region towards engaging in mutually beneficial partnerships that advances antiracism.
 - Campus-community partnerships are defined and guided by principles of co-creation and reciprocity to achieve equity and justice.
 - Campus resource allocation for community engagement/partnerships is equitable.



Goals and Objectives for Campus Engagement

- Engage full Sacramento State community in meaningful conversation, reflection, and activity around antiracism, belonging, and inclusion through:
 - Drawing on the power of storytelling, provide opportunities for staff, students, faculty, and alumni -- particularly those from historically marginalized groups -- to share their experiences and feel seen/heard.
 - Celebrating & recognizing culture/contributions/experiences of Black, Chicanx/Latinx, Indigenous, Asian American and Pacific Islander, other racially minoritized communities, and LGBTQ+ communities through the visual and performing arts and interactive installations.
 - Collaborating with Sacramento State satellite campuses and greater Sacramento Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities, and antiracist organizations.

Survey Results

It is important to note that time and resource restraints only allowed for a limited survey sample (the sample consisted of members serving on the Action Planning Groups and all the Fellows). Members involved in the planning process expressed concerns over both the survey not being representative of the broader campus community and cultural taxation on survey respondents.

We found common themes within our results corresponding to each survey question:

Q.1: Based on your lived experience, what would an antiracist campus look like for you?

- Diversity in faculty/staff
- Diversity in campus leadership
- The importance of mattering and affirmation
- Effective responses and reporting policies/procedures for racist and bias incidents on campus
- Institutional support for antiracism work
- Antiracism and antidiscrimination workshops and courses

Q.2: Relative to your personal identities, please share a time when you felt seen or respected by members of the campus community.

- Support from employee affinity groups, faculty support for students, department/college/university colleagues, Student Affairs, Ethnic Studies Department, and Diversity/Antiracism Committees.

Q.3: Relative to your personal identities, please share a time when you didn't feel especially seen or respected by members of the campus community.

- Microaggressions/microinvalidations, campus organizations, language-based discrimination, and a general feeling of lack of support.



Q.4: Please share a personal experience while at CSUS that has increased your sense of belonging and/or safety (emotional or physical).

- Campus leadership, employee affinity groups, faculty, and staff colleagues, the antiracism planning groups, the Department of Ethnic Studies, cultural events, and student experiences.

Q.5: Please share a personal experience while at CSUS that has decreased your sense of belonging and/or safety (emotional or physical).

- Colleagues' indifference to and/or lack of understanding of racism, sexism, and/or ableism, the campus's failure to respond effectively to incidents of racism/bias, lack of support for lecturers, lack of support for students, and racist incidents on campus.

Q.6: Please share a personal experience while at CSUS that has created a barrier to your personal success.

- Institutional hierarchies, time management, lack of resources and professional development opportunities, Retention/Tenure/Promotion (RTP) processes, committees, and lack of diversity among faculty and administrators.

Q.7: Please share a personal experience while at CSUS that has removed a barrier to your personal success.

- Professional recognition and validation, mentorship, networking and professional development opportunities, and employee affinity groups.

Accountability and Implementation

With the completion of initial planning, Sacramento State transitions to the next phase of the Antiracism and Inclusive Campus Plan process: implementation. Over the coming months, President Nelsen, the Cabinet, and other senior leaders will have the opportunity to review the plan, reflect on the opportunities for transformational change it presents, and begin to devise ways of how to move the work forward. In Fall 2021 when students and faculty return to campus, implementation efforts will begin in earnest.

A key component of implementation will be accountability to the entire campus community – most notably the planners – with respect to what Sacramento State is doing to implement the plan and otherwise move closer toward its aspiration of being an antiracist and fully inclusive campus community. To achieve both implementation and accountability, the planners propose the creation of sustained infrastructure within the Division of Inclusive Excellence for the purposes of supporting, facilitating, and monitoring implementation of the plan that requires engagement across campus, divisions, and colleges.

In addition, the collective, campus-wide nature of the planning process necessitates the creation of an Antiracism and Inclusive Campus Council to ensure ongoing involvement by students, faculty, and staff as the plan is implemented, including active engagement in the allocation of resources to support plan implementation. During the first year of its existence, the Council should be composed largely – if not exclusively – of individuals who participated in the planning process, and this initial

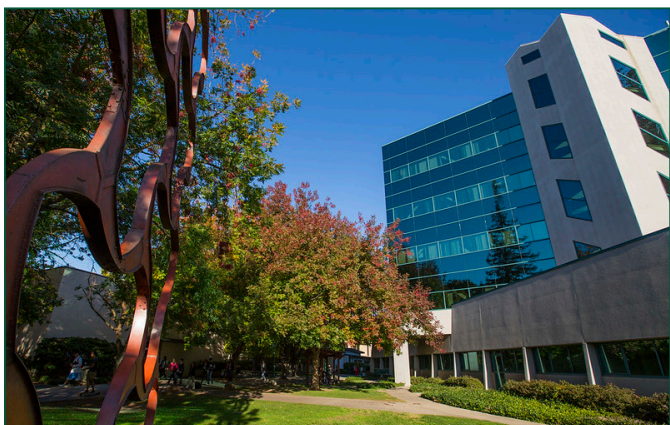


Council should be tasked with further defining the specific representation of individuals and charge of the work for the Council as it moves into its second year and beyond. Although the initial Council will be tasked with the responsibility of further defining its membership, scope, and mission, there are a few key components that should be met:

- The Council is a representative body of students, faculty, and staff who have a stated and demonstrated commitment to advancing Sacramento State's commitment to antiracism and inclusion.
- The Council should have an equal mix of students, faculty, and staff, but does not require representation by a particular division, college, or unit, as a commitment to the work should be the paramount determinator.
- The Division of Inclusive Excellence shall have at least one designee as a member of the Council and may have additional staff serve in facilitation and support functions in support of the Council.
- Members of the Council who are not employees of the Division of Inclusive Excellence shall be compensated and acknowledged for the additional labor given in service to the campus by serving on the Council and performing the necessary labor.



SECTION 2: ACTION PLANNING GROUPS' RECOMMENDATIONS



Introduction and Themes

Throughout the planning process, members of the action planning groups drew on existing university data from the NACCC survey and peer/department conversations, as well as their own lived experiences and expertise to define, detail, and distill – through a collaborative dialogue with the Planning Fellows – their primary recommendations. By April, a total of 16 final recommendations were put forth from

the seven APGs, with a number of secondary recommendations or other areas of concern also detailed separately (see Appendix I). Each of these primary recommendations, or **goals**, as they are so labeled, is accompanied by specific **objectives** as well as distinct **action** steps to be taken in order to measure progress and ensure accountability. Although each APG had a specific area of focus and, thus, goals unique to its purview, there also emerged some areas of overlap among the recommendations.

For example, several different APGs indicated that, for a higher learning institution that predominantly serves students from marginalized groups, it is important to have proportional representation among administration and faculty; as such, their recommendations, objectives, and/or action items speak to such things as increased recruitment, mentoring, retention, and promotion of a more diverse faculty and staff, as well as ensuring diverse representation on all decision-making bodies. While such a recommendation might logically fit under the Institutional Commitment APG, the impact of having inadequate representation clearly affects other areas, such as Antiracism Curriculum, Pedagogy, and Assessment or Cross-racial and Inclusive Engagement, which is why it also emerged in the work of other groups.

Another issue that several APGs elevated had to do with transparency. When incidents that cause harm around race, ethnicity, or other identifying characteristics occur, the consensus was that the university has been slow to acknowledge or take steps to remedy them. More training is needed to both educate the community on topics like privilege, bias, and microaggressions in order to prevent such incidents, and to develop individuals' and departments' capacities to respond to such events in a transparent, proportionate, and restorative manner. Again, while this seems to fall under Institutional Commitment, mitigating harm to Sacramento State's marginalized populations also was paramount for such groups as Encounters with Racial Stress and Bias (ERSB).



In deliberating how to present the recommendations, we considered a few options. They could be generally categorized at the macro level (broad goals across APGs) or delineated and synthesized thematically at the more micro level of objectives and action steps each group presented. An analysis that distilled each APGs recommendations down to a stricter interpretation of its purview, per the NACCC report findings that informed the planning framework, was also put forth as an idea. In this iteration, any goals, objectives, or recommendations that did not “fit” in that purview would be categorized separately. Ideally, a thorough review that allowed for a grounded theory approach to analyzing/coding and synthesizing the data along any of the above lines would have been conducted. Ultimately, limited time and human resources necessitated that the recommendations, which include copious amounts of data, be presented in their original form, with just a broad categorization of primary goals and areas of concern. This is unfortunate, but also inevitable given the truncated timeline allocated for this phase of the overall planning process, which itself was considered by the APG planners and Planning Council to have been far too short to engage with in the most comprehensive and thoughtful way.

In light of these facts, it is the recommendation of the Planning Council and Fellows that, prior to any implementation of recommended action steps, the university continue the planning process it began in Fall 2020. This would entail, at the very least, commissioning a group specifically tasked with conducting a comprehensive analysis of the APG recommendations. The ERSB group, in providing its recommendations rationale, articulated the importance of this process and how it might be conducted. It is excerpted here, and the full document can be found in the Appendices (Appendix I.2.3):

From our perspective, the appropriate next steps fall under the analytic and evaluation process. Although it appears that the Planning Council’s directives are to package the plan so that it may be quickly operationalized, we see cause for an essential intervening step. Without thorough analysis and critical evaluation of relevant and associated data points, we are doubtful that the generated points of change will have the needed impact to truly create systemic improvements.

The unintended consequences of an ineffective plan not only result in burnout of the many volunteers who have given so generously of their time but would also further harm already marginalized groups. Time that volunteers spent building this plan was at the cost of investing their time in activities that support and strengthen their academic, career and family success. We believe that if this plan is worth developing, then it is also worth significant resource investment and time to properly assess the associated and unrealized data points to support the plan’s success. We understand the desire of the Cabinet to demonstrate the importance of this significant undertaking with swift action. We feel strongly however, that meaningful actions directed toward creating systemic change, are more demonstrative than swift but ineffective action.

The ERSB APG combined the expertise of our lived experiences to build the first phase of this plan. The second phase of this work, as we see it, includes assembling a team of individuals who would engage in data analysis and evaluation, then subsequently draft a



plan ready and suitable for implementation. This new team would be comprised of current planners, the staff/faculty responsible for implementing the recommendation, and people with expertise in Antiracism and Implicit Bias. In other words, this second phase should include identifying those in our campus community who have the expertise needed for data analysis and implementation, guided by the areas of need (change) that we've identified. For example, we have identified a need for change around hiring practices, but current hiring practices would first need to be thoroughly assessed. This thorough assessment would include those who have expertise across organizations on campus including Human Resources, Americans with Disabilities Act, and the Office of Equal Opportunity. Ideally, the selected working group would be augmented with current members of the various APGs, those with expertise in Antiracism and Anti Bias practices. Ideally, this group would evaluate, analyze and operationalize the current recommendations, then draft a comprehensive Antiracism Plan. Newly formed APGs could then be created based on specific areas of focus (please see our area of focus document).² These new APGs, we feel, would be better equipped to identify the metrics of who implements, the timeframe of implementation, funding sources and needed resources, accountability measures, etc.

The next section lists, by individual APG, the final full recommendations, including objectives, action steps, and, in some cases, information regarding metrics, implementation, and accountability. Various APGs also provided additional notes, questions, or other information pertinent to their process. Immediately following the detailed recommendations are five major antiracism and inclusion categories that were identified in an abbreviated, preliminary analysis conducted by one Planning Council member and one Fellow. These categories coalesced around the areas of institutional structures; hiring, training and community education; pedagogy and assessment; community engagement and outreach; and communication. It is important to note that this breakdown, created and reviewed by a small group, is subjective, and other interpretations of main themes are possible.

² This refers to the ERSB "Areas of Change" document, found in Appendix I.2.2.



I. Encounters with Racial Stress and Bias

GOAL 1: CREATE STRUCTURES TO BUILD AN ANTIRACIST COMMUNITY (PREVENTION).

Objective 1.1: Build infrastructure to maintain and increase hiring of culturally competent and equity-minded individuals in all levels of administration, faculty, and staff.

Action 1.1.1: Bolster diversity training for hiring committees to establish equity minded hiring practice while abiding by legal hiring restrictions.

- Train the trainers to incorporate current world events which relate to and are brought back to the campus climate.

Action 1.1.2: Direct Affirmative Action Committee/OEO to establish expectations and HR constraints; AAEO committee to inform hiring committees (should have more consistent training); more consistent training across campus for the hiring of diverse staff.

Action 1.1.3: Hire someone with personal and professional knowledge of ADA, Vets and Affirmative Action to oversee recruitment and hiring of faculty and staff to ensure recruitment of diverse faculty and staff.

Action 1.1.4: Examine salary disparities, institute transparency about campus hiring standards, identify ways to acknowledge equitable hiring, and reassess how we recruit; creation of and access to a reserve financial source that would be used to address disparities once they are discovered.

Action 1.1.5: Create retention plan that includes assistance finding a position for spouse, schools for dependents, resources, community connections; build sense of community to support retention of diverse faculty and staff.

Action 1.1.6: To know where campus resources are located (e.g., Division of Inclusive Excellence, OEO, etc.); campus members should know where the starting point is to support needs of all.

Implementation

ERSB recommends that an implementation committee identify metrics for all objectives. The Implementation Committee would include planners from this APG process, a cross section of staff/faculty (including different levels of hierarchy, e.g., front line staff, management, executive, etc.) that will implement the change, and antiracism and bias subject matter experts. These Implementation Committees should be organized by areas of change. Please see Areas of Change document (Appendix I.2.2.).

Research Questions re: Objective 1.1

- *What are legal constraints around hiring practices in terms of diversity (equal vs equitable opportunity)?*
- *How are we defining “cultural competency”? May vary by field.*



- *How do we retain current faculty and staff that are culturally competent? When faculty and staff leave, do we understand and know why (currently in HR, exit interviews are not completed). HR perspective - we do not do formal exit interviews. This is something that is needed. If employees want to file a complaint during their exit, they can meet with ELR (for MPPs and staff) or Academic Labor (faculty). However, we have a data hole in understanding why staff and faculty leave. It is necessary to evaluate how the University currently retains culturally competent faculty and staff, lest we attempt to fill a bucket that currently has holes in it.*
- *Salary disparities appear to currently rely on the individual faculty/staff member seeking this information and making a request (online faculty/staff salaries may not indicate base salary) but department leadership may not be aware of salary disparities.*
- *Appears to be NO system or advocate for determining salary disparities (is the Dean the advocate for equity? Is this the only advocate? Managers? Chairs? CFA representative?). How can salary disparities be addressed on a system wide basis if the current system makes it difficult to do so through its current structure of putting all the onus on the individual?*

Objective 1.2: Create physical spaces for positive interactions among the diverse faculty/staff, student, and community members.**

***Per Spaces (both physical spaces and online) - we are absolutely recognizing and require the pre-requisite work needed (i.e., individual diversity and bias training, mental health support etc.) to make these spaces and interactions with the diverse student, faculty, staff and community, actually successful!*

Action 1.2.1: During COVID-19 (and beyond) trained host/moderator/facilitator modeling after a restorative justice model; online meeting groups/coffee hours; collaboration channel; mix & mingle; meet the students; student mixer etc. (maybe goal directed break-out groups; icebreakers etc.); neutral space where individuals could interact, bounce ideas off of each other, fostering interaction and curiosity (supported by food/drink); with possible theme-related occasions (e.g., cultural, family, single parents, singles, potlucks, etc.).

Action 1.2.2: After COVID-19, physical and virtual spaces; possibly extending operational hours of current spaces on campus (e.g., River Walk, Student Union, various eateries - Epicure); include a space specifically for faculty and staff as well (e.g., faculty/staff lounge); supported by trained host/facilitator to support mixing and mingling efforts.

Research Questions re: Obj 1.2

- *Food, drink, and spirits can contribute to a safe gathering space on campus – can this be expanded to other areas on campus (outside of Round Table)?*



Objective 1.3: Create a safe space for decompressing and healing from racial stress experiences.

Action 1.3.1: Designate a specific physical space that is dedicated to recovery and peace.

Action 1.3.2: Ensure that the space is accessible, open, and clean.

Action 1.3.3: Staffed by an ombudsperson (gender neutral person) available in this safe space to support and understand the situation and to help facilitate a constructive conversation.

Objective 1.4: Add a multicultural and antiracist lens to curriculum development (including a re-design of current courses). Coordinated approach toward building campus and curriculum expectations with timeline and rewards.

Action 1.4.1: Charge Academic Affairs and Cabinet to develop campus-wide curriculum expectations (e.g., syllabi statements).

Action 1.4.2: Create areas to provide services; access to trained persons to assist with modifications to curriculum.

Action 1.4.3: Create a curriculum committee of faculty, staff, and students.

Action 1.4.4: Curriculum committee would review new and re-designed courses to ensure that they are consistent with the new lens (multicultural and antiracist lens).

Action 1.4.5: Develop a timeframe and a corresponding percentage of courses that are reviewed during that time.

Action 1.4.6: Develop specific guidelines for course review and re-development.

Action 1.4.7: Utilize within department self-studies to reassess curriculum in a multicultural lens.

Research Questions re: Obj 1.4

- *Is the recommendation in objective 1.4 the responsibility of Faculty Senate? Does this objective infringe upon academic freedom?*

Objective 1.5: Increased and developed study abroad opportunities!! Including staff and faculty.

Action 1.5.1: Work with CCE to create opportunities.

Action 1.5.2: Coordinate with IPGE to develop and coordinate opportunities.

Action 1.5.3: Advertise and recruit participants.

Action 1.5.4: Coordinate with the hosts sites.

Action 1.5.5: Secure resources and support for participants (grants, scholarships, etc.).

Action 1.5.6: Gain university approval.



Objective 1.6: Develop Racial Sensitivity and Inclusivity Grants to support activities like the “Tasty Taste Off” (sample campus-wide event generated by group members incorporating foods representative of the campus community).

Action 1.6.1: Create a committee – composed of faculty, staff, and students.

Action 1.6.2: Make sure it is critical to needs of campus.

Action 1.6.3: Establish guidelines for grant eligibility.

Action 1.6.4: Draw money – find funding source, development for the campus, crowdsourcing.

Objective 1.7: Conduct regular “Town Hall” campus meetings that inform of current issues and challenges on campus.

Objective 1.8: Address cultural competency targeting staff and administrators to better support a diverse campus.

Action 1.8.1: Add / increase mandatory training for ALL staff and administrators.

Action 1.8.2: Provide space/opportunity for students, colleagues to be able to provide general feedback anonymously.

GOAL 2: PROVIDE SUPPORT SYSTEMS TO ADDRESS AND REDUCE RACIAL STRESS AND BIAS (RESPONSE).

Objective 2.1: Hire culturally competent mental health professionals trained in intersectionality to support students, faculty, and staff experiencing racially biased stress and PTS suffered as a result of racial bias and discrimination.

Action 2.1.1: Develop a working diversity and inclusion statement that prospective employees must describe how they have addressed or will address diversity and inclusion as part of the interview process.

Action 2.1.2: Ensure prior work experience reflects a commitment to addressing the needs of Black, Indigenous, Chicana/Latina, Asian American and Pacific Islander, and other racially minoritized faculty, staff, and students.

Action 2.1.3: Hire mental health professionals from among diverse groups.

Action 2.1.4: Investigate ways to diversify membership on all search committees.

Research Questions Obj 2.1

- *Do we currently have competent Mental Health Professionals already on campus (with these particular competencies)?*
- *How many are there compared to the campus demand (e.g., is there a long wait for services) and how does this evolve throughout the school year?*
- *How do we measure “cultural competency”? Who is measuring this? And are THEY culturally competent (were they trained, etc.).*



- *How is the demand for services quantified (e.g., waiting times)? Is there a waiting list? Is there a way to capture those that aren't able to access services because of high demand? Is consideration paid to when demand spikes due to events in the school year (such as finals or other stressful events) and if current capacity can meet the demand of those spikes?*
- *What about latent demand (i.e., the group of students that don't seek services for a variety of reasons – for example trust, confidentiality, professionalism, awareness that these services exist, and access)?*
- *Who would determine that this is the particular program that the individual should enroll in? Tool to capture questions/probing into needs (e.g., proactive screening).*
- *Access through EAP only, or access through the WELL? Are faculty and staff also able to access these resources or would it be limited to access through the Employee Assistance Program (if through EAP, are there limits, limited access)? Are there imposed limitations on accessing the services for staff and faculty (e.g., EAP has possible structural barriers).*
- *Are we developing and retaining mental health professionals on campus?*

Objective 2.2: Provide Racial Bias Training for faculty, staff and students: comprehensive and “mirrored” trainings that unpack racial bias and intersectional identities on our campus and in the greater community. Also consider an online option (similar to the way sexual harassment courses work or other options/formats that should be explored).

Action 2.2.1: Propose courses to HR Departments and Dean of Departments that develop leadership and competencies in addressing racial bias and intersectionality across all constituencies within the university.

Action 2.2.2: Create a Steering Committee to develop and oversee implementation of an action plan.

Action 2.2.3: Include in the training curriculum methods to empower bystanders and witnesses to intervene safely and effectively.

Action 2.2.4: Roll out trainings to faculty through faculty senate or the chairs of each department who can reach out and encourage attendance from their department.

Action 2.2.5: Promote social justice and racial bias courses or create them in the GE Handbook in order to disseminate among students during orientations and class scheduling.

Action 2.2.6: Provide testimonials from students, staff, faculty who feel strongly about disassembling racial bias on our campus.

Research Questions Obj 2.2

- *Who would provide the training, who would develop the content; would training be required; how do we know training is effective; how frequently would the training be offered or required?*



- *Assess the current training platform and its effectiveness for existing trainings (i.e., faculty/staff/student compliance, acquired learning objectives etc.) before we move bias training to this existing platform.*
- *What's the impact if we move Bias Training to a platform that possibly already has some resistance?*
- *Are there other formats for delivery (either better or complimentary) of this content? It may be useful to have multiple formats for training delivery and provide individual choice.*

Objective 2.3: Establish a transparent, campus-focused process for how to report and respond to all aspects of racial and other bias incidents.

Action 2.3.1: Make sure the system includes dispatching, mental health support, an assigned support navigator, training for prevention, reporting, etc. that models sexual assault holistic response; intended to be a closed loop.

Action 2.3.2: Develop a Standing group that tracks, reports on, and responds to racial bias and discrimination, to be part of the Division of Inclusive Excellence.

Action 2.3.3: Establish voluntary mentor, navigator, or matchmaking opportunities for POC/diverse students and employees who have experienced racial stress or bias to work with others who are less culturally informed.

Action 2.3.4: Establish a regular training program for all students, staff and faculty on how to access and utilize the response system.

Action 2.3.5: Hire a Bias Response Director and enact campus team to support a reconciliation process during or following incidents of harm (i.e., post-protest). This recommendation came from CRIE APG.

- Hire Bias Response Director.
- Train a team (standing group) to assist with campus response. The standing group mentioned in Action 2.3.2 should work with Bias Response Director.

Research Questions Obj 2.3

- *What are legal constraints to transparency? What's the impact of reduced transparency when information on an incident is revealed on other platforms? What are appropriate disclosure of resolutions to issues including those that have public/community exposure?*
- *Where do victims go (e.g., on-campus network, Academic Affairs – Christine Miller, Office of Equal Opportunity – Skip Bishop), where is the starting point?*
- *Are currently available sources enough for the campus needs (i.e., Academic Affairs, OEO, etc.)?*
- *Who would oversee this process? How do we know what the right response is for various types of incidents?*



- *How much appropriate information can be disseminated to the campus community (i.e., outlining the response, the resolution, system changes implemented)?*
- *How is institutional learning going to occur (tracking, reporting, training, systemic/structural changes)?*
- *How autonomous is the Bias Response Director? Who will train the team to assist with campus response?*



II. Institutional Commitment

GOAL 1: TRANSFORM THE INSTITUTIONAL CULTURE AND COMMIT TO ANTIRACISM AND INCLUSION.

Objective 1.1: Develop Policy Guidelines.

Action 1.1.1: Create a policy format that includes guidelines on how to create/write anti-racist policies (including consultation with IE).

Action 1.1.2: Develop policy guidelines that help to create a clear vision, guided by strong goals and core values to signal an investment in long-term culture change.

Action 1.1.3: Develop unit-specific diversity and inclusion statements that aligns to the larger Sacramento State statements (mission, values).

Objective 1.2: Comprehensive review (by divisional stakeholders) of existing policies AND practices.

Action 1.2.1: Create a strategic plan initiative that centers conducting a Sacramento State Equity Audit.

Action 1.2.2: Create a tool kit that includes a rubric on how units engage in conducting an Equity Audit. This equity audit should be iterative process with established metrics and outcomes and should occur every 5 years (maximum). Annual reporting on how units are responding to their equity audit should also be included.

Action 1.2.3: Create actionable DEI goals at the organizational level and integrate with business plans and individual performance plans (particularly those of managers). Promote regular conversations around diversity, equity, and inclusion as part of goal setting, staff meetings, and evaluation metrics.

Action 1.2.4: Conduct an iterative review of all policies, procedures, practices, and guidelines including hiring and performance review that may function to undermine DEI initiatives for growing the number and success of scholars from underrepresented groups. For example, examine recruitment and hiring practices – how does the hire align with DEI initiatives related to hiring; requiring certain types/number of identifications; examine financial aid flagging regarding not including social security number, review UARTP policies and how teaching evaluations are developed and evaluated. Through iterative review process the goal should always be transparency and making the “hidden” practices visible.

Action 1.2.5: Create a policy around creation and use of student evaluations, integrate into the UARTP policy - especially regarding how this differentially effects faculty of color, women, and other marginalized communities (which may vary by disciplines/areas). Policy should include that only “certain” questions can be asked that have been approved by the university - these questions should be grounded in empirical research as connecting to teaching effectiveness. Involve students in this process.



Action 1.2.6: Create a clearinghouse of policies.

Objective 1.3: Community Involvement in Policy Review/Development

Action 1.3.1: Re-instate the Diversity Council that advises the President and University Diversity Officer to ensure that diversity, expressed in various forms, remains integral to excellence.

Action 1.3.2: Use analytics and climate survey data to identify and task change. As a deliverable, develop and continuously update a diversity dashboard that is easy to understand, presenting statistics in an engaged way, such as graphs and pie charts. Within dashboard - identify groupings independent of IPEDs categories, identify/clarify every group's success and gap on various metrics (i.e., recruitment, retention, graduation, promotions), document the areas needing improvement. Provide regular data system reports to units (in specific unit/digestible ways) of equity gaps, educate (create training) on how to use resources to understand equity gaps. Using analytic reports, units create a systematic review of how to identify persistence efforts.

Action 1.3.3: Host an annual DEI summit (e.g., Convocation) following the launch of the DEI strategic plan to facilitate ongoing development of the university community, including alumni and donors of color. Using some of the current forums/discussions/summits to focus on anti-racism, accessibility, diversity, equity, and inclusion. Use on campus expertise and collaborations for some of these events. Design a self-guided course for university stakeholders on anti-racism as well as an email subscription cohort with recommended learning activities and opportunities for networking. Develop materials for community resources that are focused on specific populations (e.g., Black Book - see UC Davis, UC Santa Barbara).

Action 1.3.4: Develop a mechanism for reporting experiences of discrimination or bias related to DEI to foster a safer space for talking about issues or seeking assistance regarding issues. For example, see "Inclusive SDSU". As a deliverable, conduct an inventory of where restorative justice/conflict resolution activities take place on campus, create a restorative justice center wherein these values are taught, for example see "UCB restorative justice center". Additionally, create a communication plan/marketing strategy for how Sacramento State will implement restorative justice which will include all the Sacramento State community - including external community (e.g., community groups, Sac PD, antipolice terror group). Possibility is to work with community building organizations like the Antipolice Terror Organization.

Action 1.3.5: Create a student-led taskforce on what policing at Sacramento State could look like - with recommendations to University Admin. Review the practice of "open carry" by police.

Objective 1.4: Recruitment, hiring, and retention practices of staff, faculty, and administration.

Action 1.4.1: Disseminate best practices around recruitment and retention and foster ongoing development of leadership to support institutional change. Create an accessible toolkit for hiring practices with specific suggestions, access to informational videos, and training and coaching.

Action 1.4.2: Provide diversity, equity, and inclusion training for all job creators and selection committees on a continuing basis.



Action 1.4.3: Mandate implicit/unconscious bias training before serving on search committees.

Action 1.4.4: Ensure equitable access to opportunities for promotion and internal career progression.

Action 1.4.5: Encourage units to conduct an internal review of intern hiring, division of labor, and hiring needs reflecting on diversity, equity, and inclusion practices to inform planning in these areas.

Action 1.4.6: Conduct routine exit interviews and follow up on any issues related to departures.

Action 1.4.7: Conduct salary equity analysis to ensure comparable jobs are compensated equitably.

Action 1.4.8: Create a robust merit program to acknowledge full-time staff accomplishments at various organizational levels.

Action 1.4.9: Ensure additional programs and mechanisms for the acknowledgement of staff are created, financially supported, and integrated from the university level down to individual operating units, such as annual awards recognizing individual and team achievement.

Action 1.4.10: Ensure raises and small spot bonuses are available for use where warranted, without having to be tied to additional responsibilities, salary structures, or a bell curve.

Action 1.4.11: Routinely recognize and reward DEI contributions and individuals who exemplify strong DEI values in their actions and behaviors, especially those who act beyond the confines of their position to improve organizational diversity, equity, and inclusion outcomes.

Objective 1.5: Accessible and equitable support services that foster persistence and retention of faculty, staff, and administration.

Action 1.5.1: Develop a focused mentorship program offering skills training and professional development opportunities toward the goal of increasing retention.

Action 1.5.2: Provide greater support for employees with parenting challenges via flex scheduling, remote work, on-site day care, etc.

Objective 1.6: Professional Development for faculty, staff, and administration that relates to anti-racism, accessibility, diversity, equity, and inclusivity.

Action 1.6.1: Train faculty and staff as social justice mediators to be able to facilitate difficult conversations and quickly provide outlets and mechanisms for feedback to move an impacted community forward.

Action 1.6.2: Formalize educational opportunities for the faculty and staff, such as offering a DEI certificate, to promote deeper understanding and engagement related to diversity, equity, and inclusion.

Action 1.6.3: CTL mission statement, vision, activities -- ensure all are grounded in equity, inclusion, and social justice. CTL should be the centralized place where all faculty/staff are connected to resources/opportunities/objectives around antiracist curricular development.



Action 1.6.4: Ensure that all professional development activities and resources center antiracist, equity, accessible, diverse and inclusive activities and pedagogies.

Action 1.6.5: Ensure that DEI staff are part of Center for Teaching and Learning executive board, with voting rights.

Action 1.6.6: Expand access to the established leadership curriculum for managers, making it mandatory for all leaders. Existing courses that are a part of the curriculum include unconscious bias, multiculturalism, communication skills, critical thinking skills, soft skills, and time management skills.

Action 1.6.7: Institute a plan to support the professional growth of staff, linking this growth to their performance, growing competencies, and attending to how both factors contribute to the success of the unit.

Objective 1.7: Annual Review of Leadership

Action 1.7.1: Conduct annual evaluation of leadership style within annual review process. Report outs of leadership achievements and areas of growth. Public forum spaces. Create an inventory of tools that match that style to DEI/AR activities.

Action 1.7.2: Commit to the highest standards for DEI and hold leadership accountable for openly and proactively seeking to understand where they fail to achieve diversity, equity, and inclusion objectives.

Objective 1.8: Engage in holistic (student services/curriculum/campus services/student engagement) practices to close opportunity gaps.

Action 1.8.1: Develop strategies to enhance retention of diverse populations, such as training and development opportunities, coaching, mentoring, and leadership development programs, and opportunities for promotion and internal career progression.

Action 1.8.2: Host informational sessions (for students, staff, faculty, admin) regarding barriers to continuation/completion for students across demographics. Discuss services created, services use, by whom? Consider why services may not be used.

Action 1.8.3: Review demands made to the institution at the Black students convening (2017?) -- identify which of the demands were met and which need to be met.

Objective 1.9: Transform the infrastructure of Sacramento State to make it a center of inclusive learning.

Action 1.9.1: Provide ethnic specific foods in food pantry and diverse food options on campus.

Action 1.9.2: Provide gender non-binary restrooms in every building across campus.

Action 1.9.3: Provide lactation rooms/spaces in every building across campus.

Action 1.9.4: Provide free/low-income housing for homeless students.

Action 1.9.5: Create art/murals across campus that represent the communities our campus serves.



III. Cross-racial and Inclusive Engagement

GOAL 1: PROMOTE CROSS-CULTURAL UNDERSTANDING OF MULTIPLE ETHNIC GROUPS.

Objective 1.1: Elevate Student Organizations, Student Support Programs, and other academic and student-centric University centers and student-led clubs, groups and meeting spaces that structure cross-interdisciplinary conversations, with departmental education, promoting interracial interactions.

Partnership between Student Affairs and Academic Affairs

Action 1.1.1: Create a campus-wide Antiracism and Inclusion (A&I Team), that incentivizes centers and individuals to intentionally implement outreach efforts to build those bridges and connections between different disciplines/departments, etc.

- *Note: Explore if the “Breaking the Silos” team is a model that could be used to accomplish the work of this team.*

A&I Team Composition / Members

- Representatives from all academic colleges
- Student leadership representatives
- Student Affairs representatives
- Student Club representatives
- University Center representatives

The final composition of the A&I Team will be determined by Inclusive Excellence; this APG recommends including members of the groups delineated under “A&I Team” listed above.

Action 1.1.2: Convene the A&I Team in the Fall 2021; the group will meet once a month with the mission of addressing **Objective 1.1** (listed above).

- *Note: This Action relates to / may be merged with Objective 2.2, “Design a template that can be used by campus for advertising / poster-design for diversity of events, with the ability to upload photo or appropriate design.”*

Objective 1.2: Provide educational opportunities on implicit bias, power, privilege and oppression, and stereotype threat.

- *Note: The CRIE APG recommends that many of these responsibilities be taken up by the Bias Response Director.*

Action 1.2.1: Ensure the Bias Response Director develops resources and trainings around the following topics:

- Implicit Bias
- Power, privilege, and oppression
- Dismantling stereotypes



Action 1.2.2: Ensure resources and trainings (as detailed in Action 1.2.1, above) are developed for specific contexts particular to faculty, staff and students.

Action 1.2.3: Develop and share campus-wide on-demand resources (i.e., short video clips for departments / student groups to integrate into already existing trainings / programs); ensure these are available to faculty, staff and students.

Action 1.2.4: Identify college and/or departmental point people to share resources with and / or train faculty, staff and students on topics related to Objective 1.2.

Action 1.2.5: Build in redundancy and make resources and trainings (as delineated in Objective 1.2) available to faculty, staff and students by increasing online learning objects and train the trainers opportunities.

Objective 1.3: Explore effective practices of solidarity and allyship that center communities who are, and have been, historically oppressed/disenfranchised within these inter-disciplinary conversations.

Action 1.3.1: Prioritize decentering whiteness within resources.

Action 1.3.2: Fund informal interactions on campus like IE-recognized Affinity Groups, lunches etc.

GOAL 2: EDUCATE AND ELEVATE ANTIRACISM AND INCLUSION (A&I) BY INTEGRATING IT INTO A CAMPUS-WIDE CULTURE OF EXPLORATION, LEARNING, GROWTH AND RECONCILIATION OUTSIDE THE CLASSROOM.

Objective 2.1: Create and maintain a unifying online platform for various A&I related campus entities (including student and faculty clubs, associations, committees, graduate chapters).

Action 2.1.1: Charge IE with creating and disseminating an annual survey to all Divisions to create an inventory of what A&I resources (i.e., programs, trainings, workshops, speakers, staff time, budget allocations) currently exist. Accomplish by the Fall of 2021.

Action 2.1.2: Use the results of the survey (Action 2.1.1) to identify discrepancies / gaps in the inventory between available resources and the needs of the campus population(s) / communities as well as where there is a duplication of efforts. Accomplish by Spring 2022.

Action 2.1.3: Charge IE with creating recommendations to minimize duplication of efforts and advocacy for needed resources or with minimally providing community-based resources/ organization. Do this for the 2022-23 fiscal year.

Action 2.1.4: Create a unifying brand to encompass A&I work and streamline communication by Fall 2023.



Objective 2.2: Organize and disseminate centralized information on celebratory events, including heritage, historical months / weeks (i.e., Black History Month, Women’s Herstory Month, Pride Week, Asian American and Pacific Islander (API) Heritage, etc.).

Action 2.2.1: Charge IE with acting as the primary point for organization and dissemination of celebratory events, heritage months /weeks.

- *Note: This Action relates / may be merged with Action 1.1.2, “Design a template that can be used by campus for advertising / poster-design for diversity of events, with the ability to upload photo or appropriate design.”*

Action 2.2.2: Design a template that can be used by campus for advertising / poster-design for diversity of events, with the ability to upload photo or appropriate design.

Action 2.2.3: Charge IE with establishing timelines for callouts (related to Action 2.2.1) and dissemination.

Objective 2.3: Assess the various identity centers’ and Affinity Groups’ needs and ensure appropriate resource (staffing, funding) needs are met.

Action 2.3.1: Hire a third-party consultant with assessing centers and affinity groups (i.e., ask- should all identity centers be under the same branch? What resources are needed to do the work? What student needs are currently not being met?). Accomplish by Spring 2022.

Action 2.3.2: Review third party recommendations and formulate a plan for implementation by Fall 2022.

Action 2.3.3: Have campus stakeholders review the recommendations annually and re-reviewed by consultants every 5 years.

Objective 2.4: Ensure more transparency around our campus data specific to Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander and other students of color and develop tools/strategies to create change in response to needs that the data may uncover.

Action 2.4.1: Increase sharing of data related to A&I so that Sacramento State University can stay informed and impactfully respond to documented student, faculty, and staff needs.

Action 2.4.2: Develop resources and tools to how to support, advise, and implement strategies in our work to move that data positively.

Objective 2.5: Develop a co-curricular model for Student Affairs that specifically includes A&I so that it is integrated into programming across campus.

Action 2.5.1: Create a working group to develop a co-curricular model in year 2021.

Action 2.5.2: Disseminate a model to Student Affairs for integration into the next annual departmental planning process.

Action 2.5.3: Assess its impact annually through department assessment and evaluation.



GOAL 3: INCORPORATE AND PRIORITIZE ANTIRACISM & INCLUSION WITHIN CAMPUS INFRASTRUCTURE (PHYSICAL AND VIRTUAL) TO FOSTER CONTINUAL INTERSECTIONAL AND INTERDISCIPLINARY DIALOGUE, BRAVE SPACES AND INCLUSIVE SPACES.

Objective 3.1: Identify a webmaster to share a centralized campus calendar on A& I events and related activities that occur in collaboration with:

- Affinity/cultural centers for students/alumni
- Affinity/Identity groups for faculty/staff/employees

Action 3.1.1: Create a funding stream for a A&I central location/activities/programming/marketing.

Action 3.1.2: Create a budget line in IE for EAGs.

Action 3.1.3: Develop and share a central website to house all information about Affinity/Identity groups and their programs/resources/websites/social media.

Action 3.1.4: Develop and share calendar events on central websites.

Action 3.1.5 Create a glossary of terms for Sacramento State community housed on a central website. Ensure this is a working document; update it every semester or academic year.

Action 3.1.6 Include center info on Morning Briefing and SacSend emails.

Action 3.1.7: Create social media accounts for the new calendar.

Objective 3.2: Guarantee funding is available for designated brave and / or inclusive physical spaces on campus.³

Action 3.2.1: Charge the Bias Response Director with developing training / resources on how to create and maintain brave spaces that are intersectional and interdisciplinary.

- *Note: This action is related to Bias Response Director (Objective 1.2, Action 1.2.1).*

Action 3.2.2: Assess where on campus there are brave / inclusive spaces; gather feedback and collaboration from existing coordinators/centers about whether it would be helpful to create a central hub center that houses spaces together.

Action 3.2.3: Develop collaboration between affinity groups to identify how best to build-up existing brave / inclusive on campus.⁴

³ Brave spaces: spaces centered on affirming and elevating folks of historically marginalized identities / lived experiences or spaces dedicated to engaging in challenging work that may be happening in cultural / affinity centers in order to explore / learn from / challenge the space. "Brave space" is a more commonly used term rather than "safe space".

Inclusive spaces: a space that actively strives to reach across, engage, and accept all intersectional identity categories and interdisciplinary fields.

⁴ During the CRIE APG discussion on April 26 (Seham, Melonie, Jasmine and Garret) actions that centralized, unified, streamlined and / or established campus reporting from IE-recognized



IV. Mattering and Affirmation

GOAL 1: AFFIRM AND REPRESENT THE BLACK, INDIGENOUS, CHICANX/LATINX, ASIAN AMERICAN AND PACIFIC ISLANDER, AND OTHER RACIALLY MINORITIZED COMMUNITIES ACROSS THE SACRAMENTO STATE CAMPUS AND COMMUNITY.

Objective 1.1: Elevate and spotlight the stories and experiences of Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized community members.

Action 1.1.1: Reflect the diversity of groups and events on campus on Sacramento State's social media accounts, including subdivision and departmental accounts, highlighting Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, other racially minoritized communities, and Lesbian, Gay, Bisexual, Queer community/identity groups and their events.

- Ensure university communications are aware of ways to elevate or spotlight community stories of Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized communities.
- Develop master charter for social media accounts in the main account as well as all adjacent social media accounts within an anti-racism framework.

Action 1.1.2: Install murals and other artwork around campus celebrating Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized communities (e.g., the creators of Black Lives Matter), LGBTQ, and other communities.

Action 1.1.3: Speaker series to schedule a Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, or other racially minoritized speaker hosted by IE. Staff provided release time. Showcase everyone who is listening.

Action 1.1.4: Add history signs around campus, particularly about Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized community members, native histories, and land acknowledgement.

Action 1.1.5: Classes incorporate Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized voices and contributions throughout coursework.

Objective 1.2: Affirm and emphasize antiracist and inclusive values in Sacramento State's physical and virtual campus and identity.

Action 1.2.1: Install signage around campus affirming "Black Lives Matter, love is love, women's rights are human rights, families form societies, science is real, be kind to all, no human is illegal."

Affinity Groups were eliminated. Affinity Groups serve faculty and staff by promoting well-being, building community via meetings and programming, and serving the greater campus by interrogating structural issues. They serve operate independently and autonomously from the Sacramento State University Campus; CRIE members expressed concern that any actions that seek to delineate how Affinity Groups operate and /or organize interferes with their autonomy and independence. Thus, an effort is made to increase financial support and promote communication centered on Affinity Group events while avoiding campus oversight and / or campus authorization.



Action 1.2.2: Install “No racism zone” parking signs.

Action 1.2.3: Add an appointee from Inclusive Excellence to the Minor Design Change Committee.

Action 1.2.4: Update light post flags to represent Sacramento State’s diversity.

Action 1.2.5: Incorporate land acknowledgement throughout Sacramento State campus and events (also in the classroom).

Action 1.2.6: Rename buildings to center Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized community members and leaders.

Action 1.2.7: Ensure that all Sacramento State webpages can be viewed in multiple languages.

Action 1.2.8: Provide Sacramento State-branded Zoom backgrounds that incorporate inclusive symbols.

Action 1.2.9: Revamp Sacramento State branding so that all branding is inclusive and affirming, rather than having separate branding for inclusivity and affirmation (for example, include the various LGBTQ flags).

Action 1.2.10: Update Sacramento State website with inclusive identifiers that reflect antiracist values, for example prominently display Black Lives Matter on the landing page.

Action 1.2.11: Elevate and acknowledge the experiences of Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities who also identify as having a disability and the experiences of that intersectionality.

Objective 1.3: Ensure that decisions and processes represent the diversity of the campus community.

Action 1.3.1: Develop and implement campus-wide guidelines about decision-making processes requiring representation of Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities on all decision-making bodies.

- Identify existing decision-making infrastructure and bodies (who are they and what is their purview).
- Review current decision-making guidelines on these bodies.
- Identify whether there is representation of Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities on these bodies and in what capacity (based on self-identification).
- Committee on Committees include a member of an IE Fellows group in each of the committees that they assign to.

Action 1.3.2: Establish an informal body of community experts that could be consulted to provide input and support representative decision-making processes.



Action 1.3.3: Ensure diversity and representation among faculty and leadership positions at Sacramento State.

Action 1.3.4: Intentional recruitment of diverse staff, faculty, and administrators.

- More inclusive talent searches (e.g., grassroots recruitment in communities of color, community engagement and community networking to help disseminate announcements).
- Coding individuals' names before reviewing applications (names not visible on applications).

Action 1.3.5: Intentional retention of diverse staff, faculty, and administrators (welcoming, affirming, validating, valuing).

- Team building to develop trust within smaller groups.

Action 1.3.6: Community decision makers, i.e., executive, faculty, and staff.

GOAL 2: PROACTIVELY DISMANTLE AND ERADICATE OPPRESSIVE SYSTEMS AND STRUCTURES.

Objective 2.1: Create ongoing passive and active venues to listen to and hear from Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized community members.

Action 2.1.1: Course evaluations gather feedback about students' experiences mattering & affirmation questions include:

- My instructor provided opportunities to share my perspective.
- Is the curriculum inclusive of authors from various backgrounds?
- My instructor validated my life and professional experience.

Action 2.1.2: Upper Administration creates regular opportunities to hear from students, faculty, and staff on experiences around race, for example monthly brown bag lunches, guest speakers, students create projects that speak to their stories.

- Should be oversight on the topics of discussion; cultural competency committee vetting the consultant and the materials.
- Upper administrators will need training on facilitating these discussions.

Action 2.1.3: Track and share information on campus experiences of microaggressions and bias in the Campus Climate Survey.

- Develop a section to measure racism, racial violence, microaggressions and biases in the Campus Climate Survey, track information and develop strategies to increase campus safety by reducing incidences of racialized violence, microaggressions and biases.
- Implementation of what the data from the survey tells us.



Objective 2.2: Clarify and articulate the University's stance against oppressive systems and structures.

Action 2.2.1: Denounce white supremacy and organizations that support it.

For example, as we pay homage to indigenous groups, we denounce white supremacy as well - create an acknowledgement to denounce white supremacy to be shared on the syllabus, events, and as a part of our regular practice.

Action 2.2.2: Take a stand on issues that come up locally, nationally, and globally.

Action 2.2.3: Empower and support all members of the campus community to articulate a stance against oppressive systems and structures.

Objective 2.3: Ensure that all members of the campus community understand and commit to antiracism practices.

Action 2.3.1: Ensure that decision-makers at the highest levels (e.g., the President and Cabinet) are ready to understand and engage with Plan recommendations, for example Cabinet members complete trainings on antiracism.

Action 2.3.2: Create annual antiracism and inclusion educational opportunities for all members of the campus community.

Action 2.3.3: Require that prospective students complete antiracism and inclusion training as part of application process.

Action 2.3.4: Require antiracism training for all staff and faculty.

Action 2.3.5: Require that all members of the campus community (students, faculty, and staff) take an Antiracist Campus Pledge.

Action 2.3.6: Require new employees to share an equity statement about how they are engaging in antiracist work (systemic, community, other levels) - consider whether part of application process (pre-hire) or asked of new employees once they are hired.

Action 2.3.7: Provide training on other violent supremacies.

Action 2.3.8: Implement a vetting process to ensure that all organizations with which the campus does business align with campus antiracism values (possibly criteria and/or a pledge) (may fit under the partnerships objective, below).

Objective 2.4: Align community partnerships with Antiracism Campus Plan.

Action 2.4.1: Only invest in and work with entities aligned with antiracist initiatives.

Action 2.4.2: Evaluate existing community partnerships to determine continued alignment.

Action 2.4.3: Develop and strengthen relationships/transactions with local businesses led by Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized individuals.



Action 2.4.4: Remove barriers for vendor choice/service-learning opportunities for community partnerships.

Objective 2.5: Establish structures of accountability for the campus and its community.

Action 2.5.1: Establish grievance protocols that protect and support students/staff/faculty experiencing racism or harassment, rather than protecting the University's liability.

Action 2.5.2: Establish policies that create consequences for any Zoombombing or other online harassment that originates from an IP address linked to Sacramento State.

Action 2.5.3: Establish an electronic correspondence policy for all campus community members – zoom, email, and social media.

Objective 2.6: Create structures that support diverse groups to associate with one another.

Action 2.6.1: Develop incentives for all members of the campus community that intentionally seek to create inclusive spaces.

Action 2.6.2: Create a pathway for continued education and growth in cultural competency.

Action 2.6.3: Create a logo/symbol that represents the antiracism and inclusion mission.

Action 2.6.4: Establish structures for shared community and dialogues.

GOAL 3: DEDICATE FINANCIAL RESOURCES TO SUPPORT ANTIRACISM WORK.

Action 3.0.1: Dedicate funding to support ongoing antiracism planning and implementation (extension of this planning process).

Action 3.0.2: Provide transparency about the resources dedicated to this work versus other aspects of the campus budget.

Action 3.0.3: Provide funded incentives for people engaging in antiracism, inclusivity, and justice work.

Action 3.0.4: Create an internal consulting structure to compensate people (particularly Black, Indigenous, Chicana/Latina, Asian American and Pacific Islander, and other racially minoritized individuals) who provide expertise on antiracism, inclusion, and justice work on campus.

An ongoing group of Fellows (including faculty, staff, and students) that are trained to advocate for and support antiracist work and are compensated for their time serving the campus, for example assigned to serve on committees throughout campus.

Criteria for being a member of this group of internal consultants:

- Life experience
- Training
- Professional experience

Action 3.0.5: Provide funded opportunities for people with demonstrated interest to build skills and expertise to support antiracism, inclusion, and justice work on campus.



V. Antiracism Curriculum, Pedagogy, and Assessment

GOAL 1: ENSURE THAT CURRICULUM, PEDAGOGY & ASSESSMENT IS ANTIRACIST: FROM A BLACK, INDIGENOUS, CHICANX/LATINX, ASIAN AMERICAN AND PACIFIC ISLANDER, AND OTHER RACIALLY MINORITIZED COMMUNITIES' PERSPECTIVE, FULLY INTEGRATING EPISTEMOLOGIES OF PEOPLE OF COLOR, IN AN INTERSECTIONAL WAY; AND THAT IT CENTERS AND VALUES STUDENTS' DIFFERENT WAYS OF KNOWING.

Objective 1.1: Create mechanisms to communicate with and seek alignment with college-level antiracism and inclusion curriculum, pedagogy, and assessment efforts.

Action 1.1.1: Establish in AY 2023-2024 the Antiracism Policies Committee, a Senate Standing Policies Committee charged with antiracism/inclusion that houses expertise, is the source of best practices, provides checklists and frameworks that college-level and division-level committees focused on antiracism use, and reinforces antiracism.

Action 1.1.1A: Request the Antiracism Policies committee craft language to add item E to the charge of the University Curriculum Subcommittee to explicitly address antiracism curriculum, pedagogy, and assessment.

Action 1.1.2: Request the Division of Inclusive Excellence recruit at least one antiracism faculty fellow from each college, including CCE and the Library, for AY 2021-2022 with the responsibility to develop a best practice guide for colleges and departments on making antiracism and inclusion changes to Form As and Form Bs. The Library faculty fellow would focus on supporting the changes in Forms As and Bs by evaluating and improving library resources that support anti-racism. Responsibilities would include (but are not limited to) project management of overall implementation; development of best practices for developing antiracist assessment, curriculum and pedagogy; develop best practices sharing forums across colleges to promote antiracism in related curriculum (e.g. technical training, mathematics skills, etc.); manage/provide requirements necessary to complete updates to curriculum workflow system; pursue grant and other community funding to support the development and implementation of anti-racist curriculum, and to boost participation of underrepresented populations; define and obtain alignment on goals and measures associated with form a and form b updates by college and by department; develop tracking reports and dashboards that will be used to track progress of cpa across the university, with drill down capabilities by college, program and department.

Action 1.1.2A: Faculty fellows should be compensated with 3 units of reassigned time during each semester of the AY as well as 1 unit compensation during Summer 2022 [after ensuring this approach would work for 12-month faculty]. This Faculty Fellow program should run from AY 2021-2022 until AY 2023-2024.

Action 1.1.2B: For AY2021-2022 a leading administrative role would be created to head implementation of the recommendation. This leader would be supported by two full-time faculty fellow staff for AY21-22. Each college would provide at least one faculty member a course release to be an extended member of the task force. The representatives from each college would support the form A and form B changes that would take place on ALL university classes by AY23-24.



Action 1.1.2C: Request Faculty Senate approve a modification to the Form A & B to include an antiracism field and that Course Leaf modify our Form A & B. These modifications should be proposed by the antiracism faculty fellows in consultation with the Curriculum Policies Chair, Curriculum Subcommittee Chair, and the Dean of Graduate Studies.

Action 1.1.2D: Implement a deadline for existing course (Form A) and program (Form B) changes to address antiracism that requires them to be submitted to curriculum workflow by the end of AY 2023-2024.

Objective 1.2: Create support for curriculum revision and development that integrates course topics through the lens of applications toward anti-racism.

Action 1.2.1: Action items related to faculty professional development.

Action 1.2.1A: Develop or adopt an existing rubric for evaluating curriculum, pedagogy, and assessment on dimensions of antiracism, equity, and inclusion.

Action 1.2.1B: Develop learning outcomes for faculty on antiracism and equity, in the context of their disciplines.

Action 1.2.1C: Provide faculty with a list of antiracism tools, such as syllabi review tools, to implement curriculum, pedagogy and assessment updates.

Action 1.2.1D: Create opportunities and incentives for faculty in different fields to propose new courses on cross-cultural and cross-racial education.

Action 1.2.1E: Initiate a community of practice focused on enabling antiracism and inclusive practices, with administrative support and a dedicated individual, and initial design/start up funded by the University.

Action 1.2.1E.i: The overarching committee manages the repository of tools/resources for faculty. Potential repository infrastructure and software could use existing library repository or Canvas.

Action 1.2.1F: There is training at the departmental level via the chairs committee on the University dashboard for DFW rates and underrepresented populations.

Objective 1.3: Sufficient resources, such as release time, stipends, and money for library collections, are provided to university antiracism work, for both the overarching committee and college-level work, so that those efforts are recognized as relevant pedagogical and scholarly work and are sustainable.



VI. Antiracism Learning and Literacy

GOAL 1: INCREASE PROMOTION AND VISIBILITY OF UNIVERSITY ANTIRACISM EFFORTS.

Objective 1.1: Create quarterly newsletters highlighting and describing diversity, equity, inclusion, and belonging programs, research, and initiatives operating on campus.

Action 1.1.1: Designate resources to hire staff person in IE to implement.

- Metrics: Measured by production (timeliness and page views/clicks). Crowdsourced. Sharing what is already happening. Relevant news. Current events.
- Implementation: IE and University Communications - New Media. 1 year (short-term). Newsletter will launch by beginning of spring 2022 semester at the latest.
- Accountability: Having this as a job requirement, and therefore as part of the Evaluation of the person in this position, will ensure accountability.

Action 1.1.2: Draft position description.

- Implementation: 1-year, short term.

Action 1.1.3: Hire staff person in IE to implement.

- Implementation: 1-year, short term.

Objective 1.2: Campus Diversity and Inclusion (landing page) website developed as a resource and tool for information about campus antiracism and inclusion efforts and actions.

Action 1.2.1: Designate resources to hire staff person in IE to implement. Provide incentives for campus community to participate in efforts and actions.

- Metrics: Measured by pageviews, site visits, clicks on links. Measured by number of participants.
- Implementation: IE and University Communications. Media Coordinator. 1 year (short-term). Website is up currently but needs content. Med term - continuous updates.
- Accountability: Job description and evaluation.

Action 1.2.2: Draft position description for position - responsibility for website articulated in job description for responsible staff person.

- Implementation: 1-year, short term.

Action 1.2.3: Hire staff person in IE to implement.

- Implementation: 1-year, short term.



Objective 1.3: Antiracism Learning and Literacy Institutional Network will have a web presence documenting their operations and resources.

Action 1.3.1: Designate resources to hire staff person in IE to implement ALL IN (Institutional Network) Coordinator.

- Metrics: Measured by pageviews, site visits, clicks on links, and Network participant surveys.
- Implementation: ALL IN Coordinator position created in Inclusive Excellence.
- Accountability: Job description and evaluation.

Action 1.3.2. Draft position description for position - responsibility for website articulated in job description for responsible staff person.

- Accountability: Job description and evaluation.

Action 1.3.3: Hire staff person in IE to implement - ALL IN Coordinator.

GOAL 2: ESTABLISH ANTIRACISM CAMPUS ONBOARDING AND ANNUAL PROCEDURES/ CONTENT FOR UNIVERSITY STAFF AND STUDENTS.

Objective 2.1: Develop and deliver an antiracism module as part of required orientation for new employees.

Action 2.1.1: As a part of required orientation, all new and returning employees will participate in an antiracism learning module.

- Metrics: Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation.
- Implementation: IE will design and provide general guidance (base parameters). College / Division Deans ensure implementation, monitoring, and updates. Design and initiate within one year, with ongoing implementation.
- Accountability: Annual evaluation of effectiveness.

Action 2.1.2: As a part of required annual updates, all current employees will participate in an antiracism learning module during a regular Division meeting (month TBD for university-wide consistency and to provide opportunity for enhanced cabinet level discussions - annual report out from Deans).

- Metrics: Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation.
- Accountability: Collect data, reevaluate, and redesign.



Objective 2.2: Develop and deliver an antiracism module as part of required orientation for new and transfer students.

Action 2.2.1: As a part of required orientation, all new and returning students will participate in an antiracism learning module provided by ASI in collaboration with counseling and other Universities entities TBD.

- Metrics: Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation.
- Accountability: Collect data, reevaluate, and redesign.

Action 2.2.2: As a part of required annual updates, all students will be presented with opportunities to engage antiracism learning modules and support resources provided by ASI in collaboration with counseling and other Universities entities TBD.

- Metrics: Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation.
- Implementation: Collaboration with Student Excellence and Student Affairs. Offered during Student orientation. Offered during the Annual Updates.
- Accountability: Collect data, reevaluate, and redesign.

Action 2.2.3: Learning modules shall address racism on campus across four primary platforms:

1. Student(s) towards student(s)
 2. Student(s) towards staff or faculty
 3. Staff or faculty towards student(s)
 4. Staff or faculty towards staff or faculty
- Metrics: Evaluation of modules, with evaluation designed for each group and module set. Measure complaints/incidences of bias/prejudice/racist events, with understanding that new programs/trainings create increases. Metrics should be developed in collaboration with appropriate people and departments. Metrics should consider quality and quantity of incidents of bias/prejudice/racism.
 - Implementation: Delegate team to design modules (team must reflect diversity - including staff and students of protected class). Delegate/train and fund person(s) responsible for implementation and annual evaluation of effectiveness. Delegate/train and fund person(s) responsible for implementation and annual evaluation of effectiveness. Delegate/train and fund person(s) responsible for implementation and annual evaluation of effectiveness. Short term: Hire and fund appropriate people. Collection baseline incident numbers, design tools and evaluation. Med term: Design training modules, get feedback on modules, update modules.



Long term: Determine annual timeline of implementation and evaluation of modules for ongoing consistency and reduction in negative instances. Resolutions of complaints should incorporate Restorative Justice or equivalent framework and make the victim whole, not focused on punishment. Evaluation should be designed in collaboration with Bias Response Director and the Division of Inclusive Excellence.

- **Accountability:** Disaggregated results should be shared with the campus community. Funding should be used to create structure to ensure that the data and information is available to members of the community for the long term and is easy for members of the campus community to locate and access. Records management structures should be utilized.

GOAL 3: ENCOURAGE AND RESOURCE ANTIRACISM PROGRAMMING (ALL IN PROGRAMING).

Objective 3.1: Establish Antiracism Learning & Literacy - Institutional Network (ALL IN) and develop the people and departments that would create the network.

Action 3.1.1: Develop a structure for getting funding and hosting programs that would be part of the ALL IN network.

- **Metrics:** Quantity of proposals submitted (per structure developed) to ALL IN.
- **Implementation:** Facilitated by Division of Inclusive Excellence Resourced and implemented in every division. Hire people to start the ALL IN program, at least one director, one coordinator (whose positions would be permanent) and multiple fellows (first steps). Empower those hires to build a larger campus network that is dedicated to this work (med) Fund and empower this network to continue work between community stakeholders.
- **Accountability:** Job description and evaluation of the people hired.

Action 3.2.2: Survey developed by ALL IN committee (or subcommittee).

- **Metrics:** survey responses from the programs supported by ALL IN.
- **Implementation:** ALL IN survey provided to campus to understand awareness of work/ programming, ALL IN survey for people/groups doing programs supported by ALL IN about working with ALL IN. Survey data should be collected throughout the timeline, as it will be critical for the ALL IN program to ensure they are meeting the needs of the campus and providing adequate support. ALL IN will need to be supported in turn to meet any identified needs.
- **Accountability:** Survey results will indicate how well ALL IN is responding to the needs of the campus.
- **Metrics:** quantity of programs that actually occurred supported by ALL IN.
- **Metrics:** % increase over baseline (needs to be set) in funding (budget or philanthropic) dedicated to ALL IN.



Objective 3.2: ALL IN Grants to support Antiracism Programming on Campus (One World and UEI model).

Action 3.2.1: Direct budget resources to underwrite programming. Ensure adequate funding to support multiple students, faculty, and staff grants, with equitable rewards given to the various groups based on application numbers. A wide range of funding sizes will be needed. (Suggest similar to One World/UEI model, grants from \$500-\$10,000).

- Metrics: Number of proposals submitted/funded by ALL IN. Range of programming supported by the grants. Diversity of grant recipients.
- Implementation: Offices of Research, Innovation & Economic Development (OREID) partnership to ensure that all members of the campus have the assistance and training to apply for the grants. Coordinator will implement recruitment for committee that awards the grants, committee should be comprised of representative campus members [comprising students, faculty, and staff, and prioritizing historically underrepresented groups]. *Elisa Chohan could help with implementation w/ divisions/departments/colleges. Coordinator creates structure, training developed for grant award committee members, development of requirements and creation of standards for grants (short term). Recruitment and training for people on campus to be aware of the grants (med term). Ideally, at least one grant award in the first year.
- Accountability: Grants awarded, composition of grant award committees, diversity of grant recipients. Success, based on submitted evaluation materials, of projects funding by grants.

Action 3.2.2: Create communications strategy around that structure: Do we compel? How do we advertise? (Radio station, list serves, public affairs, etc.).

- Metrics: Amount of dollars (increase over time).

Action 3.2.3. Designate as a fundraising goal by the President's office.

Action 3.2.4. Prioritize university fundraising (individual, foundation grants, corporate) efforts to support learning activities, grants to campus partners, etc.

Objective 2.3: University will encourage and host ALL IN Convenings, Colloquiums, Luncheons, Screenings, Symposiums

Action 2.3.1: Compile a list of current programs that regularly bring in guests – guest lectures, workshops, etc., add to this to create a well-rounded set of events that are editable, so we do not need to make a new list from scratch every year.

- Metrics: Number of participants.
- Implementation: IE, support from Organizational Learning & Development, University Events, and every college and unit on campus. Within one year to coordinate cohesive plans; ongoing.

Action 2.3.2. Establish a committee with funding to organize these events annually.

- Metrics: Evaluation survey of participants to evaluate effectiveness.
- Metrics: Quantity of learning activities.



VII. Impact of and on the Sacramento Region

GOAL 1: STUDENTS, FACULTY AND STAFF RECOGNIZE THEY ARE PART OF LARGER COMMUNITY(IES) AND GAIN AN AWARENESS OF UNDERREPRESENTED GROUPS, IDEOLOGIES AND CULTURES AND THEIR HISTORIES IN THE REGION TOWARDS ENGAGING IN MUTUALLY BENEFICIAL PARTNERSHIPS THAT ADVANCES ANTI-RACISM.

Objective 1.1: Build relationships and have open interactions about the campus/regional history and oppression.

Action 1.1.1: Work with community organizations, Sacramento State students, partners to develop stories, content, information to share about the history of the region.

- Metrics:
 - Interactions.
 - Engagement, participation.
 - Sacramento State admissions.
 - Collaborations with the community partners.
 - Retention rates -Graduation rates.
 - Student leaderships engagement.
 - Climate survey and/or exit survey to see if there is a link between student success and interactions with community.
 - Number of student assistants linked to community outreach efforts.
 - Number of student clubs and organizations with links to community.
 - Number of resources regarding history of the region (perhaps these can be catalogued by the library).
- Implementation:
 - Community organizations should likely be a mix of historical and Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities-led community organizations.
 - Shared process between groups.
 - Potential community partners: Sac NAACP, Black Chamber of Commerce, Brown Issues, Improve Your Tomorrow, Project Optimism, ImpactSac, HealthEd council. University: University archive and University communications.
 - Potential funding within internal Sacramento State grants - for example, can the new anchor grant program by the university foundation include this as a category of funding?



- Partnership with Inclusive Excellence Committee on Diversity and Equity Anchor University Alumni Association chapters and student organizations.
- Monthly meetings with community partners.
- Create events on Sacramento State campus that speaks on Historical oppression (Keynote speaker, art gallery, appreciation night).
- *Note: Consider using art galleries, murals, public spaces to feature content and stories. Consider current vehicles on campus. Green and gold series feature local speaker, current events for students run through the union; faculty orientation. Funding mechanisms are articulated in Goal 3.*

Action 1.1.2 Introduce a variety of methods to access conversations regarding practices, norms, and protocols surrounding race and our campus (continue current climate survey type tools but mix with more participatory practices).

- Metrics: Interviews or surveys; consider admissions meetings.
- Implementation:
 - Department of Communications, Inclusive Excellence, Ethnic Studies, interested community partners.
 - Campus units could discuss community partners.
- *Note: The methods will vary depending on what is effective with target audience. Participatory means community-based participatory research, participatory action research, photovoice processes.*

Action 1.1.3: Institute training programs in order to raise awareness about local/regional histories, cultural oppression and liberation, and recognize biases.

- Metrics:
 - Need annual holistic program evaluation, interviews with participants.
 - Sacramento State students, faculty and staff report that they feel connected to Sacramento region and are aware of the multiple histories of the region as they relate to local communities, including Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities.
- Implementation: Local chapters of affinity groups, the library.
- Accountability: How might people be held accountable to their actions/behavior once they have had the training? Use power structures. Make it part of UARTP policies. Tie new lines for departments to benchmarks faculty set for anti-racism, etc.
- *Note: There is mixed evidence that anti-bias programs work. Focus on those that are found to be effective. One suggested training: Undoing Racism workshop facilitated by the People's Institute for Survival & Beyond (PISAB). Uplift the archives from the University Library.*



Action 1.1.4: Develop trainings in partnership with community organizations, groups, students from communities.

- Metrics: Engagement, participation, interaction.
- Implementation: Potential partner – Center for Teaching and Learning, creating PLC/FLCs for faculty and staff, student orientation leaders for potential/prospective students; Short term - creation of PLC/FLCs to address anti-racism within the curriculum that is offered.
- *Note: These trainings should be open to potential/prospective students as well. Engage newly admitted students.*

Action 1.1.5: New faculty, staff, student orientation include learning about and building connections with the Sacramento region.

- Metrics: Engagement, participation, interaction Sacramento State students, faculty and staff report that they feel connected to Sacramento region and are aware of the multiple histories of the region as they relate to local communities, including Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized community members.
- Implementation: Potential partner - HR, College Deans, Directors of existing Affinity Centers on campus; Short term - forums for how to begin and implement now.
- *Note: Include information on affinity groups.*

Objective 1.2: Herstories/histories and perspectives are broadly representative and reflect the narratives of the region.

Action 1.2.1: Ensure art and learning artifacts around campus are reflective of diverse populations.

- Metrics: Sacramento State students, faculty and staff report that they feel connected to Sacramento region and are aware of the multiple histories of the region as they relate to local communities, including Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities. Local communities report engagement with Sacramento State.
- Implementation: Collaboration with the local government and districts about supporting the reflection of narratives of the region. Collaboration with community organizers on implemented the concept to the city. The relevant entity on campus who oversees outdoor and public art on campus as well as maintenance of those spaces (this may be operations?). Short Term Goal - contact community organizers to set up planning committee to visual get the action in place for the region. Medium Goal - have events that reflect the narratives of the region on a quarter system. Long Term Goal - having a continues conversation, events, and meetings that ensure that we are reflect the diversity of the city.



Action 1.2.2: Host gatherings to represent and reflect the narratives of the region, focusing on antiracism and storytelling, sharing of perspectives.

- **Metrics:** Oral story telling events with local communities.
 - Sacramento State students, faculty and staff report that they feel connected to Sacramento region and are aware of the multiple histories of the region as they relate to local communities, including Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized community members.
 - Local communities report engagement with Sacramento State.
 - Community partners report that they are aware of anti-racism, report feeling engaged in mutually beneficial way.
- **Implementation:** College of Arts and Letters, specific faculty across the university. This could be from disciplines like History, Art, Psychology (community psychology), Ethnic Studies. Short term, holding first gathering by the end of 2021.

Action 1.2.3: Oral story telling projects with local communities.

Objective 1.3: Document how Sacramento State has played a role in perpetuating racism and oppression in region.

Action 1.3.1: Examine the impact of Sacramento State on local community, particularly the role the University has played and plays in perpetuating racism and oppression.

- **Metrics:** Measure how students feel about their presence on campus? How are the local community members interacting with the campus? Measure the enrollment rates of local students applying to Sacramento State.
- **Implementation:** Anchor University Advisory Council; Short term - creation of charge; Medium term - report on the impact.

GOAL 2: CAMPUS-COMMUNITY PARTNERSHIPS ARE DEFINED AND GUIDED BY PRINCIPLES OF CO-CREATION AND RECIPROCITY TO ACHIEVE EQUITY AND JUSTICE.

Objective 2.1: Strategic and intentional collaboration with community to further develop knowledge and resource exchange.

Action 2.1.1: Regularly assess how community members interact with our campus and regularly solicit feedback from the community on what do they need from campus.

- **Metrics:** Increased number of community members attending campus events, both in person and virtual; gather info from registration process; increased number of campus members attending community events, both in person and virtual; information on students enrolled in SL/ AI courses is captured using CEC Connect/S4.
- **Implementation:** Anchor University Advisory Committee; event organizers can be asked to include demographic information in registration process; short term: create a central



mechanism for campus to report community engagement activities (currently CEC connect captures course-based community engagement, but mechanisms are needed for student affairs and non-course academic community engagement).

- **Accountability:** Increase marketing of events to campus and community; assess and reassess process.
- **Notes: Encourage intercommunication between UEI, Campus, ASI and other entities to share information regarding engaging community. Build from process currently in Student Affairs to capture information across entities - include community engagement numbers in reporting.*

Action 2.1.2: Regularly assess and solicit feedback from students on community-campus events, guest speakers from the community.

- Use social media.
- Create assessment matrix/template to share across campus.
- UNIQUE may already have a process for this.
- **Metrics:** Increase social media use; create assessment matrix/template to share across campus.
- **Implementation:** Partner with student organizations (e.g., UNIQUE). (Short Term).

Action 2.1.3: Creation of a community-engagement review board to review SL/IA agreements to be sure they are not deficit framed and include anti-racism; also review research that is within local community.

- **Metrics:** Language is inclusive and empowering.
- **Implementation:** Review Board. (Medium Term).
- **Accountability:** Make changes to partnership agreements or adjustments to relationship with community partner.

Objective 2.2: Alignment of institutional values with community values via public (campus) documents, resources and activities.

Action 2.2.1: Hold healing dialogues with those adversely impacted by policing, other issues, with scholars, police & community members doing inclusive work.

- **Metrics:** Frequency of dialogue events; attendance at dialogue events; assessments at the conclusion of events.
- **Implementation:** Trained racial healing professionals, IE, colleges/departments; as needed, when world or community events dictate.

Action 2.2.2: Institute and support intentional hiring practices:

- Require diversity statements from candidates.



- Recommend/mandate/provide resources for committees to be publicizing in spaces in their field with Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized scholars (e.g., Society for Research on Child Development as Black, Chicanx/Latinx, LGBTQ and Asian American and Pacific Islander causes; we would send calls to those chairs and send to listserv).
- Consider call to include explicit language regarding anti-racism.
- Create required and preferred qualifications that reflect anti-racism (e.g., in social science fields may be - conducts research that does not promote deficit framing of communities).
- Consider diversity advocates as part of hiring committees.
- Consider call to include explicit language regarding community engagement and anti-racism.
- Consider including community input and feedback during the interview process, feedback from the community (e.g., partners from related fields) can provide expertise/impact on community.
- **Metrics:** Potentially add a metric for staff hiring, since most staff come from the region. Consider requiring diversity statements from staff candidates too, not just for faculty hiring; first metric could say, “Require diversity statements from all job candidates (faculty and staff).” Potentially add a metric for faculty hiring that requires job postings to include information about the Sacramento region.
- **Implementation:** HR, HR training and helping with faculty hiring committees, external searches, administrative searches; short and mid-term, existing language/practices enacted.
- **Notes: Community input, include feedback for interviews from community (e.g., partners from related fields for diverse pool of input give feedback to hiring committee). Regarding the Fellows, question about whether this is better suited for an APG - we understand there may be overlap but given this committee underscores the university’s commitment to the region and we expect staff and faculty to be engaged with the community, we think this is an important action. These new staff and faculty need to know how to engage the community in anti-racist ways.*

Action 2.2.3: Procurements and services contracts are with Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized community members and women-owned local businesses.

- **Metrics:** Numbers of Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities-owned & women-minority-owned businesses with procurement and service contracts (would be good to get current number, compare to local population and then set targets) Specifically solicit RFPs from Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities-owned



and women-owned local businesses via calls marketed to organizations (e.g., Asian American or Hispanic Chambers of Commerce).

- **Implementation:** Procurement and Contract Services. (Short term).

Action 2.2.4: Create department/college level descriptions of diversity statements (for new faculty, staff, admin) - what are the policies, supports in place for community-campus collaboration.

- **Metrics:** *Number of departments and colleges who have:*
 - Created a diversity statement (including community input and review).
 - Posted it publicly on website.
 - Incorporated statements into hiring materials shared with candidates.
 - Created process for regular revision and affirmation/commitment.
- **Implementation:** Departments/colleges. Start now with expectation to complete within two years, even if it's a living, evolving statement.
- **Note:** *Community incorporated as part of process, community input/focus groups.*

Objective 2.3: More time/effort showing/teaching our students how to be involved in the community.

Action 2.3.1: Provide paid opportunities to students to be involved in the community.

- **Metrics:** Increased number of students participating in IA/SL or other experiential learning opportunities.
- **Implementation:** Community Engagement Center (CEC). (Medium-term).
- **Accountability:** Marketing to increase number of employers willing to pay students for internships. Utilize other funding mechanisms (Sac State give, Fed work study).
- **Note:** *Career Center plays role in paid internship opportunities (not for credit).*

Action 2.3.2: Departments/Colleges/University interrogate/assess how their service-learning, academic internships and/or experiential learning opportunities reinforce about knowledge and who owns knowledge as well as how they perpetuate racist, cultural, and colonial logic (or alternatively, how they dismantle racism or colonialism) and make program revisions.

- **Metrics:** Increased number of departments requiring reflective component as part of the SL/ AI experience (e.g., question prompts on antiracism incorporated into final reflective paper, or questionnaire on experiences with the community organization that probes issues relating to antiracism).
- **Implementation:** CEC. Short-term: audit and assessment. Medium-term: creation of best practices for program changes, implementation of program changes. Long-term: program evaluation.
- **Accountability:** If CEC does not currently have capacity to steward this action, hire staff with specific qualifications to support program assessment and implement program changes.



Action 2.3.3: Examine and expand student access to community-based learning and internships regardless of race or cost to students.

- **Metrics:** Increased number of students participating in IA/SL or other experiential learning opportunities -increase in resources dedicated to expanding access.
- **Implementation:** CEC, Career Center, Departments (as needed). Year 1/short-term: examine and identify needs. Year 2/medium-term: expand, develop, and dedicate resources (multiple sources). Beginning of year 3: share out and market new opportunities to students.

Action 2.3.4: Create a stable funding source/mechanism and administrative support for the creation of courses that address local/regional issues that are co-taught by community members.

- **Metrics:** Increased use of course numbers for experimental or special topics classes.
- **Implementation:** Departments, HR, Campus Curriculum Committee. (Long term.)
- *Note In alignment with the Anchor University Advisory Council (AUAC) efforts. There may be best practices or an existing model to build upon (a potential starting point).*

Objective 2.4: Break down boundaries and remove barriers for campus and community members to access/connect with each other.

Action 2.4.1: Create one-stop shop for community members to connect to campus and for campus to connect to community, to include:

- Central email (e.g., email address anchor@csus.edu).
- Connect campus calendars/info to other community sources (e.g., City of Sacramento).
- Share campus calendar with community partners to expand where/how people access info on campus events.
- **Metrics:** Creation of central Office that can unite Anchor University and antiracism efforts Use of conventions to organize information (e.g., central and easy to remember email address, curation of event calendars).
- **Implementation:** AUAC, Campus Media: Anchor University effort could be responsible for compiling different calendars, bridging silos; New Central office personnel. (Medium term.)
- **Accountability:** Devote adequate resources to the new central office.

Action 2.4.2: Create a new group/committee to design and plan regular gatherings to connect groups across campus to network, learn, collaborate, grow, share best practices in the realm of antiracism in community-campus partnerships. Establish ongoing support network and forum.

- **Metrics:** Community partners report that they are active participants in addressing equity at Sacramento State/region through Sacramento State's work Increase in number of community-campus partnerships. Increase in students participating in service-learning.



- **Implementation:** Comprised of CEC, Alumni Association, bring together all the stakeholders; Cabinet, community organizations, student organizations. Model of shared leadership and rotating co-conveners of gatherings. Year 1: Form group/committee, establish guidelines for facilitating/co-convening. Year 2: Start quarterly gatherings.
- *Note: Quarterly check-ins for community care paired with larger events. Support network, ongoing forum. Gatherings would be organized by theme.*

Action 2.4.3: Have community members who reflect the student body participate in decision-making spaces on campus (e.g., Board of UEI, community advisory boards, community IRBs, expanding beyond existing power brokers).

- Metrics:
 - Community partners report that they are active participants in addressing equity at Sacramento State/region through Sacramento State's work.
 - Community partner agreements (SL/IA agreements) include a wide array of partners, including those led by Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized individuals within local communities.
- **Implementation:** Board of UEI, community advisory boards, community IRBs. Expanding beyond existing power brokers. Short-term: examine current makeup of boards and identify measures to increase representation to reflect student body. Medium-term: engage and solicit community members to participate.

GOAL 3: CAMPUS RESOURCE ALLOCATION FOR COMMUNITY ENGAGEMENT/ PARTNERSHIPS IS EQUITABLE.

Objective 3.1: Regular application of resource allocation assessments feedback and funding to ensure funding requests are responsive to principles of equity.

Action 3.1.1: Conduct honest and regular assessments of inequities (both internal and external).

- **Metrics:** Budgets measured by how they will meet the campus' or grant's goals or anticipated accountability measures, etc. (e.g., how will funding support diversity and inclusion priorities.) How does budget support diverse suppliers and how transparent is data made to the campus?
- **Implementation:** University Budget Advisory Committee (UBAC), Grant Selection Committees (e.g., ASI Student Employment, Instructionally Related Activities (IRA), UEI Campus Grants etc.), Short-term implementation. Immediate and on-going action. Do first before 3.1.3.
- **Accountability:** Short-term implementation. Immediate and on-going action. Do first before 3.1.3.
- *Note: Transparency about university resources, and how the funding was spent, shared at townhall meetings, open to students, community members.*



Action 3.1.2: Based on assessment of inequities: Increase funding for community engagement, especially on the topics of anti-racism, inclusivity, restorative justice. Provide resources to support community-based research by faculty & students on community-identified issues.

- **Metrics:** Total number/percentage of funding based on topics of anti-racism, community engagement. Potential: total efforts to provide training and total resources to support research to identify and minimize inequities/address other community-identified issues.
- **Implementation:** Internal university grant/funding mechanism such as RCA, PEA that can integrate community engagement and anti-racism as funding criteria within their grants. Individual funding entities on campus: UBAC, UEI, ASI. Campus needs a research team who compile which community members are interested in being partners and what they would like to do to understand how to gauge funding. PART 1: Who? PART 2: Professional Learning Group Committee could take the lead on overseeing this charge. Medium-Long-term implementation process. PART 1: Actively researching for 6-12 months with implementation rolling out after sufficient data is captured. PART 2: PLG Committee could use existing data and expand pool based on the campus-wide APG data to shift their programming to meet the needs of community-based research on campus.
- **Accountability:** These actions could go either way. Either way the next wave involves college responsibility for community identified issues. If the PLG Committee is successful, then they will become the model for how other colleges on campus continue this work. If they are unsuccessful, then each college will have the freedom to establish their own structure in an effort to use trial and error to determine best methods moving forward.

Action 3.1.3: Provide support for ground-up groups alongside administration-backed groups (e.g. CRISJ).

- **Metrics:** Increase total number/percentage of resources to support community partners that advocate for historically disadvantaged groups.
- **Implementation:** Grants and mini-grants. Alumni Association, potentially. Medium-term, after 3.1.3. On-going action.
- **Accountability:** When mark is missed, then the Inclusive Excellence Division of the campus can partner with, oversee, or take over the lead with this action item.
- **Note:** *This is tied to 3.1.3 - if there is a regular assessment of funding that reveals that some groups and initiatives receive disproportionately low funding on campus then increase the funding. Specifically, we anticipate that faculty, student and staff- based initiatives that address issues of equity (“ground-up groups”) receive less funding than established initiatives on campus. This action would aim to increase funding to those entities. Perhaps we can rephrase the action to “Increase support for faculty, staff and/or student driven equity initiatives” or “Examine equity programs across the university and increase support to those faculty, staff, and student-driven initiatives relative to institutional initiatives.”*



Action 3.1.4: Assessing external contractors for alignment with antiracism principles.

- Metrics: Potential: add section to contracts and procurements how a contractor defines and implements anti-racism principles.
- Implementation: Partner - Social Justice Institute. Medium-term implementation once contracts and training have been solidified.
- Accountability: Contractors would contribute to antiracism through the work they complete on the campus per the clauses that are built into their contracts and participatory training.

Action 3.1.5: Review guidelines/criteria for budget decisions and develop a set of anti-racist and inclusive principles to evaluate resource allocation decisions.

- Metrics: Develop rubrics and scoring methodologies to assign points to anti-racist criteria for budgets across the pre-defined indicators, criteria, etc.
- Implementation: Partner: The Budget Office, UEI, ASI, University Budget Advisory Committee; Implemented Spring 2022, on-going once started. Implementation will also parallel that of 3.1.4.
- Accountability: Need to be transparent about budget process; provide information about budget in places where student access info (e.g., social media).

Objective 3.2: Examine and expand who is involved in and makes decisions about resource allocation.

Action 3.2.1: Decentralize decision making to include direct student and community dialogue in resource allocation conversations.

- Metrics: Inventory budget decision making ecosystem, which is made of various actors, tasks, structures, technology etc. How can budget decisions better involve students?
- Potential metrics:
 - Longer involvement of students, retention (not just cycling through all the time).
 - See student involvement in all aspects of resourcing processes, not just final decisions.
 - Through surveys, interviews and other ways of gathering information, we can gradually involve students belonging to minority groups and get their take on specific issues/problems facing our community and the best way to organize and allocate the resources by involving in positive interactions. This can begin as a short-term goal or objective, to get students onboard before expanding its reach into other areas.
- Implementation: (potential) University Budget Advisory Committee, other budget decision structures. ASI, Board, Administrative Council, President's Cabinet? Implemented to align with the existing term limits of the existing committees.
- Accountability: Students (or staff or faculty) could nominate/self-nominate for consideration, serving two-year terms, to provide long enough time for students to familiarize with the funding



and resources on campus? At UC Davis, there was a Chancellor's Undergraduate Board and a Graduate Board; you had to apply to be a member of the board and there was a selection process. Terms were for two years, and you met directly with the Chancellor and the Provost, in addition to meeting with additional administrative groups making decisions on campus. This was separate from student government. The students on these boards (graduate and undergraduate alike) brought issues and problems to the attention of campus leadership, developed and fielded student surveys and focus groups, synthesized findings, presented findings to campus leadership, designed new policy, gave feedback on changes, and were able to respond to events on campus/community that concerned students.

- *Note: Create a community member position for the University Budget Advisory Committee. Currently, there is a Federal Work Study experiment underway – there may be opportunity to expand to include these types of paid opportunities for students. Compensation for students is critical. Look at model from UC Davis (student boards; student-run, independent). Create student boards modeled off of UC Davis Undergraduate Student Board and Graduate Student Board. Would students be elected, appointed, or selected by the board? Different formats for contribution, held at different times or different modalities.*

Action 3.2.2: Include local communities, indigenous groups, local students from Sacramento State and Placer Community College in the Placer property project that is supported with a targeted fund.

- Metrics: (potential) Evidence of inclusion of local communities, indigenous groups and students in project.
- Implementation: (potential) Administration and Business Affairs/Master Plan developers; Surveys and focus groups gathering information on project indicate demographic information where possible.
- Accountability: The data needs to demonstrate evidence of diversity and inclusion increases on campus. When the data does not show this, then a position needs to be created within Administration and Business Affairs that focuses on how data is captured and how data is reflected in the ongoing antiracist work on campus.



APG Recommendations – Initial Categorization

Individual goals (or areas of change) are listed under each category. Each goal's corresponding APG is noted by the following abbreviations:

- **M&A** (Mattering and Affirmation)
- **IC** (Institutional Commitment)
- **ERSB** (Encounters with Racial Stress & Bias)
- **ALL** (Antiracism Learning & Literacy)
- **ACPA** (Antiracism Curriculum, Pedagogy & Assessment)
- **ISR** (Impact of and on the Sacramento Region)
- **CRIE** (Cross-racial and Inclusive Engagement)

**Where applicable, some APG goals may appear under more than one theme.

Recommendations Category 1: Create institutional structures and supports for anti-racism work on an ongoing basis.

- Transform the institutional culture and commit to antiracism and inclusion (IC);
- Proactively dismantle and eradicate oppressive systems and structures (M&A);
- Dedicate financial resources to support antiracism work (M&A);
- Incorporate and prioritize antiracism and inclusion within campus infrastructure (physical and virtual) to foster continual intersectional and interdisciplinary dialogue, brave spaces, and inclusive spaces (CRIE);**
- Create structures to build an antiracist community (prevention) (ERSB);
- Provide support systems to address/reduce racial stress and bias (response), including mental health resources (ERSB);
 - “Trauma from racial bias incidents does not receive adequate recognition or counseling, which compounds the health impacts of the initial experience and perpetuates the cycle of harm” (from Appendix I.2.2 - ERSB Areas of Change).
- Educate and elevate antiracism and inclusion by integrating it into a campus wide culture of exploration, learning, growth, and reconciliation outside the classroom (CRIE);**
- Encourage and resource antiracism programming, e.g. ALL IN (Antiracism Learning & Literacy – Institutional Network) (ALL);
- Ensure that campus resource allocation for community engagement/partnerships is equitable (ISR).

Recommendations Category 2: Augment hiring, professional development and community-wide training with an antiracist and inclusive focus.



- Review hiring practices (ERSB):
 - “It is unclear whether our current hiring practices are effective in recruiting, hiring and retaining diversity at the university” (from Appendix I.2.2 - ERSB Areas of Change);
- Establish antiracism campus onboarding and annual procedures/content for university staff and students (ALL);
- Educate and elevate antiracism and inclusion (A&I) by integrating it into a campus wide culture of exploration, learning, growth, and reconciliation outside the classroom (CRIE).**
- Promote cross cultural understanding of multiple ethnic groups (CRIE);**
- Build cultural competency (ERSB);
 - “Too many people feel ill equipped to prevent or address racial bias, and those from marginalized groups bear the burden of training others to be effective allies” (from Appendix I.2.2- ERSB Areas of Change).

Recommendations Category 3: Develop an antiracist pedagogy and assessment system that transcends discipline.

- Ensure that curriculum, pedagogy, and assessment is antiracist: from the perspective of Black, Indigenous, Chicana/Latina, Asian American and Pacific Islander, and other racially minoritized people, fully integrating their epistemologies in an intersectional way that centers and values students’ different ways of knowing (ACPA);
- Focus on curriculum development/reflecting the diversity of our society in teaching practices (ERSB);
 - There is currently a lack of guidance and support to help ensure that courses are designed to help prevent and reduce discrimination across all disciplines (from Appendix I.2.2 - ERSB Areas of Change).

Recommendations Category 4: Prioritize and resource community engagement/outreach efforts around antiracism, inclusion, and belonging.

- Incorporate and prioritize antiracism and inclusion within campus infrastructure (physical and virtual) to foster continual intersectional and interdisciplinary dialogue, brave spaces, and inclusive spaces (CRIE);**
- Promote cross cultural understanding of multiple ethnic groups (CRIE);**
 - Opportunities for people of different cultural groups to interact personally in positive and constructive ways are inadequate for building a strong sense of shared values and community (from Appendix I.2.2 - ERSB Areas of Change);
- Help students, faculty, and staff recognize they are part of larger community(ies) and gain an



awareness of underrepresented groups, ideologies, cultures and their histories in the region toward engaging in mutually beneficial partnerships that advance antiracism (ISR);

- Ensure campus-community partnerships are defined and guided by principles of co-creation and reciprocity to achieve equity and justice (ISR);
- Ensure that campus resource allocation for community engagement/partnerships is equitable (ISR).**

Recommendations Category 5: Demonstrate commitment to antiracism and inclusivity through clear and comprehensive campus communication.

- Increase promotion and visibility of university antiracism efforts (ALL);
- Improve campus transparency and communication (ERSB);
 - Official news of both positive initiatives and hurtful incidents is too slow and sparse to prevent damage from gossip and speculation, which create further damage and perpetuate racial strife (from Appendix 1.2.2 - ERSB Areas of Change);
- Affirm and represent the Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities across the Sacramento State campus and community (MA).