



# **ANTIRACISM AND INCLUSIVE CAMPUS PLAN FRAMEWORK AND PROCESS**

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Sacramento State commits itself to being an antiracism and inclusive campus where all students, faculty, and staff, including Black, Indigenous, and People of Color (BIPOC) and other marginalized identities, belong and can engage as their true authentic selves.

As part of our commitment, Sacramento State will create an Antiracism and Inclusive Campus Plan. The plan will be created through a structured collective process where individuals from across campus have the opportunity to provide input and feedback, and to serve on planning groups. Although the plan is intended to be created through a grassroots process, the plan will need to address recommendations for both implementation and accountability, which will largely be the responsibility of administrators and senior leaders. The Antiracism and Inclusive Campus plan will be developed over the 2020-21 academic year with a final plan expected by the end of the spring 2021 semester.

As Sacramento State embarks on building an antiracism and inclusive campus plan, campus leadership has drafted a framework for developing and assessing our progress to becoming an antiracism and inclusive campus. The framework will allow Sacramento State to collectively develop its antiracism and inclusive campus plan, while also ensuring that Sacramento State creates a plan that addresses the various ways a truly antiracism and inclusive campus must engage and operate. As a plan is developed, specific goals, strategies, and tactics – whether they be focused on representation, pedagogy, curriculum, co-curricular activities, or characteristics of the physical campus – can be categorized within the framework and potentially across content areas.

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## **BACKGROUND**

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

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

President Nelsen, in his May 30<sup>th</sup> email and his September 3<sup>rd</sup> fall address, stated that Sacramento State must reckon with its own history, structures, practices, and policies in order to move us closer to the antiracism and inclusive campus that we aspire to be. This transformational change is a collective process that must engage stakeholders across campus and must center the voice of BIPOC communities and other marginalized communities, while being mindful of the intersection of these identities and experiences. The process must examine issues of power and privilege in order to make sure that we create a campus where all of our students, faculty, and staff are welcomed and belong. The true pursuit of knowledge and academic excellence can only exist when our whole community is able to engage in robust scholarship, engagement, and discussion with equitable access and as our true authentic selves.

## **ANTIRACISM AND INCLUSIVE CAMPUS FRAMEWORK**

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

This framework attempts to provide a comprehensive look at the various ways in which our campus must commit itself to antiracism and inclusion, from curriculum and pedagogy, to physical environment, to policy and practice. The framework addresses representation of various identities on our campus as well as the physical aspects of the campus itself (i.e. Mattering and Affirmation). The framework also encompasses intra- and inter-group engagement (i.e. Cross-racial and Inclusive Engagement); active learning – both inside and outside of the classroom – related to antiracism learning and inclusion (i.e. Antiracism Learning and Literacy); academic practices related to

antiracism curriculum, pedagogy, and assessment (i.e. Antiracism Curriculum, Pedagogy, and Assessment); reduction of – and responsiveness to – incidents of racial bias and the associated harm (i.e. Encounters with Racial Stress and Bias); and ensure that our policies, practices, and resource allocation are done in a manner consistent with our goals (i.e. Institutional Commitment). In addition, as an Anchor Institution, we must ensure that our engagement with our broader Sacramento region demonstrates our commitment to antiracism and inclusion and seeks to work for equity in the larger community (i.e. Impact of and on the Sacramento Region).

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

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

- **Mattering and Affirmation**

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

- **Cross-racial and Inclusive Engagement**

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

- **Antiracism Learning and Literacy**

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

- **Antiracism Curriculum, Pedagogy, and Assessment**

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

- **Encounters with Racial Stress and Bias**

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

- **Institutional Commitment**

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

- **Impact of and on the Sacramento Region**

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

## **ORGANIZATIONAL STRUCTURE FOR COLLECTIVE PLANNING PROCESS**

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

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

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

### President

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

### Steering Committee

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

### Sponsor

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

### Antiracism Planning Council

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

each of the seven Action Planning Groups, the VP for Inclusive Excellence, and the fellows hired to support the overall planning process.

### Action Planning Groups

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

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

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

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

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

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

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

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

the other co-chair will have the additional responsibility of being the liaison to and member of the Antiracism Planning Council.

## **APPLICATION PROCESS FOR ACTION PLANNING GROUPS**

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

### **Planning Organizational Structure**

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

The seven content areas are:

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

### **Expectations of Service**

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

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

We anticipate the committee work will commence in early October with an initial orientation to ensure all individuals serving as part of the planning process have a shared understanding of goals, language, and deliverables. Committees will meet at least monthly (but more regular meetings as needed can be determined by the committee) and prepare a draft action plan by mid-spring for

review and feedback by the Planning Council and Steering Committee. A final campus plan is expected by May 2021.

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

### **Action Planning Groups Membership Selection**

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

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

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

### **Application Timeline**

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

### **Planning Sessions**

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

### **Antiracism Planning Council Membership Selection**

The Antiracism Planning Council will be comprised of one co-chair from each of the Action Planning Groups selected by the respective group. The Antiracism Planning Council will also include the VP for Inclusive Excellence as well as the fellows hired to support the overall planning process.

## **APPENDIX A:**

### **ILLUSTRATION OF CATEGORIZATION OF ITEMS WITHIN FRAMEWORK**

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

#### **Mattering and Affirmation**

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

#### **Cross-Racial and Inclusive Engagement**

- Create intergroup and intragroup dialogue programming using a collective process that includes student voices. Set up idea meeting(s)/brainstorming session(s) with stakeholders, including student voices. Membership should include representatives from Student Affairs, campus identity/culture centers, student orgs, and Employee Affinity Groups.
- Explore ways to deepen understanding, address misunderstandings and/or misperceptions, and encourage dialogue, such as soliciting feedback, initiating listening sessions, and hosting book circles with discussion groups.

#### **Antiracism Learning and Literacy and Inclusive Practices**

- Develop a regular series featuring speakers that will focus on the impact of racism on people and communities, as well as actions that can be taken at Sacramento State to build an inclusive community.
- Advance campus debate about racial justice by inviting antiracism and BIPOC history speakers to hold discussions inside and outside classrooms.
- Build and fund student internship opportunities with organizations fighting against systemic racism.

#### **Antiracism Curriculum, Pedagogy, and Assessment**

- Support faculty and departments in building antiracism curriculum and anti-bias pedagogy. (May 30, 2020 Sac Send)
- Regularly convene college and university faculty with qualified staff to discuss and develop inclusive teaching practices and the development of culturally sustaining and affirming practices.
- Syllabus review ([USC Syllabus review guide](#)).

- Engage the faculty to examine General Education and how it can be changed to build an antiracism and inclusive curriculum for Sacramento State students.
- Work with the Pedagogy Enhancement Award Committee to target awards to proposals that focus on inclusion.
- Develop course policies and classroom management strategies that build an antiracism and inclusive course and classroom.

### **Encounters with Racial Stress and Bias**

- Identify funding to hire an ombudsperson or advocate within the Division of Inclusive Excellence for people experiencing racism and bias on our campus. (May 30, 2020 Sac Send)
- Support the efforts of the Division of Inclusive Excellence to create a bias-reporting tool to better track and address issues of racism or bias on campus. (May 30, 2020 Sac Send)

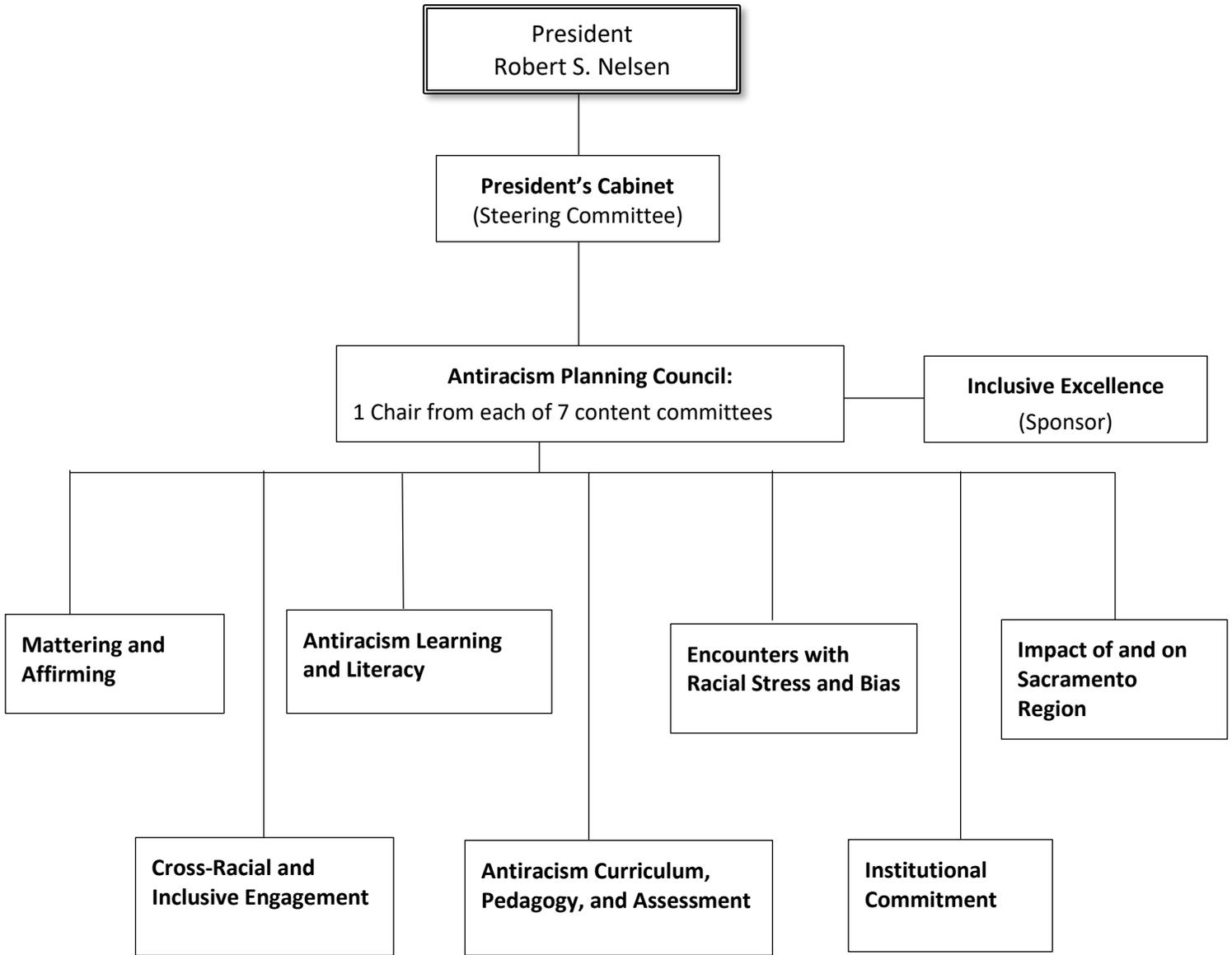
### **Institutional Commitment**

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

### **Impact of and on the Sacramento Region**

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

**APPENDIX B: ORGANIZATIONAL CHART FOR CAMPUS PLANNING PROCESS**



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

## Action Planning Group Appointments

### Mattering and Affirmation

- Corinne Rowland
- Hannah Abuyuan
- Rusty Slabinski
- Shan Mukhtar
- Sagan Bachtold
- Adam Dowrie
- Kyle Riley
- Margaret Hwang
- Ebony Williams
- Maureen Smith
- Troy Nichols
- Andrea Moore

### Cross-Racial and Inclusive Engagement

- Amy Kautzman
- Ann Drea Collins
- Clarissa Laguardia
- Jeanna Paulk
- Nicki Croly
- Laura Vu
- Danielle Cochrane
- Seham Aldafari
- Marietess Masulit
- Melanie Saeck
- Garret Merriam
- Jasmine De Alba
- Annette Reed
- Sujatha Moni

### Antiracism Learning and Literacy

- Ashley Trezza
- Joanna Price
- John Johnson
- Kimberlee Walker
- Lora Hollingsworth
- Vanessa Orozco
- Susan Colley-Monk
- Suzie Dollesin
- Vajra Watson
- Nassirine Mohammad Nouredine
- Rachel Keiko Stark

- Phillip D Akutsu

### Antiracism Curriculum, Pedagogy, and Assessment

- Alexandria Simon
- Kamiya Turner
- Nikos Lazaridi
- Talin Shamun Darbrudy
- Angela Clark-Oates
- Joseph Taylor
- Alma Flores
- Benjamin Fell
- Susan Nakaoka
- Daina Dickman
- Lynn Tashiro
- Christopher Towler

### Encounters with Racial Stress and Bias

- Corinne Jones
- Carlotta Moore
- Kameya Turner
- Mackenzie Martin
- Mary Lee Vance
- Ivan Zarate Rosas
- Elisa Chohan
- Sharon Rucker
- Michael Mink
- Raul Tadle
- Aishah Patterson
- Dan Okada

### Institutional Commitment

- Rheena Munoz
- Rommel Cortez
- Antonia Peigahi
- Serafina Johnson
- Michelle Vincent
- Candace Oto
- Viridiana Diaz
- Saray Ayala-Lopez
- Tim Fong
- Amber Gonzalez
- Todd Migliaccio



## Action Planning Group Appointments

### Impact of and on the Sacramento Region

- Brad Grebitus
- Christine Miller
- Jabran Ul Islam Khan
- Kaifa Yates
- Melissa Repa
- Sarah Laird
- Ximena Ospina
- Nicole Manker
- Kevin Ferreira van Leer
- Kristina Victor
- Mary Breunig

### Planning Fellows

- Elvia Ramirez
- Bernard Brown
- Hakeem Croom
- Ting-Hui Wu
- Jasmine Owens
- Nicole Deutsch