

To the University Administration:

The recommendations that follow are a compilation of what we have heard from the student body over the past few weeks. They represent the perspectives of hundreds of students, which were collected in the following ways:

- Meeting with multicultural student leaders, 1/27
- The protest in the Forum, 1/28
- The Community Meeting, 1/30
- South Asian Student Alliance meeting, 1/30
- Asian American Student Union meeting, 1/31
- POC Leadership Committee for Change meeting, 1/31
- Meeting with multicultural student leaders, 2/5
- The Campus Climate Solutions Workshop, hosted by the SGAs, facilitated by multicultural student leaders, and attended by greater than 75 students, 2/6
- Solidarity Organization from LatinX Students meeting, 2/10
- Student coalition-building meeting, 2/11
- Ongoing conversations with student leaders
- Individual recommendations from students who reached out to us, both directly and through members of the Student Government Associations

This compilation of recommendations is not meant to speak for all students, nor is it meant to be the end of the conversation. It does not represent the official position of the RCSGA or the WCGA.

Submitted by Lindsey Paul and Mike Laposata, Presidents of the WCGA and the RCSGA, Friday, February 14, 2020.

We recommend:**Administration:**

- Incorporating greater emotional and transitional support structures for international students into the Office of International Education, rather than directing students with a long-standing relationship with the OIE to the Office of Multicultural Affairs
- Hosting additional graduation ceremonies or celebrations for different cultural groups, where seniors and their family members can celebrate together (e.g. Lavender Graduation for LGBTQIA+)
- Conducting a critical analysis of donation money and the influence behind how it is used
- Increasing encouragement and support for students to go abroad to non-traditional locations

Admissions:

- Training tour guides to respond honestly to questions about diversity and inclusivity, emphasizing that we have recognized our problems and are working to address them
- Reviewing the statistics commonly used by tour guides about diversity at UR to ensure accuracy
- Adding a required essay question to the admissions application about diversity, equity, and inclusion to attract students who care about these issues and to demonstrate our values to prospective students
- Providing greater transparency about Richmond College and Westhampton College in admissions tours
- Reconsidering UR's need-aware admissions policy for undocumented immigrants and DACA recipients¹

Campus Support Services/Offices:

- Hiring more diverse CAPS counselors
- Increasing funding for and expanding of OMA, with an emphasis placed on greater financial and administrative support for multicultural organizations^{2,3}

Curriculum:

- Mandating coursework through the general education curriculum (FYS, Wellness, etc.) that builds intercultural awareness by tackling issues of racial and ethnic identity, white supremacy, intersectionality, etc.^{4,5}
- Reviewing and changing the syllabi of classes already offered to include scholarship with more diversity of identity, background, and thought

¹<https://www.thecollegianur.com/article/2018/04/labeled-foreign-in-their-own-country-daca-admission-policy-at-ur>

² <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>

³ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

⁴ <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>

⁵ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

- Creating additional academic majors and programs, including but not limited to Africana Studies (other examples: Ethnic Studies, Asian Studies, LatinX Studies, Jewish Studies)
- Expanding the number of community-based learning classes and the departments through which they are offered, with the potential for a service-based course run through the CCE
- Adding additional language classes to the course catalog meant for heritage speakers, to appeal to second- and third-generation students
- Implementing a “University 101” course for first-year students⁶
- Establishing a SMART program in the Robins School of Business

Faculty:

- Hiring more faculty of color, with resources to ensure they are provided proper support
- Holding faculty accountable for discrimination in the classroom, including but not limited to:
 - Amending the tenure process to include a review of how the faculty member contributes to our core values as a University, including inclusivity⁷
 - Increasing student awareness about how to navigate the process for reporting a professor
 - Revising the process for responding to incidents of bias in the classroom, with coordination between different schools⁸
- Providing training for professors surrounding cultural awareness and best practices in creating camaraderie among students within the classroom⁹

Orientation:

- Modifying the Orientation Advisor application and selection process to ensure that potential OAs demonstrate an ability to deeply engage with issues of race, gender, sexuality, and other topics of identity¹⁰
- Reforming OA training to better prepare OAs to understand and address both general societal issues and campus-specific issues that might impact the different populations of students they will advise, including international students and students of color, and to better prepare them to facilitate related discussions
- Including the following in New Student Orientation:
 - A small-group discussion-based activity not among orientation groups regarding topics of identity and background, with Interpoint as a potential model
 - An accurate representation of the issues a new student might face at UR, including naming racism and other types of discrimination specifically

⁶ <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>

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⁹ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

¹⁰ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

- Integration of race-based education into multiple levels of NSO, including at least one session for all new students, a discussion within orientation groups, and a third activity with smaller segments of students

Physical Space:

- Creating a community lodge that can be accessed by student organizations
- Opening up more communal social spaces that feel welcoming to people of all backgrounds, like The Cellar¹¹
- Expanding the Multicultural Space to a more centralized location or stand-alone building¹²

Residential Life:

- Providing greater support (both financial and otherwise) for RAs to build community within residential halls¹³
- Reviewing the roommate pairing process to determine how students can be better matched with peers of different backgrounds with whom they are compatible¹⁴

Safety:

- Building a stronger relationship between the URPD and the student body
- Providing the option to switch dorms to students who feel unsafe

Social Life:

- Providing greater funding to student organizations and especially cultural groups, both through adding additional funding to the SOBAC pool and through the Office of Multicultural Affairs¹⁵
- Creating more school-wide and grade-wide social events that represent diversity of interests (e.g. Toga Social, the basketball pregame, the Black Excellence Gala)^{16,17}
- Changing the tailgate location from Fraternity Row to a more neutral space
- Holding a second Spiderfest in the spring semester
- Significantly changing Ring Dance to make it more accessible, including but not limited to increasing affordability, eliminating the staircase procession, changing the venue, and considering replacing the event with an entirely new celebratory event open to students from both colleges

¹¹ <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>

¹² <https://s3.amazonaws.com/snwceomedia/urc/ed7e706d-d857-44c1-bf20-a7db5b1d7825.original.pdf>

¹³ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

¹⁴ <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>

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¹⁶ https://docs.wixstatic.com/ugd/5bc115_14dfda17090845039f34db3fe3f71931.pdf

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Transparency and Communication:

- Raising awareness among students about how to report incidents of bias and hate crimes, as well as the process that follows
- Creating a method for disseminating information about cultural events, such as an optional weekly listserv (similar to the weekly emails sent out by Career Services, the Chaplaincy, etc.)
- Creating an Instagram with the purpose of advertising campus events, or heightened promotion of the @urinvolved Instagram account
- Being more intentional about not tokenizing students of color on UR's communication platforms by ensuring that pictures posted demonstrate the reality and variety of student experiences
- Highlighting more events and accomplishments of students of color on UR's official social media pages (for example, posting pictures from the Black Excellence Gala and not just from Ring Dance)
- Designing a public page on UR's website detailing the acts of hate that happened this semester and what is actively being done to make changes

Greek Life:

- Allocating additional funds toward subsidizing recruitment fees and chapter dues, and maintaining transparency about the availability of such funds
- Maintaining transparency about efforts to improve diversity, including releasing demographic information
- Mandating a Diversity Chair position in all chapters, tasked with reaching out to and supporting people of all backgrounds
- Encouraging the Greek community to critically examine the spaces they use, including but not limited to where they sit in the Dining Hall, in order to create more inclusive practices
- Mandating Greek leadership participation in the Common Ground TIDE retreat, Common Ground Ally Training, and Spiders for Spiders training¹⁸
- Requiring all members of Greek Life to engage with race through Standards of Excellence programming
- Celebrating the unique contributions that Black fraternities and sororities make to the campus

¹⁸ <https://president.richmond.edu/inclusive-excellence/report-pdfs/student-support-services-final-report.pdf>