

**Proposal for an Equity & Inclusion Resource Center
at Wesleyan University**

**Prepared by the Equity & Inclusion Steering Committee
February 27, 2017**

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Executive Summary

Background and Process Overview

In November of 2015, Wesleyan University's campus climate was tense and divisive due to various racist, misogynistic, and transphobic issues and events unfolding on campus, as well as resultant outrage, protests, and calls for help. Over 100 student groups united under the #IsThisWhy protest campaign and demanded that changes be made to address discrimination and lack of equity on campus. Amongst several stipulations was a direct demand to create a multicultural student center. President Michael Roth responded by commissioning the Equity Task Force in the Spring of 2016 to investigate historic and ongoing injustice on campus, and create solutions for progress that aligned with the needs students expressed. The Task Force's Final Report made three major recommendations, which were outlined in a campus-wide message from President Roth:

"The first is to develop a Center with an 'intellectually grounded mission in Social Justice and a focus on intercultural development and literacy.'

The second recommendation is to devote significant resources toward redressing long-term issues of discrimination and marginalization, especially as this affects the composition of our faculty and staff as well as the development of the curriculum.

The third recommendation calls for a standing institutional committee to coordinate, communicate and support change in these areas."

At the beginning of the 2016 Fall semester, the Equity and Inclusion Steering Committee (EISC) was developed as a result of and to implement these recommendations, with the specific first goal of establishing the new center. The EISC is comprised of Rebecca Hutman (Class of 2017 and President of the Wesleyan Student Assembly), Evelyn Vargas (Class of 2017), Ainsley Eakins (Class of 2018), Antonio Farias (Vice President for Equity and Inclusion/Title IX Officer), Irma González (Chair of the Campus Affairs Committee of the Board of Trustees), and Janice Naegel (Professor and Vice Chair of the Faculty). Our collective work benefited from the frequent help of Mike Whaley (Vice President for Student Affairs), as well as of a Student Advisory Board comprised of Caroline Liu (Class of 2018), Justina Yam (Class of 2019), Justin Ratkovic (Class of 2019), Hanh Pham (Class of 2019), and Keishan Christophe (Class of 2019).

Informed by past proposals and recent engagement, the EISC proposes the framework that follows for the Center's launch. We welcome feedback from students, staff, and faculty and look forward to working with the community to turn these ideas into a living resource with positive impact. Once the first iteration of the Center has launched, we both hope and expect that the Center will grow and change over time to meet the ever-evolving needs of Wesleyan's community.

The EISC's work was informed by the Spring 2016 Equity Task Force Report, the Student Advisory Committee's feedback on the campus climate during Fall 2016, as well as past reports on campus relations from 1989, 1991, and 1998 that called for Multicultural Student Centers and a Gender Resource Center. Through extensive research, community meetings, and discussions, we conceptualized a centralized Center with robust campus-wide programming and full-time staff.

Although the plans are further detailed throughout this document, in sum, we propose to house the Center at 167 High Street, in the space formerly occupied by the Shapiro Writing Center. Modest renovations are required, with an estimated cost of \$33,000. In the Center's first year, we propose hiring a Director to oversee daily operations, an Associate Director to work with and support students, and a Faculty Fellow to assist with programming. In the second year, we propose adding a Professor of the Practice with co-curricular responsibilities.

To provide guidance, vision, and accountability, an Advisory Board will be formed, comprised of two tenured faculty members (from different academic divisions than the Professor of the Practice), two alumnae/i representatives, two staff members (one from the Office of Student Affairs and one from the Office for Equity and Inclusion), and five students (one representing each identity group sub-center plus a WSA representative). The Advisory Board will work together to guide the Center's growth and preserve institutional memory.

The four sub-centers will serve students of color, first-generation and low-income students, queer and trans* students, and female-identifying students. The Center will work closely with individuals, groups, and student-staff, who cultivate intersectional work and spaces on campus, providing avenues for the engagement of others who have an interest in social justice. The space will operate as a central location where students, faculty, and staff can engage in dialogue, academic enrichment, healing, organization, and solidarity.

In this proposal, the Equity and Inclusion Center will be referred to simply as "The Center." It is our hope that this proposal will spark community discussion about how this plan can be translated into a working center. Part of this discussion will involve continuing to solicit input – from students, faculty, staff, and alumnae/i – on their vision for the Center and what a fitting name would be.

Statement of Need and Center Mission

Wesleyan University recognizes the realities of white supremacy and cis-heteropatriarchy, as well as the impact of diverse forms of persecution that these systems create. Discrimination and inequity on campus are ongoing realities, as demonstrated by the Fisk Hall takeover of 1969 and the findings of the campus

committee charged to investigate Human Rights and Relations in 1989. As a result, members of our community may experience disenfranchisement, discrimination, or violence due to their race, ethnicity, class, gender identity, sexuality, faith, or other factors.

Although Wesleyan has made significant progress towards ameliorating marginalization, racism, queerphobia, transphobia, and xenophobia, more remains to be done. Putting responsive institutional structures in place is essential to improve the educational experience of students from underrepresented groups, lessen violence, promote greater campus harmony, foster better mental health, and cultivate closer ties between alumnae/i and Wesleyan.

The Center will help to meet the basic needs of students who are most vulnerable, maintain awareness of matters related to intolerance and inaccessibility, and work collectively to eliminate the root causes of injustice and inequity on campus. The Center will engage and support students, faculty, and staff who are interested in social justice programming, advocacy, and education, serving as a resource and providing a safe environment for underrepresented students and allies to discuss, learn, organize, and lead. Activities proposed by community members and approved by community leadership will receive administrative support.

The Center is aligned with the mission of Wesleyan University, the Board of Trustees Statement on Equity and Inclusion, and the Office for Equity and Inclusion. Together, we assert a commitment to creating and sustaining a culture of diversity, egalitarianism, and altruism in all aspects of campus life.

Programming and Evaluation

The Center will support the Wesleyan community through a variety of programming:

- convening workshops where students, staff, and faculty can discuss how social phenomena and themes (e.g., transphobia, racialized police brutality, or microaggressions) manifest at Wesleyan;
- brainstorming what progress looks like in the context of our community;
- bringing innovative and illuminating speakers on campus;
- providing students with resources to engage in meaningful identity-driven work and to translate that work across and beyond campus and to their lives after Wesleyan; and
- forging synergies across diverse groups on campus to make the work of individual student organizations, departments, and initiatives more intersectional.

In particular, the Associate Director will advise and mentor student groups on how to translate their lived experiences and identities into innovative and impactful work and action.

Decentralization is a challenge faced by those planning and attending programming of all types at Wesleyan. Much is going on, but there are few links across initiatives focused on advancing equity and inclusion. This decentralization, in turn, creates a few more challenges: potential redundancy and barriers to accessing resources, even where excellent resources exist. The Center will address this challenge by serving as a hub and support for students, faculty, and staff, engaged in work that responds to marginalized identities. This centralization will amplify the value of existing program, connecting people to each other and to resources. This consolidation will highlight Wesleyan's existing resources and identify gaps that may require new investment or greater priority.

Overall Center Objectives

- Provide a centralized location on campus that recognizes and celebrates diverse and often underrepresented or misrepresented identities.
- Create meaningful avenues for both privileged and underprivileged individuals and groups to learn together about privilege and intersectionality and actively contribute to equity on campus.
- Provide staffing, programming, and evaluation structures that take action to remedy exclusion and marginalization.
- Bridge communication between underrepresented students, faculty, and staff address to address issues and generate solutions related to access, representation, and equity.

Impact 1: *The Center provides an intersectional “home” that is welcoming and inclusive for various identity groups; it fosters a sense of togetherness, unity, and caring for marginalized/under-represented students, staff, and faculty.*

Metrics:

- Students, faculty and staff from various demographic groups use the Center space and participate in Center-sponsored activities and programs.
- Programs exploring issues relevant to various groups are initiated or co-sponsored by the Center and well attended by marginalized/underrepresented groups.
- Students more easily find information and resources they need – e.g., financial information about educational grants and loans, historical and cultural information about marginalized groups, professional opportunities and training, and medical information/resources.
- The Center is a repository of information and academic resources on a broad variety of cultural identities.

Data:

- Track student, faculty and staff use with demographic information (including single and repeat visits)
- Track program topics
- Track program attendance with demographic information
- Conduct Center evaluation surveys

Impact 2: *Center strategies, approaches, and programs help students to achieve higher academic success and advance their career objectives, supporting Wesleyan's educational mission.*

Metrics:

- A broad variety of academic departments co-sponsor or link programs, seminars, etc. with the Center.
- Courses offered in Divisions I, II, and III that encourage students to engage with Center programs and resources.
- Students use Center staff and resources to enhance their academic work.
- Students cite the Center, its staff, affiliated faculty, programs and/or resources in academic work.
- The Center is a repository of information and academic resources on a broad variety of cultural identities.
- Alumnae/i that participate in Center programs as undergraduates have enhanced success in the job market and admission to post-baccalaureate degree programs.

Data:

- Track mention of Center and use of Center information and resources in course syllabi and on academic department websites
- Conduct Center evaluation surveys
- Survey faculty members
- Track co-sponsored programs and their topics
- Track use and impact of Center through alumnae/i surveys through Gordon Career Center

Impact 3: *The Center demonstrates how equity and inclusion enriches everyone – from the most privileged to the most marginalized.*

Metrics:

- A representative cross-section of students, faculty and staff use the Center and attend its programs.
- Speakers and events sponsored or co-sponsored by the Center address the educational merits of equity and inclusion.

- The Center co-sponsors programs with a wide variety of academic departments, university centers, clubs, and external organizations, increasing and/or deepening these relationships over time.
- The Center leads university-wide initiatives linked to equity and inclusion.
- A variety of courses require engagement with Center programs and resources.
- The Center space is used by a broad variety of organizations, clubs, faculty, and students.

Data:

- Track student, faculty and staff use with demographic information, including single and repeat visits
- Track program topics, whether hosted or co-sponsored by the Center
- Track program attendance with demographic information
- Center program evaluation surveys
- Track participation in center activities and programs by student members of organizations and clubs

Impact 4: *Center strategies, approaches and programs have a positive impact on the sense of togetherness, unity and belonging experienced by members of the Wesleyan community.*

Metrics:

- Students express greater satisfaction with Wesleyan's climate.
- Students report a greater sense of unity and belonging.
- Faculty strengthen advising relationships with students from marginalized/under-represented when they utilize the Center.
- Faculty members, deans and Student Affairs staff members report greater satisfaction among students from marginalized/under-represented groups.
- The Center creates programs designed to explore particular cultural identities.
- The Center creates programs designed to engage students across identity groups.

Data:

- Center program evaluation surveys
- Student climate survey (every few years)
- Survey of faculty advisers and staff members
- Track co-sponsored programs and their topics

Space

We describe below several versions of space allocation for the Center as it evolves and grows over time.

Model 1 provides the minimal space required (6 rooms):

- Gender, Queer, Student of Color, and First-Gen Centers (4 rooms)
- A large space for organizational and intersectional collaboration, presentations, and group gatherings (1 room)
- A room for academic study and mentorship (1 room)
- Director's office (could also be housed in the Academic Affairs or Student Affairs Offices)

Model 2 provides adequate space for programming and an administrative staff office (8 rooms):

- Gender, Queer, Student of Color, and First-Gen Centers (4 rooms)
- A space for organization work and intersectional collaboration (1 room)
- A library for academic study and mentorship (1 room)
- A large communal space for presentations and gatherings (1 room)
- Director's office (1 room)

Model 3 provides adequate space for a variety of programming uses, administrative offices and space for growth, healing, and meditation (9-11 rooms):

- Gender, Queer, Student of Color, and First-Gen Centers (4 rooms)
- A space for organization work and intersectional collaboration (1 room)
- A library for academic study and mentorship (1 room)
- A large communal space for presentations and gatherings (1 room)
- A healing space for self-care, rumination, and meditation (1 room)
- A kitchen or a cafe space (1 room)
- Director and Faculty Fellow offices (1-2 rooms)

Based on the three models and the availability of the first floor of 167 High Street (formerly the Shapiro Writing Center), we propose launching the Center as a hybrid of Models 1 and 2. This will enable the Center to begin operations while enabling the needs of the campus community to justify future growth, based in the belief that organic growth will be more sustainable in the long term. The Center aims to both provide concrete services to students and embody the University's commitment to recognize past and present marginalization and to address inequity going forward. We anticipate that the Center's mission will expand and that its impact will justify growth. In three

years, we charge the Advisory Committee with evaluating whether the current space is still sufficient to support the Center's purpose and operations.

Staffing

The Center will serve two purposes: first, to provide services, programs, and training within its own walls and, second, to work toward making all spaces on campus more welcoming and supportive to marginalized groups. As such, the Center will provide programming and support and work to improve the broader campus climate by actively engaging groups of students and faculty in important and challenging dialogues about social justice, equity, and inclusion.

The Center's operations will not and should not occur in a vacuum. Wesleyan is already host to extensive identity-related programming, hosted and attended by students, staff, and faculty. The Center will partner with groups across the University - student groups, departments, the Patricelli Center, the Center for Pedagogical Innovation, and more - to centralize and become students' point of access to the tremendous programming that already takes place on campus.

We envision two professional staff members for the Center. A senior-level Director will work with campus partners, faculty fellows, student interns and the Advisory Board to foster an inclusive intersectional space for students as well as coordinate educational opportunities that foster intercultural competence. A junior-level Assistant Director will provide support and referrals for students, support student groups programming, and coordinate logistics for the Center's outreach activities. For an outline of day-to-day programming in each sub-center, please see Appendices A-D.

In considering staffing needs for the Center's launch, members of the Student Advisory Committee consulted fellow students, alumnae/i, current administrators, and job listings for similar positions at other schools. Their research concluded that Wesleyan should hire at least one full-time professional employee for Fall 2017 and add additional staff members as the Center evolves. After consulting with their respective constituencies, the six representatives created a "day in the life" for a Center Director (see below). Their research surfaced the characteristics for the position requested by every constituency group. As a result, we propose that the Director's work be largely driven by welcoming different students for individual appointments. The Director will also be responsible for organizing educational workshops that at times integrate faculty and staff. We anticipate that this position will develop over time.

All Center staff members will ensure that the Center hosts group meetings and provides safe space to have difficult conversations. Additionally, the Center will help to create community during crucial annual milestones: for instance, by being the site of programming during orientation, reunion and commencement.

Director:

- Oversees programming for the Center.
- Works with staff from similar centers around the country to get ideas for programming and speakers.
- Collaborates with the Advisory Board on resources and programming.
- Manages the Assistant Director to ensure all sub-centers are responsive to needs of marginalized populations as they arise.

Assistant Director:

- Holds daily office hours to provide personal support, resources, and mentorship to students with marginalized identities.
- Has personal or prior experience working with at minimum: students of color, first-generation students, low-income students, female-identifying and non-binary students, and queer and trans students.
- Liaises with a portfolio of student groups to plan, support, and enhance their programming as well as facilitate partnerships and collaboration.
- Supervises and mentors the interns who work within the Center: queer resource interns, QuestBridge Fellows, Student of Color interns, etc.

Please see Appendix H for more detailed job descriptions.

Advisory Board

The Advisory Board will support the mission of the Center and provide accountability through guidance and feedback to the Director and Faculty Fellow. Individual Advisory Board members will also serve as partners in research and community outreach. Members will be selected based on their common interests and involvement in seeking to empower underrepresented students at Wesleyan, and will have a strong commitment to cultivating student leadership, promoting social justice, and fostering critical reflection and informed action.

The Advisory Board will include two tenured faculty members from different academic divisions, two alumnae/i representatives, two staff members (one from the Office of Student Affairs and one from the Office for Equity and Inclusion), and five students (one representing each sub-center plus a WSA representative). Faculty and staff members serving on the Advisory Board will serve three-year terms, which will be staggered to ensure continuity. We have chosen to include tenured faculty members so as not to overburden un-tenured faculty; however, we are aware of the asymmetry this creates and, to compensate, we charge the Advisory Board to devise innovative ways to include junior faculty in the Center's work.

Student members will serve one- or two-year terms and appointments will be staggered to ensure continuity. Before joining the Advisory Board, student members will have a long-standing commitment to the Center as demonstrated through active involvement in Center programs, through service, or internships. Student members will choose their successors for each respective sub-center. The WSA representative will be appointed by the Assembly.

Advisory Board meetings will be held every month. Members will be expected to attend all meetings and other events/functions as requested. They will be expected to review meeting agendas and supporting materials prior to meetings. Meetings will enable Advisory Board members to learn about programs, curriculum, services/support, activities, and lectures. Members will be expected to share developments in the field at the meetings, providing support and guidance to the Director, Faculty Fellow, and Professor of the Practice.

Advisory Board members will assist with program development and help to identify best practice standards. They will serve as ambassadors and advocates for the Center on and off campus. They will work with Center staff and other Advisory Board members to ensure that the Center is delivering relevant, up-to-date experiences and information and will help to identify candidates for the Advisory Board.

Faculty Involvement in the Center

Active faculty engagement is essential to fully realizing the Center's purpose and goals. There is a vast array of expertise in diversity and social justice issues among Wesleyan's faculty. The Center will be most effective when its programming and activities are intellectually grounded in and complementary to the work of academic departments. We envision several faculty members serving with other campus constituent groups on the Advisory Board, but feel that such occasional involvement is insufficient given our aspirations. Too often, faculty interested in working on these issues do so informally and sometimes at the expense of their other work and/or personal lives. For this reason, we propose incentives for faculty members who give their time and energy to support the Center's work. These incentives could involve stipends or involvement with the Center could count toward the collegiality component of tenure reviews.

We recommend the appointment of a Faculty Fellow to work directly with the administrative and student staff of the Center. We envision that the faculty member(s) so appointed will receive course relief or a commensurate stipend and will be appointed for a two-year term. Faculty Fellow appointments will be made by the Provost in consultation with the Center's Advisory Board.

After the Center's inaugural year, we request the appointment of a Professor of the Practice, with joint responsibilities including actively working with the Center as well as teaching in a related field (at the Provost's discretion). The Faculty Fellow and

the Professor of the Practice will serve on the Advisory Board, will maintain a presence at the Center, and will seek opportunities for synergy between the Center's programming and activities being organized by various academic departments, the Office of Faculty Career Development, and the Center for Pedagogical Innovation. Faculty involved with the Center may also help coordinate and supervise student tutorials in subjects related to the Center's broad mission of expanding equity and inclusion at Wesleyan.

Budget

The Center will support students from marginalized backgrounds by aggregating and centralizing current resources and introducing supplemental resources. Thus, Center operations and programming will be funded both through existing funding streams and through a new centralized funding.

Presently, student groups receive funding for identity-related programming from a variety of sources: the Wesleyan Student Assembly's Student Budget Committee, the Office of Student Activities and Leadership Development, the Office for Equity and Inclusion, the Office of Student Affairs, various academic departments, and other sources. We seek to change this process by centralizing much of the funding for identity groups within the Center, streamlining and simplifying the process of requesting funds. In short, we want to improve the current practice of students fundraising from many different offices in order to realize their programming goals, a process that is inefficient and impedes long-range planning.

To understand the scope of the Center's activities, we provide below a rough approximation of the current funding given for student-run identity-based programming. The table lays out the distinct funding sources for identity-related student groups, the items these sources fund, the amount funded in the most recent school year, how much that allocation varies year-to-year, and whether that allocation will be moved into the centralized Center budget.

Table 1: Sources of Funding

Source	FY 2015-2016 Allocation	Amount of Variability each year	Types of Items Funded	Will this amount be transferred to the Center?
Wesleyan Student Assembly/Student Budget Committee	\$44,027.86	±\$15,000	Programming, speakers, transportation, conferences; all allocations subject to WSA Bylaws	Yes, permanent budget transfers to Center
Office of Student Affairs/SALD	\$5,000 programming funds for affinity month programming and other activities planned by interns; \$3,000 for SOC and Queer interns (currently reporting into Student Affairs) will be reallocated to the Center.	Existing annual budget allotments earmarked for these purposes.	Programming, student intern payroll.	Yes, permanent budget transfers to Center
Office of Equity and Inclusion	\$3K MLK Fund, \$15K Programming Fund, Dwight Green Intern \$1800	Existing annual budget allotments earmarked for these purposes.	MLK funds must be used for MLK event, same with DGI. \$15K allocated for campus-wide E&I programming.	Yes, \$3K MLK Fund, \$5K Programming Fund, Dwight Green Intern \$1800
Academic Departments	\$2,500 given to identity groups	Greatly variable	Food for events & honorariums	No

Table 2: Budget for the Center

Category	Item	Amount	One Time or Annual	New \$ or Transfer	Source
Staff					
	Director	\$60,000 (\$90,000 with benefits)	Annual	New Line	Central Admin
	Assistant Director	\$40,000 (\$52,000 with benefits)	Annual	New Line	Central Admin
	Faculty Fellow	\$10,000	Annual	New	Academic Affairs
	Professor of the Practice	TBD	Annual, but delayed to second year	New (in second year)	Academic Affairs
	SOC Intern	\$3,000	Annual	Transfer	Existing SA/SALD budget
	Dwight Green Intern	\$1,800	Annual	Transfer of \$17K endowment t pays out approx. \$1,800/yr.	Office for Equity and Inclusion
Faculty	Stipends for Faculty Involvement	\$2,500	Annual	New	
Total Annual Personnel Cost		\$159,300			
Programming	Lectures, campus training, Programming, Activities, co-sponsorship with academic and other departments.	\$30,000 (\$10,000 transferred from SA and EI; \$20,000 new money requested	Annual	Both	SA, OEI, Central Admin
Operations	Office Supplies,	\$5K Professional	Annual	New	Central

	Professional development	Development \$2,000 Operations and Office Supplies			Admin
Building	Remodeling	\$32,944.45	One time		Central Admin
Total First Year Annual Operating		\$62,951			

Excluding WSA Funds:

Total First Year Cost: \$229,244.45

Total New First Year Cost: \$219,244. 45

Total Recurring Cost (Second year and on): \$196,300 (plus PoP salary)

Total New Recurring Cost: \$186,300 (plus PoP Salary)

Including WSA Funds:

Total First Year Cost: \$273,272.31

Total New First Year Cost: \$219,244. 45

Total Recurring Cost (Second year and on): \$240,327.86 (plus PoP salary)

Total New Recurring Cost: \$186,300 (plus PoP Salary)

Appendix A: Programming for Students of Color

Representative to the Student Advisory Committee: Keishan Christophe

Time	Who is involved (staff, faculty, students)	Activity
9AM	Center Staff	Open up the office, and organize the space
10AM	SOC student staff member(s) +SOC administrative member(s)	<i>Student:</i> Open up a list (like the Dean's office) for drop in concerns, and issues that need to be addressed specifically in terms of location and using the space for events <i>Administrative members:</i> Handles bigger concerns through appointments most times (how to organize events, helps students get into contact with other faculty, etc....)
11AM	SOC student staff member(s) +SOC administrative member(s)	Stated above
12AM	Staff	Break for lunch
1PM	SOC student staff member(s) +SOC administrative member(s)	Weekly meetings to discuss future events to be put on a calendar for campus, as well as group bonding events.
2PM	SOC student staff member(s) +SOC administrative member(s)	Time set aside to specifically meet with other administrators. Not only the administrators who work in the Center, but especially outside of the center.
3PM	SOC student staff member(s) +SOC administrative member(s)	Personal time to plan for the next day, answer emails/phone calls, and so on.
4PM	SOC student staff member(s) +SOC administrative member(s)	Host student groups (club meetings) and student led workshops for the community
5PM	SOC student staff member(s) +SOC administrative member(s)	Host student groups (club meetings) and student led workshops for the community i.e.: Yoga?

Appendix B: Programming for First Generation and Low-Income Students

Representative to the Student Advisory Committee: Caroline Liu

Time	Who is involved (staff, faculty, students)	Activity
9AM	Directors of all subsections + Director of the Center	Morning with other staff members to debrief goals + projects to stay on the same page
10AM	LI & FG staff members	Office hours: Staff is available to speak with students for both scheduled and walk-in appointments, providing resources for their unique situations and concerns; if no students are there they will answer emails and organize programming
11AM	LI & FG staff members	Office hours: Staff is available to speak with students for both scheduled and walk-in appointments, providing resources for their unique situations and concerns; if no students are there they will answer emails and organize programming
12AM	LI & FG staff + student staff members	Working lunch meeting; discuss current projects, any ideas, any needs, etc.
1PM	LI & FG staff + student staff members	Individual 1:1 meetings with student staff members—devote specific time to hearing issues students are noticing around campus
2PM	LI & FG staff members	Work with different resources on campus to plan cohesive programming (with ResLife, Financial Aid, Admissions, etc.)
3PM	LI & FG staff members	Personal time to plan for the next day, answer emails/phone calls, and so on.
4PM	LI & FG staff members	Meeting Facilitation or Workshop: Whatever a staff member is needed for a program (for example: a workshop for filling out FAFSA, a LinkedIn tutorial by career center, a discussion on intersectionality in low income communities, communicating across cultural boundaries to first gen parents, or advice on buying textbooks at affordable prices)
5PM	LI & FG staff members + students	Community Building - open for students to walk into the Center, engage with each other, host meetings, contribute to the archive, share their ideas with others

Appendix C: Programming for Queer and Trans* Students

Representatives to the Student Advisory Committee: Hanh Pham and Justin Ratkovic

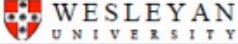
Time	Who is involved (staff, faculty, students)	Activity
9AM	Center staff	Morning meeting with other staff members - daily/weekly scheduling and agenda
10AM	Queer/Trans Representative/Staff	Open Office Hours - staff available for students to walk-in and meet them, have resources available, concerns addressed
11AM	Queer/Trans Representative/Staff	Open Office Hours - available for student walk-in and meeting
12AM	Center Staff and Student Staff/Interns	Lunch meeting to discuss agenda/Center needs and updates
1PM	Student Staff	Community Outreach - meet to discuss and arrange for people in the community, activists/scholars/artists to come to the Center to engage with student body
2PM	Queer/Trans Representative/Staff/Student Interns	Meet with administration, (ResLife, financial aid, CAPS, etc.) to discuss ways that the Center can work with them to improve student and faculty life, discuss concerns of students
3PM	Staff and Faculty	Career/Future-Oriented Building - Bring in experienced professionals and or the career center to help students develop strategies and learn more about life after college as an underrepresented marginalized individual
4PM	Students, Staff (Students and otherwise)	Workshop/Teach-In - biweekly workshop/activity held by student staff. Open to student body to learn, sit-in, and engage. Meant to encourage activism and participation within Q/T community and with allies. One of the workshops would bring in a non-student (preferably someone from the community or outside Wesleyan) and the other would be solely student-run
5PM	Students	Community Building - open for students to walk into the Center, engage with each other, host meetings, contribute to the archive, share their ideas with others

Appendix D: Programming for Female-Identifying Students

Representative to the Student Advisory Committee: Justina Yam

Time	Who is involved (staff, faculty, students)	Activity
9AM	Directors, Staff members	Staff members and directors (Advisory board) meet to discuss current projects and events, plan for the week
10AM	Staff, Students	Time for student programming (formal events) AND/OR time for staff to work on their other priorities other than programming and working with students
11AM	Staff members, Students	Office hours: Students to walk in or come by appointment basis and speak to staff about their concerns or issues related to projects, programming, whatever it is students need support with. Staff are responsible for providing resources and should be trained well in their area to provide appropriate support
12PM	Faculty, Students	Lunch talks: Time for professors to engage with students through workshops and help with social justice work by students and projects
1PM	Staff members, Students	Office hours: Students to walk in or come by appointment basis and speak to staff about their concerns or issues related to projects, programming, whatever it is students need support with. Staff are responsible for providing resources and should be trained well in their area to provide appropriate support
2PM	Staff members, Students,	Office hours: Students to walk in or come by appointment basis and speak to staff about their concerns or issues related to projects, programming, whatever it is students need support with. Staff are responsible for providing resources and should be trained well in their area to provide appropriate support
3PM	Staff members, Students, Faculty	Teaching or discussion sessions held by staff members for students that focus on issues that intersect between gender, first-gen and race, or between one of those areas and another topic (e.g. in STEM or theatre). Staff can also facilitate conversations between faculty and students regarding these topics
4PM	Staff members, Students, Faculty	Teaching or discussion sessions held by staff members for students that focus on issues that intersect between gender, first-gen and race, or between one of those areas and another topic (e.g. in stem or theatre). Staff can also facilitate conversations between faculty and students regarding these topics
5PM	Students	Time for students and student groups to book out the space for community meetings, discussions, events and activities.

Appendix E: Renovation Budget

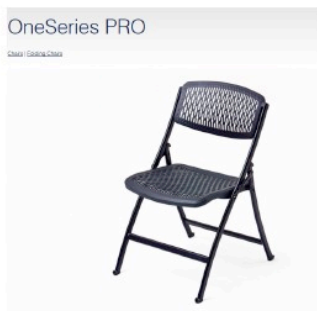
 WESLEYAN UNIVERSITY					
CONSTRUCTION SERVICES, PROJECT MANAGEMENT & SPACE PLANNING					
(MAC) MOVE, ADD, CHANGE, ESTIMATING FORM				Project #:	
				Date: 2/20/2017	
Building:	167 High Street - First Floor Student Resource Center	SQFT	1,390	Department:	Office of Equity & Inclusion
		Budget Estimate			
DIV - 1	General Conditions	\$ 2,080			
DIV - 2	Earth Work / Site Improvements				
	Small Patio/BBQ Pad behind Russian House	\$ 3,500			
DIV - 2	Interior Demolition				
	Carpet Ripout	\$ 774			
DIV - 8	Doors, Windows & Glazing				
	Lockshop	\$ 625			
DIV - 9	Finishes				
	New Flooring	\$ 8,844			
	Wall Patch from removed art	\$ 1,040			
	Paint (All new colors, including chalkboard paint)	\$ 7,500			
	Student murals -- paint & supplies	\$ 350			
DIV - 12	Furnishings				
	Outdoor furniture (12 chairs & table), assembly & Installation	\$ 1,910			
	20 Event Chairs	\$ 1,100			
	Charcoal BBQ on pedestal, installed	\$ 800			
	Construction Budget Estimate:	\$ 28,523.33			
	Construction Management Fee:	\$ 1,426.17			
	Contingency:	\$ 2,994.95			
	Total Project Estimate:	\$ 32,944.45			

Appendix F: Additional Furniture Purchases

Proposed Student Resource Center Exterior Social Space Additions / Interior Event Seating



Outdoor seating on back porch

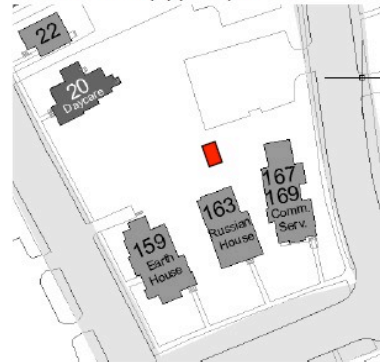


Indoor folding event chairs

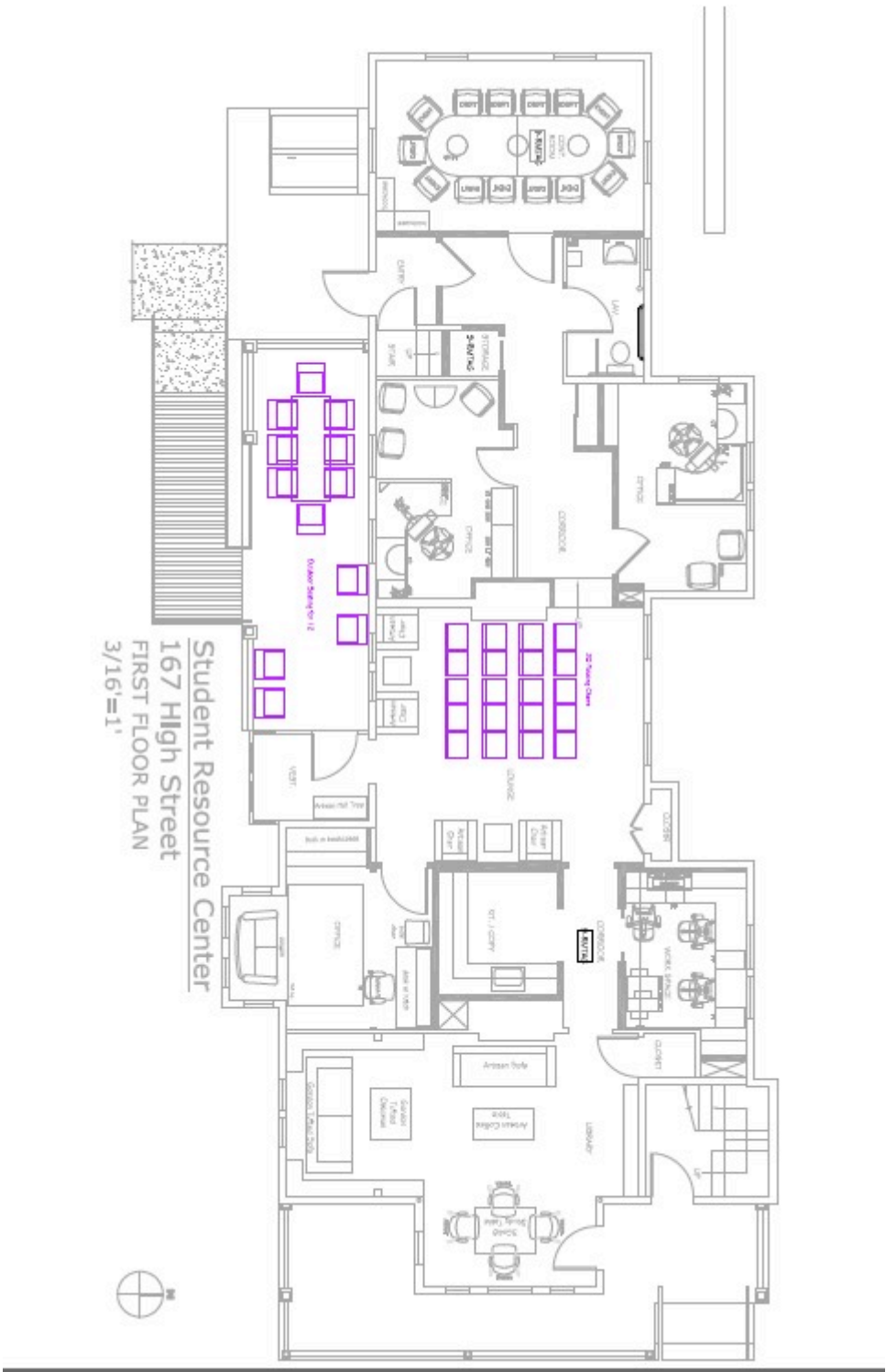


Exterior installed BBQ

Exterior BBQ (approx.) location



Appendix G: Floor Plan



Appendix H: Center Job Descriptions

Director

General Duties:

Reporting to the Vice President for Student Affairs, Director promotes inclusive excellence through programs that engage the campus community in developing students' capacity to achieve at the highest level. The dean/director fosters an inclusive intersectional space for students of all identities and coordinates educational opportunities that foster intercultural competence. The dean/director works to create and sustain a welcoming and supportive campus climate for students, especially for those from traditionally marginalized communities (including students of color, students with disabilities, first-generation college students, students from different socioeconomic backgrounds, female-identifying students, survivors of sexual assault[R-1], queer and trans* students, and international students).

Core Duties:

Supervision and Leadership

- Supervises the Center's assistant director and student interns.
- Collaborates with faculty partner(s) on mission and programming of the Center. Cultivates working relationships with appropriate academic departments and programs to ensure that the work of the Center is intellectually grounded.
- Works closely with the Center's Advisory Board to fully realize the mission and goals of the Center.
- Works with staff team to develop and implement programs and services that foster intercultural competencies among students, faculty and staff.
- Partners with the Center's advisory board and staff to develop effective assessment strategies that help illuminate the impact of the Center as well as drive decision-making.

Diversity and Intercultural Competence

- Serves as a resource, advocate and advisor on student diversity issues to the campus community, and specifically to students from traditionally marginalized communities.
- Supports student-led initiatives that foster greater awareness and understanding of student identities.
- Proactively plans trainings, activities and spaces that afford opportunities to expand knowledge, insight and skills necessary to appreciate and successfully navigate diverse intersectional environments.
- Work in collaboration with Equity and Inclusion and Student Affairs to actively engage campus constituents in important and challenging dialogue about equity and inclusion.

Administrative

- Participate in divisional administrative "on-call" rotation
- Serve as a resource person for students, parents, and other University personnel -- facilitate referrals to appropriate academic and/or administrative departments

- Assist with development and implementation of major initiatives
- Represent the Student Affairs/Center on designated committees as assigned
- Perform other duties necessary to the basic function of the position, supporting the mission of the University and contributing to the programs and services offered by Student Affairs.

Minimum Qualifications:

- Master's degree
- 5-7 years teaching or administrative experience at a college or university
- Demonstrated competence working with a diverse student population
- Excellent problem-solving, interpersonal, communication and organizational skills

Preferred Qualifications:

- Direct experience working with diverse and intersectional communities (students of color, students with disabilities, first-generation college students, students from different socioeconomic backgrounds, queer and trans* students, and international students)
- Experience in a residential liberal arts environment
- Experience writing grant and fund-raising proposals.
- Experience with statistics and metrics-driven growth analysis.

Assistant Director

General Duties:

Reporting to the Director of the Center, the Assistant Director promotes inclusive learning and community through programming that engages the campus community in developing students' capacity to achieve at the highest level. Through the programming and activity of the Center, the assistant dean/director works to create and sustain a welcoming and supportive campus climate for students, especially for those from traditionally marginalized communities (including students of color, students with disabilities, first-generation college students, students from different socioeconomic backgrounds, queer and trans* students, and international students). The assistant dean/director will play a primary role in working with students and student groups, serving as a resource and making referrals to other student support networks as appropriate.

Core Duties:

Supervision and Leadership

- Collaborates with the Center's student interns and faculty and staff partners.
- Cultivates effective partnerships with appropriate departments and student organizations to achieve the Center's mission and goals.
- Works with staff team to develop and implement programs and services that foster intercultural competencies among students, faculty and staff.

Diversity and Intercultural Competence

- Serves as a resource, advocate and advisor on student diversity issues to the campus community, and specifically to students from traditionally marginalized communities.
- Supports student-led initiatives that foster greater awareness and understanding of student identities and backgrounds.

Administrative

- Serve as a resource person for students -- facilitate referrals to appropriate academic and/or administrative departments as appropriate.
- Assist with development and implementation of major initiatives.
- Represent the Center on designated committees as assigned.
- Perform other duties necessary to the basic function of the position, supporting the mission of the University and contributing to the programs and services offered by Student Affairs.

Minimum Qualifications:

1. Bachelor's degree
2. Demonstrated competence working with diverse and intersectional student communities
3. Good understanding of student development theory and social justice work
4. Excellent problem-solving, interpersonal, communication and organizational skills
5. Experience in a residential liberal arts environment