

# Committed to Anti-Racism

## 2020-2021 Divisional Efforts



**Framingham**  
State University



## **Introduction**

**On June 17, 2020 President Javier Cevallos emailed the campus with the note below detailing our re-commitment to anti-racism. This report serves to update the campus community on our ongoing work. Each division provided updates on their work here, and in their annual report.**

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June 17, 2020

*Dear Campus Community,*

*I write today to provide an update regarding our ongoing commitment to an anti-racist FSU. Friday is Juneteenth (June 19th), which signifies the emancipation of the last remaining enslaved African Americans in the United States. June is also Pride Month, an important time to provide visibility and affirmation to the members of our LGBTQ+ community. As some may know, the Stonewall Riots, which occurred in June 1969, were a direct response to police raids. Led by Black members of the LGBTQ+ community (like Marsha P. Johnson), the riots were a significant event in the gay liberation movement. I share this bit of history to bring us to present day. We are living in a moment of history that we will look back on and ask ourselves “What side of history was I on?” and “What did I do to advance liberation for the Black community?”*

*I want to be clear about our anti-racist stance. We recognize the damaging effects of systemic racism on the experience and success of communities of color. FSU has begun an intentional process of evaluating and restructuring policies and programs to ensure inclusion and equitable success. We ask all members of our community to reflect on the historical racist policies and actions of our country and the biases created by them. With this knowledge, our community will actively work together to ensure the physical and psychological safety and success of our community members of color, especially our Black community.*

*I commit the University to the following:*

- As departments and individuals develop goals and objectives for completion in the 2020-2021 academic year consistent with the 2017-2022 University Strategic Plan, I would expect to see a commitment to the following within Goal 4 of creating a more vibrant and inclusive community: Engage in antiracism work, at the individual, interpersonal, and/or system level. Every department across campus will be expected to engage in this work.*
- We are creating the Institutional Inclusive Excellence Committee. The purpose of the committee is to identify and advance FSU’s strategic inclusive excellence objectives. The primary focuses will be anti-racist strategy to positively impact the student experience.*
- University Police commit to working directly with our communities of color to break down any barriers that exist and ensure the department’s relationship with our entire community is one of trust and understanding. All of the recommendations within the national #cantwait campaign are already part of the police department’s use of force policy, which officers must review and sign off on each year. Further training and education for officers focused on maintaining a safe and inclusive environment for all will be undertaken.*
- The MSCA recently issued a statement proposing to work toward comprehensive general education reform, faculty development, and more around the issues of institutional racism. We pledge to work collaboratively with them on these efforts.*
- A central training focus in Fall 2020 for the Office of Diversity, Inclusion and Community Engagement (DICE), in collaboration with Human Resources, will be anti-racist trainings. Employee sessions will focus on understanding racial trauma, engaging in conversations about race, and understanding white privilege and fragility.*

- *The Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS) will work with DICE to launch faculty professional development aimed at unpacking anti-racist pedagogy and giving faculty tools to enact this in their work.*
- *The Center for Inclusive Excellence (CIE) will continue to host programs, discussions, and events that deepen understanding of race and racism. Additionally, the CIE will launch a Truth, Racial Healing, & Transformation initiative at FSU.*

*Finally, our future starts now, so I want to invite you to join the CIE this Thursday at noon for a Juneteenth Virtual Processing Session. To sign up to receive the zoom link please visit <https://tinyurl.com/ycsg9hpl>. The program will cover the history of Juneteenth and the past, present, and future perspectives for the freedom of Black people.*

*Then, on Friday, we invite the community to take time during Juneteenth to reflect on the meaning of the day and re-commit to our understanding of anti-racism. Resources for this effort can be found at: <https://libguides.framingham.edu/anti-racism>.*

*In Solidarity,*

*Javier*

## **Academic Affairs**

### **Advising Center:**

- Staff members read “White Fragility” by Robin DiAngelo, as well as “Peculiar Benefits” by Roxane Gay, to further their understanding of the world in which their diverse population of advisees are living.
- The Director participated in a spring webinar cosponsored by the National Academic Advising Association (NACADA) and the John Gardner Institute, entitled, “Socially Just Design in Postsecondary Education: The Academic Advising System,” which challenged participants to refine their advising systems through a lens of student-centeredness, accessibility, and equity.

### **Arts & Ideas:**

- This year, 9 events out of 14 events dealt explicitly with racial and social issues, presenting an opportunity for students, staff, and faculty to learn about and discuss systemic racism.

### **CASA:**

- Staff have delved into readings and discussed how to incorporate anti-racist efforts in their work and have attended programs and events offered by the Center for Inclusive Excellence.
- We are examining recruitment and hiring practices to ensure tutoring staff matches the racial composition of the campus at-large and also to incorporate anti-racist training for staff.
- We created a statement about commitment to anti-racist work that will appear on CASA’s website and in their building

### **CELTSS:**

- 30 faculty joined a book group that met 3 times to discuss Bettina Love’s *We Want to Do More than Survive: Abolitionist Teaching and The Pursuit of Educational Freedom*.

### **College of Arts & Humanities:**

- History issued a public statement of solidarity with BIPOC students and also revised the catalog descriptions of twenty of its course offerings to explicitly highlight issues of race.
- All A&H departments sent participants to the Anti-Racist Pedagogy Institute during AY 20-21.
- Professor Vargas da Costa (World Languages) was awarded the Beacon Award for his engagement in diversity, equity and inclusion across and outside campus.
- Professor Cordeiro (World Languages) served as a member of the Hispanic Serving Institution (HSI) Task force to discuss ways to improve the retention of Hispanic/Latinx students.

### **College of Business:**

- Accounting, Economics, & Finance focused its efforts on anti-racist teaching by devoting time at each department meeting and also held a workshop at the end of the Spring semester to deepen their understanding. Faculty members also took part in the Anti-Racist Pedagogy Academy and the Equity Now workshop, which were later shared with the department.
- Management & Business IT held a series of meetings and self-reflections on antiracism work. The discussions focused on intentional advising & mentoring, flexible programs, and scheduling for underrepresented groups. The department also created its own antiracist statement which is included in all full-time faculty syllabi as of Spring 2021.
- Marketing faculty completed the Harvard implicit bias tests, which was discussed in department meetings, and added an anti-racism statement to course syllabi.
- MERC actively recruited potential student-interns from a wide range of academic majors, racial/ethnic, socioeconomic backgrounds and gender throughout the university.
- The Entrepreneur Innovation Center attracts a multi-generational, multi-ethnic audience with its programming, curriculum, and collaboration with the MetroWest area organizations.

### **College of Education & Social/Behavioral Sciences:**

- The Dean supported projects for faculty who attended the Antiracist Pedagogies Institute. These projects include antiracist training for supervising practitioners in Education field study classes; development of resources for sociological research related to diversity, equity, and social justice; and a series of workshops on antiracism for Psychology & Philosophy faculty.
- Sociology created an Antiracism Equity Audit Committee to examine department practices and policies with an equity lens. Faculty also devoted department meetings to conversations on antiracism and hired outside

mediators to address issues identified during these conversations. The department will engage in summer projects focused on antiracism, including a syllabus review.

- Political Science held a Zoom event for majors to discuss current events, including the murder of George Floyd and the BLM movement.
- Education prepared a statement on its commitment to antiracism and formed an ad hoc committee to generate events related to BLM, which included a common first-year read, Bettina Love's book *We Want to Do More than Survive*.
- Psychology & Philosophy wrote and activated a new section on their webpage devoted to Diversity and Inclusion Initiatives. The Departmental Diversity Committee sponsored several events, including a virtual processing space for race-related trauma and a department meeting on inclusive teaching.
- In response to the Black Lives Matter movement and the attacks on Asian Americans, the CECE shared age-appropriate resources with parents to address racism, police brutality, and racial justice, as well as facilitated discussions with a licensed school adjustment counselor to help process the pandemic and the racial justice climate.

#### **College of STEM:**

- STEM faculty led the second annual STEM Summer Transfer Academy Program, a 2-week DHE grant-funded program for MA Community College students from under-represented groups. Program graduates are ~2X as likely to remain in an FSU STEM major as a control group.
- The HHMI-funded Racial Equity Institute ran with 15 participants, 3 from MassBay, and 12 from FSU's STEM programs; the STEM Data Team presented disaggregated retention and grade data to each department.
- All STEM full-time faculty gathered virtually for an Anti-Racism Day with the result that several departments are re-evaluating their programs, discussing classroom and departmental policies and practices, attending webinars and workshops on inclusive and engaging classroom practices, and investigating the creation and use of open educational resources.

#### **DGCE:**

- All graduate programs were evaluated for student diversity and developed plans to attract and recruit more diverse faculty and students.
- EDUC 926 explores issues such as racism in education, immigrant/refugee children in the classroom), working with diverse families, health Issues, and bullying in the classroom.

#### **Grants & Sponsored Programs:**

- The OGSP Corporate and Foundation Relations Specialist served on the Arts & Ideas Committee, helping to promote a vibrant community cultural life.
- OGSP staff have been active in anti-racism department meetings, and have researched grant funding for anti-racism programs on campus.

#### **Institutional Research:**

- IR is working to ensure that we humanize all the language in reporting with particular attention to how metrics relating to race and ethnicity are displayed.
- IR will be more intentional in disaggregating all racial/ethnic groups in any output report.

#### **Library:**

- The Library collaborated with the Center for Inclusive Excellence to host a training on racial healing circles for students.

#### **Retention & Student Success:**

- We plan to recalculate and present several data points that relate to persistence and retention. The hope is that FSU's renewed focus on retention will generate interest in the data we can create through engagement with Starfish.
- We hope to develop a strong focus on customer service at FSU. This will be critical to both our retention and antiracism initiatives.

## **Administration and Finance**

- Division managers' year-long participation in discussions and follow-up actions consistent with the university's anti-racism initiative.
- The A&F Division completed 13 full-time positions searches this year with 61.5% hires from under-represented groups (in aggregate, the University completed 43 full-time position searches with 44.2% hires from under-represented groups).

### Capital Planning and Facilities Operations

- Campus Events – adapted to the COVID-19 environment and modified policies for on-campus activities to be conducted in a safe manner.

### Financial Services

- Participated in /contributed to the Council for Diversity and Inclusion and Institutional Inclusive Excellence Committees as well as ANF Leadership committees; these topics were further distributed to the Financial Services Leadership team. The department has undertaken the establishment of internal reviews of policies to ensure equitable application.

### Human Resources

- Salary equity study (MEPA compliance) completed.
- Human Resources provides Search Chair & Committee training on an ongoing basis and monitor pools for diverse representation, requiring additional recruitment or consideration of additional candidates where deemed appropriate by the Equal Opportunity Officer. HR continues to emphasize FSU's commitments to diversity, equity, inclusion and antiracism through job posting language the requirement for candidates to submit equity and inclusion statements for student and family facing positions.
- HR monitors the racial and ethnic diversity of benefitted employees and reports on aggregated and disaggregated employee data when requested to support equity and antiracism initiatives. Diversity #s Fall 2020:
  - Benefitted Staff – 16.80% minoritized/marginalized racial or ethnic identity (increase from 16.07% in fall 2019)
  - Benefitted Faculty – 21.16% minoritized/marginalized racial or ethnic identity (increase from 19.19% in fall 2019)
  - All Benefitted Employees – 18.30% minoritized/marginalized racial or ethnic identity (increase from 17.17% in fall 2019)
- Human Resources has had seven vacancies during FY21, four of which were filled by external candidates and three through intra-departmental promotions. HR has diversified its staff with currently 50% of HR employees identifying as a person of color.
- HR has collaborated with ITS, Registrar, and DICE to begin or improve collection of self-disclosed employee demographic and biological data including, but not limited to, gender identity and sexual orientation to position FSU to improve support for employees given their unique lived experiences and to support equity broadly in the future.
- HR collaborated with DICE and CELTSS in the development and implementation of the Departmental Conversations on Antiracism program. The HR team completed all four dialogues in the program. HR staff also conducted multiple "White Privilege and White Fragility" trainings to employees as part of the supplemental trainings offered in tandem with the Departmental Conversations on Antiracism program.

### Information Technology Services

- Participation in "Departmental Conversations on Antiracism" as a member of President's Cabinet, the Division of Finance, Administration & Technology, and among the leadership team within Information Technology Services. The leadership team within ITS engaged in an interesting conversation with a representative from an organization referred to as "*Anti-Racism in Academia*". As detailed on their website (<https://aria.uga.edu/>), they provide a complimentary resource to Framingham State's conversations on Anti-Racism. In addition to content, they also offer facilitated conversations and programs based on 5 monthly "sprints" based on the following progression: Reach Out; Listen; Learn; Act; Persist. They will begin offering this series of progressive monthly "sprints" again this year. ITS leadership plans to participate in this program, which was actually created by

someone from within the higher IT profession and it is being sponsored (funded) by two higher education IT professional associations (NERCOMP and EDUCAUSE).

### **Public Safety**

- Department personnel have received specialized training in many areas of policing including; anti- biased policing, de-escalation training, use of force, mental health and race relations.
- New Community Resource Officer hired.

## **Development and Alumni Relations**

### **Development and Alumni Relations**

- Continued to work closely with Dr. Patricia Sanchez-Connally on the FSU Alumni of Color Network (ACN), which seeks to engage our alumni of color more actively in the life of the University and connect them with current students for mentoring and career development. In addition to an active Facebook group moderated by Dr. Sanchez-Connally, we hosted the annual ACN event during Homecoming in October in a virtual format. The event began with an alumni panel, offering advice and guidance to current students and recent graduates, followed by a virtual reception for socializing and networking.
- The department actively participated in the University's antiracism work, conducting all four departmental conversations and engaging meaningfully in identifying ways our department can contribute to antiracism at FSU.
- One outcome of those conversations was to examine how the recipients of endowed and other donor-funded scholarships compare to the demographics of the student body as a whole. We discovered that in AY20, the recipients were significantly whiter than the whole student population. That has led us to meet with Financial Aid to discuss ways we can ensure more students of color receive scholarships and to take the lead in that effort for AY22.
- Another outcome is that our department will recruit a student of color for an internship during AY22, an initiative that will continue in future years as well. One major challenge facing our profession is a lack of diversity, and it is imperative that we do our part to help build a pipeline of talent for the field.
- We worked with the staff of the Counseling Center to develop a fundraising plan to help support a paid internship for a graduate student of color to work at the Center in AY23. All graduate students in counseling psychology must do an internship as part of their studies, and most are unpaid. To help diversify the counseling staff to meet student needs, they want to offer a paid internship. Over the next year we will be helping them raise the money necessary to do so.
- The FSU Alumni Association's Board of Directors made antiracism their primary work in 2020-2021. With the support of our staff, the Board read "Me and White Supremacy" by Layla Saad, and watched the documentary "13<sup>th</sup>." After doing so, they had a wide-ranging discussion about what they read and watched, and how they can assist with our antiracism work. The first step they took was to draft a statement on diversity to be posted prominently on the alumni website. They are also undertaking a renewed effort to add more Directors of color to the Board to ensure its membership represents the full FSU alumni community.
- The FSU Foundation Board of Directors' Nominating Committee began working to diversify the Board, which is a pressing need. Kevin Foley, the Chair of the Nominating Committee addressed the Board about the importance of diversity and his personal commitment to ensuring it happens. The Committee has identified potential candidates and outreach is underway.
- The nine state universities planned and hosted a virtual conference for the development and alumni staff across the campuses. Vice President Eric Gustafson co-chaired the planning committee. Among the sessions were "How to Integrate Equity and Diversity in Everything We Do," and "Scholarships/Funds to Support Students/Faculty of Color, First Gen Students, and Underserved Populations"
- Director of Development Felicia Riffelmacher served on the Institutional Inclusive Excellence Committee, and as part of the committee also attended the Racial Equity Justice Institute.

- The Danforth Art Museum and Danforth Art School staffs actively participated in the University's antiracism work, conducting all four departmental conversations. They are looking at not only their own practices and policies through an anti-racist lens, but also at the larger issues of equity and inclusion in the arts and museums. The goal is to ensure our museum and art school are fully inclusive and equitable, and welcoming to all.
- The Museum created a special Juneteenth lesson plan for middle school students connected to the Meta Vaux Warrick Fuller sculpture "Emancipation."
- The staff are having continuing conversations about accessibility in the Museum. They are discussing in particular how to bring other voices in to their exhibition text and interpretation. The goal is to ensure the diversity of the local community is reflected on the walls.
- During the summer of 2020, all of the wall text in the permanent Meta Vaux Warrick Fuller gallery were translated into both Spanish and Portuguese.
- Jessica Roscio, Director and Curator, and Rachel Passannante, Collections Manager, are working with a committee from the Fuller Middle School in Framingham to plan a display of materials related to Meta Fuller for the entry of the newly renovated school. The school is named for Meta and Solomon Fuller.
- Mary Ericson, Visitor Services Coordinator, is serving on the University's Council on Diversity and Inclusion.

## Diversity, Inclusion and Community Engagement

The Division of Diversity, Inclusion and Community Engagement (DICE) supports the mission of Framingham State University (FSU) and leads efforts to cultivate a vibrant learning, living and working environment where individuals of differing cultures, perspectives, and experiences are welcomed, respected, valued and supported. This mission is accomplished through collaborative initiatives that promote equity, advocate social justice, and make excellence inclusive.

DICE is inclusive of 1 center: Center for Inclusive Excellence (CIE), as well as 5 cross-divisional university committees: Bias Education Response Team (BERT), Community Engagement Workgroup (CEW), Hispanic-Serving Institution Taskforce (HSIT), the Institutional Inclusive Excellence Committee (IIEC) and the Council on Diversity and Inclusion (CDI).

On June 17<sup>th</sup>, [President Cevallos emailed](#) our campus community detailing our recommitment to antiracist efforts. DICE played a central role in developing these goals and actions steps, as well as leading the campus in our efforts to advance our commitments. Highlights include:

- DICE and HR leadership (VP Cabello and Interim AVP Dexter) co-chair the **Institutional Inclusive Excellence Committee**. The purpose of the committee is to identify and advance FSU's strategic inclusive excellence objectives. The primary focuses will be anti-racist strategy to positively impact the student experience. Additionally, this group will serve as FSU's [Leading for Change Higher Education Diversity Consortium](#) Team. The Institutional Inclusive Excellence Committee developed an internal policy intake process to assist us in tracking and assessing progress on institutional policies we seek to address. In the coming years it will be essential for this group to align with other campus groups such as the Retention Committee and Strategic Planning Group. The IIEC also attended the AAC&U 2021 Diversity, Equity, and Student Success Conference.
- A central training focus for the Office of Diversity, Inclusion and Community Engagement (DICE), in collaboration with Human Resources, was **anti-racist trainings**. We offered the following sessions:
  - Engaging in Dialogue about Race in Teaching and Advising (30+ faculty/staff)
  - Exploring White Privilege and White Fragility (2 sessions; 50+ participants)
  - Daily Mentoring as an Equity-Minded Practice (30+ faculty/staff)
  - A Mental Health Perspective on Understanding and Addressing Racial Trauma (6 sessions; 150+ participants)

**Continual Departmental Conversations on Antiracism:** DICE, CELTSS, and HR released four guiding documents that provides a framework (learning outcomes, readings, discussion questions) to have these cross-campus conversations. [This video](#) (Access Passcode: M26h6%<sup>^</sup>M) provides context, vision and more information on the Continual Departmental Conversations on Antiracism Program.

- GUIDE 1: Mid September – Mid October: Defining antiracism and applying it to our work.
- GUIDE 2: Mid October – Mid November: Understanding systemic racism and change
- GUIDE 3: Early February – Early March: Identifying racial equity detours
- GUIDE 4: Mid March – Mid April: Evaluating and redefining department goals and objectives through an antiracist lens
- **Building from the work of the Continual Departmental Conversations on Antiracism: FSU Received a \$62K Grant from Mass Higher Education Innovation Fund to Organize a Multi-Day Racial Equity Policy Review Institute.** Participants in the institute will gain a better understanding of systemic racism in higher education and how it manifests on campus; be able to define what a racist policy is and how it shows up in student outcomes; and create an initial yearlong plan to undertake policy review. Read more: <http://bit.ly/3qmBZDu>
  - 2021 Dates: August 3 and August 4, 11:00am to 4:30pm on both days (more details on agenda forthcoming)
  - Facilitator: Dr. Sumun Pendakur <http://www.sumunpendakur.com/about>. Dr. Pendakur is also familiar with FSU as she was the primary point of contact when FSU participated in the [USC Equity Institutes Program](#).
  - Attendees: Division/department heads and academic department chairs will lead the efforts to create and implement their department's policy review plan. VPs will consult with their leadership teams to determine who should attend this institute. Parts of the session may be opened up to all faculty/staff. However, this will be determined as we approach the institute.
- DICE worked with faculty to develop a **syllabus statement** to reflect our antiracist efforts:
 

“At Framingham State University, faculty, staff, and students work together to sustain a learning, working, and living community free from hate, discrimination, harassment, and intolerance. We recognize the damaging effects of systemic racism—including policies, structures, and historic practices—on the experience and success of communities of color. Coming from different backgrounds and different levels of privilege, we can all affirm and engage in antiracist work.
- DICE worked with The Center for Excellence in Learning, Teaching, Scholarship and Service (CELTSS) to launch the **Antiracist Pedagogy Academy**. We've received a [Sudbury Foundation Racial Equity & Inclusion Mini Grant](#) of \$2500 to support these efforts.
- **University Seal:** We are in the process of reviewing our seal and logo. Read more here: <https://bit.ly/3nHeYLg>. We met twice with John Peters, Jr, Executive Director for Indian Affairs, and members of the Nipmuc Nation to begin this process of bridge building.

## **Enrollment and Student Development**

### **All or Multiple areas**

- All departments worked through each of the Anti-Racism Guides set by Human Resources and the Office of Diversity, Inclusions, and Community Engagement
- Participation in Racial Equity and Justice Initiative – a national professional development group and effort to address inequities in higher education
- Dean of Enrollment, Director of Undergraduate Admissions, the Director of Operations and International Recruitment, and one of our Admissions Counselors started the National Association for College Admissions Counseling (NACAC) Antiracist Education Institute
- The Dean of Students, Athletics, Residence Life, and the VP for Enrollment & Student Development offices co-sponsored “Raymond Santana: From Central Park 5 to Exonerated 5!” on September 17, 2020.

### **Office of the Vice President**

- VP of Enrollment and Student Development working with Education Department, CIE, and SGA on utilizing the documentary [Black Boys](#) as part of anti-racist dialogues, education department course requirements, staff development, and policy review
- VP of Enrollment and Student Development utilized the above documentary in senior leadership meeting to provide a catalyst for discussion about how practices and policies we have in place may disproportionately negatively affect students of color. Several departments have already used the film in discussion with their staff as part of their anti-racism dialogues.
- Black Boys: Beyond the Stereotype panel had over 350 people from the university and the community attend this virtual discussion about the documentary Black Boys. The event was sponsored by the Vice President of Enrollment office and the Black Lives Matter Committee from Education Department.
- Vice President used the documentary to do anti-racism workshops with the Board of Leadership MetroWest and Bethany Hill Place.
- Vice President served on Leadership MetroWest's Anti-Racism committee and the Anti-Racism Curriculum Committee for the Academy Class. She helped write curriculum for the new class.

### **Enrollment**

- Director of the processing center spearheaded adding more additional testing options for English proficiency through the governance process and they were approved at both the undergraduate and graduate levels providing new access points to non-native English speakers to degree and non-degree programs.
- Financial Aid
  - Financial Aid staff members met with the VP for Development to discuss the racial diversity of students who receive Foundation Awards
  - Staff have started to examine document collection policies using an anti-racist lens, while adhering to federal and state regulations
- Admissions
  - The Director of UG Admissions along with other state university directors submitted recommendations to the Department of Higher Education to make changes the MA DHE Admissions Standards to support a more equitable and inclusive admission process, especially for BIPOC students
  - With the approval from APC, we were able to change our Test Optional Policy by eliminating standardized tests as part of the admissions criteria for both university acceptance and acceptance into the Honors Program

### **Office of Communications**

- Placed an emphasis on keeping the University's anti-racism efforts top of mind and out front in social media posts, graphic design and University communications. Discussed this during office meetings.
- Instructed all members of the Communications Office to complete optional and mandatory anti-racism training available on the HR website.

### **Office of International Education/Study Abroad**

- Staff participated in seventeen webinars, workshops, and meetings on anti-racism and inclusion, including special sessions on the following:
  - Supporting Undocumented Students
  - Exploring White Privilege and White Fragility
  - Diversity Abroad Webinar: Inclusion & Belonging in Times of Global Crisis
  - Structural Racism in the time of COVID-19 and more
  - Supporting Undocumented Students & Immigrants

- Continued emphasis on hiring student workers and Global Ambassadors that reflect the diversity of the FSU student population
- Continued emphasis on delivering targeted workshops/panel discussions such as “Studying Abroad as a Student of Color”

## Student Development

- Counseling Center:
  - The Counseling Center staff developed a Racial Trauma Workshop, which has been designed for our student audience, and has also been presented to staff. We have presented this workshop on four occasions, collaborating with the Center for Inclusive Excellence, Residence Life, and Wellness Education to present to students. We have also presented to the Health Center staff.
  - The Counseling Center inter-wove racism and racial trauma into many of our general mental health related trainings and programs for student leaders, such as Resident Assistants and the student peer health leaders from Wellness Education.
  - The Counseling Center was able to increase the hours and pay of a part-time clinical position to attract a Black identifying clinician, a former graduate intern at the Counseling Center who has been an invaluable member of our team and sought after by many students of color.
- Career Services and Employer Relations
  - created a new blog designed to create awareness and address issues of racism.
  - researched diversity, equity, inclusion and antiracism resources to revamp the office website resulting in a significant expansion: <https://www.framingham.edu/the-fsu-difference/career-services/>
- Dean of Students Office
  - in hopes of being transparent with students, the Student Development staff has developed an Anti-Racism webpage that outlines the efforts of the division. It will be updated every six months to keep it at the forefront of folks minds.
  - the Associate Dean of Students, Student Development, took a 7-week course to be certified in Diversity, Equity, and Inclusion from the University of Central Florida.
  - Staff Enrichment Committee of Student Development held a half day workshop on Anti-Racism. It was presented by Dr. Connie Cabello for an overview of Anti-Racism and our role in it, and Kim Dexter presented on Hiring Students Through an Anti-Racist Lens.
  - Worked with New Student and Family Programs to create a remote option for *Consent Education* and *Building an Inclusive Community*.
  - Assistant Dean served as a founding member of the Anti-Racist Employee Dialog group and facilitated a session following a campus workshop on White Privilege.
- New Students and Family Programs
  - In addition to on-campus trainings, staff attended anti-racism workshops at the following conferences:
    - NODA Region IX Conference in March 2021
    - NASPA Region I Conference, November 2020
    - First-Year Experience Conference, February 2021
    - NASAP National Conference, March 2021
  - Development of “Truth to Action” podcast, in collaboration with Community Standards. Theme of podcast is talking about racism within systems. Episodes include policing and education. The podcast was professionally recorded and produced, with the first episode released on April 15, 2021. Two episodes are now available online at <https://youtu.be/e5wdusdJIEc>. More episodes will be produced in AY 2021 – 2022, and a “Grand Premiere” event is being planned for Fall 2021.
  - All student-leader training included sessions on the following:
    - Implicit Bias
    - Identity
    - Privilege
    - BIPOC affinity space and white accountability space

- Racial healing session with Patty Birch
  - Orientation: Incoming students required to attend the “Building an Inclusive and Anti-Racist Community” session in August/September
  - Messaging embedded into the Ram Ready Portal, including video messaging from VP Cabello about expectations and what it means to commit to anti-racism at FSU
  - Updates in fRAMily Network meeting included anti-racist efforts on campus
  - Foundations Steering Committee reviewed the Common Syllabus, with assistance from faculty who took part in the HHMI grant. Updates were made focusing on greater inclusivity for fall 2021.
- Office of Community Standards
  - conducted an informal analysis of student discipline data from the last 3 years to identify patterns or trends with regard to students’ self-reported race & ethnicity. The data and results were shared with the Dean of Students, Residence Life, and the Director of Equal Opportunity, and are available upon request. Overall, the analysis identified a need for continued evaluation of both the data and, potentially, our practices in paraprofessional staff trainings and hearing officer protocols, as students of color were charged with alleged Code violations at a higher rate than white students in each of the last 3 years.
  - An internal review of the Student Code of Conduct was also conducted in AY 2020 - 2021, wherein the Director ensured that the document featured inclusive and anti-racist language and policy applications. The pronouns and terminology in the Code were also updated to remove gender specificity.
- Residence Life
  - Updated 2021-2022 Resident Assistant job description launched in conjunction with Resident Assistant search process. Implemented changes in the Resident Assistant job requirements related to GPA and duties to better support equity and inclusion. Changed process to remove names from review of applications.
  - Created a staff shared anti-racism resource directory.
  - Completed an initial policy review procedure. This will become an ongoing iterative process to routinely, and more closely examine specific policy and protocol areas.
  - Used social media to regularly provide anti-racism resources and messaging.
  - Implemented a change in vendor selection on some furnishings and made plan to identify vendors of businesses owned by BIPOC to support anti-racism work and create a list to be referenced as a resource for departmental purchases.
  - Associate Dean of Students, Student Life, presented to the Council for Diversity and Inclusion (CDI) with a demographic overview of resident students, and in particular of residents from traditionally underrepresented and under-served populations. This data will be retrieved, reviewed and maintained regularly moving forward.
- Student Involvement and Leadership Development (SILD)
  - The Student Involvement and Leadership Development staff explored self-education work on privilege and racism beginning in June 2020. The staff members would talk about readings, videos, etc. about a particular topic, similar to a book club. There would be at least one staff-led article/movie/podcast, etc. once per month throughout the academic year. Examples of education work discussed:
    - Watched “Jane Elliott’s Famous Blue Eye Experiment” documentary from 1970 and a special that Oprah did on this film in 1992, discussed both.
    - Watched the documentary “13<sup>th</sup>” and discussed, as well as follow up YouTube videos addressing the film.
    - Staff in Student Involvement and Leadership Development reviewed and discussed chapters 1 & 2 of “How to be an Anti-Racist” by Kendi.
    - Watched the documentary “Black Boys” and had a discussion about topics in this film.
    - Read and reviewed scholarly article “Racial Microaggressions, Racial Battle Fatigue, and Racism-Related Stress in Higher Education.” By Jeremy Franklin.
  - The Student Involvement and Leadership Development staff identified policies and practices within the department that were explored over the academic year. The staff engaged in deep dives into these current practices for historical reasoning behind the practice, what it is rooted in, and determine if moving forward with current practices fits into anti-racism. The following areas were reviewed:
    - Student Organization Officer eligibility requirements, particularly GPA requirement
    - SILD student office assistant handbook

- New Student Organization process-looking at any barriers
- Event process-in SILD and moving towards campus-wide
- Student orgs and cultural-represented food access, i.e. looking into opening up more options for students to be able to bring in food that is not Sodexo
- The Director of Student Involvement as the Student Government Association advisor aided this student organization in undergoing an exercise to go through their governing documents (Constitution and by Laws) with an anti-racist lens to seek if any policies and practices needed to be changed. Student Government Association made changes to their governing documents and approved changes in April 2021 to be effective starting the 2021/2022 academic year.

### **General Counsel and Secretary to the Board of Trustees**

- **Institutional Governance: Board of Trustees:** The Board approved changes to their by-laws that included the elimination of the requirement of a Native American represented in the University seal and included a requirement for the Chairperson of the Board to charge each of the Board's standing committees to include diversity, equity and inclusion initiatives in their regular agendas, thus ensuring university-wide coverage for these efforts.
- **University Policy on Policies:** developed for implementation during AY'21-22 to include a review of any newly initiated policy or modified policy for an unintended disparate impact on persons based on race, ethnicity, gender or other protected category.
- **COVID-19 Efforts:** Throughout the academic year, policies and practices were developed and implemented quickly to address the ongoing pandemic to limit its overall effect on the University's community. The teams responsible for these initiatives continually screened these requirements to assure the highest levels of inclusivity and address any known disparities for various groups that demonstrated higher levels of the pandemic's adverse impact based on national and statewide data.