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10-2020

Comprehensive Plan to Promote Equity, Inclusion, and Anti-Racism at Illinois State University, October 2020

Illinois State University

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*Comprehensive Plan to Promote Equity, Inclusion,
and Anti-Racism at Illinois State University
October 2020*



October 13, 2020

Larry H. Dietz, President
Illinois State University
418 Hovey Hall
Campus Box 1000
Normal, IL 61790-1000

Dear President Dietz:

Please see the enclosed report entitled: *Comprehensive Plan to Promote Equity, Inclusion, and Anti-Racism at Illinois State University*.

This report represents a 12-month overview of benchmark accomplishments and plans currently underway to further promote diversity, equity, inclusion, and anti-racism at Illinois State University. The report is organized by "priority action items" that were developed to address concerns raised by student representatives from #AntiBlackISU and other campus constituencies. Those action items focus on policy and practice changes that increase student access to culturally responsive resources and services, best practice strategies to close the opportunity gap among underrepresented students, and strategies to recruit and retain diverse faculty and staff at Illinois State University.

Accompanying the 12-month overview, you will find a series of appendices (A-G) that provide specific details related to diversity and anti-racism trainings delivered over the past 12-15 months as well as those currently underway throughout our campus. Additionally, you will find a detailed plan for the ISU Police Chief's Advisory Council which is scheduled to convene by the end of fall semester.

I hope you find this report satisfactory.

Sincerely yours,

Doris M. Houston, Ph.D.
Interim Assistant to the President for Diversity and Inclusion

Enclosures

Comprehensive Plan

Illinois State Equity, Inclusion, and Anti-Racism¹

Priority Action: Increase Access to Therapists and Counselors with Expertise and Experience Serving and Addressing Issues Prevalent in Communities of Color and Underrepresented Groups

Contact(s)

- Levester “LJ” Johnson, Vice President for Student Affairs
 - John Davenport, Assistant Vice President and Dean of Students

Action Plan (FY21):

- ✓ Benchmark accomplishments over the past 12-15 months
 - Diversifying staff
 - Hired 3 counselors with whom students of color and sexual orientation might identify, including one person who identifies as African American, one who identifies as Latino/a, and one person who identifies as non-binary
 - Recent intern and postdoctoral resident hires include individuals with Latino/a and African American backgrounds
 - New postdoctoral residency program with a multicultural focus, which includes a part-time presence in the new Multicultural Center
 - Counseling Center Staff demographics for 3-year period (FY19; FY20; FY21) including breakdowns by race/ethnicity and gender (N/%)

¹ #Anti-BlackISU; Student Athletes; Diversity and Inclusion Council/Climate Task Force; College of Education; COVID Equity and Inclusion Workgroup

Student Counseling Services Counselor Demographics

	FY19(N)	FY19 (%)	FY20 (N)	FY20 (%)	FY21 (N)	FY21(%)
White	20	80	22	78.6	21	75
African American	3	12	3	10.7	3	10.7
Latinx	0	0	1	3.6	2	7.1
Biracial	1	4	1	3.6	1	3.6
Asian American	1	4	1	3.6	1	3.6
Total	25		28	100	28	

	FY19 (N)	FY19(%)	FY20 (N)	FY20 (%)	FY21 (N)	FY21(%)
Female	18	72	20	76.9	19	67.9
Male	7	28	6	23.1	8	28.6
Nonbinary/Other	0	0	0	0	1	3.6
Total	25	100	26	100	28	

- ✓ Initiatives planned and underway
 - Job description prepared and budget being finalized for a full-time or 2-3 part-time therapists with DEI expertise
 - Pursuing a contract with a third-party vendor that would allow students to access therapists with these skills in a student's state of residence for short-term therapy services
- ✓ Timeline
 - Contract review process for the third-party vendor
 - Estimated completion end of the fall semester
 - Position
 - Posting immediately upon approval
 - Text in recent ads includes the following statement:

“looking specifically for an individual with a demonstrated commitment to advancing the vision of a culturally competent counseling center and who has the desire to work with underserved and underrepresented student populations.”

- Continue
 - Continue to attend conferences on diversity in counseling centers
 - Meet and recruit potential applicants
- ✓ Resources needed
 - Funding for additional embedded counselor(s) in the Multicultural Center is currently under consideration.
 - Funding for the third-party vendor has been identified.

Priority Action: Support and Promote Discourse Aligned with Campus Values of Diversity and Inclusion

Contact(s)

- Levester “LJ” Johnson, Vice President for Student Affairs
 - John Davenport, Assistant Vice President and Dean of Students
 - Lauren Harris, Student Government Association President
- Lisa Huson, General Counsel
 - Wendy Smith, Associate University Counsel, Office of General Counsel
 - Jeff Lange, Interim Director of Equal Opportunity and Access

Action Plan

Plan forthcoming

Priority Action: Increase Persistence and Retention of Underrepresented Student

Contact(s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost

Action Plan (FY21)

✓ Initiatives planned and underway

- First Time in College (FTIC) Student Enrollment (2019)
 - The makeup of the new FTIC class included 32% non-white students
 - New FTIC underrepresented student enrollment counts increased in Black, American Indian/Alaskan Native, Asian, and Multi-Ethnic categories of first-year students
 - Non-white overall enrollment is now 26.4% or one out of every four students
- First Time in College (FTIC) student retention
 - Remained stable at 78.6% for fall 2018 new freshmen returning for their second year.
 - Retention of African American students increased to 66.8% from 65.2% last year
 - Retention of Hispanic students decreased from 72.9% to 67.7%
- Initiatives planned and underway
 - Pre-Admission: Participated in 20+ initiatives and outreach programs to increase enrollment of students from underrepresented groups, including:

<ul style="list-style-type: none">• <i>Chicago STAR Program</i> (City Colleges of Chicago)• <i>Chicago Teacher Education Pipeline</i>• <i>OneGoal</i>,• <i>Bottom Line</i>• <i>Chicago Scholars</i> (first generation and low income)	<ul style="list-style-type: none">• <i>National Hispanic College Fair</i>• <i>First Star Academy</i> (students in foster care)• Campus tours and application workshops specifically focused on low-income and racially diverse students.
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<ul style="list-style-type: none"> • <i>Alumni Services and Black Colleagues Meet and Greet</i> (admitted Black first time in college) 	<ul style="list-style-type: none"> • For <i>Redbird Ready</i> and <i>You Can Do ISU</i>, the Office of Admissions collaborates with the Multicultural Center to bring the students and their families to campus.
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- Student Success Initiatives-University College: Academic Affairs retention initiatives have historically been developed and managed by University College, but collaborative efforts exist between units in organizational divisions across divisional lines. Examples of those collaborative efforts are as follows:
 - *MASAI* (Mentoring, Academics, Scholarship and Achievement Initiative) for students who participated in one of the select high school-to-college transition networks
 - Peer Academic Success Coaching for students who want a more intrusive style of academic support in order to be successful; Peer Academic Coaching from 2018-19 is in the table below:

	FTIC	Freshman	Sophomore	Junior	Senior	Grad	Overall
Total #	23	1	7	7	5	1	44
# reg. Fall 2019	18		7	5	4	1	35
# not reg. Fall 2019	5	1		2	1		9
Dismissed	4	1		1 (+ 1 WX)	1		7
Reinstated	2						2
PERS student	3		1	2	1		7
Total # appts.	112	6	43	30	23	2	216
Avg. # appt./student	4.9	6	6.1	4.3	4.6	2	4.9
Avg. GPA	2.02	1.54	2.44	2.24	2.49	3.17	2.19

- TRIO/Student Support Services
 - ▲ One of ISU's most successful student success programs
 - ▲ 94% retention rate
 - ▲ Serves 232 first-generation, low -income, and educationally disadvantaged students per year
- Project Success, a required academic support program for students on academic probation, has helped students turn their academic careers around and has increased retention
- STEM Alliance (Previously LS-AMP) for students from underrepresented groups who are pursuing careers in STEM fields
- Preview partners
 - ▲ For students attending Preview without parents or family members
 - ▲ Partners faculty or staff member from ISU
 - ▲ Piloted in summer 2019 with 17 students participating.
 - ▲ Expand the program slated for summer 2020. COVID pandemic put expansion of the program on pause.
- Mennonite College of Nursing's PROUD Grant Program
- Persistence Committee
 - Uses predictive analytics to predict future financial issues.

Students Served (FY19-FY20)			
	FY 19	FY 20	Total to date
# Students discussed	123	180	303
# Students rec'd PP\$	70	93 (increase of 33% from FY19)	163
Total PP\$ given	\$160,082.25	\$168,742.26	\$328,824.51

Average PP\$ amount	\$2,258.32	\$1,814.43	
PERS students graduated	11	18 (increase of 64% from FY19)	29 Average GPA=2.80

- Student Success Initiatives-Honors: One of the goals of the Honors Program is to attract, challenge, and inspire academically and culturally diverse students.
 - The percentage of students of color enrolled in the Honors program has continued to grow and better reflect the university's diversity (see table below):

Year	2013	2014	2015	2016	2017	2018	2019
% of students of color	5.2%	14.0%	10.9%	18.8%	20.5%	22.9%	22.2%
# of students of color	12	42	27	70	61	75	98
% change from previous year		250%	-35.7%	159%	-12.9%	23%	30.7%

- New Advanced Honors Seminar, “Culture, Context, and Identity” focuses on newest dimension—intercultural competence
- Percentage of students of color enrolled in the Honors Program is growing
- Seven of Honors Seminars/Honors Explorations focused on issues of diversity

“Social Justice, Policy, & Documentary Film” taught by Dr. Phil Mulvey	“Thriving in an Interdependent and Pluralistic World” taught by Mayuko Nakamura
“Project Management Leadership in a Diverse and International Work	“Gotham Culture: A Critical Look at Batman and American Society” taught by Dr. Eric Wesselmann

Environment" taught by Dr. Klaus Schmidt	
"Biculturalism Among People of Color: Negotiating 2+ Cultures" taught by Dr. Suejung Han	"The Cultural Labor of Poor Children" taught by Dr. Maggie Morris Davis
"City as Text: Chicago" taught by Dr. Rocio Rivadeneyra	

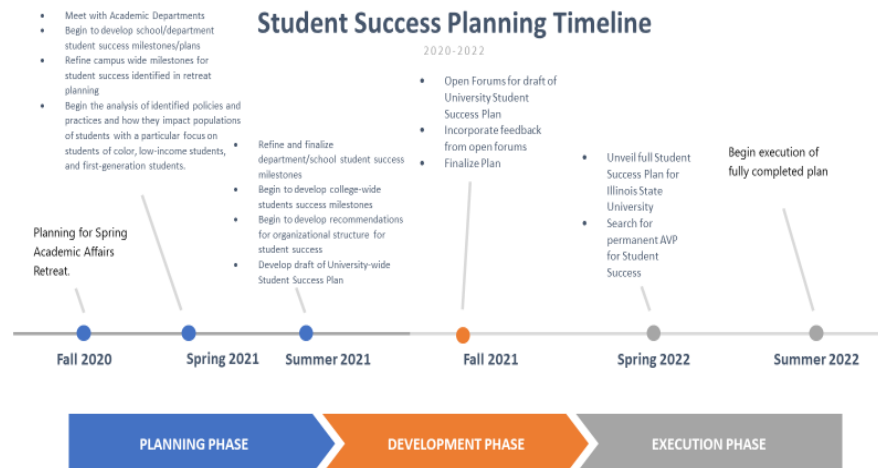
- Student Success Initiatives-Veterans
 - The Office of the Registrar provides services for students who are veterans of the armed forces. ISU has 426 military connected students on campus, including veterans, guard members, and reservists.
 - ISU is designated as a "Military Friendly School"
 - Services in Veterans Services, under the Office of the Registrar, include:
 - ▲ Veterans and Military Advisory Council
 - ▲ A veterans RSO
 - ▲ A collegiate fraternity for United States military personnel and Veterans
 - ▲ Veteran Study Center
 - ▲ Multiple workshops and civic engagement opportunities
- Student Success Initiatives-Division of Student Affairs
 - Campus Recreation hosted Adaptapalooza, which helps campus community learn about recreation for students with disabilities
 - Career Services provided career development, career readiness and/or career resources to 53.54% of Illinois State's underrepresented students
 - The Multicultural Center unit of the Dean of Students Office plans and presents educational experiences focused on:

- ▲ Intersecting identities
- ▲ Cultural competency
- ▲ Equity
- ▲ Anti-racism
- ▲ Social justice
- ▲ Faculty Professional Development - **See Priority: Training**

Action Plan FY21 and Timeline

- ✓ In order to manage the emerging focus on Student Success, planning for FY21 is divided into five strategic area of focus:
 - Department/School/College Planning – at the department, college, and university level, identifying and developing solutions that contribute to student success
 - Policy Analysis – identify policies that impede student success
 - Partnerships – develop partnerships across campus and divisions to enhance student success
 - Data/Education – ascertain data needed to guide student success initiatives and determine the key factors in retaining and graduating our students of color, low income student, and students who are first generation.
 - Student Outreach – connect student groups such as TRIO, First Gen Redbirds, RSOs, and others with new and emerging supports and services.

FY21 Student Success - Strategic Areas of Focus



- ✓ Samples specific FY21 Initiatives that fall under these strategic areas include:
 - GEER grants
 - \$1.9M grant from the State of Illinois to address the technology equity gap
 - ReggieCon 2020-2021
 - Panel discussions focusing on the depictions of race, gender, and ethnicity in popular media
 - Student Success dashboard
 - Collaboration with Technology Solutions
 - Merges data from disparate systems across Academic Affairs and Student Affairs
 - Designed to show signs of potential academic or social concerns
 - Redevelop MyIllinoisState
 - Collaboration with Office of the Provost and WEB
 - Helps students access most-used services faster
- ✓ Academic Affairs Retreat Planning – Spring of 2021

- Define Student Success for ISU
- Identify university wide Student Success Milestones beyond graduation and retention
- Identify services that contribute to student success and identify what services are missing
- Identify policies and practices that need to be analyzed for their impact on Student Success

Priority Action: College-Level DEO Committees to Develop Action Plans

Contact(s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost
 - Amy Hurd, Associate Vice President for Undergraduate Education

Action Plan (FY21)

The Provost's Office supports this initiative in principle. We are holding office-level discussions about the best way to support each college to implement it.

Priority Action: External Review of ISUPD Policing Practices

Contact(s)

- Levester "LJ" Johnson, Vice President for Student Affairs
 - Aaron Woodruff, Chief of Police, Illinois State University

Action Plan (FY21)

- ✓ Activities required to achieve goal
 - Approval of scope
 - Request for quotes and final selection
 - Focus groups/community forums
 - Public safety management study

- Release of final report
- ✓ Timeline for achieving planned audit and follow up (e.g. 30-60 days)
 - Approval of scope: 10 days (mid-October)
 - Request for quotes and final selection: 30 days (mid-November)
 - Focus groups and forums: 45-120 days (late November until mid-February if needed)
 - Public safety management study: 45-90 days (late November until mid-January)
 - Final report: 120-150 days (February-March depending on focus group and forum dates)
- *This timeline is tentative only due to Purchasing requirements and semester breaks.***
- ✓ Resources needed (describe)
 - Approved funding source
 - Student, faculty, and staff availability for focus groups and forums
- ✓ Evidence that student and community groups are included in the audit review and post-audit planning process
 - The scope will include focus groups and other community forums (see attached proposal)
- ✓ Description of actions needed to address concerns that may be uncovered by the audit
 - Will be included in the final report (see attached proposal)
- ✓ Benchmark evidence that goal is accomplished
 - Request for Proposals will be forthcoming pending budget approval

Priority Action: ISUPD Advisory Council

Contact (s)

- Levester “LJ” Johnson, Vice President for Student Affairs
 - Aaron Woodruff, Chief of Police, Illinois State University

Action Plan (FY21)

- ✓ Activities required to achieve goal

- Approved scope
- Appointment of shared governance members and other designees
- First meeting
- ✓ Timeline for achieving planned audit and follow up
 - Approve scope (10 days)
 - Shared governance and other member appointees (45 days)
 - First meeting (60 days/end of fall semester)
- ✓ Resources needed (describe)
 - Names for membership – **See Appendix B**

Priority Action: Transparency in the Inclusive Community Response Team (ICRT) Reporting and Follow-up Process

Contact (s)

- Levester “LJ” Johnson, Vice President for Student Affairs
 - John Davenport, Assistant Vice President and Dean of Students

Action Plan:

- ✓ Benchmark accomplishments
 - Established the team membership for the 2020-21 academic year. In the summer months, submissions to the ICRT are managed by the Assistant Vice President/Dean of Students and the Director of Equal Opportunity and Access.

ICRT Team Members

John Davenport, Assistant Vice President and Dean of Students
 Jeff Lange, Interim Director of Equal Opportunity and Access

Dr. Sandy Colbs – Director, Student Counseling Services
Aaron Woodruff, Chief of Police, Illinois State University
Dr. Jim Jawahar, Faculty, Management & Quantitative Methods
Stacey Mwilambwe, Director, University Housing Services
Bradley Pearson, Assistant Dean, Student Conduct & Community Relations
Dr. Christa Platt, Director, Multicultural Center

- Promotion of ICRT
 - Conducting a social media marketing campaign
 - Informational handouts disseminated at academic department meetings and at in-person events
 - Social media campaign metrics (10-5-2020)
 - ▲ Reach: 19,900
 - ▲ Impressions: 46,895
 - ▲ Gender identity breakdown of people reached: 60% female and 40% male

Reach is the total number of people who see your content. Impressions are the number of times your content is displayed.
- ✓ Activities required to document and/or achieve transparency in the implementation and reporting of ICRT
 - Dashboard which displays the information requested in the “Data needed to document progress” section of this report.
 - The ICRT working with the Office of General Counsel to determine the appropriate categories for this dashboard.
- ✓ Timeline required to achieve goal (e.g. 30-60 days; 3 mos.; 6 mos., etc.)
 - The dashboard will be operational within 30-45 days.
- ✓ Overview of best practices and national innovations that address student reports of bias, racism, and anti-blackness on college campuses

- Current ICRT practices are in line with national best practices for Bias response teams.
 - Conducting a social media marketing campaign
 - Include a transparent, multi-disciplinary group assigned to receive reports of bias.
 - Reports reviewed for potential civil rights violations, criminal violations or violations of the student code of conduct.
 - Reports are sent to the appropriate agency.
- ✓ Resources needed and available to accomplish goal(describe)
 - ICRT requires administrative time.
 - Social media promotion is approximately \$400 per academic year
 - Printed materials run approximately \$600 per academic year
- ✓ Description of case law and legislative guidelines
 - Current practices of the ICRT are in line with case law in the area of bias response. There is a case currently pending in the 7th Judicial Circuit (Speech First Inc. v. Kileen), seeking to limit outreach that an educational institution can make in regard to a reported bias incident and the recently issued National Executive Order banning racial sensitivity training that could impact ICRT practice. Currently however, there are no impediments to our current practice.
- ✓ Description of professional development needed (If applicable) to implement plan
 - Members of the ICRT receive regular training from General Counsel, Office of Equal Opportunity and Access, and external agencies on current trends and legal limitations to the work of the team. This training will continue.
- ✓ Evidence that goal is accomplished
 - Student, faculty and staff organizations should be surveyed on their awareness of the ICRT
- ✓ Evidence that plan has been widely disseminated
 - Continued use of social media metrics and surveys of student faculty and staff groups assessing the penetration of knowledge of the ICRT and the data shared by the group

Data needed to document progress:

- ✓ Social Media metrics trends for 3-year period (FY19; FY20; FY21)
- ✓ Monthly ICRT reporting statistics including the number of complaints, outreach efforts, and outcomes – The data on social media metrics will need to be more clearly defined by the University.

Priority Action: Increase and Retain the Number of Faculty, Staff, and Administrators From Underrepresented Groups

Contact (s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost
- Jeff Lange, Interim Director of Equal Opportunity and Access
- Janice Bonneville, Interim Associate Vice President, Human Resources

Action Plan (FY21):

- ✓ Benchmark accomplishments
 - Human Resources
 - Two staff members became certified for Diversity and Inclusion
 - Three staff members took part in training with the Society of Human Resource Management Inclusion
 - One staff member received the “Inclusive Workplace Culture Specialty Credential” through the Society of Human Resource Management Inclusion
 - Collaborative efforts
 - Search Committee training revision
 - Strong focus on mitigating unconscious bias and inclusive search practices
 - Joint work of Human Resources, Office of Equal Opportunity and Access, Office of the Provost, and President's Office

- Accessibility
 - Human Resources and Web and Interactive Communications partnered to update most-used employment and benefit forms for accessibility
- Office of the Provost
 - Educational Diversity Enhancement Program (EDEP)
 - The Provost's office has increased investment in this initiative by over 215% over the past four years
 - Strategic Cluster Hiring (SCH) initiative
 - Support growth of tenure-track faculty affiliated with and contributing to Interdisciplinary Studies (IDS) programs
- ✓ Description of inclusive faculty recruitment and search protocols followed by all hiring units, that ensures an equitable search process that conforms to legal and external requirements
 - Office of the Provost
 - Resume employing the Educational Diversity Enhancement Program (EDEP) with an aim toward growth.
 - Provides up to \$5,000 for each of three fiscal years as a dollar-for-dollar match of start-up funding provided by the Department/School or College to support the new faculty
 - \$74,000 slated in 2020 and \$124,662 in FY21
 - Strategic Cluster Hiring (SCH) initiative
 - Supports growth of tenure-track faculty affiliated with and contributing to Interdisciplinary Studies (IDS) programs:
 - ▲ African Studies
 - ▲ African American Studies
 - ▲ Ethnic Studies
 - ▲ Latin American and Latino/a Studies
 - ▲ Middle Eastern Studies

- ▲ Native American Studies
- ▲ Women's, Gender, and Sexuality Studies
- ▲ Human Resources
- Expand training for administrators and search committees to develop strong and diverse pools of candidates and to mitigate implicit biases in search and hiring processes

Data needed to document progress: **Data forthcoming**

Priority Action: Creation of a Required Diversity, Equity, Inclusion, and Access in U.S. Society courses (IDEAS), similar to AMALI

Contact (s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost
 - Amy Hurd, Associate Vice President for Undergraduate Education

Action Plan (FY21)

- ✓ Benchmark accomplishments
 - Inclusion, Diversity, Equity, and Access in U.S. Society (IDEAS) is a proposed new graduation requirement
 - The requirement is now with the Academic Senate
- ✓ Activities required to achieve goal
 - Passage by the Academic Senate
 - Communication to students of need to take both AMALI and IDEAS
 - If course designated as both AMALI and IDEAS, students would be required to take an additional course in either the AMALI or IDEAS category
- ✓ Description of professional development needed and delivered

- Office of the Provost
 - Center for Teaching Learning and Technology
 - ▲ Provides workshops on revising courses for DEI

Priority Action: Creation of a Preview Module Focusing on Diversity, Equity, and Inclusion

Contact (s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost
 - Amy Hurd, Associate Vice President for Undergraduate Education

Action Plan (FY21)

- ✓ Benchmark accomplishments
 - Preview revamped after University College conducted an extensive review following the 2016 Presidential election. Results included:
 - Training of Preview guides was revamped to include a focus on diversity and inclusion
 - Addition of:
 - ▲ Inclusive presentation titled “Redbird Community”
 - ▲ Small group discussions related to identity, respect, and what it means to be a part of the Redbird family
 - Orientation and Transition Services hired a student who served as a court translator to translate Preview materials as an initial step toward addressing the needs expressed by Association of Latin American Students (ALAS) and the Asian Pacific American Coalition (APAC)
 - University College created a mentoring program for any student who attended Preview alone
- ✓ Timeline for achieving planned goals (e.g. 30-60 days; 6 mos.; 12 mos.)

Transfer Registration and Orientation Day diversity, equity, and inclusion training	Spring 2021
Summer Preview diversity, equity, and inclusion training	Summer 2021
Winter Preview diversity, equity, and inclusion training	December 2021

- ✓ Resources needed and available(describe)
 - Hope to expand training session for the Transfer Registration and Orientation Day (TROD) provided for incoming transfer students
 - Further use orientation software Comevo to deliver diversity, equity, and inclusion training to incoming students
- ✓ Description of professional development needed and delivered
 - Resources for further training of Preview guides

Priority Action: Implementation of a Campus-Wide Diversity and Inclusion Training Plan

Contact (s)

- Aondover Tarhule, Vice President for Academic Affairs and Provost
 - Yojanna Cuenca-Carlino, Assistant Vice President for Academic Administration
- Levester “LJ” Johnson, Vice President for Student Affairs
 - Danielle Miller-Schuster, Assistant Vice President for Student Affairs
- Janice Bonneville, Interim Associate Vice President, Human Resources

Action Plan (FY21): Written plan for finalizing and implementing a Campus-Wide Training Plan includes:

- ✓ Description of training delivered. **Note: All training reported is for FY19, with the exception of GROWTH in the Office of the Provost, which begins in FY20.**
- ✓ Resources needed and available (describe)

- Over the past year, faculty, staff, and students have had the opportunity to participate in diversity, equity, and inclusion professional development training, that includes focus on areas such as:
 - Microaggressions
 - Culturally responsive practices
 - Cultural competence
 - Support for underrepresented students
 - Anti-racism
 - Bystander empowerment
 - LGBTQ+ advocacy
 - Inclusive communications
 - Stereotypes
 - Accessibility
 - Social justice
 - Allyship
- Three main areas have provided the bulk of the training on campus:
 - ▲ Office of the Provost (also includes centers such as CTLT, CESL, CeMaST)
 - 234 programs held or scheduled
 - 1,755 in attendance
 - ▲ Division of Student Affairs
 - 96 programs held or scheduled
 - 2,803 in attendance
 - ▲ Human Resources
- ✓ Additional activities required to achieve goal of campus-wide training
 - Hope to expand training session for the Transfer Registration and Orientation Day (TROD) provided for incoming transfer students.
 - Active data collection will inform future programming.
 - Need support in processing and analyzing data to make informed decisions and measure impact
 - Assistance in securing DEI data
 - Need for greater collaboration efforts across campus to ensure training material is consistent

- Formation of a Diversity, Equity, and Inclusion professional development database
 - ▲ A pool of internal and external personnel who can speak to specific DEI topics
 - ▲ Can work as a speaker's bureau or trainers pool
- ✓ Timeline for achieving planned goals (e.g. 30-60 days; 6 mos.; 12 mos.)
 - Office of the Provost
 - Microaggressions training wrapping up in fall 2020.
 - ▲ Assessment data from this project will inform future programming.
 - GROWTH Change Team (part of Framework for Inclusive Teaching Excellence) – began fall 2020 and work will be continuous.
 - ▲ Assessment data from this project will inform future programming in each college/unit part of the team.
 - CTLT and other units – continuous.
 - ▲ Assessment data informs future programming at the centers
 - Division of Student Affairs
 - Continued workshops coordinated
 - ▲ Coordinator of Professional Development
 - ▲ Additionally, conducting internal training specific to their roles and responsibilities.
 - Assessment data is used to inform topics and programming for the coming fiscal year.
 - ▲ Meeting with each department director and the division's executive team to discuss the results of the data collected.
 - Collaboration to identify best practices and develop recommendations for programming
 - ▲ Coordinator of Professional Development
 - ▲ Student Affairs Professional Development Committee
 - ▲ Inclusion Change Team
 - Human Resources
 - Continued workshops coordinated
 - ▲ Year-round offerings – **See Appendix G**

- ✓ Resources needed and available (describe)
 - Critical and transparent assessment of current and future needs for equity training
 - Continued workshops coordinated
 - ▲ Invest in campus-wide assessment, such as Equity Score Card
 - Levels of training
 - ▲ Differentiate for those who are ready for more in-depth and engaged in their journey to cultural competency
 - Office of the Provost
 - Explore sending faculty to external trainings for diversity, equity, and inclusion aligned to different disciplines (e.g. TIDES: Teaching to Increase Diversity and Equity in STEM)
 - Expand use of external facilitators for DEI training and explore compensation for internal facilitators
 - Division of Student Affairs
 - The Inclusion Change Team
 - ▲ Learning community that receives extensive cultural competency training
 - ▲ 18 Inclusion Practitioners from all 13 departments
 - ▲ Inclusion Practitioners also conduct environmental scans with their individual departments.
 - ▲ Scans include three phases:
 - External environment (e.g., physical space and décor, website and social media, print materials, and culture/environment)
 - Hybrid component (e.g., policies and procedures, mission statement and key documents, programs and services, conversations and interactions with co-workers and staff to students, and presentations)
 - Internal environment (e.g., leadership and advocacy, expectations and training, diverse staff, and assessment). Based on the results of the scan, short-and long-term goals are developed.
 - Outcomes include:

- ▲ Department staff are more culturally competent due to Inclusion Practitioners supporting their development
 - ▲ 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
 - Inclusion Practitioners and division leadership improve policies, programs, and services through consultation and collaboration
 - ▲ Budget for division-wide professional development, training, and recognition.
 - ▲ Departments within the division
 - ▲ Prioritize resources to conduct training, provide programs
 - ▲ Deliver services for students, staff, and faculty
 - Human Resources
 - Collaboration, workshops presented with internal experts that include:
 - ▲ Human Resources
 - ▲ Division of Student affairs
 - ▲ College of Arts and Sciences
 - ▲ University Marketing and Communications
 - Plans for new training in the works.
- ✓ Description of internal and external professional development
 - **See Appendices B-G**

Data needed to document progress:

- ✓ Number of faculty and staff that have undergone diversity training over a 12-month period
 - Office of the Provost Initiatives
 - Microaggression trainings – Appendix B
 - GROWTH – Appendix C
 - Center for Teaching, Learning, and Technology – Appendix D
 - Other units, centers, and colleges in academic affairs – Appendix E

- Division of Student Affairs – Appendix F
- Human Resources – Appendix G
- ✓ Number and type of internal training sessions provided
 - See appendices B-G
- ✓ Number and type of external training sessions provided
 - See appendices B-G

Appendix A

ISUPD ADVISORY COUNCIL

Purpose of the Police Chief's Advisory Council

The purpose of the Police Chief's Advisory Council (PCAC) is to provide a forum for the exchange of ideas and to discuss issues impacting the Illinois State University community. The discussions are intended to be open, honest and engaging. The PCAC acts in a proactive manner to:

- Build trust between the police department and the campus community
- Address campus community concerns related to the quality of life
- Discuss issues related to campus climate
- Discuss issues affecting public safety
- Discuss crime reduction programs with emphasis on the community policing philosophy
- Discuss evidence-based practices and criminal justice research
- Discuss how to improve upon the delivery of police services to the campus community

Role of Individual Members

The PCAC seeks membership from key constituencies representing students, staff, and faculty. The role of individual PCAC members is to represent their constituencies by providing input, which reflects the concerns, visions, and ideas of their portion of the community. PCAC members will report back to their community with information on Council activities and gather input from the community to share with the PCAC. PCAC Members are expected to make every effort to attend all scheduled meetings.

Role of the Chief of Police

The Chief will lead the meetings which will consist of a discussion on topics related to the department and listening to issues raised by the members. The Chief will also be transparent when discussing police matters, while respecting victim privacy and employment confidentiality.

Agendas

On a regular basis, PCAC members and the Chief of Police may add items to the PCAC Agenda by emailing them to the coordinator. These items are included on the agenda of upcoming meetings and give the PCAC the opportunity to discuss a variety of issues. Agenda items include areas of interest to the PCAC, department policies and training, critical issues, upcoming campus events, and new or innovative evidence-based practices in the area of criminal justice. The PCAC will meet 3 times per fall and spring semester, or the Chief may announce an ad hoc meeting based on a notable or controversial event involving the campus community.

PCAC Members

PCAC is made up of 11 campus community members, representing the diverse nature of the campus and consisting of the following:

1. Student Government Association President or appointee
2. Association of Residence Halls President or appointee
3. Graduate Student Association President or appointee
4. Academic Senate representative
5. AP Council representative
6. Civil Service Council representative
7. Dean of Students or designee
8. University Multi-Cultural Center representative
9. University Housing Services representative
10. Assistant to the President for Diversity and Inclusion
11. Faculty member from ISU Department of Criminal Justice Sciences

The Chief may request additional members or subject matter experts to participate in the meetings on an ad hoc basis to address concerns or issues about a specific topic.

Appendix B

OFFICE OF THE PROVOST INITIATIVE: MICROAGGRESSIONS TRAINING AND THE IMPACT ON STUDENT LEARNING AND WELL-BEING

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	CAS-Department of Communication Sciences & Disorders faculty and/or staff	Microaggressions	1/13/20	28
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Criminal Justice and Health Sciences faculty and/or staff	Microaggressions	1/24/20	9
Microaggressions and the Impact	Overview of the microaggression literature,	Initiative from the Office of the Provost (across campus	Department of Military Science faculty and/or staff	Microaggressions	1/27/20	9

on Student Learning and Emotional Well-Being	focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)				
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Financial Aid & Admission Group A faculty and/or staff	Microaggressions	1/28/20	22
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Kinesiology & Recreation faculty and/or staff	Microaggressions	1/24/20	13
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Politics & Government faculty and/or staff	Microaggressions	1/31/20	10

	student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Registrar's Office (staff)	Microaggressions	2/3/20	29
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Geography, Geology, and the Environment faculty and/or staff	Microaggressions	2/4/20	23
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	University college (staff)	Microaggressions	2/4/20	50

	occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Information Technology faculty and/or staff	Microaggressions	2/7/20	15
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Languages, Literatures & Cultures faculty and/or staff	Microaggressions	2/7/20	23
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	CAS School of Communication faculty and/or staff	Microaggressions	2/12/20	63
Microaggressions and the Impact	Overview of the microaggression literature,	Initiative from the Office of the Provost (across campus	Department of Agriculture faculty and/or staff	Microaggressions	2/21/20	12

on Student Learning and Emotional Well-Being	focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)				
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Technology faculty and/or staff	Microaggressions	2/21/20	19
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Theatre and Dance faculty and/or staff	Microaggressions	2/28/20	26
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Educational Administration and Foundations faculty and/or staff	Microaggressions	3/2/20	10

	student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	COE Leadership and Staff	Microaggressions	3/4/20	6
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Art faculty and/or staff	Microaggressions	8/13/20	40
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	CeMaST—faculty. Staff, student employees	Microaggressions	8/27/20	14

	occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	University Libraries—(faculty and/or staff)	Microaggressions	9/14/20	27
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	CTLT—staff and GAs	Microaggressions	9/17/20	14
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Music-faculty and staff	Microaggressions	9/24/20	35
Microaggressions and the Impact	Overview of the microaggression literature,	Initiative from the Office of the Provost (across campus	Physics faculty and staff	Microaggressions	9/25/20	15

on Student Learning and Emotional Well-Being	focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)				
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Menonite College of Nursing faculty and staff	Microaggressions	9/29/20	31
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of English faculty and staff	Microaggressions	10/23/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Special Education faculty and staff	Microaggressions	10/5/20	TBD

	student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Family and Consumer Sciences faculty and staff	Microaggressions	10/9/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Sociology & Anthropology faculty and staff	Microaggressions	10/9/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Finance, Insurance, and Law faculty and staff	Microaggressions	10/16/20	TBD

	occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Marketing faculty and staff	Microaggressions	10/16/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Layby Center for Teacher Education & NCUE faculty and staff	Microaggressions	10/22/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Teaching and Learning faculty—and staff	Microaggressions	10/28/20	TBD
Microaggressions and the Impact	Overview of the microaggression literature,	Initiative from the Office of the Provost (across campus	Department of Accounting faculty and staff	Microaggressions	10/30/20	TBD

on Student Learning and Emotional Well-Being	focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)				
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Honors Program—staff	Microaggressions	11/2/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Graduate School	Microaggressions	11/6/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Social Work faculty and staff	Microaggressions	11/10/20	TBD

	student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Philosophy faculty and staff	Microaggressions	11/13/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Chemistry faculty and staff	Microaggressions	11/17/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	School of Biological Sciences faculty and staff	Microaggressions	12/3/20	TBD

	occur in and outside the classroom.					
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost (across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Department of Management & Quantitative Methods faculty and staff	Microaggressions	12/4/20	TBD
Microaggressions and the Impact on Student Learning and Emotional Well-Being	Overview of the microaggression literature, focusing on the social, emotional, and cognitive consequences of these interpersonal exchanges in student learning and well-being. Strategies to recognize and intervene when microaggressions occur in and outside the classroom.	Initiative from the Office of the Provost across campus team that includes Academic Affairs faculty, CTLT, and SCS offer sessions)	Provost Office staff	Microaggressions	12/09/20	TBD

Appendix C

OFFICE OF THE PROVOST INITIATIVE—GROWTH CHANGE TEAM (PD ALIGNED TO THE FRAMEWORK FOR INCLUSIVE TEACHING EXCELLENCE)

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
Choir, Ally and Resisters: Who is in the room and how it affects PD?	Equity minded practices and taxonomy of faculty and staff perspectives on teaching diverse population of students	Organized by GROWTH Leadership Team	GROWTH Change Team (faculty and administrators from all colleges, EMAS team and Grad School)	Cultural competency	6/9/20	33
Cultural Wealth in the Classroom	Yosso's Cultural wealth model and ways to recognize students from diverse backgrounds' assets.	Organized by GROWTH Leadership Team	GROWTH Change Team (faculty and administrators from all colleges , EMAS team and Grad School)	Cultural competency	6/10/20	40
Inclusivity & Supporting Students in Unsettling Times	Strategies to be more inclusive in our interactions with students, and how to better support them during the unrest in our society related to anti-racism work.	Provost Office initiative: GROWTH Change Team—EMAS GROWTH	Academic Affairs Staff (EMAS and academic advisors from colleges/departments are invited)	Cultural competency/ Anti-racism	10/12/20	TBD
Student Mental health	Learn strategies to support students with Mental health needs	Provost Office initiative: GROWTH Change Team—EMAS GROWTH	Academic Affairs Staff (EMAS and academic advisors from colleges/departments are invited)	Mental health	12/17/20	TBD

Diversity, Inclusion, and Equity in Planning Goals	Session will include an overview and break-out activity by unit to work on building goals and strategies for the next cycle with attention to diversity, inclusion, and equity.	Provost Office initiative: GROWTH Change Team—EMAS GROWTH	Academic Affairs Staff (EMAS and academic advisors from colleges/departments are invited)	Equity	01/28/21 (tentative)	TBD
Lunch and learn with Student Access and Accommodations Services	Student Access and Accommodations will present on how to best serve our students with disabilities and what resources are available to our students	Provost Office initiative: GROWTH Change Team—EMAS GROWTH	Academic Affairs Staff (EMAS and academic advisors from colleges/departments are invited)	Disabilities	2/17/21 (tentative)	TBD
Empathy in our work	Session attendees will watch the Empathy video prior to the session, then we will have a discussion on how to incorporate empathy in our service and support	Provost Office initiative: GROWTH Change Team—EMAS GROWTH	Academic Affairs Staff (EMAS and academic advisors from colleges/departments are invited)	Empathy	4/6/21 (tentative)	TBD
Open Dialogue and Shared Understanding	The GROWTH shared college-wide data from students, faculty, and staff and review the professional learning plan created from reviewing this data. After reading an article from Yosso about community cultural wealth, the participants will discuss these ideas and reflect on how they include these principles into their learning environments.	Provost Office initiative: GROWTH Change Team—COE GROWTH	COE faculty and staff	Cultural competency	09/25/20	74
Creating an Inclusive Classroom	A panel of presenters will share resources to use for inclusive teaching and how	Provost Office initiative: GROWTH Change Team—COE GROWTH	COE faculty and staff	Anti-racism	10/09/20	TBD

Culture: Disrupting White Norms Pedagogy	to use them. After the panel discussion, each presenter will host a breakout room and dive deeper into their strategies to build inclusivity and community in their classrooms.					
Redesigning Your Syllabus and Course Materials for Diversity and Equity	Faculty will bring copies of syllabi, topical outlines, and reading lists, and work together to reflect on the inclusivity and the extent to which diverse views are represented and make suggestions for improvement. These revisions may also connect to individual unit/program curriculum mapping. Staff who does not teach may use this time to evaluate guiding documents and procedures.	Provost Office initiative: GROWTH Change Team— COE GROWTH	COE faculty and staff	Anti-racism	10/23/20	TBD
Implicit Bias	In this workshop, explore the nature of implicit bias and discover strategies to minimize bias in the classroom and in the workplace	Provost Office initiative: GROWTH Change Team— Milner GROWTH	Milner faculty and staff	Anti-racism	10/14/20	TBD
Power and Privilege	Participants in the seminar will better understand their own multiple identities and the presence and absence of privileges based on those identities	Provost Office initiative: GROWTH Change Team— Milner GROWTH	Milner faculty and staff	Anti-racism	11/17/20	TBD
ACRL Webinar and discussion	Addressing cultural humility and implicit bias in information literacy sessions	Provost Office initiative: GROWTH Change Team— Milner GROWTH	Milner faculty and staff	Cultural competency	12/14/20	TBD

The Impact of Self-reflection, Knowledge, & Application on Student Success and Retention.	Faculty will create a plan for increasing their knowledge of how faculty contribute to student success and/or a list of activities/ behaviors that can increase their confidence to academically and personally support students from diverse backgrounds in the classroom	Provost Office initiative: GROWTH Change Team— COB GROWTH	COB faculty and staff	Cultural competency	09/25/20	31
How to Use Teaching to Create Research Outcomes	Session will address a research group that looks at the assessment and effectiveness of PD that will improve faculty's confidence in academically and supporting students from underrepresented groups	Provost Office initiative: GROWTH Change Team— COB GROWTH	COB faculty and staff	Cultural competency	10/02/20	10
Increasing Student Engagement by Enhancing Classroom Culture & Climate	Strategies for promoting student engagement and promoting culturally responsive classroom environments	Provost Office initiative: GROWTH Change Team— COB GROWTH	COB faculty and staff	Cultural competency	11/13/20	TBD
The Power of Empathy and its Impact on Diversity, Equity, and Inclusion	This interactive session will explore empathy through a diversity, equity, and inclusion lens. Participants will learn, practice, and be challenged to apply three core empathy skills into their professional and personal lives.	Provost Office initiative: GROWTH Change Team— CAST GROWTH	CAST faculty and staff	Empathy and DEI	9/29/20;10/22/20/;11/16/20	TBD

<p>Professionally and academically supporting students: what we need to know</p>	<p>During this brown bag, invited panel members: Yojanna Cuenca-Carlino, Assistant Vice President for Academic Administration; John Davenport, Assistant Vice President and Dean of Students; Jen Friberg, Interim Director of the Center for Teaching, Learning, and Technology; and Amelia V. Noël-Elkins, Interim Assistant Vice President for Student Success, will provide an overview of students' academic and professional needs and the availability of campus resources designed to help our students. Because of the COVID-19 pandemic and shifting learning modalities limit students' knowledge of campus resources and increase their reliance on faculty for information and access, this brown bag is especially timely for you to help your students seek and find the support they may need.</p>	<p>Provost Office initiative: GROWTH Change Team—CAST GROWTH</p>	<p>CAST faculty and staff</p>	<p>Understanding diverse student population needs</p>	<p>10/12/20</p>	<p>TBD</p>
<p>ASPT with an EDI focus discussion</p>	<p>The DFSC and faculty of the Department of Psychology recently underwent a year-long process of explicitly including and defining</p>	<p>Provost Office initiative: GROWTH Change Team—CAS GROWTH</p>	<p>CAS faculty and staff</p>	<p>DEI</p>		

	<p>Diversity, Inclusion, and Safe Environment efforts in all three evaluation areas of the department's ASPT document (i.e., Teaching, Research, and Service). Dr. J. Scott Jordan, Chair of the Department of Psychology, would be more than happy to share these policies with Chairs and Directors in the College of Arts and Sciences. He would also be willing to ask his DFSC to visit other departments in order to address questions regarding the process.</p>					
<p>Knowing our CAS students</p>	<p>A panel of CAS students will be convened to discuss their experiences as students at ISU in the College of Arts and Sciences. This panel will mirror the student panel that is designed for New Faculty Orientation each year, but will feature the involvement of CAS students. They will participate in a live zoom Q&A session moderated by CTLT personnel. All CAS faculty will be invited to attend the session.</p>	<p>Provost Office initiative: GROWTH Change Team—CAS GROWTH</p>	<p>CAS faculty and staff</p>	<p>Understanding diverse student population needs</p>	<p>(Video is being scheduled for the second week of November)</p>	<p>TBD</p>

<p>Extending Empathy Project</p>	<p>Faculty and graduate-student collaborators will be invited to give one-hour ZOOM colloquia on the topic of Extending Empathy, as part of The Extending Empathy Project. Specifically, the speakers use the platform as a means of expressing the ways in which their scholarly expertise informs the notion of Extending Empathy. Contributors will speak for 45 minutes in front of a live, ZOOM audience, followed by a 15-minute Q & A. The colloquium will be recorded and then posted on “The Extending Empathy Channel” on YouTube, where the conversation can continue with the world.</p>	<p>Provost Office initiative: GROWTH Change Team—CAS GROWTH</p>	<p>CAS faculty and staff</p>	<p>Empathy—DEI</p>	<p>(Monthly colloquia will be offered beginning in October)</p>	<p>TBD</p>
<p><i>“Employing Equity-Minded & Culturally-Affirming teaching Practices in Virtual Learning Communities”</i>- Recorded Webinar</p>	<p>Webinar hosted by the Center for Organizational Responsibility and Advancement (CORA) through San Diego State University, Drs. Frank Harris III and J. Luke Wood present some salient trends and issues that complicate the experiences of diverse learners in online courses and propose equity-minded teaching and learning strategies for</p>	<p>Provost Office initiative: GROWTH Change Team—WKCFA GROWTH</p>	<p>WKCFA Faculty and Staff</p>	<p>Inclusive and equitable teaching</p>	<p>Sent to faculty/staff on 8/14/2020-Recommended to complete within the first two weeks of the school year. Complete (Survey still open although recommended timeframe elapsed)</p>	<p>Received 43 responses as of 10/2/2020</p>

	faculty teaching online courses.					
Crossroads Anti-Racism Training for Mennonite College of Nursing	Will gain shared language and frameworks with which to grapple not only their unwitting legitimization of systemic racism but with what committing to the work of dismantling racism, and of cultivating antiracist culture and practice in their institutions will require	Provost Office initiative: GROWTH Change Team—Mennonite GROWTH	MCN administrators, faculty, and staff	Ani-racism	24 accepted or tentatively accepted invitation	12/9/20

Appendix D

CENTER FOR TEACHING, LEARNING AND TECHNOLOGY —PROFESSIONAL DEVELOPMENT RELATED TO DEI

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
CUREs (Course Based Undergraduate Research Experiences) in the Social Sciences and Humanities CUREs in the Social Sciences and Humanities	Helps faculty design course-based research experience. DEI infused in course design, one 3-hour session dedicated to equity and inclusion in CUREs.	CTLT in partnership with the Office of Student Research (OSR)	University instructors	Inclusion	6/22/20-6/30/20	16
Feminist Pedagogy: Not Just for Female Educators	Feminist pedagogy is not just for women or about women. It is a philosophy of teaching that allows instructors a framework to view and implement and create inclusive, community, and egalitarian-based education	CTLT	University instructors	inclusive, community and egalitarian-based education	8/6/19	9
Anatomy of an Accessible Document: Part 1	Using Adobe Pro, participants will leave with tips and tricks for creating emails, documents, and media that are universally designed for all students.	CTLT	University instructors	Accessibility and accommodations	9/4/19	8
Anatomy of an Accessible Document: Part 2	Using Adobe Pro, participants will leave with tips and tricks for creating emails, documents, and	CTLT	University instructors	Accessibility and accommodations	9/11/19	4

	media that are universally designed for all students.					
Foundations of Diversity: Implicit Bias	Implicit bias is our unconscious tendency to judge people based on past experiences. In this workshop, explore strategies to minimize bias in the classroom and in the workplace.	CTLT	University instructors	Implicit bias and equity	9/20/19	16
International Students at ISU	Participants will learn about ISU's international student body and what challenges they may face as they enter U.S. higher education system. A student panel will also provide insights.	CTLT	University instructors	International students	9/27/19	8
Diversity TLC	Through a semester-long reading and discussion circle, attendees will examine cultural stereotypes, microaggressions, and systemic oppression, and their effects on their teaching.	CTLT	University instructors	Cultural competency	10/4/19	11
Foundations of Diversity: Microaggressions	Participants will learn how to identify microaggressions and the role they play on our campus and how best to respond when a microaggression occurs.	CTLT	University instructors	Microaggressions	10/11/19	17
Foundations of Diversity: Privilege and Power	By the end of the workshop, participants will be able to analyze how privilege and power exist and function in U.S. culture and how they impact their view of the world.	CTLT	University instructors	Privilege and power—cultural competency	11/1/19	15
Multicultural Alliance at Work	This group provides members of the ISU teaching community with opportunities to explore the challenges and joys experienced by underrepresented faculty in the academic workplace.	CTLT	University instructors	Community for underrepresented faculty and staff and those interested in supporting	11/4/19	3
Workshop by Request: Anti-	Provided training on how not only to avoid implicit bias during	CTLT / Academic Affairs	Administrators, faculty, and staff	Anti-bias	11/4/19	6

Bias Training for Search Committees	the course of a search process, but also how to recruit diverse candidates for ISU positions.					
Create Documents Accessible to All Students	Using Adobe Pro, participants will leave with tips and tricks for creating emails, documents, and media that are universally designed for all students.	CTLT	University instructors	Accessibility and accommodations	1/22/20	6
Foundations of Diversity and Inclusion for Graduate School	Participants will develop an understanding of what encouraging diversity and inclusion in their classrooms looks like, and how they can accomplish this at ISU.	CTLT	Graduate Students	Inclusive and equitable teaching	1/24/20	10
Diversity TLC	Through a semester-long reading and discussion circle, attendees will examine cultural stereotypes, microaggression, and systemic oppression, and their effects on their teaching.	CTLT	University instructors	Cultural competency	1/31/20	8
Foundations of Diversity: Implicit Bias	Implicit bias is our unconscious tendency to judge people based on past experiences. In this workshop, explore strategies to minimize bias in the classroom and in the workplace.	CTLT	University instructors	Implicit bias and equity	1/31/20	14
Mental health First Aid	Mental health First Aid teaches you how to identify, understand, and respond to signs of mental illnesses and substance use disorders.	CTLT	University instructors	Mental health	2/3 & 2/10/20	13
Multicultural Alliance at Work TLC	This group provides members of the ISU teaching community with opportunities to explore the challenges and joys experienced by underrepresented faculty in the academic workplace.	CTLT	University instructors	Community for underrepresented faculty and staff and those interested in supporting	2/14/20	6
Diversity TLC	Through a semester-long reading and discussion circle, attendees will examine cultural stereotypes,	CTLT	University instructors	Cultural competency	2/28/20	7

	microaggressions, and systemic oppression, and their effects on their teaching.					
Foundations of Diversity: Microaggressions	Participants will learn how to identify microaggressions and the role they play on our campus and how best to respond when a microaggression occurs.	CTLT	University instructors	Microaggressions	2/28/20	12
Diversity TLC	Through a semester-long reading and discussion circle, attendees will examine cultural stereotypes, microaggressions, and systemic oppression, and their effects on their teaching.	CTLT	University instructors	Cultural competency	4/23/20	7
Diversity TLC	Through a semester-long reading and discussion circle, attendees will examine cultural stereotypes, microaggression, and systemic oppression, and their effects on their teaching.	CTLT	University instructors	Cultural competency	5/14/20	3
(Re)Design Your Course for Diversity Cohort	This workshop focuses on incorporating diverse content, curriculum, and perspectives in courses and being mindful of the diverse ways people communicate and learn.	CTLT	University instructors	Inclusive teaching	5/19-6/2/20	20
Making Course Materials Affordable for Students	Participants will learn to locate and evaluate materials like open textbooks, library course reserves, and databases, and find examples of affordable materials in their discipline.	CTLT / Milner Library	University instructors	Inclusive and equitable teaching	5/26/20	16
Un-Able Your Course Cohort	This learning community is designed to aid participants in evaluating accessibility, including content, in their courses	CTLT	University instructors	Accessibility and accommodations	5/27-7/29/20	15
Civic Engagement Course Redesign: Anti-racist Civic	Provide attendees with knowledge about how to use an asset-based anti-racist framework	CESL/CTLT	Faculty	Anti-racist engagement	05/26/20	10

Engagement Session	to redesign their courses for civic engagement					
Anatomy of an Accessible Document	Using Adobe Pro, participants will leave with tips and tricks for creating emails, documents, and media that are universally designed for all students.	CTLT	University instructors	Accessibility and accommodations	6/3/20	18
Psychological Impact of COVID-19: How to Meet the New Needs of Our Students	This workshop focuses on the implications of the COVID-19 pandemic on our students' well-being and explore ways the ISU faculty and staff can foster learning in our new normal.	CTLT	University instructors	Mental health	6/10/20	25
Include Historically Marginalized Voices in Your Course Cohort	Participants will create a bibliography of scholarly resources on historically marginalized voices and identify issues with representation in their own academic discipline.	CTLT	University instructors	Inclusive and equitable teaching	6/15-7/29/20	11
Create Accessible Video Content for Multimedia Learning - Soc/Anthro	Participants will become comfortable with adding captions to videos and developing multimedia presentations for students that use best practices for accessibility.	CTLT	Soc/Anthro Faculty	Accessibility and accommodations	7/1/20	11
Anatomy of an Accessible Document	Using Adobe Pro, participants will leave with tips and tricks for creating emails, documents, and media that are universally designed for all students.	CTLT	University instructors	Accessibility	7/8/20	13
DIY —Equity and Diversity	Equitable teaching means our teaching is “fair and just” regardless of the differences that the students bring. Learn concrete strategies to make online/hybrid teaching more equitable.	CTLT	University instructors	Equity	7/8/20	31
Create Equitable Learning Environments	Participants will leave this interactive workshop with an understanding of equity and how	CTLT	University instructors	Equity	7/13/20	18

During COVID 19 and Beyond	to make sure they are centering equity in their online teaching.					
DIY — Accessibility and Accommodations	This program provides a framework for you to make your course content accessible through simple but important changes.	CTLT	University instructors	Mental health	7/19/20	19
Psychological Impact of COVID-19: How to Meet the New Needs of Our Students	This workshop focuses on the implications of the COVID-19 pandemic on our students' well-being and explore ways the ISU faculty and staff can foster learning in our new normal.	CTLT	University instructors	Mental health	7/20/20	24
Mental health First Aid	Mental health First Aid teaches you how to identify, understand, and respond to signs of mental illnesses and substance use disorders.	CTLT / Central Illinois Area Health Education Center	University instructors	Mental health	7/27/20	17
Mental health First Aid	Mental health First Aid teaches you how to identify, understand, and respond to signs of mental illnesses and substance use disorders.	CTLT / Central Illinois Area Health Education Center	University instructors	Classroom climate and culture	8/3/20	15
Multicultural Alliance at Work TLC	This group provides members of the ISU teaching community with opportunities to explore the challenges and joys experienced by underrepresented faculty in the academic workplace.	CTLT	University instructors	Community for underrepresented faculty and staff and those interested in supporting	8/7/20	9
New Faculty Orientation: Equity in the College Classroom	New faculty will be exposed to a number of options for enabling equity in their courses and connected with a number of resources and additional opportunities at CTLT and on campus.	CTLT	New faculty	Inclusive and equitable teaching	8/11/20	44
New Faculty Orientation: High Impact Practices	New faculty will be introduced to campus leaders in our efforts in high-impact strategies and begin to develop strategies they can use in their own courses.	CTLT	New faculty	High impact practices	8/12/20	39

Multicultural Alliance at Work TLC	This group provides members of the ISU teaching community with opportunities to explore the challenges and joys experienced by underrepresented faculty in the academic workplace.	CTLT	University instructors	Community for underrepresented faculty and staff and those interested in supporting	8/28/20	5
Seeing White: Creation of Whiteness	Participants in this seminar series will critically examine the ideas of whiteness, white-supremacy, color-blind ideology, and aversive racism.	CTLT in partnership with CESL	University instructors	Anti-racism	8/28/20	22
Create Equitable Learning Environments During COVID 19 and Beyond	Participants will leave this interactive workshop with an understanding of equity and how to make sure they are centering equity in their online teaching.	CTLT	University instructors	Inclusive and equitable teaching	8/31/20	5
Foundations of Diversity: Implicit Bias	Implicit bias is our unconscious tendency to judge people based on past experiences. In this workshop, explore strategies to minimize bias in the classroom and in the workplace.	CTLT	University instructors	Cultural competency	9/4/20	12
Small Change, Big Impact TLC	This series will help participants to help build cultural inclusiveness that any educator teaching any subject can utilize to increase their effectiveness.	CTLT	University instructors	Inclusive and equitable teaching	9/10/20	6
Seeing White: Historical Context of Whiteness	Participants in this seminar series will critically examine the ideas of whiteness, white-supremacy, color-blind ideology, and aversive racism.	CTLT in partnership with CESL	University instructors	Anti-racism	9/11/20	18
Small Change, Big Impact TLC	This series will help participants to help build cultural inclusiveness that any educator teaching any subject can utilize to increase their effectiveness.	CTLT	University instructors	Inclusive and equitable teaching	10/8/20	5
Exploring the Neuroscience of Learning – CTLT	In this learning community, we will examine how knowledge of fundamental concepts in brain	CTLT in partnership with NCUE	ISU faculty & staff	Neuroscience	Fall 2020	10

Learning Community	development can inform your interactions with students, including understanding the impact of your own biofeedback on the learning space. We will explore how various neurological states affect learning processes and how instructors can bring the lens of empathy to the learning space to create safe classroom communities that are culturally responsive and maximize the cognitive potential of students.					
Respond to Challenging Moments and Foster Meaningful Dialogue	Learn strategies that help instructors intervene in toxic conversations in the classroom and engage students in dialogue that fosters understanding of multiple perspectives.	CTLT	University instructors	Inclusive and equitable teaching	11/5/20	Currently 12 registered

Appendix E

COLLEGES, UNITS OR OTHER CENTERS IN ACADEMIC AFFAIRS

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
Professional Development Series for Leadership in Academic Affairs: Borderlands—Anti-racism conversation—Part I	Analysis for how economic, political, and cultural power is constructed in the USA using the Center/Borderlands metaphor originally conceived of by Dr. Gloria Anzaldua. Implications of this analysis for communication, decision-making, administrative practices, and other aspects of leadership in the teaching-learning environment.	Provost Office—Crossroads gave the training	Chairs, directors, and deans	Anti-racism	10/2/19	35
Professional Development Series for leadership in Academic Affair: Borderlands—Anti racism conversation Part II	Continued conversations about how we as educators and leaders can contribute to antiracism, especially on campus. This workshop is a follow-up to the training Crossroads	Provost Office—Crossroads gave the training	Chairs, directors, and deans	Anti-racism	2/4/20	38

	offered in the fall related to anti-racism and cultural competency.					
Foundations of Diversity and Inclusion	Offered as part of the Emerging GradBird Leadership Initiative, this workshop provided foundation in micoraggressions, implicit bias, and anti-racism.	CTLT/Grad school	Graduate assistants		01/24/20	15
Graduate Student Affinity Groups	Five groups are organizing to support and provide community to graduate students: Latina/o/x, black, international, LGTBQA+, and writing.	Graduate School	Graduate students	Community for underrepresented students		TBD
ReggieCon	ReggieCon 2020-2021 panels focus on the depictions of race, gender, and ethnicity in comics, graphics novels, movies, and other popular media.	Office of Enrollment Management and Academic Services,	All ISU Faculty, staff, and Students welcome	Cultural competency	09/24/20; TBD: Oct 2020; Feb 2021; April 2021; May 2021	24—Sept event
Realizing Anti-Racism in Academic Advising	This session explored how anti-racist action might look in advising, but more importantly, how individuals can look for avenues for action every day.	The Academic Advising Council	Academic Advisors	Anti-racism	09/18/20	75
Juneteenth celebration	Celebrated Juneteenth as a staff virtually by learning more about the history and why it is important. A Preview Guide leader (Isaac Hollis) led the session	Ucollege	Preview guides; graduate assistants, and staff	Cultural competency	06/19/20	29

	and we had dynamic discussions.					
Race in Our World	Safe space for staff to discuss race-related topics that occurred in the summer	Ucollege	University College Academic Advisement		06/16/ 20 & 07/01/20	30
Human Resources-Supervision training	Understanding policies & procedures with special consideration for diverse populations	Ucollege	University College Directors		09/03/20	6
Value of Community Wellbeing	Training from Health Promotion & Wellness about supporting each other and our students during difficult time with a focus on minority populations	Ucollege	UCollege staff	Wellness and minority populations	09/15/20	50
Follow-up to Microaggression training	After hearing Dr. Thompson train our entire staff on microaggressions, we gathered to discuss impacts for our work with students and how to apply what we learned.	Ucollege	UCollege staff	Microaggressions	02/13/20	10
CAEL Veterans Higher Education Affinity Group Panel Discussion	Panelists share their unique perspectives addressing the challenges minority and LGBTQ + students face when pursuing a postsecondary education, and how faculty and staff can work across the institution to cultivate a culture of inclusivity	URegistrar	Registrar attendance to a conference	veterans	09/30/20	1
Moving Past Inclusion to BIPOC Leadership and	Ms. Alberty Layhew – The daughter of combat	URegistrar	Registrar attendance to a conference	Veterans	09/30/20	1

Influence: The experience of a first-generation Latina, military connected student	veteran parents, Layhew credits her upbringing as a military dependent and first-generation college student as reasons for her personal grit and resilience. Layhew will share her unique experiences and discuss the importance of leveraging *BIPOC (Black, Indigenous, and People of Color) leadership and influence to serve our veteran and military-connected campus communities.					
Accessibility in communications	A one-hour discussion with Jen Bethman about creating accessible documents	Office of Admissions	Admissions communications team	Accessibility	02/06/20	3
Guiding the Way to Inclusion video resources	Branden Delk provided resources that were shared at NACAC's GWI conference, and the recruitment staff engaged in discussion around important DEI topics as they relate to Admissions work	Office of Admissions	Admissions recruitment team		08/01/20	12
Implicit bias in college admissions	Define implicit bias and equity, examine how implicit biases may impact perceptions of Black and Brown college students; identify ways to evaluate test scores, personal statements, and essays in a way that	Office of Admissions	Office of Admissions staff	Implicit bias and equity		TBD

	considers fairness and equity					
Welcoming International Students to ISU	Discussion of cultural differences that can be considered for international students	CAS	Faculty and staff of CAS		10/04/19	18
Balancing Accommodations with Academic Freedom: Partnering with Student Access and Accommodations Office	Guidance for faculty/staff on working with students with disabilities for success in the classroom	CAS	Faculty and staff of CAS	Disabilities and accommodations	11/01/19	20
Partnering for success when Mental health issues arise	Guidance for faculty/staff on working with students who have Mental health issues	CAS	Faculty and staff of CAS	Mental health	02/07/20	20
Serving Neuro-diverse students	Guidance for faculty and staff on working with students who are on the autism spectrum or have other presentations of neuro-diverse conditions	CAS	Faculty and staff of CAS	Disabilities	09/18/20	28
Inclusive teaching expert: Julie Jung from Dept. of English	Senior, experienced faculty member shares how she incorporates inclusive teaching practices in her courses	CAS	Faculty and staff of CAS	Inclusive teaching	10/16/20	TBD
Inclusive teaching expert: Bekky Darner from School of Biological Sciences	Senior, experienced faculty member shares how she incorporates inclusive teaching practices in her courses	CAS	Faculty and staff of CAS	Inclusive teaching	11/13/20	TBD
Inclusive teaching expert: Kyle Ciani from Department of History	Senior, experienced faculty member shares how she incorporates inclusive teaching practices in her courses	CAS	Faculty and staff of CAS	Inclusive teaching	02/05/21	TBD

Wonsook Kim School of Art-Development of a School-wide Diversity, Equity and Inclusion Committee for faculty and staff in Art	Faculty member Archana Shekara will chair this newly formed ad-hoc committee to develop a mission/vision for such a committee in Art. The goal is to make this a standing committee in WKSOA by the end of the semester/year.	WKCFA	Faculty, staff, and GAs	DEI	Committee has met once this semester (9/29/20), but plans to meet every three weeks	21 for the first meeting
School of Music-Development of a School-wide Diversity, Equity and Inclusion Committee for Music	Interim School Director, Adriana Ransom, will serve as Chair for this newly formed ad-hoc committee to focus on topics related to DEI within the School.	WKCFA	Faculty	DEI	The committee has met 3 times this fall semester and plans to meet approximately once a month. (Ongoing)	8
School of Theatre and Dance-Development of a School-wide Diversity, Equity and Inclusion Committee for Theatre & Dance	DEI committee will be a standing committee (pending by-laws revision (already approved verbally by Area Heads). Chaired by Dr. Li Zeng, with school director as ex-officio, to parallel other standing committees in the school	WKCFA	Faculty, staff, and student representation	DEI	Begins meeting in October	Seven voting members, but school-wide impact
School of Theatre and Dance -Book discussion group	Reading: <i>How to Be an Anti-Racist</i> by Ibram X. Kendi to be read and discussed.	WKCFA	Strategic planning committee requirement; suggested to all faculty/staff.	Anti-racism	Begins in October	TBD
Wonsook Kim College of Fine Arts-Development of a new Ad Hoc Diversity /Equity /Inclusion committee as a	Associate Dean, Sara Semonis and Director, Ann Haugo, were appointed by Dean Jean Miller to initiate and co-	WKCFA	Faculty/Staff/Students	DEI	Preliminary preparation meeting on 9/24/20. Second	10-14 members anticipated

branch of the College Council	chair a new college committee focusing on Diversity /Equity /Inclusion. Goals are to develop and organize an action plan and coordinate efforts and communication between the units within the college.				preparatory meeting on 10/13/20.	
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Speaker Series: ISU Student Counseling Services	Formation of a space for underserved and disadvantaged students to openly discuss their experiences in a predominately-white institution.	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	TBD (2-3 sessions are planned, one in the fall, one or two in Spring 2021)	TBD
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Professional Development Series: ISU Career Services Center	Follow-up workshop to the Healthcare Career Fair. Next steps in preparing for interviews.	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	11/10/20	
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Professional Development Series: ISU Career Services Center	Workshop focused on interviewing skills. Participants will conduct mock interviews in small groups to apply concepts presented during workshop	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	10/13/20	
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Film Screening: Opioids, Inc. a Frontline	Students viewed the story of Insys Pharmaceuticals and its role in driving the opioid epidemic. A discussion followed about the disproportionate effects of aggressive sales	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	9/23/20	26

	tactics on low-income and rural populations.					
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Professional Development Series: ISU Career Services Center	Resume writing workshop for nursing students	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	9/8/20	23
Understanding different perceptions and perspectives through photography: Guest Speaker Tom Leu	Guide to exploring how we see things in our life from a different angle	Mennonite	MCN Administrators, Faculty, and Staff		08/13/20	30
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Speaker Series: Mary J. Dyck, Associate Dean		Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	02/25/20	23
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Professional Development Series: ISU Career Services Center	Resume writing for students seeking employment in healthcare; advanced resume critiques for graduating seniors	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	02/11/20	19
AACN Holistic Admissions Workshop	Dr. Lisa Rosenberg provided resources and led discussion on how to implement holistic admissions.	Mennonite	MCN Administrators, Faculty, staff	Cultural competency in admissions	02/07/20	8
AACN Nursing Workforce Diversity Annual Directors' Conference	Annual conference for NWD award grantees	Mennonite	MCN Associate Dean and NWD Grant Program Director, Mary J. Dyck	Workforce Diversity	11/19 – 11/21/19	1
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing	Workshop focused on interviewing skills. Participants conducted mock interviews in	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic	Support for underrepresented students in nursing	10/15/19	14

Professional Development Series: ISU Career Services Center	small groups to apply concepts presented during workshop		Retention (Junior/Senior) Cohorts			
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Speaker Series: Dale Anderson, Leadership Academy Coordinator, OSF Healthcare	Improve leadership and service skills as nursing professionals	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	10/1/19	19
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Speaker Series: Anna Kastelic, MCN and PROUD alumna	Experiences as a first-year nurse in a clinical setting, advice to graduating seniors about job search/interviews	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	9/24/19	23
Pre-Entry & Retention Opportunities for Undergraduate Diversity (PROUD) in Nursing Professional Development Series: ISU Career Services Center	Resume writing for students seeking employment in healthcare	Mennonite	Pre-Entry Preparation (Freshman/Sophomore) and Academic Retention (Junior/Senior) Cohorts	Support for underrepresented students in nursing	9/10/19	25
COE Diversity Conversation	The conversation will focus on the experiences of faculty and staff during this time in our nation when anti-blackness and racism are heightened, and people are protesting to demand change. We invite individuals to share how the recent murders of George Floyd, Ahmaud Arbery, and Breonna Taylor have impacted them.	COE	Faculty, staff, and alumni	anti-blackness and racism	6/8/20	did not record

Building Anti-racist Educators Through Embodied Contemplative Practices	Dr. Beucher’s webinar is designed for those who desire to do the hard work of sitting with discomfort around conversations about race and who are interested in learning how to bear witness to others’ stories from a compassionate place.	COE	Faculty, staff, and Alumni	Anti-racism	9/23/20	did not record
Inclusive, Research-Supported Methods to Teach Mathematics to Elementary Students of All Abilities	Dr. Kaczorowski’s presentation addresses support methods and how to facilitate these inclusion methods in elementary e-learning environments.	COE	Faculty, staff, and Alumni	Inclusive education	10/8/20	75 registered
Knowledge Plays a Critical Role in Reading Comprehension	The presentation will address how knowledge plays an inarguably critical role in reading comprehension and how K-12 teachers can rethink the role of knowledge in the literacy classroom.	COE	Faculty, staff, and Alumni	Inclusive education	10/23/20	TBD
COB Diversity and Inclusion Reception	Hosted a diversity reception to connect diverse faculty and staff in the COB with diverse students	COB	Diverse faculty/staff	Diversity	fall 2019	30
How Diverse is Your Universe?	Assessed the diversity of students’ circles with a questionnaire. Provided facts and discussion on the importance and benefits of diversity in organizations.	COB	College of Business Executive Council (COBEC)—presidents of all the 25+ RSOs in the cob		03/01/20	25

Business ACUMEN RSO	The Business Association for Cultural Unity in Mentoring, Education and Networking (Business ACUMEN). Provides weekly events catered to students of color who are business majors which focus on issues, experiences, and professional development of being a person of color in business.	COB	Students of color in the College of Business	Support for underrepresented students in business	Fall 2020 (inception). RSO developed as a result of the COB Diversity and Inclusion Reception—ONGOING	10
ALPFA—Association for Latino Professionals for America	An RSO focused on Latino business majors. Provides monthly events dedicated to the professional development and addressing needs of Latino business leaders.	COB	Primarily Latino students in the COB.	Support for underrepresented students in business	Spring 2019 (inception). RSO developed as an initiative from the Dean’s office to help improve student engagement from students of color business majors. ONGOING	25-30
Stereotypes, Myths and Misconceptions: What you believe matters	It can be difficult to relate to or understand the prejudice, discrimination, and stereotyping that many experience on a regular basis. It’s even harder to acknowledge our own biases that may	CAST	CAST faculty and staff	Cultural competence	3 sessions in Fall 2019	95

	<p>contribute unconsciously. This session will probe the cultural biases that influence our behaviors and attitudes toward students, colleagues, and ourselves. We will work collectively toward increasing our cultural competencies and mindfulness of others experiences and perspectives. You will have opportunities to engage in candid conversations exploring the effects that stereotypes, myths, and misconceptions leave behind while brainstorming ways to continually increase your awareness, skills, and knowledge.</p>					
<p>Cultural Competence: Stereotypes, Myths, and Misconceptions</p>	<p>This session will lead attendees in candid conversations to allow for personal growth and increased cultural competency. Staff will explore current events, stereotypes, myths, and misconceptions we have about each other and ourselves.</p>	<p>Milner</p>	<p>Milner staff and faculty</p>	<p>Cultural competence</p>	<p>12/18/19</p>	<p>20</p>
<p>Microaggressions</p>	<p>Microaggressions are small acts with potentially big effects.</p>	<p>Milner</p>	<p>Milner staff and faculty</p>	<p>Microaggressions</p>	<p>5/16/19</p>	<p>23</p>

	They are little behaviors that communicate hostile or derogatory slights, which can be intentional or unintentional towards a person or a group of people.					
Foundations of Urban Education	Through an interactive education timeline gallery walk, students learn about historical policies that have sustained racial inequity and fueled the assimilation of marginalized communities in the US system of education, emphasizing the ways these communities have pushed back, challenged inequitable practices, and succeeded in transforming systems throughout history.	National Center for Urban Education—COE	Students (student teachers)	History of US Education Policy	8/19/19	37
Neuroscience for Educators	Introducing fundamental concepts in brain development that can empower educators and strengthen their interactions with students, including understanding the impact of self biofeedback and tools for bringing the lens of empathy to the learning space to be truly culturally responsive.	National Center for Urban Education—COE	Students (student teachers)	Neuroscience	8/20/19	39

Restorative Practices	An introduction to Restorative Practices and using circles effectively to build community in the classroom, as well as incorporating strategies using affective language for communication and feedback that builds ownership and accountability. In addition, the concepts of the Psychology of Affect and the Compass of Shame are covered.	National Center for Urban Education—COE	Students (student teachers)	Restorative Practices	8/22/19	38
Culturally Responsive Education through Stories	Using a reservoir of CRE stories from crehub.org, students discuss what culturally responsive education means from the POV of different stakeholders in education (self, K-12 student, parent, community member).	National Center for Urban Education—COE	Students (student teachers)	Culturally Responsive Education Practices	8/22/19	38
Co-Teaching in the Classroom	Introduction to co-teaching models and strategies for nonSpecial Education pre-service teachers.	National Center for Urban Education—COE	Students (student teachers)	Co-Teaching	9/25/19	19
Strategies to Support English Language Learners	Introduction to strategies to support English Language Learners for pre-service teachers not receiving the ESL endorsement. Special attention to supporting refugee children.	National Center for Urban Education—COE	Students (student teachers)	Strategies for ELLs	9/25/19	19

Unpacking the Effects of White Supremacy on Teachers, Students, and Us All	Teachers will learn about resources to use in the classroom, develop teaching strategies and best practices that helps to lessen racial bias among teachers and students, and help create a more trusting classroom environment.	National Center for Urban Education—COE	Cooperating teachers	Anti-racist education	10/5/19	13
Community-Integrated Education	Faculty who teach Education courses from across campus (COE, CAS, CFA, CAST) who have participated in the NCUE redesign course process attend community/cultural workshops and participate in service learning co-created by NCUE staff and community scholars.	National Center for Urban Education—COE	students	Community-integrated Education	Fall 2019	15 courses/257 students
Neuroscience for Educators	Introducing fundamental concepts in brain development that can empower educators and strengthen their interactions with students, including understanding the impact of self biofeedback and tools for bringing the lens of empathy to the learning space to be truly culturally responsive.	National Center for Urban Education—COE	Faculty, staff, students	Neuroscience	11/18/19	45
Promoting Equity and Teaching Empathy	"Introduction to restorative practice circles, the various kinds	National Center for Urban Education—COE	Faculty, staff, students	Restorative Practices	11/18/19	30

Through Restorative Circle Practices	and their importance in an urban education environment. Participants will also have an opportunity to practice specific circle techniques that can be used in a K-12 classroom and beyond."					
The Culturally Responsive Classroom	An exploration of how cultural differences between teachers and students can create classroom management challenges. Participants will learn about the characteristics of Culturally Responsive Classroom Management and how to apply these to diverse classrooms.	National Center for Urban Education—COE	mentor teachers & recent teacher education graduates (mentees)	Culturally Responsive Education Practices	12/14/19	30
Foundations of Urban Education	Through an interactive education timeline gallery walk, students learn about historical policies that have sustained racial inequity and fueled the assimilation of marginalized communities in the US system of education, emphasizing the ways these communities have pushed back, challenged inequitable practices, and succeeded in transforming systems throughout history.	National Center for Urban Education—COE	Students (student teachers)	History of US Education Policy	1/8/20	16

Neuroscience for Educators	Introducing fundamental concepts in brain development that can empower educators and strengthen their interactions with students, including understanding the impact of self biofeedback and tools for bringing the lens of empathy to the learning space to be truly culturally responsive.	National Center for Urban Education—COE	Students (student teachers)	Neuroscience	1/8/20	16
Culturally Responsive Education through Stories	Using a reservoir of CRE stories from crehub.org, students discuss what culturally responsive education means from the POV of different stakeholders in education (self, K-12 student, parent, community member).	National Center for Urban Education—COE	Students (student teachers)	Culturally Responsive Education Practices	1/22/20	16
Strategies to Support English Language Learners	Introduction to strategies to support English Language Learners for pre-service teachers not receiving the ESL endorsement. Special attention to supporting refugee children.	National Center for Urban Education—COE	Students (student teachers)	Strategies for ELLs	1/29/20	8
Co-Teaching in the Classroom	Introduction to co-teaching models and strategies for nonSpecial Education pre-service teachers.	National Center for Urban Education—COE	Students (student teachers)	Co-Teaching	1/29/20	8
Conflict Transformation & Peace Circles	An overview of different approaches to	National Center for Urban Education—COE	Cooperating teachers	Restorative Practices	1/25/20	11

	conflict, ways to resolve conflicts, the core components of restorative justice practices, and the dos and don'ts of peace circles.					
Disrupting Systems of Oppression with Authoritative Classroom Leadership	Classroom leadership using an authoritative style can disrupt authoritarian systems — and share power in the room with our students to create communities of belonging. We will explore specific tools and systems to build connection and accountability in classroom communities and beyond.	National Center for Urban Education—COE	Cooperating teachers	Equity-centered Social Emotional Practice	2/8/20	13
Community-Integrated Education	Faculty who teach Education courses from across campus (COE, CAS, CFA, CAST) who have participated in the NCUE redesign course process attend community/cultural workshops and participate in service learning co-created by NCUE staff and community scholars.	National Center for Urban Education—COE	Students	Community-integrated Education	Spring 2020	7 courses/194 students
Creating a Trauma-Sensitive Learning Environment	How teachers can support and nurture their students' emotional well-being before, during, and after traumatic events in	National Center for Urban Education—COE	mentor teachers & recent teacher education graduates (mentees)	Trauma	3/7/20	40

	order to mitigate the impact of complex childhood trauma.					
Working in Solidarity with Community	Introduction to the power of community-based organizations as partners. Participants learn about how to plan for and include authentic service learning in classroom curriculum, obtain classroom resources through building relationships with administrators, and foster collaborative partnerships between community and school/university.	National Center for Urban Education—COE	Mentor teachers & recent teacher education graduates (mentees)	Community-integrated Education	3/7/20	40
Authoritative Mindset — Using brain centered strategies to support developmental relationships in the virtual classroom	An exploration of brain centered strategies to establish, maintain (and rebuild) relationships through the frame of authoritative leadership including how to develop relationships in the context of a learning partnership and use a framework to problem solve and brainstorm encouraging proactive solutions for challenging learning partnerships through the lens of the Dreikurs' Mistaken Goals.	National Center for Urban Education—COE	mentor teachers & recent teacher education graduates (mentees)	Equity-centered Social Emotional Practice	5/16/20	48
Imagining Urban Teaching on the Other	Presentation of the seven most pressing	National Center for Urban Education—COE	mentor teachers & recent teacher	Equity-centered Teaching	5/16/20	48

Side of Corona virus: A Virtual Vision Board	issues of curriculum & instruction that COVID-19 has exposed and exploration of a 5-part framework for attending to those issues in the near future. Participants will create a digital representation of their unique vision for urban teaching on the other side of corona virus.		education graduates (mentees)			
Characteristics of Anti-racist Classrooms	Together educators will critically interrogate the characteristics of white dominant culture, how we root out the oppressor that exists in each of us, and how we might enact the characteristics of an anti-racist classroom in the spaces we are responsible for.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Anti-racist education	07/08 & 07/11/20	12
Power & Privilege	Facilitated reflection on the Anti-Racism PD (see above). In addition, how do cultural values/norms influence education, including the issue of education power and oppression cycles.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Power & Privilege	7/11 & 07/25/2020	12
Auto-ethnography	Overview of the concept of auto-ethnography and how to create one. Participants are challenged to examine identity constructs and social group	National Center for Urban Education—COE	Students (STEP-UP fellows)	Auto-ethnography	7/12/20	12

	memberships for the purpose of understanding their navigation of the world. Students gather photos and other artifacts throughout the 4-week program to include in their own auto-ethnographies.					
Special Education 101	Introduction to the different aspects of working with diverse learners, including the roles in IEP meetings, practiced techniques on making accommodations and modifications for students, learned different ways to collaborate with diverse learner teachers/general education teachers, the differences between a 504 plan and an IEP, and how to identify students that need additional supports in the classrooms.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Special Education	7/12/20	12
Service Learning & Stakeholders	An overview of service learning and how it can be incorporated in the classroom. Additionally, students learned about what it means to be a stakeholder, their role in schools and the communities, and learned about different	National Center for Urban Education—COE	Students (STEP-UP fellows)	Service Learning	7/18/20	12

	ways to collaborate with stakeholders to improve student experiences and learning.					
Authoritative Mindset & Positive Discipline	Classroom leadership using an authoritative style can disrupt authoritarian systems — and share power in the room with our students to create communities of belonging. We will explore specific tools and systems to build connection and accountability in classroom communities and beyond.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Positive Discipline	07/18 & 07/22/20	12
Housing in Chicago	Introduction to the social and historical themes of Housing across the city of Chicago including highlighting the urgent need for affordable housing, and the inequities that come from school funding based on property taxes. Includes an activity on researching affordable housing options in the students' placement neighborhoods.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Housing Equity	7/19/20	12
Neuroscience for Educators	Introducing fundamental concepts in brain development that can empower educators and strengthen their interactions with	National Center for Urban Education—COE	Students (STEP-UP fellows)	Neuroscience	07/20 & 07/29/20	12

	students, including understanding the impact of self biofeedback and tools for bringing the lens of empathy to the learning space to be truly culturally responsive.					
LGBTQ+ in the Classroom	An overview of the revised regulations going into effect in the 2020 academic year regarding sexual harassment under Title IX, as well as policy changes around grievance procedures and teacher training. Discussion of practical classroom concerns, scenarios of bullying commonly experienced by LGBTQ students in school, and concrete examples of how to implement restorative practices and other ways for teachers to be intentionally supportive to LGBTQ students.	National Center for Urban Education—COE	Students (STEP-UP fellows)	LGBTQ+	7/25/20	12
Co-Teaching in the Classroom	Students learned the different models of co-teaching and the benefits of using each one, including examples of best practice for each model to improve student engagement.	National Center for Urban Education—COE	Students (STEP-UP fellows)	Co-Teaching	7/27/20	12
Positive Discipline in the Classroom	Building classroom community (both	National Center for Urban Education—COE	ISU graduates (May '20/Dec '19)	Positive Discipline	07/20, 07/22, 07/27, 07/29,	15

	remotely and in a physical setting) with a perspective that combines restorative practices, trauma informed tools and classroom leadership that will help build social emotional skills and classroom communities focused on problem solving.				08/03, & 08/05/20	
Foundations of Urban Education	Through an interactive education timeline gallery walk, students learn about historical policies that have sustained racial inequity and fueled the assimilation of marginalized communities in the US system of education, emphasizing the ways these communities have pushed back, challenged inequitable practices, and succeeded in transforming systems throughout history.	National Center for Urban Education—COE	Students (student teachers)	History of US Education Policy	8/17/20	30
Culturally Responsive Education through Stories	Using a reservoir of CRE stories from crehub.org, students discuss what culturally responsive education means from the POV of different stakeholders in education (self, K-12 student, parent, community member).	National Center for Urban Education—COE	Students (student teachers)	Culturally Responsive Education Practices	8/18/20	30

Restorative Practices	An introduction to Restorative Practices and using circles effectively to build community in the classroom, as well as incorporating strategies using affective language for communication and feedback that builds ownership and accountability. In addition, the concepts of the Psychology of Affect and the Compass of Shame are covered.	National Center for Urban Education—COE	Students (student teachers)	Restorative Practices	8/24/20	28
Neuroscience for Educators	Introducing fundamental concepts in brain development that can empower educators and strengthen their interactions with students, including understanding the impact of self biofeedback and tools for bringing the lens of empathy to the learning space to be truly culturally responsive.	National Center for Urban Education—COE	Students (student teachers)	Neuroscience	8/25/20	18
Co-Teaching in the Classroom	Introduction to co-teaching models and strategies for nonSpecial Education pre-service teachers.	National Center for Urban Education—COE	Students (student teachers)	Co-Teaching	8/25/20	16
Strategies to Support English Language Learners	Introduction to strategies to support English Language Learners for pre-service teachers not receiving	National Center for Urban Education—COE	Students (student teachers)	Strategies for ELLs	8/25/20	16

	the ESL endorsement. Special attention to supporting refugee children.					
Characteristics of Anti-racist Classrooms	Together educators will critically interrogate the characteristics of white dominant culture, how we root out the oppressor that exists in each of us, and how we might enact the characteristics of an anti-racist classroom in the spaces we are responsible for.	National Center for Urban Education—COE	Students (student teachers)	Anti-racist education	10/3/20	20
Community-Integrated Education	Faculty who teach Education courses from across campus (COE, CAS, CFA, CAST) who have participated in the NCUE redesign course process attend community/cultural workshops and participate in service learning co-created by NCUE staff and community scholars.	National Center for Urban Education—COE	students	Community-integrated Education	Fall 2020	15 courses/350 students
Biological Sciences Faculty Journal Club	BSC faculty meet monthly to discuss a scholarly article related to addressing under-representation in STEM, particularly in the biological sciences	BSC and CeMaST	faculty	under-representation in STEM	3rd Tuesday of every month	~12 regular attendees (varies from month-to-month)
Eugenia Cheng Guest Lecture	Eugenia Cheng visited to give a seminar, "Character vs. Gender in	CeMaST, Department of Mathematics, Illinois Wesleyan U.	Faculty, staff, students	gender, mathematics under-representation	02/12/20	60+

	Mathematics and Beyond."					
Spring 2019 International Seminar Series	13 weekly lectures focused on helping people become more literate about religions of the world.	OISP in cooperation with the Dept. of History and the Dept. of Philosophy	Faculty, staff, students, and community at large	13 different topics related to world religions	Jan 23 —May 1, 2019	1,583 attendees with an average attendance of 122 per lecture
Fall 2019 International Seminar Series	14 weekly lectures focused on understanding contemporary China -- i.e., government, people, and cultures.	OISP	Faculty, staff, students, and community at large	14 different topics related to contemporary China	Sept. 4 — Dec. 4, 2019	1,701 attendees with an average attendance of 170.1 per lecture
Spring 2020 International Seminar Series	7 weekly lectures focused on the environment and its impact on humans in a global context. We had originally scheduled 13 lectures but the COVID-19 pandemic cut the series short.	OISP in cooperation with the Dept. of History and the Dept. of Philosophy	Faculty, staff, students, and community at large	7 different topics related to the environment viewed from a global perspective	Jan 22 — March 4, 2020	853 attendees with an average attendance of 122 per lecture
CRCC Conference: International Student Panel	A panel of international students discussing their experience adapting to college life and life in the USA	OISP in cooperation with INTO ISU	Faculty, staff, and students	Cultural adaptation	Nov. 19, 2019	12 (estimated)
VPSA: International Student Panel	A panel of international students discussing their experience at ISU, as they relate to teaching and administrative services	OISP in cooperation with INTO ISU	Faculty, staff, and students	The ISU learning experience	Feb. 23, 2020	35 (estimated)
Diversity Abroad: Inclusive Advising for Education Abroad Professionals	3-week training program on diversity and inclusion in study abroad.	Diversity Abroad (outside organization)	Study abroad advisors	Study abroad office plans to reach out to departments to	Aug. 2020	4 study abroad staff members

				diversity study abroad participation		
Civil Rights in McLean County/ISU	Provide attendees with resources related to Civil Rights and Indigenous People; To develop ideas about how our students might partner with the museum on engagement opportunities in the future, especially as they relate to helping our students center the stories of minoritized populations	CESL	Faculty, graduate assistants, staff	Civil Rights/History	08/11/20	10
ACES	Provide attendees with knowledge about the Adverse Childhood experiences study and the impact of systemic and personal trauma	CESL	Faculty, graduate assistants, staff	Healing-Centered care	06/30/20	9
Asset-based Healing Centered Civic Engagement	Provide attendees with knowledge about asset-based healing centered civic engagement practices	CESL	Faculty, graduate assistants, staff	Asset-based engagement	09/29/20	9
From White Fragility to Cultural Humility	Provide attendees with the chance to: 1. Acknowledge the ways white fragility and white supremacy function in their personal and professional life. 2. To create action plans to support anti-racist activism in your daily practices as part of a commitment to a life-	CESL/Student Affairs	Faculty/Staff	Anti-racism	09/4/20; 09/18/20; 10/2/20; 11/6/20	24

	<p>long process of anti-racist education that requires courage and humility.</p> <p>3. To develop a cross-institutional network of accountability partners who will work together to enact systemic change</p>					
On the Basis of Sex Film and discussion	<p>Increase student awareness and civic knowledge, specifically as it related to the law and gender roles and how much has been done in recent history and how much is still to be overcome.</p>	CESL/WGSS	Faculty, staff, students, graduate assistants, community	Gender	10/09/19	195—144 students (64 from IDS classes); 44 community members,
Identity and Voluntourism	<p>Provide AB trip leaders with an understanding of their own identities and an opportunity to discuss the connections between identity, diversity, and civic engagement.</p>	CESL	Students—Alternative break leaders	Voluntourism	09/15/19	25
Post-election reflection circles	<p>Train faculty and staff to create a structured space for students to share their feelings after the election; teach faculty and staff about resources for self-care and civic engagement</p>	CESL	Faculty, staff, students, graduate assistants	Post-election	10/5/2020; Nov. 4, 5, 6, 13	14, other sessions will vary
Deliberative Dialogue trainings	<p>Train Faculty, staff, and graduate assistants to lead deliberative</p>	CESL	Faculty, staff, students, grad assistants	Deliberative dialogues	8/18/2020; 8/26/2020; various sessions in	10, 10; over 400 students in

	dialogues about controversial issues				IDS 128 classes; dates for Spring sessions TBD	IDS 128 classes
Surviving the Surge: Supporting Yourself and your students through difficult times	Provide information from past campus climate studies (Campus Climate Study, Anti-Blackness Report, Political Climate Study) to amplify student suggestions about how to improve campus climate; To create a space for faculty and staff to share their concerns about the 2020 election; To provide examples of trauma-informed healing-centered techniques that can support student, faculty, and staff wellness To develop strategies for self-care and community care	CESL/Multicultural Center	Faculty/Staff	Post-election	10/23/20	TBD
Your Voice Matters	Highlight the voices of local women elected officials of color and to educate students about political engagement opportunities	CESL	Students, Faculty, staff	Voter education	10/08/20	TBD
Capture the Flag film screening and discussion	Educate about voter suppression and how it affects people from minoritized backgrounds and to discuss strategies for positive change	CESL/IWU/Heartland/YWCA	Students, Faculty, staff	Voter education	10/06/20	TBD

<i>Just Mercy</i> book group	Discuss principles of restorative justice in Bryan Stevenson's book, <i>Just Mercy</i> , and to provide additional training on how to have difficult dialogues about controversial topics	CESL	Faculty, staff, community	Restorative Justice	TBD	TBD
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Appendix F

DIVISION OF STUDENT AFFAIRS DEI PROFESSIONAL DEVELOPMENT

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
Ouch! That Stereotype Hurts!	Training on how one's actions and words can contribute to subconscious discrimination and how to combat against it.	Campus Recreation	Faculty	Stereotypes	8/6/19	
Adaptive Climb Event	The Adaptive Climb Event is an opportunity for individuals of all levels of ability to enjoy and experience the climbing wall.	Campus Recreation	Faculty, staff, students	Ability/Disability	10/21/19	
Women's Climb	This event hosted by the climbing wall celebrates women climbers and the climbing community. Signs at the climbing wall display information on the barriers/stereotypes that women experience in the climbing community and how they can be allies.	Campus Recreation	Students	Women	11/7/19	
OUCH! Training	Bystander training for new hires of Campus Recreation.	Campus Recreation	Student Employees	Bystander	11/8/19	
Intent vs. Impact: A Glimpse into the Impact of	This presentation focuses on the power of language and communication and how we can all strive to speak more	Campus Recreation	Student Employees	Inclusive Communication	1/12/20	80

Language and Conversation	inclusively while also understanding the impact words, actions, and stereotypes can have on preventing a welcoming environment within our facility.					
American Sign Language (ASL) Interpreted Cycle Class	In conjunction with Adaptapalooza event, the fitness department hosts a cycle class that is ASL interpreted.	Campus Recreation	Students	American Sign Language	2/26/20	
OUCH! That Stereotype Hurts!	Bystander training for new hires of Campus Recreation.	Campus Recreation	Student employees	Bystander	2/28/20	
All-Staff Training	Discussion on prevention and reporting discrimination and harassment.	Campus Recreation/Office of Equal Opportunity and Access	Student employees	Discrimination, Harassment	8/18/19	
Marcfirst Mock Interviews	Provide mock interviews and résumé reviews for students in the Marcfirst Summer Program.	Career Services	Community members, students	Student Support	7/8/20	15
Panel Discussion: Got Professionalism?	Learn tips on how to strategize for career success from a panel of students.	Career Services	Students	Professionalism	8/14/20	10
Cultural Competency Training	Training on necessary awareness, content knowledge, and skills needed to help students and staff develop respect when exploring issues of diversity.	Career Services	Students, staff	Diversity dialogue	8/14/20	49
Résumés and Diversity Considerations	Students learn how to address résumés that are related to diversity such as LGBTQ, disabilities, international students, veterans, etc.	Career Services	Students, graduate assistants	Résumés	9/10/20 and 9/11/20	19
Diversity Employer Expo	Diverse students connect with employers to specifically learn about the diversity initiatives that exist within their organizations and their available career opportunities.	Career Services (Cultural Career Network Program)	Students, Employers	Career opportunities, professionalism	4/4/19	38

Intersectionality Racism/LGBTQA+ Presenter: Corey Washington	Open discussion about the discrimination surrounding people of color, who also identify as LGBTQA+, and their experiences on college campuses and throughout their lives.	Career Services; Inclusion Change Team	Career Services Staff, Graduate Assistants	Racism, LGBTQA+ discrimination, intersectionality	7/24/20	23
International Student Series	International students get the career support needed to be competitive and increase confidence in the job market. Students can attend an individual session or the entire series.	Career Services; International Student and Scholar Services	International Students, All students	International careers	Fall 2019 and Fall 2020	
Charles Morris STEM Social	Students interested/majoring in Science, Technology, or Math learn about research and mentoring opportunities, potential scholarships, and career networking.	Career Services; University College	Students	Career opportunities, professionalism	11/7/19	
Identity and Voluntourism Presentation	This training workshop focuses on the idea of voluntourism and how individual identities and the identities of others around them impact the work one does.	Center for Community Engagement and Service Learning	Students	Voluntourism	9/15/19	
Identity Workshop	Department staff participate in a series of activities created around the exploration of identity, including an inventory, identity circles, and the creation of personal flags.	Center for Community Engagement and Service Learning	Graduate assistants, staff	Identities	8/7/2019-10/29/2019	
The Red/Blue Experience: Make America Talk Again	Facilitators from the national nonprofit Better Angels facilitate the Red/Blue Workshop that helps people to better understand the experiences and beliefs of those on the other side of the political divide.	Center for Community Engagement and Service Learning	Students	Political divide	11/9/19	

Holly Ambuehl Presentation	Discussion on "person-first" language and how words that are meant to uplift others (such as 'empower') can be demeaning.	Center for Community Engagement and Service Learning	Graduate assistants, staff	Person-first language	12/10/19	
Black History Month Presentation	Presentation on the disparities of the Civil Rights Movement teachings in schools in the South, highlighting college students/younger aged citizens in their journeys through the Civil Rights Movement.	Center for Community Engagement and Service Learning	Graduate assistants, staff	Civil rights	2/25/20	
Women's History Presentation	This presentation facilitated by three female graduate assistants from various backgrounds included LGBTQ rights, animal rights, racial biases in media, and overcoming odds put against women in the workplace.	Center for Community Engagement and Service Learning	Graduate assistants, staff	Women	3/30/20	
Introduction to Trauma-Informed Practice	This presentation introduces trauma-informed perspectives using an asset-based intersectional lens.	Center for Community Engagement and Service Learning	Graduate assistants, staff	Trauma	4/21/20	
On the Basis of Sex film screening	Film screening of the film On the Basis of Sex, discussing the life of Ruth Bader Ginsburg.	Center for Community Engagement and Service Learning; Women and Gender Studies	Faculty, graduate assistants, staff, students, student employees, community members	Assigned Sex	10/9/19	
DART COHORT	Information about Student Access and Accommodation Services is shared with faculty who will be teaching online about how they can make their materials accessible.	Center for Teaching, Learning & Technology; Student Access and Accommodation Services/Dean of Students Office	Faculty	Inclusion, Accessibility	11/14-15/2019	15
Workshop: Documents Part 1	Hands on workshop converting digital materials into accessible formats.	Center for Teaching, Learning & Technology; Student Access and Accommodation	Faculty, staff	Inclusion, Accessibility	9/4/19	5

		Services/Dean of Students Office				
Workshop: Documents Part 2	Second part of hands on workshop converting digital materials into accessible formats.	Center for Teaching, Learning & Technology/Student Access and Accommodation Services (Dean of Students Office)	Faculty, staff	Inclusion, Accessibility	9/11/19	5
College of Arts and Sciences Division Presentation	Participants learn ways to make courses Universally Designed and Accessible to all students. Learn best practices and inclusive language when working with students. How to inquire if a student may have a disability and when to refer.	College of Arts and Sciences; Student Access and Accommodation Services/Dean of Students Office	Faculty, students	Inclusion, Accessibility, Dialogue	11/1/19	25
Annual Staff Training	Intro to anti-bias, anti-racist education with Kelly Hurst.	Dean of Students Office	DoS full-time and Graduate Assistant staff	Anti-racism	8/1/19	60
Annual Staff Training	Understanding how equity and inclusion are impacting high school students with local high school teachers/counselors.	Dean of Students Office	DoS full-time and graduate assistant staff	Equity and inclusion attitudes of youth	8/1/19	60
Annual Staff Training	Interfaith basics with Elyse Nelson Winger.	Dean of Students Office	DoS full-time and graduate assistant staff	Interfaith	8/1/19	60
Annual Staff Training	Interfaith panel with current ISU students.	Dean of Students Office	DoS full-time and graduate assistant staff	Interfaith	8/1/19	60
Dr. Walter Kimbrough talk — National Hazing Prevention Week	A facilitated talk about how hazing shows up in culturally based organizations.	Dean of Students Office	Faculty, graduate assistants, staff, Students	Hazing	9/26/19	
Webinar —Asian and Pacific Islander Students: Initiatives to Address Their Unique Needs	On many campuses, Asian, Pacific Islander, and South Asian student populations are not seen as underrepresented communities. This often leads students to feel invisible, lost, and unsupported. This webinar provides participants with	Dean of Students Office	Graduate assistants, staff	Student support	10/22/19	21

	resources to better address their needs.					
Inside the Mysterious World of Fraternities and Sororities	Sororities and Fraternities have been part of the landscape of higher education for a long time. However, because of their secret nature, many student affairs professionals never choose to engage with these organizations and struggle to engage with Greek students. This presentation provides an overview into Sorority and Fraternity Life.	Dean of Students Office	Faculty, staff	Panhellenic diversity	11/7/19	35
Culturally Responsive Campus Community (CRCC) Conference: Do Your Own Work	An introduction to the rules of engagement for authentic allyship and accompliceship.	Diversity Advocacy/Dean of Students Office	Students and graduate students	Anti-racism, Allyship	11/18/20	25
Lunch N' Unlearn: Decolonizing the Academy	A doctoral student presents research in a workshop-style setting.	Dean of Students Office	Faculty, graduate assistants, staff, students	Decolonization	11/21/19	
Leaders of Social Change	An excursion-based program designed to examine leadership through the lens of social justice movements.	Dean of Students Office	Students	Social justice movements	1/6/2020-1/11/2020	
Webinar —Implicit Bias in Programming: How to Recognize it and Recommendations for Practice	Biases. We all have them. But how do they show up in the planning and execution of programs? This webinar discusses potential implicit biases in programming and how to work with your team to ensure your programs are more inclusive to various student needs.	Dean of Students Office	DoS full-time and graduate assistant staff	Implicit bias	1/28/20	6

Lunch N' Unlearn: Do Your Own Work	An introduction to the rules of engagement for authentic allyship and accompliceship.	Diversity Advocacy/Dean of Students Office	Students, graduate assistants, staff, faculty	Anti-racism, Allyship	9/26/19	
Lunch N 'Unlearn: Unlearning Antiracism	This session provides a definition of antiracism and outlines its harmful impact in the academy and in the larger society. Attendees develop strategies to disrupt antiracism in their spheres of influence.	Diversity Advocacy/Dean of Students Office	Students, graduate assistants, staff, faculty	Anti-racism	10/31/19	
Lunch N' Unlearn: Say My Name: Cultural Significance and Correct Pronunciation of Chinese Names	An in-depth and interactive workshop on the oppressive and violent nature of dishonoring cultural names, specifically Chinese names. This session unpacks the history and culture behind Chinese naming conventions. Attendees learn how to correctly pronounce some of the most common Chinese last names.	Diversity Advocacy/Dean of Students Office	Students, graduate assistants, staff, faculty	Anti-racism	1/30/20	20
Addressing Antiracism and the Call for Allies in the Academy	This training defines antiracism and the rules of engagement for authentic allyship and accompliceship. In response, attendees develop a plan for allyship in their spheres of influence.	Diversity Advocacy/Dean of Students Office	Graduate assistants and staff	Anti-racism, Allyship	2/7/20	
Lunch N' Unlearn: What's in a Narrative? Exploring the Dynamics of Testimonial Injustice in the Academy	This interactive and collaborative session defines and names testimonial injustice and how it operates as violence in the academy. Attendees analyze case studies of testimonial injustice.	Diversity Advocacy/Dean of Students Office	Students, Graduate assistants, staff, Student and Faculty	Anti-racism, Testimonial injustice	2/27/20	25
Class Presentation	Participants learn about the role of Student Access and	Education Administration and Foundations; Student Access	Faculty, students	Inclusion	11/11/19	15

	Accommodation Services on-campus, including who is served, processes, implementation of accommodations, and ways to support and refer students.	and Accommodation Services/Dean of Students Office				
Student Employee Learning Event— Diversity, Equity, and Inclusion	Alauna Akins presents, “The struggle is real: Moving from Information to Transformation” during the annual student employee learning event.	Event Management, Dining, and Hospitality	Staff, student employees	Transformation	2/23/20	546
All-Staff Day of Learning	Dr. Brea Banks presents “Addressing Microaggressions on Campus” to all full-time staff during the annual January staff learning event.	Event Management, Dining, and Hospitality; Department of Psychology	Staff	Microaggressions	1/7/20	217
Accommodations for visually impaired students with online courses.	Present and answer questions about accommodations for graduate students.	Graduate School; Student Access and Accommodation Services/Dean of Students Office	Graduate faculty	Inclusion	1/29/20	15
Redbird Respect	This session addresses gender-based and sexual violence and promotes awareness and skills that interrupt harmful situations.	Health Promotion and Wellness	Undergraduate and graduate Students	Bystander Empowerment	40 sessions	711
HPW Professional Development	Discuss what SAAS provides, who is served, the process and accommodation implementation, and ways to support students. Best ways to refer students.	Health Promotion and Wellness/Student Access and Accommodation Services (Dean of Students Office)	Staff	Inclusion	8/27/19	8
Are Our Students Depressed or Lonely? The Role of Loneliness in Mental health and How We Can Address It	This session discusses the relationship between loneliness, anxiety, and depression. Participants learn how to differentiate between loneliness, social isolation, and introversion and how to	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Mental health	9/26/19	20

	recognize different types of loneliness.					
Special Guest: Odell A. Bizzell II —Administrators and Directors lunch session: The Fundamentals to Authentic Inclusion	Participants learn more about how to make organizations authentically inclusive.	Office of the Vice President for Student Affairs	Administrators and Directors of Student Affairs	Diversity	10/7/19	25
Special Guest: Odell A. Bizzell II —Diversity and Inclusion Training Doesn't Work — Do This Instead	This presentation covers uncomfortable topics such as race, religion, politics, and sexuality and conveys how to maximize diversity and inclusion training with individuals who may not think it's very important.	Office of the Vice President for Student Affairs	Faculty, staff	Maximize Diversity	10/7/19	25
Special Guest: Odell A. Bizzell II —Student Session: The Talk--The Diversity and Inclusion Conversation That Must Be Had	This talk covers race, politics, and religion.	Office of the Vice President for Student Affairs	Graduate Assistants, Students	Tough Conversations	10/7/19	100
Special Guest: Odell A. Bizzell II —Inclusion Change Team: I Can't Believe They Said That! 4 Ways to Have Difficult Conversations That Move Us Forward	The question of this discussion focuses on: How do we build "harmony" in a hectic world?	Office of the Vice President for Student Affairs	Inclusion Change Team	Harmony	10/7/19	19
From Knowledge to Practice: Response to Microaggressions on Campus	Recognizing and responding to microaggressions on campus.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Microaggressions	10/17/19	16

Stop the Hate Training	Stop the Hate is a national program that educates on the impact that hate and bias can have on college campuses.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Hate Training	11/20/19	39
Shh...Let's Talk About Religion	This training focuses on the importance of understanding the roots of varying faiths, their traditions, and how faith can be used as a resource when supporting students and colleagues.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Religion	9/27/2019-11/22/2019	20
Cultural Series: Special Guest Paul Artale	Participants enhance their knowledge of what (dis)ability is, how to celebrate it, and how to create an environment that is accepting of persons with (dis)abilities.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Disability	11/25/19	45
International Student Panel	International students discuss their experiences at Illinois State University.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	International Students	2/11/20	20
Let's talk: How You Can Be a Trans Advocate!	This training helps participants increase their transgender-related knowledge and provides opportunities to practice the key skills needed to be effective advocates for the trans community.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Transgender Advocacy	3/31/20	40
Domestic Violence and Trauma: Reflections of a Child Welfare Caseworker	This session educates participants in the areas of domestic violence, social welfare, and supporting and advocating for survivors of domestic violence.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Domestic Violence	4/16/20	40
Choir, Ally, Oblivious, Resisters, and the Defiant - Who is in the Room?	Participants walk through a framework designed by Dr. J. Luke Wood to better understand the people in the room, what they can do to influence some, and when it is time to change their strategies.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Challenge	4/29/20	50

Dare to Lead Reading Series	Participants read and discuss the ultimate playbook for developing brave leaders and courageous cultures.	Office of the Vice President for Student Affairs	Faculty, graduate assistants, staff	Leaders	1/31/2020-6/5/2020	22
International Student Orientation	Introduction of counseling services on campus.	Student Counseling Services	Staff, students	Counseling	8/15/19	
Voices of Discovery	Students from different groups are brought together for an honest, reflective, face-to-face dialogue about diversity. The groups consist of 12 to 15 students from different identity groups and are guided by two trained facilitators. The group discussions focus on identity development, stereotyping, discrimination, awareness, and sensitivities. The students commit to meet for 1.5 hours a week for six weeks and then participate in a closing ceremony at the end of the 7th week session.	Student Counseling Services	Faculty, students	Diversity dialogue	9/9/2019-10/21/2019	
Working with Asian international students	An overview of international students in the U.S., their acculturative stress, and their coping in the U.S. higher education system.	Student Counseling Services	Faculty, staff, students, Student Employees	International Students	11/19/19	
The Body Project and Body Project: More Than Muscles	The Body Project and Body Project: More Than Muscles are healthy body image programs that help participants recognize the unrealistic cultural and societal ideals for appearance and promotes acceptance of body diversity.	Student Counseling Services/Health Promotion and Wellness/University Housing Services	Students	Body Image	9/21/2019-5/1/2020	
Intern Diversity Seminar	Weekly seminar hosted by senior staff members for doctoral interns to explore and process diversity variables,	Student Counseling Services	Doctoral interns	Diversity	8/1/19-7/31/20	4

	both within themselves and within their work with under-represented populations.					
Webinar: Grief, Loss & Bereavement in Hispanic Clients	This webinar provides new insight into the unique cultural and generational needs of Hispanic immigrants, and provides skills needed to identify the physical, emotional, social and spiritual manifestations of grief in this growing population. This webinar provides new tools to address the multiple losses experienced by what is now the largest ethnic minority group in the United States.	Student Counseling Services	Staff	Diversity	5/6/20	18
Brave Spaces	A training focused on cultivating productive dialogue where participants are encouraged to speak honestly and critically from their own experience toward the end of mutual learning and liberation. A new way to frame dialogue about Diversity and Social Justice	Student Counseling Services	Staff	Social Justice	10/21/19	25
Oops, Ouch, Educate!	Workshop designed to educate SCS staff members on how to have difficult dialogue and conversation	Student Counseling Services	Staff	Tough Conversations,	11/11/19	25
Suicide Prevention by Staff Psychiatrist	Comprehensive presentation on suicide prevention regarding students at ISU.	Student Health Services	Staff	Suicide prevention	11/15/19	
Racial Microaggressions Workshop	This 90-minute interactive workshop helps participants and members of organizations recognize the different forms of microaggressions and identify	Student Counseling Services	Faculty	Microaggressions	Multiple sessions between January and	

	safe and effective ways to address microaggressions				December 2020	
Presentation on inclusivity in healthcare	This presentation facilitated by Dr. Susan Rausch and Johanna Isaia includes information from a Diversity Continuing Medical Education (CME) workshop they attended in September.	Student Health Services	Staff	Inclusivity in healthcare	9/26/2019-11/7/2019	
Suicide Prevention by Staff Psychiatrist	Comprehensive presentation on suicide prevention regarding students at ISU.	Student Health Services	Staff	Suicide prevention	11/15/19	
Unproductive Meeting Behaviors	A handout given at the September all-staff meeting, allowing for several weeks of reflection and open discussions regarding staff reaction.	Student Health Services	Staff	Unproductive Meeting Behaviors	9/6/2019-11/15/2019	
Ceceilyn Miller Institute Trainings	Training sessions facilitated by the Ceceilyn Miller Institute for leadership and diversity in America.	University Housing Services	Graduate assistants, staff, student employees	Leadership, Diversity	January 2020, July 2020, and August 2020	
Inclusive Language Bulletin Board	Every community/floor in the residence halls and apartments features a bulletin board that focuses on inclusive language.	University Housing Services	Students, resident and community assistants	Microaggressions, Awareness, Inclusion	September	
Interfaith Youth Core (IFYC) Training	This training hosted by two staff members from IFYC facilitates capacity building and competency training.	University Housing Services	Graduate assistants, staff, students, student employees	Organizational Improvement	7/23/2019-8/8/2019	
Illinois State University Speaker Series: LGBTQA Cultural Dinner featuring Schuyler Bailar	Barrier-breaking transgender athlete speaks about the challenges he overcame and what he had to give up to become a barrier-breaking NCAA Division I swimmer.	University Housing Services	Faculty, graduate assistants, staff, students, student employees	Transgender Advocacy	9/20/19	
Illinois State University Speaker Series: Latino Cultural Dinner	Soledad O'Brien delves into diversity in America, offering stories from her personal life and career experiences as she touches on a range of topics	University Housing Services	Faculty, graduate assistants, staff, students, student employees	Black and Latino Advocacy	11/1/19	

featuring Soledad O'Brien	such as diversity in media, education, healthcare, and the workforce. A champion of diversity, she gives voice to the underserved and disenfranchised through her Emmy-winning reporting and acclaimed documentary series, Black in America and Latino in America.					
Illinois State University Speaker Series: MLK Cultural Dinner featuring Angela Rye	Angela Rye is Principal and CEO of IMPACT Strategies, a political advocacy firm in the nation's capital. She is a CNN Political Commentator and NPR Political Analyst. She has been featured as an influential politico, lawyer, and advocate by several publications and outlets from Marie Claire to Ebony and the Washington Post. Rye has an unwavering commitment to ensuring positive change in the political process.	University Housing Services	Faculty, graduate assistants, staff, students, student employees	Advocacy	1/1/20	
Implicit Bias and the Campus Community	The training curriculum provides participants with the necessary awareness, content knowledge, and skills to help foster staff development and mutual respect when exploring issues of diversity.	University Housing Services	Students, resident and community assistants	Awareness, Diversity	1/9/20	
Watterson Renaming	Discussions held to talk about the importance and significance of making this change within the department.	University Housing Services	Faculty, graduate assistants, staff, students, student employees	Organizational Improvement	7/1/20	
RA/CA Learning Teams (New Inservice Structure)	The Student Staff Leadership and Development Committee adjusted the monthly in-service model to a new small group	University Housing Services	Resident and Community Assistants	Organizational Improvement, Social Justice	8/2020 — present	

	dialogue format that is led by professional staff and is focused on discussing social justice, diversity, and equity in a deeper context.					
Intentional Conversations (Bird Calls)	Resident Assistants and Community Assistants engage 1:1 with residents to talk through identity development and cultural competence.	University Housing Services	Students, Resident and Community Assistants	Student Support	8/2020-present; every semester	
Professional Development Library	New additions have enhanced the department's professional development library, all titles relating to Diversity, Equity, and Inclusion.	University Housing Services	Graduate assistants, staff, Student Employees	Organizational Improvement	9/1/20	
Added Departmental Committee: Inclusion, Diversity, Equity, and Action (I.D.E.A.) Committee	A new Diversity, Equity, and Inclusion committee has been tasked with reviewing and providing suggestions to adjust University Housing policies and procedures from an equity lens, develop educational programs, and collaborate with other departments and organizations to facilitate learning.	University Housing Services	Faculty, graduate assistants, staff, students, student employees	Organizational Improvement	9/1/20	
Program: How Diverse is your Universe?	This developmental program provides students with an opportunity to look at, reflect, and discuss the environment around them from a diversity lens.	University Housing Services	Graduate Assistants, Students, Resident and Community Assistants	Awareness, Diversity	9/1/20	
Anti-Racism Training facilitated by Diversity and Resiliency Institute of El Paso (online)	This training provides historical overview, ideologies, and social structures regarding racial identity, bias, privilege and prejudice.	University Police Department	University Police staff	Diversity Awareness	6/1/20	35
Mental health Awareness	This 8-hour course provides law enforcement with an awareness and history of	University Police Department; Illinois Law Enforcement Training & Standards Board	University Police staff	Awareness, Mental health	07/06/2020 – 09/03/2020	13

	Mental health issues including signs, symptoms, common treatments, and medications.					
Cultural Awareness Part 1	This training allows officers to be able to identify at least two police responsibilities with regard to stereotypes and characteristics. (part 1 of 2)	University Police Department; PoliceOne Academy	University Police staff	Diversity Awareness	06/05/2020 – 07/17/2020	6
Anti-Bias Training for Law Enforcement	This training focuses on diversity and types of bias when serving the community to reduce misunderstandings, confusion, and stereotypes while promoting knowledge and awareness for the officer.	University Police Department; PoliceOne Academy	University Police staff	Diversity Awareness	07/15/2020 – 08/15/2020	28

Appendix G

DIVISION OF FINANCE AND PLANNING (HUMAN RESOURCES) DEI PROFESSIONAL DEVELOPMENT

Title of Training	Brief description (1-2 lines)	Department/College/Unit (who sponsored)	Target audience	Topic (keyword)	Completed and/or scheduled date/s	Number attended (if applicable)
Peer Today: Boss Tomorrow	Making the leap from peer to boss is never easy. New managers frequently struggle to balance their old coworker relationships with their new management responsibilities. This session presents four proven strategies that will help new supervisors navigate those changing relationships and prepare for difficult situations they are likely to encounter as they assume their new role.	Human Resources	Faculty, staff	Engagement	7/16/19	15
Strength Finder	Strengths Finder tool invites us to focus on what is right and strong about you. It measures recurring patterns of thought, feeling, and behavior and helps leverage your Talents, and turn them into sustainable Strengths.	Human Resources	Faculty, staff	Engagement	7/24/19	18
Well Track	WellTrack is a self-help program that students can use to address stress, anxiety, and depression before these issues get to the point of needing therapy, or other Mental health services. Its online	Human Resources	Faculty, staff	Engagement	7/30/19	5

	platform provides evidence-based tools that are easy to use and effective. This session will introduce you to the features offered by WellTrack, as well as ways to connect students to this resource.					
Myers Briggs Type Assessment	MBTI helps to explain how seemingly random variations in behavior can actually be orderly and consistent, shedding light on basic differences in the ways individuals perceive and judge.	Human Resources	Faculty, staff	Engagement	8/6/19	0
Responding with Care: Trauma – Informed Support	Responding with Care provides knowledge and insight that is vital for supporting survivors of sexual and intimate partner violence. Participants also learn about the impact of trauma on the mind and body, during and following traumatic experiences. This knowledge will be translated into recommendations for interacting with those who have experienced or are experiencing trauma.	Human Resources	Faculty, staff	Engagement	9/4/19	3
Responding with Care: Overview of Sexual and Intimate Partner Violence	Responding with Care provides knowledge and insight that is vital for supporting survivors of sexual and intimate partner violence. In this session, an overview of the types of sexual violence and forms of abuse will be presented. The information shared allows those who take the workshop to confront common myths and misconceptions that create barriers to reporting and healing.	Human Resources	Faculty, staff	Engagement	9/6/19	1

Early Career Financial Planning (2 Sessions) —Pt. 1	This is a two part series. Many life-long habits, decisions, and priorities are established in our 20s. We'll discuss such accomplishments as budgeting, debt-elimination and credit, retirement planning, insurance, and investments.	Human Resources	Faculty/Staff (early career)	Personal Development	9/17/19	2
Early Career Financial Planning (2 Sessions) —Pt. 2	This is a two part series. Many life-long habits, decisions, and priorities are established in our 20s. We'll discuss such accomplishments as budgeting, debt-elimination and credit, retirement planning, insurance, and investments.	Human Resources	Faculty, staff	Engagement	9/19/19	2
Well Track	WellTrack is a self-help program that students can use to address stress, anxiety, and depression before these issues get to the point of needing therapy, or other Mental health services. Its online platform provides evidence-based tools that are easy to use and effective. This session will introduce you to the features offered by WellTrack, as well as ways to connect students to this resource.	Human Resources	Faculty, staff	Engagement	9/24/19	5
Strength Finder	Strengths Finder tool invites us to focus on what is right and strong about you. It measures recurring patterns of thought, feeling, and behavior and helps leverage your Talents, and turn them into sustainable Strengths.	Human Resources	Faculty, staff	Engagement	9/25/19	1
Stop Sending All Your Black Students to Me!	Did the title shock you? Good! This is the same shock felt when a Black student is "referred" to a Black staff member due to fear of	Human Resources	Faculty, staff	Engagement	10/3/19	10

	saying or doing the wrong thing. This fear makes us feel like we do not have the tools to help those who may not look like us or come from where we are from. This session is all about empowering you to be the resource and mentor for all students regardless of race, gender, sexuality, disability, or religion.					
Myers Briggs Type Assessment	MBTI helps to explain how seemingly random variations in behavior can actually be orderly and consistent, shedding light on basic differences in the ways individuals perceive and judge. Learn how learning your “type” can impact not only personal relationships but your work environment.	Human Resources	Faculty, staff	Engagement	10/15/19	5
10 Years From Retirement. What Should I Be Doing Now?	Many of us get serious about planning for retirement when we can see it on the horizon. We’ll discuss several steps to tackle now, so you can confidently approach your next life-stage.	Human Resources	Faculty/Staff (late career)	Personal Development	10/24/19	9
Courageous Conversations	We live, work, and teach in increasingly pluralistic environments, yet we see increasing polarization in society. A university should be about the critical debate of ideas, theories, and perspectives, but with increasing polarization of our views, it is becoming much more difficult to have civil, respectful conversations. Rather than fearing these conversations, we can embrace them as	Human Resources	Faculty, staff	Engagement	10/31/19	18

	opportunities to learn about “the other”.					
Motivational Interviewing	Motivation is the key to behavior change, and it can be modified by something as simple as how we interact with students. Through use of Motivational Interviewing techniques, we can enhance student success by helping students move towards change even when they do not initially perceive that change is necessary. This session will focus on the foundation of Motivational Interviewing and the basic skills needed to use it.	Human Resources	Faculty, staff	Engagement	11/14/19	14
Gen Z	Each generation has its own unique identity. Making up a quarter of the U.S. population, Generation Z is on our college campuses and entering the workforce. Join us for an opportunity learn more about this generation’s characteristics, behaviors, and attitudes. This session will also explore what motivates them, their view of technology, and how they connect to one another and to other generations.	Human Resources	Faculty, staff	Engagement	12/9/19	24
Strengths Finder	Strengths Finder tool invites us to focus on what is right and strong about you. It measures recurring patterns of thought, feeling, and behavior and helps leverage your Talents, and turn them into sustainable Strengths.	Human Resources	Faculty, staff	Engagement	12/11/19	10
Myers Briggs Type Assessment	MBTI helps to explain how seemingly random variations in behavior can actually be orderly	Human Resources	Faculty, staff	Development	1/28/20	3

	and consistent, shedding light on basic differences in the ways individuals perceive and judge.					
5 Voices	Understanding your communication personality will provide you with the tools needed to be an effective communicator in both your professional and personal life. Through the 5 Voices communication assessment, learn how to communicate effectively with others by understanding your communication personality and making it work for you.	Human Resources	Faculty, staff	Development	1/29/20	21
Leadership Exploration and Development Series	The Leadership Exploration and Development series is a five part training. Topics will include Dealing with Difficult People, Effective Communication / Effective Meetings, Understanding Diversity, Understanding your DISC Assessment, and From Co-Worker to Boss.	Human Resources	Faculty, staff	Development	2/14/20	24
Courageous Conversations	We live, work, and teach in increasingly pluralistic environments, yet we see increasing polarization in society. A university should be about the critical debate of ideas, theories, and perspectives, but with increasing polarization of our views, it is becoming much more difficult to have civil, respectful conversations. Rather than fearing these conversations, we can embrace them as opportunities to learn about “the other”.	Human Resources	Faculty, staff	Engagement	2/19/20	30

Verbal Defense and Influence	Verbal Defense and Influence is a conflict management training course that addresses non-escalation, de-escalation, and crisis intervention tactics. Participants will learn to predict, prevent, and mitigate conflict using scenario-based skill practice.	Human Resources	Faculty, staff	Development	2/21/20	14
Would I Work For Me?	In this session you will learn eight effective management skills that improve motivation, productivity and building relationships by watching a video, small group discussion and having time for self-reflection.	Human Resources	Faculty, staff	Development	2/26/20	19
Organizational Communication Training	In this workshop we will discover that we are only as good as our relationships with those around us in our workplace. We will discuss how to clarify communication, check perception, and monitor our attitude during our workplace exchanges. We will use humor, interaction, and common sense to figure out to deal with all those barriers to interpersonal synergy that create a negative workplace climate.	Human Resources	Faculty, staff	Development	2/27/20	19
Loneliness	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 ISU students are reporting more loneliness than they did five years ago. In this session, you	Human Resources	Faculty, staff	Development	3/3/20	14

	will learn more about the relationship between loneliness, anxiety and depression and how to differentiate between loneliness, social isolation, and introversion.					
Microaggressions	The Microaggressions bystander workshop is focused on addressing racial microaggressions on campus. This program teaches participants to recognize the different forms of racial microaggressions, determine the safest and most effective way to address microaggressions, and learn different action steps to take to effectively respond to these situations.	Human Resources	Faculty, staff	Development	3/5/20	38
Cultural Competency	It can be difficult to relate to the prejudice and discrimination that many experience on a regular basis. Our own biases can also interfere with our ability to support others through these experiences. This session will lead attendees in candid conversations to allow for personal growth and increased cultural competency. The group will explore current events, stereotypes, myths, and misconceptions we have about each other and ourselves.	Human Resources	Faculty, staff	Engagement	3/24/20	38
Strength Finder	In a culture that focuses on developing or fixing our weaknesses, the Strengths Finder tool invites us to focus on what is right and strong about you. It measures recurring patterns of	Human Resources	Faculty, staff	Development	3/31/20	6

	thought, feeling, and behavior and helps leverage your Talents, and turn them into sustainable Strengths.					
Task Management & Delegation	This session will address how managers can learn to use their resources more effectively by focusing on some basic principles of time management. It will also provide insights regarding how to determine top priorities and effectively delegate in order to free up time.	Human Resources	Faculty, staff	Development	4/15/20	40
Relaxation Room Drop In Hours — Presented by Student Health Services	Student Health Services is offering a Zoom Drop In Relaxation Room to help manage stress during this unrepresented time. No registration necessary. Click the link to the Zoom meeting.	Human Resources	External	Personal Development	4/16/20	
Managing Anxiety During COVID-19	Student Health Services offers a Zoom presentation that will offer tips and suggestions to manage the added stress of COVID-19. Registration is not required. Copy and paste the Zoom link to participate.	Human Resources	Faculty, staff	Personal Development	4/16/20	
Motivational Interviewing	Motivation is the key to behavior change, and it can be modified by something as simple as how we interact with students. Through use of Motivational Interviewing techniques, we can enhance student success by helping students move towards change even when they do not initially perceive that change is necessary. This session will focus on the foundation of	Human Resources	Faculty, staff	Development	4/23/20	28

	Motivational Interviewing and the basic skills needed to use it.					
Choir, Ally, Oblivious, Resisters, and the Defiant: Who is in the Room?	Diversity, equity, and inclusion work is never easy. We are forced to challenge systems and people simultaneously. As practitioners we spend a lot of time studying the systems but not as much time truly understanding the people we are working with.	Human Resources	External	Development	4/29/20	
10 Years From Retirement; What Should I Be Doing Now?	Many of us get serious about planning for retirement when we can see it on the horizon. We'll discuss several steps to tackle now, so you can confidently approach your next life-stage.	Human Resources	Faculty/Staff (late career)	Personal Development	4/29/20	43
Verbal Defense and Influence	Verbal Defense and Influence is a conflict management training course that addresses non-escalation, de-escalation, and crisis intervention tactics. Participants will learn to predict, prevent, and mitigate conflict using scenario-based skill practice.	Human Resources	Faculty, staff	Development	5/15/20	23
Early Career Financial Planning (Part 1)	This is a two part series. Many life-long habits, decisions, and priorities are established in our 20s. We'll discuss such accomplishments as budgeting, debt-elimination and credit, retirement planning, insurance, and investments.	Human Resources	Faculty, staff (early career)	Personal Development	6/8/20	20
Early Career Financial Planning (Part 2)	This is a two part series. Many life-long habits, decisions, and priorities are established in our 20s. We'll discuss such accomplishments as budgeting, debt-elimination and credit,	Human Resources	Faculty/Staff (early career)	Personal Development	6/15/20	16

	retirement planning, insurance, and investments.					
5 Voices	Understanding your communication personality will provide you with the tools needed to be an effective communicator in both your professional and personal life. Through the 5 Voices communication assessment, learn how to communicate effectively with others by understanding your communication personality and making it work for you	Human Resources	Faculty, staff	Personal Development	6/17/20	29
Myers Briggs Type Indicator	MBTI helps to explain how seemingly random variations in behavior can actually be orderly and consistent, shedding light on basic differences in the ways individuals perceive and judge. Learn how learning your “type” can impact not only personal relationships, but your work environment.	Human Resources	Faculty, staff	Personal Development	6/24/20	6
Recovery is Spoken Here: Recovery Ally Training	This training aims to change the negative attitudes and misconceptions surrounding students in or seeking recovery from alcohol and other drug addiction by creating a network of recovery allies. Participants will be prepared with the knowledge, skills and tools to act as recovery allies for individuals in or seeking recovery from alcohol and other drug addiction.	Human Resources	Faculty, staff	Development	6/30/20	5
Helping Students Understand Trauma and Self Care	“How are you doing?” It’s not just a social greeting since the tides of life as we knew it shifted so dramatically. It’s a heartfelt	Human Resources	Faculty, staff	Personal Development	7/23/20	14

	question, because unrelenting stress has become an undertow that inhibits our every step. Join us for 90 minutes to focus on strengthening the physical, emotional, social and spiritual health we need for holding steady.					
Stereotypes, Myths, and Misconceptions: What You Believe Matters!	This session will probe the cultural biases that influence our behaviors and attitudes toward students, colleagues, and ourselves. We will work collectively toward increasing our cultural competencies and mindfulness of others' experiences and perspectives.	Human Resources/	Faculty, staff	Personal Development	7/31/20	
Strengths Finder	In a culture that focuses on developing or fixing our weaknesses, the Strengths Finder tool invites us to focus on what is right and strong about you. It measures recurring patterns of thought, feeling, and behavior and helps leverage your Talents, and turn them into sustainable Strengths.	Human Resources	Faculty, staff	Personal Development	8/5/20	6
10 Years From Retirement; What Should I Be Doing Now?	Many of us get serious about planning for retirement when we can see it on the horizon. We'll discuss several steps to tackle now, so you can confidently approach your next life-stage.	Human Resources	Faculty, staff (late career)	Personal Development	10/14/20	9