

Division of Student Affairs

FY21 Diversity Report

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Introduction

The Division of Student Affairs values and celebrates differences among people, ideas, and cultures. This value is exemplified in the Division's commitment to ensuring that policies, programs, and services are inclusive and reflect the diversity of the Illinois State community. As part of the Division's Strategic Plan, intentional pathways were developed to nurture diversity and inclusion, whereby departments make intentional contributions to:

- (1) fostering a culturally responsive approach to providing programming and services that meet the needs of an increasingly diverse community.
- (2) serving as a campus partner in the development and creation of a multicultural center that provides flexible space to connect, gather, and learn in support of co-curricular and curricular initiatives.
- (3) maintaining affordability for students in Student Affairs programs and services by expanding and exploring additional revenues, especially in development efforts.
- (4) advancing student and staff learning throughout the division by building understanding and interaction between and across identities.
- (5) cultivating community-building traditions that are inclusive and increase sense of pride and belonging at Illinois State.

The Division of Student Affairs has a strong commitment to the professional development of staff, as it is vital to the success of its mission. Staff members were provided with numerous opportunities to participate in various division-wide programs throughout the year from webinars and workshops to team-building exercises and nationally recognized speakers. Professional development programs fall within the following knowledge areas:

- (1) student advising and support,
- (2) teamwork, mentorship, and interpersonal skills,
- (3) leadership competencies,
- (4) personal and career development,
- (5) productivity and problem solving,
- (6) global perspective and worldviews, and
- (7) digital fluency and assessment.

Each department within the Division completes a three-part environmental scan every two years. The three phases consist of an external, hybrid, and internal scan.

- (1) The external scan includes physical space and décor, website and social media, print materials, and culture.
- (2) The hybrid scan includes policies and procedures, mission statement and key documents, programs and services, conversations and interactions with others, and presentations.
- (3) The internal scan includes leadership and advocacy, expectations and training, goals, strategic planning, and assessment.

The scans utilize various categories of difference, audiences, and time frames to gather the best information possible. Environmental scan findings and recommendations are used to advance our equity, diversity, and inclusion efforts.

The Division hosted a number of new staff orientation programs during FY21. The half-day orientation programs included a cultural competency component covering common terms, social identities, and competency expectations. The outcomes included the ability to:

- (1) demonstrate understanding of the importance of cultural competency in Student Affairs work.
- (2) apply acquired knowledge of diversity terms to create an inclusive environment.
- (3) apply knowledge of individual social identities to relate to individuals from diverse backgrounds.
- (4) identify areas of personal cultural competency development and seek opportunities for further development.

The Inclusion Change Team within the Division of Student Affairs consisted of 16 Inclusion Practitioners from all 13 departments. The team functioned like a learning community and received extensive cultural competency training. Outcomes of the change team included:

- (1) department staff are more culturally competent due to Inclusion Practitioners supporting their development.
- (2) practitioners create inclusive environments by using an inclusion lens in various roles on campus such as during meetings, on committees, and as members of search committees.
- (3) inclusion Practitioners and Division leadership improve policies, programs, and services through consultation and collaboration.

The Health and Wellness Community of Practice in the Division of Student Affairs created the *Redbirds Keep Thriving* initiative in response to the global pandemic. This landing page of well-being resources offered students, faculty, and staff a variety of virtual programs and services, and digital resources to help them manage their social, emotional, physical, and financial wellness throughout the pandemic and beyond. Specific programs and resources on race-related stress and trauma were included on *Redbirds Keep Thriving* in order to provide additional support for students from underrepresented backgrounds. Through blogs, podcasts, articles, and videos, students learned about self-care practices and coping skills to help them manage relationships, loneliness, trauma, and grief, among other topics.

Campus Recreation

1. **Title of effort:** OUCH! Training
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a repeated training
Speakers/Facilitators/Trainers: Rachel Iversen
Start date: October 2020
End date: October 2020
Audience: Graduate assistants & Staff
Populations addressed: Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian, Worldview, Interfaith and/or religion, Deaf & Hard of Hearing, Physical, Mental, Vision
Description: OUCH! Training is a training module aimed to help better understand the impacts of stereotypes and biased statements, identify the most common reasons why people sit silent in the face of stereotypes, and enhance skills for speaking up against these stereotypes without blame or guilt. This training included videos, worksheets, and interactive communication with participants.
Intended outcomes/This session will help you to:
 - a. understand the impacts of stereotypes and biased statements.
 - b. identify why people sit silent in the face of stereotypes.
 - c. enhance skills for speaking up against stereotypes and biased statements without blame or guilt.**Data collected:** No
Number of attendees: 12
Is this effort connected to a strategic plan or department/center/unit goal? Department Internal Scan & Student Affairs Strategic Plan
Approximate budget spent on this effort: \$0
Keywords: stereotypes, bias, anti-racism

2. **Title of effort:** OUCH! Training
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a repeated training
Speakers/Facilitators/Trainers: Asna Rupani, Jeremy Hoffman, Rachel Iversen, Shaine Middleton, Riley Spenningsby, Jack Blahnik & Krista Gooris
Start date: November 2020
End date: February 2021
Audience: Student employees
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian, Worldview, Interfaith and/or religion.
Description: OUCH! is a training module aimed to help better understand the impacts of stereotypes and biased statements, identify the most common reasons why people sit silent in

the face of stereotypes and enhance skills for speaking up against these stereotypes without blame or guilt. The training includes video examples, handouts, and engagement with participants.

Intended outcomes/This session will help you to:

- a. understand the impacts of stereotypes and biased statements.
- b. identify common reasons why people sit silent in the face of stereotypes.
- c. enhance skills for speaking up against stereotypes.

Data collected: No

Number of attendees: 77

Is this effort connected to a strategic plan or department/center/unit goal? Department Hybrid Scan & Student Affairs Strategic Plan

Approximate budget spent on this effort: \$0

Keywords: stereotype, bias, anti-racism

3. Title of effort: Facilities Team Diversity and Inclusion Fall Training

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Riley Spenningsby, Drew Ison, Asna Rupani & Kinsey Weaver

Start date: August 2020

End date: August 2020

Audience: Student employees

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian, Worldview, Interfaith and/or religion

Description: Facilities Team Diversity and Inclusion Fall Team Training included training for Student Team Members to start the Fall semester. The training covered general DEI definitions, talks about white privilege, and small group conversations to discuss thoughts and opinions. Training included a PowerPoint presentation, video, and handouts. The training was conducted over Zoom in a group setting and small breakout rooms.

Intended outcomes/This session will help you to:

- a. learn general DEI definitions.
- b. understand white privilege.
- c. share thoughts and opinions on DEI concerns.

Data collected: No

Number of attendees: 85

Is this effort connected to a strategic plan or department/center/unit goal? Department Hybrid Scan & Student Affairs Strategic Plan

Approximate budget spent on this effort: \$0

Keywords: diversity, implicit bias, microaggression, oppression, systemic racism, white privilege

4. Title of effort: DEI Committee Resources

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: Kelsey Orrill, Rachel Iversen, Krista Gooris, Shaine Middleton, Riley Spenningsby, Jack Blahnik, Asna Rupani, Jeremy Hoffman

Start date: October 2020

End date: October 2020

Audience: Graduate Assistants & Staff

Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: Campus Recreation's Diversity, Equity, and Inclusion (DEI) Committee shared resources to professional staff via email to introduce people to various topics. Goals for the DEI Committee included: staff cultural competence, department cultural competence, provide resources, and develop programs and cultivate relationships with departments and organizations. The DEI Committee sent out weekly, then bi-weekly emails as learning offerings for the professional team. Topics included: Black History Month, Women's History Month, Sexual Assault Awareness Month, and National Mental Health Awareness Month. The emails shared resources for the determined topic, related events happening on campus and provided an opportunity for a monthly discussion.

Intended outcomes/This session will help you to:

- a. increase increase cultural competence.
- b. be equipped with electronic resources for further learning.
- c. establish critical relationships with ISU staff .
- d. understand departmental process review.

Data collected: No

Number of attendees: 32

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Internal Scan

Approximate budget spent on this effort: \$0

Keywords: Women's history, Black history, implicit bias, anti-racism, sexual assault awareness

5. **Title of effort:** DEI Committee Monthly Discussions

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: Kelsey Orrill, Krista Gooris, Shaine Middleton, Riley Spenningsby, Rachel Iversen, Jack Blahnik, Asna Rupani, Jeremy Hoffman

Start date: October 2020

End date: October 2020

Audience: Graduate Assistants & Staff

Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: Campus Recreation's Diversity, Equity and Inclusion (DEI) Committee facilitated monthly discussions for professional staff as learning opportunities on various DEI topics. Goals

for the DEI Committee included: staff cultural competence, department cultural competence, provide resources, and develop programs and cultivate relationships with departments and organizations. Topics included: Black History Month, Women's History Month, Sexual Assault Awareness Month, power and privilege, dis/ability and National Mental Health Awareness Month. Discussions provided staff an opportunity to learn and share knowledge on the specified topic.

Intended outcomes/This session will help you to:

- a. increase cultural competence.
- b. be equipped with electronic resources for further learning.
- c. establish critical relationships with ISU staff.
- d. understand departmental process review.

Data collected: No

Number of attendees: 5-10

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Internal Scan

Approximate budget spent on this effort: \$0

Keywords: Women's history, Black history implicit bias, anti-racism, sexual assault awareness, disability

6. **Title of effort:** Campus Recreation with Dar Mayweather

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: Dar Mayweather

Start date: February 2021

End date: February 2021

Audience: Graduate Assistants & Staff

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, White or Caucasian

Description: Campus Recreation's Diversity, Equity, and Inclusion (DEI) Committee invited speaker Dar Mayweather to speak to the professional staff to develop a foundational knowledge of cultural humility. The speaker helped the DEI Committee reach multiple goals including develop cultural competence, cultural awareness and humility skills, support multicultural organization development and create a comprehensive program that engages professional staff in the University's commitment to diversity and inclusion by offering meaningful discussions and educational opportunities. Dar's training focused on target topics of cultural humility and microaggressions within an established curriculum.

Intended outcomes/This session will help you to:

- a. increase cultural humility.
- b. identification of own world view.
- c. build communication skills for difficult conversations.
- d. ability to have respectful conversations.

Data collected: No

Number of attendees: 32

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Internal Scan

Approximate budget spent on this effort: \$2,500

Keywords: anti-racism, microaggression, cultural humility

7. **Title of effort:** Campus Recreation Team Meeting DEI presentations
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Rachel Iversen, Jack Blahnik, Jeremy Hoffman
Start date: January 2021
End date: December 2021
Audience: Graduate Assistants & Staff
Populations addressed: Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian
Description: Campus Recreation's Diversity, Equity, and Inclusion (DEI) Committee presented during Campus Recreation's Team Meetings. Presentation topics included: socio-economic status, gender and sexuality, and diversity and inclusion terms. Goals for the DEI Committee included: staff cultural competence, department cultural competence, provide resources, and develop programs and cultivate relationships with departments and organizations. The presentations shared resources and information for the determined topic and provided the opportunity to ask questions as a department.
Intended outcomes/This session will help you to:
 - increase cultural competence.
 - be equipped with electronic resources for further learning.
 - establish critical relationships with ISU staff.
 - understand departmental process review.**Data collected:** No
Number of attendees: 32
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Internal Scan
Approximate budget spent on this effort: \$0
Keywords: implicit bias, anti-racism, cultural humility, socio-economic status, gender and sexuality, microaggression, diversity, equity, inclusion
8. **Title of effort:** Esports DEI Training
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Jack Blahnik
Start date: September 2020
End date: September 2020
Audience: Undergraduate students

Populations addressed: Asian or Southeast Asian, Black or African American, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: Campus Recreation's Esports program presented on diversity, equity, and inclusion to all varsity players. The objective of the training was to educate players about terms associated with social justice, raise their self-awareness on social justice, and give them the tools to form their own opinions and navigate the gaming space where they might experience sensitive topics. The presentation shared resources and information on key terms and provided the opportunity to ask questions.

Intended outcomes/This session will help you to:

- a. increase cultural competence.
- b. be equipped with electronic resources for further learning.
- c. establish critical relationships with ISU staff.
- d. understand departmental process review.

Data collected: No

Number of attendees: 18

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Hybrid Scan

Approximate budget spent on this effort: \$0

Keywords: diversity, equity, inclusion, racial microaggressions, implicit bias, racial bias, primacy effect, and privilege

9. **Title of effort:** Adaptive Ropes Course Training

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Rachel Iversen

Start date: October 2020

End date: March 2021

Audience: Graduate Assistants & Staff

Populations addressed: Ability, Physical

Description: During this training, the Campus Recreation Adventure team reviewed systems and equipment used to facilitate adaptive climbing on the high ropes course and indoor climbing wall.

Intended outcomes/This session will help you to:

- a. demonstrate competence in set-up of adaptive climbing systems for people with a variety of physical limitations.
- b. demonstrate competence in using adaptive equipment.
- c. successfully identify how to engage individuals.

Data collected: No

Number of attendees: 4

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Hybrid Scan

Approximate budget spent on this effort: \$0

Keywords: adaptive, ability, disability

- 10. Title of effort:** Adventure Team Professional Development
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Shaine Middleton, Rachel Iversen, Wilson Obenhaus, and Melissa Traughber
Start date: October 2020
End date: March 2021
Audience: Graduate Assistants & Staff
Populations addressed: Ability (Physical, Mental), Black or African American, Hispanic or Latino/a/x, LGBTQIA+, White or Caucasian
Description: Campus Recreation Adventure Team held 12 weekly workshops for team DEI professional development. The purpose of these sessions were to discuss issues in the field of outdoor recreation related to diversity, equity, and inclusion and how these issues impact our work as a program at ISU. In the sessions, the team planned ways to be more effective in serving the needs of different populations and decreasing barriers to participation. An Adventure GA or Pro Team Member was responsible for facilitating each session for the whole team. Sessions covered a variety of topics including: terminology regarding sexual orientation and gender, land acknowledgements and their history, responding to mental health needs of students, the barriers to outdoor recreation for people of color, conflict resolution skills, and responding to racist comments.
Intended outcomes/This session will help you to:
 - increase confidence and competence in discussing issues of diversity, equity, inclusion, racism, sexism, and ableism.
 - increase awareness of practices in outdoor recreation that create barriers and negatively impact marginalized groups.
 - increase skills in addressing conflict and responding to racism.
 - increase historical understanding of native land use & the impact of colonization on native Americans and perceptions of outdoor recreation.
 - increase knowledge of sexuality & gender to be more inclusive of diverse identities.
 - increase skills in addressing mental health needs of students we serve.**Data collected:** No
Number of attendees: 4
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Hybrid Scan
Approximate budget spent on this effort: \$0
Keywords: diversity, equity, inclusion, sexual orientation, gender, mental health, people of color, anti-racism
- 11. Title of effort:** KNR Class Adaptive Climbing Demonstration
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Collaborative partners: KNR
Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Rachel Iversen, Rachel Smith

Start date: October 2020

End date: March 2021

Audience: Undergraduate students

Populations addressed: Ability-Physical

Description: The Campus Recreation Adventure Team facilitated adaptive climbing at the indoor wall for KNR students. This effort increased knowledge of adaptive climbing skills and techniques available to clients with disabilities.

Intended outcomes/This session will help you to:

- a. increase their knowledge of adaptive climbing skills & techniques available to clients with disabilities.
- b. practice adaptive climbing skills.
- c. increase knowledge of needs assessments and positive outcomes of climbing related to adaptive climbing.

Data collected: No

Number of attendees: 26

Is this effort connected to a strategic plan or department/center/unit goal? Department Internl Scan

Approximate budget spent on this effort: \$0

Keywords: disability, adaptive

12. **Title of effort:** Adaptive Ropes Course Training

Contact name & email: Brandy O'Grady, blograd@ilstu.edu

Department: Campus Recreation

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Rachel Iversen

Start date: May 2021

End date: May 2021

Audience: Graduate assistants, Student employees

Populations addressed: Ability-Physical

Description: Campus Recreation Adventure Team offered this training to course managers of ropes courses in the midwest region. The training provided an overview of adaptive climbing skills that can be utilized to serve people with disabilities in high and low ropes programs. Skills were practiced with adaptive equipment provided by the Adventure program.

Intended outcomes/This session will help you to:

- a. increase knowledge of strategies to provide effective inclusive team building programs.
- b. practice adaptive climbing skills and equipment used to best serve people with disabilities on high ropes courses.

Data collected: No

Number of attendees: 5

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: disability, adaptive

- 13. Title of effort:** Campus Recreation Staff Retreat Underrepresented Groups
Contact name & email: Brandy O'Grady, blograd@ilstu.edu
Department: Campus Recreation
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Rachel Iversen
Start date: June 2021
End date: June 2021
Audience: Staff
Populations addressed: Ability (Physical, Mental), Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian, Non-conforming
Description: During the Campus Recreation June staff retreat, the department identified underrepresented groups utilizing our services. Underrepresented groups were identified along with the reasons the groups were underrepresented and action steps to reach these groups through programming.
Intended outcomes/This session will help you to:
 - identify underrepresented groups and the reason they are underrepresented.
 - develop action steps to reach unrepresented groups.
 - identify steps to offer an inclusive environment.**Data collected:** No
Number of attendees: 20
Is this effort connected to a strategic plan or department/center/unit goal? Department Internal Scan
Approximate budget spent on this effort: \$0
Keywords: underrepresented groups, inclusion

Career Services

1. **Title of effort:** Virtual Employer Panel for ROTC/Veterans and Military-Connected Students
Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu
Department: Career Services, Programming and Events
Type of effort: This is a repeated training
Speakers/Facilitators/Trainers: various employer contacts
Start date: November 2020
End date: November 2020
Audience: Graduate students, Undergraduate students
Populations addressed: Veterans
Description: Students heard from a panel of veterans (employers and alums) on how their unique military experience and transferable skills acquired from various experiences enhanced their career choices and overall career success. Students learned how to showcase skills and experiences on a résumé and during interviews to enhance career readiness skills. Veteran panelists shared stories about their personal and professional journeys and networks that influenced their career paths, and offered guidance around best practices for transitioning to internships and careers.
Intended outcomes/This session will help you to:
 - a. identify at least two transferable skills obtained from military experience.
 - b. learn how to communicate transferable skills to employers.**Data collected:** No
Number of attendees: 16
Approximate budget spent on this effort: \$0
Keywords: transferrable skills, networking, transitioning

2. **Title of effort:** Cultural Career Network
Contact name & email: Pam Cooper, pjcoope@ilstu.edu
Department: Career Services, Programming & Events
Collaborative partners: Alumni Engagement
Type of effort: This is a repeated Program
Start date: October 2021
End date: November 2022
Audience: Campus-wide, Alumni, Faculty, Graduate assistants, Graduate students, Staff, Student employees, Undergraduate students, Community
Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, all students, All, Androgynous, Aromantic, Asexual, Bisexual, Gay, Intersex, Lesbian, Queer, Questioning, Transgender
Description: The Diversity Employer Expo connected students with employers in a supportive, business-casual environment. The expo included a networking dinner, a keynote speaker, and a career expo where students learned about opportunities from various organizations. Students heard from alumni who have experienced and know what it takes to succeed. This educational series covered a variety of career topics that helped students along their own career journey.
Intended outcomes/This session will help you to:
 - a. gain career opportunity awareness.
 - b. learn networking avenues for career success.**Data collected:** Yes

Results: A variety of programs on global career readiness contributed to the University's commitment to diversity, equity, and inclusion for students and alumni. Numerous alumni participated as speakers.

Number of attendees: 100

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Department External Scan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$1,000

Keywords: career development, career readiness

3. **Title of effort:** International Students Career Series: Job Searching Timeline, How to Obtain On-Campus Employment and Virtual Career Fair Prep

Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming and Events

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: Hetal Dhirawani, Events Data Analyst Graduate Assistant

Start date: August 2020

End date: August 2020

Audience: Graduate students, Undergraduate students

Populations addressed: International

Description: Students learned about the job search timeline of employer hiring and received an overview of resources provided by Career Services to help them find part-time jobs (on- and off-campus), internships, assistantships, and full-time jobs. Attendees also learned how to prepare for upcoming virtual career fairs using the Hire-A-Redbird virtual career fair tool.

Intended outcomes/This session will help you to:

- a. identify at least two resources to find internships and full-time job opportunities.
- b. list at least two ways to prepare for a career fair.
- c. gain a better understanding of the timeline for employer hiring.

Data collected: No

Number of attendees: 25

Approximate budget spent on this effort: \$0

Keywords: career readiness

4. **Title of effort:** International Students Career Series: Strategies for Landing a Job in the U.S.

Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming and Events

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: Hetal Dhirawani, Events Data Analyst Graduate Assistant

Start date: September 2020

End date: September 2020

Audience: Graduate students, Undergraduate students

Populations addressed: International

Description: Participants learned about resources to help find internships and full-time jobs in the U.S. and abroad and how to use the Hire-A-Redbird virtual career fair tool for fall fairs.

Intended outcomes/This session will help you to:

- a. identify at least two resources to find internships and full-time job opportunities.
- b. list at least two ways to prepare for a career fair.
- c. gain a better understanding of the timeline for employer hiring.

Data collected: No

Number of attendees: 13

Approximate budget spent on this effort: \$0

Keywords: career readiness

5. **Title of effort:** International Students Career Series: International Students/Alumni Panel Share How to Get a Job

Contact name & email: Natalie R. Alexander, nralexa@gmail.com & Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming and Events

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: HOST: Hetal Dhirawani, Events Data Analyst Graduate Assistant
ALUMNI Panel: Florentina Odoi, Mijan Rahman, Theo Kazungu, Karhika Cankatraman, Xingchen (Stella) Wang, Andrea Attipoe, Micheal Sakyi Opar Addo, Ngozi Ukwani

Start date: October 2020

End date: October 2020

Audience: Graduate students, Undergraduate students

Populations addressed: International

Description: A panel of successful international students/alumni shared their triumphs and challenges in landing an internship and full-time job in the U.S. Students learned first-hand proven strategies for their career search, including preparing for résumé writing, applications, interviewing, and sponsorship inquiries.

Intended outcomes/This session will help you to:

- a. identify at least two resources to find internships and full-time job opportunities.
- b. list at least two ways to prepare for a career fair.
- c. gain a better understanding of the timeline for employer hiring.

Data collected: No

Number of attendees: 1

Approximate budget spent on this effort: \$0

Keywords: career readiness

6. **Title of effort:** International Student Career Series: Job Search Timeline, How to Obtain On-Campus Employment, Career Resources & Virtual Career Fair Prep

Contact name & email: Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming & Events

Collaborative partners: International Student and Scholar Services

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: N/A

Start date: August 2020

End date: August 2020

Audience: Graduate assistants, Graduate students, Student employees, Undergraduate students

Populations addressed: International

Description: Students learned about the job search timeline of employer hiring and received an overview of resources provided by Career Services to help them find part-time jobs (on- and off-campus), internships, assistantships, and full-time jobs. Attendees also learned how to prepare for upcoming virtual career fairs using the Hire-A-Redbird virtual career fair tool.

Intended outcomes/This session will help you to:

- a. identify at least two resources to find internships and full-time job opportunities.
- b. list at least two to prepare for a career fair.
- c. gain a better understanding of the timeline for employer hiring.

Data collected: No

Number of attendees: 17

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: job search, international student

7. **Title of effort:** International Student Career Series: Strategies for Landing a Job in the U.S.
Contact name & email: Pam Cooper, pjcoope@ilstu.edu
Department: Career Services, Programming & Events
Collaborative partners: International Student and Scholar Services
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: N/A
Start date: September 2020
End date: September 2020
Audience: Graduate assistants, Graduate students, Student employees, Undergraduate students
Populations addressed: International
Description: Participants learned about resources to help find internships and full-time jobs in the U.S. and abroad and how to use the Hire-A-Redbird virtual career fair tool for fall fairs.
Intended outcomes/This session will help you to:
 - identify at least two resources to find internships and full-time job opportunities.
 - list at least two ways to prepare for a career fair.
 - gain a better understanding of the timeline for employer hiring.**Data collected:** No
Number of attendees: 13
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: job search, international student
8. **Title of effort:** International Student Career Series: International Student/Alumni Panel Share How to Get a Job
Contact name & email: Pam Cooper, pjcoope@ilstu.edu
Department: Career Services, Programming & Events
Collaborative partners: International Student & Scholar Services
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: N/A
Start date: October 2020
End date: October 2020
Audience: Graduate assistants, Graduate students, Student employees, Undergraduate students
Populations addressed: International
Description: A panel of successful international students/alumni shared their triumphs and challenges in landing an internship and full-time job in the U.S. Students learned first-hand proven strategies for their career search, including preparing for résumé writing, applications, interviewing, and sponsorship inquiries.
Intended outcomes/This session will help you to:
 - identify at least two resources to find internships and full-time job opportunities.
 - gain a better understanding of the timeline for employer hiring.**Data collected:** No
Number of attendees: 17
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: job search, international student, OPT

9. **Title of effort:** Cultural Career Network: She Leads
Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu
Department: Career Services, Programming and Events
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: Raychel McBride (Alumni)
Start date: February 2021
End date: February 2021
Audience: Graduate students, Undergraduate students
Populations addressed: Women
Description: Even with the important gains women have made, too many workplaces are still marred by persistent inequities, outdated attitudes, and entrenched biases. These problems translate into adverse employment outcomes, including disparities in women’s earnings, job opportunities, job mobility, and advancement opportunities. Participants heard from keynote speaker, Raychel McBride, about her career journey, how she overcame the hurdles to advancement, sexism, and racism to become a successful Black woman and business owner, podcaster, and diversity leader. Attendees gained insights into the overall challenges women face, such as understanding their identity and impact on job attainment, challenges and adversity many women experience, the lack of confidence to negotiate salary or benefits, perception of women in leadership roles and career advancement, benefits to gaining mentors and sponsors, and the importance of having a voice where it matters. As a result, students gained knowledge and competencies that will enhance their personal and professional goals, increased awareness to change and influence others, be motivated and empowered to find their best self (changing their narrative and shifting demands), and advocate for gender equality.
Intended outcomes/This session will help you to:
 - discover strategies to bring awareness of career related challenges.
 - create an open space for female students to discuss career-related challenges.
 - construct a strategic plan to support female students’ career advancement.**Data collected:** No
Number of attendees: 4
Approximate budget spent on this effort: 0
Keywords: career readiness, sexism, empowerment
10. **Title of effort:** Cultural Career Network Series- Diversity in the Workplace – Honest Conversations about Assessing Company Culture through a Diversity, Equity, and Inclusion Lens
Contact name & email: Quanisha Kumi-Darfour, gphawki@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu
Department: Career Services
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: Panel of speakers - HR professionals and DEI Officers
Start date: November 2020
End date: November 2020
Audience: Graduate students, Undergraduate students
Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion, Inclusive of all
Description: An industry panel of employers shared resources, research, and practical take-aways for how to assess company culture during the interview and recruiting process. Students learned:
 - how to inquire about the make-up of an organization’s executive team,

- the presence of Employee Resource Groups (ERGs),
- ways diversity, equity, and inclusion are celebrated at their respective organizations,
- ways students can identify inclusive employers, and
- what a diverse and inclusive work environment looks like.

An industry panel consisted of recruiters, HR professionals, and DEI officers who discussed assessing company culture with a specific focus on anti-racism practices and bias in the recruiting and hiring process.

Intended outcomes/This session will help you to:

- identify at least one way to assess company culture during an interview and recruiting process.
- name at least one way to identify inclusive employers.

Data collected: No

Number of attendees: 15

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: Company culture, anti-racism, bias in recruiting and hiring process

11. Title of effort: Cultural Career Network Series: Equal Identities

Contact name & email: Quanisha Kumi-Darfour, gphawki@ilstu.edu & Pam Cooper, cjcoope@ilstu.edu

Department: Career Services, Program & Events

Type of effort: This is a new program

Speakers/Facilitators/Trainers: Isaac Hollis - ISU Alum

Start date: April 2021

End date: April 2021

Audience: Graduate students, Undergraduate students

Populations addressed: LGBTQIA+

Description: As a Black, Queer man, Isaac Hollis represented the LGBTQ+ community and held his identities up equally to the Illinois State community. Isaac, who served as Black Student Union President and the 2018 homecoming king, proudly continued the student royalty tradition as an ISU alum and a voice for diversity, equity, and inclusion. Participants learned about his career journey and the challenges he faced at ISU, memories of campus activities, early career achievements, and where he is now. He also shared how he overcame adversity and found success in the workplace while continuing his education. He discussed ways he identified inclusive organizations, organizations that value diversity, and how involvement activities define who we are then and now.

Data collected: No

Number of attendees: 16

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: Queer, LGBTQ+

12. Title of effort: International Student Career Series: Life After OPT

Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu and Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming and Events

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers:

Start date: February 2020

End date: February 2020

Audience: Graduate students, Undergraduate students

Populations addressed: International

Description: This session provided information on Life after OPT and the application procedures with a focus specifically on H-1B visas and how students should go about applying. The seminar was presented by immigration legal expert Thomas J. Arkell, attorney with the Dunn Law Firm in Bloomington.

Intended outcomes/This session will help you to:

- a. name at least one way to connect and network with employers to find internships and full-job opportunities.
- b. learn legal implications of application procedures to help navigate the U.S. job search process.
- c. learn best practices for career readiness for résumés and interviewing for job searching in the U.S.

Data collected: No

Number of attendees: 26

Approximate budget spent on this effort: \$0

Keywords: career readiness

13. Title of effort: Cultural Career Network- Success Looks Like Me

Contact name & email: Quanisha Kumi-Darfour, gphawki@ilstu.edu and Pam Cooper, pjcoope@ilstu.edu

Department: Career Services

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: Alumni Panel

Start date: March 2021

End date: March 2021

Audience: Graduate students, Undergraduate students

Populations addressed: no specific population identified

Description: Panel members shared their successes and challenges transitioning from college to career, including internships and practical experiences they had during college, leadership roles and involvement activities, and first job(s) after graduation. Students gained insights into their major and careers, while hearing candid insights about how alumni approached the job search, managed interviews, and navigated a diverse workplace.

Intended outcomes/This session will help you to:

- a. gain insight about major and career opportunities from alumni sharing their experiences.
- b. apply social etiquette techniques within a networking setting.
- c. analyze current network and identify where it can be broadened.
- d. learn tips from alumni on transitioning from college to career.

Data collected: No

Number of attendees: 4

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: career

14. Title of effort: International Students Career Series: Employer Panel on Career Readiness Tips

Contact name & email: Natalie R. Alexander, nralexa@ilstu.edu & Pam Cooper, pjcoope@ilstu.edu

Department: Career Services, Programming and Events

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: Niko Cinquepalmi, Annette Harris, Venkat Pao, Mike Pare-Addo, Ricci Prioletti

Start date: March 2020

End date: March 2020

Audience: Graduate students, Undergraduate students

Populations addressed: International

Description: Attendees heard from a panel of employers on various career readiness topics from résumés, interviewing, and the value of networking to utilizing social media in the job search process. Students had the opportunity to ask questions, learn more about the application and interviewing process, and gain a better understanding of the challenges and successes in obtaining an internship and/or full-time job in the U.S.

Intended outcomes/This session will help you to:

- a. name at least one way to connect and network with employers to find internships and full-job opportunities.
- b. learn legal implications of application procedures to help navigate the U.S. job search process.
- c. learn best practices for career readiness for résumés and interviewing for job searching in the U.S.

Data collected: No

Number of attendees: 18

Approximate budget spent on this effort: \$0

Keywords: career readiness

Center for Civic Engagement

1. **Title of effort:** Deliberative Dialogue

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Janae Brown, Blair Canedy, Christine Bruckner

Start date: February 2021

End date: February 2021

Audience: Undergraduate students

Populations addressed: Black or African American, Hispanic or Latino/a/x

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: After falling steadily for decades, the rate of violent crime in the United States rose again in 2015 and 2016. Interactions between citizens and police too often end in violence. People are increasingly worried about safety in their communities. Many Americans are concerned that something is going on with violence in communities, law enforcement, and race that is undermining the national ideals of safety and justice for all. It is unclear what is driving the recent rise in violence, but bias and distrust on all sides appear to be making the problem worse. Citizens and police need goodwill and cooperation in order to ensure safety and justice. For many people of color, the sense that they are being treated unfairly by law enforcement-and even being targeted by police-is palpable. Others say police departments are being blamed for the actions of a few individuals and that the dangers, stress, and violence law enforcement officers face in their work is underestimated. Still others hold that if we cannot find ways to defuse potentially violent interactions between citizens and police, we will never be able to create safe communities in which all people can thrive and feel welcomed and comfortable.

- How should we ensure that Americans of every race and background are treated with respect and fairness?
- What should we do to ensure that the police have the support they need to fairly enforce the law?
- To what degree do racial and other forms of bias distort the justice system?
- What should we do as citizens to help reduce violence of all kinds in our communities and the nation as a whole?
- How should communities increase safety while at the same time ensuring justice?

This issue guide is a framework for citizens to work through these important questions together. It offers three different options for deliberation, each rooted in different, widely shared concerns and different ways of looking at the problem. The resulting conversation may be difficult, as it will necessarily involve tensions between things people hold deeply valuable, such as a collective sense of security, fair treatment for everyone, and personal freedom. No one

option is the "correct" one; each includes drawbacks and trade-offs that we will have to face if we are to make progress on this issue. They are not the only options available. They are presented as a starting point for deliberation.

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Data has not yet been analyzed as we had a staff member out on family leave who just returned. The data will be analyzed by August.

Number of attendees: 31

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

2. **Title of effort:** Deliberative Dialogue: Coming To America: Who Should We Welcome? What Should We Do?

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Katy Strzepek

Start date: February 2021

End date: February 2021

Audience: Undergraduate students

Populations addressed: Immigrants

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: The immigration issue affects virtually every American, directly or indirectly, often in deeply personal ways. This guide is designed to help people deliberate together about how we should approach the issue. The three options presented here reflect different ways of understanding what is at stake and force us to think about what matters most to us when we face difficult problems that involve all of us and that do not have perfect solutions. The issue raises a number of difficult questions, and there are no easy answers:

- Should we strictly enforce the law and deport people who are here without permission, or would deporting millions of people outweigh their crime?

- Should we welcome more newcomers to build a more vibrant and diverse society, or does this pose too great a threat to national unity?
- Should we accept more of the growing numbers of refugees from war-torn regions, or should we avoid the risk of allowing in people whose backgrounds may not have been fully checked?
- Should our priority be to help immigrants assimilate into our distinctively American way of life, including learning English, or should we instead celebrate a growing mosaic of different peoples?

Intended outcomes/This session will help you to:

- describe the role deliberative dialogue can play in today's political climate.
- express appreciation and empathy of another's perspective on the issue.
- analyze the issue from multiple perspectives.
- evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Data has not been analyzed yet because a staff member was on family leave, we anticipate having the analysis by August

Number of attendees: 5

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

3. Title of effort: Deliberative Dialogue: Safety & Justice: How Should Communities Reduce Violence?

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Christine Bruckner, Dana Karraker

Start date: February 2021

End date: February 2021

Audience: Undergraduate students

Populations addressed: Black or African American, Hispanic or Latino/a/x

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: After falling steadily for decades, the rate of violent crime in the United States rose again in 2015 and 2016. Interactions between citizens and police too often end in violence. People are increasingly worried about safety in their communities. Many Americans are concerned that something is going on with violence in communities, law enforcement, and race that is

undermining the national ideals of safety and justice for all. It is unclear what is driving the recent rise in violence, but bias and distrust on all sides appear to be making the problem worse. Citizens and police need goodwill and cooperation in order to ensure safety and justice. For many people of color, the sense that they are being treated unfairly by law enforcement-and even being targeted by police-is palpable. Others say police departments are being blamed for the actions of a few individuals and that the dangers, stress, and violence law enforcement officers face in their work is underestimated. Still others hold that if we cannot find ways to defuse potentially violent interactions between citizens and police, we will never be able to create safe communities in which all people can thrive and feel welcomed and comfortable.

- How should we ensure that Americans of every race and background are treated with respect and fairness?
- What should we do to ensure that the police have the support they need to fairly enforce the law?
- To what degree do racial and other forms of bias distort the justice system?
- What should we do as citizens to help reduce violence of all kinds in our communities and the nation as a whole?
- How should communities increase safety while at the same time ensuring justice?

This issue guide is a framework for citizens to work through these important questions together. It offers three different options for deliberation, each rooted in different, widely shared concerns and different ways of looking at the problem. The resulting conversation may be difficult, as it will necessarily involve tensions between things people hold deeply valuable, such as a collective sense of security, fair treatment for everyone, and personal freedom. No one option is the "correct" one; each includes drawbacks and trade-offs that we will have to face if we are to make progress on this issue. They are not the only options available. They are presented as a starting point for deliberation.

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Data has not been analyzed yet due to a staff member being on family leave, anticipate data analysis completed by August.

Number of attendees: 12

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

4. Title of effort: Deliberative Dialogue: Free Speech & the Inclusive Campus

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Collaborative partners: University College/IDS128

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Christine Bruckner

Start date: March 2021

End date: March 2021

Audience: Undergraduate students

Populations addressed: Other, Students with specific political beliefs/values

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: The United States is becoming increasingly diverse and more polarized as we struggle to address complex public problems such as immigration, health care, economic inequality, and America's role in the world (Pew Research Center, 2017). As public trust in our political system wavers, U.S. college campuses are grappling with issues of inclusion, diversity, and freedom of speech (Rainie, Keeter, & Perrin, 2019). Conversations about free speech on campus are often framed in opposition to diversity and inclusion and have spawned controversies, protests, and even violence. In 2017, a much-cited survey of more than 3,000 college students conducted by Gallup and the John S. and James L. Knight Foundation presented diversity and inclusion as directly opposite free speech, asking students which issues they felt were more important; 53% chose inclusion and 46% chose free speech. In today's contentious and divided political environment, what should colleges and universities do to meet the roles and responsibilities of higher education to foster the campus community we want?

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Data has not been analyzed yet due to a staff member being on family leave, analysis should be complete by August

Number of attendees: 6

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

5. **Title of effort:** Deliberative Dialogue - Free Speech & the Inclusive Campus

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Collaborative partners: University College/IDS108

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Grace Allbaugh

Start date: March 2021

End date: March 2021

Audience: Undergraduate students

Populations addressed: Students with specific political beliefs/values

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: The United States is becoming increasingly diverse and more polarized as we struggle to address complex public problems such as immigration, health care, economic inequality, and America's role in the world (Pew Research Center, 2017). As public trust in our political system wavers, U.S. college campuses are grappling with issues of inclusion, diversity, and freedom of speech (Rainie, Keeter, & Perrin, 2019). Conversations about free speech on campus are often framed in opposition to diversity and inclusion and have spawned controversies, protests, and even violence. In 2017, a much-cited survey of more than 3,000 college students conducted by Gallup and the John S. and James L. Knight Foundation presented diversity and inclusion as directly opposite free speech, asking students which issues they felt were more important; 53% chose inclusion and 46% chose free speech. In today's contentious and divided political environment, what should colleges and universities do to meet the roles and responsibilities of higher education to foster the campus community we want?

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Data has not been analyzed yet due to a staff member being on family leave, analysis should be complete by August

Number of attendees: 5

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

6. **Title of effort:** Deliberative Dialogue - Free Speech & the Inclusive Campus

Contact name & email: Harriett Steinbach, hmstein@ilstu.edu

Department: Center for Civic Engagement

Collaborative partners: Division of Student Affairs Central Office/Professional Development

Type of effort: This is a repeated activity

Speakers/Facilitators/Trainers: Harriett Steinbach, Annie Weaver, Katelyn Hill

Start date: April 2021

End date: April 2021

Audience: Graduate students, Staff

Populations addressed: Students with specific political beliefs/values

Description: Deliberative Dialogues are guided conversations on a political or controversial topic. This model of conversation removes polarizing positions and one-sided lectures by simply asking participants to investigate specific solutions to an issue through the help of an issue guide and facilitator. By participating in a Deliberative Dialogue, participants can learn skills to express their own perspectives while also listening to the perspectives of others (important civic skills). Participants also learn how to have conversations on difficult and complex topics.

Topic: The United States is becoming increasingly diverse and more polarized as we struggle to address complex public problems such as immigration, health care, economic inequality, and America's role in the world (Pew Research Center, 2017). As public trust in our political system wavers, U.S. college campuses are grappling with issues of inclusion, diversity, and freedom of speech (Rainie, Keeter, & Perrin, 2019). Conversations about free speech on campus are often framed in opposition to diversity and inclusion and have spawned controversies, protests, and even violence. In 2017, a much-cited survey of more than 3,000 college students conducted by Gallup and the John S. and James L. Knight Foundation presented diversity and inclusion as directly opposite free speech, asking students which issues they felt were more important; 53% chose inclusion and 46% chose free speech. In today's contentious and divided political environment, what should colleges and universities do to meet the roles and responsibilities of higher education to foster the campus community we want?

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Facilitator observation data was collected, data has not been analyzed due to a staff member on family leave, data will be analyzed by August. Also see Student Affairs professional development survey results

Number of attendees: 10

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: dialogue

Dean of Students Office

1. **Title of effort:** SDN - Disability Talks
Contact name & email: Abby Weber, ajwebe2@ilstu.edu
Department: Dean of Students Office, Student Disability Network
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: Varied; Casey (Dyslexia), Jessica McCabe (YouTuber; ADHD), Dr. Debbie Sheldon (Special Ed; ableism)
Start date: February 2021
End date: May 2021
Audience: Campus-wide
Populations addressed: Ability, Dyslexia, ADHD, Ableism
Description: Disability awareness events focused on varying topics educating the campus community about disabilities.
Intended outcomes/This session will help you to:
 - a. learn about disabilities, medical/mental health conditions**Data collected:** No
Number of attendees: 10
Approximate budget spent on this effort: \$1200 for ADHD speaker
Keywords: disability, advocacy, education

2. **Title of effort:** Sorority & Fraternity Life Anti-Racism Programming
Contact name & email: Shawn Dowiak, smdowia@ilstu.edu
Department: Dean of Students Office, Sorority and Fraternity Life
Type of effort: This is a new initiative
Speakers/Facilitators/Trainers: Harbor Institute
Start date: February 2021
End date: February 2023
Audience: Undergraduate students
Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, LGBTQIA+, Native Hawaiian or other Pacific Islander
Description: The program evaluated the openness toward DEI initiatives of the sorority and fraternity community with specific focus on anti-racism training. The program included both training and evaluation. The unit is in its first assessment phase after their first educational program, "What is a Black Greek: All we do is Step, Stroll and Hop?"
Intended outcomes/This session will help you to:
 - a. advance understanding along the core value of diversity and inclusion.
 - b. gain a deeper understanding of the principles of equity and inclusion.
 - c. foster student development.**Data collected:** Yes
Results: The results are not finalized yet, we will be able to finalize soon.
Number of attendees: 717

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023

Approximate budget spent on this effort: The cost of the two year program is \$30,000

Keywords: anti-racism, DEI

3. **Title of effort:** Leaders of Social Change
Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Tashay Dennie, ttdenni@ilstu.edu
Department: Dean of Students Office, Leadership Education and Development
Type of effort: This is a repeat program
Speakers/Facilitators/Trainers: LEAD Unit Staff
Start date: February 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, Native Hawaiian or other Pacific Islander
Description: Leaders of Social Change is a multi-week leadership program exploring the intersections of leadership, equity, and social justice. Grounded in the SALT Model and with an emphasis on racial justice, students participated in small and large group activities and critical reflection to put their knowledge into practical action to make their campus and community a more equitable place for all. This virtual program was an advanced leadership experience aimed to move students from awareness to action for racial justice on campus and beyond.
Intended outcomes/This session will help you to:
 - to foster leadership development of students.
 - to promote racial justice and equity education through the intersection of leadership.
 - to foster student development in DEI initiatives.**Data collected:** No
Number of attendees: 15
Is this effort connected to a strategic plan or department/center/unit goal? Student Affairs Strategic Plan Pathways
Approximate budget spent on this effort: \$2,000
Keywords: racial justice, SALT method, leadership
4. **Title of effort:** Creating Communities Where Black Lives Matter
Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu
Department: Dean of Students Office
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Dr. Craig Ford
Start date: August 2020
End date: August 2020
Audience: Staff
Populations addressed: Black or African American
Description: Presentation/facilitation by Dr. Craig Ford for Dean of Students Office all-staff professional development.

Intended outcomes/This session will help you to:

- a. describe anti-racist efforts as a result of this program.
- b. demonstrate knowledge of equity and social justice concepts.

Data collected: No**Number of attendees:** 60

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$2,000**Keywords:** anti-racism, Black Lives Matter, DEI

5. **Title of effort:** Professional Development Requirements for all DOS Staff
Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu
Department: Dean of Students Office
Type of effort: This is a repeated activity
Speakers/Facilitators/Trainers:
Start date: August 2020
End date: December 2024
Audience: Graduate Assistants & Staff
Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion
Description: All DoS full-time staff and GAs completed three separate professional development opportunities each semester, with at least one intended to increase their DEI awareness, knowledge, or skill.
Intended outcomes/This session will help you to:
 - a. advance the DEI understanding of all members of the department.**Data collected:** No
Number of attendees: 60
Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023
Approximate budget spent on this effort: \$0
Keywords: DEI
6. **Title of effort:** Deliberative Dialogue on Safety and Justice: How Should Communities Reduce Violence?
Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu
Department: Dean of Students Office
Collaborative partners: CCE
Type of effort: This is a new training
Speakers/Facilitators/Trainers: CCE Staff
Start date: November 2020
End date: November 2020
Audience: Graduate Assistants & Staff

Populations addressed: Other, Safety and Justice

Description: Facilitation by CCE staff for Dean of Students Office all-staff professional development.

Intended outcomes/This session will help you to:

- a. provide staff with tools to create safer communities for underrepresented student populations in the community.

Data collected: No

Number of attendees: 60

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: safety and justice, social justice, DEI

7. Title of effort: DOS Anti-Racism Committee

Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu

Department: Dean of Students Office

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: N/A

Start date: August 2020

End date: August 2023

Audience: Campus-wide

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: Creation of DoS anti-racism committee as permanent structure in DoS internal efforts to examine department policies, practices, and procedures through an anti-racism lens.

Intended outcomes/This session will help you to:

- a. evaluate DOS services and programs to the campus population to make sure that DOS practices and services are inclusive for all members of the university community with regard to race.

Data collected: No

Number of attendees: 4 members of the committee

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: anti-racism, DEI

8. Title of effort: Multicultural Leadership Program

Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu

Department: Dean of Students Office

Type of effort: This is a repeated program

Speakers/Facilitators/Trainers: The Multicultural Leadership Institute

Start date: August 2020

End date: April 2021

Audience: Staff

Populations addressed: All

Description: One DoS staff member participated in The Multicultural Leadership Program (MCLP), an intensive nine-month leadership development program designed to develop diverse leaders who engage the power of diverse perspectives to improve our world.

Intended outcomes/This session will help you to:

- a. create DEI Leaders in the DOS Office.

Data collected: No

Number of attendees: 1

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023

Approximate budget spent on this effort: Cost sponsored at the University Level

Keywords: DEI Leadership

9. **Title of effort:** LGBTQ+ Support Fund

Contact name & email: Shawn Dowiak, smdowia@ilstu.edu and Jill Benson, jbenson@ilstu.edu

Department: Dean of Students Office

Collaborative partners: Student Affairs Development

Type of effort: This is a new service

Speakers/Facilitators/Trainers: N/A

Start date: February 2021

End date: December 2024

Audience: Graduate students, Undergraduate students

Populations addressed: LGBTQIA+

Description: The LGBTQ+ Support Fund, managed through the Dean of Students Office, received 284 gifts for a total of \$34,475 in the 2021 Birds Give Back campaign. This enables the scholarship committee to act on future requests received.

Intended outcomes/This session will help you to:

- a. provide support to students who identify as LGBTQIA+ who need help because they are ostracized by their biological family.

Data collected: No

Number of attendees: 284 gifts received

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023

Approximate budget spent on this effort: 0

Keywords: LGBTQIA+

10. **Title of effort:** Build Confidence in Creating Inclusive Course Materials

Contact name & email: Sarah Metivier, skmetiv@ilstu.edu

Department: Dean of Students Office, Student Access and Accommodation Services

Collaborative partners: CTLT, Jen Bethmann, Web Accessibility Coordinator

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Sarah Metivier, Jen Bethmann

Start date: June 2021

End date: June 2021

Audience: Faculty, Graduate assistants

Populations addressed: Ability- Deaf & Hard of Hearing, Physical, Mental

Description: Educators are both the curator and creator of course content. As they have worked to engage students they have found themselves leaning toward digital spaces: learning management systems (like ReggieNet), websites, videos, and digital documents are all part of the knowledge shared with students. This session helped educators understand how important it is to be mindful of the accessibility of digital technology.

Intended outcomes/This session will help you to:

- a. learn how to make accessible course content in all departments.

Data collected: No

Number of attendees: 14

Approximate budget spent on this effort: \$0

Keywords: accessibility

11. Title of effort: Serving Neuro-Diverse Students

Contact name & email: Lori Henehan, laheneh@ilstu.edu

Department: Dean of Students, Student Access and Accommodation Services

Collaborative partners: College of Arts and Sciences - Anthony Crumbaugh

Type of effort: This is a new training

Speakers/Facilitators/Trainers: Lori Henehan, Dr. Karla Doepke, Roberta Trites, and Dr. George Seelinger

Start date: September 2020

End date: September 2020

Audience: Faculty

Populations addressed: Ability- Neuro-Diversity/Autism

Description: This professional development training was offered to the faculty in the College of Arts and Sciences. The workshop hosted several panelists to discuss issues around neurodiversity, engaging students who have autism in their work on campus and courses, and addressing the diverse needs of students who think and learn differently.

Intended outcomes/This session will help you to:

- a. enhance faculty knowledge regarding the needs of neurodiverse students.

Data collected: Yes

Results: Responses from participants stated they learned more of how to engage with neurodiverse students, gained perspective, and enjoyed the workshop.

Number of attendees: 25

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: neurodiversity

Event Management, Dining, and Hospitality

1. **Title of effort:** Dietary Needs Survey
Contact name & email: Erin Watts, emwatts@ilstu.edu and Desiray Yeaw, dyeaw@ilstu.edu
Department: Event Management, Dining, and Hospitality
Type of effort: This is a new service
Speakers/Facilitators/Trainers: N/A
Start date: January 2021
End date: December 2024
Audience: Undergraduate students
Populations addressed: Individuals with diverse diets
Description: During the 2020-2021 academic year, EMDH's Dietetics and Nutrition and Meal Plans teams worked collaboratively to develop and implement a Dietary Needs survey into the online meal plan selection process. This initiative allowed EMDH to better identify students with dietary concerns and restrictions from the department's first point of contact with the student. With this information, the Dietetics and Nutrition team was able to support these students more effectively in regard to providing nutritional education and dietary consultations, developing and implementing dietary accommodations as needed, and identifying opportunities to meet students' needs via enhanced menu diversity and/or adaptation in the campus dining centers.
Intended outcomes/This session will help you to:
 - a. identify students with diverse diets.
 - b. better serve students and properly meet their needs.
 - c. offer more menu diversity.**Data collected:** Yes
Results: Ongoing, will obtain from Registered Dietitian.
Number of attendees: TBD
Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan
Approximate budget spent on this effort: \$0
Keywords: menu diversity, students with dietary restrictions

2. **Title of effort:** International Flags Display
Contact name & email: Erin Watts, emwatts@ilstu.edu
Department: Event Management, Dining, and Hospitality
Collaborative partners: Division of Student Affairs
Type of effort: This is a new initiative
Speakers/Facilitators/Trainers: N/A
Start date: July 2020
End date: December 2024
Audience: Campus-wide
Populations addressed: International
Description: The new International Flags Display, a key component of the Concourse Improvement project, was deployed during the 2020-2021 academic year. The digital display features a variety of motion graphics utilizing the flags representing the home countries of past

and present students, faculty, and staff at Illinois State University. The display carries on the tradition of the international flags previously displayed in the Bone Student Center, and serves as a dynamic visual expression of the University's strong commitment to diversity and inclusion.

Intended outcomes/This session will help you to:

- a. represent the home countries of past and present students, faculty, and staff at Illinois State University.
- b. nurture Diversity and Inclusion.

Data collected: No

Number of attendees: N/A

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan

Approximate budget spent on this effort: Unknown

Keywords: diversity, equity, and inclusion

Health Promotion and Wellness

1. **Title of effort:** Day of Silence
Contact name & email: Kerri Calvert, kecalve@ilstu.edu
Department: Health Promotion and Wellness, Students Ending Rape Culture (SERC) sponsored organization
Collaborative partners: Sexual Assault Awareness Month (SAAM) committee
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: N/A
Start date: April 2021
End date: April 2021
Audience: Campus-wide
Populations addressed: LGBTQIA+
Description: On April 9th, people remained silent to help end discrimination towards the LGBTQ+ community. Students and campus community members participated in this event by taking a vow of silence to call attention to and signify the prevalence of the silencing of and harassment against lesbian, gay, bisexual, transgender, and queer students. Participants took a pledge and received an ally pin, used the hashtag #SilentRedbird on social media, and learned how to better support LGBTQ+ students on ISU's campus.
Intended outcomes/This session will help you to:
 - a. bring about awareness of marginalized community needs.
 - b. engage campus community members in advocacy work to support the LGBTQIA+ population.**Data collected:** Yes
Results: The Day of Silence video had 515 views and reached 1.2 thousand on Facebook. The Day of Silence video also received 85 reactions, comments, and shares. Thirty-four campus community members took the Day of Silence Pledge online."
Number of attendees: 700 interactions on social media
Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Department Scan – Hybrid scan, Student Affairs Strategic Plan Pathways
Approximate budget spent on this effort: \$200 in Ally pins
Keywords: LGBTQIA+

Multicultural Center

1. **Title of effort:** Birds Give Back Support for the new Multicultural Center
Contact name & email: Christa Platt, cdplatt@ilstu.edu
Department: Multicultural Center
Collaborative partners: Student Affairs Advancement
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: November 2020
End date: February 2021
Audience: Campus-wide, Alumni, Community
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, LGBTQIA+, Native Hawaiian or other Pacific Islander, Worldview, Interfaith and/or religion
Description: The Multicultural Center was selected as a priority department within Student Affairs for the 2021 Birds Give Back Day of Giving. The mission and initiatives of the Multicultural Center were shared with alumni, students, faculty/staff, community members, and friends to inform them of the new space and solicit financial support. Over 390 gifts were made to the Multicultural Center during this day, totaling more than \$71,600.
Intended outcomes/This session will help you to:
 - a. inform the Redbird and local community of the mission of the new Multicultural Center.
 - b. raise funds for the Multicultural Center.**Data collected:** Yes
Results: The initial goal for the day was 150 gifts to the Multicultural Center. Once the goal was reached, another challenge gift was promoted to challenge people to make 300 gifts to the Center. Both of these challenges were met and exceeded. Over 390 donations were made to the Multicultural Center during Bird Give Back 2021, totaling more than \$71,600.
Number of attendees: 390
Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways
Approximate budget spent on this effort: \$1,000
Keywords: fundraising, multicultural center, diversity

2. **Title:** Healing Justice Circle: A healing space for Black students during the racial pandemic in the U.S.
Contact name & email: Christa Platt, cdplatt@ilstu.edu
Department: Multicultural Center
Collaborative partners: Student Counseling Center, Department of Educational Administration and Foundations
Type of effort: This is a new Program
Speakers/Facilitators/Trainers: Danielle Beasley, Tyra Steverson, Dr. Dakesa Pina, Dr. Pamela Hoff
Start date: July 2020
End date: July 2020
Audience: Graduate students, Undergraduate students,

Populations addressed: Black or African American

Description: Healing Justice Circle: A healing space for Black students during the racial pandemic in the U.S.

Intended outcomes/This session will help you to:

- a. affirm students' Blackness through a self and community care model.
- b. identify, address, and release the effects of racial trauma.
- c. name anti-Blackness nationally, locally, and internally.
- d. create strategies for self and community advocacy.

Data collected: yes

Results: Available upon request

Number of attendees: 35

Is this effort connected to a strategic plan or department/center/unit goal? Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: anti-racism, anti-Blackness, Black students, justice

3. Title: The Justice Circle: Election Edition

Contact name & email: Christa Platt, cdplatt@ilstu.edu

Department: Multicultural Center

Collaborative partners: Civic Engagement

Type of effort: This is a new Program

Speakers/Facilitators/Trainers: Bert and Det, Harriet Steinbach, and Karina Arrango

Start date: October 2020

End date: October 2020

Audience: Campus-wide

Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific (men, women, nonconforming, other), Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview

Description: The purpose of this event was to create space for education around the election through a hip-hop stage play, increase knowledge around the voting process, and inspire students by hearing from a national young adult activist.

Intended outcomes/This session will help you to:

- a. have the opportunity to define advocacy, activism, and democracy.
- b. learn strategies around voter suppression and how to resist.
- c. engage democracy conversations through drama and art.

Data collected: yes

Results: Available upon request

Number of attendees: 25

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$4250

Keywords: civic engagement, justice, equity, democracy

4. Title: Safe-ish

Contact name & email: Christa Platt, cdplatt@ilstu.edu

Department: Multicultural Center

Type of effort: This is a new Training

Speakers/Facilitators/Trainers: Dr. Jon Higgins

Start date: October 2020

End date: April 2021

Audience: Campus-wide

Populations addressed: Asian or Southeast Asian, Black or African American, Gender Specific (men, women, nonconforming, other), Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander

Description: This training for faculty and staff included a 90-minute interactive program around the personal narratives and experiences of gender-expansive and LGBTQ+ individuals. Dr. JonPaul, national speaker, journalist, and author, facilitated sessions throughout the academic year to provide sustainable ways and inclusive strategies for those who desired to become allies or strengthen their allyship to the LGBTQ+ community.

Intended outcomes/This session will help you to:

- a. understand personal experiences that can aid in the needs of gender-expansive/LGBTQ+ individuals
- b. learn current terminology of gender-expansive people/terminology that is inclusive of gender and sexual identity
- c. understand sustainable & inclusive strategies that acknowledge, affirm, and advocate for gender-expansive and LGBTQ+ identities

Data collected: yes

Results: Available upon request

Number of attendees: 125

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$10,000

Keywords: LGBTQIA+, intersectionality

5. **Title:** Graduate Recognitions

Contact name & email: Christa Platt, cdplatt@ilstu.edu

Department: Multicultural Center

Type of effort: This is a repeat program

Speakers/Facilitators/Trainers:

Start date: April 2021

End date: May 2021

Audience: Graduate students and Undergraduate students

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, and LGBTQIA+

Description: The Multicultural Center hosted three Graduate Recognition Events: Nuestros Logros, MAPS, and Lavender. Each of these had a stage crossing specific to their cultural identities, and their families, mentors, and peers surrounded them during their respective celebrations.

Intended outcomes/This session will help you to:

- a. honor students through culturally specific methods that center their families.

Data collected: No

Number of attendees: 120

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$12,000

Keywords: recognition, cultural honor, families, communities

6. **Title:** Culturally Responsive Campus Community (CRCC)

Contact name & email: Christa Platt, cdplatt@ilstu.edu

Department: Multicultural Center

Collaborative partners: Office of the President, Office of the Vice President for Student Affairs

Type of effort: Program

Speakers/Facilitators/Trainers: Dr. Tyrone Howard, Tamika Mallory

Start date: October 2020

End date: October 30

Audience: Campus-wide, Community

Populations addressed: Black or African American, White or Caucasian,

Description: The CRCC conference works to actively recognize and rectify inequitable experiences and create a more just campus. Continuing the work of the previous five years, the CRCC facilitated transformative education and meaningful action for the Illinois State University community, focusing on dismantling anti-Black racism.

Intended outcomes/This session will help you to:

- a. address anti-Black racism in the academy.
- b. leave with tangible ways to infuse anti-racist frameworks.
- c. understand how to impact their spheres of influence for anti-racism.

Data collected: Yes

Results: Available upon request

Number of attendees: 700

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Department Scan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$38,750

Keywords: anti-racism, anti-Blackness

Office of the Vice President for Student Affairs

1. **Title of effort:** The Power of Empathy and its Connection to Diversity, Equity, and Inclusion
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Angell Howard
Start date: April 2021
End date: April 2021
Audience: Graduate Assistants & Staff
Populations addressed: All
Description: Recent surveys suggest that divides among Americans are more significant than ever. People are more hostile and less trusting of one another, making it very hard to empathize and show compassion to others. A study found that today's average American is less empathic than 75% of Americans 30 years ago. This means that today's leaders and the leaders of tomorrow are struggling to connect with and understand others from different social, cultural, or economic backgrounds. This interactive session explored empathy through a diversity, equity, and inclusion lens. Participants learned and practiced how to apply empathy skills into their professional and personal lives.
Intended outcomes/This session will help you to:
 - a. understand empathy and the role it plays in diversity, equity, and inclusion.
 - b. assess who and how we restrict ourselves from connecting to other's experiences.
 - c. learn what is needed to improve your ability to empathize.**Data collected:** Yes
Results: Upon request
Number of attendees: 32
Approximate budget spent on this effort: \$0
Keywords: Empathy

2. **Title of effort:** Let's Talk Lovecraft Country
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs
Type of effort: This is a new activity
Speakers/Facilitators/Trainers: Angell Howard
Start date: April 2021
End date: April 2021
Audience: Graduate Assistants & Staff
Populations addressed: Black or African American, Worldview, Interfaith and/or religion
Description: Lovecraft Country followed Atticus Freeman as he met up with his friend Letitia and his uncle George to embark on a road trip across 1950s Jim Crow America in search of his missing father. This began a struggle to survive and overcome both the racist terrors of white America and the terrifying monsters that could be ripped from a Lovecraft paperback. This series was very thought provoking and explored American history in a creative way while

imbedding beautiful moments of Black history. This time was for those who watched the series and wanted to unpack the many overt and covert messages throughout.

Intended outcomes/This session will help you to:

- a. discuss Black history through a creative lens.

Data collected: Yes

Results: Upon request

Number of attendees: 3

Approximate budget spent on this effort: \$0

Keywords: Lovecraft Country Discussion

3. Title of effort: Negotiation: Working to Narrow the Wage Gap for Women

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs

Collaborative partners: Rachel Hatch, Media Relations

Type of effort: This is a new training

Speakers/Facilitators/Trainers: Rachel Hatch

Start date: April 2021

End date: April 2021

Audience: Graduate Assistants & Staff

Populations addressed: Women

Description: Women make around 20 percent less than men for the same jobs and with the same qualifications. One of the many factors contributing to this gap is that women are not socialized to negotiate. This presentation sought to give women tools to help them learn the basics of negotiation. Throughout the workshop, participants learned tips on how to prepare and practice for negotiation with steps from the American Association of University Women and the sharing of personal experiences.

Intended outcomes/This session will help you to:

- a. learn tips on how to prepare and practice negotiations.
- b. learn how to advocate for yourself.

Data collected: Yes

Results: Upon request

Number of attendees: 17

Approximate budget spent on this effort: \$0

Keywords: negotiation

4. Title of effort: How to Be a Trans Advocate: Let's Talk Pronouns!

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new training

Speakers/Facilitators/Trainers: Len Meyer

Start date: July 2020

End date: July 2020

Audience: Graduate assistants & Staff

Populations addressed: LGBTQIA+

Description: In English, our most commonly used pronouns (he/she) specifically refers to a person's gender. For queer, gender non-conforming, non-binary, and transgender people, these pronouns are not one size fits all and can create discomfort, stress, and anxiety for many. In this session, the presenter used their own transgender story to help participants understand the importance of appropriately using pronouns and provided opportunities to practice verbally and within writing communications.

Intended outcomes/This session will help you to:

- a. appropriately and intentionally use pronouns.
- b. understand the stress and anxiety induced by inappropriately using pronouns.
- c. identify strategies to contribute to inclusive environments for trans individuals.

Data collected: Yes

Results: Upon request

Number of attendees: 27

Approximate budget spent on this effort: \$200

Keywords: pronouns

5. **Title of effort:** Community Support During a Racial Pandemic

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: Tristen Johnson, LLC

Start date: July 2020

End date: July 2020

Audience: Graduate Assistants & Staff

Populations addressed: Black or African American

Description: What does it mean to "show up" during a time of civil unrest and racialized pain? In this interactive workshop, participants were in community and engaged in dialogue with colleagues about the current state of emergency. Participants developed an action plan towards multicultural competence and a divisional commitment to systemic changes.

Intended outcomes/This session will help you to:

- a. identify fears surrounding conversations about race and racism.
- b. develop skills to have and continue conversations with colleagues about race and racism in the workplace.
- c. create an action plan towards multicultural competence and a divisional commitment to systemic changes.

Data collected: Yes

Results: Upon Request

Number of attendees: 40

Approximate budget spent on this effort: \$700

Keywords: systemic racism

6. **Title of effort:** Stereotypes, Myths, and Misconceptions: What You Believe Matters!
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Type of effort: This is a new activity
Speakers/Facilitators/Trainers: Angell Howard
Start date: July 2020
End date: December 2020
Audience: Graduate Assistants & Staff
Populations addressed: All
Description: It can be challenging to relate to or understand the prejudice, discrimination, and stereotyping that many experience on a regular basis. It is even harder to acknowledge our own biases that may contribute unconsciously. This session probed the cultural biases that influences our behaviors and attitudes toward students, colleagues, and ourselves. Attendees worked collectively toward increasing cultural competency and mindfulness of others' experiences and perspectives. Participants engaged in candid conversations exploring the effects that stereotypes, myths, and misconceptions leave behind, and brainstormed ways to continue to increase your awareness, skills, and knowledge.
Intended outcomes/This session will help you to:
 - interact more effectively with people of different cultures.
 - describe the stereotypes and myths that exist about different cultural groups and how they affect our behavior.
 - provide appropriate responses and support to students and colleagues using increased self-awareness.**Data collected:** Yes
Results: Upon Request
Number of attendees: 53
Approximate budget spent on this effort: \$0
Keywords: stereotypes, microaggressions
7. **Title of effort:** Are Our Students Depressed or Lonely? The Role of Loneliness in Mental Health and How We Can Address it
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Health Promotion and Wellness; Student Counseling Services; Student Conduct and Conflict Resolution
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Dr. Allyson Hawkins, Student Counseling Services, Dr. Jillian Cooper, Student Counseling Services, Jamie Laurson, Student Conduct and Conflict Resolution, & Jim Almeda, Health Promotion and Wellness
Start date: August 2020
End date: August 2020
Audience: Graduate Assistants & Staff

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian, Students struggling with mental health issues, Students in general

Description: Loneliness has been increasing nationally and in college students and plays a pivotal role in college students' mental health. Data from a survey conducted in spring 2019 indicates that Illinois State University students are reporting more loneliness than they did five years ago. Loneliness is a significant factor in both depression and anxiety, but fortunately, individuals don't have to be a trained clinician to address college students' loneliness. The campus community can work together to enhance students' connection. In this session, participants learned about the relationship between loneliness, anxiety, and depression, how to differentiate between loneliness, social isolation, and introversion, and how to recognize different types of loneliness. Participants also brainstormed how their department and the Division could increase students' connection.

Intended outcomes/This session will help you to:

- a. understand the relationship between loneliness, anxiety, and depression.
- b. differentiate between loneliness, social isolation, and introversion.
- c. brainstorm how their department can increase students' connection.

Data collected: Yes

Results: Upon request

Number of attendees: 25

Approximate budget spent on this effort: \$0

Keywords: mental health

8. **Title of effort:** White Fragility Book Discussion

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: Dr. Katy Strzepek and Dr. Erin Thomas

Start date: September 2020

End date: November 2020

Audience: Graduate Assistants, Staff, & Faculty

Populations addressed: White or Caucasian

Description: As part of ongoing institutional efforts to educate the community about anti-racism, Dr. Katy Strzepek and Dr. Erin Thomas facilitated critical discussions over Robin DiAngelo's book, *White Fragility*. While many heralded DiAngelo's book for encouraging white people to educate themselves about anti-racist practices, others have critiqued her for profiting from a self-education book that may only lead to talk and no action. In this interactive series, participants discussed the topic of white fragility, critically analyzed DiAngelo's work, and created action plans for integrating anti-racist practices into their personal and professional lives.

Intended outcomes/This session will help you to:

- a. acknowledge the ways white fragility and white supremacy function in your personal and professional life.

- b. create action plans to support anti-racist activism in your daily practices as part of a commitment to a life-long process of anti-racist education that requires courage and humility.
- c. develop a cross-institutional network of accountability partners who will work together to enact systemic change.

Data collected: No

Number of attendees: 15

Approximate budget spent on this effort: \$0

Keywords: anti-racism

9. Title of effort: Reimagining Higher Education: How Radical Imagination Can Lead to Structural Change

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new initiative (a first step movement/plan that is intended to solve a problem)

Speakers/Facilitators/Trainers: Dr. Amer F. Ahmed, Dickinson College & Dr. Shakti Butler, President-Founder of World Trust

Start date: September 2020

End date: September 2020

Audience: Graduate Assistants & Staff

Populations addressed: Black or African American, Worldview, Interfaith and/or religion

Description: "The COVID pandemic exposed some of the hideous inequities that permeate the current order of things in the U.S. and throughout the world. The fear of and disregard for Black people in the United States that we have witnessed in recent weeks is not new, but is also being exposed again. These injustices are not isolated; they are not coincidental. They are part of a system of inequity that has operated in this country since the first Europeans arrived, and that has operated on a global scale long before that." This workshop laid the groundwork on how the system of inequity works and the interrelationships of the local with the global. *Pre-recorded session

Intended outcomes/This session will help you to:

- a. understand how the system of inequity works.

Data collected: Yes

Results: Upon request

Number of attendees: 25

Approximate budget spent on this effort: \$0

Keywords: inequity, structural racism

10. Title of effort: Recovery is Spoken Here: Recovery Ally Training

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Collaborative partners: Student Conduct and Conflict Resolution

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Jamie Laurson, Student Conduct and Community Responsibilities

Start date: September 2020

End date: September 2020

Audience: Graduate Assistants & Staff

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, International, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: College students are in the highest risk category of any age group for developing a substance use disorder. Yet, college campuses are known as recovery-hostile environments. Participants learned about how to provide support for students who need help, as well as those who are already in recovery; learned about how to help build a recovery-friendly campus by recognizing how language and policies perpetuate stigma-blocking recovery; learned how to be an ally to Illinois State students; and recognize how to help them when it comes to substance use disorders and recovery.

Intended outcomes/This session will help you to:

- a. learn about the Collegiate Recovery Community (Sober Redbirds).
- b. use recovery friendly language.
- c. summarize ways to be a recovery ally on campus.
- d. demonstrate a warm handoff (how to refer to helpers).
- e. recognize students in need of recovery.

Data collected: Yes

Results: Upon request

Number of attendees: 13

Approximate budget spent on this effort: \$0

Keywords: recovery

11. **Title of effort:** Cultivating the Disruptive Power of Love and Healing: Educating for Wholeness, Justice, and Liberation
- Contact name & email:** Angell Howard, sdhowa1@ilstu.edu
- Department:** Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
- Type of effort:** This is a new initiative
- Speakers/Facilitators/Trainers:** Dr. Laura Rendón, Author of Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation
- Start date:** September 2020
- End date:** September 2020
- Audience:** Graduate Assistants & Staff
- Populations addressed:** All
- Description:** "During an extraordinary time of a world-wide pandemic, we were caught in a transformational middle space that Gloria Anzaldúa called nepantla. As we experienced a realm shift, we had a unique opportunity to shape a new educational vision that centered our humanity and our commitment to justice and equity." Participants learned how to identify and transform false master narratives that worked against equity and student success, employed

validation theory to build caring and affirming relationships with students, and worked with student assets. A holistic teaching and learning model, Sentipensante (sensing/thinking) Pedagogy, that addressed the rhythmic connection between intellectual development and aspects of our humanity, was presented along with examples of culturally-validating deep learning experiences. *Pre-recorded session

Intended outcomes/This session will help you to:

- a. identify and transform false master narratives that work against equity and student success.

Data collected: Yes

Results: Upon request

Number of attendees: 9

Approximate budget spent on this effort: \$0

Keywords: holistic teaching

12. Title of effort: The Online Campus Experience: Creating Access and Equity Education in a Virtual World

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new initiative

Speakers/Facilitators/Trainers: Moderator: Dr. Amer F. Ahmed, Dickenson College Panel: Melissa Denizard, Pro-Black activist, organizer, and documentarian Victor Lewis, Racial justice educator Megan Red Shirt-Shaw, founder of Natives In America

Start date: September 2020

End date: September 2020

Audience: Graduate Assistants & Staff

Populations addressed: Black or African American, Indigenous People, Worldview, Interfaith and/or religion

Description: “The coronavirus pandemic plunged colleges and universities into a precarious virtual world. The uncertainty of Fall openings as well as the high cost of tuition - already out of reach for most families - suggested that on-campus enrollment may be disrupted even further in the coming academic year. This new normal not only highlighted the differences between on-campus learning vs. online education; it also magnified the digital divide as wealthier students have more access to the latest laptops, better bandwidths, and more stable wifi connections. Less resourced students must also contend with challenges in their home environments along with the realities of communities impacted by poverty and racism. How could we ensure access and inclusion as we navigate new waters? How could we make sure that teaching and pedagogy are equitable for Black, Indigenous, and POC students? What are the opportunities that virtual learning could provide? How could we utilize this new learning environment as a foundation for addressing and navigating through harm both in the online and offline classroom?” This robust round-table discussion shed light on these inequities and explored concrete ways campuses could create a virtual education for students that was truly accessible and equitable, and rooted in social justice principles. *Pre-recorded session

Intended outcomes/This session will help you to:

- a. learn about the inequities that Black, Indigenous, and POC students face with online learning.

Data collected: Yes

Results: Upon request

Number of attendees: 16

Approximate budget spent on this effort: \$0

Keywords: access, equity

- 13. Title of effort:** Kognito: Some Conversations Can Save Lives
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Student Counseling Services
Type of effort: This is a repeated training
Speakers/Facilitators/Trainers: Dr. Glorivette Albino
Start date: October 2020
End date: October 2020
Audience: Graduate Assistants & Staff
Populations addressed: Other, Students struggling with mental health issues
Description: Students' mental health needs have a daily presence on campus. In this session, participants learned how to use Kognito, an interactive platform available through Student Counseling Services. They learned how to identify, engage in conversation, and help students in connecting with the support they need.
Intended outcomes/This session will help you to:
- a. learn about Kognito and how to access the simulation.
 - b. develop an understanding of impact of mental health concerns on academic performance, retention, and safety.
 - c. identify signs of emotional distress.
 - d. learn how to connect Redbirds in distress to appropriate services.
- Data collected:** Yes
Results: Upon request
Number of attendees: 16
Approximate budget spent on this effort: \$0
Keywords: mental health
- 14. Title of effort:** Freedom of Speech: Understanding the Protections and Limits of the First Amendment
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Office of the General Counsel
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Dr. Wendy J. Smith, Office of General Counsel & Angell Howard, Office of the Vice President for Student Affairs

Start date: November 2020

End date: November 2020

Audience: Graduate Assistants & Staff

Populations addressed: All

Description: While people generally agree that the First Amendment protects the freedom of speech, there are disagreements over when, where, how, and if speech should ever be limited or restricted. It is essential to understand what legal restrictions are permitted, what violates free speech, and the ways all of this can affect how staff members can protect themselves and students.

Intended outcomes/This session will help you to:

- a. examine your own assumptions about what freedom of speech really means.
- b. deepen your understanding of speech rights under the First Amendment.
- c. understand ways in which speech can be regulated or limited.
- d. understand what qualifies as hate speech.
- e. understand what can be done if speech cannot be regulated.

Data collected: Yes

Results: Upon request

Number of attendees: 22

Approximate budget spent on this effort: \$0

Keywords: understanding protections

15. Title of effort: Disrupting Whiteness: From White Immunity to Radical Empathy

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new training

Speakers/Facilitators/Trainers: Dr. Nolan L. Cabrera, University of Arizona & Tim Wise, Anti-racist writer and educator

Start date: November 2020

End date: November 2020

Audience: Graduate Assistants & Staff

Populations addressed: White or Caucasian, Worldview, Interfaith and/or Religion

Description: “Over the past decades, scholars and activists have often used the frame of white privilege to illustrate the advantages enjoyed by white people beyond those commonly experienced by Black people and other people of color in the same social, political, and economic spheres. Yet how many times are white privilege conversations derailed by the question, “How are poor white people ‘privileged?’” In this session, participants were introduced to the concept of white immunity, a type of social inoculation white people experience as a result of being white in a systemically racist society. White immunity insulates whites from the racially disparate treatment people of color regularly receive. Presenters explored how white immunity serves as an alternative concept to white privilege and why it was especially relevant in this time of widespread pandemic, police misconduct, and social unrest. They offered an overview on the development of white immunity and looked at its applications both within college learning/living environments as well as society at large. Attendees grappled

with the question, "Why would white people want to give up their white immunity?" Ultimately, the instructors called for (and explored mechanisms for creating) radical empathy as they worked with participants on developing anti-racist social practice. *Pre-recorded session

Intended outcomes/This session will help you to:

- a. understand the difference between white privilege and white immunity.

Data collected: Yes

Results: Upon request

Number of attendees: 47

Approximate budget spent on this effort: \$0

Keywords: white privilege

16. Title of effort: What's Your Green Dot? Graduate Student Overview

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Collaborative partners: Dean of Students Office

Type of effort: This is a new service

Speakers/Facilitators/Trainers: Shawn Dowiak & Tashay Dennie, Dean of Students Office

Start date: November 2020

End date: November 2020

Audience: Graduate assistants, Graduate students

Populations addressed: Worldview, Interfaith and/or religion

Description: The Green Dot Overview was a 60 minute interactive talk that introduced the basic elements of the Green Dot Interpersonal Violence Prevention Program while using persuasive and inspirational language, as well as some skill building activities, that engaged participants in immediate action to end power-based personal violence on campus. The basic elements of this talk provided a new framework of bystander intervention, generated campus-wide buy-in, and began the process of behavioral change. The talk was designed primarily to convince message-fatigued participants that prevention is possible, inspire hope that individuals can make a difference, and provide an array of immediate actionable reactive and proactive behaviors that individuals can begin to put into practice with no further training or exposure.

Intended outcomes/This session will help you to:

- a. recognize behaviors that may constitute dating/domestic violence, sexual violence, or stalking, or behaviors that may be immediate precursors to these types of violence.
- b. be intrinsically motivated to intervene in order to: reduce harm after possible violence has started; reduce the likelihood that it will happen again; and, reduce the likelihood that it will happen at all.
- c. recognize barriers that may prevent them from doing something in the face of potential power-based personal violence.
- d. develop realistic options to act given their unique set of barriers.
- e. learn realistic pro-social behaviors they can do to establish two campus norms: 1) power-based personal violence will not be tolerated; and 2) everyone is expected to do their part.

Data collected: Yes

Results: Upon request

Number of attendees: 14

Approximate budget spent on this effort: \$0

Keywords: bystander intervention

17. **Title of effort:** What's Your Green Dot? Staff, Faculty, and Administrator Overview
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Dean of Students Office
Type of effort: This is a new service
Speakers/Facilitators/Trainers: Shawn Dowiak & Tashay Dennie, Dean of Students Office
Start date: November 2020
End date: November 2020
Audience: Faculty, Staff, Other Administration
Populations addressed: Worldview, Interfaith and/or religion
Description: This training introduced the basic elements of The Green Dot Interpersonal Violence Prevention Program, focusing specifically on the vital role campus employees play in establishing and reinforcing the culture within which students exist. The program was designed to help faculty, staff, and administrators understand the expanded definition of "bystander" and to equip them to integrate these key behaviors within their current job functions to establish two norms: (1) power-based personal violence won't be tolerated; and (2) everyone does their part to keep the campus free from violence and fear of violence.
Intended outcomes/This session will help you to:
- a. understand key components of the Green Dot strategy.
 - b. understand the dynamics of culture change.
 - c. feel empowered and equipped to be a part of meaningful culture change on campus as it pertains to domestic/dating violence, sexual violence, and stalking.
 - d. learn the knowledge and tools they need to contribute to positive norms pertaining to power-based personal violence.
 - e. learn the knowledge and tools they need to support students and colleagues in making positive contributions to campus safety.
- Data collected:** Yes
Results: Upon request
Number of attendees: 20
Approximate budget spent on this effort: \$0
Keywords: bystander training
18. **Title of effort:** Stereotypes, Myths, and Misconceptions: What You Believe Matters!
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Type of effort: This is a repeated training
Speakers/Facilitators/Trainers: Angell Howard, Office of the Vice President for Student Affairs

Start date: December 2020

End date: December 2020

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: It can be challenging to relate to or understand the prejudice, discrimination, and stereotyping that many experience on a regular basis. It is even harder to acknowledge our own biases that may contribute unconsciously. This session probed the cultural biases that influence our behaviors and attitudes toward students, colleagues, and ourselves. Participants worked collectively toward increasing cultural competency and mindfulness of others' experiences and perspectives. Participants had opportunities to engage in candid conversations exploring the effects that stereotypes, myths, and misconceptions leave behind, and brainstormed ways to continue to increase their awareness, skills, and knowledge.

Intended outcomes/This session will help you to:

- a. interact more effectively with people of different cultures.
- b. describe the stereotypes and myths that exist about different cultural groups and how they affect our behavior.
- c. provide appropriate responses and support to students and colleagues using increased self-awareness.

Data collected: Yes

Results: Upon Request

Number of attendees: 25

Approximate budget spent on this effort: \$0

Keywords: stereotypes

19. **Title of effort:** Choir, Ally, Oblivious, Resisters, and the Defiant: Who is in the Room?

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a new training

Speakers/Facilitators/Trainers: Angell Howard, Office of the Vice President for Student Affairs

Start date: February 2021

End date: February 2021

Audience: Graduate Assistants & Staff

Populations addressed: All

Description: Diversity, equity, and inclusion work is never easy. Individuals are forced to challenge systems and people simultaneously. As practitioners, a lot of time is spent studying the systems but not as much time truly understanding the people individuals work with.

Intended outcomes/This session will help you to:

- a. understand the people in the room that are receiving diversity and inclusion training.
- b. know what you can do to influence some.
- c. identify when it is time to change your strategies.

Data collected: Yes

Results: Upon Request

Number of attendees: 37

Approximate budget spent on this effort: \$0

Keywords: personalities, perspectives

20. Title of effort: QPR: Ask a Question, Save a Life

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a repeated training

Collaborative partners: Student Counseling Services; Student Access and Accommodation Services; Health Promotion and Wellness

Speakers/Facilitators/Trainers: Dr. Gina Meyer, Student Counseling Services and Lori Henehan, Student Access and Accommodation Services, Dr. Glorivette Albino, Student Counseling Services & Jim Almeda, Health Promotion & Wellness

Start date: January 2021

End date: March 2021

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: Just as people trained in CPR help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone for help. As members of the ISU community, employees are often the first individuals to notice signs and symptoms of suicide in another colleague, student, resident, coworker, friend, or loved one. This uniquely positions them as the first line of defense to assist someone in getting help and therefore, saving a life. Participants received electronic access to helpful materials and received a certificate from the QPR Institute upon completion.

Intended outcomes/This session will help you to:

- a. learn how to recognize the warning signs of suicide.
- b. learn how to offer hope.
- c. learn how to refer someone to help.

Data collected: Yes

Results: Upon Request

Number of attendees: 23

Approximate budget spent on this effort: \$0

Keywords: suicide prevention

21. Title of effort: *Just Mercy* Watch Party & Discussion

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Collaborative partners: Center for Civic Engagement

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: Angell Howard

Start date: February 2021

End date: February 2021

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: The *Just Mercy* Watch Party & Discussion was part of the Center for Civic Engagement's series on Exploring Wicked Problems: Community Safety and Justice and was supported by Fell Trust grant funds. Participants in the series, which included campus and community book groups, a screening of the film *Just Mercy*, and a deliberative dialogue on Safety and Justice, considered how systemic discrimination based on race and class affects the justice system and also discussed how campus and community equity and inclusion practices may be enhanced to reduce violence and to ensure the wellbeing of people from minoritized backgrounds.

Intended outcomes/This session will help you to:

- a. consider how systemic discrimination based on race and class affects the justice system.

Data collected: No

Number of attendees: 17

Approximate budget spent on this effort: \$0

Keywords: discrimination

22. Title of effort: Freedom of Speech: Understanding the Protections and Limits of the First Amendment

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Type of effort: This is a repeated training

Collaborative partners: Office of General Counsel

Speakers/Facilitators/Trainers: Dr. Wendy J. Smith, Office of General Counsel & Angell Howard, Office of the Vice President for Student Affairs

Start date: March 2021

End date: March 2021

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: While people generally agree that the First Amendment protects the freedom of speech, there are disagreements over when, where, how, and if speech should ever be limited or restricted. It is essential to understand what legal restrictions are permitted, what violates free speech, and the ways all of this can affect how individuals can protect themselves and students.

Intended outcomes/This session will help you to:

- a. examine assumptions about what freedom of speech really means.
- b. deepen understanding of speech rights under the First Amendment.
- c. understand ways in which speech can be regulated or limited.
- d. understand what qualifies as hate speech.
- e. understand what can be done if speech cannot be regulated.

Data collected: Yes

Results: Upon Request

Number of attendees: 15

Approximate budget spent on this effort: \$0

Keywords: free speech, hate speech

- 23. Title of effort:** The Truth About Microaggressions
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Angell Howard, Office of the Vice President for Student Affairs
Start date: March 2021
End date: March 2021
Audience: Graduate Assistants & Staff
Populations addressed: Worldview, Interfaith and/or religion
Description: Microaggressions are brief, everyday exchanges that send hurtful and demeaning messages to the individuals being aggressed. Research has shown that consistently experiencing microaggressions can be psychologically and physically draining. No one should have to navigate this regularly. This session helped participants understand the different forms of microaggressions, what they look like, and how they manifest. Participants determined the safest and most effective ways to address microaggressions and reflected on ways to check their behaviors.
Intended outcomes/This session will help you to:
 - understand the different forms of microaggressions and how they manifest.
 - determine the safest and most effective ways to address microaggressions.
 - learn different action steps to take to respond to these situations effectively.**Data collected:** Yes
Results: Upon Request
Number of attendees: 42
Approximate budget spent on this effort: \$0
Keywords: microaggressions
- 24. Title of effort:** Special Guests Cole & Charisma: Intersectionality on Campus
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Student Access and Accommodation Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: Cole & Charisma
Start date: March 2021
End date: March 2021
Audience: Graduate Assistants & Staff
Populations addressed: Ability, Worldview, Interfaith and/or religion, Deaf & Hard of Hearing, Physical, Vision
Description: Using intersectionality as a guide to enhance a disabled student's experience on campus. The term intersectionality encompasses several topics, including accessibility, disability etiquette, inclusivity, and making proper accommodations. During this talk, participants learned

new ways to make campus more accepting, accommodating, and inclusive by applying the concept of intersectionality.

Intended outcomes/This session will help you to:

- a. learn disability etiquette.

Data collected: No

Number of attendees: 90

Approximate budget spent on this effort: \$1000

Keywords: disability

25. **Title of effort:** Special Guests Cole & Charisma: Contributing to an Inclusive Student Body
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Collaborative partners: Student Access and Accommodation Services
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Cole & Charisma
Start date: March 2021
End date: March 2021
Audience: Graduate assistants, Graduate students, Student employees, Undergraduate students
Populations addressed: Ability, Worldview, Interfaith and/or religion, Deaf & Hard of Hearing, Physical, Vision,
Description: College students have the ability to contribute to a more inclusive student body within their universities. Each student's college experience is very different and understanding more deeply another's experience is instrumental in regard to inclusion. Students learned how to be more conscientious of inclusion, disability etiquette, accessibility, and ways to be more accommodating.
Intended outcomes/This session will help you to:
- a. learn how to be more aware of inclusion.
 - b. understand disability etiquette.
 - c. learn ways to be more accomodating.
- Data collected:** No
Number of attendees: 5
Approximate budget spent on this effort: \$1000
Keywords: disability
26. **Title of effort:** Dialogue between Cole & Charisma and the Inclusion Change Team (ICT) and Student Affairs Council (SAC)
Contact name & email: Angell Howard, sdhowa1@ilstu.edu
Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
Type of effort: This is a new training
Speakers/Facilitators/Trainers: Cole & Charisma
Start date: March 2021
End date: March 2021

Audience: Staff, Other SAC, and ICT members

Populations addressed: Ability, Worldview, Interfaith and/or religion, Deaf & Hard of Hearing, Physical, Vision

Description: Using intersectionality as a guide to enhance a disabled student's experience on campus. The term intersectionality encompasses several topics, including accessibility, disability etiquette, inclusivity, and making proper accommodations. During this talk, staff learned new ways in which they could make campus more accepting, accommodating, and inclusive by applying the concept of intersectionality.

Intended outcomes/This session will help you to:

- a. understand and apply disability etiquette.
- b. explore ways to make campus more accepting, accommodating, and inclusive.

Data collected: No

Number of attendees: 35

Approximate budget spent on this effort: \$1000

Keywords: disability

27. **Title of effort:** Recovery is Spoken Here: Recovery Ally Training
- Contact name & email:** Angell Howard, sdhowa1@ilstu.edu
- Department:** Office of the Vice President for Student Affairs, Professional Development & Staff Recognition
- Collaborative partners:** Student Conduct and Community Responsibilities
- Type of effort:** This is a repeated training
- Speakers/Facilitators/Trainers:** Jamie Laurson, Student Conduct and Community Responsibilities
- Start date:** January 2021
- End date:** March 2021
- Audience:** Graduate Assistants & Staff
- Populations addressed:** Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, International, Native Hawaiian or other Pacific Islander, White or Caucasian
- Description:** College students are in the highest risk category of any age group for developing a substance use disorder. Yet, college campuses are known as recovery-hostile environments. Participants learned about how to provide support for students who need help, as well as those who are already in recovery; learned about how to help build a recovery-friendly campus by recognizing how language and policies perpetuate stigma-blocking recovery; learned how to be an ally to Illinois State students; and recognize how to help them when it comes to substance use disorders and recovery.
- Intended outcomes/This session will help you to:**
- a. learn about the Collegiate Recovery Community (Sober Redbirds).
 - b. use recovery friendly language.
 - c. summarize ways to be a recovery ally on campus.
 - d. demonstrate a warm handoff (how to refer to helpers).
 - e. recognize students in need of recovery.
- Data collected:** Yes
- Results:** Upon Request

Number of attendees: 15

Approximate budget spent on this effort: \$0

Keywords: recovery

28. **Title of effort:** Deliberative Dialogue – How Should Higher Education Help Us Create the Society We Want?

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Collaborative partners: Center for Civic Engagement

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: Harriett Steinbach, Center for Civic Engagement

Start date: April 2021

End date: April 2021

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: The diverse system of US higher education—including public and private universities, smaller four-year independent colleges, two-year community colleges, for-profit schools, and others—already serves a number of important social purposes. This guide focused on the future and took up this fundamental question: How should higher education help us create the society we want? It offered three options to consider, each with benefits as well as drawbacks. While it's certainly possible for higher education to pursue multiple goals, it's also true that colleges and universities can't do everything. To be effective, they need to focus their energies and set priorities. As we envision higher education in the future, there are options and trade-offs, and it's important to think and talk about them with fellow citizens. By doing so, individuals can begin to make tough choices about what higher education can and should be expected to do.

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Upon Request

Number of attendees: 14

Approximate budget spent on this effort: \$0

Keywords: higher education

29. **Title of effort:** Deliberative Dialogue – Free Speech & The Inclusive Campus: How Do We Foster the Campus Community We Want?

Contact name & email: Angell Howard, sdhowa1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Professional Development & Staff Recognition

Collaborative partners: Center for Civic Engagement

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: Harriett Steinbach, Center for Civic Engagement

Start date: April 2021

End date: April 2021

Audience: Graduate Assistants & Staff

Populations addressed: Worldview, Interfaith and/or religion

Description: The United States is becoming increasingly diverse and more polarized as we struggle to address complex public problems such as immigration, health care, economic inequality, and America's role in the world (Pew Research Center, 2017). As public trust in our political system wavers, U.S. college campuses are grappling with issues of inclusion, diversity, and freedom of speech (Rainie, Keeter, & Perrin, 2019). Conversations about free speech on campus are often framed in opposition to diversity and inclusion and have spawned controversies, protests, and even violence. In 2017, a much-cited survey of more than 3,000 college students conducted by Gallup and the John S. and James L. Knight Foundation presented diversity and inclusion as directly opposite free speech, asking students which issues they felt were more important; 53% chose inclusion and 46% chose free speech. In today's contentious and divided political environment, what should colleges and universities do to meet the roles and responsibilities of higher education to foster the campus community we want?

Intended outcomes/This session will help you to:

- a. describe the role deliberative dialogue can play in today's political climate.
- b. express appreciation and empathy of another's perspective on the issue.
- c. analyze the issue from multiple perspectives.
- d. evaluate skills needed to participate in deliberation.

Data collected: Yes

Results: Upon Request

Number of attendees: 13

Approximate budget spent on this effort: \$0

Keywords: free speech

30. Title of effort: Hiring of Diverse Student Staff

Contact name & email: Megan Rolfs, mmrolfs@ilstu.edu

Department: Office of the Vice President for Student Affairs

Collaborative partners: Human Resources

Type of effort: This is a repeated initiative

Speakers/Facilitators/Trainers: N/A

Start date: April 2021

End date: September 2021

Audience: Student employees & undergraduate students

Populations addressed: Not targeted to one group

Description: Increased student staffing from marginalized backgrounds and intersecting identities to improve marketing and communication efforts representing multiple perspectives.

Intended outcomes/This session will help you to:

- a. provide professional development opportunities to students from marginalized backgrounds.
- b. include multiple perspectives in our marketing efforts by diversifying our student team.

Data collected: No

Number of attendees: N/A

Is this effort connected to a strategic plan or department/center/unit goal? Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: inclusive hiring practices

31. Title of effort: Updated office artwork

Contact name & email: Megan Rolfs, mmrolfs@ilstu.edu

Department: Office of the Vice President for Student Affairs

Type of effort: This is a new activity

Start date: January 2021

End date: March 2021

Audience: Campus-wide

Populations addressed: General

Description: An action step as a result of the Division of Student Affairs' environmental scan included updating and adding new inclusive artwork in the Office of the Vice President for Student Affairs creating a more welcoming environment for Redbirds. While new artwork was installed in the hallway of the 4th floor of Hovey a couple of years ago, updates still needed to be made to the reception area and in the Williams Hall office following renovations of both of those spaces. In spring 2021, these updates were completed, displaying inclusive images of our students, staff, and alumni in the Division of Student Affairs.

Intended outcomes/This session will help you to:

- a. create a welcoming environment for Redbirds.
- b. display inclusive images that reflect the identities of the student body at Illinois State.
- c. demonstrate a sense of pride and belonging in Student Affairs at Illinois State University.

Data collected: No

Number of attendees: N/A

Is this effort connected to a strategic plan or department/center/unit goal? Department External Scan

Approximate budget spent on this effort: \$800

Keywords: inclusion, imagery, identity

32. Title of effort: DEI topics at Student Affairs Marketing Council Retreats

Contact name & email: Megan Rolfs, mmrolfs@ilstu.edu

Department: Office of the Vice President for Student Affairs

Type of effort: This is a repeated training

Start date: July 2020

End date: July 2024

Audience: Staff

Populations addressed: All

Description: The Student Affairs Marketing Council consists of full and part-time marketing staff across the Division of Student Affairs. For several years now, they have held retreats twice a year, and have included DEI topics periodically. Last year, a commitment was made not only to

incorporate a DEI topic into every retreat, but also into ongoing discussion at meetings throughout the year. This year, topics included a review of harmful marketing campaigns from other institutions of higher education and a debrief of the insurrection at the capitol.

Intended outcomes/This session will help you to:

- a. grow each member's cultural competency.
- b. identify the ways that the Student Affairs Marketing Council can contribute to an inclusive campus.
- c. continually discuss DEI issues that may affect our campus and our students.

Data collected: No

Number of attendees: 10-15

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: imagery, inclusion, bias, stereotype, representation

33. Title of effort: Redbird Community/What it Means to be a Redbird campaign

Contact name & email: Megan Rolfs, mmrolfs@ilstu.edu

Department: Office of the Vice President for Student Affairs

Collaborative partners: University College

Type of effort: This is a repeated Initiative

Speakers/Facilitators/Trainers: Dr. Levester "LJ" Johnson

Start date: June 2020

End date: July 2021

Audience: Undergraduate students, First year students, and their families

Populations addressed: All

Description: For several years, the Division of Student Affairs has partnered with University College on the Redbird Community session during Preview. In this session for all incoming students and families, the Vice President for Student Affairs covered the characteristics of the *What it Means to be a Redbird campaign: Care, Family, Inclusion, Integrity, Pride, and Respect*. Last year, due to the pandemic, the Division shifted to a video format for this session. This year, the video was redone and greatly enhanced in an effort to foster a spirit of community among all first year students.

Intended outcomes/This session will help you to:

- a. introduce the characteristics of the *What it Means to be a Redbird* campaign.
- b. foster a sense of community for first-year students.
- c. share the Division of Student Affairs as a resource for incoming Redbirds.

Data collected: Yes

Results: This data would be available from University College through their surveys.

Number of attendees: This would be the number of students who participated in Preview.

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$150

Keywords: respect, inclusion, community

- 34. Title of effort:** Video captioning
Contact name & email: Megan Rolfs, mmrolfs@ilstu.edu
Department: Office of the Vice President for Student Affairs
Collaborative partners: Office of the Vice President for Student Affairs, Career Services, University Housing Services, Center for Civic Engagement
Type of effort: This is a repeated activity
Start date: July 2020
End date: June 2024
Audience: Campus-wide
Populations addressed: Ability, Deaf & Hard of Hearing,
Description: For several years, the marketing staff on the Student Affairs Marketing Council have been committed to ADA compliance and making videos accessible for individuals with hearing impairments. It is now an expectation that all videos created in the Division of Student Affairs will be captioned for accessibility. For several departments, this effort has become a routine part of operations, and for others, the Director of Marketing and Communications has been available to provide guidance, assistance, and resources to ensure that all videos are accessible for individuals with hearing impairments.
Intended outcomes/This session will help you to:
 - ensure that the Division of Student Affairs is ADA compliant.
 - all videos produced in the Division of Student Affairs are captioned and thus, accessible for individuals with hearing impairments.
 - contribute to an inclusive campus environment for individuals with disabilities.**Data collected:** Yes
Results: Over 75 videos were captioned across the Division of Student Affairs in FY21.
Number of attendees: N/A
Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways
Approximate budget spent on this effort: \$350
Keywords: accessible, inclusive
- 35. Title of effort:** Student Success and Excellence Fund
Contact name & email: Erin Thomas, eethoma@ilstu.edu
Department: Office of the Vice President for Student Affairs, Advancement, and Assessment
Type of effort: This is a repeated scholarship
Speakers/Facilitators/Trainers: N/A
Start date: July 2020
End date: June 2023
Audience: Graduate students, Undergraduate students
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, LGBTQIA+, Native Hawaiian or other Pacific Islander, First generation, White or Caucasian
Description: The Student Success and Excellence Fund supports first-generation or low-income students to thrive and excel in their academic and co-curricular experiences by reducing

financial limitations. Scholarships are proved to aid participation in transformative experiences that offer students a competitive advantage in achieving their goals and aspirations. The spirit of the award embodies Illinois State's commitment to diversity. In FY21, 65 students applied for support, and 25 were awarded funding totaling \$5800. Additionally, almost \$5000 was raised to support this fund this past year.

Intended outcomes/This session will help you to:

- a. encourage low-income and first-generation student's engagement in co-curricular experiences.

Data collected: No

Number of attendees: 25 funded of 65 applications

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$5,777 was allocated to students in FY21

Keywords: scholarship, first-generation, low-income, minority

36. Title of effort: Inside the Multicultural Center

Contact name & email: Amanda Highland, ahighl1@ilstu.edu

Department: Office of the Vice President for Student Affairs, Advancement and Assessment

Collaborative partners: Multicultural Center

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: N/A

Start date: February 2021

End date: February 2021

Audience: Alumni, Former staff

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, LGBTQIA+, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: A virtual sneak peek tour of the Multicultural Center for members of what was formerly known as Diversity Advocacy. Attendees connected with friends, old and new, viewed the renderings and blueprint of the Multicultural Center and learned about volunteering as an ambassador on the giving day.

Intended outcomes/This session will help you to:

- a. connect with friends and other Redbirds.
- b. view the renderings and blueprint of the new building.
- c. learn about the history and future of the MCC through remarks from former Diversity Advocacy Coordinator, Angela Allen, and current director Dr. Christa Platt.
- d. describe a volunteer role sought by the MCC during February.

Data collected: No

Number of attendees: 21

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: multicultural

Student Counseling Services

1. **Title of effort:** Multicultural Therapist
Contact name & email: Sandy Colbs, scolbs@ilstu.edu
Department: Student Counseling Services, Director of Student Counseling
Collaborative partners: Multicultural Center, Office of the President
Type of effort: This is a new job position
Speakers/Facilitators/Trainers: Dr. Sandy Colbs, Dr. Christa Platt
Start date: February 2021
End date: April 2021
Audience: Campus-wide, Graduate students, Undergraduate students
Populations addressed: Deaf & Hard of Hearing, Physical, Mental, Vision, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion
Description: Student Counseling Center and the Multicultural Center hired a new Staff Counselor for the new Multicultural Center.
Intended outcomes/This session will help you to:
 - a. provide culturally competent mental health services to students with a variety of identities.
 - b. provide outreach and programming services that centers healing from race and other identity-based traumas.**Data collected:** No
Number of attendees: 5
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Scan – Internal Scan, #AntiBlackISU
Approximate budget spent on this effort: Unknown
Keywords: multicultural, racial trauma, mental health, DEI

2. **Title of effort:** Diversity, Equity, and Inclusion bi-weekly conversations
Contact name & email: Danielle Beasley, dbeasl@ilstu.edu
Department: Student Counseling Services
Type of effort: This is a new initiative
Speakers/Facilitators/Trainers: SCS Staff
Start date: July 2020
End date: July 2021
Audience: Staff, Interns
Populations addressed: Physical, Mental, Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion
Description: The Diversity, Equity, and Inclusion discussions with SCS staff were developed to promote strategies and best practices within the realms of racial, social, sexual, ability, and gender diversity for our staff in efforts to better serve our students and contribute to a healthy campus climate and work environment. The ultimate goal of these discussions was to provide

for the betterment of Student Counseling Services culture so that every staff and student are provided with an inclusive experience.

Intended outcomes/This session will help you to:

- a. elevate equity.
- b. ensure inclusive practices and policies.
- c. provide education and learning opportunities for staff related explicitly to DEI.

Data collected: No

Number of attendees: 25

Is this effort connected to a strategic plan or department/center/unit goal? Department Scan - Hybrid

Approximate budget spent on this effort: \$0

Keywords: implicit bias, anti-racism, microaggression, cultural humility

3. **Title of effort:** Diversity, Equity, & Inclusion Workshop Series
Contact name & email: David Adams, dfadams@ilstu.edu
Department: Student Counseling Services, Multicultural Outreach Team
Collaborative partners: Psychology Department
Type of effort: This is a repeated program
Speakers/Facilitators/Trainers: Lisa Albaugh, Tyra Steverson, Laura Phillips, Lorrie Simington, Jojo Mitchell, Jason Duncan, Alexandra Simmons, Doug Spiker, Carolyn Bartolone, Allison Boehs, Jacob Bailey, Dr. David Adams
Start date: July 2020
End date: July 2021
Audience: Campus-wide
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion
Description: The Multicultural Outreach Team offered a series of three workshops to faculty, staff, and students: Voices of Discovery, Disarming Racial Microaggressions, and an Anti-Racism Workshop. Through these workshops, participants engaged in dialogue about identity, empathy, stereotypes, bias, privilege, power, white supremacy, and systemic racism.
Intended outcomes/This session will help you to:
 - a. become aware of diversity by providing an opportunity for cross-cultural interactions among participants.
 - b. learn to recognize the different forms of racial microaggressions and identify safe and effective ways to intervene as a bystander.
 - c. develop a committed action to anti-racism in service of ending racial discrimination on campus.**Data collected:** Yes
Results:
 - People of color participants were significantly more satisfied with the workshops than white participants.
 - Women were significantly more satisfied and found racial microaggressions more harmful than men.

- Harmfulness predicted satisfaction with the interaction of race. In other words, participants who saw racial microaggressions as harmful were more satisfied with the workshop.
- Interaction of race – white participants were more likely to see racial microaggressions as not harmful and thus were less satisfied with the workshop.
- Satisfaction significantly mediates the relation between colorblind attitudes and reported behavior change.
- Illustrates the importance of participant satisfaction in contributing to behavior change.
- Posttest performance positively predicts the number witnessed at follow-up.
- How participants performed on posttest items related to the workshop predicted the number of racial microaggressions they reported witnessing at follow-up

Number of attendees: 581

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$150

Keywords: implicit bias, anti-racism, microaggression, bystander training

4. Title of effort: Diversity Committee Staff Training

Contact name & email: Danielle Beasley, ddbeasl@ilstu.edu

Department: Student Counseling Services, Diversity Committee

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Dr. Thema Bryant-Davis

Start date: May 2021

End date: May 2021

Audience: Staff

Populations addressed: Physical, Mental, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Worldview, Interfaith and/or religion

Description: Diversity Committee brought in Psychologist and Professor Dr. Thema Byrant-Davis to discuss Trauma and Intersectionality. The three-hour training focused on a variety of identities.

Intended outcomes/This session will help you to:

- increase SCS knowledge of working with diverse populations.
- analyze SCS current clinical practices, policies, and procedures.
- become more knowledgeable on trauma-informed care.

Data collected: No

Number of attendees: 20

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Scan - Internal

Approximate budget spent on this effort: \$3000

Keywords: anti-racism, diversity, trauma-informed care, liberation psychology

5. Title of effort: Native American Film Series

Contact name & email: David Adams, dfadams@ilstu.edu

Department: Student Counseling Services, Multicultural Outreach Team

Collaborative partners: Native American Studies, The School of Theatre and Dance, Ethnic Studies, Women's, Gender and Sexuality Studies, The Department of Sociology and Anthropology, The Department of History

Type of effort: This is a new activity

Speakers/Facilitators/Trainers: Susan Kalter, Ph.D., Katy Sampeck, Ph.D. Linda Clemmons, Angela Haas, Ph.D., Dr. Shannon Epplett, Dr. Ann Haugo, Dr. Kyle Ciani

Start date: September 2020

End date: April 2021

Audience: Campus-wide

Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion

Description: A film series and discussion forum that focused on the historic and contemporary issues facing indigenous peoples that often go unnoticed. Films were screened independently, and a discussion was then held via Zoom to facilitate a dialogue on the issues raised in each film and the implications they have for today. This opportunity was open to any interested member of the Illinois State University community.

Intended outcomes/This session will help you to:

- a. understand the historical and contemporary issues facing indigenous people.

Data collected: No

Number of attendees: 205

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Student Affairs Strategic Plan Pathways

Approximate budget spent on this effort: \$0

Keywords: implicit bias, cultural humility

6. **Title of effort:** Diversity Seminar

Contact name & email: Tyra Steverson, tfsteve@ilstu.edu

Department: Student Counseling Services, Diversity Seminar

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Tyra Steverson

Start date: August 2020

End date: June 2021

Audience: Staff

Populations addressed: Deaf & Hard of Hearing, Physical, Mental, Vision, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Worldview, Interfaith and/or religion

Description: Diversity Seminar is a weekly discussion for intern-level staff, which Tyra Steverson and Dr. Lorrie Simington facilitate. Cofacilitators provided education and consultation to intern-level staff to enhance their understanding of working with students with a variety of identities and cultural backgrounds.

Intended outcomes/This session will help you to:

- a. assess and increase open-mindedness/cognitively flexible in interns when working with diverse populations.
- b. increase in knowledge, self-awareness, and cultural humility.
- c. reach beyond simply learning to develop passion and compassion for serving minoritized population.
- d. develop a critical lens to examine the psychology profession.

Data collected: No

Number of attendees: 6

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Scan - Internal

Approximate budget spent on this effort: \$0

Keywords: anti-racism, decolonization, microaggression, cultural humility, cultural competency

Student Health Services

1. **Title of effort:** Waiting room atmosphere
Contact name & email: Robert Kinsella, rskinse@ilstu.edu
Department: Student Health Services
Collaborative partners: Staff volunteered to sit on the ICT scan committee to represent their areas: SHS - nursing, provider, lab, business office, front desk/reception, student workers.
Type of effort: This is a new initiative
Speakers/Facilitators/Trainers: N/A
Start date: April 2021
End date: January 2022
Audience: Campus-wide
Populations addressed: All
Description: Members of the Inclusion Change Team scan committee assessed SHS atmosphere and public displays to determine if these were exclusive or lacked a diverse representation of individuals.
Intended outcomes/This session will help you to:
 - a. promote SHS's dedication and commitment to diversity, inclusivity, and acceptance of every member of the campus community.
 - b. engender a welcoming and pleasant atmosphere.**Data collected:** Yes
Results: Committee members noted SHS could benefit from pictures and artwork that expressed our dedication to inclusivity, diversity, and striving toward belongingness for the entire population we serve.
Number of attendees: 7 members on the ICT Scan Team
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan, Department Scan – External Scan
Approximate budget spent on this effort: \$0
Keywords: DEI, acceptance

2. **Title of effort:** Re-evaluation of mission statement
Contact name & email: Robert Kinsella, rskinse@ilstu.edu
Department: Student Health Services
Type of effort: This is a repeated activity
Speakers/Facilitators/Trainers: Robert Kinsella
Start date: April 2021
End date: April 2021
Audience: Graduate students, Undergraduate students
Populations addressed: All
Description: As a result of the ICT department scan, the SHS mission statement was reviewed and updated to be more inclusive and reflective of the Student Health Service's commitment to foster diversity and inclusivity.
Intended outcomes/This session will help you to:
 - a. make a clear and accessible statement affirming our commitment to engendering a sense of belonging to every student we serve.

Data collected: No

Number of attendees: N/A

Is this effort connected to a strategic plan or department/center/unit goal? Department Scan – External

Approximate budget spent on this effort: \$0

Keywords: inclusivity, belonging

University Housing Services

1. **Title of effort:** Rhythm of the Night: A Latin Twist
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: September 2020
End date: September 2020
Audience: Undergraduate students
Populations addressed: Hispanic or Latino/a/x
Description: Students had been dealing with mental and emotional fatigue, craving student interaction in a safe way. This program provided resources for students to find communities within their various identity groups and participate in cultural programs provided on ISU's campus. Students were informed about different Latin countries and heritages, thus widening their cultural lenses.
Intended outcomes/This session will help you to:
 - a. learn about popular Latin genres of music originating within Latin America but also their roots from other styles and countries.
 - b. allows students who aren't familiar with Latin music to broaden their horizons.**Data collected:** No
Number of attendees: 3
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$32
Keywords: Latinx

2. **Title of effort:** Expanding Cultural Competence with Angell Howard
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: Angell Howard
Start date: September 2020
End date: September 2020
Audience: Undergraduate students
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, Native Hawaiian or other Pacific Islander, White or Caucasian
Description: It can be challenging to relate to or understand the prejudice, discrimination, and stereotyping that many experience on a regular basis. It is even harder to acknowledge our own biases that may contribute unconsciously. This session probed the cultural biases that influences our behaviors and attitudes toward students, colleagues, and ourselves. Attendees worked collectively toward increasing cultural competency and mindfulness of others' experiences and perspectives. Participants engaged in candid conversations exploring the effects that stereotypes, myths, and misconceptions leave behind, and brainstormed ways to continue to increase your awareness, skills, and knowledge.

Intended outcomes/This session will help you to:

- a. interact more effectively with people of different cultures.
- b. describe the stereotypes and myths that exist about different cultural groups and how they affect behavior.
- c. provide appropriate responses and support to students and colleagues using increased self-awareness.

Data collected: No**Number of attendees:** 6**Is this effort connected to a strategic plan or department/center/unit goal?** Department Plan**Approximate budget spent on this effort:** \$0**Keywords:** racism, discrimination, microaggression**3. Title of effort:** You Are Not Alone**Contact name & email:** Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu**Department:** University Housing Services**Type of effort:** This is a new program**Speakers/Facilitators/Trainers:** N/A**Start date:** November 2020**End date:** November 2020**Audience:** Undergraduate students**Populations addressed:** Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, Native Hawaiian or other Pacific Islander, White or Caucasian**Description:** This program focused on providing attendees with resources to better combat racism, microaggressions, and how to better manage stress and anxiety. Through the program, resources leading attendees to the campus counseling center were offered as an on-campus resource.**Intended outcomes/This session will help you to:**

- a. expand knowledge about microaggressions and mental health.

Data collected: No**Number of attendees:** 6**Is this effort connected to a strategic plan or department/center/unit goal?** Department Plan**Approximate budget spent on this effort:** \$0**Keywords:** racism, microaggression, anxiety, stress**4. Title of effort:** Dine & Docs**Contact name & email:** Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu**Department:** University Housing Services**Type of effort:** This is a new program**Speakers/Facilitators/Trainers:** N/A**Start date:** November 2020**End date:** November 2020**Audience:** Undergraduate students**Populations addressed:** Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, Native Hawaiian or other Pacific Islander, White or Caucasian

Description: Students learned about the history of the American criminal justice system, racial and socioeconomic inequality, and tangible ways to be activists in criminal justice reform.

Intended outcomes/This session will help you to:

- a. identify racist undertones within the criminal justice system.
- b. learn how to become an advocate.

Data collected: No

Number of attendees: 1

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: racism, criminal justice system, socioeconomic inequality

5. **Title of effort:** Movie Night & Discussion: 13th

Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu

Department: University Housing Services

Type of effort: This is a new program

Speakers/Facilitators/Trainers: N/A

Start date: October 2020

End date: October 2020

Audience: Undergraduate students

Populations addressed: Black or African American

Description: This developmental program gave residents an educational alternative to going out and/or drinking on a Friday night. The documentary shown, 13th by Ava DuVernay, helped promote community engagement and cultural competence through the history of the 13th Amendment and its effect on mass incarceration in today's justice system. After the documentary, residents engaged in an hour-and-a-half discussion.

Intended outcomes/This session will help you to:

- a. identify racist undertones of the criminal justice system.

Data collected: No

Number of attendees: 6

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: racism, criminal justice system

6. **Title of effort:** Dia de Los Muertos Movie Night & Discussion

Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu

Department: University Housing Services

Type of effort: This is a new program

Speakers/Facilitators/Trainers: N/A

Start date: October 2020

End date: October 2020

Audience: Undergraduate students

Populations addressed: Hispanic or Latino/a/x

Description: This event met one of University Housing Service's main objectives in providing residents opportunities to build a sense of understanding among individuals with various

identities living together in community. This event provided students with an opportunity to learn about the Latin culture, specifically the holiday Dia de los Muertos. Residents learned how to build relationships with people of other ethnicities and understand the importance of learning about each other's culture. The residents had the chance to reflect on their own ethnic background in discussing their knowledge, experiences, and residents asked questions and discussed El Dia de los Muertos.

Intended outcomes/This session will help you to:

- a. get to know more about the holiday and the Latinx community.

Data collected: No

Number of attendees: 1

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: cultural competency, Latinx

7. **Title of effort:** Dream a Little
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: April 2021
End date: April 2021
Audience: Undergraduate students
Populations addressed: Native Hawaiian or other Pacific Islander
Description: This program encouraged attendees to dive deep into Native American history and culture through an activity making dream catchers while discussing local Native American history.
Intended outcomes/This session will help you to:
 - a. learn more about Native American history relative to our community.**Data collected:** No
Number of attendees: 9
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$63
Keywords: Native American
8. **Title of effort:** Interactive Bulletin Boards
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women

Description: Residents celebrated Women's History Month by adding images and stories to an interactive bulletin board throughout the month of March. The bulletin board served as daily inspiration to residents.

Intended outcomes/This session will help you to:

- a. acknowledge the successes of Women in various fields of study around the world.

Data collected: No

Number of attendees: 29

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: Women's History Month

9. **Title of effort:** Women in History at ISU
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women
Description: This effort included a bulletin board featuring women in history at ISU, brochures about RSOs geared towards women, and fliers about women-owned businesses in the community.
Intended outcomes/This session will help you to:
 - a. represent women from ISU who have made an impact to show residents that they can do the same.**Data collected:** No
Number of attendees: 13
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: women's history

10. **Title of effort:** Women's History Month Paint Night
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women
Description: The program focused on celebrating women through painting inspirational quotes, figures, and symbols in honor of Women's History Month. Female figures such as Maya Angelou, Michelle Obama, and RBG were highlighted.

Intended outcomes/This session will help you to:

- a. celebrate Women's History Month while connecting with other students.

Data collected: No**Number of attendees:** 4**Is this effort connected to a strategic plan or department/center/unit goal?** Department Plan**Approximate budget spent on this effort:** \$0**Keywords:** women's history

11. **Title of effort:** Women's History Month Trivia Night
Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women
Description: Through the method of trivia, attendees were able to learn more about the ways in which women have propelled the world forward. Various subjects were included, and attendees were encouraged to bring their own pieces of interesting information.
Intended outcomes/This session will help you to:
- a. recognize the impacts that women have made in the world through trivia.
- Data collected:** No
Number of attendees: 19
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: women's history
12. **Title of effort:** Women in Music
Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: Marykate Kuhne
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women
Description: Attendees were shown a presentation about women in music throughout history and guest, Marykate Kuhne, shared resources on finding women composers and music created by women. There was a Q & A, as well as a Kahoot to end the program!
Intended outcomes/This session will help you to:
- a. learn more about the women leading music, in the past and present.
- Data collected:** No
Number of attendees: 12

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: women's history

- 13. Title of effort:** Letters for International Women's Day
Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: March 2021
End date: March 2021
Audience: Undergraduate students
Populations addressed: Women
Description: With the intention of celebrating women around the world for international women's day, residents were invited to create inspirational cards for the women in their lives.
Intended outcomes/This session will help you to:
 - learn more about women around the world who have made a difference.
 - spread the knowledge to others in the community.**Data collected:** No
Number of attendees: 16
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: International Women's Day
- 14. Title of effort:** How diverse is your universe?
Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Asian or Southeast Asian, Black or African American, Hispanic or Latino/a/x, Indigenous People, International, Native Hawaiian or other Pacific Islander, White or Caucasian
Description: In an effort to showcase diversity within each individuals' life, bracelets were made with each bead representing an additional aspect of diversity.
Intended outcomes/This session will help you to:
 - learn more about the diversity within each attendee.
 - see the intersectionality of others.**Data collected:** No
Number of attendees: 5
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0

Keywords: diversity, intersectionality

15. **Title of effort:** Black History Month Movie Night
Contact name & email: Taylor Barnard, tmbar1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: In order to bring more attention to racism, discrimination, and history in general, a documentary about America's history of racism was shown. After the documentary, a discussion took place regarding the topics that were covered in the film.
Intended outcomes/This session will help you to:
 - a. identify how racism is still prevalent today.
 - b. create advocates to fight for fundamental change.**Data collected:** No
Number of attendees: 3
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: Black History Month, racism, diversity
16. **Title of effort:** Celebrating Black Artists
Contact name & email: Taylor Barnard, tmbar1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: This program provided the residents of multiple floors in one residence hall an opportunity to socialize and connect with artistic content. Three resident assistants researched Black artists across all mediums (music, theatre, art, influencers/social media creators, and film/television). With a playlist of Black musicians playing in the background, residents interacted with their RA's research, enjoyed snacks, and connected with other residents.
Intended outcomes/This session will help you to:
 - a. make art work created by Black artists accessible to a wider audience.
 - b. provide a space for residents to connect over an artist that they both enjoy.**Data collected:** No
Number of attendees: 12
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0

Keywords: art, diversity

- 17. Title of effort:** Black History Month Movie Night
Contact name & email: Taylor Barnard, tmbar1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: To help residents learn more about Black History during Black History Month, the documentary, *13th*, was offered as a resource. Many residents found the documentary to be very educational and began a discussion following the showing.
Intended outcomes/This session will help you to:
 - a. learn more about the criminal justice system.
 - b. learn more about the racist undertones in relation to the criminal justice system.**Data collected:** No
Number of attendees: 14
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: Black History Month, criminal justice system
- 18. Title of effort:** A Look Back On Black History
Contact name & email: Taylor Barnard, tmbar1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: This program provided information about historical Black leaders for students. Flyers were printed (30) for people to take, and all of them were taken. The brochures also included information about Black-owned businesses in our community.
Intended outcomes/This session will help you to:
 - a. acknowledge the importance of historical Black leaders in history.
 - b. acknowledge and support the Black leaders in our own community.**Data collected:** No
Number of attendees: 30
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: Black History Month, leadership, diversity

19. **Title of effort:** *Get Out* Movie Night
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: This program provided the residents of Wright Hall with an opportunity to analyze the movie, *Get Out*. They were able to talk about the themes of inequality, racism, discrimination, and slavery. The residents in attendance talked about their perspectives and their insights after watching the movie. Many of the residents reported that they had not previously seen the movie and that it made them think about these concepts in a different light.
Intended outcomes/This session will help you to:
a. identify inequality, racism, and discrimination.
b. expand worldview to see how historical themes are still present today.
Data collected: No
Number of attendees: 8
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$0
Keywords: racism, inequality, discrimination
20. **Title of effort:** *Just Mercy*
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: For the Special Education floor, the program was meant to address civil injustice and help make future teachers more aware of the challenges, and unfair treatment people of color have faced. The story of Bryan Stevenson was showcased in the film, who fought to overcome these injustices. Overall, the goal of this program was to get residents who plan on being teachers to recognize how students of color can have completely different experiences within the justice and education system. The movie depicted very well how race can change a person's outcome. Being colorblind is not an option for educators.
Intended outcomes/This session will help you to:
a. acknowledge the racist undertones of the criminal justice system.
b. understand that individuals of color have different experiences that shape who they are as individuals.
Data collected: No

Number of attendees: 2

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: racism, criminal justice system

21. **Title of effort:** Watch & Discuss: *Just Mercy*

Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu

Department: University Housing Services

Type of effort: This is a new program

Speakers/Facilitators/Trainers: N/A

Start date: February 2021

End date: February 2021

Audience: Undergraduate students

Populations addressed: Black or African American

Description: The program shined a light on the struggles that people of color face in the current criminal justice system. Everyone was able to share new things that were learned, and the group discussion primarily revolved around equity, systemic racism, corrupt prison channels, and the justice system.

Intended outcomes/This session will help you to:

- a. acknowledge the underlying tones of racism in the criminal justice system.
- b. create advocates who will fight for systematic change.

Data collected: No

Number of attendees: 3

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$0

Keywords: criminal justice system, inequality, advocacy

22. **Title of effort:** Chinese New Year

Contact name & email: Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu

Department: University Housing Services

Type of effort: This is a new program

Speakers/Facilitators/Trainers: N/A

Start date: February 2021

End date: February 2021

Audience: Undergraduate students

Populations addressed: International

Description: Through activities, music, crafts, and a presentation, the Chinese New Year was presented to attendees so that they could better understand the tradition. An open discussion was encouraged throughout the program.

Intended outcomes/This session will help you to:

- a. learn more about the holiday and Chinese traditions.

Data collected: No

Number of attendees: 8

Is this effort connected to a strategic plan or department/center/unit goal? Department Plan

Approximate budget spent on this effort: \$50

Keywords: culture, diversity

- 23. Title of effort:** A Modern Hero
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: Black or African American
Description: This developmental program provided an opportunity for the residential community to learn about Bryan Stevenson, a modern hero dedicated to fighting for the poor, incarcerated, and condemned individuals within the United States judicial system. Attendees learned about racial injustice in this country and the ways that people are taking a stand against it. It was a very eye-opening and educational movie that taught something to everyone in attendance. Attendees also had thorough and thoughtful discussion throughout the movie and afterward regarding ways in which this movie will impact their lives moving forward.
Intended outcomes/This session will help you to:
 - a. acknowledge the undertones of racism in the criminal justice system.
 - b. utilize what is learned in the future.**Data collected:** No
Number of attendees: 4
Is this effort connected to a strategic plan or department/center/unit goal? Department Plan
Approximate budget spent on this effort: \$47
Keywords: criminal justice system, racism, inequality
- 24. Title of effort:** Culture Day
Contact name & email: Taylor Barnard, tbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu
Department: University Housing Services
Type of effort: This is a new program
Speakers/Facilitators/Trainers: N/A
Start date: February 2021
End date: February 2021
Audience: Undergraduate students
Populations addressed: International
Description: During this program, residents were given information about different cultures from around Pakistan. Discussions also covered participant cultures and expanding their exposure. The program included questions for residents about their culture. For example: Which country is your family originally from? Which cultures are followed over there? What languages do they speak? Which of those languages do you speak? What is your special cultural food from the country you belong to? Do you have any famous ancestors? Does your family have any famous traditions that were passed down?

Intended outcomes/This session will help you to:

- a. acknowledging worldview allows us to know more about others.
- b. sharing information about your own diversity could inspire more discussions around the topic.

Data collected: No**Number of attendees:** 3**Is this effort connected to a strategic plan or department/center/unit goal?** Department Plan**Approximate budget spent on this effort:** \$0**Keywords:** worldview, diversity, culture**25. Title of effort:** Hewett Hullabaloo (Little Taste of Mexico Booth)**Contact name & email:** Taylor Barnard, tmbarn1@ilstu.edu & Liz Thomason, elwenge@ilstu.edu**Department:** University Housing Services**Type of effort:** This is a new program**Speakers/Facilitators/Trainers:** N/A**Start date:** April 2021**End date:** April 2021**Audience:** Undergraduate students**Populations addressed:** Hispanic or Latino/a/x, International**Description:** The program allowed attendees to visit the booth, learn more about the culture of Latinx individuals, and play traditional games to get first-hand experience. Booth attendants were available to provide more information about the games, culture, and history.**Intended outcomes/This session will help you to:**

- a. learn more about the Latinx culture.

Data collected: No**Number of attendees:** 35**Is this effort connected to a strategic plan or department/center/unit goal?** Department Plan**Approximate budget spent on this effort:** \$25**Keywords:** diversity, culture

University Police Department

1. **Title of effort: Racial Intelligence Training and Engagement (R.I.T.E.)**

Contact name & email: Michael Gardner, mtgardn@ilstu.edu

Department: University Police, Community Engagement Unit

Type of effort: This is a repeated training

Speakers/Facilitators/Trainers: Sgt. Michael Gardner

Start date: January 2020

End date: December 2021

Audience: Staff

Populations addressed: Ability, Asian or Southeast Asian, Black or African American, Gender Specific, Hispanic or Latino/a/x, Indigenous People, International, LGBTQIA+, Native Hawaiian or other Pacific Islander, Veterans, White or Caucasian, Worldview, Interfaith and/or religion, Men, Asexual, Gay, Lesbian, Queer, Transgender, Physical, Mental

Description: RITE Training is nationally recognized in encouraging a bias-free workplace, that includes racial equity inside and outside the agency. The training includes a combination of emotional and social intelligence skill-building with unique accountability tools. Years of research along with hands-on training, gave attendees a sole-source experience that is unforgettable, and valuable in creating awareness of implicit bias and building Racial Intelligence.

Intended outcomes/This session will help you to:

- a. enhance professionalism.
- b. improve outcomes of customer interactions.
- c. develop awareness of Implicit Bias.
- d. place emphasis on responding with empathy.

Data collected: No

Number of attendees: 33

Is this effort connected to a strategic plan or department/center/unit goal? Educate Connect Elevate: The Strategic Plan for Illinois' First Public University, 2018-2023, Department Plan, Department Internal Scan

Approximate budget spent on this effort: \$5000

Keywords: implicit bias, racial intelligence, empathy, emotional intelligence, social intelligence