

Antiracism and Inclusive Campus Plan

Spring 2021



SACRAMENTO STATE
Redefine the Possible



AUTHORS

Planning Fellows

| | | |
|-----------------------|---------------------|-----------------------------------------------------------------------------------|
| Bernard Brown | Assistant Professor | College of Arts & Letters, Theatre & Dance Department |
| Nicole Deutsch | Graduate student | College of Education |
| Jasmine Owens | Student | College of Social Sciences & Interdisciplinary Studies, Environmental Studies |
| Elvia Ramirez | Professor | College of Social Sciences & Interdisciplinary Studies, Ethnic Studies Department |
| Ting-Hui Wu | Student | College of Natural Sciences and Mathematics |

Executive Sponsor

| | | |
|----------------------------|------------------------------------------------------------------|----------------------------------|
| Diana Tate Vermeire | Vice President for Inclusive Excellence, Chief Diversity Officer | Division of Inclusive Excellence |
|----------------------------|------------------------------------------------------------------|----------------------------------|

Action Planning Group Members

Antiracism Curriculum, Pedagogy, and Assessment

| | | |
|---------------------------|-----------------------------------------------------|----------------------------------------------------------|
| Angela Clark-Oates | Assistant Professor and Writing Program Coordinator | Department of English, College of Arts and Letters |
| Daina Dickman | Scholarly Communication Librarian | University Library |
| Alma Flores | Assistant Professor | Undergraduate Studies in Education, College of Education |
| Nikos Lazaridis | Professor | History, College of Arts & Letters |
| Susan Nakaoka | Assistant Professor | Division of Social Work |



| | | |
|------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Talin Shamun Darbrudy | Graduate student | Division of Social Work |
| Alexzandra Simon | Graduate student | History, College of Arts & Letters |
| Lynn Tashiro | Professor | Center for Teaching and Learning |
| Joseph Taylor | Associate Professor and Chair, Department of Information Systems and Business Analytics | College of Business |
| Julie Fogarty | Associate Professor | Dept. of Civil Engineering, College of Engineering & Computer Science |

Antiracism Learning and Literacy

| | | |
|---------------------------|----------------------------------------------|--------------------------------------------------------------------------------------|
| Philip Akutsu | Professor | College of Social Sciences & Inter-disciplinary Studies, Psychology Department |
| Susan Colley-Monk | Risk Management Analyst | Risk Management Services |
| Suzie Dollesin | Lecturer | Teaching Credentials Branch, College of Education |
| Lora Hollingsworth | Director of Planned Giving | University Development |
| John Johnson | Director of Inclusive Excellence learning | Division of Inclusive Excellence |
| Nassrine Nouredine | Associate Professor | College of Health and Human Services, School of Nursing |
| Vanessa Orozco | Graduate Student | Master's in Public Policy and Administration |
| Joanna Price | Technology Support Coordinator | Information Resources & Technology |
| Rachel Stark | Health Sciences Librarian | University Library |
| Kimberlee Walker | Program Coordinator | College of Continuing Education |
| Vajra Watson | Faculty Director, EDD | College of Education |



Cross-racial and Inclusive Engagement

| | | |
|---------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Seham Aldafari | Student | College of Natural Science and Mathematics |
| Danielle Cochran | Student | College of Education, Child & Adolescent Development; ASI Student Government |
| Ann Drea Collins | Student | |
| Nicki Croly | Director, Student Organizations & Leadership | Student Affairs |
| Jasmine De Alba | Counselor | Student Affairs, Student Health & Counseling Services |
| Amy Kautzman | Dean & Director, University Library | Academic Affairs |
| Clarissa Laguardia | Graduate student | Master's in Public Policy and Administration |
| Marietess Masulit | Program Coordinator, Lecturer | Full Circle Project/Career Center, College of Social Sciences and Interdisciplinary Studies; Ethnic Studies Department |
| Sujatha Moni | Department Chair, Women's Studies; Professor of Women's Studies | College of Social Sciences & Interdisciplinary Studies |
| Jenna Paulk | Student Athlete Admissions & Retention Coordinator | Student Affairs |
| Annette Reed | Chair, Department of Ethnic Studies; Professor of Ethnic Studies and Native American Studies | College of Social Sciences & Interdisciplinary Studies |
| Melanie Saeck | Administrative Support Coordinator II | Gerontology Department, College of Social Sciences & Interdisciplinary Studies |



Encounters with Racial Stress and Bias

| | | |
|--------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------|
| Corinne Jones | Administrative Assistant III | Associated Students, Inc – Student Government |
| Mackenzie Martin | Senior Employee & Labor Relations Analyst | Administration & Business Affairs, Human Resources |
| Michael Mink | Professor | College of Health & Human Services, Department of Public Health |
| Carlotta Moore | Program Coordinator | Office of Graduate Studies, McNair Scholars and Graduate Diversity Programs |
| Dan Okada | Professor | College of Health & Human Services, Criminal Justice |
| Aishah Patterson | Assistant Professor | College of Health & Human Services, Communication Sciences & Disorders |
| Sharon Rucker | Payroll Manager | University Enterprises, Inc. |
| Raul Tadle | Assistant Professor | College of Social Sciences & Interdisciplinary Studies/Economics Department |
| Mary Lee Vance | Director of Services for Students with Disabilities | Student Affairs |
| Ivan Zarate Rosas | Graduate Student | |

Impact of and on the Sacramento Region

| | | |
|--------------------------------|---------------------------------------------|------------------------------------------------------|
| Mary Breunig | Assistant Professor | Recreation, Parks & Tourism Administration |
| Kevin Ferreira van Leer | Assistant Professor & Fieldwork Coordinator | College of Education, Child & Adolescent Development |
| Sarah Laird | Student Employment Coordinator | Human Resources |



| | | |
|-------------------------------|---------------------------------------------|---------------------------------------------------------------------------|
| Nicole Manker | Adjunct Dance Lecturer | Department of Theatre & Dance |
| Christine Miller | Interim Vice Provost for Strategic Services | Academic Affairs |
| Melissa Repa | Director | Career Center |
| Jabran Ul Islam Khan | Student/Program Technician II (CSAC) | College of Social Sciences & Interdisciplinary Studies |
| Kristina Flores Victor | Assistant Professor | College of Social Sciences & Interdisciplinary Studies, Political Science |
| Kaifa Yates | Outreach Coordinator | MLK Center |

Institutional Commitment

| | | |
|--------------------------|-----------------------------------|------------------------------------------------------------------------|
| Saray Ayala-Lopez | Assistant Professor | Philosophy Department |
| Rommel Cortez | Administrative Support Assistant | Mathematics & Statistics |
| Viridiana Diaz | Associate Vice President | Strategic Diversity Initiatives, Student Affairs |
| Tim Fong | Professor | Ethnic Studies Department |
| Amber Gonzalez | Associate Professor | Child and Adolescent Development, College of Education |
| Serafina Johnson | Student | |
| Todd Migliaccio | Chair, Professor | Sociology, College of Social Sciences & Interdisciplinary Studies |
| Rheena Munoz | Administrative Analyst/Specialist | First Year Experience Program, Undergraduate Studies |
| Ántonia Peigahi | Director | Policy and Records Management |
| Michele Vincent | Staff ASL Interpreter | American Sign Language & Deaf Studies Department, College of Education |



Mattering and Affirmation

| | | |
|------------------------|--------------------------------------------------------|--------------------------------------------------------------|
| Sagan Bachtold | Administrative Analyst/Specialist | Administration and Business Affairs |
| Adam Dowrie | Assistant Director for Programming and Staff Selection | University Housing Services |
| Margaret Hwang | Chief of Operations | Administration and Business Affairs |
| Andrea Moore | Associate Professor/Director | Ethnic Studies Department/Cooper-Woodson Enhancement College |
| Shan Mukhtar | Director, Faculty Diversity & Inclusion | Division of Inclusive Excellence |
| Troy Nichols | Adjunct Professor | Recreation, Parks, & Tourism Administration |
| Corinne Rowland | Universal Design for Learning Lead | Information Resources & Technology |
| Rusty Slabinski | Personnel & Business Analyst | Student Affairs |
| Maureen Smith | Professor | Kinesiology, College of Health & Human Services |
| Ebony Williams | Assistant Professor | Graduate and Professional Studies, College of Education |



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Division of Inclusive Excellence

Emily Robinson

College of Continuing Education

Conferences, Trainings, and Organizational Development

Deborah L. Hunt, PhD, Director

Ariel Ambruster, Facilitator

Tomi Amundsen, Junior Conference Planner

Cynthia Chase, LCSW, Facilitator

Alex Cole-Weiss, Facilitator

Penelope G. Dane, PhD, Project Manager

Tony Easter, Graphic Designer

Shannon Ebler, MA, Accessibility Editor

Scott Holliday, Graphic Designer

Austin McInery, Facilitator

Mindy Meyer, Facilitator

Christina Murillo-Barrick, Facilitator

Simon Russell, Research Assistant

Carragh Taylor-Hunt, Senior Conference Planner

Julia Van-Horn, Facilitator

Mary Winterlin-Benjamin, Junior Conference Planner



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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 determinant.
- 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: BACKGROUND AND HISTORY



To introduce our work toward an antiracism and inclusive campus, this section will provide a broad overview of the background, history, and how we arrived at this current moment as a nation, a city, and a campus community. This context foregrounds historical and recent political events to lay a foundation on which we can build.

If the civil rights movement began as soon as the first enslaved African was brought to, what we now call, the United States in 1619, reaching its powerful and impactful zenith in the mid-20th century, then the

Black Lives Matter Movement is its logical extension and evolution - including more voices, using broader strategies. Landmark legal cases like *Plessy v. Ferguson* (1896), *Mendez v. Westminster* (1946), and *Brown v. Board of Education* (1954) were aimed at rectifying social and behavioral actions with legal, structural change. *Plessy v. Ferguson* (1896) made the notion of “separate but equal into law,” cementing this notion in the collective consciousness of our nation. *Mendez v. Westminster* (1946) represented the first successful constitutional challenge to school segregation and helped pave the way for *Brown v. Board of Education* (1954), which called for the desegregation of schools nationwide and declared establishing new segregated school unlawful – tying the ruling to the 14th amendment. Though the laws changed, behaviors did not. We see evidence of this when the National Association for the Advancement of Colored People (NAACP) initiated the integration of Central High School in Little Rock, AR with nine African American students (1957). The Little Rock Nine, as they were called, were met with mobs. The federal government stepped in; the National Guard were called to intervene. Additionally, the general sense of belonging for historically marginalized groups did not increase with those legal adjustments.

With the Donald Trump administration, following the historic Barack Obama presidency, there was a marked rise in white nationalism. The Trump administration fanned the flames of hate and racism through policy and rhetoric. In turn, this evidenced emboldened groups who threatened the well-being of Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other historically marginalized groups. Though attacks on property went down during this time, hate crimes against people took a sharp increase. Racist hate crimes against Latinxs, such as the massacre in El Paso, Texas, and the mass shooting at the Gilroy Garlic Festival in 2019, increased substantially during Trump’s presidency. Also, during that time there was a rise in Antisemitic and Anti-Muslim hate crimes, namely the mass shooting at Tree of Life Synagogue (Pittsburgh) and the attack on a beach-going Muslim family in South Padre Island, Texas. In addition, civilian violent activity, like the videotaped killing of Ahmaud Arbery in 2020, has escalated and harkened back to the 2012 fatal



shooting of Trayvon Martin (age 17) by George Zimmerman. Black Lives Matter (BLM) was formed as a result of Trayvon Martin's unnecessary death and Zimmerman's unjust acquittal, and BLM now has chapters across the globe.

Police brutality has been a mainstay in American society. This longstanding practice evidences racialized violence toward communities of color, especially Black, Indigenous, and Chicanx/Latinx communities. Nationwide attention has been given to the police-enacted murder of men, women, and children. All loss of life is noteworthy. In 1991, Rodney King was beaten brutally by four Los Angeles police officers. Despite the video of the beating, the criminal trial did not result in convictions. The acquittals ignited riots across the city, causing citywide curfews and a National Guard presence. With the rise of personal access to recording devices, more of these videos have surfaced. Mainstream media covered an increasing number of videos showing police and Black and Brown people they have murdered – at playgrounds (Tamir Rice), eating ice cream (Botham Jean), sitting in a car in front of their house (Mario Romero), walking in their neighborhood (Adam Toledo), and even sleeping in bed (Breonna Taylor).

California has a history that can mimic the national trends. According to a 2016 Sacramento Bee news article (“The facts about police shootings in California: Black, white, and Latino”), most (43%) of those killed by California law enforcement officers from 2006-2015 were Latinx, followed by whites (30%) and Blacks (20%). However, Blacks were killed at a disproportionate rate. More recent data from the California Department of Justice reveal that, in 2019, 48.1% of those killed by police were Latinx, 28.4% were white, and 17.3% were Black. Recently, local citizen Stephon Clark was killed by Sacramento officers in his grandparent's South Sacramento backyard. The officers involved were never charged.

The novel coronavirus, known as COVID-19, changed our society in 2020. Dual pandemics, COVID-19 coupled with racism, created the condition for a national reckoning with systemic injustice. Moving from 2020 into 2021, we saw a decrease in gun violence and a distinct rise in hate crimes against Asians and Asian Americans. Elderly people in metropolitan centers like San Francisco and New York were attacked. Six women of Asian descent were murdered in Atlanta in March 2021. George Floyd was murdered in broad daylight under the knee of Derek Chauvin for 9 minutes and 29 seconds. His death – captured on a video taken by 17-year-old Darnella Frazier – was viewed by hundreds of millions and sparked massive, worldwide protests. April 20, 2021, marked the day when Chauvin, now a former Minneapolis police officer, was convicted of killing Floyd on three charges: manslaughter, 2nd degree murder, and 3rd degree murder. This guilty conviction was hard fought, hard won. With an extensive amount of video footage alongside expert and eyewitness testimony, there was national attention, but a considerable level of doubt that the prosecution would claim victory in this case. This doubt comes from decades, centuries of unjust rulings and lack of accountability in our systems of justice and governing and a general lack of regard for the humanity of racially minoritized individuals, specifically and pointedly Black, Indigenous, and Chicanx/Latinx people. This doubt is laid bare as structural. While the guilty conviction of one officer is a victory, it is not justice. It can be seen



as a step toward progress. People are demanding reform and restructuring of our systems. Our work in this area must begin at home, at Sacramento State.

California state-funded education, particularly university campuses, are sites that receive inconsistent budgetary resources. The State budgets are made annually, generally with a short timeline. (https://www.senate.ca.gov/sites/senate.ca.gov/files/the_budget_process.pdf) With that, multi-year planning is challenging to do, which hinders work such as the Sacramento State Antiracism and Inclusive Campus Plan. There are also policies that work against inclusion, belonging, and antiracism. Proposition 209 (1996) ultimately eliminated “state and local government affirmative action programs in the areas of public employment, public education, and public contracting to the extent these programs involve ‘preferential treatment’ based on race, sex, color, ethnicity, or national origin. The specific programs affected by the measure, however, would depend on such factors as (1) court rulings on what types of activities are considered ‘preferential treatment’ and (2) whether federal law requires the continuation of certain programs. The measure provides exceptions to the ban on preferential treatment when necessary for specified reasons.” This policy decreases access to education, resources, and a sense of belonging and inclusivity for Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized individuals.

Being proud of our diverse campus, Sacramento State must acknowledge the great deal of work needed to transform our campus community to one that is antiracist and fully inclusive. As of Fall 2020, the current population at Sacramento State includes students that identify as Hispanic/Latinx (11,004), White (8,045), Asian American (5,976), Black (1,918), Two or More Races (1,845), Unknown (1,180), Pacific Islander (278) and American Indian (73). (<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/enrollment.html>). The faculty offers a different set of statistics. There are 1,817 Sacramento State faculty members; of which 1,122 are White, 234 are Asian American and Pacific Islander, 137 are Chicanx/Latinx, 86 are African American, 22 are Multiracial, 17 are American Indian while 199 are Other/Unreported, as of Fall 2020. (<https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/faculty-staff-hr.html>). Even as we use panethnic labels to describe student and faculty demographics on campus, the authors of the Plan feel it is important to acknowledge that panethnic labels can minimize internal diversity and stratification and otherwise homogenize what are incredibly diverse ethnic groups. It should also be noted that the categories by which the data is disaggregated are not consistent across University dashboards (e.g., Asian American and Pacific Islander are separated in the student enrollment dashboard while they are combined on the Faculty Profile).

The campus is the second most diverse campus in the western United States (US News and World Report, 2021). Diversity in and of itself does not equate to a sense of belonging or feeling fully integrated into a community. In September 2018, Associate Professor Dr. David Moore had armed campus police called on him by a colleague. With little response from the University, Dr. Moore’s story was chronicled in Mother Jones. (<https://www.motherjones.com/politics/2020/12/black-professor-colleague-called-cops-david-moore-sacramento-state-racial-bias-academia/>) Our community



members should reflect our values on and off the physical campus. Associate Professor Tim Ford's wife is on video hurling racial slurs at their neighbors, as documented in the Sacramento Bee, May 2020, days before the nation-wide protests sparked by the murders of George Floyd and Breonna Taylor.

As an anchor institution for our region, Sacramento State "must reckon with its own history, structures, practices, and policies in order to move us closer to the antiracism and inclusive campus that we aspire to be" as shared by University President Robert Nelsen from an email May 30, 2020. President Nelsen also stated:

"In consultation with the President's Cabinet, the Faculty Senate, the Deans, the University Staff Assembly, and Student Affairs, we will be pursuing the following actions:

- Develop an anti-racism campus plan
- Despite budget cuts, strategically invest in centers, programs, the Division of Inclusive Excellence, and other areas that already are doing this work on our campus — the budget cuts must not stop their work,
- Identify funding to hire an ombudsperson or advocate within the Division of Inclusive Excellence for people experiencing racism and bias on our campus,
- Support faculty and departments in building anti-racist curriculum and anti-bias pedagogy,
- Provide training, development, and learning opportunities for white community members to learn about actions they can take to fight racism and how they benefit from a racist system,
- Increase advocacy and partnership with the City of Sacramento and law enforcement to change the way our communities are policed,
- Pursue and provide ongoing learning and training about white allyship and our responsibilities to fight racism and bias wherever we see it,
- Support the efforts of the Division of Inclusive Excellence to create a bias-reporting tool to better track and address issues of racism or bias on campus, and,
- Examine our policies and processes to create anti-racist and inclusive practices."

Actionable planning to eliminate racism, increased inclusion, and integration requires community support and resources. Sacramento State has a host of centers and affinity groups for diversity, equity and a sense of inclusion. The campus has had a Diversity Task Force offer a final report and recommendations to the University. Founding the Office of Equity, Diversity, and Inclusion in Fall 2016, making it a division in May 2019, and outfitting our campus with a University Diversity Officer and staff also demonstrated institutional commitment to Diversity, Equity, and Inclusion. Fall 2020, Sacramento State held a convocation focused on collective action toward becoming an antiracist campus. This is the beginning of transformative institutional efforts.



SECTION 3: MISSION AND VISION

Vision

Sacramento State's Antiracism and Inclusive Plan envisions a future of belonging and **visibility** for staff, students, and faculty. This framework is committed to establishing change that is seen and felt by everyone. It is important to acknowledge both the historical shortcomings and the absence of **transparency** for the **underrepresented populations** on campus. Work of this caliber should be **progressive** and **authentic** as time goes on, but so will Sacramento State's authentic efforts to change as well.

Sacramento State's Antiracism and Inclusive Plan Framework sets a foundational approach for standards to be upheld by everyone on campus. As one member of an Action Planning Group (APG) shared: "Having these conversations [about racism] says you do care. People want me to tell them about how they should act and what they should do so people will believe they care. You want people to see you care, but you should care, you should care all the time, not when something terrible has just happened. It is not obvious to everybody. You have to identify it is not just people of color who have to work, everyone has to take it on. Not just those who are victimized. It is not enough; we need everyone's power. We need to make everyone see it is their problem. Stress on one is stress on all, show people it is in their best interest to do something."²



Visibility: The understanding and appreciation of all diversity that is embodied by the Sacramento State population.

Transparency: Disrupting silos and moving forward as a collective unit towards antiracism.

Underrepresented populations: Marginalized groups (Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities) and all intersecting identities.³

Progressive: Diverse, and equitable work is continuous and so will Sacramento State's efforts to be inclusive.

Authentic: Non-performative and genuine commitment towards necessary equitable change.

² Encounters with Racial Stress and Bias APG, "Why Racial Stress and Bias Matter." March 19, 2021

³ See Section 5: Common Language/Concepts/Definitions



Mission

Sacramento State strives to be an antiracism and inclusive campus in which all individuals – especially those who identify as Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and racially minoritized – matter, and for whom the environment and culture is affirming.

We seek to ensure that inclusion is apparent throughout the entire physical and virtual campus, policies, and curriculum, and is also reflected in its smaller spaces, such as classes within each field of study, office and public spaces, departments, and especially the feelings and emotions from our interpersonal relationships among our campus community.



SECTION 4: METHODOLOGY AND PROCESS



Introduction

This section will describe how the Administration, including the President, the President's Cabinet, and the Division of Inclusive Excellence (IE), collaborated with stakeholders from throughout the University community to bring the mission and vision outlined above to fruition. Included in this discussion is an account of the local and national events leading up to the University's decision to create the Antiracism and Inclusive Campus Plan and how the framework was

subsequently designed. This methodological outline continues with an overview of how the stakeholders were approached and recruited for participation, and how each core process group carried out its roles and responsibilities. Specifically, it describes the process undertaken to create plan recommendations for each of seven main content areas identified as essential to the plan framework and offers an overview of how resources and data included in the Final Plan were collected, analyzed, and synthesized. Finally, a summarized, general timeline of events is included. (A complete chronological listing of all process group meetings can be found in the Appendices section as Appendix K.)

Plan Conception

In spring of 2018, an unarmed 22-year-old Black man was shot and killed by Sacramento Police officers in his grandmother's backyard. The death of Stephon Clark reverberated through our community, and the impact of that trauma continues to be felt in the absence of justice. In March 2019, the Sacramento District Attorney announced that no charges would be filed against the officers who shot and killed Stephon Clark. Sacramento State prepared for and responded to the DA's announcement. Students marched. Healing spaces were coordinated. Retail shops were shut down. Laws regarding police use of force were ultimately changed. But there was clearly more work to be done.

During the spring semester of 2019, in addition to responding to the pain and needs of our community in the wake of the DA's decision, Sacramento State also conducted a student climate study. Sacramento State was 1 of just 21 campuses selected for participation in the National Assessment of Collegiate Campus Climates (also known as "The NACCC"). The NACCC is a web-based undergraduate student survey administered by the University of Southern California's Race and Equity Center and designed to focus specifically on the campus racial climate. More than 6,000 Sacramento State students provided responses to questions about their perception of the campus climate and their experiences on and off campus.



Results from the NACCC were provided to the campus near the end of the Fall 2019 semester and were organized around six content areas: Mattering and Affirmation, Cross-racial Engagement, Racial Learning and Literacy, Encounters with Racial Stress, Appraisals of Institutional Commitment, and Impact of External Environment. Sacramento State data from the NACCC revealed significant and troubling disparities in the experiences of racially minoritized students relative to white students. Black student respondents, in particular, found the campus to be a far less welcoming environment when compared with the responses from their white peers.

In the spring of 2020, efforts were underway by the Division of Inclusive Excellence to broadly and more actively share the NACCC results with the campus community and solicit feedback from stakeholders. Those efforts were derailed midway through the semester by the emergence of COVID-19 pandemic and the urgent need to pivot campus operations and ensure community health and safety. As we approached the final weeks of the Spring 2020 semester, on May 1st an online video featuring a Sacramento State professor and his wife went viral. The video contained an anti-Black racial slur and generated considerable community harm. A virtual university town hall was held on May 19th to address the significance and impact of the video. Adwoa Akyianu, the President of the Sacramento State Black Student Union, was present at the town hall and shared that her community “is done accepting apologies.” Akyianu described the inequitable dynamics operating for minoritized students at Sacramento State, noting that “For every moment that I have to address my community, for every meeting that [I] have to organize and be in, is every moment that my white counterparts were studying for finals, every moment that they could dedicate to their academic success that we don’t get the privilege to.” Akyianu was clear; she wants her apologies in actions.

In the weeks following the town hall, video capturing the insidious weaponization of white privilege by Amy Cooper in New York’s Central Park went viral, there was increased national media attention to the killings of Ahmaud Arbery and Breonna Taylor, and on May 26th many around the world saw the video of a Minneapolis police officer callously take George Floyd’s life by kneeling on his neck for 9 minutes and 26 seconds. On May 30th, President Nelsen issued a statement to all members of the campus community (Appendix A). His heartfelt and empathetic message acknowledged the community’s pain, the need for change, and the call for action. In the May 30th SACSEND, President Nelsen shared, “In consultation with the President’s Cabinet, the Faculty Senate, the Deans, the University Staff Assembly, and Student Affairs” a number of actions would be pursued, the first of which was the development of an antiracism campus plan.

On September 21, 2020, a message from the President’s Cabinet was distributed to the campus community (Appendix B). The message announced the launch of the Antiracism and Inclusive Campus Planning process and invited students, staff, faculty, and administrators to apply to serve on one of several planning groups. The Cabinet’s SACSEND also indicated that the planning process would be supported by up to four Planning Fellows (this number later increased to six) and that students, faculty, or staff interested in serving as a fellow could apply for consideration. The announcement provided a link to an online form that students, staff, and administrators could use to apply to participate in one of the



planning groups (there was a separate process for faculty applicants) and a link to a common Planning Fellows application. The message also included a link to the University's Diversity and Inclusion landing page where they could find a detailed framework for the plan (Appendix C). The framework made it clear that the Antiracism and Inclusive Campus Plan would be developed through a collective planning process that would occur over the 2020-21 academic year with a final campus plan expected by the end of Spring 2021. The planning process was designed to be broadly inclusive of our entire campus community, while also centering the voices and perspectives of the most impacted communities.

The Antiracism and Inclusive Campus Plan Framework set out to “provide a comprehensive look at the various ways in which our campus must commit itself to antiracism and inclusion, from curriculum and pedagogy, to physical environment, to policy and practice” (Appendix C.2). The plan was to be drafted primarily by members of the campus community who applied for, and were selected to serve on, one of seven APGs. Individuals serving on these groups would also be responsible for developing and implementing the various mechanisms by which feedback, input, and ideas to be included in the plan were solicited from the campus as a whole.

Those interested in applying to the planning groups completed an online application (Appendix D) that included questions about their availability for the process, interests, relevant experience, and role on campus. Completed applications from interested staff and students were reviewed by members of the President's Cabinet in late September and early October. Applicants were assigned to APGs according to their self-reported and ranked interest in the seven content areas (i.e. APGs) and in a way that tried to strike a balance with the number of staff, faculty, and students serving on each group.

Each APG was designed to include representation from across campus and had predetermined guidelines for compositional diversity (no more than 4 Staff, 4 Faculty, 4 Students, and 2 Administrators). The Antiracism Curriculum, Pedagogy, and Assessment APG was the only exception and was designed to ensure that faculty and students from each of the seven academic colleges and the university library were represented. The Curriculum, Pedagogy, and Assessment APG also included a Graduate Coordinator, Graduate Student, and a representative from the College of Continuing Education.

Faculty interested in serving on one of the APGs submitted a statement of interest that was reviewed by the Executive Committee of the Faculty Senate (Senate Exec). Senate Exec made recommendations for APG appointments based on provided statements, which were subsequently approved by the full Faculty Senate.

The Planning process began with 89 participants, but attrition occurred over time with 78 participants remaining as of May 2021. The reasons for attrition were varied, including changing jobs and leaving Sacramento State, inability to commit the required time, individuals feeling as if they could not meaningfully contribute, and reasons that were not disclosed.



Working Processes

Facilitation Support

The process to develop the Antiracism and Inclusive Campus Plan was designed, guided, and supported by a facilitation team from the College of Continuing Education (CCE). The facilitation team collaborated with the sponsor, the Division of Inclusive Excellence, and the Antiracism Planning Council to set meeting agendas and pace APG work session activities to achieve the overall goal.

Action Planning Groups

Overview

In developing the Antiracism and Inclusive Campus Plan framework, the President's Cabinet had identified a variety of potential goals and strategies as a means of further illustrating or defining the seven content areas mentioned above. As part of creating the final plan, each of the seven APGs worked to further define their respective content areas within the provided framework, and identified specific goals, strategies, and tactics that Sacramento State should commit itself to and implement as we work to become an antiracism and inclusive campus. This content development process was undertaken through research and discussion in group and based on feedback obtained from campus stakeholders with which APG members might liaise. Input from the larger campus community had been mandated in the Sept. 22, 2020, framework document, but the challenges of social distancing and time constraints for delivering the Final Plan prohibited gathering this data during the planning process (for more on this, see Recommendations). Committee co-chairs communicated each group's goals, objectives, and strategies for achieving them to the Planning Council for review, discussion, and feedback. These goals and strategies were also shared with others on campus at the local or department level as a resource to aid in action planning consistent with the framework. The following sections supply more detail on the form this work took, as well as a general timeline of the process.

Orientation, Plenary, and Co-chair Selection

Among the APGs, committee work commenced on Nov. 6, 2020, with an initial orientation to ensure all individuals serving as part of the planning process had a shared understanding of goals, language, and deliverables. The meeting was conducted over Zoom and opened with a welcome from President Robert Nelsen and Vice President Diana Tate Vermeire from Inclusive Excellence (IE). Representatives from CCE facilitated the meeting, and results from the NACCC report were shared to offer context and guidance for the process moving forward.

At the next Zoom meeting in December, each APG selected two co-chairs, whose role would be to represent the voice of the APG and to work collaboratively with the facilitators to move the work forward. Individuals wishing to serve as co-chair had to be able to assume added responsibilities related to the work of the APG and ensure it was completed by the deliverable dates. Although both co-chairs served as leaders and facilitators for their group, one had primary responsibility for facilitating the group and its work, while the other had the additional responsibility of being the liaison to and member of the Antiracism Planning Council and would need to attend those meetings as well



as the APG plenaries. More information about the selection process for, and desired qualifications of, APG co-chairs can be found in the Antiracism and Inclusive Campus Plan Action Planning Group Co-Chair Selection Process document (Appendix E).

Brainstorming, Crowdsourcing

Monthly APG meetings continued on Zoom, consisting of both time in plenary and focused working time in break-out rooms for individual APGs to identify group needs for success, including resources and shared norms. Throughout the planning process, committees met every three to four weeks for several hours, with additional meetings calendared by the group as needed. Early on during this time committees also reviewed their mission and vision statements as they had been defined in the initial framework document, revising them as needed per group consensus. Within this conceptual framework, group members proceeded to consider and prioritize content area goals. Once identified, APG members derived from these goals more detailed working objectives, and further, specified those action steps needed to bring these objectives and goals to fruition. To build in organizational accountability, APG members also added metrics for measuring progress toward these goals.

This process was supported in a few ways. Some APGs brought in information from other similar campus planning efforts or other universities to inform the group, but this was not centrally coordinated or required of the groups. All APG planners received the Planning Fellows feedback relevant to their group and facilitators supported each group in considering the feedback and deciding how to proceed with the suggestions made. Finally, each APG was provided with a document offering guiding questions for prioritizing, organizing, and expanding on the content that would ultimately comprise their recommendations. The APGs continued refining these goals and their corresponding elements, eventually naming the top two or three that would be sent for inclusion in the Final Plan. These draft recommendations were presented in March 2021 for review and feedback by the Planning Fellows.

Planning Council

Overview

The Planning Council served as an executive committee and handled creating the comprehensive plan for the University, including overall priority setting within and between content areas, that was subject to agreement and approval by the Cabinet and President, respectively. As part of its work, the Council was responsible for planning and implementing the process for obtaining feedback from the campus community, whether it be via survey, convenings, small group discussions, etc. Additionally, it was tasked with reviewing and providing feedback to the Planning Fellow authors on the initial plan draft. Finally, the Planning Council was responsible for shaping the recommendations to the President's Cabinet and President for an implementation and accountability structure related to the final plan. This was accomplished, in part, by engaging in a comprehensive review process of each APG output. This process is discussed in more detail below.



Structure

The Planning Council was composed of one co-chair from each of the seven APGs whose structure was detailed in an earlier section, as well as the Vice President for IE, and the Planning Fellows hired to support the overall planning process. The Planning Council met for two-hour sessions via Zoom every two to four weeks, beginning in January and continuing through May. A representative from CCE created the meeting agendas and facilitated the meetings.

APG Output Synthesis

In an effort to provide meaningful feedback and additional guidance to the APGs during their recommendations writing process, individual members of the Planning Council, including several of the Planning Fellows, reviewed the APG outputs at two separate intervals during the spring. The first step of this process included the Planning Fellows moving the goals, objectives, and action steps each APG had laid out in an Excel document to a more easily readable Word document template. This template helped guide the synthesis process by including delineated sections that could be filled in and more easily reviewed for content completeness (Appendix H). Once in Word format, each component of the output was critically evaluated using an assessment document created by staff from IE and CCE. The feedback was then returned to the APGs so they could review and integrate any needed changes or additions.

Planning Fellows

Overview

The Planning Fellows were hired by the University to support the overall planning process, including providing logistical and resource support to the APGs. A small group of two faculty, one staff member, and three students served as Planning Fellows. These individuals represented a diverse racial and ethnic cross-section of the university and included faculty from the Ethnic Studies and Theatre and Dance departments, a staff member from Student Affairs, a graduate student from the College of Education, and undergraduates in Humanities and Natural Sciences. The Planning Fellows served on and supported the work of the Planning Council, particularly in the realms of gathering resources and data to inform the work of the APGs in crafting their content-specific recommendations and in visioning a campus engagement plan to be included in the Final Plan. The Planning Fellows participated in the monthly APG and Planning Council Zoom meetings, as well as met independently via Zoom on a weekly basis with the plan's executive sponsor and CCE. Finally, the Planning Fellows were responsible for providing a progress report to the President's Cabinet, which was presented at the Cabinet's Zoom meeting on April 5, 2021. Unfortunately, the staff member who served as a Planning Fellow was not able to continue in the planning process during the spring 2021 semester. It should be noted that attrition of this individual was due – at least in part – to a structural issue whereby staff members are not adequately compensated and/or experience a reduction in workload that allows them to engage in this level of campus service.



Roles & Responsibilities

The Planning Fellows supported the work of the APGs in several ways. In addition to helping create monthly meeting agendas and establish group norms, the Planning Fellows were tasked with maintaining a supportive presence within the various APGs and gathering input about what resources members might require to progress in their planning work. Listening in during APG meetings provided Planning Fellows with an opportunity to identify recurring themes between and among APGs and bring questions and feedback back to plan facilitators in between Council meetings.

Campus Resource Inventory -- A need that was identified early in the planning process was determining what existing campus resources there were to support students from historically marginalized groups. Such an inventory could inform the recommendations process. In approaching this project, the Planning Fellows worked off an existing inventory created by IE, dividing the compilation of campus resources into six main elements:

- **Faculty and Staff**
- **Academic Departments and Research Centers**
- **Students**
- **University-wide**
- **Alumni**
- **Community**

The new document was presented to IE in early February and distributed via email to the APGs on Feb. 18, 2021 with the following: “The DEI Inventory is a working draft that the Fellows plan to revisit this semester to further develop. It is meant to serve as an evolving directory of programs, services, organizations learning centers, events, offices and departments that are active and available to support Sacramento State’s diverse community of students, staff, and faculty.”

The DEI inventory document was uploaded to Teams, in the Resources folder of the General Channel so that all Action Planning Group members could access and read/review the inventory document as needed.

The document was lightly revised in February and early March, per input from IE.

Community Engagement -- The planning mandate included gathering feedback from the larger community as an opportunity to follow up on the 2019 NACCC report and inform plan recommendations. Several ideas emerged out of Planning Fellow conversations around campus engagement, particularly in gaining data to from a wide sample of community members. The NACCC report, while extensive, gathered data only from undergraduates. Appreciating how the remaining campus community – faculty, staff, graduate students, alumni – experienced university life was crucial to understanding what was going well, and where changes were needed. A number of creative ideas, including facilitated listening circles and community hotlines, were considered but ultimately shelved due to the abridged timeline allowed for the planning process.



Qualitative Survey -- The Planning Fellows eventually settled on distributing a qualitative Qualtrics survey to solicit individual narratives. While initially the goal was to survey the entire Sacramento State community in the hopes of tapping voices that had been missed with the NACCC survey, time constraints necessitated surveying a smaller sample group, the members of the APGs and Planning Council. The Planning Fellows thus opted to utilize a purposeful sampling strategy for data collection. In discussion with the Planning Council and plan facilitators, the Planning Fellows identified main survey themes and crafted text for the email that would include the survey link. The survey was sent on March 30, 2021 and closed on April 9, 2021. The results were analyzed using a grounded theory approach that highlighted patterns and themes throughout the narratives. A more detailed discussion of the process involved in creating, distributing, and analyzing the survey is included in Section 6.

Engagement Beyond the Planning Process -- The Planning Fellows were also tapped to generate ideas for programs and activities that would involve the greater campus community in antiracism education and inclusive activities beyond the planning process itself. Each of the seven content areas spoke to a core aspect of campus life and informed the process of developing outreach activities that could engage community members in creative, diverse, and experiential ways. Toward this end, time was devoted to such conversations during Planning Fellows meetings when they resumed following Winter Break. More specific information regarding those ideas is included in Section 8: Campus Engagement Approach.

Drafting the Final Plan -- The general organizational structure for the Final Plan was established by the IE and CCE and communicated to the Planning Council, which worked in small teams to create more detailed section outlines for each area of the plan. These outlines were placed into a document for review and augmentation, if needed. With guidance and support from the IE and CCE, each fellow was tasked with organizing and writing a particular section (or sections, as there were more sections than Planning Fellows) as well as contributing to others. Planning Council members were invited to contribute to writing the sections but were not required to do so.

The first draft was due to the Council on April 19, 2021, was uploaded to Microsoft TEAMS as a public document so members could access it on April 22 and was to be reviewed and feedback offered to the Planning Fellows at the April 30 Council meeting. Events at the April 23 plenary meeting, however, generated significant concerns among some of the planners and Planning Council members, and the April 30 meeting was instead spent in conversation around impact and ideas for how to resolve the issue and move forward. At that same April 30 meeting, Vice President for Inclusive Excellence, Diana Tate Vermeire from IE shared news of her decision to leave her position in late May, which created additional discord and uncertainty about the future of the plan.

Following the April 30 meeting, the Planning Fellows continued drafting the Final Plan, incorporating Planning Council feedback and the APGs' final recommendations, which were made available on April 29. A second, more complete draft was submitted to Planning Council on



May 11, 2021 for review and discussion. Final revisions per decisions made during that meeting were made that following week, and the plan was then previewed by Vice President for Inclusive Excellence, Diana Tate Vermeire from IE prior to her departure on May 21. The Planning Council met a final time on May 25 for a final review.

Timeline

The following timeline offers a general roadmap of the events that impacted or were part of the planning process for the Antiracism and Inclusive Campus Plan.

March 18, 2018 – Stephon Clark is shot and killed by Sacramento Police.

March 2019 – The Sacramento D.A. announces no charges would be filed in the Stephon Clark killing. The Sacramento State community responds to the DA's announcement.

July 28, 2019 – A white supremacist goes on a shooting spree at the Garlic Festival in Gilroy, CA, killing 3 people and wounding 17 others.

August 3, 2019 – A white supremacist targets Mexicans/Mexican Americans in a mass shooting at a Walmart Store in El Paso, Texas, killing 23 people and wounding many others.

August 5, 2019 – President Nelsen sends out a SACSEND message to all members of the campus community in response to the “week of terror” culminating in mass shootings in Dayton, Ohio; Gilroy, CA; and El Paso, Texas. In his message, President Nelsen condemns the violence, notes that the shootings were rooted in “bigotry, racism, and white nationalism,” and expresses commitment to making Sacramento State “a caring campus.”

Spring semester 2019 – More than 6,000 Sacramento State undergraduates take part in the National Assessment of Collegiate Campus Climates (also known as “The NACCC”).

Late Fall semester 2019 – Sacramento State's NACCC results are obtained and shared with the campus community on the Inclusive Excellence website. Results show significant and troubling disparities in the experiences of students of Color relative to white students.

December 2019 – A novel coronavirus (COVID-19) is identified as quickly spreading among the population in Wuhan, China.

Spring Semester 2020 – The Division of Inclusive Excellence moves to more broadly share the NACCC results with the campus community and solicit feedback from stakeholders.

March 11, 2020 – The World Health Organization declares the novel coronavirus outbreak a global pandemic.

March 19, 2020 – Sacramento County Health Department directs all non-essential business to cease in-person operations and all county residents to shelter-in-place. Sacramento State suspends on-campus classes and moves to online instruction. Campus facilities close and staff and faculty are instructed to work remotely to ensure campus community safety.



May 1, 2020 – Online video featuring a Sacramento State professor and his wife and containing an anti-Black slur goes viral.

May 19, 2020 – A virtual university town hall is held to address the video’s significant impact on campus community. Adwoa Akyianu, the President of the Sacramento State Black Student Union, states that her community “is done accepting apologies.”

Late May 2020 – News of Amy Cooper’s Central Park police call goes viral, and media attention to the killings of Ahmaud Arbery and Breonna Taylor intensifies.

May 26, 2020 – George Floyd dies after Minneapolis Police Officer Derek Chauvin kneels on his neck for more than 9 minutes. Video of the killing goes viral, and the country erupts in protests.

May 30, 2020 – President Nelsen issues a statement via email to the campus community, acknowledging the community’s pain in light of local and national race-related events and killings and noting that “as a nation, we often do not value black and brown lives.” In his SACSEND message, President Nelsen outlines the administrative action plan, including the development of an antiracism and inclusive campus plan.

September 21, 2020 – The President’s Cabinet sends message to the campus community announcing the launch of the Antiracism and Inclusive Campus Planning process. Students, staff, faculty, and administrators are invited to apply to participate.

October 2020 – Community applications are reviewed. Appointments to Action Planning Groups are made and participants notified.

November 6, 2020 – Initial orientation and planning meeting is held.

November 2020-April 2021 – APGs, Planning Council and Planning Fellows meet regularly and engage in process to research and craft plan. (For full meeting schedule, by group, see Appendix K). Planning Fellows brainstorm ideas for gathering data from campus community for inclusion in plan, as well as consider recommendations for ongoing campus engagement activities related to plan.

February – April 2021 - APGs draft initial plan recommendations; planning council members offer feedback; revisions are made.

March 2021 – Planning Fellows, in conversation with Planning Council members and IE staff, draft and revise Qualtrics survey and corresponding email to potential participants. Survey will gather individual narratives for inclusion in Final Plan.

March 30, 2021 – Email and Qualtrics survey are sent to APG members, Planning Council and Fellows. Deadline to respond is April 9, 2021.

April 5, 2021 – Planning Fellow representatives present planning process update to President’s Cabinet.



April 2021 – Planning Fellows and Council members write first draft of plan; send to Council for review/revision.

April 2021-May 2021 – Planning Fellows review survey results. Writing and revising process continues in conversation with Planning Council.

May 25, 2021 – Planning Council make final revisions to all sections of Final Plan.



SECTION 5: COMMON LANGUAGE/CONCEPTS/ DEFINITIONS

Having a common language and common understanding of said language is imperative for this vital work. During orientation, the Antiracism and Inclusive Campus Plan participants identified several terms that the group should define. Below is a list of key terms that IE has provided definitions and citations for, augmented by additional terms identified by the Planning Fellows. This is by no means exhaustive, though this list provides a broad coverage of much of the language used in this document and in critical work moving our campus community toward antiracism and inclusivity.

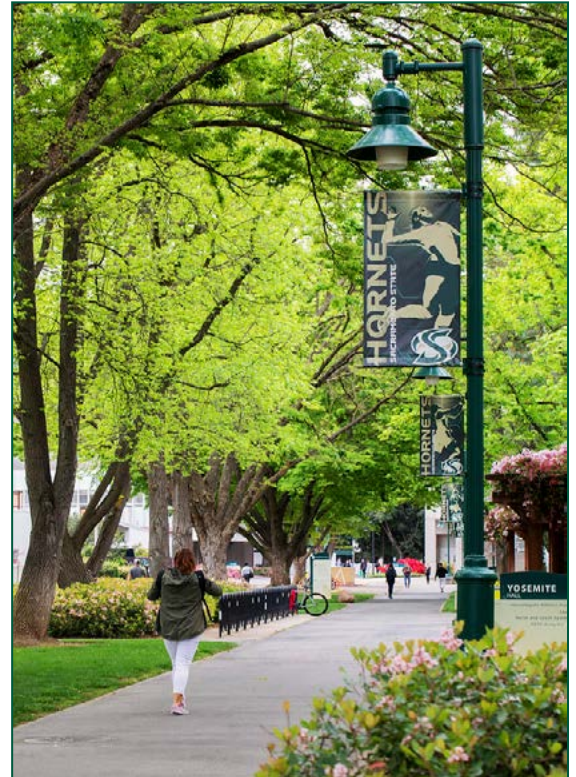
Ableism – systems, practices, spaces and behaviors that express bias or discrimination against people whose bodies work differently from the kinds of bodies that are socially defined by a given society as “normal.”⁴

Accountability – understanding that as our campus transitions into antiracism, the standard created through this framework is to be honored and that the individuals within this campus will take ownership and responsibility for maintaining this standard.

Ally – someone who has privilege based on their identity and positionality in one or more areas, and is a beneficiary of systemic oppression, but chooses to take ongoing action to educate themselves, engage others within their privileged group(s) on issues of bias and inequity, and work in partnership with marginalized communities to dismantle the systems that benefit them in order to redistribute power and resources fairly among all.⁵

Anti-Asian racism – “opposed to or hostile toward the people or culture of Asia.”⁶

Anti-Indigenous racism – “the ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples” in the U.S. and throughout the Americas.⁷



⁴ Wendell, *The Rejected Body: Feminist Philosophical Reflections on Disability*, 1996

⁵ YWCA USA, “10 Things Allies Can Do,” <http://www.ywcahbg.org/sites/default/files/manager/10%20Things%20Allies%20Can%20Do.pdf>

⁶ Merriam-Webster dictionary, <https://www.merriam-webster.com/dictionary/anti-Asian>

⁷ From Toronto District School Board, <https://www.tdsb.on.ca/About-Us/Equity/Glossary-of-Terms>



Anti-Black racism/anti-Blackness – the system of beliefs and practices that attack, erode, and [attempts to] limit the humanity of Black people.⁸

Anti-Latino/a/x racism – the system of beliefs and practices that define Latinos/as/xs as a racial group, denigrate their alleged physical, cultural, and/or social characteristics (such as phenotype, language, immigration/citizenship status, and identity), and perpetuate discrimination and stereotyping against Latinxs.⁹

Antiracism – the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.¹⁰

Bias – unidentified or inaccurately identified traces of experience that cause one to have positive or negative feelings, thoughts, or actions toward others in ways that influence behaviors or decision making. Biases can be contradictory to our explicit, consciously held beliefs.¹¹

Bias or Hate Incident – “acts of prejudice that are not crimes and do not involve violence, threats, or property damage.”¹²

Cisgender – “a term used to call attention to the privilege of people who are not transgender.”¹³

Colorism – the degree to which people assign significance and meaning to skin tone gradients and a powerful collection of racist policies [and practices] that lead to inequities between light people and dark people, supported by racist ideas about light and dark people.¹⁴

Counterstorytelling – “a method of recounting the experiences and perspectives of racially and socially marginalized people. Counterstories reflect on the lived experiences of People of Color to raise critical consciousness about social and racial injustice.”¹⁵

Cultural Humility – a lifelong process of self-reflection and self-critique whereby the individual not only not only practices listening with attention and empathy to learn about another’s culture and experience, but also examines their own beliefs and cultural identities... and how [they] have shaped their experiences, expectations, perceptions, and norms. Cultural humility [is]... an ongoing process defined not as a discrete end point but as a commitment and active engagement in a lifelong process of learning.¹⁶

⁸ Carruthers, *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*, 2018

⁹ Adapted from Cobas, Duany, and Feagin, *How the United States Racializes Latinos: White Hegemony & Its Consequences*, 2009

¹⁰ NAC International Perspectives: Women & Global Solidarity

¹¹ Greenwald and Banaji, “Implicit social cognition: Attitudes, self-esteem, and stereotypes,” 1995

¹² U.S. Department of Justice, <https://www.justice.gov/hatecrimes/learn-about-hate-crimes/chart>

¹³ UCSF Lesbian, Gay, Bisexual, and Transgender Resource Center, <https://lgbt.ucsf.edu/glossary-terms>

¹⁴ Harvey, Tennial & Banks, “The Development and Validation of a Colorism Scale,” 2017 and Kendi, *How to Be an Antiracist*, 2019

¹⁵ Yosso, T., *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline*, 2006

¹⁶ Adapted from Yaeger & Bauer-Wu, 2013 and Tervalon & Murray-Garcia, 1998



Cultural Pluralism – a state of equal co-existence in a mutually supportive relationship within the boundaries or framework of one nation of people of diverse cultures with significantly different patterns of belief, behavior, color, and in many cases with different languages. To achieve cultural pluralism, there must be unity with diversity. Each person must be aware of and secure in their own identity and be willing to extend to others the same respect and rights that they expect to enjoy themselves.¹⁷

Diversity – the presence of social and cultural difference among individuals and groups within an environment, often defined through numerical representation.¹⁸

Equity – the presence of structures and practices that recognize the impact of systemic bias and discrimination, and work to ensure opportunity and fairness for all.¹⁹

Gender expression – all of the external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, grooming, mannerisms, speech patterns and social interactions, often along the lines of race and class. Social or cultural norms can vary widely and some characteristics that may be accepted as masculine, feminine or neutral in one culture may not be assessed similarly in another. A person’s gender expression may not always correspond to their gender identity.²⁰

Gender identity – an individual’s internal sense of their own gender, whether they identify with the gender they were assigned at birth, another gender, or no gender.²¹

Hate crime – “at the federal level, a crime motivated by bias against race, color, religion, national origin, sexual orientation, gender, gender identity, or disability.”²²

Homophobia – “the irrational hatred and fear of LGBTQIA+ people. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred. It occurs on personal, institutional.”²³

Inclusion – the act of individuals with different identities being welcomed, valued, and leveraged within a group or setting.²⁴

Intersectionality – a recognition that people have individual identities which intersect in ways that impact how they are viewed, understood, and treated, and how they view and understand

¹⁷ Stent, Hazard, and Rivlin, *Cultural Pluralism in Education: A Mandate for Change*, 1973

¹⁸ Adapted from a definition by Meg Bolger

¹⁹ Adapted from a definition by Meg Bolger

²⁰ From UC Berkeley Center for Educational Justice and Community Engagement, <https://cejce.berkeley.edu/geneq/resources/lgbtq-resources/definition-terms>

²¹ UC Berkeley Center for Educational Justice and Community Engagement, <https://cejce.berkeley.edu/geneq/resources/lgbtq-resources/definition-terms>

²² U.S. Department of Justice, <https://www.justice.gov/hatecrimes/learn-about-hate-crimes/chart>

²³ UCSF Lesbian, Gay, Bisexual, and Transgender Resource Center, <https://lgbt.ucsf.edu/glossary-terms>

²⁴ Adapted from a definition by Meg Bolger



themselves. Intersectionality offers a way “to account for multiple grounds of identity when considering how the social world is constructed.” It is a prism through which we can view the effects of multiple social identities and forms of discrimination in order to develop nuanced understandings of how racism interacts with patriarchy, heterosexism, ableism, classism, xenophobia to create enmeshed.²⁵

Justice – a process and a goal that envisions full participation of all social identities and groups shaped in a society constructed to meet their needs equitable, where all members of the society are safe from institutional harm and secure within their social, civil, economic, health rights. As an aspirational ideal, a just society is one that is guided by affirmation of our full humanity, our mutual connection to the planet, and our participation in a global community. In practice, justice operates as an advancement of equity, sovereignty, and liberation through the removal of barriers.²⁶

Language discrimination – the practice of limiting or prohibiting the use of any language in the workplace (and/or other settings), including, but not limited to, an English-only rule.²⁷

Microaggressions – “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to the target person or group.”²⁸

Microinvalidations – often unconscious communications that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of marginalized groups.²⁹

Positionality – the ascribed value and differentials in power associated with particular social group identities in a given context and how identity constellations operate to influence how we experience the environment, both in terms of how we are treated and how we act upon others.³⁰

Privilege – unearned right, immunity, or benefit enjoyed simply by virtue of group membership. Privilege exists when one group has something of value that is denied to others simply because of the group(s) to which they belong, rather than because of anything they’ve done or failed to do. Privilege is always at someone else’s expense and always exacts a cost. Everything that’s done to receive or maintain it – however passive and unconscious – results in suffering and deprivation for someone.³¹

²⁵ Crenshaw “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,” 1995; Additional Readings - Interviews with Kimberlé Crenshaw discussing “intersectionality”: <https://www.them.us/story/kimberle-crenshaw-lady-phyll-intersectionality>. See also <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

²⁶ Adams, Bell and Griffin, *Teaching for Diversity and Social Justice 3rd ed.*, 2016

²⁷ Adapted from California’s Fair Employment & Housing Council

²⁸ Sue, Derald W., *Microaggressions in Everyday Life: Race, Gender, and Sexual orientation*, 2010

²⁹ Sue, Derald W., *Microaggressions in Everyday Life: Race, Gender, and Sexual orientation*, 2010

³⁰ Sacramento State Division of Inclusive Excellence

³¹ Johnson, A. G., *Privilege, Power, and Difference*, 2006; Adams, et. al. (eds), *Readings for*



Race – “race” is an externally imposed classification system designed to separate, stratify, and oppress people, created by European colonists and reinforced throughout societal norms and systems. “Race” is an internal self-identification and affiliation based on a positive connection to one or more ethnic or cultural groups, rooted in a shared ancestry, legacy, circumstances and/or experiences.³²

Retention – for students and employees, retention is the active process of the institution to create working or learning conditions that encourage continuous engagement. The National Center for Education Statistics measures retention rates by way of the percentage of first-time undergraduate students who enter the institution during a given fall term and return to the same institution the following fall. While the conditions for students and employees are different (one group pays in, the other is paid out), institutions must take steps to stabilize their workforce and matriculate students. Retention is especially important when the employee possesses unusually high or unique qualifications/competencies, or when an organization has a heightened need for the employee’s services, making their retention essential to institution or unit success.³³

Racism – the set of institutional, cultural, and interpersonal patterns and practices that create advantages for people legally defined and socially constructed as “white,” and corollary disadvantages for racial groups that are not considered white by the dominant power structure.³⁴

Sexuality – also referred to as “Sexual Orientation,” is the aspect of a person’s identity that defines their emotional, romantic and/or sexual attraction to other people. It is separate from gender identity and like gender also exists on a spectrum, meaning that people have both a gender identity and a sexuality and people may experience fluidity in their sexuality.³⁵

Transgender – “someone whose gender identity or expression does not fit (dominant-group social constructs of) assigned birth sex and gender; A gender outside of the man/woman binary; having no gender or multiple genders.”³⁶

Transphobia – “the fear or hatred of transgender people or people who do not meet society’s gender role expectations.”³⁷

Diversity and Social Justice, 4th ed., 2018

³² Sacramento State Division of Inclusive Excellence

³³ U.S. Department of Education, National Center for Education Statistics, 2018 and U.S. Department of Energy Desk Reference on Recruitment and Retention Incentives, 2012

³⁴ Funk, Varghese & Zúñiga, *Readings for Diversity and Social Justice*, 2018

³⁵ From Human Rights Campaign, <https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions> and UC Berkeley Center for Educational Justice and Community Engagement, <https://cejce.berkeley.edu/geneq/resources/lgbtq-resources/definition-terms>

³⁶ UCSF Lesbian, Gay, Bisexual, and Transgender Resource Center, <https://lgbt.ucsf.edu/glossary-terms>

³⁷ UCSF Lesbian, Gay, Bisexual, and Transgender Resource Center, <https://lgbt.ucsf.edu/glossary-terms>



Underrepresented – occurs when the presence or representation of a particular social group or constellation of identities in an organization or institution is significantly lower than their numbers in the population. A group may be underrepresented for several reasons and underrepresentation can alert institutions to possible bias or disruptions in the recruitment process or access pipeline. At Sacramento State, for example, approximately 6% of the student population is classified as Black/African American, while the Black population in Sacramento is roughly twice that size (13.4%). Among the faculty, 7.5% of those among the faculty ranks are classified as Hispanic/Latinx, despite 28% of the Sacramento population and more than 39% of the California population identifying as Hispanic/Latinx.³⁸

White Privilege – “a system of advantage resulting from a legacy of racism benefiting individuals and groups based on the notions of whiteness.”³⁹

White Supremacy – the ideology that white people and the people, ideas, cultures, and systems associated with whiteness or European heritage are “normal” and superior to people, ideas, cultures, and systems associated with Black, Indigenous, Chicana/Latinx, and Asian American and Pacific Islander communities.⁴⁰

³⁸ U.S. Census Bureau, QuickFacts and Sac State Institutional Research, Effectiveness, and Planning) <https://www.census.gov/quickfacts/CA>; <https://www.census.gov/quickfacts/fact/table/sacramentocountycalifornia,sacramentocitycalifornia,CA/PST045219>; <https://www.csus.edu/president/institutional-research-effectiveness-planning/dashboards/faculty-staff-hr.html>

³⁹ Yosso, T., *Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline*, 2006

⁴⁰ Holloway, “Ten Insidious Ways White Supremacy Shows Up in Our Everyday Lives,” 2015, <https://everydayfeminism.com/2015/09/white-supremacy-everyday-life/> and Saad, *Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor*, 2020



SECTION 6: DATA (QUALITATIVE SURVEY)



As noted in Section 4: Methodology and Process, the President’s Cabinet had included in its framework a mandate for acquiring feedback from the community to inform the recommendations that would be included in the Final Plan. Respecting the stated goal in the Sept. 22, 2020 Framework document (Appendix C) that the planning process should aim to center voices from historically marginalized groups and drawing inspiration from the Critical Race Theory’s methodology of Counterstorytelling (Yosso, 2006), the Planning Fellows tasked with gathering this data felt that personal stories could create a level of impact and connection difficult to generate with strictly quantitative data. Ultimately, logistical issues – particularly in terms of such a small, impacted group (the Planning Fellows) having enough time to analyze and synthesize qualitative survey responses for the plan – led to a decision to administer the survey only to the members of

the APGs and Planning Council. Significant time constraints built into the planning process simply prohibited surveying a larger, broader sample.

Given time and resource constraints, Planning Fellows decided to employ a purposive sampling strategy to collect qualitative data. Purposive sampling is a non-probability sampling technique commonly used in the social sciences to obtain data from “information rich” cases that provide critical insight about a particular issue or problem. As active volunteers and participants in the University’s Antiracism and Inclusive Campus planning process, APG and Planning Council members possess valuable insights and experiences that can help inform the University’s adoption of antiracist and inclusive practices, policies, and principles.

Survey Limitations

Using the APG members as a survey sample generated various concerns, both from the administration and planning group members themselves. The total sample population, which included all members of APGs and the Planning Fellows, was relatively small (n=85) and non-representative. Many felt it was important to survey a broader group of the campus community in order to hear from those who may hold different views about both the current campus climate and ideas about how to engage conversations around diversity, equity, and inclusion. Some APG members and co-chairs



echoed the concerns about sample size, cultural taxation, and questioned exactly how the narratives gathered might be utilized in the Final Plan. As APG members not on Planning Council would not have a chance to review the Final Plan drafts, they were uncertain and concerned about how exactly their stories would be used, particularly in connection with specific APG recommendations.

The Planning Council took up the conversation around these questions in March. Individual concerns and questions were shared, along with discussion regarding the value of counterstories to create impact, demonstrate relevance, and inspire action. To address APG member concerns, several survey modifications were made, including allowing respondents to indicate whether their responses could be included in the Final Plan, or were strictly for IE's information. Provisions for anonymity and optional responses to each question had already been built into the survey. Additionally, contact information for campus and other support resources would be provided at the conclusion of the survey.

Survey Results

The purpose of the qualitative survey was to gauge respondents' perceptions of and experiences with racism/antiracism, diversity, equity, and inclusion on campus. Specifically, respondents were asked the following questions:

1. Based on your lived experience, what would an antiracist campus look like for you?
2. Relative to your personal identities, please share a time when you felt seen or respected by members of the campus community.
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.
4. Please share a personal experience while at CSUS that has increased your sense of belonging and/or safety (emotional or physical).
5. Please share a personal experience while at CSUS that has decreased your sense of belonging and/or safety (emotional or physical).
6. Please share a personal experience while at CSUS that has created a barrier to your personal success.
7. Please share a personal experience while at CSUS that has removed a barrier to your personal success.

A total of sixteen (16) APG members responded to the survey; fourteen (14) respondents agreed to have their responses included in the Final Plan. Respondents' answers to the seven questions are outlined below.

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

Overall, respondents felt the key characteristics of an antiracist campus included the following: faculty and staff diversity; diversity in campus leadership; mattering and affirmation; adequate responses to racist/bias incidents on campus; policies and procedures for reporting bias incidents; institutional support for antiracism work; and antiracism/anti-discrimination workshops and courses.



Faculty and Staff Diversity

- *“An antiracist campus is a campus where faculty demographics reflect the diversity of the student body. The lack of faculty diversity—especially among tenured/tenure-track faculty—negatively affects department, college, and campus climates for faculty of color. The lack of faculty diversity also adds to the cultural taxation experienced by faculty of color, especially Latinx faculty. The few Latinx faculty on campus are expected to serve as role models and mentors for Sac State’s incredibly large Latinx student population. This expectation and experience results in cultural taxation and disproportionately higher workloads for Latinx faculty. An antiracist campus would take strong, proactive steps to diversify its faculty.”*
- *“More BIPOC staff.”*
- *“The faculty and staff would resemble the student population, and our surrounding area population.”*
- *“Increase the diversity of staff, faculty and vendors to include people with disabilities in every college/department.”*
- *“Faculty and staff that match the student body.”*
- *“Faculty and staff in leadership positions that represent a diverse student population”.*

Diversity in Campus Leadership

- *“An antiracist campus is also a campus that ensures representation of diverse racial/ethnic groups in campus leadership. For example, an antiracist campus is a campus where you can find a critical mass of African American, Asian American, Latinos/Latinxs, and Native Americans in positions of leadership in Academic Affairs, Administration & Business, Diversity & Inclusion, Information Resources and Tech., the Office of the President, Public Affairs & Advocacy, Student Affairs, UEI, and University Advancement. Currently, there is very little diversity in campus leadership. An antiracist campus would take strong, proactive steps to diversify the leadership ranks on campus. For example, an antiracist campus would ensure that there are Latinx Deans on campus. “*

Mattering and Affirmation

- *“A place where all people are seen as valuable through rather than despite the social and cultural identities and experiences they bring to the campus community. A place where excellence is seen and recognized in all its forms. A place where learning thriving are seen as rights.”*
- *“More visual representations of different cultures.”*
- *“Students would see their lived experiences represented in ALL of our classes, not just in certain majors.”*
- *“There would be a physical space for indigenous people of this land.”*



- *“A campus wide value for open dialogue around peoples own lived experience.”*
- *“Require ASL/CC at all campus wide events and require all events/meetings/gatherings to advertise with accommodation contact language.”*
- *“Provide parents childcare on campus (students/employees).”*
- *“Cultural events, food and campus safety that makes me feel comfortable and safe as a woman of color. Open discussions about race, oppression, etc. that do not provoke hostile reactions. Buildings, facilities and spaces that recognize the diverse history of Sacramento and Sacramento State.”*
- *“An antiracist campus is a campus that takes pride in its status as a Minority Serving Institution. For example, an antiracist campus is a campus that proudly displays its status as a Hispanic Serving Institution (HSI) on the front pages of its website and proudly features the work of Latinx faculty as “Top Stories,” in the Sac State Magazine, and on its social media outlets. Although Sac State is an HSI, it is very rare to see the work, accomplishments, and contributions of Latinx faculty displayed on the campus’s website, magazine, and social media outlets. The invisibility of Latinx faculty—especially at an HSI campus—is inconsistent with the mission and values of an antiracist campus. An antiracist campus would also support Ethnic Studies and promote diversity in the curriculum. In an antiracist campus, students see themselves reflected in the curriculum. Unfortunately, that is not the case at our campus. Although there are more than 11,000 Latinx students at our campus, Sac State offers an extremely limited number of classes centered on the Latino/Latinx experience. An antiracist campus would utilize the federal monies it receives for its HSI status to expand, broaden, and diversify its curriculum. An antiracist campus also ensures that all minoritized students feel respected and valued and see themselves reflected in the curriculum.”*
- *“To me an antiracist campus is one that is actively supporting BIPOC communities that have been historically marginalized and providing resources to intentionally support the programs and services on campus that serve our BIPOC communities on campus. This should be done by working collaboratively to assess the needs of the programs, and working with the different stakeholders on campus. I would love to see our campus provide more resources, in the form of funding and additional staff, to departments like Ethnic Studies, Women’s Studies, and other academic disciplines that have not been historically valued in higher education. I also believe that more resources should go into staffing and supporting our identity and cultural spaces, such as the Full Circle Project, Multicultural Center, PRIDE Center, etc.”*
- *“An anti-racist campus will be a place where students, staff, faculty, admin and even the community can come and feel supported. They can attend a workshop or take a class that is inclusive and informative on the varying cultures we have and how conflict can affect them.”*
- *“There will be support groups or programs that can educate those who want to learn more about anti-racism efforts and how they can contribute. Open dialogue on this topic will always*



be encouraged and respected in classrooms, departments, auxiliaries, what have you. It will feel more inclusive, more respectful and the racial tension while it will always be there, there will be more ways to address it, more avenues to combat it and everyone will have a hand in it.”

- *“A diverse population of staff and students that feel safe and wanted on campus demonstrated by the leadership, courses, and training provided to the campus community.”*
- *“An antiracist campus would provide the space for all stakeholders to enter into community empowered to embody his/her/their truth. Able to move through the spaces on campus with self-knowledge that is respected and appreciated reciprocally from students, faculty, staff, administrators, students, and community members. Each powerful stakeholder holds the spaces to learn, share, and grow in an enriching and engaging atmosphere. An antiracist campus would not need to use terms like “cultural course work” because multiple cultures were be centered in all work. These activities remain at the core of this antiracist campus.”*
- *“An antiracist campus is responsive to the needs of all historically racially minoritized populations, including African Americans, Asian Americans and Pacific Islanders, Chicanxs and Latinxs, and Native Americans, as well as all other racial/ethnic minorities.”*
- *“A campus where POC don’t have to think about being POC because all faculty, staff and students understand not to say or do things that would be racist or intolerant... What we need are codes of civility and recognition of how diversity is important and respected. One should never feel it is ok to ever make general comments that discount or stereotype any group of people. There is no such thing as a “positive” stereotype.”*
- *“One in which there was transparency woven into all university departments in terms of structure re: hiring, promotion, disciplinary, dismissal, etc. and where departments became less hierarchical (white supremacist/patriarchal) but operated with horizontal leadership models, consensus, 360-degree review processes, and a commitment to inclusive collaboration.”*

Adequate Responses to Racist/Bias Incidents on Campus

- *“Addressing racial issues right when they happen, not waiting a week later.”*
- *“Zero tolerance for racial issues.”*
- *“Zero tolerance for discrimination by students or staff.”*
- *“Model how to admit wrongs and rectify the impacts of those wrongs in a public way”*
- *“An environment where any practice, tradition, policy, assessment or pedagogy that needlessly causes disparate harm to anyone in our community based on race, ethnicity, socio-economic status, gender, sexual orientation, religion or other protected characteristic is proactively identified and changed to support an inclusive, learning affirming environment.”*
- *“An anti-racist campus would be guided by principles of restorative justice, would take all manner of reported oppressive or discriminatory practices seriously and explore them thoroughly and transparently.”*



- *“An antiracist campus also helps ensure that all faculty feel safe on campus and that it takes violations of university policy seriously. An antiracist campus takes a strong stance against racial discrimination and harassment. Additionally, an antiracist campus has a robust, critical, and holistic understanding of racism.”*

Policies and Procedures for Reporting Bias Incidents

- *“What this current effort seems to be about is, what will we do when it happens? If we were in class or on campus at this moment and some episode occurred, other than using my common sense, I’m not sure that I’d know what to do. Who should act? What should that act be? Like the occasional fire drill we have...random testing? That way everyone at least has some knowledge of ‘where to go’.”*
- *“Policies and procedures would be transparent and proactive, instead of reactive and unknown-especially the grievance procedures for faculty and staff.”*
- *“A place to report acts of antiracism practices and incidents of overt/covert racism.”*

Institutional Support for Antiracism Work

- *“More resources to support existing work on the subject.”*
- *“Administrators who talk about the antiracist work and actions they are taking.”*

Antiracism/Anti-Discrimination Workshops and Courses

- *“Each new student and employee should be required to participate in a cultural sensitivity workshop where Sac State, CSU System conduct expectations would be laid out. While race is important to stress, more important is addressing over all biases. The current system mandated trainings are not adequate. They are too simplistic and not interactive. We can’t assume by looking at someone that they do or don’t identify as POC. We can’t assume that race is their primary identity of concern. There are other identities such as sexual and disability identities that needs to be part of the cultural sensitivity workshop.”*
- *“Offer non-credit classes/lectures which help spread antiracist practices and support campus values.”*
- *“It would be a place where faculty and staff are required not only to do DEI training upon hire, but where DEI and sexual/gender harassment education, at ever-deepening levels, is required annually as part of ongoing professional development. An anti-racism, anti-oppression, anti-sexual discrimination campus would require all incoming students -- regardless of area of study -- complete certain classes and trainings not only on sexual harassment but related to critical theory around whiteness, feminism, ableism, sexual identity, etc. (i.e. Safe Zone training, Social Justice Leadership Seminar, etc.) These courses would be multiple, mandatory, and offered at no cost to students. In order to effectively teach these curricula, all faculty would be required during retreats, professional development, or research to do self-work on their own implicit biases and internalized oppressions related to their intersecting positions of privilege*



(be it racial, gendered, or related to sexual orientation, national origin, class, or ability).

Teachers must begin decolonizing themselves before they can effectively turn to and expect to do so w/their curricula or pedagogical practices.”

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

Respondents highlighted various sources of support and validation they have received from the campus community, including Employee Affinity Groups, faculty support for students, department/college/university colleagues, Student Affairs, Ethnic Studies Department, Diversity/Antiracism Committees. However, a few respondents reported that they have not felt seen or respected by members of the campus community. Both positive and negative experiences are outlined below.

Positive Experiences

Employee Affinity Groups

- *“Only in affinity spaces with other individuals have I felt a direct affirmation of my identities.”*
- *“Asked to join an affinity group on campus as one of the officers.”*
- *“Within my Staff/Faculty Affinity group, I feel noticed and valued.”*

Faculty Support for Students

- *“I had my first and only Latina professor in the political science department.”*
- *“I was going through a particularly rough time personally following the convergence of the Brett Kavanaugh confirmation process, due to a personal history of sexual assault, and another mass shooting that targeted an identity group of which I was a part. I reached out to my professor in the COMS department to share that I was struggling and that I felt unable to engage in my class/assignments until I regained my equilibrium somewhat. The female professor was supportive of where I was at and allowed me grace and flexibility.”*

Department/College/University Colleagues

- *“My department has been very supportive of creating new classes in our major.”*
- *“With my college and department, using bilingual skills, I feel seen by my colleagues.”*
- *“I was concerned that I had experienced a microaggression in the classroom, which is common given I am a woman of color. I told my White female colleague that I was upset by it, but that I didn’t want to make a big deal about it if it was an honest mistake. My colleague offered reassurance that if I thought it was problematic, I should definitely address it. I continued to think about it and wonder if I was being “too sensitive.” About a week later, the same colleague came by my office to let me know she was also thinking about it, and she felt that it was definitely a microaggression and that I should feel confident in my assessment of the situation. The fact that this colleague carried this incident with me by continuing to think about it, was very reassuring and made me feel like I was not alone.”*



- *“As a professional, it is important that my status as a professional is recognized first, and with that recognition of my profession comes the “icing on the cake,” my other identities or experiences that help build who I am. My skin color and other identities have helped build my professional identity - they go hand in hand. When I go into a professional meeting and a question or situation arises where my identity experience could be beneficial to the group, as a perspective as to how I might make a professional decision, and I feel heard, that is an example of when I feel respected.”*

Student Affairs

- *“I think Student Affairs units on campus do a great job of hosting events that celebrate and affirm the identities of racially minoritized populations. In particular, the Multicultural Center has helped students, staff and faculty of color feel affirmed and validated. The MCC hosts many empowering events that help create a welcoming and inclusive climate for all members of the campus community.”*

Ethnic Studies Department

- *“As a student, and now alumni of the university, spaces like the Ethnic Studies department/ Asian American studies program, and the Full Circle Project, provided me with a sense of belonging and validated my identities and lived experiences as a person who identifies as Filipina, and a first generation college student. This experience has made me realize the importance of the university needing to play an active role in supporting these spaces. The Full Circle Project has relied heavily on federal AANAPISI grant money to sustain its programming and staff, and I often wonder where’s the university’s role in coming in to make sure programs such as FCP can be sustained pass their grant. AANAPISI coordinators and students are often advocating for their programs, while also doing the work of building community and supporting students, adding to the labor that is already usually fueled by their own personal lived experiences as APIDA identified staff. I believe that an antiracist campus should intentionally build in how grant funded programs can become institutionalized.”*

Diversity/Antiracism Committees

- *“Relative to my personal identities, I felt respected when I attended one of the first Race and Ethnicity Standards Forums. The Race and Ethnicity Standards for our campus have not been revised since the 1990s. While at the forum, a fellow faculty member was sharing the need to be mindful when using language so that we create inclusive environments in our classrooms. His intention was not lost on me. However, when he provided the example of “subordinate and dominant classes of people” within each classroom, I spoke my truth. I clearly and quickly explained how he just “othered” me and possibly more people with his language. This statement was affirmed by a combination of murmurs, snaps and other sounds. I also acknowledged that his psychology focus, not the fact that he was an older white male voice in the room, led him to choose language that is hurtful and/or triggering. As a result*



of my uncensored outburst, I was invited to be a working member of the Race and Ethnicity Standards Revision Workgroup. We have been meeting since 2018 and were preparing to send our revisions to Senate in spring of 2020. The new Ethnic Studies standards combined with COVID-19 closures slowed our progress. However, I have always been able to fully bring myself, my education, my experiences, and my voice all to the each and every encounter. I feel so respected in this space that I am saddened that our time together is coming to an end yet I am grateful for the work we have produced.”

- *“I have felt seen and respected a number of times by members of the campus community. One of the main examples would be through this committee. I don’t know another time where my thoughts on anti-racism have been so supported and understood. I feel like my thoughts are validated, my ideas are validated. I mostly felt that when I was a student or when I was among a group of like-minded individuals on campus but not in an academic setting. Being a part of this committee has changed that exponentially. I feel heard, respected and seen at each meeting, I feel like I belong and ultimately it has given more excitement for the future of Sacramento State. The members in my group not only listen, they understand and respect what I have to say. In the organization I work in, some respect and listen but not necessarily understand and it’s just an incredible feeling to know that here, in this committee I don’t have that issue. There are faces like mine, experiences like mine that I have not found in any other academic setting and I am truly grateful to have been chosen to be a part of this, and to be a part of the change.”*

Negative Experiences

Lack of Support and Validation

- *“[M]any times I go into a group and my experiences/identity are not taken seriously because I am not African American, for example. Much stress is being put on anti-racism as equalizing anti-blackism yet we know there is anti-Asian and there has been historical anti-Mexican/Hispanic as well as anti-indigenous/First Nation sentiments. If we want to be anti-racist, we can’t be putting emphasis on any one race and make other POC feel erased or marginalized. We have all historically experienced forced sterilization/eugenics as well as murders and other violent acts based on skin color. Antiracism does not project one race as more important to protect/defend over any other race. Even one non-Black POC student/employee subjected to a racial slur or racist action is just as important as any other POC. We need to be anti-intolerant of racism or discrimination based on cultural differences.”*
- *“I have not felt that as a person at Sac State throughout my time, but not in relation to any of my identities outside.”*
- *“I have never felt encouraged to share aspects of my personal identities as part of the campus community.”*



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:

Respondents listed various instances and sources of invalidation they've experienced on campus, including microaggressions/microinvalidations, campus organizations, language-based discrimination, and a general feeling of lack of support. Some respondents also reported experiencing respect and validation in certain spaces on campus. These negative and positive experiences are outlined below.

Negative Experiences

Microaggressions/Microinvalidations

- *“When I am going down a hall, facing an individual or group of people coming the opposite direction, who make it a point to not see me. A simple eye gesture acknowledging my existence would be adequate but when they look your way (and you are the only one in the location) but they act as if they don't see you much less acknowledge you - that is disrespect and blatant. Of course, there are other examples when you make it a point to be seen or heard, and you are ignored, as if you never said or did anything. Then, there are the times when people say offensive remarks that are blatant, to get you fired up. The MAGA on campus were an example of ones who deliberately tried to provoke negative reactions.”*
- *“I am an Asian American and I was hired at the same time another Assistant Professor (White) was hired. When our names were put on our doors, her name had “Dr.” in front of her name and mine did not. It could have been an honest mistake, but I was left wondering why it happened. Soon after we started, we were both in a faculty meeting and a senior White male faculty member came up to introduce himself to my colleague since she was new. I was sitting next to her and the male faculty member did not extend the same courtesy to me (also new) and walked away after talking to my White colleague. While at a faculty lunch, everyone was sharing their plans for summer break and talking about the need to relax and recharge. I stated that I was a single parent and I never really took a summer break, instead I taught summer school so that I could pay for my son's college tuition. Everyone became silent and quickly changed the subject.”*
- *“There are so many marginalized identities that are also invisible. So generally it is an assumption of sameness - i.e. we are alike because we are in the same space - apathy toward recognizing and appreciating difference that has affected me.”*
- *“Had a weird situation during hiring where I was quizzed (?) about my ability to speak another language, I think as a measure of how “real” a minority candidate I really was.”*
- *“As a new staff member on campus I had a difficult time working in certain spaces and with trying to work with certain folks, because I often felt unseen and unheard, due to me identifying as a young woman of color. I would sit in meetings and felt that my work was being harshly criticized, without any actual feedback. At an early stage in my staff role, I began to feel uncomfortable openly sharing my ideas. This was due to not feeling heard, but once a male*



counterpart would repeat the same idea they would be praised and validated, and I have also experienced on campus seeing my ideas put into action by these same male counterparts, without any direct collaboration. These experiences on campus as a new staff member made me feel unvalued.”

- *“A professor I had approached me during class once to ask me (because she knew I was Jewish) if “All Jewish men” possessed a particular negative trait that she had encountered with some she had met. I was shocked that this person - who held a leadership role in an equity studies program - showed so little awareness that she was operating not only out of stereotyping but that she assumed I, as a Jew, would somehow possess knowledge of (and could speak for) all Jewish men. How is it possible that someone could have risen to such a leadership position without having had to engage in some self-identity deconstructing process along the way that would have prevented her from engaging a student in such an ignorant exchange? It shook my faith not only in the program, with such a person at the helm, but also in the college who would place (and continue to employ) her thusly.”*
- *“In the organization I work in, I feel like my ideas and thoughts or experiences are not always respected. I feel as though because others have not experienced what I experienced, they don’t relate and ultimately don’t care about these issues because it does not impact them in the same way, or they would rather criticize or justify the actions of others instead of understanding why those actions are so wrong or detrimental to someone like mine’s experience. However, for the most part I am still able to speak my mind and say my peace and for that I am thankful.”*
- *“I was having a conversation with my boss and he was relaying a conversation about a customer of color that felt like they were being mistreated because of the color of their skin. He dismissed the person’s feelings as absurd. I felt uncomfortable because I’m a person of color and I know how that customer felt. I don’t claim to speak for all people of color, but it would have been nice if he would have asked if I felt the person had a valid point or if I might have some insight as to why the customer was feeling like they were being discriminated against.”*
- *“Relative to my personal identities, I regularly encounter moments of disrespect and/or discounting on various levels. As a student, I accepted the disrespect as if those being disrespectful did not know any better and/or had the power to fail me. When I returned to this campus as faculty, I came with the hope of establishing courageous spaces for all voices to be uplifted. When parking on campus, I am often engaged in conversations that undermine my ability to read and/or discount my position on the campus. Others parked (or wanting to park) in faculty and staff lots have no pause in letting me know, “You misunderstood the signs. You misread the signs. Do you know where you parked? Did you know that you are in the faculty and staff lots. The student lots are over there (with gestures).” And leaving campus is not always easier. I have been pulled over by campus police walking and driving on campus. Once I was forced out of car and onto the curb. Two campus police detained me in a long series*



of questions as to why I was on campus so late. I continued to repeat myself, “I just finished rehearsal for Theatre and Dance.” They did not seem to comprehend that as faculty, I may be the last one to leave. As a result of this particular incident, I was so late picking my son up from childcare that I was charged extra money and threatened to be removed from the childcare program. As adjunct faculty, I often feel like I do not belong in spaces that state they exist to build community. I have served on several committees on this campus. In these spaces, at least one person feels compelled to explain to me why I do not want to be an officer as they are dismissing me, dismissing my experience, dismissing my education, and sometimes dismissing what the committee may need. I feel like this campus has gone out of its way to make sure that as a Black Non-tenure Track Faculty Cisgender Woman, I do not belong here. These experiences have shaped the uneasy relationship that has evolved on this campus as non-tenure track faculty. Moments like these occur so frequently that I feel my defensive nature engage the closer I get to campus.”

Campus organizations

- *“Campus social organizations hold a lot of racism in them.”*

Language Discrimination

- *“On the daily, I feel dismissed because I use and support those who use a minority language. When I discuss how to support events/meetings using this language, I am immediately seen as a problem which requires more work/money/resources. I wish our campus was aware of the amazing contributions of our Deaf and Hard of Hearing Faculty and Staff and sought the accessibility my work provides to elevate the work of our colleagues. Deaf and HH students graduate college at an alarmingly low rate, and come from every race and ethnicity, and rarely have role models in higher education. This is an issue of systemic oppression and ablism [sic].”*
- *“I have been told that I am not allowed to use/speak Spanish at Sac State. This was an especially disheartening moment because Sac State is a Hispanic Serving Institution. My Spanish language abilities serve as a cultural asset on our HSI campus.”*

Lack of Support

- *“I have never felt encouraged to share aspects of my personal identities as part of the campus community.”*

Positive Experiences

- *“Personally, in the context of anti-racism (specifically), I have never felt disrespected.”*

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

Study participants highlighted campus leadership, employee affinity groups, faculty and staff colleagues, the antiracism planning groups, the Department of Ethnic Studies, cultural events, and student experiences as contributing to their sense of belonging on campus.



Campus Leadership

- *“The communications from President Nelson [sic] on topics involving racism always make me feel safer.”*
- *“I am touched each time the President sends out a Sac Send. I believe he is sincere and his leadership is appreciated. When he chokes due to emotion, this is sincere. I have never been on a campus that has made me feel as respected as a human being and professional. I believe the VP of Student Affairs is sincere. Those two are not just nice guys but do follow up words with actions. They address the issues head on and make it a point to provide spaces for people to gather. This is appreciated. Furthermore, we don’t just talk and forget. There are actions expected (Anti Racist committee etc.) but what needs to be better known are the consequences of bad behavior. While it is a personnel matter, whatever happened to the faculty member who yelled racist crap at a student living in his same apartment complex? We don’t need to know what happened to him, but how can leadership more convincingly spell out that such actions and words are not tolerated? Is there such a thing as restorative justice, a process where the victim could be the recipient or at least involved with the punishment process? We may want to explore having a student as well as employee restorative justice hearing.”*
- *“The number of women of color who are associate deans. Being in spaces with them, their brilliance, their commitment, makes me feel safe and inspired every time I am among them.”*

Employee Affinity Groups

- *“I think the formalization of Employee Affinity Groups has helped faculty and staff of color increase their/our sense of belonging on campus. Having this type of institutional support makes me feel that the campus does care about our well-being.”*

Faculty and Staff Colleagues

- *“Another colleague and I are the only two tenured or tenure-track women of color on our faculty. We have found solace in connecting, texting and debriefing with each other.”*
- *“I developed a friendly relationship with the women who staffed the women’s resource center and really appreciated that when I would stop by, the coordinator (former now) would always take time to have me sit down and chat, ask about how my studies were going, and even show interest in my working with her to develop some gender equity programming that could be brought to students through the center.”*

Antiracism Planning Committee

- *“This committee hands down, the friends and co-workers that I have gained over the years, the education that opened my eyes to even more disparities and troubles my race or other races have faced. Sacramento State may not be perfect, and we don’t always get it right, but we make an incredible effort at trying to. We make moves and take action because we want our campus community to feel loved and honored for just being us. I feel a huge sense of belonging being a part of this committee, being able to speak up on things that I believe most*



times I stay quiet on due to the room I'm in majority of the time. I feel safe, and secure and could not be more grateful to the groundbreakers who put this whole thing together."

- *"The call-to-arms of this current experience and being selected to participate in this effort. Talking to members of my sub-committee from across campus and finally learning that this is not a new threat and that various offices are in place to address the anti-racism challenges was new information."*
- *"On the personal/individual level, being in these spaces and talking with like minded people always makes me feel like I belong. I am surrounded by good people who want to do better everyday, and I am thrilled to be part of positive change. I know that people do better when they know more, and I have seen that in action in my time at CSUS."*

Ethnic Studies

- *"Being part of the AANAPISI community through the Full Circle Project and building relationships with the faculty in Ethnic Studies as a student."*

Cultural Events

- *"Hosting a feria de educacion event representing Latinos in higher education"*

Student Experiences

- *"My initial sense of belonging occurred as a student. I was first introduced to CSUS through music. I played various percussion instruments in different ensembles. In middle school, I was in a group that attended music adjudication hosted by the CSUS Music Department. We received feedback on our performance, were ranked in relation to other similar ensembles, and group photos were taken. This was my first interaction with this campus. As part of the Science and Math clubs in high school, I explored other parts of the campus during Academic Decathlons. This expanded my connection to this campus. I began to feel like this could be a place that would serve my diverse learning interests. This feeling was solidified when during my senior year of high school, a Sacramento State Professor, Dr. Linda Goodrich (now emeritus), came to choreograph a work for the jazz dance company, Jazz n Pizzazz, for which I performed. When she completed her work, she invited me to come dance with her company, Sacramento/Black Art of Dance at CSUS. These specific incidents instilled hope within me that welcoming could exist in other spaces. I later found this to be true within the College of Arts and Letters linguistic programs as well."*

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

Respondents shared various experiences that decreased their sense of belonging and/or safety on campus. These experiences included 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.



Colleagues' indifference to and/or lack of understanding of racism, sexism, and/or ableism

- *“The sustained and willful indifference I see from so many white colleagues is saddening. Even in this time, some people just don’t care at all, even if their actions or inaction are causing harm to the institution and students and colleagues.”*
- *“Skepticism of this entire effort...will actual change happen? Has this been one giant Kumbaya moment that will dissipate with the next hot topic?”*
- *“When questions around the use of student evaluations for tenure, due to their bias to women and people of color, are ignored. When other faculty use outdated language and/or do not do their own research about issues related to race and oppression.”*
- *“I was recently in a committee meeting where a vote was going to take place. As part of the meeting there were some contentious issues discussed, and no clear resolution of the concerns were identified that would receive unanimous approval. A motion was proposed that presented a compromise position between the opposing thoughts on the issue. There was guest at the meeting who had strongly argued for one side of the issue. The guest was not eligible to vote as the individual was not a member of the committee. The guest was Black, and began making jokes that they should be allowed a 3/5ths vote. While the comments were seemingly made in jest the tone of the meeting become noticeably uncomfortable as historical racist policies are tragedy, not comedy. Making light of racial disparities made several committee members, myself included, uncomfortable with how to respond in a way that would keep a contentious meeting from becoming more contentious, and not trivialize historical inequities.”*
- *“Being a part of a workshop where the question of “why can’t we say the “n” word, when they can” was asked definitely did not make me feel safe or like I belong. I felt disrespected and offended and especially because no one spoke out to that person in that moment and said something, tried to say something. It’s hard to swallow when that is a question running through someone’s mind, without a real care as to what that is going to do to someone’s morale or safekeeping. Also, it’s an ignorant question, that time and place was completely out of line. I’m hopeful it was addressed after the workshop but without real corroboration of that, I don’t have much hope in that person or in the colleagues that allowed it to go by without any consequence. I’m even disappointed in myself for not speaking up, for not feeling brave enough to say that was not okay.”*
- *“As a staff member on campus, identifying as a young woman of color, and trying to share space with male staff who speak over me, or dismiss my ideas. Experiencing emotional stress due to these challenges and feeling discouraged in the workplace. Navigating around patriarchy and “machismo” in the workplace.”*
- *“Being told that Deaf people can “all go to one breakout room and chat” when the point is to have all attendees meet folks across campus. The idea came from someone representing the Diversity office. It is demoralizing to realize how ingrained our ablism is...”*



Not responding effectively to racist/bias incidents

- *“When sac state does not address racial issues right away.”*
- *“When the campus does not appropriately or competently respond to incidents of bias and discrimination, this attenuates our feelings of safety and sense of belonging on campus.”*

Lack of support for lecturers

- *The stigma attached to being faculty and what type of faculty play a huge factor in decreasing my sense of belonging and/or safety in relation to this campus. Students see faculty as being all knowing. Even when I assert this is not the case, the department, college, and campus regulations and policies that must be upheld (even when students are aware of changes before me sometimes), I am blamed by the students for making last minute changes. Being non-tenure track faculty, assumptions are made about my understanding of administrative situations, about my availability, about transparency, about accountability, and about the scope of what I do. I am grateful for what I have been able to do on this campus but I do not feel valued for doing it. The value is not a gold star on a paper for completing an assignment. The value would be reflected in acknowledgement of my file. The value is lacking in spaces where accomplishments are not valued because they were earned in spaces that center Black voices. If I commit to completing and/or embarking on additional work that I see clearly how I am augmenting my contribution to the campus, but it is not received that way, then I cannot help but question, “why am I here?”*

Lack of support for students

- *“I worry more about my students than myself, I hear what they go through in other classes and it makes me feel as though they are not well supported on campus.”*

Racist incidents on campus

- *“Hearing that some people on campus were calling people [n-word].”*

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

Study participants shared experiencing a wide range of barriers and challenges. These barriers revolved around 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.

Institutional Hierarchies

- *“Hierarchies and lack of transparency in a lot of administrative decision making.”*
- *“Junior-Senior, old/young, innovation/tradition, change/history, not necessarily race seems to be my own current conflicting arena.”*

Time Management

- *“Having to work extra rather than fully participate in other activities.”*



- *“The demands on my schedule prevent me from pursuing any other avenues since starting at CSUS about ten years ago. I started as adjunct faculty and am still adjunct faculty. At that time, my son was a baby and I did not have the bandwidth to apply to work in other departments. In sustaining this constant hustle-based financial lifestyle, I have worked in several other agencies, organizations, and campuses in order to earn a more livable income. Exploring work environments in other places taught me that this may not be my forever campus.”*

Lack of Resources, Support, and/or Professional Development Opportunities

- *“Resources are hard to come by, so that limits what you can do in terms of research or in terms of service or building programs that cost greater than zero dollars.”*
- *“The lack of structural, institutional and technological support I have in doing my work, which probably saves our university from lawsuits, is serious. I feel I could be personally more effective if I were given what I need to do the BEST job possible.”*
- *“Navigating and learning what it means to be a professional young woman of color, who has experienced feeling unheard and unseen in spaces on campus. Not having intentional opportunities built in for professional development related to our personal identities and lived experiences. Having to add the labor of searching for “mentors” on campus who can support me.”*

Retention, Tenure, and Promotion (RTP) Processes

- *“Request for early tenure was denied solely due to the need to hit an unusually high average score on student evaluations.”*
- *“In the process of trying to ensure all my “ducks were in a row” regarding my advancement to candidacy, I reached out to my program chair (a white woman) several times with process questions, apologizing for the multiple emails and explaining that I was trying to cover all my bases in a process that was new to me. Some of the exchanges involved me needing to clarify previous points or follow-ups because she hadn’t responded in a timely manner, or hadn’t responded to all my questions in her emails to me. In the back-and-forth, she became defensive and deflective, and told me I could reach out to her department chair if I “would like better advisement in the future.” The response was deflating and discouraging and left me confused as to how it might affect my standing moving forward.”*

Committees

- *“Many college and university committees on which I have served have demonstrated high levels of group think. More openness and collaboration to alternative ideas could not only enhance inclusivity, but it could lead to better discussion and analysis of decisions.”*

Lack of Diversity among Faculty and Administrators

- *“The lack of diversity among faculty and administrators on campus has created challenges to my personal success. It has been hard finding faculty and administrators who can serve as mentors and role models.”*



- *“Not having other managers of color with whom I can collaborate with and relate to based on our backgrounds and our shared experiences.”*

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

Study participants identified several experiences that have helped remove barriers to their personal success. These experiences revolved around professional recognition and validation, mentorship, networking and professional development opportunities, and employee affinity groups.

Professional Recognition and Validation

- *“Being recognized as a professional and being included in groups where my professional background is important.”*
- *“When I first started teaching at CSUS, I was an emergency hire with a B.A. in Foreign Languages with a concentration on translation and cultural studies. I am now a Certified Dunham Teacher through the Institute for Dunham Technique Certification Board (IDTC). I have a M.Ed. in Curriculum and Instruction with dual concentration in Science, Technology, Engineering, Arts, and Mathematics (STEAM) Curriculum Design and Methods of Instruction. I am also ABD Ed.D. in Organizational Leadership where my coursework centered on leading in a variety of educational spaces. In addition to many other accomplishments, I feel as if these provide more avenues to expand my personal success.”*

Mentorship, Networking, and Professional Development Opportunities

- *“Women of color mentors.”*
- *“Networking.”*
- *“Meeting people with positionality and power has helped me connect with other units where people have knowledge and skills to help me. I am aware that not everyone has the ability or access to meet the ‘right’ people, and I know my privileges have helped me make these connections.”*
- *“Being involved with the Full Circle Project, our AANAPISI program at Sac State, which has helped me find community and opportunities even outside of CSUS.”*
- *“Participating with a FLC that has helped to explain the RTP process is a very accessible way.”*
- *“Ability to access summer research fellowships and pedagogy enhancement awards that provided a course release.”*
- *“The personalized guidance, flexibility, availability, and concern for my personal well-being displayed by my education research methods professor and thesis advisor have been amazing. They both have been warm, engaging, curious, and clearly invested in my academic success. Without both of them and their ongoing encouragement, I don’t know if I would have been able to maintain the momentum in the program during this challenging period of Covid.”*



Employee Affinity Groups

- *“Having access to formalized employee affinity groups has helped me attain a greater sense of belonging on campus. Having that support system has been very crucial to my success and well-being.”*



SECTION 7: 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).⁴¹ 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.

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.

⁴¹ This refers to the ERSB "Areas of Change" document, found in Appendix I.2.2.



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, Chicanx/Latinx, 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?*

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.

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.⁴²

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.⁴³

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.

⁴² 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.

⁴³ 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 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 1.1.1: 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.”

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, Chicax/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, Chicax/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, Chicanx/Latinx, 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.

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.

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 servs, 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.

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, Chicax/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, Chicax/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, Chicax/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, Chicanx/Latinx, 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).**

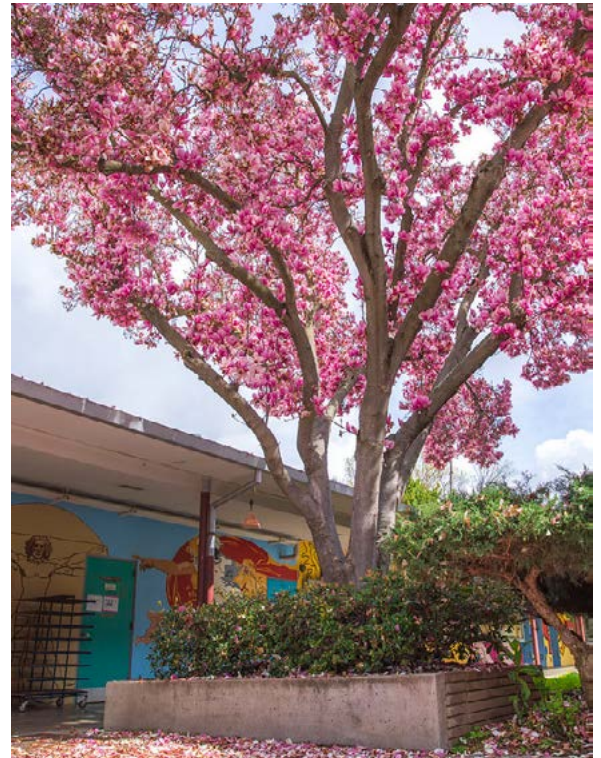
Recommendations Category 5: Demonstrate commitment to antiracism and inclusivity through clear and comprehensive campus communication.

- 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).



SECTION 8: CAMPUS ENGAGEMENT APPROACH (NOTES FROM FINAL PLAN OUTLINE & DRAFT RECOMMENDATIONS)

Many suggestions brought forth by the Planning Fellows could not be completed due to the short timeline and lack of sufficient resources. However, there were important topics and questions that were raised in the process of drafting the campus engagement approach. An ideas outline emerging from several brainstorm sessions is included below, followed by a breakdown of goals/objectives/action items, based on those ideas, which is formatted in the same manner as the APG recommendations.



- What and when and who to do this and what resources are needed to support them?
- If doing another survey, be clear about what will be done with the survey – what actions will be taken as result, and who is combing through the results? Is there language and process toward creating accountability and follow up? The survey could provide a temperature check for the campus (Are people noticing a difference? If not, what else needs to be done?) It could have a longitudinal following to measure change over time and provide additional feedback.
- Use the survey as a base for expressions of belonging/inclusion and antiracism.
- Emphasize what resources are needed to make impactful art; what is needed to bring these ideas to fruition – creating spaces in union, new positions, money, energy, intention?
- Could we track with new faculty, students, staff as they enter and longitudinally – maybe using listening circles to create cohorts that are followed?
- Using the power of storytelling to move away from Eurocentric models of knowing.
 - Performance: music, spoken word, visual art, MMRP (A Memory, A Monologue, A Rant & A Prayer) model?
 - CRISJ – arts subcommittee. Using arts to disrupt racism – create a yearly festival/performance organized by and including folks from the institution, community, and the region. This idea connects to an APG suggestion.



- Emphasize working in unison, i.e., CRISJ seeking out other units to be involved, MCC, student affairs offices, library resources, UNIQUE program.
- Focus on impact: for witnesses, for makers, form, and function – for everyone. Coordinate a broad a collation of folks on the selection committee and process. Using a collective body to engage multiple perspectives – important to emphasize that this needs to be a collective effort, rather than brainstormed, organized by just a handful of individuals.
- Contracting with university/local artists to create campus murals with racial/social justice themes.
- Consider ways to we engage university spaces – connect with the campuses downtown and in Folsom.
- Engaging the Indigenous community – how to bring those voices in – connect to goals/ ideas included by the APG focused on Greater Sacramento region.
- Listening circles.
- Engaging with alumni – they likely have more freedom to be candid.
- Gathering narratives campus wide.
- Interactive Antiracism Installation in Student Union or other campus space.
 - Place to hear or record a story/recording station to tell stories around antiracism/inclusion.
- Campus Antiracism Hotline to share a story/experience/suggestion.
- Events: Review APG recommendations for any ideas offered there.

Campus Engagement Recommendations:

GOAL: ENGAGE FULL SACRAMENTO STATE COMMUNITY IN MEANINGFUL CONVERSATION, REFLECTION AND ACTIVITY AROUND ANTI-RACISM, BELONGING, AND INCLUSION.

Objective 1: 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.

Action 1.1.1: Qualtrics survey of full community, similar to one sent to APG members (emphasizing belonging/inclusion and vision of anti-racism), that could gather personal narratives. This would be an appropriate follow up to the NACCC report and would capture data from a broader sample since it would be sent to all Sacramento State community members (faculty, staff, students, alumni).

- **Metrics:** Be clear about who will be creating/distributing the survey, how survey data will be used. Providing the community feedback on results and what actions will be taken in response. Regular communication about the unfolding plan implementation process - transparency - is key.



- **Implementation:** Unsure - Perhaps same departments that helped with distributing the NACCC survey. If APGs continue through the calendar year, they might also help craft surveys and analyze results. Short term implementation (2021-2022 AY) and ongoing - to be able to track effectiveness of efforts longitudinally.

Action 1.1.2: Listening Circles - could be communal/mixed populations, or organized by groups (students, staff, colleges, identity groups, etc.).

- **Metrics:** Participating students who agree to it could provide contact info for follow up/check in on how they feel it went. Feedback should be taken, as with survey results, and factored into ongoing implementation of Final Plan.
- **Implementation:** Who implements would depend on how the populations were organized. Could be College Deans for individual departments, student affairs, ASI, Residence Halls, CRISJ, SOAL, MCC, etc. The Division of Inclusive Excellence might also help project-manage. During Fall/Winter 2021.

Action 1.1.3: Recording Stations/Hotline - Could be incorporated into possible art/multimedia installation in Student Union on antiracism.

- **Metrics:** One measure will be whether the resources needed to create such interactive, multi-media installations (personnel, budget money, space in Student Union or other prominent campus location) are made available.
- **Implementation:** Projects such as this would need to be collaborative and span various campus offices/center/student affinity groups. One possibility is to coordinate a broad coalition of diverse individuals on the selection committee and process. Using a collective body to engage multiple perspectives. This will be medium - long term.

Objective 2: Celebrate and recognize culture/contributions/experiences of Black, Indigenous, Chicax/Latinx, Asian American and Pacific Islander, other racially minoritized individuals, and LGBTQ+ communities through the visual and performing arts and interactive installations.

Action 1.2.1: CRISJ – arts subcommittee – using arts to disrupt racism – yearly festival/performance – be folks from the institution, community, and the region – connects to an APG suggestion.

- **Implementation:** CRISJ, Colleges of Art, Dance, Theater, Various ASI and affinity groups. This will be long-term and ongoing.

Action 1.2.2.: Work with Art/Theatre Department students/faculty on developing pieces that express and highlight Black Indigenous, Chicax/Latinx, Asian American and Pacific Islander, and other racially minoritized experiences/antiracism themes.

- **Implementation:** Art/Photography, Theater/Dance Departments would need to collaborate. Unsure which campus agency might coordinate/oversee. Possibly a new office created as part of the Antiracism and Inclusive Plan. Implemented during 2022-2023 AY.



Action. 1.2.3.: Commission a mural(s) for various spaces on campus.

Objective 3: Collaborate with CSUS satellite campuses and greater Sacramento Black, Indigenous, Chicanx/Latinx, Asian American and Pacific Islander, and other racially minoritized communities and anti-racist communities/orgs.

Action 1.3.1: Continue to bring in outside activists/scholars to speak on anti-racism/inclusion topics, hold panels.

Action 1.3.2: Open/continue conversations with local indigenous tribes regarding land acknowledgment, educational practices, cultural connections, etc.



APPENDIX A: EMAIL MESSAGE FROM PRESIDENT NELSEN TO THE SACRAMENTO STATE COMMUNITY MAY 30, 2020



FROM THE OFFICE OF THE PRESIDENT PRESIDENT'S UPDATE

To All Members of the Campus Community:

Some will wonder why I have taken so long to respond to the horrific events in Minneapolis and the protests in Sacramento. I did not want to respond until we had identified specific actions to combat the racism that we are experiencing at Sacramento State, in Sacramento, and in our nation.

A week and a half ago, many of us gathered virtually to discuss the impact of a video featuring a Sac State professor and his wife engaged in a deeply troubling and racially charged interaction with their neighbors. This abhorrent event occurred as our nation learned more about the killings of Ahmaud Arbery and Breonna Taylor. Since our town hall, we have seen a video where a white woman in New York's Central Park called the police because Christian Cooper – a black man – asked her to leash her dog, and then a video showing George Floyd dying in Minneapolis under the knee of a policeman while Mr. Floyd pleaded that he could not breathe. Every police officer with whom I have spoken agrees that the behavior of the officer was unacceptable, dangerous, and wrong. George Floyd. Ahmaud Arbery. Breonna Taylor. Eric Garner. Philando Castile. These names reflect just a handful of the high-profile, racially motivated incidents from the past few weeks and years, because there are too many names to recite in this long history of killings that remind many of us that as a nation, we often do not value black and brown lives. We now watch as protests once again occur across our nation for justice – for justice for those who have historically suffered while others, largely white individuals, have prospered. In this moment, I want to remember the death of Stephon Clark and how it has impacted our community and our students. We will never be the same.

The repetitive trauma that members of our community face is significant and unending. These are systemic problems that were created and are perpetuated by those in power and let us acknowledge that most of those in power are white people. It is the responsibility of white people – including myself, who grew up in Montana and had the



privilege to attend the University of Chicago and work at a job I love (be it teaching or now administration) – to fight racism and to end this pervasive culture that allows for such significant harm, especially against black communities.

In light of what is happening and in light of the rhetoric from our elected officials, it is clear that we cannot say that Sacramento State or any campus or community is a safe place for our black students, faculty, or staff. That is unacceptable. I like to think of myself as an ally and as someone who is working to make it better. It's not enough. I must do more. There cannot be any space for inaction, and I must hold myself and my colleagues, all of my colleagues, white and people of color, to those same standards. The status quo, what we have done in the past, must change. Words matter, but words alone are nowhere near enough.

At the town hall, we heard from the former president of the Black Student Union, Adwoa Akyianu, who told us that she wanted our “apology in actions.” Her words have echoed in my head and in my heart since then, and I have spent much of this week thinking about how to change Sacramento State and make it a truly safe place for all populations and identities of people. I also am worried because we are expecting a ruling from the Supreme Court that could adversely affect our undocumented students who have strived so hard to make it to Sacramento State, and I am greatly troubled by the rise in anti-Asian bias during the COVID-19 crisis.

First and foremost, inclusion is not enough. We can work endlessly to create an inclusive environment, but without purposeful action by everyone, especially people who have lived for years under the protection of white privilege, to attack racism and bias, we will never achieve our goals. We have heard through many forums, convenings, and gatherings what members of our various communities need to feel safe on this campus. We have been told numerous times, yet we have failed to make the progress that is needed. Establishing the Division of Inclusive Excellence is not enough, nor is establishing the Martin Luther King Jr. Center or the Dreamer Resource Center. That failure is on me and our senior leadership. This work cannot be optional. People of color do not get an option when it comes to racism, and all of us – myself and my Cabinet and the entire administration – must commit to doing this work every day.

In consultation with the President's Cabinet, the Faculty Senate, the Deans, the University Staff Assembly, and Student Affairs, we will be pursuing the following actions:

- Develop an anti-racism campus plan
- Despite budget cuts, strategically invest in centers, programs, the Division of Inclusive Excellence, and other areas that already are doing this work on our campus — the budget cuts must not stop their work,



- Identify funding to hire an ombudsperson or advocate within the Division of Inclusive Excellence for people experiencing racism and bias on our campus,
- Support faculty and departments in building anti-racist curriculum and anti-bias pedagogy,
- Provide training, development, and learning opportunities for white community members to learn about actions they can take to fight racism and how they benefit from a racist system,
- Increase advocacy and partnership with the City of Sacramento and law enforcement to change the way our communities are policed,
- Pursue and provide ongoing learning and training about white allyship and our responsibilities to fight racism and bias wherever we see it,
- Support the efforts of the Division of Inclusive Excellence to create a bias-reporting tool to better track and address issues of racism or bias on campus, and,
- Examine our policies and processes to create anti-racist and inclusive practices.

There is much more to do to fight racism on our campus and in our community. In the fall, Sacramento State will hold a convocation where we will explore additional opportunities for continued action and work in this space. I take responsibility for where Sac State is, where our students are. We cannot put this burden on the back of the MLK Center, the Dreamer Resource Center, the Multicultural Center, the Women's Resource Center, and all the ally groups. We must all commit to this work and commit to holding one another accountable for our actions (and inactions) that perpetuate racism, hate, bias, and violence in our communities and our country.

I am appalled by what I am reading on Twitter and other social media platforms. The Hornet Family will not be silent, and we must commit to changing the culture of our campus so that everyone who is a Hornet is safe.

Sincerely,

Robert S. Nelsen



APPENDIX B: EMAIL FROM PRESIDENT'S CABINET TO THE COMMUNITY SEPTEMBER 21, 2020



FROM THE OFFICE OF THE PRESIDENT PRESIDENT'S UPDATE

From the President's Cabinet

To All Members of the Campus Community:

In these challenging times, Sacramento State recognizes the need to commit to transformational change and create and implement an Antiracism and Inclusive Campus Plan. President Nelsen and the Cabinet have developed a framework that will allow our campus to collectively draft that plan while ensuring that it addresses the various ways a truly antiracism and inclusive campus must engage and operate.

The plan will be created through a structured collective process where individuals from across campus have the opportunity to provide input and feedback and serve on planning groups. The framework identifies seven content areas and establishes a separate Action Planning Group for each. [Please follow this link to learn more about the Antiracism and Inclusive Campus Plan framework.](#) (See Appendix C)

We encourage the entire campus to review the framework, provide input and feedback throughout the process, and consider applying to serve on a planning group. Students, staff, and administrators interested in serving on a planning group [can apply here](#). Faculty interested in serving should look for the separate call and application process from Faculty Senate. The planning process also will be supported by up to four fellows who will be hired to support it. Students, faculty, and staff interested in serving as a Planning Fellow [can apply here](#). The President will announce appointments by mid-October and the initial orientation meeting will be held on Oct. 23, 2020.

In community,

Robert S. Nelsen, President

Diana Tate Vermeire, Vice President for Inclusive Excellence and UDO

Steve Perez, Provost and Vice President for Academic Affairs

Ed Mills, Vice President for Student Affairs

Jonathan Bowman, Vice President for Administration and Business Affairs and CFO



Lisa Cardoza, Vice President for University Advancement

Mark Hendricks, Interim Vice President for IRT and CIO

Phil Garcia, Vice President for Public Affairs and Advocacy

Machelle Martin, Senior Associate VP of Human Resources

Jim Reinhart, Executive Director, University Enterprises, Inc.

James Dragna, Executive Director of University Initiatives and Student Success

Jeannie Wong, Senior Associate Vice President of University Communications

Cely Smart, Chief of Staff

Sarah Billingsley, Deputy Chief of Staff



APPENDIX C: ANTIRACISM AND INCLUSIVE CAMPUS PLAN FRAMEWORK AND PROCESS

Sacramento State commits itself to being an antiracism and inclusive campus where all students, faculty, and staff, including Black, Indigenous, and People of Color (BIPOC) and other marginalized identities, belong and can engage as their true authentic selves. As part of our commitment, Sacramento State will create an Antiracism and Inclusive Campus Plan. The plan will be created through a structured collective process where individuals from across campus have the opportunity to provide input and feedback, and to serve on planning groups. Although the plan is intended to be created through a grassroots process, the plan will need to address recommendations for both implementation and accountability, which will largely be the responsibility of administrators and senior leaders. The Antiracism and Inclusive Campus plan will be developed over the 2020-21 academic year with a final plan expected by the end of the spring 2021 semester. As Sacramento State embarks on building an antiracism and inclusive campus plan, campus leadership has drafted a framework for developing and assessing our progress to becoming an antiracism and inclusive campus. The framework will allow Sacramento State to collectively develop its antiracism and inclusive campus plan, while also ensuring that Sacramento State creates a plan that addresses the various ways a truly antiracism and inclusive campus must engage and operate. As a plan is developed, specific goals, strategies, and tactics – whether they be focused on representation, pedagogy, curriculum, co-curricular activities, or characteristics of the physical campus – can be categorized within the framework and potentially across content areas. (September 22, 2020)



APPENDIX C.1: BACKGROUND

Sacramento State is proud of the diversity of our campus. We also acknowledge that a great deal of work remains to be done before we become an antiracism and inclusive campus. Our campus has a long history of students, faculty, and staff who are committed to the values of diversity, equity, and inclusion and that commitment is evidenced throughout our community in various ways, including student organizations, faculty scholarship, programming, community engagement, among others. Our campus has also seen increased visibility, recruitment, and support for BIPOC communities and other marginalized identities; increased enrollment and graduation rates; and strengthening and support for our student identity centers and employee affinity groups.

Despite these markers of our commitment and progress, Sacramento State continues to have work to do as evidenced by persistent achievement gaps, underrepresentation of faculty and staff of color or from other marginalized identities, and the experiences reported by students, faculty, and staff in recent campus climate surveys. Moreover, as part of the larger community, Sacramento State is impacted by the local and national experiences related to bias, racism, and hate and the structural and institutional practices that result in dire and deadly disparities in access to education and employment, healthcare and health insurance, social and economic services, and policing.

President Nelsen, in his May 30th email and his September 3rd fall address, stated that Sacramento State must reckon with its own history, structures, practices, and policies in order to move us closer to the antiracism and inclusive campus that we aspire to be. This transformational 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 these identities and experiences. The process must examine issues of power and privilege in order to make sure that we create a campus where all of our students, faculty, and staff are welcomed and belong. 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 as our true authentic selves.



APPENDIX C.2: ANTIRACISM AND INCLUSIVE CAMPUS FRAMEWORK

Sacramento State is committed to becoming an antiracism and inclusive campus and recognizes that, in order to do so, we must ensure that all aspects of our campus environment, culture, policies, and operations function in a manner consistent with the type of campus we want to be.

This framework attempts to provide a comprehensive look at the various ways in which our campus must commit itself to antiracism and inclusion, from curriculum and pedagogy, to physical environment, to policy and practice. The framework addresses representation of various identities on our campus as well as the physical aspects of the campus itself (i.e. Mattering and Affirmation). The framework also encompasses intra- and inter-group engagement (i.e. Cross-racial and Inclusive Engagement); active learning – both inside and outside of the classroom – related to antiracism learning and inclusion (i.e. Antiracism Learning and Literacy); academic practices related to antiracism curriculum, pedagogy, and assessment (i.e. Antiracism Curriculum, Pedagogy, and Assessment); reduction of – and responsiveness to – incidents of racial bias and the associated harm (i.e. Encounters with Racial Stress and Bias); and ensure that our policies, practices, and resource allocation are done in a manner consistent with our goals (i.e. Institutional Commitment). In addition, as an Anchor Institution, we must ensure that our engagement with our broader Sacramento region demonstrates our commitment to antiracism and inclusion and seeks to work for equity in the larger community (i.e. Impact of and on the Sacramento Region).

The framework is intended to organize our approach to campus planning, but is also subject to further modification as we proceed through the collective planning process. This framework is based on the areas of inquiry used by the National Assessment of Collegiate Campus Climates (NACCC), an undergraduate student survey focused on mattering, inclusion, and racial climate that Sacramento State participated in Spring 2019 but has been modified to serve Sacramento State's goals related to the type of antiracism and inclusive campus it seeks to become.

As a plan is developed and considered, specific goals, strategies, and tactics can be categorized within the framework and potentially across the seven content areas described more fully below.

Mattering and Affirmation

Sacramento State strives to be an antiracism and inclusive campus in which all students, faculty, and staff – especially those who identify as Black, Indigenous, and People of Color (BIPOC) – matter, and for whom the environment and culture is affirming. We seek to ensure that racial diversity, as well as other measures of diversity, is apparent throughout the entire physical and virtual campus, and is also reflected in its smaller spaces, such as classes within each major, office and public spaces, departments, and other individual areas within the campus.



Cross-racial and Inclusive Engagement

Sacramento State strives to be an antiracism and inclusive campus that fosters conversations and dialogue across and between racially minoritized (BIPOC) individuals and those who identify as White. We encourage and support these conversations that take into account the racial power dynamics within the institutional contexts in which cross-racial engagement takes place. We seek to facilitate meaningful dialogue both inside and outside of the classroom, where the perspectives and experiences of BIPOC individuals and those of other marginalized identities are centered.

Antiracism Learning and Literacy

Sacramento State strives to be an antiracism and inclusive campus, one that actively prepares our community to live, work, and engage in a racially diverse society. We seek to improve our understanding of historical, social, institutional, and systemic relationships of power –specifically related to race and racism – in the United States. We develop and nurture our abilities to collaborate, work, and live with individuals of different races and identities.

Antiracism Curriculum, Pedagogy, and Assessment

Sacramento State strives to be an antiracism and inclusive campus that ensures its curriculum, pedagogy, and assessment center the student learning experience, reflect the diversity of knowledge and expertise within disciplines, and ensure an antiracism and inclusive classroom environment.

Encounters with Racial Stress and Bias

Sacramento State strives to be an antiracism and inclusive campus community that takes proactive steps to minimize the existence of racism, bias, microaggressions, and harassment, and institutional leadership provides a timely response – even when actions that can be taken are limited by law, executive order, or policy – when instances occur. We seek to create a campus culture that demonstrates attentiveness to the trauma and stress created by racist and biased incidents by providing sustainable resources for students, faculty, and staff to reduce the occurrence and impact on the individuals and community.

Institutional Commitment

Sacramento State strives to be an antiracism and inclusive campus in which students, faculty, staff, and administration, actively demonstrate antiracism, equity, and inclusion in policy, practice, and resource allocation.

Impact of and on the Sacramento Region

As an Anchor Institution, Sacramento State strives to be an antiracism and inclusive campus that recognizes it is part of the larger, surrounding community and is an active and engaged partner to create an antiracism, inclusive, thriving community. We seek to be attentive to social justice and the economic well-being and health of the region.



APPENDIX C.3: ORGANIZATIONAL STRUCTURE FOR COLLECTIVE PLANNING PROCESS

Sacramento State is committed to the transparency and accountability in the creation and implementation of an Antiracism and Inclusive Campus Plan. Sacramento State's leadership has also committed to a collective process for developing an antiracism and inclusive plan through a framework intended to comprehensively examine our campus environment, culture, and operation.

The Antiracism and Inclusive Campus plan will be developed through a collective planning process that will occur over the 2020-21 academic year with a final campus plan expected by the end of Spring 2021. The planning process is designed to be broadly inclusive of our entire campus community, while also centering the voices and perspectives of the most impacted communities, particularly those individuals who identify as BIPOC. The plan will be drafted primarily by members of the campus community who apply for, and are selected to, serve on one of seven Action Planning Groups. Individuals serving on these groups will also be responsible for developing and implementing the various mechanisms by which feedback, input, and ideas are solicited from the campus as a whole.

The attached Organizational Chart identifies the planning structure for the creation of the Antiracism and Inclusive Campus Plan. (See Appendix B.) The chart identifies the role of the President, the President's Cabinet, an Antiracism Planning Council, and seven (7) Action Planning Groups based on the content areas within the framework. Although the collective process will engage stakeholders across the campus through a variety of feedback mechanisms, this organizational structure allows members of the campus to serve in leadership and decision-making capacities in the planning process itself. The expectations for serving as a member of the planning process as well as the application and selection process are detailed below. (See below.)

President

The President serves as the ultimate champion and supporter of the Antiracism and Inclusive Campus Plan and is the final decision maker for aspects of its implementation and the accountability mechanisms. The President's Cabinet and the Antiracism Planning Council will provide recommendations to the President throughout the planning process and with respect to the plan and its implementation.

Steering Committee

The President's Cabinet will serve as a steering committee for the planning process, the resulting plan, and the eventual implementation and accountability process related to the plan that is developed. The Cabinet will provide high-level guidance and input to ensure buy-in and feasibility of implementation. The Cabinet will also work in collaboration with leadership from Faculty Senate, Associated Students Inc. (ASI), and University Staff Assembly (USA) in selecting individuals to serve on the Antiracism Planning Council and seven Action Planning Groups.



Sponsor

The Division of Inclusive Excellence (IE) will facilitate and otherwise support the planning process as well as any accountability structures and systems implemented with respect to the Antiracism and Inclusive Campus Plan. In addition, IE will help manage resources and otherwise help coordinate any additional staffing to support the work of the Antiracism Planning Council or the seven Action Planning Groups. In addition, as many as four Planning Fellows (either students, faculty, or staff) will be brought on to support the work of the Antiracism Planning Council and Action Planning Groups. The Vice President for Inclusive Excellence will serve as an advisor to the Antiracism Planning Council and will be responsible for leading implementation and accountability efforts.

Antiracism Planning Council

The Antiracism Planning Council will serve as an executive committee and will be responsible for creating the comprehensive plan for the University, including overall priority setting within and between content areas, that will be subject to agreement and approval by the Cabinet and President, respectively. As part of its work, the Council will be responsible for planning and implementing the process for obtaining feedback from the campus community whether it be via survey, convenings, small group discussions, etc. The Council will also be responsible for providing recommendations to the President's Cabinet and President for an implementation and accountability structure related to the final plan. The Council will be comprised of one co-chair from each of the seven Action Planning Groups, the VP for Inclusive Excellence, and the fellows hired to support the overall planning process.

Action Planning Groups

The seven Action Planning Groups will be responsible for developing potential goals and strategies (and creating a prioritized list of the same) for their content area based on feedback and input obtained from campus stakeholders. The workgroups will each report back to the Antiracism Planning Council that will be responsible for creating the comprehensive Sacramento State Antiracism and Inclusive Campus Plan. The goals and strategies identified by the workgroups will be shared with others on campus as a resource to assist in determining action planning consistent with the framework at the local or department level.

The seven Action Planning Groups reflect the seven content areas and are as follows:

- Mattering and Affirming
- Cross-Racial and Inclusive Engagement
- Racial Learning and Literacy
- Antiracism Curriculum, Pedagogy, and Assessment
- Encounters with Racial Stress and Bias
- Institutional Commitment
- Impact of and on the Sacramento Region



Each Action Planning Group will have representation from across campus and will include approximately 12 individuals with representation generally as follows.

- 2-4 Students
- 2-4 Faculty
- 2-4 Staff
- 1-2 Admin

However, the Antiracism Curriculum, Pedagogy, and Assessment group will have a different composition to ensure that faculty and students are centered in the conversation. This Action Planning Group will have representation from across the colleges and will include representation as follows.

- 1 Faculty member from each of the seven academic colleges and the library
- 1 Student from each of the seven academic colleges
- 1 Graduate Coordinator•1 Graduate Student
- 1 College of Continuing Education representative

Each Action Planning Group will select two co-chairs to assist with the facilitation and planning for the work of the respective group. Although both co-chairs will serve as leaders and facilitators for their group, one co-chair will have primary responsibility for facilitating the group and its work while the other co-chair will have the additional responsibility of being the liaison to and member of the Antiracism Planning Council.



APPENDIX C.4: APPLICATION PROCESS FOR SERVING ON ACTION PLANNING GROUPS

The President and his Cabinet invite individuals interested in serving on one of seven Action Planning Groups to submit an application for consideration of an appointment to a committee of their interest.

Planning Organizational Structure

The attached Organizational Chart identifies the planning structure for the creation of the Antiracism and Inclusive Campus Plan. The chart identifies the role of the President, the Cabinet, an Antiracism Planning Council, and seven Action Planning Groups based on the content areas within the framework. The Organizational Chart also identifies how the Antiracism Planning Council and seven Action Planning Groups will be populated.

The seven content areas are:

1. Mattering and Affirming
2. Cross-racial and Inclusive Engagement
3. Racial 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

Expectations of Service

By submitting your application, you are committing to do the difficult but necessary work required of each of the Action Planning Groups to develop action items for the campus plan. Action Planning Group members should:

- Be passionate about and strongly committed to being an active planner and participant in the antiracism work that the University will undertake;
- Be able to make the time to prioritize the committee meetings and work expectations as part of their current campus role and in service to the University;
- Be willing to sit in discomfort for some heavy, sometimes emotional conversations;
- Be willing to report back to their areas and/or meet with others outside of committee meetings who can contribute to the committee work, as necessary.

We anticipate the committee work will commence in early October with an initial orientation to ensure all individuals serving as part of the planning process have a shared understanding of goals,



language, and deliverables. Committees will meet at least monthly (but more regular meetings as needed can be determined by the committee) and prepare a draft action plan by mid-spring for review and feedback by the Planning Council and Steering Committee. A final campus plan is expected by May 2021.

Each Action Planning Group will select two co-chairs to assist with the facilitation and planning for the work of the respective group during their first meeting. Individuals who wish to serve as a co-chair must be able to take on the additional role of facilitation and logistics related to the work of the Action Planning Group and take on additional responsibilities as needed to ensure the work of the group is completed.

Action Planning Groups Membership Selection

All student, staff, and administrator applications will be reviewed and evaluated by the Cabinet and a representative from ASI and USA, and who will make recommendations for appointment to the President. Consideration will include representation from across campus and expertise in related content area. The Cabinet will ensure that selected candidates will be supported and allowed the required time for participation by their supervisors.

For faculty, a separate call for applications will come from the Faculty Senate office and applications will be considered under the normal Faculty Senate appointment process for service on University committees.

Individuals may only serve on one Action Planning Group but may provide feedback and input through any mechanisms provided to the campus as a whole and related to any content area.

Application Timeline

- | | |
|----------------------------------|-----------------------------------------|
| • Wed., Sept. 30 | Applications due |
| • Thurs., Oct. 1 – Mon., Oct. 12 | Review of applications |
| • Mid-October | President Nelsen announces appointments |

Planning Sessions

- | | |
|-----------------------------------|-------------------------------|
| • Fri., Oct. 23, 9 a.m. – 12 p.m. | Orientation/Planning Sessions |
| • Fri., Nov. 6, 9 a.m. – 12 p.m. | Planning Sessions |
| • Fri., Dec. 4, 9 a.m. – 12 p.m. | Planning Sessions |
| • Fri., Jan. 22, 9 a.m. – 4 p.m. | Planning Sessions |
| • Fri., Feb. 19, 9 a.m. – 12 p.m. | Planning Sessions |
| • Fri., Mar. 19, 9 a.m. – 12 p.m. | Planning Sessions |
| • Fri., Apr. 23, 9 a.m. – 12 p.m. | Planning Sessions |



Antiracism Planning Council Membership Selection

The Antiracism Planning Council will be comprised of one co-chair from each of the Action Planning Groups selected by the Cabinet and representatives from Faculty Senate, ASI, and USA, in consultation with the President. The Antiracism Planning Council will also include the VP for Inclusive Excellence as well as the fellows hired to support the overall planning process.



APPENDIX C.5.1: ILLUSTRATION OF CATEGORIZATION OF ITEMS WITHIN FRAMEWORK

The seven Action Planning Groups will work to further define their respective content areas within the framework and identify specific goals, strategies, and tactics that Sacramento State should commit itself to and implement as we work to become an antiracism and inclusive campus. In developing the framework, the President's Cabinet identified a variety of potential goals and strategies as a means of further illustrating or defining the seven content areas. Potential examples of action items coming out of each respective area are provided below for guidance.

Mattering and Affirmation

- Implement best practices in recruitment and retention to increase demographic diversity in our faculty, staff, and administrative populations that reflects the diversity of our student population.
- Audit of public spaces that include inclusive imagery.
- Audit our communications and messages and establish writing standards and guides to ensure more inclusive messaging.

Cross-racial and Inclusive Engagement

- Create intergroup and intragroup dialogue programming using a collective process that includes student voices. Set up idea meeting(s)/brainstorming session(s) with stakeholders, including student voices. Membership should include representatives from Student Affairs, campus identity/culture centers, student orgs, and Employee Affinity Groups.
- Explore ways to deepen understanding, address misunderstandings and/or misperceptions, and encourage dialogue, such as soliciting feedback, initiating listening sessions, and hosting book circles with discussion groups.
- Develop a regular series featuring speakers that will focus on the impact of racism on people and communities, as well as actions that can be taken at Sacramento State to build an inclusive community.
- Advance campus debate about racial justice by inviting antiracism and BIPOC history speakers to hold discussions inside and outside classrooms.
- Build and fund student internship opportunities with organizations fighting against systemic racism.

Antiracism Curriculum, Pedagogy, and Assessment

- Support faculty and departments in building antiracism curriculum and anti-bias pedagogy. (May30, 2020 Sac Send)



- Regularly convene college and university faculty with qualified staff to discuss and develop inclusive teaching practices and the development of culturally sustaining and affirming practices.
- Syllabus review (USC Syllabus review guide).
- Engage the faculty to examine General Education and how it can be changed to build an antiracism and inclusive curriculum for Sacramento State students.
- Work with the Pedagogy Enhancement Award Committee to target awards to proposals that focus on inclusion.
- Develop course policies and classroom management strategies that build an antiracism and inclusive course and classroom. Encounters with Racial Stress and Bias
- Identify funding to hire an ombudsperson or advocate within the Division of Inclusive Excellence for people experiencing racism and bias on our campus. (May 30, 2020 Sac Send)
- Support the efforts of the Division of Inclusive Excellence to create a bias-reporting tool to better track and address issues of racism or bias on campus. (May 30, 2020 Sac Send)

Institutional Commitment

- Conduct an audit to determine which current policies and processes need to change to become an antiracism and inclusive policies and practices. (May 30, 2020 Sac Send)
- Pass and implement policy requirement for regular/ongoing examination of our policies and processes for the purposes of ensuring antiracism, equity, and inclusion.

Impact of and on the Sacramento Region

- Increase advocacy and partnership with the City of Sacramento and law enforcement to change the way our communities are policed. (May 30, 2020 Sac Send)
- Build on the Anchor Institution and community engagement work to create specific efforts to help prevent, manage, respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community.



APPENDIX C.5.2: ORGANIZATION FOR CAMPUS PLANNING PROCESS

- **Planning Council:** 12 members or less (1 co-chair each Action Planning group, VP for IE, Planning Fellows)
- **Action Planning Groups:** 14 members or less (representing students, faculty, staff and administrators)



APPENDIX D: ACTION PLANNING GROUP APPLICATION

What is your full (first and last) name?

What is your CSUS email address?

What is your phone number, including area code?

Please indicate in which content area(s) you would like to serve (in priority order, if more than one)

Please describe your interest and ability to commit the time and effort for the committee work.

Please describe how your educational/professional/personal lived experience has prepared you for discussion and planning in the respective content area(s).

Please describe what – if anything – you need to be successful as an active participant in this planning process.

Please describe your interest and ability to take on a “leadership” role (i.e., serving as a co-chair, etc.)

Optional: Please share how you define your identity and how it may be relevant to the planning process

Will you be participating in the Fall 2020 Convocation: Advancing Our Commitment to Antiracism?

Are you available for all of the Friday planning sessions identified below?

Please indicate your role on campus.

For faculty and staff, please provide your department chair’s or manager’s name.



APPENDIX E: CO-CHAIR SELECTION PROCESS

Antiracism and Inclusive Campus Plan: Action Planning Group Co-Chair Selection Process

Action Planning Group Structure

Each Action Planning Group (APG) will work as a collective to create its deliverables and document its work. In addition, each APG will select two individuals to serve as co-chairs whose role will be to represent the voice of the APG and to work collaboratively with the facilitators to move the work forward. Each APG will select one of its co-chairs to serve on the Antiracism Planning Council as a representative of the group with the second co-chair as an alternate.

Planning Process & Facilitation Support

The process to develop the Antiracism and Inclusive Campus Plan will be designed, guided, and supported by a facilitation team from the College of Continuing Education. The facilitation team will collaborate with the sponsor (Division of Inclusive Excellence) and the Antiracism Planning Council to set meeting agendas and pace APG work session activities to achieve the overall goal.

Roles & Responsibilities of APG Co-Chairs

APG co-chairs are responsible for working with the facilitation team and reporting the committee's progress to the Antiracism Planning Council. It's essential for those who serve in the position of co-chair to have a clear voice, and good listening and presentation skills. Good facilitation skills are important for co-chairs so that all APG members participate, and meetings run smoothly. Specific responsibilities include:

- Sharing the responsibility of representing the APG on the Antiracism Planning Council.
- Scheduling conference calls with fellow co-chairs and the facilitation team as needed. • Preparing and distributing notes and action items of meetings.
- Distributing material to the APG whenever needed to keep members informed, particularly agenda material before a meeting.

Qualities of the Effective Committee Co-Chairs

The co-chairs are leadership positions that requires specific skills as well as a sense of diplomacy and democracy. The role of co-chair can be a time-consuming venture that requires extra time to plan and prepare for meetings. The following are essential:

Communication Skills

- Demonstrates ability to communicate with APG members, staff, and other groups.
- Demonstrates willingness to listen (communication is not solely talking).



Participation

- Demonstrates active participation and interest in the effort.
- Has knowledge of the subject in which the APG is involved.
- Thinks in terms of overarching effort goals.
- Is able to attend all APG meetings.

Leadership

- Respects and inspires others.
- Demonstrates ability to create a positive work atmosphere.
- Maintains group focus without dominating.
- Understands how the APG fits into the larger work of the effort.

Administrative Skills

- Demonstrates willingness to take the initiative.
- Demonstrates ability and willingness to carry out responsibilities.
- Supports orderly procedures for conducting work.
- Understands the role of the supporting facilitation team staff.

Selection of the Co-Chairs

Each APG will select its two co-chairs at the December 4th meeting which will be facilitated by a member of the facilitation team. Those interested in serving as the co-chairs should inform the facilitation team of their interest by November 23rd. During the December 4th meeting, interested candidates will provide their fellow APG members with a verbal explanation of why they are interested in serving in the role and why they believe they are qualified to serve the overall interests of the APG (note: this explanation should be brief and not exceed 3-5 minutes). The facilitation team member assigned to the APG will manage the discussion and, after all candidates have completed their brief explanations, will ask if any of the APG members have questions for any of the candidates. Upon completion of the candidate presentations, the facilitator will ask each APG member, including those seeking to serve as co-chairs, to vote using an anonymous live voting tool on Zoom.

With the vote completed, the APG will take a short break to allow the facilitator to review the votes and announce the top two vote recipients who will serve as the co-chairs.

In the case where there is a tie, the candidates receiving equal votes will be asked to present to the full APG membership again as to why they should be selected over the other candidate. At this time, another vote will be taken (using the same process detailed above) to select amongst the candidates.

Selection of the Co-Chair Liaison to the Antiracism Planning Council

After the two co-chairs have been selected by the APG, the facilitator will explain the roles and responsibilities of the co-chair liaison to the Antiracism Planning Council and will then ask each of



the co-chairs to make a statement to the full APG indicating if they desire to serve as the primary liaison. If both co-chairs desire the role, then the facilitator will ask each candidate to briefly make the case for why they should be selected. The APG membership will then be asked to vote using the same anonymous process described above to select the individual who will serve as the APG's primary liaison, with the other co-chair serving as the alternate. Irrespective of the vote outcome, both co-chairs will be tasked with working together, along with the facilitation team, to ensure all work is undertaken to help the APG achieve its goals.



APPENDIX F: EMAIL REGARDING QUALTRICS SURVEY

Subject: *Antiracism Campus Planning*: Sharing the Power of our Stories

Dear APG members,

As we begin the work of crafting formal recommendations for the antiracism and inclusive campus plan, which will be presented to university administration in May, we remain conscious of the many lived experiences that helped shape the ideas encapsulated in the APG outputs. We also have been reflecting on the power of storytelling as a vehicle for sharing one's reality and creating impact. In Planning Council, one idea for putting this power to work has been to draw in narratives from the wider university community. This approach, called *Counterstory*, is rooted in Critical Race Theory and often serves as a method to document different experiences and voices. Narratives might include both big-picture ideas on building an anti-racism campus and personal experiences that have enhanced or detracted from feelings of safety and belonging.

We are including a link to an optional, anonymous Qualtrics survey for you to participate in by Friday April 9th. The survey includes seven open-ended questions and the option to include your name and department or to remain anonymous.

We hope to include excerpts from the survey responses in various sections of the Final Plan in order to highlight the lived experiences that have informed the recommendations in the plan. You may indicate whether it is okay to use your survey response in part of the Final Plan, or if you'd prefer to limit the use of your response to Inclusive Excellence's information only (so your response will *not* be reflected in the final plan). In sharing this survey with you we are mindful of cultural taxation and do not want anyone to feel pressured to respond to this optional survey. In asking you to join us in this work, we understand that these topics can be sensitive, that the current times are challenging us in new ways daily, and that time is limited. Please remember that many types of support are available to you, including counseling services at The Well, CalHOPE (833-317-HOPE), and the California Peer-run Warm Line (855-845-7415).

While we are working under an abridged timeline that prohibits us from soliciting and analyzing data from the entire CSUS community at this time, we nevertheless wish to incorporate personal narratives into this process in some way. We know there are a multitude of ideas and personal stories among our Hornet family, both uplifting ones illustrating where we are approaching our goal and others that demonstrate where we still have work to do. As APG members comprising a diverse cross-section of the campus community, your stories are valuable and represent a range of experiences. As such, we wanted to extend the invitation to participate in this survey, to inform and shape the final plan.



Thank you for your tremendous efforts and time commitment to this important work. Your thoughtfulness and dedication to this process has shone through so clearly in the work that you've recently completed in capturing goals, objectives and actions. This work you've developed will form the backbone of the plan that we are co-creating and we look forward to learning your ideas and stories.

In spirited community,

The Anti-Racism Planning Fellows



APPENDIX G: ACTION PLANNING GROUP SESSION OUTPUTS FOR TRANSLATING IN WORD DOCUMENTS

APG Planning Session

February 19, 2021

APG Name:

This document should be filled out by goal, for each goal fill in the appropriate objectives and actions. Note there can be multiple objectives and actions to reach one goal. Please correlate the goals, objectives, and actions to match the list number (for example the first goal will match to the first objective and the first action). Create subpoints by tab shifting to go from a new point (1, 2, 3) to a subpoint (a, b, c). Please be sure to note the name of your APG at the top of the page.

Goals: What do we need to achieve?

- Goals create a vision with a wide range.

Objectives: How do we achieve it?

- Objectives focus on the individual, achievable outcomes. Objectives are the concrete deliverables that make the goal come to life.

Actions: What do we do to achieve the objectives?

- Actions explain the steps and resources needed to meet the objective(s).

APG Planning Session

March 2021

APG Name:

This page is for the March Planning Session. This will be a continuation of work from the February Planning Session. Please continue matching the number points to the corresponding goal, objectives, and actions.

Metrics: How do we know we have achieved (are achieving) the objectives?

Implementation: Who?

Implementation: When? (Short, Medium, or Long-term)

Accountability: What are actions to take when we miss the mark?



APPENDIX H: ACTION PLANNING GROUPS OUTPUT SYNTHESIS TASK

March 19th APG Output Synthesis Task

Deadline: Friday April 2nd

Fellows: please review the same APG output that you focused on in February.

As a reminder:

- Goals create a vision with a wide range
- Objectives focus on the individual, achievable outcomes. Objectives are the concrete deliverables that make the goal come to life.
- Actions explain the steps and resources needed to meet the objective(s).
- A recommendation refers to one goal and its corresponding objectives and actions.

Task Instructions:

1. Open the most recent APG Outputs from the 3/19 Planning Session.
2. Provide your feedback on this document (pages 3-7) to the APG about which goals, objectives, or actions still need to be more specific and make sure you are clear about *how* or *what* the APG should specify.
3. Copy and paste the original March 19th APG's recommendation and pair with your feedback below.
4. Please review the sample, and then provide your feedback in the appropriate APG chart.

Sample:

What needs more clarity and specificity? If you were trying to implement this recommendation, is there anything else you would need to know? Are the objectives and actions specific about who will implement, how they'll implement, and by when? If a change is recommended, what exactly will change, by how much, and when will it change by?



APPENDIX I: FURTHER INFORMATION ON ACTION PLANNING GROUPS RECOMMENDATIONS

Appendix I.1.1: Global Recommendations

Please consider the following global recommendations as an arch that covers all Encounters with Racial Stress and Bias (ERSB) APG goals, objectives, and actions (think umbrella). These global recommendations fall under:

- Further Analysis
- Coordination and Accountability
- Sustainability
- Resources

Further Analysis

In the ERSB Rationale document, we identify needed next steps. In the ERSB Recommendations Matrix, we list multiple research questions to consider for further inquiry, analysis, and evaluation. Below are recommendations to develop critical pieces needed for any successful change project:

- Determine
 - **Baseline metrics** at the level needed to track and manage plan progress
 - **Best practice benchmarks** that can be used to measure and track progress
 - Potential **synergistic opportunities and connections** that can make the impact of these efforts more pronounced throughout the system. Some examples are listed below under the sustainability heading.
 - **An iterative approach of ongoing analysis and evaluation for continuous quality improvement** (e.g. Deming cycle, Plan, Do, Check, Act, repeat)

Coordination and Accountability

- Antiracism and implicit bias are insidious and function at many levels. The ERSB strongly believe a whole of campus approach is vital to systemic change. This level of effort requires building in coordination and accountability measures to manage and accomplish systemwide change.

Coordination and Oversight

- Once the implementation plan is final, the ERSB APG recommends CSUS staff and fund a **coordination team** that tracks, monitors, and coordinate implementation efforts. This team should work and coordinate with Division of Inclusive Excellence. The primary purpose of this group is tracking and coordinating efforts on an ongoing basis. This team should be lead by a director level position. We believe this director position should be in addition to the Director of DIE as this position already has an overflowing workload.



- A standing committee (made up of a cross section of front-line staff, management, and executives) is formed as an internal oversight board whose role is to oversee progress on the plan, ensure transparency on plan progress, and communicate the progress and the challenges of the Antiracism Plan. This committee should include members of the Division of Inclusive Excellence and coordinate with it. This standing committee's primary purpose is oversight, communication and it should be charged with insuring continuation of Plan goals.

Accountability

The ERSB APG recommends the following accountability measures be implemented:

- At the beginning of each semester, the President gives an address to the campus. The ERSB APG recommends that on these occasions, the President reports to the campus on two items 1) the work done in advancement of the Antiracism Plan including accomplishments, challenges, and how the challenges are being addressed and 2) Plans for the upcoming semester. This communication enables the campus community to track and account for progress on this vital endeavor.
- Leadership changes, individuals change jobs so to ensure continued accountability and sustainability this Antiracism plan needs an institutional commitment. Leadership and action needs to be stratified throughout our Institution in across departments and divisions and at varying levels of hierarchy. The standing committee mentioned above is one example
- As with academic department reviews conducted every 5 years on campus, we recommend anti-racism efforts/programs/committees be reviewed partly by external parties

Sustainability

To ensure sustainability of the planning effort the ERSB recommends developing internal and external partnerships that meet at specific points in time to discuss challenges and successes with implementation. The Coordination team will work with these partnerships, identify and harvest their learnings and incorporate them into the continued implementation of the plan. This creates and opportunity to learn from each other, share models and deepen the impact of our collective work. Building coordination points throughout our University and across CSU family stratifies leadership efforts to insure this is an institutional commitment, and provides for data collection and evaluation at key points in the system (at the unit level within CSUS and at the system level within CSU).

Key coordination and partnership points:

- Internal (Within CSUS)
 - Identify and develop partnerships and linkages within CSUS at the unit/department level.
 - Create a culture where upper administration regularly reports out on the health of our campus, which would include Antiracism Planning efforts.



- External
 - Partner with other campuses who are creating and implementing Antiracism Plans
 - Within CSU at the system level
 - Model current system coordination efforts at the system level where directors meet with their counterparts across CSU with system representatives
 - These groups can help advise and mobilize efforts and move initiatives throughout the CSU system.
 - Campuses across the country to learn from their experience
 - Maybe helpful to include
 - Universities with a track record of success in their Antiracism Planning
 - Universities of similar size and scope

Resources

Below are resources gathered during our work together .

Mental Health

- <https://sponsored.chronicle.com/rethink-everything/index.html?CID=CHEWTCUREESCSMF>

Examples of Antiracism Committees:

- <https://www.kent.edu/theatredance/community-anti-racism-and-equity-committee>
- <https://diversity.utah.edu/initiatives/arc/>
- <https://record.umich.edu/articles/anti-racism-faculty-hiring-initiative-selection-committee-named/>
- <https://www.pdx.edu/advising/anti-racism>
- <https://www.minotstateu.edu/diversity/>



APPENDIX I.2.2: ENCOUNTERS WITH RACIAL STRESS AND BIAS' AREAS OF CHANGE

Below please find the areas of change the ERSB APG has identified. All the objectives under our goals fit under one identified area of change. Each area of change has a corresponding problem statement. The final column in the table below lists the objective that corresponds to the area of change.

The ERSB is hopeful that these identified areas of change (which may also denote relevant themes) will help the plan drafters better understand the purpose and intent of each objective and the problem we hope to address by enacting these objectives.

| | Areas of Change | Problem Statement | Relevant Objective |
|---|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 1 | Hiring Practices | It is unclear whether our current hiring practices are effective in recruiting, hiring and retaining diversity at the University. | 1.1 |
| 2 | Community Building or Connecting (amongst diverse groups and engendering curiosity and the space for understanding) | 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. | 1.2, 1.5, and 1.6 |
| 3 | Curriculum Development OR Reflecting the diversity of our society in teaching practices | 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. | 1.4 |
| 4 | Campus Transparency and Communication | 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. | 1.7, 2.3 |
| 5 | Build Cultural Competency | Too many people feel ill equipped to prevent or address racial bias, and BIPOC people bear the burden of training others to be effective allies. | 1.8 and 2.2 |



| | | | |
|---|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 6 | Mental Health | 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. | 2.1 |
|---|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|



APPENDIX I.2.3: ENCOUNTERS WITH RACIAL STRESS AND BIAS' RATIONALE

Rationale

Narrative is a valid form of data collection. The Encounters with Racial Stress & Bias (ERSB) APG have used our collective experience to inform our recommendations. We have shared the problems we experience, as well as the nature, scope and location of the problems as we understand them. Our recommendations are based on what we believe could create meaningful change within our campus community.

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). 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. While our recommendations may not include a designated person or body for implementation, identified resources or sources, timeframes, or other important metrics, we have included what we think is needed for a warm handoff to those who should engage in the second phase of this process. In cases where we have not included pertinent items, it is because we believe that those decisions are beyond our scope and collective expertise. It is vital that those with this critical expertise engage in the next step of this important process.

We do have some global recommendations, which are included in the Global Recommendations document (page I-1).



APPENDIX I.3: CROSS-RACIAL INCLUSIVE ENGAGEMENT: IMPORTANT NOTES

1. Affinity Groups

During the April 26 CRIE APG discussion on actions that centralized campus reporting, IE-recognized 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. Strong social networks are key to retaining a diverse faculty and staff community. The Affinity Groups 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 or campus authorization.

2. Definitions used by CRIE APG

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 to explore, learn from, and challenge the space.

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

3. Reallocate Police Funding

NOTE (This is a suggestion that garnered interest but was not fully supported by the entire CRIE APG): Dedicate and /or reallocate campus police funds to Inclusive Excellence to support faculty and staff affinity groups and the activities that support them. It was suggested by some APG members that the campus police department share information on their work and finances with the larger campus to increase discourse on use of funds, resources and potential developments, reallocations etc. In order to “dedicate and/or reallocate campus police funds” increased transparency and accountability is needed. The CRIE APG recommends that the campus police department share information on their work and finances with the larger campus to increase discourse on use of funds, resources and potential developments, reallocations etc.

4. Race & Ethnic Studies Requirement

The following text was developed by several faculty within the CRIE APG on April 23, to be shared in the CRIE and / or larger plan Appendix. Early in the development of the AICP the CRIE APG made a recommendation to preserve the Race and Ethnicity General Education (GE) requirement in the face of AB 1460. The CRIE APG was asked to move this recommendation to another APG; however, the CRIE APG wanted to ensure the following text is included in the AICP Appendix:



The following text was developed by several faculty within the CRIE APG on April 23, to be shared in the appendix. Early in the development of the AICP, faculty in the CRIE APG made recommendations to preserve the Race and Ethnicity General Education (GE) requirement in the face of AB 1460. The CRIE APG was asked to move this recommendation to another APG; however, the faculty in the CRIE APG wanted to ensure the following text is included in the AICP Appendix:

One early goal of the faculty in the Cross-Racial and Inclusive Engagement Action Planning Group had was to preserve the Race and Ethnicity requirement in the face of AB 1460. CRIE was asked to provide more information about the perspective on this. CRIE expects there will be discussions about this in the future, and some might want to remove the Race and Ethnicity requirement. CRIE faculty believes we need to 'future proof' the requirement.

This is NOT in consideration of AB-1460. CRIE faculty wants to ensure that the University retains the current graduation requirement in Race & Ethnicity. Changes to the requirement are acceptable but the requirement itself needs to be preserved.

Area F does not meet Race and Ethnicity requirements. It is its own separate GE requirement under Ethnic Studies.

The CRIE (or academic advisors in CRIE) also suggest that additional Area C lower division Race and Ethnicity course options are made available to students so that they have more options for completing the Race and Ethnicity requirement within their degree plan.



APPENDIX J: FULL RECOMMENDATIONS FROM EACH APG

The following appendices contain the complete and full recommendations from each Action Planning Group (APG).

Appendix J.1: Antiracism Curriculum, Pedagogy, and Assessment

Appendix J.2: Antiracism Learning & Literacy

Appendix J.3: Cross-racial and Inclusive Engagement

Appendix J.4: Encounters with Racial Stress and Bias

Appendix J.5: Institutional Commitment

Appendix J.6: Impact of and on the Sacramento Region

Appendix J.7: Mattering and Affirmation

J.1 Antiracism Curriculum, Pedagogy, and Assessment

Table 1

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| This is the final goal being put forward to Council. | Goal 1: Ensure that curriculum, pedagogy & assessment is antiracist: from a BIPOC perspective, fully integrating Black, Indigenous and other People of Color's epistemologies, 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 | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | 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 | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | <p>improving library resources that support anti-racism. Responsibilities would include (but are not limited to):</p> <ul style="list-style-type: none"> • 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 | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | updates to curriculum workflow system <ul style="list-style-type: none"> • 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 | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | <p>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.</p> | |
| | | | <p>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</p> | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | 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, | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | 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, | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|--|-------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| | | | 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. | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | | 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 | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | | 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. | | |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Goal 1: Ensure that curriculum, pedagogy & assessment is antiracist: from a BIPOC perspective, fully integrating Black, Indigenous and other People of Color's epistemologies, in an intersectional way; and that it centers and values students' different ways of knowing.</p> | <p>Objective 1.1 Create mechanisms to communicate with and seek alignment with college-level antiracism and inclusion curriculum, pedagogy, and assessment efforts.</p> | | <p>Timeline: 2021-22 school year: develop antiracism/inclusion tools Timeline: 1 year for faculty to take professional development. Timeline: 3 years for Form A and B to be submitted o Courses should be prioritized based on opportunity gap data from dashboards</p> | | <p>Action 1.1.1: An earlier version on a separate document appears to contain additional details (facilitator):</p> <ul style="list-style-type: none"> • Curriculum, pedagogy and assessment are key parts of the committee's mission • The committee trains or guides college-level committees to ensure there is expertise in antiracism • Each college committee has a liaison to the overarching committee • The committee provides each college with checklists/guidelines, |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | | syllabus checklists, etc. • One example area of guidance: how faculty can be responsive to traumatic events; statements regarding specific events so each college doesn't need to draft its own. Additional concepts related to this objective: College-level curriculum committees make antiracism key focuses of their mission; Committees dealing with antiracism include student representation that is compensated. |
| | Objective 1.2 Create support for curriculum revision and development that | | | | Additional concept related to Action 1.2.1: Ensure sufficient faculty training, professional |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | integrates course topics through the lens of applications toward anti-racism. | | | | <p>development and continuing education opportunities are provided, incentivized and required if needed so that existing and onboarding faculty are exposed to antiracism curriculum and pedagogy. PD-related possible Action items:</p> <ul style="list-style-type: none"> - The University offers stipends (such as \$1,000) to faculty to create antiracist programs, courses, syllabi, and assessment processes. - The University incorporates best practices from community colleges and San Francisco State by offering incentives, grants to |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | | reduce equity gaps in courses, etc. Example: SF State asynchronous anti-racism course, faculty compensated \$1,000+. |
| | 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. | | | | |

Table 3

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Here and below, earlier brainstormed goals, objectives and actions that were not refined, for appendix | | Obj 1.4. Curriculum is more accessible and reflective in regards to the resources that students need in the classroom | Action 1.4.1. Ensure exclusionary and outdated language is removed from syllabi, program materials, etc. Don't scare away students with acronyms and technical aspects. |
| | | Obj 1.5. Curriculum draws on student experiences | |
| | | Obj 1.6. Faculty have skills and tools to be responsive to students in the classroom, including the ability to engage classes around racist incidents/comments, using them as learning opportunities | |
| | | Obj 1.7. Curriculum draws on diverse individuals' contributions to the field (that may resonate with student's identities and communities). | |
| | | Obj 1.8. Foster faculty and university responsiveness to student feedback | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | Obj 1.9. Curriculum is centered on current events and offers a structural and ethical analysis of racism and colonialism | |
| | | Obj 1.10. Curriculum incorporates community engaged teaching | |
| | | Obj 1.11. Curriculum fosters an egalitarian culture | |
| | | Obj 1.12. Curriculum incorporates a meaningful recognition of indigenous territory, history, and presence | |
| | | Obj 1.13. Thoughtfully design a program of professional development sessions and toolkits to inform, train, and support faculty to integrate inclusive and antiracism curriculum, pedagogy, and assessment | |
| | | Obj 1.11 Fill gap for students that don't have opportunities for mentoring in the field, community/field experiences, | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | place-based learning, family context of knowledge, etc. | |
| | | Obj 1.12. achieve a mix of activities/cases/methods in the classroom to attend to students' different ways of knowing/learning | |
| | | Obj 1.13. Make a distinction between assessment and grading | |
| | | Obj 1.14. Across the program/discipline, expose students to diverse ways of knowing and learning | |
| | Goal 2. Ensure that campuswide curriculum, pedagogy and assessment efforts have sufficient resources and alignment and build on data, on- and off-campus best practices and lessons learned from pilot testing. | Obj 2.1. Build on work already done at the college level. | |
| | | Obj 2.2. Collect data necessary to inform on the successful development of | 2.2.1. Recruit faculty for a pilot program to implement and study tools/frameworks and use this to revise our |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | curriculum, pedagogy and assessment initiatives. | recommendations, artifacts, etc. |
| | | | 2.2.2. Utilize surveys and focus groups to gather needed data. |
| | | | 2.2.3. Analyze causes of DFW rates & develop tools/best practices |
| | | Obj 2.4. Achieve a more diverse faculty | 2.4.1. Hire more BIPOC faculty and focus on their retention |
| | | | 2.4.2. Develop hiring practices (of faculty, students, administrative assistants) that honor different communication styles, life experiences, etc. |
| | Assessment Goal 1. Assessment centers the humanity of students (as opposed to treating them like aggregates of data) | A Obj 1.1 Centers Success rather than weeding out | |
| | | A Obj. 1.2 Centers Equity rather than equality | |
| | | A Obj. 1.3 Centers Holistic (multiple measures) rather | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | than one term essay or high stakes exams, ensuring alignment | |
| | Assessment Goal 2. The University incorporates antiracist assessment strategies/practices | A Obj. 2.1. There is an ability to hold faculty and professors accountable on antiracism and inclusion | |
| | | A Obj. 2.2. Assessment fosters faculty self-reflection | |
| | | A Obj. 2.3. Thoughtfully design a program of professional development sessions and toolkits to inform, train, and support faculty to integrate inclusive and antiracism curriculum, pedagogy, and assessment | |
| | | A Obj. 2.4. 'There is full integration of Black, Indigenous and other People of Color's epistemologies in our research, pedagogy and curriculum | |
| | | A Obj. 2.5. Make a distinction between assessment and grading | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | Pedagogy Goal 1. Pedagogy centers and values students' different epistemologies and ways of knowing | P Obj 1.1. By fully integrating BIPOC perspectives and epistemologies, in an intersectional way. | |
| | | P Obj 1.2. Pedagogic strategies actively address the need for antiracism approaches | |
| | | P Obj 1.3. Foster open classroom dialogue on racism | |
| | | P Obj 1.4. Achieve more diversified courses | |
| | | P Obj 1.5. Pedagogy incorporates a meaningful recognition of indigenous territory, history, and presence | |
| | | P Obj 1.6. Thoughtfully design a program of professional development sessions and toolkits to inform, train, and support faculty to integrate inclusive and antiracism curriculum, pedagogy, and assessment | |
| | | P Obj 1.7. The campus has a culture of reflexive teaching | |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | P Obj 1.8. Foster faculty self-reflection | |
| | | P Obj 1.9 There is an ability to hold faculty and professors accountable on antiracism and inclusion | |
| Unaffiliated ideas for actions | | | <p>Actions related to professional development or faculty culture:</p> <ul style="list-style-type: none"> A. For professional development, feature a panel of students discussing their experiences in the classroom B. Develop scenarios from student perspectives for professional development C. Develop composite counter-stories based on survey and focus group data for professional development purposes D. Foster talking openly about how racism impacts a specific discipline and then how the department is |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <p>addressing that and working to be antiracist</p> <ul style="list-style-type: none"> E. Foster responsiveness to student feedback F. Provide strategies for ways to address racism in the classroom |
| | | | <p>Actions related to institutional processes:</p> <ul style="list-style-type: none"> G. Include student representatives on faculty curriculum, hiring and admissions committees H. Develop a Retention, Tenure and Promotion (RTP) process and practices that reward, emphasize, prioritize or require antiracism teaching I. Require diverse department RTP committees (for instance, an existing RTP committee is all male) J. Create a process for introducing antiracism to students during the on-boarding process |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <p>(ensuring they are oriented to our campus mission and understand how this will influence their experiences in the classroom, in clubs, at events, etc.)</p> <p>K. Eliminate textbooks</p> |
| | | | <p>Actions related to resources:</p> <p>L. Provide tangible resources for anti-racism work (professional development funds for being on this task force??)</p> <p>M. Provide incentives for faculty to re-imagine their courses. For instance, a research course that previously centered on quantitative stats</p> <p>N. Funds are made available to hire students to do anti-racist programming in their departments (e.g. host a panel of speakers, a workshop on Indigenous healing)</p> |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <ul style="list-style-type: none"> O. Provide support for BIPOC faculty that teach antiracist courses and receive backlash from white students P. Smaller class sizes to enable other goals/actions |
| | | | <p>Actions related to course design and syllabi:</p> <ul style="list-style-type: none"> Q. Courses are designed not to intentionally weed out students (I see this happening with pre-med courses in particular) R. Land acknowledgement in syllabi and instructional topics S. Address parenting students with syllabi statement T. Get abbreviations out of syllabi |
| | | | <p>Actions related to course requirements:</p> <ul style="list-style-type: none"> U. Keep the General Requirement (GR) |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <p>in Race & Ethnicity while also implementing AB 1460.</p> <p>V. Require all incoming students and new faculty to take an antiracist seminar course</p> |
| | | | <p>Actions related to classroom activities:</p> <p>W. Problem focused activities in class, allowing students to share in groups, as opposed to teachers doing all the "knowledge dumping"</p> |
| | | | <p>Actions related to student support:</p> <p>X. Creating a safe space for students to speak openly with faculty/professors about racism or other issues regarding this area</p> |
| | | | <p>Actions related to assessment:</p> <p>Y. Provide guidelines for formative vs. reflective</p> |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <p>assessment for "weed out" classes (This could be part of a syllabus policy or something that is considered as part of the form A)</p> <p>Z. Analyze causes of DFW rates & develop tools/best practices</p> <p>AA. Foster responsiveness to student feedback</p> <p>BB. Survey student experiences in STEM during and post-college</p> <p>CC. Add equitable and transparent grading and assessment practices into a syllabus policy</p> <p>DD. Develop a framework for depts. to use to revise student evaluation questions to reflect anti-racist curriculum, pedagogy, and assessment</p> <p>EE. Identify standardized exams that shouldn't be used</p> <p>FF. Remove GRE from graduate admission</p> |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
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| | | | <p>processes (Note: there are conflicting views on whether the GRE is beneficial to BIPOC)</p> <p>GG. Eliminate the way teacher evaluations are used in assessing faculty</p> <p>HH. Initiate an audit of departments' syllabi that will check for anti-racist content and assessments</p> |
| | | | <p>Actions - miscellaneous or needing further definition:</p> <p>II. Remove systemic barriers to STEM education faced by underrepresented groups</p> <p>JJ. Eliminate the use of "illegal" to refer to people</p> <p>KK. Integrate experiential and place-based learning</p> <p>LL. Do case studies with faculty around antiracism</p> <p>MM. Engage antiracist community</p> |

| | Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? |
|--|-------------------------------------------|------------------------------------------|----------------------------------------------------------|
| | | | organizations, involve community members doing this work |

J.2 Antiracism Learning and Literacy

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Increase Promotion and Visibility of University Antiracism Efforts | 1.1 Create quarterly newsletters highlighting and describing diversity, equity, inclusion, and belonging programs, research, and initiatives operating on campus. | 1.1.1. Designate resources to hire staff person in IE to implement | Measured by production (timeliness and pageviews/clicks). Crowdsourced. Sharing what is already happening. Relevant news. Current events. | Inclusive Excellence and University Communications - new Media |
| | | 1.1.2. Draft position description | | |
| | | 1.1.3. hire staff person in IE to implement | | |
| | 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. | 1.2.1. designate resources to hire staff person in IE to implement. Provide incentives for campus community to participate in efforts and actions. | Measured by pageviews, site visits, clicks on links. Measured by number of participants. | Inclusive Excellence and University Communications. - Media Coordinator. |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | 1.2.2. Draft position description for position - Responsibility for website articulated in job description for responsible staff person. | | |
| | | 1.2.3. hire staff person in IE to implement | | |
| | 1.3 Antiracism Learning and Literacy Institutional Network will have a web presence documenting their operations and resources. | 1.3.1. designate resources to hire staff person in IE to implement ALL IN (Institutional Network) Coordinator | Measured by pageviews, site visits, clicks on links, and Network participant surveys. | ALL IN Coordinator position created in Inclusive Excellence |
| | | 1.3.2. Draft position description for position - Responsibility for website articulated in job description for responsible staff person. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | 1.3.3. hire staff person in IE to implement - ALL In Coordinator | | |
| 2. Establish Antiracism Campus Onboarding and Annual Procedures/Content for University Staff and Students | 2.1. Develop and deliver an antiracism module as part of required orientation for new employees. | 2.1.1. As a part of required orientation, all new and returning employees will participate in an antiracism learning module. | Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation. | Division of Inclusive Excellence will design and provide general guidance (base parameters), College / Division Deans ensure implementation, monitoring, and updates. |
| | | 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 | Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation. | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | discussions - annual report out from Deans). | | |
| | 2.2. Develop and deliver an antiracism module as part of required orientation for new and transfer students. | 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. | Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation. | |
| | | 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. | Meeting agendas, sign in sheets (staff by role), minutes with anticipated outcomes, sample presentation materials. Annual evaluation of the effectiveness of training implementation. | Collaboration with Student Excellence and Student Affairs. |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | <p>2.2.3. Learning modules shall address racism on campus across four primary platforms:</p> <ul style="list-style-type: none"> a. Student(s) towards student(s), b. Student(s) towards staff or faculty, c. Staff or faculty towards student(s), and d. Staff or faculty towards staff or faculty. | <p>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.</p> | <p>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.</p> |
| <p>3. Encourage and Resource Antiracism Programming (ALL IN programming)</p> | <p>3.1 Establish Antiracism Learning & Literacy - Institutional Network (ALL IN) and develop the people and</p> | <p>3.1.1. Develop a structure for getting funding and hosting programs that would be part of the ALL IN network</p> | <p>Quantity of proposals submitted (per structure dev'd) to ALL IN</p> | <p>Facilitated by Division of Inclusive Excellence Resourced and implemented in every division</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | departments that would create the network. | | | |
| | | 3.1.2. Survey developed by ALL IN committee (or subcommittee) | survey responses from the programs supported by ALL IN | 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, |
| | | | quantity of programs that actually occurred supported by ALL IN | |
| | | | % increase over baseline (needs to be set) in funding (budget or philanthropic) dedicated to ALL IN | |
| | 3.2 ALL IN Grants to support Antiracism Programming on Campus (One World and UEI model) | 3.2.2. Direct budget resources to underwrite programming. Ensure adequate funding to support multiple student, faculty, and | # of proposals submitted/funded by ALL IN. Range of programming supported by the grants. Diversity of grant recipients. | OREID partnership to ensure that all members of the campus have the assistance and training to apply for the grants. |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | <p>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)</p> | | <p>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.</p> |
| | | <p>3.2.3. Create communications strategy around that structure: do we compel? How do we advertise? (radio station, list serves, public affairs, etc)</p> | <p>\$ of dollars (increase over time)</p> | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | 3.2.4. designate as a fundraising goal by the president's office. | | |
| | | 3.2.5. Prioritize university fundraising (individual, foundation grants, corporate) efforts to support learning activities, grants to campus partners, etc. | | |
| | 3.3 University will encourage and host ALL IN Convenings, Colloquiums, Luncheons, Screenings, Symposiums | 3.3.1. 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 iterable so we don't need to make a new list from scratch every year | # of participants | Inclusive Excellence, support from Elisa Chohan's department, events (Office of President) Every college and unit on campus |
| | | 3.3.2. establish a committee with funding | evaluation survey of participants to evaluate effectiveness | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | to organize these events annually | | |
| | | | quantity of learning activities | |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Increase Promotion and Visibility of University Antiracism Efforts | 1.1 Create quarterly newsletters highlighting and describing diversity, equity, inclusion, and belonging programs, research, and initiatives operating on campus. | 1 year (short-term) Newsletter will launch by beginning of spring 2022 semester at the latest. | Having this as a job requirement, and therefore as part of the evaluation of the person in this position, will ensure accountability | Consideration should be given to the extra workload that this work will generate; new hires should be priority, or, if not possible, than buy outs and/or job description and re-weighting |
| | | 1 year short term | | |
| | | 1 year short term | | |
| | 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. | 1 year (short-term) Website is up currently but needs content. Med term - continuous updates | Job description and evaluation | |
| | | 1 year short term | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | 1 year short term | | |
| | 1.3 Antiracism Learning and Literacy Institutional Network will have a web presence documenting their operations and resources. | | Job description and evaluation | (Diversity and Inclusion landing page with information about campus antiracism and inclusion efforts and actions. Links to Inclusive Excellence page, that details work of the Division of Inclusive Excellence, which overlaps somewhat with content on D&I landing page. Then you have ALL IN page that is focused specifically on the actions of ALL IN.) |
| | | | Job description and evaluation | |
| 2. Establish Antiracism Campus Onboarding and Annual Procedures/ Content for University Staff and Students | 2.1. Develop and deliver an antiracism module as part of required orientation for new employees. | Design and initiate within one year, with ongoing implementation. | Annual evaluation of effectiveness | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | Collect data, reevaluate, and redesign | |
| | 2.2. Develop and deliver an antiracism module as part of required orientation for new and transfer students. | | Collect data, reevaluate, and redesign | |
| | | Offered during Student orientation. Offered during the Annual Updates | Collect data, reevaluate, and redesign | Division meetings are already scheduled – establish consistency in month(?). Guidance will be provided to recognize different needs for Divisions of teaching vs support staff. For new and returning students, calibrate need and design training modules with ASI in collaboration with counseling and other Universities entities TBD. For current students – see “Encourage and Resource Antiracism |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | Programming” and “Embed Antiracism Literacy into Campus Physical Spaces” sections |
| | | <p>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 victom whole, not focused on punishment. Evaluation should be designed in collaboration with Bias</p> | <p>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</p> | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | Response Director and the Division of Inclusive Excellence. | structures should be utilized. | |
| 3. Encourage and Resource Antiracism Programming (ALL IN programing) | 3.1 Establish Antiracism Learning & Literacy - Institutional Network (ALL IN) and develop the people and departments that would create the network. | 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 | Job description and evaluation of the people hired | |
| | | 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 | Survey results will indicate how well ALL IN is responding to the needs of the campus | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | 3.2 ALL IN Grants to support Antiracism Programming on Campus (One World and UEI model) | 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. | Grants awarded, composition of grant award committees, diversity of grant recipients. Success, based on submitted evaluation materials, of projects funding by grants. | have similar programs on campus with structure/precedent or model |
| | | | | we presumably already have grant writers wo can identify and work towards grants for anti-racism programming |
| | 3.3 University will encourage and host ALL IN Convenings, Colloquiums, Luncheons, Screenings, Symposiums | Within one year to coordinate cohesive plans; ongoing | | Educational experts; things already happening on campus |
| | | | Resources needed: Space, money/time | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | (staff), people (audience, staff, speakers etc), events support |
| | | | | do we want commitment? E.g. every division will host two programs a year? Or do we want to see what happens if we don't require it. |

Table 3 Four Goals for Appendix

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| <p>4. Integrate and Embed Antiracism Education into Position Descriptions and Performance Evaluations</p> | <p>4.1 Emphasize the tenants of the profession, over granted achievements from institutions with historically respected reputations. Distinguish the passion for the profession and dedication to student learning over certifications.</p> | <p>4.1.1 create a required field on all job applications that asks for experience with diverse populations. It is on some applications already.</p> | <p>Racial Diversity Intelligence scale - validated measure- (developed by Sac State Student) for performance evaluations.</p> | <p>Provost’s office, appropriate senate committees, departments, and leadership. Also need to collaborate with appropriate unions. We encourage collaboration with Office of Inclusive Excellence. We don’t know who might need to be involved, suggestions welcome</p> |
| | <p>4.2 Consider ways to blind applicant information, to include student representative with equal power and authority as faculty members on hiring committee, and to ensure that the hiring committee is</p> | <p>4.1.2 From an evaluation standpoint, this may best be geared towards managers and policy makers – evaluating what they have implemented in their own spaces to help develop anti-racist culture</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | representative and not all white. | | | |
| | 4.3. Promote the use of “D&I Statements” on job postings with dedicated website | 4.1.3. Develop a Sac State Anti-Racist Statement that is a requirement for all applicants, and allow departments to add this to other required documents. | | |
| | | 4.1.4. Develop a rubric that can be used across departments to ensure that Antiracism Education/Understanding is a part of all posted job descriptions. All departments will need to show that the completed job description aligns with the rubric before the job is posted. | | Rubric can be developed by a committee that is representative of both faculty and staff. with HR and Inclusive Excellence, unions. |
| | 4.3 Provide resources and information to campus to enable | 4.1.5. Develop a rubric that can be used across departments to ensure that Antiracism | Faculty and staff will demonstrate in job review/performance evaluation/working | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | evaluation of D&I statements | Education/Understanding is a part of all job/performance evaluations. Require that all department develop some form of Antiracism education/understanding be a part of job/performance evaluations. All departments will need to commit to providing education for all faculty/staff to ensure that the job performance evaluation standards can be met. | action file that they are centering and valuing BIPOC and their lived experiences, giving particular attention to repairing harm, ensuring equity, and de-centering whiteness. The rubrics, scales, and added requirements will provide structure and will hold people accountable. | |
| | 4.4 Host workshops for integrating D&I competencies in position descriptions | | | |
| 5. Embed Antiracism Literacy into Campus Physical Spaces | 5.1 Create spaces for educating around campus. Each department should dedicate embedding | 5.1.1. Change or assign names to key campus locations (Union Rooms/Parking Lots/Quad, Placer | | Do we have an historian? (University Archivist would be a good resource and holds a lot of the |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | antiracism literacy into their own departments. | Center, Sac State downtown) | | information and materials that will be important to use. Funding for University Archivist should be considered. |
| | | 5.1.2. Install plaques next to campus murals that communicate cultural significance/add more historical murals | Have a variety of options for consuming this information, mindful of abilities and considering how people will engage with this information | Each department/division responsible for implementing a plan. |
| | | 5.1.3. Develop an inclusive campus tour script that centers antiracism and inclusion | | IE should provide standards for each department to meet |
| | | 5.1.4. Promote historical events that have occurred on our campus on the campus billboards, screens on campus, next to elevators | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | 5.1.5. Utilizing the campus radio to deliver messages | | |
| | | 5.1.6. Highlighting Sac State's own historical milestones. I.e. "we hired our first latinx faculty member in ." | | |
| | | 5.1.7. designate funding to commission art (Sol Collective) | | |
| | | 5.1.8. Create a toolkit for each department on campus | | |
| | | 5.1.9. Create a dedicated safe space (Truth, Racial Healing and Transformation Campus Center). This space can host programming, but also be hangout/study spot. This could exist within the CDI or be brand new. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| 6. Provide Antiracism Learning Opportunities Across Campus | 6.1 Curate resources for independent antiracism learning, including online resources and a list of physical resources. Best practices from all different types of institutions in varied locations. | 6.1.1. Designate resources to hire staff person in IE to implement | Completed online webpage with resources, pageviews/clicks | CDI? Inclusive Excellence. Partnership with Library. Responsibility for online website Inclusive Excellence and University Communications - new Media Coordinator position description. |
| | | 6.1.2. Draft position description | | |
| | | 6.1.3. hire staff person in IE to implement | | |
| | 6.2 Antiracism Learning opportunities provided by request to academic departments and campus units | 6.2.1. Determine/define what learning opportunities IE can provide to units - Inclusive Excellence (IE) can reach out to all department to ask for a needs assessment. | Number of requests and number of learning opportunities provided, or assistance offered. | Lead by Inclusive Excellence, with responsibility for engagement with IE to provide learning opportunities within department or unit with Dean or VP. IE, in consultation with department heads, will collect data via a needs assessment. |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | 6.2.2. Develop content/materials for request | How requests reflect campus (what percentage of departments/units made requests) | |
| | | 6.2.3. dedicate funding to develop offerings | | |
| | | 6.2.4. dedicate funding to provide stipends to experts | | |
| | | 6.2.5. dedicate funding to support student educators (see 6.3) to provide or assist with learning within the depts or units | | |
| | 6.3. Recruit and train student peer educators to provide antiracism trainings to students (this should be compensated timed) | | Number of trainings provided to students, Evaluative survey, Certification for students | Office of Undergraduate Studies and Student Affairs working with Inclusive excellent. Consultation with Mentors and Advisors + Peer Mentors |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| GOAL 7 Have outside reviewers conduct a cultural audit for individual departments, colleges, etc. To have a non-biased assessment of the level of antiracism | | | | |

Table 4 Four Goals for Appendix

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| <p>4. Integrate and Embed Antiracism Education into Position Descriptions and Performance Evaluations</p> | <p>4.1 Emphasize the tenants of the profession, over granted achievements from institutions with historically respected reputations. Distinguish the passion for the profession and dedication to student learning over certifications.</p> | <p>3 years – time to develop rubric and Anti-racist statement, and to ensure that the rubric, statement, and Racial Diversity Intelligence scale goes through appropriate committees.</p> | <p>We could create a required field on all job applications that asks for experience with diverse populations. It is on some applications already.</p> | <p>Integrate and Embed Antiracism Education/Understanding (Historical and socio-political understanding of racism, ideologies of white supremacy, decolonization) into Position Descriptions and Performance Evaluations into each department.</p> |
| | <p>4.2 Consider ways to blind applicant information, to include student representative with equal power and authority as faculty members on hiring committee, and to ensure that the hiring committee is representative and not all white.</p> | | | <p>What resources are needed? - The Racial Diversity Intelligence scale, rubrics, language for statement. Certification program for managers/chairs and hiring committees for antiracist education. Preferences for promotion should consider completion of certification for antiracist education. Required</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | <p>trainings (not just point and click trainings) for all manager/chairs and people who serve on hiring committees. Consider finding and utilizing internal Sac State expertise (and paying them for their time and expertise) to develop trainings and work with the people involved. Significant funding will need to be committed to this. Funding should go to trainings for departments, individuals, development and validation of rubrics. A minimum of ten years of committed funding for this work is required as the work will need to continue to evaluate and then address identified the areas for improvement after initial</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | development and implementation. |
| | 4.3. Promote the use of "D&I Statements" on job postings with dedicated website | | | What makes it achievable? - Two deliverables which can be used to assess the position descriptions and performance evaluations. An Anti-racist statement will allow hiring committee to gauge if the candidate aligns to campus wide vision DEI, and to enhance a department ability to understand where the candidates might need education. |
| | | Rubric developed (short), rubric tested (medium), and rubric training developed and requirements for all departments set. Then implementation(long) | | |
| | 4.3 Provide resources and information to | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | campus to enable evaluation of D&I statements | | | |
| | 4.4 Host workshops for integrating D&I competencies in position descriptions | | | |
| 5. Embed Antiracism Literacy into Campus Physical Spaces | 5.1 Create spaces for educating around campus. Each department should dedicate embedding antiracism literacy into their own departments. | For the departments to think about what they would do and provide a plan (1 year). They should start implementing the plan in year 2 or sooner is encouraged. | | Aim our physical spaces to be more educational and inviting. Providing recognition of past historical figures, events, and BIPOC alumni. Holding each department responsible for coming up with their own plan and how they will address it. They can consult with the Division of Inclusion and Excellence. |
| | | 2–3-year plan on increasing art and murals that reflect more cultural diversity and anti-racism. Hiring local artists. | | Have a variety of options for consuming this information, mindful of abilities and considering how people will engage with this information. |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | There is a campus person that does planning on university space. |
| | | Incorporating messages around campus such as bulletin boards, screens, campus radio, should not exceed a year. | | Division of Inclusion and Excellence can provide suggestions at board meetings |
| | | | | Having each department come up with a certain timetable on what they plan to do and give them a deadline on when this needs to be done. |
| | | | | Commissioning local BIPOC folks to paint historical murals on campus |
| | | | | Students and faculty can add items such as accomplishments in their department or in student groups on bulletin |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | boards to give them recognition and highlight diversity. |
| | | | | affinity groups |
| | | | | Placer Center and Sac State Downtown Center should have similar spaces |
| 6. Provide Antiracism Learning Opportunities Across Campus | 6.1 Curate resources for independent antiracism learning, including online resources and a list of physical resources. Best practices from all different types of institutions in varied locations. | A curated resource webpage and list of physical materials can be completed within one year with regular updates and additions. | | An online webpage currently exists, and time/staffing is needed add to the materials. A list of physical and other online materials accessible through the library can be included. |
| | | | | https://library.csus.edu/spotlight-and-events/anti-racism-101 . |
| | | | | Curating anti-racism education and resources for the campus community to engage in |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | self-paced antiracism learning. |
| | 6.2 Antiracism Learning opportunities provided by request to academic departments and campus units | Short term: Inclusive Excellence should develop a basic needs assessment framework. Guided by NAC and other available data, IE should reach out to departments where an urgent need has been identified. Med Term: Develop initial suite of learning offerings for the campus depts and units within 2 years. Long term: Make this an annual requirement. | Annual updates / meeting with Deans on antiracism concerns and resources for training. | Ensures communication of updates to university policies and procedures related to antiracism and awareness of resources available for learning and literacy. |
| | | | Deans and VP are held accountable for annually encouraging anti-racism learning within their unit. Held accountable by Provost or President. | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | 6.3. Recruit and train student peer educators to provide antiracism trainings to students (this should be compensated timed) | short term: needs assessment, guided by available data, med term: developing training and tool, funding and training the trainers, and provide funding and training for the mentors (students) who will do the work. Long term: Assessment of trainings and program. Use collected data to make improvements, and then make it an ongoing program. | Implementation team should develop accountability metrics based on needs assessment data. | offering compensation for people who create and run these programs, offering food at the programs, institutional support. Students who are enrolled in a University first year seminar and/or learning community are already assigned a peer mentor |
| GOAL 7 Have outside reviewers conduct a cultural audit for individual departments, colleges, etc. To have a non-biased assessment of the level of antiracism | | | | |

J.3 Cross-racial and Inclusive Engagement

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| <p>Goal 1: Promote cross-cultural understanding of multiple ethnic groups</p> | <p>Obj 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.</p> <ul style="list-style-type: none"> • Partnership between Student Affairs and Academic Affairs • Strategic Student Support <p>*The final composition of the A&I Team will be determined by the Division of Inclusive</p> | <p>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.</p> <p>A&I Team Composition / Members: -Representatives from all academic colleges</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | <p>Excellence; this APG recommends including members of the groups delineated under “A&I Team” listed below.</p> | <ul style="list-style-type: none"> -Student leadership representatives -Student Affairs representatives -Student Club representatives -University Center representatives <p>*The final composition of the A&I Team will be determined by the Division of Inclusive Excellence; this APG recommends including members of the representative groups listed above.</p> | | |
| | | <p>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).</p> | | |
| | | <p>Action 1.1.3: Explore the possibility of physical co-location for</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | all intersectional identities | | |
| | <p>Obj 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.</p> | <p>Action 1.2.1: Ensure the Bias Response Director develops resources and trainings around the following topics:</p> <ul style="list-style-type: none"> • Implicit Bias • Power, privilege and oppression • Dismantling stereotypes | | |
| | | <p>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.</p> | | |
| | | <p>Action 1.2.3: Develop and share campus-wide on-demand resources (i.e. short video clips for departments / student</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 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. | | |
| | Obj 1.3: Explore effective practices of solidarity and allyship | Action 1.3.1: Prioritize decentering whiteness within resources. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | that center communities who are, and have been, historically oppressed/disenfranchised within these interdisciplinary conversations | | | |
| | | 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. | Obj 2.1: Create and maintain a unifying online platform for various A&I related campus entities (including student and faculty clubs, associations, committees, grad 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | communication by Fall 2023. | | |
| | Obj 2.2: Organize and disseminate information on celebratory events, including heritage, historical months / weeks (i.e., Black History Month, Women’s Herstory Month, Pride Week, Asian 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. | | |
| | | Action 2.2.2: Charge IE with establishing timelines for callouts (related to Action 2.2.1) and dissemination. | | |
| | Obj 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | to do the work? What student needs are currently not being met?). To be completed 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. | | |
| | Obj 2.4: Ensure more transparency around our campus data specific to BIPOC students and develop tools/strategies to create change knowing that data. | Action 2.4.1: Increase sharing of data related to A&I so that Sacramento State University can stay informed and responsive to the actual needs and | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | impacts our students are experiencing so we can be responsive | | |
| | | Action 2.4.2: Develop resources and tools to how to support, advise, and implement strategies in our work to move that data positively. | | |
| | Obj 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 departmental annual planning process following creation. | | |
| | | Action 2.5.3: Assess its impact annually | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | through department assessment and evaluation. | | |
| Goal 3: Incorporate and prioritize Anti-Racism & Inclusion with in campus infrastructure (physical and virtual) to foster continual intersectional and interdisciplinary dialogue, brave spaces and inclusive spaces. | Obj 3.1: Identify a webmaster to share a centralized campus calendar on A&I events and related activities that occur in collaboration with: <ul style="list-style-type: none"> • Affinity/cultural centers for students/alumni • Affinity/Identity groups for faculty/staff/employee NOTE: Explore if the “Breaking the Silos” calendar is a model that could be used to accomplish the work of this objective. | 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. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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. NOTE: This may already exist. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | Action 3.1.7 Create social media accounts for the new calendar. | | |
| | Obj 3.2: Ensure funding is available for designated brave and / or inclusive physical spaces on campus. * See notes | 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. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | Action 3.2.3: Develop collaboration between affinity groups to identify how best to build-up existing brave / inclusive on campus. | | |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------|-----------------------------------------------------------------|-------|
| <p>Goal 1: Promote cross-cultural understanding of multiple ethnic groups</p> | <p>Obj 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.</p> <ul style="list-style-type: none"> •Partnership between Student Affairs and Academic Affairs • Strategic Student Support <p>*The final composition of the A&I Team will be determined by the Division of Inclusive Excellence; this APG recommends including members of the groups delineated under “A&I Team” listed below.</p> | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | Fall 2021 | | NOTE: This Action relates / 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." |
| | <p>Obj 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.</p> | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | Obj 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 | | | | |
| 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. | Obj 2.1: Create and maintain a unifying online platform for various A&I related campus entities (including student and faculty clubs, associations, committees, grad chapters). | | | | |
| | Obj 2.2: Organize and disseminate information on celebratory events, including heritage, historical months / weeks (i.e., Black History Month, Women's Herstory Month, Pride | | | | NOTE: This Action relates / may be merged with Action 1.1.3 Design a template that can be used by campus for |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | Week, Asian Pacific Islander (API) Heritage, etc.). | | | | advertising / poster-design for diversity of events, with the ability to upload photo or appropriate design. |
| | Obj 2.3: Assess the various identity centers' and Affinity Groups' needs and ensure appropriate resource (staffing, funding) needs are met. | | | | |
| | Obj 2.4: Ensure more transparency around our campus data specific to BIPOC students and develop tools/strategies to create change knowing that data. | | | | |
| | Obj 2.5: Develop a co-curricular model for Student Affairs that specifically | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | includes A&I so that it is integrated into programming across campus. | | | | |
| Goal 3: Incorporate and prioritize Anti-Racism & Inclusion within campus infrastructure (physical and virtual) to foster continual intersectional and interdisciplinary dialogue, brave spaces and inclusive spaces. | <p>Obj 3.1: Identify a webmaster to share a centralized campus calendar on A& I events and related activities that occur in collaboration with:</p> <ul style="list-style-type: none"> • Affinity/cultural centers for students/ alumni • Affinity/Identity groups for faculty/staff/employee <p>NOTE: Explore if the “Breaking the Silos” calendar is a model that could be used to accomplish the work of this objective.</p> | | | | |
| | Obj 3.2: Ensure funding is available for designated brave and / or inclusive physical spaces on campus. * See notes | | | | Brave spaces: spaces centered on affirming and elevating folks of |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | | 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, |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability : What are actions to take when we miss the mark? | NOTES |
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| | | | | | and accept all intersectional identity categories and interdisciplinary fields. |

Table 3

| Appendix A |
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| <p>Note 1</p> <p>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 Affinity Groups were eliminated.</p> <p>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.</p> |
| <p>Note 2</p> <p>Definitions used by CRIE APG</p> <p>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 to explore, learn from, and challenge the space.</p> <p>Inclusive spaces: a space that actively strives to reach across, engage, and accept all intersectional identity categories and interdisciplinary fields.</p> |
| <p>Note 3</p> <p>Reallocate Police Funding</p> <p>It was suggested by some APG members that the campus police department share information on their work and finances with the larger campus to increase discourse on use of funds, resources and potential developments, reallocations etc.</p> |
| <p>Note 4</p> <p>The following text was developed by several faculty within the CRIE APG on April 23, to be shared in the CRIE and / or larger plan Appendix. Early in the development of the AICP the CRIE APG made a recommendations to preserve the Race and Ethnicity General Education (GE) requirement in in the face of AB 1460. The CRIE APG was asked to move this</p> |

recommendation to another APG; however, the CRIE APG wanted to ensure the following text is included in the AICP Appendix:

The following text was developed by several faculty within the CRIE APG on April 23, to be shared in the appendix. Early in the development of the AICP, faculty in the CRIE APG made recommendations to preserve the Race and Ethnicity General Education (GE) requirement in the face of AB 1460. The CRIE APG was asked to move this recommendation to another APG; however, the faculty in the CRIE APG wanted to ensure the following text is included in the AICP Appendix:

One early goal of the faculty in the Cross-Racial and Inclusive Engagement Action Planning Group had was to preserve the Race and Ethnicity requirement in the face of AB 1460. CRIE was asked to provide more information about the perspective on this. CRIE expects there will be discussions about this in the future, and some might want to remove the Race and Ethnicity requirement. CRIE faculty believes we need to 'future proof' the requirement.

This is NOT in consideration of AB-1460. CRIE faculty wants to ensure that the University retains the current graduation requirement in Race & Ethnicity. Changes to the requirement are acceptable but the requirement itself needs to be preserved.

Area F does not meet Race and Ethnicity requirements. It is its own separate GE requirement under Ethnic Studies.

The CRIE (or academic advisors in CRIE) also suggest that additional Area C lower division Race and Ethnicity course options are made available to students so that they have more options for completing the Race and Ethnicity requirement within their degree plan.

J.4 Encounters with Racial Stress and Bias (ERSB)

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| <p>Goal 1 Create structures to build an antiracist community (Prevention)</p> | <p>Obj 1.1 Build infrastructure to maintain and increase hiring of culturally competent and equity minded individuals in all levels of administration, faculty, and staff.</p> | <p>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.</p> | <p>Research Questions Obj 1.1</p> <ul style="list-style-type: none"> • 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 | <p>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 heirarchy, e.g., front line staff, management, executive, etc.) that will implement the change, and Anti Racism and Bias subject matter experts. These Implementation Committees should be organized by areas of change. Please see Areas of Change document.</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | | <p>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.</p> <ul style="list-style-type: none"> • 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 | |

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| | | | <p>may not be aware of salary disparities</p> <ul style="list-style-type: none"> • 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? | |
| | | <p>Action 1.1.2 Direct Affirmative Action Committee / OEO to establish expectations and HR constraints; AAEO committee inform hiring committees (should have more</p> | | |

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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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., Diana's office, OEO, etc.); Campus members should know where the starting point is to support needs of all. | | |
| | Obj 1.2 Create physical spaces for positive interactions among the diverse faculty/staff, | Action 1.2.1 During COVID-19 (and beyond) trained host/moderator/facilitator | Research Questions Obj 1.2 Food, drink, and spirits can contribute to a safe | |

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| | <p>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!</p> | <p>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.)</p> | <p>gathering space on campus – can this be expanded to other areas on campus (outside of Round Table)?</p> | |
| | | <p>Action 1.2.2 After COVID-19, physical and virtual spaces; Possibly extending hours of current spaces on campus (e.g., River</p> | | |

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| | | 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 | | |
| | Obj 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. | Research Questions Obj 1.3 | |
| 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 | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | constructive conversation | | |
| | Obj 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 | <p>Action 1.4.1 Charge Academic Affairs and Cabinet to develop campus-wide curriculum expectations (e.g., syllabi statements)</p> <p>Action 1.4.2 Create areas to provide services; access to trained persons to assist with modifications to curriculum</p> <p>Action 1.4.3 Create a Curriculum committee of faculty, staff, and students</p> | <p>Research Questions Obj 1.4</p> <ul style="list-style-type: none"> • Is the recommendation in objective 1.4 the responsibility of Faculty Senate? Does this objective infringe upon academic freedom? | |

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| | | 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 Utilizing within department self-studies to reassess curriculum in a multicultural lens | | |

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| | Obj 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. | | |
| | Obj 1.6 Develop Racial Sensitivity and Inclusivity Grants to support activities like the "Tasty Taste Off" | Action 1.6.1 Create a committee – composed of faculty, staff, and students | | |

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| | (sample campus-wide event generated by group members incorporating foods representative of the campus community) | | | |
| | | 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, crowd sourcing | | |
| | Obj 1.7 Conduct regular "Town Hall" campus meetings that inform of current issues and challenges on campus | | | |

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| | Obj 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) | Obj 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 | Research Questions Obj 2.1 <ul style="list-style-type: none"> • 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 | |

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| | | | <p>evolve throughout the school year?</p> <ul style="list-style-type: none"> • 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? | |

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| | | | <ul style="list-style-type: none"> • 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 | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | | <p>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)</p> <ul style="list-style-type: none"> • Are we developing and retaining mental health professionals on campus? | |
| | | <p>Action 2.1.2 Ensure prior work experience reflects a commitment to addressing the needs of BIPOC faculty, staff, and student.</p> <p>Action 2.1.3 Hire mental health professionals from among diverse groups</p> <p>Action 2.1.4 Investigate ways to diversify</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | membership on all search committees. | | |
| | Obj 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. | <p>Research Questions Obj 2.2</p> <ul style="list-style-type: none"> • 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 | |

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| | | | <p>already has some resistance</p> <ul style="list-style-type: none"> • 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 | |
| | | <p>Action 2.2.2 Create a Steering Committee to develop and oversee implementation of an action plan.</p> <p>Action 2.2.3 Include in the training curriculum methods to empower bystanders and witnesses to intervene safely and effectively.</p> <p>Action 2.2.4 Roll out trainings to faculty through faculty senate or the chairs of each department who can</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |
| | Obj 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 | Research Questions Obj 2.3 • What are legal constraints to transparency? What's the impact of reduced transparency when information on an | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>assault holistic response; intended to be a closed loop</p> | <p>incident is revealed on other platforms? What are appropriate disclosure of resolutions to issues including those that have public/community exposure?</p> <ul style="list-style-type: none"> • 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? | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
|------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| | | | <ul style="list-style-type: none"> • What 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? | |
| | | 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. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <ul style="list-style-type: none"> • 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. | | |

J.5 Institutional Commitment

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------|
| Goal 1: Transform the institutional culture and commit to antiracism and inclusion. | Obj 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 Division of 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). | | |
| | Obj 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |
| | Obj 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. | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>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 groups successes and gaps 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.</p> | | |
| | | <p>Action 1.3.3: Host an annual DEI summit (eg. 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</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>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)</p> | | |
| | | <p>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 Sac State will implement restorative justice which will include all the Sac State community - including external community (e.g., community</p> | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 Sac State could look like - with recommendations to University Admin. Review the practice of "open carry" by police | | |
| | Obj 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. | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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. | | |
| | Obj 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. | | |
| | Obj 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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. | | |
| | Obj 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. | | |
| | Obj 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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. | | |
| | Obj 1.9: Transform the infrastructure of Sac 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 | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Questions for further research and analysis | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | Action 1.9.5: Create art/murals across campus that represent the communities our campus serves. | | |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1: Transform the institutional culture and commit to antiracism and inclusion. | Obj 1.1: Develop Policy Guidelines | 1, 3 | See IC APG Prioritization Results document | | |
| | | 1, 3 | See IC APG Prioritization Results document | | |
| | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | See IC APG Prioritization Results document | | |
| | Obj 1.2: Comprehensive review (by divisional stakeholders) of existing policies AND practices | 1, 2 | See IC APG Prioritization Results document | | Please see the folder "Equity Audit" for examples of how others undertook audits. The Rutgers audit was seen as a strong example to draw from. |
| | | 2 | See IC APG Prioritization Results document | | Please see the folder "Equity Audit" for examples of how others undertook |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------|
| | | | | | audits. The Rutgers audit was seen as a strong example to draw from. |
| | | | See IC APG Prioritization Results document | | |
| | | 1, 2, 3, 4, 5, 6, 7, 8 | See IC APG Prioritization Results document | | |
| | | 1, 3, 9 | See IC APG Prioritization Results document | | |
| | | 1, 2, 3 | See IC APG Prioritization Results document | | |
| | Obj 1.3: Community Involvement in Policy Review/Development | 2 | See IC APG Prioritization Results document | | |
| | | 10, 2, 5, 7, 8 | See IC APG Prioritization Results document | | |
| | | | See IC APG Prioritization Results document | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|-------|
| | | 1, 9, 6 | See IC APG Prioritization Results document | | |
| | | 1, 9, 6 | See IC APG Prioritization Results document | | |
| | Obj 1.4: Recruitment, hiring, and retention practices of staff, faculty, and administration | 1, 2 | See IC APG Prioritization Results document | | |
| | | 1, 2 | See IC APG Prioritization Results document | | |
| | | 1, 2 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1, 2 | See IC APG Prioritization Results document | | |
| | Obj 1.5: Accessible and equitable support services that foster persistence and retention of faculty, staff, and administration | 1, 2, 4 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | Obj 1.6: Professional Development for faculty, staff, and administration that | 1, 2 | See IC APG Prioritization Results document | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | relates to anti-racism, accessibility, diversity, equity, and inclusivity | | | | |
| | | 1, 2, 4 | See IC APG Prioritization Results document | | |
| | | 4 | See IC APG Prioritization Results document | | |
| | | 1, 2, 4 | See IC APG Prioritization Results document | | |
| | | 2, 4 | See IC APG Prioritization Results document | | |
| | | 1, 2, 4 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | Obj 1.7: Annual Review of Leadership | 1 | See IC APG Prioritization Results document | | |
| | 1 | See IC APG Prioritization Results document | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|-------|
| | Obj 1.8: Engage in holistic (student services/curriculum/campus services/student engagement) practices to close opportunity gaps. | 1, 2, 4, 10 | See IC APG Prioritization Results document | | |
| | | 2, 10, 5 | See IC APG Prioritization Results document | | |
| | | 1, 2, 9 | See IC APG Prioritization Results document | | |
| | Obj 1.9: Transform the infrastructure of Sac State to make it a center of inclusive learning | 1, 9 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1 | See IC APG Prioritization Results document | | |
| | | 1, 9 | See IC APG Prioritization Results document | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? (see Implementation Codes below) | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | 1, 9 | See IC APG Prioritization Results document | | |

While implementation may be focused on a particular group(s) consultation/collaboration across groups is necessary

Implementation. Who? Code

1= President's Office and/or Cabinet

2 = Division of Inclusive Excellence

3 = Faculty Senate

4 = Center for Teaching and Learning

5 = Deans and Department Chairs

6 = Campus Police Department

7 = Student Affairs

8 = Academic Affairs

9 = Associated Students Inc

10 = Office of Institutional Research

J.6 Impact of and on the Sacramento Region

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> | <p>Obj 1.1 Build relationships and have open interactions about the campus/regional history and oppression</p> | <p>Action 1.1.1 Work with community organizations, Sac State students, partners to develop stories, content, information to share about the history of the region</p> | <p>Potential metrics:</p> <ul style="list-style-type: none"> - Interactions - Engagement, participation - Sac State admissions - Collaborations with the community partners. - Retention rates - Graduation rates - Students leaderships engagements - 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 | <p>community orgs should likely be a mix of historical and BIPOC-led community orgs.</p> <p>Shared process between groups.</p> <p>Potential community partners: Sac NAACP, Black Chamber of Commerce, Brown Issues, Improve Your Tomorrow, Project Optimism, ImpactSac, HealthEd council,</p> <p>University: University archive & university communications. Potential funding</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | | 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) | within internal Sac State grants - for example, can the new anchor grant program by the university foundation include this as a category of funding? Partnership with IE Committee on Diversity & Equity Anchor Univ? Alumni Association chapters and student organizations |
| | | 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). | interviews or surveys; consider admissions meetings | Department of Communications, Inclusive Excellence, Ethnic Studies, interested community partners |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | Action 1.1.3 Institute training programs in order to raise awareness about local/regional histories, cultural oppression, and liberation; and recognize biases. | Need annual holistic program evaluation, interviews with participants - Sac 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 indigenous, Black and other oppressed communities | Local chapters of affinity groups, the Library |
| | | Action 1.1.4 Develop trainings in partnership with community organizations, groups, students from communities. | Engagement, participation, interaction | Potential partner: Teaching and Learning Center, creating PLC/FLCs for faculty and staff, student orientation leaders for |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | | | potential/prospective students |
| | | Action 1.1.5 New faculty, staff, students orientation include learning about and building connections with the Sacramento region | Engagement, participation, interaction Sac 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 indigenous, Black and other oppressed communities | Potential partner: HR, College Deans, Directors of existing Affinity Centers on campus |
| | Obj 1.2 Herstories/histories and perspectives are broadly representative, | Action 1.2.1 Ensure art and learning artifacts around campus are reflective of diverse populations | Sac State students, faculty and staff report that they feel connected to Sacramento region and are aware of the | Collaboration with the local government and districts about supporting the reflection of |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | and reflect the narratives of the region | | <p>multiple histories of the region as they relate to local communities, including indigenous, Black and other oppressed communities</p> <p>Local communities report engagement with Sac State</p> | <p>narratives of the region.</p> <p>Collaboration with community organizers on implemented the concept to the city.</p> <p>The relevant entity on campus who oversees outdoor and public art on campus as well as maintenance of those spaces (this may be operations?).</p> |
| | | Action 1.2.2 Host gatherings to represent and reflect the narratives of the region, focusing on antiracism and storytelling, sharing of perspectives | <p>Oral story telling events with local communities</p> <p>- Sac State students, faculty and staff report that they feel connected to Sacramento region and are aware of the</p> | College of Arts and Letters, specific faculty across the university. This could be from disciplines like History, Art, Psychology (community psychology), Ethnic Studies |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | | | <p>multiple histories of the region as they relate to local communities, including indigenous, Black and other oppressed communities</p> <ul style="list-style-type: none"> - Local communities report engagement with Sac State - Community partners report that they are aware of anti-racism, report feeling engaged in mutually beneficial ways | |
| | Obj 1.3 Document how Sacramento State has played a role in perpetuating racism and | <p>Action 1.2.3 Oral story telling projects with local communities</p> <p>Action 1.3.1 Examine the impact of Sac State on local community, particularly the role the University has played and plays in perpetuating racism and oppression</p> | <p>Measure how students feel about their presence on campus?</p> <p>How are the local community members</p> | Anchor University Advisory Council |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? | Implementation: Who? |
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| | oppression in region. | | interacting with the campus? Measure the enrollment rates of local students applying to Sacramento State. | |
| Goal 2 Campus-community partnerships are defined and guided by principles of co-creation and reciprocity to achieve equity and justice. | Obj 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 | 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 | Anchor University Advisory Committee Event organizers can be asked to include demographic information in registration process |

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| | | | captured using CEC Connect/S4 | |
| | | Action 2.1.2 Regularly assess & 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 | Increase social media use Create assessment matrix/template to share across campus | Partner with student organizations (e.g. UNIQUE) |
| | | 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? | Language is inclusive and empowering | Review Board |
| | Obj 2.2 Alignment of institutional values with community values via public (campus) | Action 2.2.1 Hold healing dialogues with those adversely impacted by policing, other issues, with scholars, police & community members doing inclusive work | Frequency of dialogue events Attendance at dialogue events Assessments at the conclusion of events | Trained racial healing professionals Inclusive Excellence, Colleges/Departments |

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| | documents, resources and activities | | | |
| | | <p>Action 2.2.2 Institute and support intentional hiring practices:</p> <ul style="list-style-type: none"> - Require diversity statements from candidates - Recommend/mandate/provide resources for committees to be publicizing in spaces in their field with BIPOC scholars (e.g. Society for Research on Child Development as Black, Latinx, LGBTQ and Asian 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 | <p>Potentially add a metric for staff hiring, since most staff come from the region</p> <p>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)"</p> <p>Potentially add a metric for faculty hiring that requires job postings to include information about the Sacramento region</p> | <p>HR, HR training and helping with faculty hiring committees, external searches, administrative searches</p> |

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| | | 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 | | |
| | | Action 2.2.3 Procurements and services contracts are with BIPOC and women-owned local businesses | #s of BIPOC & women-minority procurement and service contracts (would be good to get current number, compare to local population and then set targets) Specifically solicit RFPs from BIPOC- | Procurement and Contract Services |

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

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| | Obj 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 | increased number of students participating in IA/SL or other experiential learning opportunities | Community Engagement Center (CEC) |
| | | 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. | 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) | CEC? |
| | | Action 2.3.3 Examine and expand student access to community-based learning and internships regardless of race or cost to students | - increased number of students participating in IA/SL or other experiential learning opportunities | CEC, Career Center, Departments (as needed) |

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| | | | - increase in resources dedicated to expanding access | |
| | | 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. | Increased use of course numbers for experimental or special topics classes | Departments, HR, Campus Curriculum Committee |
| | Obj 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 | 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) | AUAC, Campus Media: Anchor Univ effort could be responsible for compiling different calendars, bridging silos New Central office personnel |

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| | | <p>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.</p> | <p>Community partners report that they are active participants in addressing equity at sac state/region through sac state's work</p> <p>Increase in number of community-campus partnerships</p> <p>Increase in students participating in service-learning</p> | <p>Comprised of CEC, Alumni Association, bring together all the stakeholders; Cabinet, community organizations, student organizations</p> <p>Model of shared leadership and rotating co-conveners of gatherings</p> |
| | | <p>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)</p> | <p>- Community partners report that they are active participants in addressing equity at sac state/region through Sac state's work</p> <p>- Community partner agreements (SL/IA agreements) include a wide array of partners, including</p> | <p>Board of UEI, community advisory boards, community IRBs; expanding beyond existing power brokers</p> |

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| | | | those led by BIPOC individuals within local communities | |
| Goal 3 Campus resource allocation for community engagement/partnerships is equitable | Obj. 3.1 Regular application of resource allocation assessments feedback and funding to ensure funding requests are responsive to principles of equity. | <p>Action 3.1.1 Conduct honest and regular assessments of inequities (both internal and external).</p> <p>We need to know more about current community-campus partnerships to then inform resource allocation. Three parts: look at who is giving the funding, who is receiving funding, and what does the pool look like – this will point to solutions to how to address who is going after funding.</p> | <p>Potential metrics: Budgets measured by how will it 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?</p> | <p>Potential: University Budget Advisory Committee (UBAC), Grant Selection Committees (e.g. ASI Student Employment, Instructionally Related Activities (IRA), UEI Campus Grants etc.)</p> |
| | | <p>Action 3.1.2 Based on assessment of inequities: - Increase funding for community engagement, especially on the topics of anti-racism, inclusivity, restorative justice.</p> | <p>Potential: Total number/percentage of funding based on topics of anti-racism, community engagement Potential: Total efforts to provide training and</p> | <p>Potential: Internal university grant/funding mechanism such as RCA, PEA that can integrate community engagement and anti-racism as</p> |

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| | | <p>- Provide resources to support community-based research by faculty & students on community-identified issues</p> | <p>total resources to support research to identify and minimize inequities/address other community-identified issues</p> | <p>funding criteria within their grants.</p> <p>Individual funding entities on campus: UBAC, UEI, ASI</p> <p>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.</p> |
| | | <p>Action 3.1.3 Provide support for ground-up groups</p> | <p>Potential: Increase total number/percentage of</p> | <p>Grants and mini-grants. Alumni Association?</p> |

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| | | alongside administration-backed groups (e.g. CRISJ) | resources to support community partners that advocate for historically disadvantaged groups | |
| | | Action 3.1.4 Assessing external contractors for alignment with anti-racism principles | Potential: Add section to contracts and procurements how a contractor defines and implements anti-racism principles | Partner: Social Justice Institute |
| | | 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 | Potential: Develop rubrics and scoring methodologies to assign points to anti-racist criteria for budgets across the pre-defined indicators, criteria, etc. | Partner: The Budget Office, UEI, ASI, University Budget Advisory Committee |
| | Obj. 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 | Potential: Inventory budget decision making ecosystem, which is made of various actors, tasks, structures, technology etc. How can budget | Potential: University Budget Advisory Committee, other budget decision structures; ASI, Board, Administrative |

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| | | | <p>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 decision - 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</p> | <p>Council, President's Cabinet?</p> |

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| | | | interactions. This can begin as a short term goal or objective, to get students onboard before expanding its reach into other areas. | |
| | | Action 3.2.2 Include local communities, indigenous groups, local students from Sac State and Placer CC in the Placer property project that is supported with a targeted fund. | Potential: Evidence of inclusion of local communities, indigenous groups and students in project | Potential: Administration and Business Affairs/Master Plan developers |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| <p>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.</p> | <p>Obj 1.1 Build relationships and have open interactions about the campus/regional history and oppression</p> | <p>Short term goal- Monthly meetings with the community partners</p> <p>Medium Term goal- Create events on Sac State campus that speaks on Historical oppression(Keynote speaker, Art gallery, appreciation night(Sac)</p> | <p>There needs to be an intentional impact on the region regarding historical inequities on the campus and in the community. As needed, the partners facilitating this work will invite additional parties to the table that reflect the diversity of our campus and community.</p> | <ul style="list-style-type: none"> - Consider using art galleries, murals, public spaces to feature content & stories. - Consider current vehicles on campus: green & gold series feature local speaker, current events for students run through the union, Faculty orientation - Funding mechanisms are articulated in Goal 3 |
| | | <p>Short term - on campus units could discuss community partners</p> | | <p>The methods will vary depending on what is effective with target audience.</p> <p>Participatory means community-based participatory research, participatory action</p> |

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| | | | | research, photovoice processes |
| | | Short term | How might people be held accountable to their actions/behavior once they've had the training: Use power structures. Make it part of ARTP policies. Tie new lines for departments to benchmarks faculty set for anti-racism, etc. | <p>There is mixed evidence that anti-bias programs work. Focus on those that are found to be effective.</p> <p>One suggested training: Undoing Racism workshop facilitated by the People's Institute for Survival & Beyond (PISAB)</p> <p>Uplift the archives from the University Library.</p> |
| | | Short term - creation of PLC/FLCs to address anti-racism within the curriculum that is offered | | These trainings should be open to potential/prospective students as well. Engage newly admitted students. |

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| | | Short term- forums for how to begin, and implement now | | Include information on affinity groups |
| | Obj 1.2 Herstories/histories and perspectives are broadly representative, and reflect the narratives of the region | <p>Short Term Goal- contact community organizers to set up planning committee to visual get the action in place for the region.</p> <p>Medium Goal- Have events that reflect the narratives of the region on a quarter system</p> <p>Long Term Goal- Having a continues conversation, events, and meetings that ensure that we are reflect the diversity of the city.</p> | | If there are existing committees/boards, then add community folks. If not, create them and make it community participation part of the mandate. |
| | | Short term, holding first gathering by the end of 2021 | | |

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| | Obj 1.3 Document how Sacramento State has played a role in perpetuating racism and oppression in region. | 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. | Obj 2.1 Strategic and intentional collaboration with community to further develop knowledge and resource exchange | 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) | Increase marketing of events to campus and community Assess & reassess process | Encourage intercommunication between UEI, Campus, ASI and other entities to share information regarding engaging community. Build off of process currently in Student Affairs to capture information across entities - include community engagement numbers in reporting |
| | | Short term | | |
| | | Medium-term | Make changes to partnership agreements or adjustments to | |

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| | | | relationship with community partner | |
| | Obj 2.2 Alignment of institutional values with community values via public (campus) documents, resources and activities | As needed, when world or community events dictate | | |
| | | Short and mid-term, existing language/practices enacted | | <p>Community input, include feedback for interviews from community (e.g. partners from related fields for diverse pool of input give feedback to hiring committee).</p> <p>In regards to the Fellows question about whether this is better suited for an APG - we understand there may be overlap but given this committee unscorers the university's</p> |

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| | | | | 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 |
| | | Short term | | |
| | | Start now with expectation to complete within 2 years, even if it's a living, evolving statement | | Community incorporated as part of process, community input/focus groups |
| | Obj 2.3 More time/effort showing/teaching our students how to be involved in the community | Medium-term | Marketing to increase number of employers willing to pay students for internships Utilize other funding mechanisms (Sac | Career Center plays role in paid internship opportunities (not for credit) |

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| | | | State give, Fed work study) | |
| | | Short-term: audit and assessment Medium-term: Creation of best practices for program changes, implementation of program changes Long-term: Program evaluation | If CEC does not currently have capacity to steward this action, hire staff with specific qualifications to support program assessment and implement program changes | |
| | | 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 | | |
| | | Long term | | In alignment with the Anchor University Advisory Council efforts. |

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| | | | | There may be best practices or an existing model to build upon (a potential starting point). |
| | Obj 2.4 Break down boundaries and remove barriers for campus and community members to access/connect with each other | Medium-term | Devote adequate resources to the new central Office | |
| | | Year 1: Form group/committee, establish guidelines for facilitating/co-convening Year 2: Start quarterly gatherings | | Quarterly check-ins for community care paired with larger events. Support network, ongoing forum. Gatherings would be organized by theme. |
| | | Short-term: examine current makeup of boards and identify measures to increase representation to reflect student body. | | |

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| | | Medium-term: Engage and solicit community members to participate. | | |
| Goal 3 Campus resource allocation for community engagement/partnerships is equitable | Obj. 3.1 Regular application of resource allocation assessments feedback and funding to ensure funding requests are responsive to principles of equity. | Short-term implementation. Immediate and on-going action Do first before 3.1.3 | When assessments are not intentionally implemented into campus funding throughout all stages (i.e. who, what and how), then more community partners are invited to determine more effective methods of capturing necessary data.... | Transparency about university resources, and how the funding was spent, shared at townhall meetings, open to students community members. |
| | | 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 | 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 | If funding mechanisms are modified (e.g. RCA) or created to fund increase community-engaged and anti-racist work we would encourage that trainings regarding how to assess the |

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| | | expand pool based on the campus-wide APG data to shift their programming to meet the needs of community-based research on campus. | 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. | <p>impact of these programs be created. Creating professional learning communities or stand-alone training on assessments for anti-racism and community engagement would help build the capacity for folks to be creating and assessing this work.</p> <p>Funding should consider that community relationship building is a time-consuming endeavor and takes time to build relationships - this 1 year grants may not make sense here?</p> |
| | | Medium-term, after 3.1.3. On-going action. | When mark is missed, then the Inclusive Excellence Division of the campus can | This is tied to 3.1.3 - if there is a regular assessment of funding that reveals |

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| | | | partner with, oversee, or take over the lead with this action item | <p>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</p> |

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| | | | | those faculty-, staff-, and student- driven initiatives relative to institutional initiatives" |
| | | Medium-term implementation once contracts and training have been solidified | 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. | |
| | | Implemented Spring 2022, on-going once started. Implementation will also parallel that of 3.1.4 | Need to be transparent about budget process; provide information about budget in places where student access info (e.g. social media). | |
| | Obj. 3.2 Examine and expand who is involved in and makes decisions about resource allocation | Implemented to align with the existing term limits of the existing committees. | Perhaps 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 | Create a community member position for the University Budget Advisory Committee. Currently there is a Federal Work Study experiment underway – maybe opportunity to expand to include |

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| | | | <p>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 2 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 (grad and undergrad) brought issues and problems to the attention of campus leadership, developed and fielded student surveys and focus</p> | <p>these types of paid opportunities for students</p> <p>Compensation for students is critical</p> <p>Look at model from UC Davis (student boards; student-run, independent)</p> <p>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.</p> |

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| | | | 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. | |
| | | Surveys and focus groups gathering information on project indicate demographic information where possible | 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. | |

J.7 Mattering and Affirmation

Table 1

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| <p>MA Goal 1: Affirm and represent the BIPOC community across the Sac State campus and community</p> | <p>MA Obj 1.1 Elevate and spotlight the stories and experiences of BIPOC community members</p> | <p>MA 1.1.1 Reflect the diversity of groups and events on campus on Sac State's social media accounts, including subdivision and departmental accounts, highlighting BIPOC, LGBTQ, and other community/identity groups and their events.</p> <ul style="list-style-type: none"> - Ensure university communications are aware of ways to elevate or spotlight BIPOC community stories. - Develop master charter for social media accounts in the main account as well as all adjacent social media accounts within an anti-racism framework. | <p>Within six months, University Communications should release an updated social media charter which outlines their commitment to sharing, broadcasting, and marketing social media posts which focus on underrepresented groups, knowledge, and identities. The charter shall include specific methods for campus departments, student groups, etc. to submit and market events and stories. The charter shall also include a specific schedule for IG Takeovers, highlighting the experiences of underrepresented identities.</p> <p>60% of social media stories and posts will be focused on underrepresented groups, knowledge, identities; the student population as the gauge for specific percentage</p> |

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| | | | (align with student demographics; acknowledging that Sac State is an HSI and AANAPISI insitution). |
| | | MA 1.1.2 Install murals and other artwork around campus celebrating BIPOC communities (e.g., the creators of BLM), LGBTQ, and other communities | There are allocated funds for the next three years for the creation of murals on campus showcasing the BIPOC community and BIPOC experiences. There is full campus engagement (faculty, staff, students) in the mural design and dedication process. |
| | | MA 1.1.3 Speaker series to schedule a BIPOC speaker hosted by Inclusive Excellence. Staff provided release time. Showcase everyone who is listening. | At the start of the spring 2022 semester, the Green and Gold Speaker series shall be re-engaged, with monthly speakers. Speaker series times will be scheduled during prime times and all staff, faculty, and students will be highly encouraged to attend. |
| | | MA 1.1.4 Add history signs around campus, particularly about BIPOC community | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | members, native histories, & land acknowledgement | |
| | | MA 1.1.5 Classes incorporate BIPOC voices and contributions throughout coursework | All colleges have in place a team of 4 (sliding scale for size of college) to attend conferences about diversifying curriculum. The creation of resource guides that focus on underrepresented identities. |
| | MA Obj 1.2 Affirm and emphasize antiracist and inclusive values in Sac State's physical and virtual campus and identity | MA 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" | |
| | | MA 1.2.2 Install "No racism zone" parking signs | |
| | MA 1.2.3 Add an appointee from Inclusive Excellence to the Minor Design Change Committee | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | MA 1.2.4 Update light post flags to represent Sac State's diversity | |
| | | MA 1.2.5 Incorporate land acknowledgement throughout Sac State campus and events (also in the classroom) | |
| | | MA 1.2.6 Rename buildings to center BIPOC community members and leaders | |
| | | MA 1.2.7 Ensure that all Sac State webpages can be viewed in multiple languages | |
| | | MA 1.2.8 Provide Sac State-branded Zoom backgrounds that incorporate inclusive symbols | |
| | | MA 1.2.9 Revamp Sac 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) | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | MA 1.2.10 Update Sac State website with inclusive identifiers that reflect antiracist values, for example prominently display Black Lives Matter on the landing page | |
| | | MA 1.2.11 Elevate and acknowledge the experiences of BIPOC who also identify as having a disability and the experiences of that intersectionality | |
| | MA Obj. 1.3 Ensure that decisions and processes represent the diversity of the campus community | MA 1.3.1 Develop and implement campus-wide guidelines about decision-making processes requiring BIPOC representation on all decision-making bodies 1. Identify existing decision-making infrastructure and bodies (who are they and what is their purview) 2. Review current decision-making guidelines on these bodies | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>3. Identify whether there is BIPOC representation on these bodies and in what capacity (based on self-identification)</p> <p>4. Committee on Committees include a member of an IE Fellows group (see the third goal under Objective Y below) in each of the committees that they assign to</p> | |
| | | <p>MA 1.3.2 Establish an informal body of community experts that could be consulted to provide input and support representative decision-making processes</p> | |
| | | <p>MA 1.3.3 Ensure diversity and representation among faculty and leadership positions at Sac State</p> | |
| | | <p>MA 1.3.4 Intentional recruitment of diverse staff, faculty, and administrators</p> <p>- More inclusive talent searches (e.g., grassroots</p> | <p>Faculty are reflective of student population</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | 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) | |
| | | MA 1.3.5 Intentional retention of diverse staff, faculty, and administrators (welcoming, affirming, validating, valuing) - Teambuilding to develop trust within smaller groups | Anti-racist training, evaluations/surveys, focus groups |
| MA Goal 2: Proactively dismantle and eradicate oppressive systems and structures | MA Obj 2.1 Create ongoing passive and active venues to listen to and hear from BIPOC community | MA 2.1.1 Course evaluations gather feedback about students' experiences mattering & affirmation Questions include: - My instructor provided opportunities to share my perspective. | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <ul style="list-style-type: none"> - Is the curriculum inclusive of authors from various backgrounds? - My instructor validated my life and professional experience. | |
| | | <p>MA 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.</p> <p>Should be oversight on the topics of discussion; cultural competency committee vetting the consultant and the materials.</p> <p>Upper administrators will need training on facilitating these discussions.</p> | |
| | | MA 2.1.3 Track and share information on campus | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>experiences of micro-aggressions and bias in the Campus Climate Survey</p> <p>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</p> <p>Implementation of what the data from the survey tells us</p> | |
| | <p>MA Obj 2.2 Clarify and articulate the University's stance against oppressive systems and structures</p> | <p>MA 2.2.1 Denounce white supremacy and organizations that support it.</p> <p>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.</p> | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | MA 2.2.2 Take a stand on issues that come up locally, nationally, and globally | |
| | | MA 2.2.3 Empower and support all members of the campus community to articulate a stance against oppressive systems and structures | |
| | MA Obj 2.3 Ensure that all members of the campus community understand and commit to antiracism practices | MA 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 | |
| | | MA 2.3.2 Create annual antiracism & inclusion educational opportunities for all members of the campus community | |
| | | MA 2.3.3 Require that prospective students complete antiracism & | |
| | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | inclusion training as part of application process | |
| | | MA 2.3.4 Require antiracism training for all staff and faculty | |
| | | MA 2.3.5 Require that all members of the campus community (students, faculty, and staff) take an Antiracist Campus Pledge | |
| | | MA 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 | |
| | | MA 2.3.7 Provide training on other violent supremacies | |
| | | MA 2.3.8 Implement a vetting process to ensure that all organizations with which the campus does business align | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | with campus antiracism values (possibly criteria and/or a pledge) (may fit under the partnerships objective, below) | |
| | MA Obj 2.4 Align community partnerships with Antiracism Campus Plan | MA 2.4.1 Only invest in and work with entities aligned with antiracist initiatives | |
| | | MA 2.4.2 Evaluate existing community partnerships to determine continued alignment | |
| | | MA 2.4.3 Develop and strengthen relationships/transactions with local BIPOC businesses | |
| | | MA 2.4.4 Remove barriers for vendor choice/service learning opportunities for community partnerships | |
| | MA Obj 2.5 Establish structures of accountability for the campus and its community | MA 2.5.1 Establish grievance protocols that protect and support students/staff/faculty experiencing racism or harassment, rather than | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
|------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| | | protecting the University's liability | |
| | | MA 2.5.2 Establish policies that create consequences for any Zoombombing or other online harassment that originates from an IP address linked to Sac State | |
| | | MA 2.5.3 Establish an electronic correspondence policy for all campus community members – zoom, email, and social media | |
| | MA Obj 2.6 Create structures that support diverse groups to associate with one another | MA 2.6.1 Develop incentives for all members of the campus community that intentionally seek to create inclusive spaces | |
| | | MA 2.6.2 Create a pathway for continued education and growth in cultural competency | |
| | | MA 2.6.3 Create a logo/symbol that represents the antiracism and inclusion mission | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | MA 2.6.4 Establish structures for shared community and dialogues | |
| MA Goal 3: Dedicate financial resources to support antiracism work | | MA 3.0.1 Dedicate funding to support ongoing antiracism planning and implementation (extension of this planning process) | |
| | | MA 3.0.2 Provide transparency about the resources dedicated to this work versus other aspects of the campus budget | |
| | | MA 3.0.3 Provide funded incentives for people engaging in antiracism, inclusivity, and justice work. | |
| | | MA 3.0.4 Create an internal consulting structure to compensate people (particularly BIPOC) 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 | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Actions: What do we do to achieve the objectives? | Metrics: How do we know we have achieved (are achieving) the objectives? |
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| | | <p>advocate for and support antiracist work and are compensated for their time serving the campus, for example assigned to serve on committees throughout campus</p> <p>Criteria for being a member of this group of internal consultants:</p> <ul style="list-style-type: none"> - Life experience - Training - Professional experience | |
| | | <p>MA 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</p> | |

Table 2

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MA Goal 1: Affirm and represent the BIPOC community across the Sac State campus and community</p> | <p>MA Obj 1.1 Elevate and spotlight the stories and experiences of BIPOC community members</p> | <p>University Communications</p> | <p>Medium</p> | <p>Jeannie Wong reaffirmed her commitment to anti-racist work during the last meeting; if metrics are not met, Jeannie can reassess if the timeline was too aggressive and adjust if necessary. However, she should communicate out adjusted timelines.</p> | |
| | | <p>Center on Race, Immigration, and Social Justice</p> | <p>Medium 1 mural for the next three years (2022, 2023, 2024)</p> | <p>Adjust timelines and assess community partnerships.</p> | <p>Center on Race, Immigration, and Social Justice has existing relationships with community entities; how different groups who are already doing this work can lead the effort. Plan to have a community event</p> |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | | | | <p>(mural reveal) every year to promote a space of story sharing and celebrating.</p> <ul style="list-style-type: none"> - Have dedicated resources (money and personnel) available for this effort - Have a call for proposals, within the call for artwork, how does the artwork engage students (example: student engagement as part of the artwork). - Work with Wide Open Walls to possibly facilitate the action items above. |
| | | Division of Inclusive Excellence | Medium - work during fall 2021 to schedule | Consider if there should be a dedicated staff | Speakers could be experts on and off campus, student |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | (sponsors of past Green and Gold Speaker series) | speakers, publish lineup in Spring 2022 | person to oversee this effort. | speakers, breakout sessions afterward. |
| | | All colleges on campus. Library | Medium | Colleges get penalized financially. | 'Fund small teams to go to conferences and institutes about diversifying curriculum; not just attend but to come back and share what was learned. Do develop some resources back on our campus. Start this initiative with colleges that are already doing anti-racism work; Partnerships with the Library to create guides that focus on underrepresented identities (BIPOC, queer, etc.) under each resource area that could |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|
| | | | | | help faculty easy find resources (more resource centered approach) |
| | MA Obj 1.2 Affirm and emphasize antiracist and inclusive values in Sac State's physical and virtual campus and identity | | | | |
| | | Professor, Instructor, students | Long-Term | | |
| | | Requires advocacy at Chancellor's Office level to allow campuses to rename buildings in light of the urgency of representing and committing to antiracism, inclusion, and justice | | | |
| MA Obj. 1.3 Ensure that | Evaluation of existing processes | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | decisions and processes represent the diversity of the campus community | by smaller units within campus, such as by each department | | | |
| | | In short-term, implement coding by each department In long-term, ensure that coding becomes university-wide policy | Short-term initial implementation period Long-term continued implementation (foreseeable future) | | |
| | | Dean, Chair | Training & Evals - Every semester; Focus groups (TBD, and can be topic specific) | | |
| MA Goal 2: Proactively dismantle and eradicate oppressive systems and structures | MA Obj 2.1 Create ongoing passive and active venues to listen to and hear from BIPOC community | Consultation process must be initiated through Faculty Senate | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | Department Chairs, Directors and Deans would focus on their areas, and cabinet would be focused on the larger campus. | | | |
| | MA Obj 2.2 Clarify and articulate the University's stance against oppressive systems and structures | Mattering & Affirmation APG group will create the acknowledgment statement for syllabi and events. | | | |
| | | The president or designee should send an email, social media, and place a statement on the front page of the campus website, as a response to local, national, and global events, send a notice to the campus community. | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | | The Mattering & Affirmation APG would like to conduct further research on existing policies, such as time and place policies for marches or sit-ins. | | | |
| | MA Obj 2.3 Ensure that all members of the campus community understand and commit to antiracism practices | | | | |
| | MA Obj 2.4 Align community partnerships with Antiracism Campus Plan | | | | |
| | MA Obj 2.5 Establish structures of accountability for the campus and its community | | | | |

| Goals: What do we need to achieve? | Objectives: How do we achieve it? | Implementation: Who? | Implementation: When? (short/med/long-term) | Accountability: What are actions to take when we miss the mark? | NOTES |
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| | MA Obj 2.6 Create structures that support diverse groups to associate with one another | | | | |
| | | | | | * (maybe connected to annual opportunities, above) |
| MA Goal 3: Dedicate financial resources to support antiracism work | | | | | |
| | | Division of Inclusive Excellence | | | |
| | | Division of Inclusive Excellence | | | |



APPENDIX K: TIMELINE OF MEETINGS FOR PLANNING FELLOWS, PLANNING COUNCIL, AND PLENARY SESSIONS

Timeline of Meetings for Action Planning Groups, Planning Council, and Planning Fellows

APG Planning Sessions

- Fri., Oct. 23, 9 a.m. – 12 p.m. (Orientation/Planning Sessions)
- Fri., Nov. 6, 9 a.m. – 12 p.m. (Planning Sessions)
- Fri., Dec. 4, 9 a.m. – 12 p.m. (Planning Sessions)
- Fri., Jan. 22, 9 a.m. – 4 p.m. (Planning Sessions)
- Fri., Feb. 19, 9 a.m. – 12 p.m. (Planning Sessions)
- Fri., Mar. 19, 9 a.m. – 12 p.m. (Planning Sessions)
- Fri., Apr. 23, 9 a.m. – 12 p.m. (Planning Sessions)

Planning Council Meetings

- January 15th 2021, 10 a.m. – 12 p.m.
- January 27th 2021, 11 a.m. – 12 p.m.
- February 23rd 2021, 9:30 a.m. – 11:30 a.m.
- March 29th 2021, 3 p.m. – 5 p.m.
- April 30th 2021, 10 a.m. – 12 p.m.
- May 11th 2021, 9 a.m. – 11 a.m.
- May 25th 2021, 2 p.m. – 4 p.m.

Planning Fellow Meetings

- December 1st 2021, 2 p.m. – 3 p.m.
- January 22nd 2021, 10 a.m. – 11:30 a.m.
- January 25th 2021, 12 p.m. – 1 p.m.
- February 19th 2021, 9:30 a.m. – 12 p.m.
- March 19th 2021, 9 a.m. – 12 p.m.
- April 23rd 2021, 9 a.m. – 12 p.m.



Planning Fellow weekly 30-minute check-ins

- February 9th 2021, 1:30 p.m. – 2 p.m.
- February 22nd 2021, 10:15 a.m. – 10:45 a.m.
- February 23rd 2021, 3:30 p.m. – 4 p.m.
- March 1st 2021, 10:15 a.m. – 10:45 a.m.
- March 4th 2021, 4:15 p.m. – 4:45 p.m.
- March 8th 2021, 10:15 a.m. – 10:45 a.m.
- March 17th 2021, 4:45 p.m. – 5:15 p.m.
- March 29th 2021, 11 a.m. – 11:30 a.m.
- April 7th 2021, 4:45 p.m. – 5:15 p.m.
- April 14th 2021, 4:45 p.m. – 5:15 p.m.
- April 21st 2021, 4:45 p.m. – 5:15 p.m.
- April 28th 2021, 4:45 p.m. – 5:15 p.m.
- May 5th 2021, 4:45 p.m. – 5:15 p.m.
- May 12th 2021, 4:45 p.m. – 5:15 p.m.
- May 19th 2021, 4:45 p.m. – 5:15 p.m.