December 5, 2020

To: Provost Gail Baker
        Dr. Kevin Guerrieri, University Senate Chair
        President James Harris
From: Drs. Jillian Tullis and Richard C. Miller, Co-Chairs
        Anti-Racism Task Force
Cc: Joseph Abeyta, Associated Student Government President
Re: Anti-Racism Task Force Recommendations for the Board of Trustees

Executive Summary/Introduction

The year 2020 has been profoundly painful. The past 9 months have included the suffering wrought by the coronavirus pandemic, which has disproportionately impacted Black and other communities of color, as well as the brutal killing of George Floyd and other Black people by law enforcement officers. In the Fall of 2020, in response to open letters by Black Faculty, and Black Students, and in the context of nationwide and global protests in support of the movement for Black lives, the University constituted the anti-racism task force, to address specifically, anti-Black racism, as part of new initiatives to support a culture of diversity and inclusion at USD.

The Anti-Racism Task Force (ARTF) was convened at the recommendation of Provost Baker in response to a July 2nd letter from Black faculty about anti-blackness and racism on campus, speaking to how the inequities we've witnessed this year are present in our community. In the letter from Provost Baker dated July 21st, several objectives for the task force were outlined. Invitations to the task force were sent out August 25th and the inaugural meeting was held on October 1st.

At the request of the Board of Trustees, the Anti-Racism Task Force (ARTF) was charged with developing a list of actionable recommendations to improve campus climate related to anti-racism. Since the co-chairs learned of the board's request on October 23, the ARTF has developed a list of 41 recommendations based upon reports (see, Appendix A-D) from four subcommittees: Anti-Racism Training; Policies Related to Acts of Intolerance and Acts of Hate; Faculty Recruitment, Hiring & Retention; and Student Recruitment and Retention. The subcommittees prioritized their recommendations based upon two factors, urgency and ability to implement in the short, mid, or long-range. The following are a checklist of those recommendations:

Checklist
- Mandatory Annual Campus-Wide Anti-Racism Training (short-range)
- Revision to USD's Hate Crimes and Acts of Intolerance Policies and Practices (short-range)
- Faculty Recruitment, Hiring, & Retention
    - Update and Mandate the use of the Faculty Recruitment and Retention Toolkit (short-range)
    - Mentoring Program (short-range)
    - Research Support (short-range)
        - Junior Faculty Writing Retreat
        - Writing Group
    - Increased Support and Promotion of Faculty Affinity Groups (short-range)

- o Update Policy 4.2 to include issues relevant to anti-bias in student evaluations and factoring in higher advising burden of BIPOC Faculty in Merit, Promotion, and Tenure (short-range)
- o Mid-Career Faculty Development (short-mid-range)
  - ▪ Mid-Career Professional and Leadership Development Program
  - ▪ Mid-Career Innovation Award
- o Cluster Hires (e.g., Affirm Program) (mid-range)
- o Expansion of Diversity Postdoctoral Program to all Academic Units (mid-range)
- o Partner Hires (long-range)
- o Forgivable Loan Alternative to Home Buying Program (Cafeteria of Benefits) (long-range)
- ▪ Student Recruitment
  - o Assessment and Revisioning of the Me@USD Program (short-range)
  - o Additional Staffing in the Office of Admissions, including staff dedicated to recruitment of BIPOC students (short-range)
  - o Sessions for Parents of Admitted Black Prospective Students (short-range)
  - o Transfer Articulation, Recruitment and Degree Planning (short-range)
  - o Implement Envisioning Enrollment 2024: Envisioning Strategies for Growing Black Student Enrollment (mid-range)
  - o Expansion of the Torero Promise (mid-range)
- ▪ Student Retention
  - o Increase staffing in the BSRC by adding on FTE (short-range)
  - o Black Summer Immersion Program (short-range)
  - o Enhanced Peer Mentor Program (short-range)
  - o Continuous Onboarding Opportunities - extended orientation (short-range)
  - o Sequential Developmental Program (short-range)
  - o Re-examination of Residential Life practices (short-range)
  - o Enroll Summer Bridge Students in a common course (short-range)
  - o Remove Financial/Racist Barriers to High Impact Practices and Signature Programs (short-range)
  - o Supporting Military Connected Students (short-range)
  - o Enhanced Support of Black Graduate Students (short-range)
  - o Additional Financial Aid for Black Students (mid-range)
  - o Explore the Development of an Exchange Program with Xavier University (mid-range)
- ▪ Campus Climate and Student Experience
  - o Campus-Wide Anti-Racism Training (short-range)
  - o Annual/Semi-Annual Campus Climate Meetings (short-range)
  - o Student Diversity Event Requirements (short-range)
  - o Training for Fraternity and Sorority Life Members (short-range)
  - o Highlight African/Caribbean/Soul Foods (short-range)
  - o Evaluation of Campus Artifacts (short-range)
  - o Celebrate Juneteenth as a university holiday (mid-range)
  - o Diversification of the Board of Trustees (mid-range)
- ▪ Ombudsperson (short-range)

Background
The Anti-Racism Task Force (ARTF) was convened at the recommendation of Provost Baker in response to a July 2, 2020 letter from Black faculty about anti-blackness and racism on campus. In the letter from Provost Baker dated July 21, 2020, several objectives for the task force were outlined. Invitations to the task force were sent out August 25, 2020 and the inaugural meeting was held on October 1, 2020.

This joint Provost-University Senate task force, co-chaired by interim Vice Provost for Diversity, Equity and Inclusion, Dr. Richard Miller, and Dr. Jillian Tullis (CAS), began its work October 1, 2020 with the following members Pauline Berryman Powell (CAS), Bonnie Neptune (Business), Catherine Griffith (SOLES), Corey L. Barnes (CAS), Cynthia Avery (Student Life), Eniya Pendleton (Associated Student Government), Eric Pierson (CAS), Joseph Abeyta (Associated Student Government), Jamall Calloway (CAS), Joel Mejia (Engineering), Kevin Guerrieri (University Senate), Kristopher Hall (SOLES), Michael Lovette-Colyer (University Ministry), Odesma Dalrymple (Engineering), Thomas Reifer (CAS).

Charges
The task force received the following charges from Provost Baker and then University Senate Chair, Dr. Aarti Ivanic:

(1) Identify Initiatives both inside and outside of the classroom that will expand anti-racist pedagogy, advance curricular innovation, and enhance skills and resources for dialogue to create an interconnected and shared vision of equity. The Task Force will consider best practices and provide recommendations for educational initiatives that build capacity across the institution, identify and strengthen existing policies and programs, and articulate suggestions for new evidence-based policies and strategies that reflect higher-education data trends.

(2) Provide Specific data-driven proposals and reports to Provost and University Senate. The Task Force will provide in-depth data reports (working with institutional research and other areas for historical data) to advance knowledge, raise awareness and contribute to policy creation. This data will help the university create a responsive awareness, educational, and resource system that will highlight context, critical benchmarks, and create a synergy and free-flow of information. Historical and data driven recommendations will accurately present USD's history, understand the entrenched structures that have prevented progress and articulate a path forward to tell our institutional story. The task force will:

    a. gather and disseminate historical data on the hiring and retention of black faculty, staff, students;
    b. identify the historical composition of university leadership (e.g., Deans/VPs/USD Board of Trustees/unit-level Board of Advisors);
    c. identify university engagement by black alumni;
    d. create a historical record of achievements of our black community members which will be recorded with institutional research. This will include updated data reports of those that have graduated, their accomplishments and other narratives that exemplify the triumphs of our black community to raise awareness that will be integrated into our institutional narrative.

(3) Create immediate responsive systems to address bias. The Anti-Racism Task Force is charged with providing a thoroughly researched plan for anti-racist, micro aggression and implicit

bias training and professional development that recognizes the needs of specific groups and prioritizes engagement in ways that operationalize this training across the institution.

On October 23rd the co-chairs learned that the Board of Trustees had requested actionable recommendations to address antiracism for the meeting in December. Given the time between the task force's first meeting on October 1st and notice of the Board's request, we have prioritized Charge 3 and used the expertise of the committee members along with the recommendations in the Black faculty and Black Student letter to guide our work. We expect to take up Charges 1 and 2 in more detail subsequently during the remainder of the academic year. The majority of our recommendations would bring us in alignment with our peer and aspirational institutions.

The following recommendations are presented along with a brief description of the issue and rationale. In some cases, we have included a timeline and anticipated expenses. With the exception of Issue 6, each issue has a corresponding subcommittee report in the Appendix with more details about the proposed solutions:

Issue 1: Campus Climate & Antiblack Racism
Solution: Annual Mandatory Campus-Wide Antiracism Training (Appendix A)
Rationale: Students, faculty, and staff are experiencing acts of intolerance and hate. One solution is to educate the entire campus community about our commitment to inclusion and antiracist behaviors, policies, and actions. The ARTF is recommending annual mandatory anti-racism for all employees and students.
Timeline: Spring 2021
Cost: $15,000 for equivalent of two faculty course releases and one student from ITS at the rate of $20 an hour.

Issue 2: Addressing Intolerance
Solution: Add an additional class of intolerant activity, namely Acts of Hate. Improve policies and procedures related to reporting intolerant activity. Respond to intolerant activity in a clear, decisive, and effective way. Develop a strategic plan for preventing acts of intolerance (Appendix B).
Rationale: One might take the University's classification of certain conduct as mere acts of intolerance to be insulting. A solution to this problem is to add a class of conduct that better captures the nature of the offensive behavior, namely an act of hate, and to address these in a way different from other acts of intolerance. Students and faculty find it rather complicated to report intolerant activity, lack trust that their reports will be addressed, and fear retaliation as a result of reporting. A solution for this problem is to: *1*) restructure reporting procedures; *2*) add an office (housed in the Center for Inclusion and Diversity) that would be involved with reporting intolerant activity and would ensure oversight and lessen the fear of retaliation; and *3*) be more upfront both about what students and faculty who report can expect and about the frequency of incidents reported and addressed. Finally, the most effective way of dealing with intolerant behavior is an effective strategy aimed at preventing their occurrence.
Timeline: Spring 2021

Issue 3: Faculty Recruitment & Hiring
Solution: Update the Faculty Hiring and Retention Toolkit developed in 2012. Mandate all academic units implement the Toolkit, with oversight from the Vice Provost for Diversity Equity and Inclusion. Require implicit bias training for all departmental members prior to a job search (Appendix C).

Rationale: The Toolkit has been used by the College of Arts and Sciences with success, yet other units have not been required to use these strategies and face no consequences. Since departments, and not only committees hire, implicit bias training will help ensure all department members are informed about bias in hiring.
Timeline: Spring 2021

Issue 4: Faculty Retention
Solution: Develop networks of support for Black, Indigenous, and People of Color, including research support, mentoring programs, writing retreats & symposia, professional development, and connections off campus. Programming for all career stages (e.g, untenured and tenured) are key to retention (Appendix C).
Rationale: Once successfully recruited and hired, faculty need to arrive to a warm, welcoming campus environment that is prepared to support minoritized faculty as they navigate their careers.
Timeline: Mentoring program Fall 2021; others ongoing

Issue 5: Student Recruitment and Retention
Solution: Increase scholarships and other funding sources for diverse students. Increase systems of support for diverse students. Improve USD's culture such that diverse students see themselves as thriving within and not merely surviving the experience (Appendix D).
Rationale: Finances are a significant factor for why Black students neither matriculate nor take advantage of study abroad programs at USD. One solution to this is to increase the number of scholarship opportunities and other funding sources for diverse students. A second reason for why matriculation at USD wanes for diverse students is a lack of supports. Increasing supports such as immersion programs and mentoring would increase buy-in from, foster relationships and community for, and offer assistance to diverse students in a way that would increase retention. A major reason that diverse students--black students in particular--leave USD prior to graduation is due to campus climate. Anti-racist training, meetings about and evaluations of campus climate, and normalizing diversity (in terms of cuisine, events, acknowledgement) improve both the climate at USD and diverse students' perception of USD.
Timeline: Fall 2021

Issue 6: Conflicts related to acts of hate and acts of intolerance can involve power imbalances, which require impartiality, and confidentiality.
Solution: Hire or appoint an Ombudsperson (No Appendix provided, can provide University Senate committee report on establishment of a University Ombuds).
Rationale: The ARTF supports prior recommendations to establish an Ombudsperson with formal training.
Timeline: Spring 2021

APPENDIX A – Anti-Racism Training
Recommendations from AWARE and endorsed by
the ARTF subcommittee on Anti-Racism Training

Primary training program recommendations:
Use the UCSD 21-Day Challenge as a model for USD.

Potential adaptations:
1. Use existing infrastructure capabilities via Blackboard (similar to the ITS RT courses during Summer 2020) to house content, organized by weekly themes (see below).
   a. Customize the 21-day tracking chart (available here) for faculty to mark their progress through the challenge.
2. Department-specific "debrief" meetings.
   a. Multiple, 1-hour meetings over the course of some predetermined time-window (21 days? 1 month? 40 days (during Lent)?)
   b. The expectation is that all USD employees faculty will have worked through a set of content on their own timetable and then discuss the ways in which those themes are relevant to their department, to their students, to their classes, etc…
3. Faculty "debrief" meetings (non-Departmental).
   a. Use existing resources on campus (CEE?) to have faculty sign-up for small groups where content of the challenge is discussed.
4. Live (and then recorded) webinars, similar to the style that UCSD put together, but with USD personnel. Each webinar could be posted as content to be viewed at the conclusion of each weekly theme.

Consideration will be given to part-time employees and language requirements for frontline facilities and auxiliary services staff.

Potential weekly themes:
1. Understanding Race (historical context, white privilege)
2. The Problem of Colorblind Racism
3. Intersectionality, Power, and Privilege (racism in its many forms)
4. Black Lives Matter (analysis of the movement)
5. Racial Justice at USD (campus initiatives and accountability)
6. What anti-racism means for our students
7. Catholicism and Antiracism
8. Kumeyaay & USD

Secondary recommendations:
· Black Minds Matter
   o This option has some obvious benefits. First, enrollment in the course is free and the only added expense is $20 for the course textbook *Black Minds Matter: Realizing the Brilliance, Dignity, and Morality of Black Males in Education* by Dr. J. Luke Woods, SDSU. Second, there is built-in accountability as participants will earn a certificate of completion. Third, the content and infrastructure are already in place (no additional labor for USD employees to build in Blackboard).

o   Some drawbacks: First, there is no inherent opportunity for interaction (participants can complete the modules at their own pace, but there is no opportunity to discuss content). Second, unlike the potential that exists with our primary recommendation, there is no USD-specific content here.

o   Caveat: This course does seem to be more K-12 focused but there are obvious applications for higher education as well.

· Reset Reading Groups: Centering Justice and Care

o   This is a model that came highly recommended from one of our action team members. Originally the content organized here was designed to gather participants into formal reading groups. Individuals could move through the content at their own pace but with pre-determined meeting times for discussion. Ideas for discussion prompts are included. While the formal program has already passed, the content remains for others to set-up their own reading groups.

o   If the 21-day challenge is deemed too difficult to mandate for all faculty (due to scheduling, time-constraints, etc…) this may be an attractive model where the timeline is more flexible while the content itself is still valuable.

Expectations/Assessment/Cost:
1. Required anti-racism training for all administrators, faculty, staff and students annually. The most effective interventions involve all members of the campus community.
2. Consider a refresher course in subsequent years, rather than repeating 1st year training, that can be customized
3. All units make the completion of the training a part of merit or annual reviews.
4. Campus-wide pilot in Spring 2021 will all for a more accurate assessment of the program's effectiveness to pilot the training campus-wide, among all groups. The Division of Student Affairs will be piloting the EverFi DEI module for campus employees in spring 2021.
5. Assess training to determine effectiveness – WASC recommended direct measures of evidence with diversity initiatives (2017 interim report)
6. Cost: Course release or equivalent for 1-2 faculty members to create and administer the program in the first year, with tech support from a student at the rate of $15-20 per hour.

<u>APPENDIX B – Issue 2: Acts of Hate and Intolerance</u>
Recommendations from the Subcommittee on Hate Crimes and Acts of Intolerance

This subcommittee discussed issues related to: *1*) characterizing classes of acts; *2*) reporting crimes and acts (incidents); *3*) consequences for incidents; and *4*) proactive measures that aim at preventing incidents. We recommend the following in accordance with each issue.

1. **Recommendations for characterizing classes of acts:**
   We recognize the difficulty in trying to classify what counts as an act of intolerance. And so we recommend looking to the University's mission statement for guidance (https://www.sandiego.edu/brand/mission-vision.php). The mission statement speaks of an inclusive and respectful community. Any act that disaffirms this should be open to examination. (See "*Act of Intolerance*$^{2.0}$" and "*Act of Intolerance*$^{3.0}$" for revisions of "*Acts of Intolerance*" that are informed by the mission statement.)

   We recommend adding a class of incidents to *Hate Crimes* and *Acts of Intolerance*, namely *Acts of Hate*. It would be important to label things as acts of hate, even if they do not rise to the level of a crime. Each is defined in the following way:

   ***Hate Crime*:** A criminal act committed, in whole or in part, because of one or more of the above actual or perceived characteristics of the victim(s).
   > *Ex.*: Doe assaults Smith because Smith is Asian.
   > https://www.justice.gov/hatecrimes/hate-crimes-case-examples;
   > https://www2.ed.gov/campus-crime/HTML/pdf/cs_hate_crimes.pdf.

   ***Act of Hate*:** Conduct that openly: *1*) vilifies, humiliates, or expresses hatred against individuals on the basis of gender or gender identity, race or ethnicity, disability, sexual orientation, nationality, or age; *2*) has a history of vilifying, humiliating, or expressing hatred against members of the group; and *3*) is done with the intention of vilifying, humiliating, or expressing hate toward individuals *qua* group-membership.

   An ***Act of Hate*** is class of intolerant action (*Acts of Intolerance*) that expresses direct hate at some individual via the group to which she/he belongs in a way that has historically demeaned group-members, but which fails to constitute a crime.

   An ***Act of Hate*** must include three components: *1*) be an act; *2*) have a particular history; *3*) be performed with a particular intention.
   > *Ex.*: Doe dresses as the Imperial or Grand Wizard on campus and exclaims: "White power."

   There are three possible definitions of an Act of Intolerance that could be adopted:

   ***Act of Intolerance*:** Conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; (7) age.
   > *Ex.*: Doe defaces fliers about LGBTQIA+ rights in a residence hall with the words: "No Homo!"

***Act of Intolerance*^{2.0}**: Conduct that adversely and unfairly *a)* targets an individual or group on the basis of one or more of the following actual or perceived characteristics: gender or gender identity; race or ethnicity; disability; religion; sexual orientation; gender expression; veteran status; nationality; or age, or *b)* creates a hostile or offensive environment for the individuals and groups with the actual or perceived characteristics.

> *Ex.*: When joking with his friend Smith in a residence hall, Doe exclaims to Smith: "Stop acting like a f****t."

***Act of Intolerance*^{3.0}**: Conduct that adversely and unfairly affects an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender identity or gender expression; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; (7) age; or (8) veteran status.

> *Ex.*: Doe, in a conversation with Smith (who is Asian), states: "You people [Asians] always do so well in school."

We recommend that USD's Rules of Conduct (https://www.sandiego.edu/conduct/the-code/rules-of-conduct.php) be strengthened with language that is informed by each class of incidents. USD may consider modifying the following:

- Perhaps modify "19" by adding "act of hate". Here, "19*" would read: "Committing a hate crime or engaging in an act of hate or act of intolerance in violation of University policy."
- Perhaps add a rule of conduct after "3". This rule, building off of but being separate from the legally sanctionable content in "3" would read: "Certain conduct that vilifies, humiliates, expresses hatred against, or otherwise creates a hostile or offensive environment for members of a group on the basis of gender identity, race or ethnicity, disability, sexual orientation, nationality, or age."

We recommend that USD create document with procedures, policies, expectations, definitions, consequences, etc. of *Hate Crimes*, *Acts of Hate*, and *Acts of Intolerance*, and make it available to students and staff via welcome/orientation packets. (See https://udayton.edu/studev/_resources/Bias%20Related%20Incident%20Protocol.pdf for an example.)

2. **Recommendations for reporting incidents:**
   We support individual units investigating incidents, along with performing or proposing disciplinary/corrective actions. As of now:
   - To make a report of a hate crime, contact:
     Department of Public Safety, Hughes Administration Center, Room 150 Phone: (619) 260-2222 (24-hour emergency line).
   - To make a report of any other act of intolerance by a student(s), contact:
     Dean of Students or designee, Hahn University Center, Room 232, Phone: (619) 260-4588.
   - To make a report of any other act of intolerance by an administrator or staff member, contact:
     Director of Title IX and Equal Employment Opportunity Programs, Department of Human Resources, Maher Hall, Room 101, Phone: (619) 260-7408.
   - To make a report of any other act of intolerance by a faculty member, contact:
     Vice President for Academic Affairs and Provost, Hughes Administration Center 214, Phone: (619) 260-4553;

Dean, College of Arts and Sciences, Founders Hall 114, Phone: (619) 260-4545;
Dean, School of Business, Olin Hall 341, Phone: (619) 260-4886;
Dean, School of Leadership and Education Sciences, Mother Rosalie Hall 205, Phone: (619) 260-4540;
Dean, School of Law, Warren Hall 200, Phone: (619) 260-4527;
Dean, Hahn School of Nursing and Health Science, Hahn School of Nursing, Phone: (619) 260-4550;
Dean, Joan B. Kroc School of Peace Studies, KIPJ 123, Phone: (619) 260-7919;
Dean, Shiley-Marcos School of Engineering, Loma Hall 336, Phone: (619) 260-4627.

However, we recommend that individual units be required to report all incidents and actions taken to a centralized office that is representative of USD as a whole, such as the Center for Inclusion and Diversity. We further recommend that the units conduct a timely review of their policies and procedures related to these issues, and that a centralized office be responsible for contacting reporters (those who report incidents) for feedback on both units' effectiveness in resolving issues and adherence to policies/procedures If reporters do not believe that their concerns were addressed adequately, then they will be able to appeal to the designated office directly to adjudicate concerns.

Here are two examples of our recommended reporting-procedures (see page 13 for flowchart):

A. **After an individual files a report to their respective unit**, the unit reviews the report within three days. The unit then contacts the individual within two days after review, and begins the investigation process. Units complete its investigation within thirty days after reviewing reports, and performs/recommends an action that addresses the issue. Within three days after coming to a decision to perform/recommend the action, the unit both informs the individual who has filed the report and submits a report to the Center for Inclusion and Diversity (CID). Afterwards, the CID contacts the individual twice to ensure that the unit has effectively resolved the issue and adhered to policies/procedures pursuant to "c." (The CID contacts the individual within seventy-two hours after the individual is made aware of the unit's action/recommendation, and again thirty days after having first contacted the individual.) If, at either time of contact with CID, the individual is not satisfied that the unit has resolved the issue, then the individual can appeal to the CID to adjudicate the issue pursuant to "d". When this happens the CID responds to her/him within three days of the appeal with a decision to defer, reinvestigate, or overrule the unit. If the CID chooses to reinvestigate, then it completes its investigation within fifteen days of the response to the appeal, and announces its decision within three days after completing the investigation. (See flowchart on page 13 for steps in this reporting-procedure.)
   a. What reporters can expect:
      i. Acknowledgment that an incident has been reported (immediately after e- or paper-submission).
      ii. Contact from the respective unit within two days after the unit reviews the report (within five days of filing the report).
      iii. Contact from the respective unit three days after investigation has been completed to discuss both the investigation and the unit's response (within thirty-eight days of filing the report).

iv. Contact from the CID within three days after second contact with the respective unit (within forty-one days of filing the report).

v. Contact with the CID thirty days after initial contact with CID to ensure that the respective unit's action/recommendation was effective, and that the unit followed policies/procedures (within seventy-one days of filing the report).

B. **An individual files a report directly to the CID because of fear of retaliation by her/his respective unit.** The CID reviews the report within three days. The CID contracts the individual within two days after review, and begins the investigation process. The CID completes its investigation within thirty days after it reviewed the report, and performs/recommends an action that addresses the issue. Afterwards, the CID contacts the individual and the respective unit within three days of its decision (to alert the unit that a report has been filed [but without revealing the individual's name]). Finally, the CID contacts the individual after thirty days to ensure that no she/he has not been retaliated against.

a. What reporters can expect:

i. Acknowledgment that an incident has been reported (immediately after e- or paper-submission).

ii. Contact with the CID within two days after the review of the incident (within five days of filing the report).

iii. Contact with the CID three days after investigation to discuss the investigation and its response (within thirty-eight days of filing the report).

We recommend that the centralized office (the CID) be responsible for keeping a record of all incidents that occur at USD and that the centralized office (the CID) be responsible for collating and reporting an annual summary of incidents to the USD community that shows the number (each year) and rise/decline (across years) of incidents.
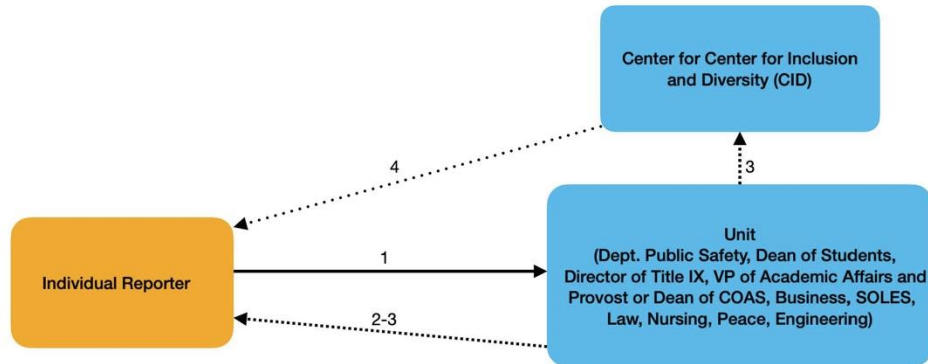
3. **Recommendations for consequences for crimes and acts:**
   - Expulsion or termination for all *Hate Crimes*.
   - Disciplinary actions or corrective measures for *Acts of Intolerance* that are neither *Acts of Hate* nor *Hate Crimes* be determined on a case-by-case basis. (We recognize that certain *Acts of Intolerance* are forms of protected speech. This recommendation is for conduct that does not fall under protected speech.)
   - Disciplinary actions for *Acts of Hate* be determined on a case-by-case basis. (We recognize that certain *Acts of Hate* are forms of protected speech. This recommendation is for conduct that does not fall under protected speech.)
   - USD perform corrective measures for all *Acts of Hate*.
     i. When *Acts of Hate* occur (even those that fall under protected speech), we recommend the University (perhaps the CID) hold discussions about the historical context of the acts so that students, staff, and faculty know why they are both hurtful and dangerous, and why they do not accord to USD's mission or core values (even though they are protected speech).

4. **Recommendations for proactive measures that have the aim of preventing crimes and acts:**
   - Create an atmosphere of inclusion, diversity, and respect across campus, including by promoting awareness of the cultural resilience and achievements of various groups subjected to racism and discrimination.
   - Promote a culture of inclusion will go a long way towards creating a vibrant and diverse community. And promoting such a culture should help prevent Acts of Intolerance, Acts of Hate, and Hate Crimes.
   - USD begin each term or year with a representative who explains each class of incidents either by Anti-Racist training or a mandatory session (perhaps during orientation).
   - A section of the Anti-Racist training module (which will mirror the FERPA and Title IX modules) be devoted to explaining *Hate Crimes*, *Acts of Hate*, and *Acts of Intolerance*, along with reporting, consequences, and expectations for students/faculty/staff.
   - A more clearly laid out webpage with definitions, examples, reporting-procedures and -timelines, and what USD is committed to doing in response to acts of intolerance. (For a good example, see:https://deanofstudents.stanford.edu/acts-intolerance-protocol; https://communitystandards.stanford.edu/freedom-speech-and-fundamental-standard.)

Acts of Hate and Intolerance Reporting Flow Chart

Steps in the sample reporting-procedure:
1. An individual reporter files a report to the appropriate Unit.
2. The Unit reviews the report, and then contacts the individual reporter after review. After contacting the individual reporter, the Unit begins the investigation process. After the investigation is complete, the Unit performs/recommends an action.
3. After completing the investigation and performing/recommending the action, the Unit contacts both the individual reporter and the CID.
4. The CID contacts the individual reporter twice to ensure that the individual reporter is satisfied with the Unit's response to the report and how well the Unit followed procedures.

Additional steps if the individual reporter is dissatisfied with the Unit's response, and appeals the Unit's decision:
5. Individual reporter appeals during either of the two times that she/he is contacted by the CID.
6. The CID makes a decision to either defer, reinvestigate the report, or overrule the Unit.
7. The CID informs both the individual reporter and the Unit about the decision to defer, reinvestigate, or overrule.
8. If the CID decides to reinvestigate the report, then it both reinvestigates and informs all parties.

APPENDIX C – Issues 3 & 4: Faculty Recruitment, Hiring & Retention

Recruitment Material:

1. To encourage applicants from underrepresented populations, information should be made available regarding the presence of a supportive community for faculty, staff and students. Website information for the Center for Inclusion and Diversity (CID), the United Front Multicultural Commons, Black Employee Alliance, Women's Commons, Black Student Resource Commons and the LGBTQ+ and Allies Commons and the First-Gen Action Team.

Updating the 2012 Faculty Retention and Recruitment Took Kit:

The sub-committee reviewed and discussed their concerns over the overall recruitment and hiring policies and procedures as they relate to faculty and staff of color within the many academic and non-academic units of the University.

Concerns expressed included compliance with established procedural documents such as the **2012 Faculty Retention and Recruitment Tool Kit**, and accountability regarding oversight of its compliance of the logistical guidelines.

Requirement that ALL faculty searches follow the guidelines and procedures stated in the **Faculty Retention and Recruitment Tool Kit.**

Advertisements for faculty positions should consider multi-level open rank considerations (beyond entry level assistant professor ranks)

Advertising in minority (BIPOC) serving academic listservs, publications, websites, etc.

Based on funding availability, consideration given to a cluster hiring program

The establishment of a minority hiring plan to promote BIPOC faculty and Postdoc hires.

Training for Search Committee Members

Given the concerns expressed regarding the training of search committees with respect to implicit bias, construction of position announcements, search committee composition, diversity of applicant/candidate pools, and logistical matters. **ALL search committees, the department heads and faculty undergo training to include Implicit Bias, prior to the commencement of the search process.**

Oversight from the Office of the Vice Provost for Diversity, Equity and Inclusion of all search processes to insure accountability and compliance with the Tool Kit guidelines.

Administrative reviews of candidate pools lacking diversity may result in decisions requiring search committees to increase the diversity of the pool before submitting recommendations for the next stage in the hiring process.

Training for Chairs/ Department Heads/ Dean:

The Provost or the unit administrator shall be responsible for making arrangements to provide leadership training to chairs / department heads with regards to issues specific to BIPOC faculty, to

include facilitation of a welcoming environment, collegial relationships, performance expectations, tenure and promotion criteria, professional development, and sense of community. Guide book or website with resources that can help new hires who are not from San Diego, especially hires that identify as people of color, integrate into the wider San Diego community

Orientation to San Diego:

Provide a listing of churches, hair salons/barber shops, restaurants/businesses owned by people of color, guidance related to housing, banking, recreational activities, etc.

Junior BIPOC Faculty Writing Retreats:

Junior faculty are often overwhelmed with responsibilities and have to juggle time to write. Despite being a teaching institution, research is still a major part of the tenure requirements. Sponsorship of a writing retreat to occur every semester would give BIPOC junior faculty and others the opportunity to focus on research. This may also include writing assistance from senior faculty or other outside professionals. A similar plan is already in effect in SOLES.

BIPOC Writing Groups

Coordinated opportunities for BIPOC faculty to collaborate in writing together at scheduled intervals. There may be opportunities for interdisciplinary work, however, the primary goal is to create a community of scholars focused on publications.

BIPOC Research Symposia

As an addendum to the retreats, the university could sponsor monthly faculty writing groups for BIPOC, particularly those whose research focuses on communities of color. This would provide an opportunity to share research with faculty who understand the necessity of understanding marginalized groups and can assist in this work. The format may include open meetings where all faculty are invited and closed meetings where invitations will be primarily extended to faculty of color. A symposium is also an opportunity for faculty exchanges to facilitate the exploration of interdisciplinary concepts in research or teaching

There may also be space for students to attend to see faculty of color present their work.

BIPOC Mentorship Program

In cooperation with the Deans, Center for Educational Excellence, and CID, the University could sponsor mentorship programs considered to be a vital part of new faculty and staff onboarding. Mentoring options may include, mentoring teams, junior-senior mentor pairing, mentoring to include reviews of successful tenure and promotion portfolios, establishment of community partnerships that create internal and external relationships, etc.

BIPOC Social Gathering

To increase feelings of belonging and solidarity among faculty of color, the committee proposes bi-monthly social gatherings to be coordinated by the CID.

Research Support for Faculty of Color

To enhance efforts to retain faculty of color, the University should establishment a source of funds that will be accessible to faculty of color that can provide grant writing support or that can be used to buy out teaching time (at least once) to facilitate research engagement.

Addendum – The following recommendations were suggested by task force members not on this Faculty Recruitment, Hiring & Retention submitted and therefore not included in the subcommittees report. Several of these recommendations are among the best practices suggested by Columbia University and Harvard University (https://provost.columbia.edu/sites/default/files/content/Faculty%20Diversity%20and%20Inclusion/BestPracticesFacultyRetention.pdf; https://coache.gse.harvard.edu/blog/findings-first-ever-multi-institutional-survey-faculty-retention-exit-infographic)

Increased Support and Promotion of Faculty Affinity Groups

Update Policy 4.2 to include issues relevant to anti-bias in student evaluations and factoring in higher advising burden of BIPOC Faculty in Merit, Promotion, and Tenure

Mid-Career Faculty Development
▪ Mid-Career Professional and Leadership Development Program
▪ Mid-Career Innovation Award

Cluster Hires (e.g., Affirm Program)

Expansion of Diversity Postdoctoral Program to all Academic Units

Partner Hires

Forgivable Loan Alternative to Home Buying Program (Cafeteria of Benefits)

APPENDIX D – Issue 5: Student Recruitment & Retention

Our recommendations related to recruitment are as follows

1. ***Envisioning Enrollment 2024: Envisioning Strategies for Growing Black Student Enrollment.*** The Anti-Racism Task Force supports the recommendations advanced by Steve Pultz to university leadership to increase recruitment of Black and Hispanic/Latinx students.

2. ***Assessment and Revisioning of the Me@USD Program*** – Based upon the anecdotal accounts provided by numerous undergraduate students regarding the contrast between their participation in the Me@USD program and their lived experience on USD's campus as a PWI, we recommend the Me@USD program be re-assessed. While the yield of this program has been a successful tool in the recruitment of minority students, including Black students, a reexamination of the learning outcomes, including understanding of campus demographics as well as support systems should occur.

Year	Admissions Yield	Yield from Me@USD
2017	26%	30%
2018	21%	38.2%
2019	16%	20%

3. ***Expansion of the Torero Promise*** - As an anchor institution, USD strives to connect with and serve the local community. We recommend that the Torero Promise expands within San Diego to campuses with a high percentage of students with free/reduced lunch. These low-income, first generation students require additional support to navigate the admissions process. There may be an opportunity for students, through the Mulvaney Center to mentor high school students at the "Torero Promise High Schools" to support the high school students' application process.

4. ***Additional Staffing in the Office of Admissions*** - A 2015 AACRAO report indicated that the average admissions staffing model for an institution the size of University of San Diego's is 25.6 counselors. Our current Office of Admissions includes a team of 19. In an effort to support the continued diversification of our undergraduate population, we support the prioritization of the addition of additional admissions counselor positions. These individuals would focus on recruitment of BIPOC students both locally with the expansion of the Torero Promise and throughout the country.

Undergraduate Admissions Staffing

Table 1: Full-time Employees for Undergraduate Admissions by Institution Type and Size*

Type and Size	Average	StdDev	Min	Max	Count
lower division only	7.2	7.1	1.0	45.0	153.0
Under 1,000	4.9	7.0	1.0	40.0	30.0
1,000 - 2,499	4.5	2.1	1.0	10.0	35.0
2,500 - 4,999	6.0	3.5	1.0	15.0	40.0
5,000 - 9,999	11.0	8.5	2.0	40.0	31.0
10,000 - 19,999	13.2	12.0	5.0	45.0	13.0
20,000+	12.3	9.0	4.0	25.0	4.0
undergraduate	11.9	14.7	0.0	100.0	96.0
Under 1,000	5.3	4.1	0.0	22.0	42.0
1,000 - 2,499	13.7	13.2	2.0	75.0	29.0
2,500 - 4,999	20.3	15.8	6.0	60.0	13.0
5,000 - 9,999	25.6	41.8	2.0	100.0	5.0
10,000 - 19,999	19.0	12.8	5.0	44.0	7.0

5. ***Sessions for Parents of Admitted Black Prospective Students*** – A 2018 study by Chapman, T.K. Contreras, F., & Martinez, E. noted that: "successful institutions show their commitment to racial diversity by supplying parents with ample information about students' postsecondary challenges and the institution's plan to meet those challenges. Additionally, within the process of sharing information with parents, colleges and universities need to highlight institutional systems of supports, campus programs, social opportunities, and opportunities to build relationships with faculty that relate to the students as individuals and members of an underrepresented racial minority group" (p. 45).

Knowing that family support is a large part of a student's decision about where to attend college, we recommend that the Office of Undergraduate Admissions collaborates with Parent and Family Relations to develop and offer virtual sessions specifically for the parents/family member of Black admitted students, including a mail invitation to attend the virtual events. This event would be supported by the Black Student Resource Commons, student leaders, and Black faculty and administrators to meet the objectives outlined above.

6. ***Transfer Articulation, Recruitment and Degree Planning*** – This will include credit analysis for transfer students, which will help us be more transparent with the length of time and cost associated with attending USD. This should be accompanied by a readily available transfer articulation guide that outlines how certain courses would transfer to our University. This will assist in recruitment and retention of all students, including Black students. Additionally we recommend USD explore opportunities to further engage with the San Diego Community Colleges. Recognizing that San Diego is a military community, and that many of USD's Black students identify as military connected (16%), and also enter USD.

Retention
Retention of students must be a coordinated effort between Academic Affairs and Student Affairs. We recommend the Center for Inclusion and Diversity, specifically the Vice Provost for Diversity, Equity and Inclusion coordinate these efforts.

1. ***Black Summer Immersion Program*** – We support the request noted on the Black faculty letter, and the Strategic Initiatives Proposal (submitted by Dr. Ashley Barton in 2018 and will be submitted again in 2020) for a Black Summer Immersion Program. This program would occur prior to the traditional SSS Summer Bridge to allow for participation in both opportunities. Levitz & Noel (1989) determined that the first experiences a first year student has may be the single largest determinant of whether the student feels successful or unsuccessful in college.

   This would be intentionally designed for students to begin to develop a sense of belonging and community, a need identified in the Fall 2020 Transition Survey (and noted below).

Sense of Belonging
Table 2.0: Sense of Belonging: All Students and Black Students

SENSE OF BELONGING	All Students (n = 1,226)	Std. Deviation	Black Students (n = 76)	Std. Deviation	Mean Difference
Feel connected to USD community	3.12	.97	2.88	.94	-0.24
Will be able to form connections with students[+]	3.54	.95	3.39	.91	-0.15
Comfortable in living environment	4.01	.74	3.88	.85	-0.13
Happy with decision to attend USD	4.35	.67	4.26	.64	-0.09

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).
[+]N for this question is only 1,211 (Black = 75).

Additionally, the learning outcomes would include financial literacy, academic literacy (with a focus for on-time graduation), and understanding of academic resources, time management and conquering imposter syndrome, among others. According to the Fall 2020 Transition Survey, these are also areas of need.

Academics

Table 1.0: Academics: All Students and Black Students

ACADEMICS	All Students (n = 1,226)	Std. Deviation	Black Students (n = 76)	Std. Deviation	Mean Difference
Felt prepared for college level courses	3.84	.83	3.87	.74	.03
Confident in ability to perform well	3.81	.74	3.67	.77	-.14
Adapted to virtual learning	3.54	.92	3.39	.95	-.15
Know how to study effectively	3.42	.82	3.50	.81	.08
Able to manage time effectively	3.74	.83	3.54	.92	-.20
Done well on assignments	3.89	.73	3.68	.84	-.21
Spending sufficient time on schoolwork	4.11	.74	4.04	.68	-.07
No classes concerned about	3.21	1.01	2.91	.97	-.30
Know where to get academic assistance	3.39	.97	3.22	1.05	-.17

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

2. ***Enhanced Peer Mentor Program*** – According to Eakins A. and Eakins, S.L., Peer mentorship programs designed specifically for Black students ensure students are engaging in positive relationships with their peers, and helps decrease the attrition rate of first year students. While the Black Student Resource Commons (BSRC) has a peer mentoring program, we believe providing incentives for students to serve as peer mentors (i.e. stipend) may increase the number of mentors, and decrease the mentor/peer ratio. Additionally, these mentors would be responsible for attending training, and scheduled events in addition to 1/1 meetings with their mentees. We propose mentors be compensated $500/semester to account for their investment in their peers, and lost income opportunities on or off campus, due to assuming this leadership role. Mentees who complete the program would receive a $100 Torero Store gift card at the end of each semester.

3. ***Continuous Onboarding Opportunities*** – Eakins, A. and Eakins, S.L. (2017) found African American men account for 4.3% of the total enrollment at 4-year postsecondary institutions in the United States, which is the same percentage enrolled in 1976. Additionally, USD struggles with the retention of Black students, particularly Black males to degree attainment. We recommend onboarding activities for Black students continue into the first semester (beyond "Welcome Black Week"), for both first-time first-year students as well as transfer students, and that gender-specific programs be offered.

4. ***Sequential Developmental Program*** – A program will be designed to support students' sense of belonging, team building, and bonding. Specifically, this annual program will challenge students to get out of their comfort zone, and work together during both day trips and retreat-type experiences. Additionally, day trips will be planned in collaboration with Outdoor Adventures. The positive impacts that outdoor experiences have on students, "by helping

students develop constructive social support systems as well as by providing them with feelings of belonging, trust, and connection to a group of peers (Bell, 2005a, 2005b)." In fact, Astin (1993), Bell and Holmes (2011), Chickering (2000), and Pascarella and Terenzini (2005), all found that these peer relationships provide both critical emotional support and strengthen overall educational gains. Bell et al. (2014) reviewed outdoor education programs at US colleges and found three outcome variables important to all campuses: increased GPA, increased retention, and increased levels of student development. Additional sub-factors with significant results include improved connections with peers (Bell, 2012); social adjustment (Bobilya, Akey, & Mitchell, 2011; Brown, 1998); interpersonal relationships (Gass, 1987); friendship formation (Austin, Martin, Mittelstaedt, Schanning, & Ogle, 2009; Austin et al., 2010; Devlin, 1996); social support (Bell, 2006); sense of strong social support network, attachment, sense of fitting in (Austin et al., 2009); and task leadership (Frauman & Warywold, 2009).

Thus, this proposed sequence has the potential for improving retention by strengthening community, increasing confidence, as well as improving educational outcomes. The program also aligns with USD's Access and Inclusion, Engaged Scholarship, and Care for our Common Home Pathways to 2024.

An example of possible progressions:
First year
A day trip preceded by an orientation session, and follow-up.
Second year
A weekend long experience, to a national park (with talks given by BIPOC national park employees). The trip would be preceded by a few orientation sessions prior to the experience.
Third year
An exchange to an HBCU (such as Xavier) or a trip to Mexico. The trip would be preceded by a few orientation sessions prior to the experience.
Fourth year
A culmination for seniors on a long weekend retreat.

These trips could first focus on the local San Diego environment/culture/history and developing skills and community building activities, then shift the focus to the larger US/world while still further developing individual skills and community building.

5. **Increase staffing in the BSRC** – Allocate one additional full-time position in the Black Student Resource Commons. This additional staff member will assist with the development and implementation of intentionally designed retention programs focusing on: community development, academic advising to reduce time to degree, academic support, and career development.

6. **Re-examination of Residential Life practices** – Traditionally, Residential Life has ensured that Black students are located within close proximity to another Black student (not roommates). This has been received with mixed reviews by students. A focus group of current Black sophomores (who lived on campus last year) may provide guidance and insight. Additionally, a question on the housing application asking this of incoming minority students may be helpful.

    a. As a possible recommendation, we can consider an opt-in, first-generation housing area. This could also mean an additional LLC or TLC theme focusing on diversity, inclusion,

and civic engagement (possible name: Unity). Be very intentional in where students are housed, such that our first-generation students are not placed in too densely populated or suboptimal living conditions. Our recommendation is either Valley A or B, depending on the number of students who opt-in.

7. ***Enroll Summer Bridge Students in a common course*** – All students from both the Black Summer Immersion Program and the SSS Summer Bridge Program will be enrolled in a course (may need 2 sections) together during their first semester to continue to build community. Ideally this course would meet a diversity requirement. This course will keep the momentum from the summer to the academic year, keeping continuity and a sense of community beyond the summer and into the first year. Summer Bridge and Trio Programs are essential programs for recruitment and retention for all students of color, governmental funded, the university should remain posed to fully fund these efforts if USD is not funded by the government.

8. ***Remove Financial/Racist Barriers to High Impact Practices and Signature Programs*** – As noted in the Black Student Letter, students perceive finances as a barrier to study abroad. We encourage additional collaboration between the International Center and the BSRC to better inform students of how these programs are financially feasible. Furthermore, we acknowledge that an additional barrier is the loss of income while participating in study abroad. Using the '20-'21 academic year as a model, departments should consider whether a student could complete their Work-Study position remotely, to further reduce the financial barrier to this opportunity. Other signature programs such as the Honors Program, are encouraged to examine their recruitment strategies to dismantle existing racist or bias practices as well as the course offerings to ensure they are enticing to a diverse student population. We also encourage the Career Development Center to intentionally partner with the BSRC to increase the number of Black students participating in the financially supported summer internship program.

9. ***Additional Financial Aid for Black Students*** – Finances are a significant factor why Black students do not persist to graduation. In fact, the American Council on Education indicates that ⅔ of Black students do not complete their degrees because of finances. The Fall 2020 Transition Survey indicated finances was a higher concern of our Black students than our overall student population.

Finances

Table 4.0: Finances: All Students and Black Students

FINANCES	All Students	Std. Deviation	Black Students	Std. Deviation	Mean Difference
Work not interfering with obligations (n for All = 701; n for Black = 47)	3.58	.86	3.46	.81	-.12
Received financial aid and no additional questions (n for all = 990; n for Black = 73)	3.68	.96	3.22	1.15	-.46
No worries about paying for USD this semester (n for All = 1,226; n for Black = 76)	3.68	1.02	3.33	1.10	-.35
No worries about paying for USD for future (n for All = 1,226; n for Black - 76)	3.42	1.11	3.12	1.23	-.30

Notes: Scores on Likert Scale for each question ranged from 1 (strongly disagree) to 5 (strongly agree).

Therefore, we support the requests advanced through the Black student letter requesting additional scholarship and grant opportunities (both merit and need based) for Black students, as permitted by law. The University will have a commitment to meet the financial aid needs of tuition and housing for four years, regardless of the increase in tuition. This is to reduce the financial gap that precludes students from graduating.

10. **Explore the Development an Exchange Program with Xavier University** – Xavier University is the only Catholic Historically Black University (HBCU). Xavier University of Louisiana graduated more African American physics baccalaureates in 2005 than all of the Big Ten schools combined (Stassun, Burger, Lange, 2010); therefore, the argument is made that institutional partnerships with HBCUs are effective solutions for broadening participation in the STEM fields (Stassun, 2003). Additionally, Griffith (2010) found that women, Blacks, and Hispanics are less likely to be in a science or engineering major at the start of their college experience, and less likely to remain in these majors by its conclusion. Landivar (2013) found that because most STEM workers have a science or engineering college degree, underrepresentation among science and engineering majors could contribute to the underrepresentation of women, Blacks, and Hispanics in STEM employment. An exchange program, particularly for students and faculty in the STEM fields should be explored by the Deans of the College of Arts and Sciences and the Shiley Marcos School of Engineering.

11. **Supporting Military Connected Students** – Increased staffing in the Military and Veterans program to aid in intentional recruiting and academic advising. Military connected students represent a higher percent of Black students at both undergraduate (5.5%) and graduate (8.9%) levels. Approximately 52% of military connected students come to USD as transfer students. It is very common for veterans to take courses in numerous cities and at different institutions based on where they are stationed. An individual who could serve to both recruit students, assist them with the course articulation, and help map their path to graduation would demonstrate USD's commitment to students who have served our nation. The diversity of the military
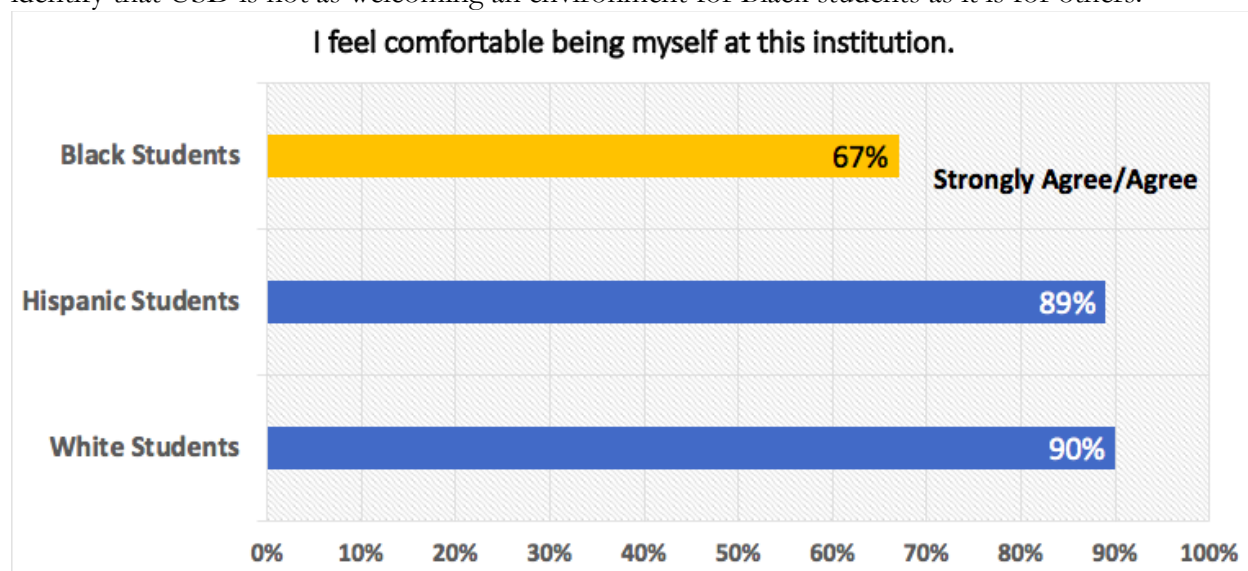
connected students, the proximity of USD as an anchor institution within a military community, and USD's goal to recruit an increased population of military connected students all underscore the importance of adding this position.

12. **Enhanced Support of Black Graduate Students** – The needs of Black graduate students parallel to some extent, the needs of Black undergraduate students. Specific recommendations include:
    a. Intentional introduction to affinity groups during orientations of different schools
    b. Connection with Black faculty members
    c. Formalized mentorship programs
    d. Grant and other financial support
    e. Enhanced connection to the USD Community and the Black Student Resource Center, specifically events that celebrate culture.
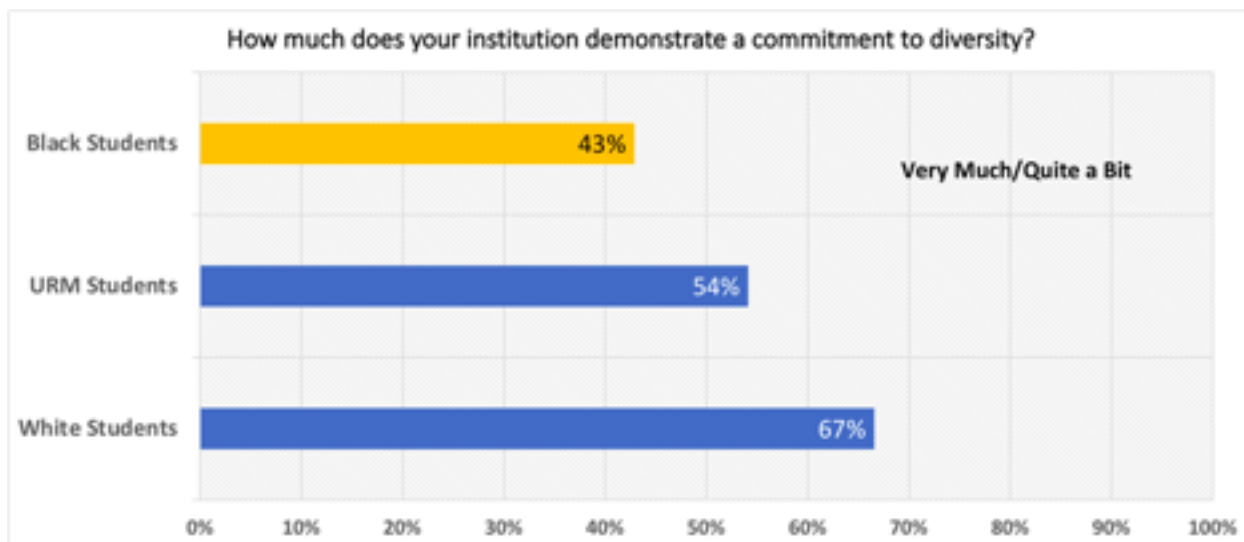   f. Connection to community partnerships and volunteer opportunities

Campus Climate

Multiple indicators, including the results from USD's administration of the NSSE in 2018 clearly identify that USD is not as welcoming an environment for Black students as it is for others.

I feel comfortable being myself at this institution.

	Strongly Agree/Agree
Black Students	67%
Hispanic Students	89%
White Students	90%

Black students also do not believe the campus is as committed to diversity compared to other populations.

How much does your institution demonstrate a commitment to diversity?

Black Students	43%
URM Students	54%
White Students	67%

Very Much/Quite a Bit

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

USD must continue to strive to improve the campus climate. Improving the campus climate will aid in both recruitment and retention of Black students. It is imperative for students to feel a sense of belonging at our University from the time they are accepted, to the time they graduate. With regards to this construct, the Anti-Racism Task Force makes the following recommendations:

1. **Campus-Wide Anti-Racism Training** – As underscored in the Black Student Letter, the Black Faculty Letter and the Campus Climate Task Force Recommendations, an anti-racism course to include training on implicit bias and anti-Blackness must be implemented annually for all faculty, staff and students. Faculty and Staff should have completion of this training program factored into the calculation of merit pay increases.

2. **Annual/Semi-Annual Campus Climate Meetings** – The Provost and Vice President for Academic Affairs, Deans, and the Vice President of Student Affairs, along with the Vice Provost for Diversity, Equity and Inclusion should hold regular meetings with students to listen to concerns related to the campus climate. Groups should include leaders from the Black Student Union, African Student Union, Black Graduate Students, SOC STEM and others.

3. **Student Diversity Event Requirements** – The LLC and TLC courses should incorporate a requirement for students to attend (2) diversity, inclusion and equity events each semester. The attendance should factor into students' class participation grades and faculty should be encouraged to provide opportunities to discuss events and/or require reflection papers. Additionally, we recommend that attending programs related to anti-racism be added to the Compass, Passport and Connect Programs.

4. **Fraternity and Sorority Life (FSL)** – Student Leaders, particularly the leaders of the three Councils (IFC, Panhellenic and FSMC) as well as the executive boards of each chapter will be required to participate in the campus-wide student leader training, which addresses anti-racism. In addition, an educational program for all new members will be created. Included in the curriculum for this program would be historical context on the founding of fraternal organizations as well as activities focused on identity and leadership development. This

historical context would inform students on the pieces of their organization that they can and should question, challenge, and redesign to ensure the FSL Core Principle of "*Belonging through Inclusive Practices*" can be achieved.

5. **Highlight African/Caribbean/Soul Foods** – Celebrating the authentic foods of the heritage of our Black students (on different nights) in the Student Life Pavilion provides cultural experiences for non-Blacks and elevates and honors the various cultures that represent USD.

6. **Celebrate Juneteenth as a university holiday** – We recommend that the university acknowledge, if not cancel classes and work on this important day celebrating the emancipation of enslaved people in the United States.

7. **Diversification of the Board of Trustees** – We encourage an intentional effort to be made in diversifying the Board to more closely represent the diversity of the student body. A 2016 report by Eckel and Trowel for TIAA states "Boards are uniquely positioned to drive and sustain a focus on diversity." While the Task Force is not informed on how prospective Board of Trustees are identified, we encourage intentional measures to be instituted to avoid the "mirror effect" of current trustees identifying others "like them." Furthermore, Kramer and Adams (2020) share that it is unlikely for the "importance of diversity and the board's responsibility to achieve it without a full board discussion of the connection between board diversity and the mission of the institution."

8. **Evaluation of Campus Artifacts** – Artifacts play a significant role in the campus culture. As universities across the United States have been called to remove statues of confederate figures, USD must evaluate its existing artifacts and remove those tied to the oppression of BIPOC community members. Enhancing and elevating the diversity represented in art, sculptures, music, etc. illustrates an ongoing commitment to all members of the university community.

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Additional sources for policy recommendations:
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- By Group (Faculty, Staff, Students, and University-wide): https://www.mines.edu/diversity/wp-content/uploads/sites/278/2020/07/Recommendations-for-Academic-Institutions-to-become-Anti-Racist-Black-In-Engineering.pdf