Diversity Training for Students

During the 2016-2017 academic year, LMU CARES added an additional workshop for all incoming first-year and transfer students called Courageous Conversations. All incoming (fall and spring semesters) first-year and transfer students are required to participate in LMU CARES Courageous Conversations cultural competency training by the sixth week of the semester. Starting in fall 2017, all incoming first-year and transfer students will also be required to complete an Implicit Bias training by the sixth week of the semester they entered LMU.

- This 90-minute interactive workshop is designed to guide participants in building skills pertaining to intercultural dialogue and respect between all cultures, beliefs and identities. Intercultural Passports are handed out to all students who attend the workshop; the passports include the steps to intercultural dialogue and a list of opportunities students can attend to further take part in interculturalism both on and off campus.

  a. As of Spring 2017, 32.62% of the total undergraduate population at LMU has received the Courageous Conversations training. This includes participation from incoming students, athletes and sorority and fraternity members.

  b. 98.29% of the Fall 2017 incoming students received the Courageous Conversations training.

- In the summer of 2016, LMU CARES hosted 3 interculturalism listening sessions, inviting 23 students to share about their experiences on interculturalism at LMU. The curriculum for Courageous Conversations was formed from the feedback in these sessions as well as research on programs at other institutions across the U.S. During the listening sessions, students expressed a need for a “tool for learning how to dialogue”, “patience to dialogue” with peers and expressed concerns about never knowing “how to ask questions for which [they] don’t know the answer”.

Intercultural Facilitators

Student Affairs continues to recruit and train many students through the Intercultural Facilitators (IFs) program. These student leaders participate in a year-long intensive cultural and facilitation skill development training. Some of our campus’s most culturally sensitive and impactful programs have been presented by IFs such as the National Dialogue on Race, To Protect & Serve, and open forums focused on challenging campus incidents. In addition to campus wide programming, the IFs facilitate workshops for first year students during fall orientation. Utilizing culturally centered activities and exercises, the IFs engage their peers on various issues as it relates to race, ethnicity, class, gender, sexuality, and culture.
Intercultural Training for Staff

- Student Affairs has worked with Human Resources to re-establish Intercultural Training sessions as part of the area’s offerings for staff development. While still being developed by Human Resources, once completed and in place, it will be required training for all new employees.

- During the 2016-2017 school year, Student Affairs provided Intercultural Training sessions to the entire division, as a component of its offerings for staff development. The purpose of these trainings were to broaden the cultural consciousness of our personnel and to increase capacity for student affairs administrators to synergistically engage in cultural collaborations. Key learning outcomes included: 1) identify behaviors that support diverse community, 2) develop a clear definition of diversity related terms and their impact, and 3) create an action plan for resolving critical cultural concerns. A total of 7 workshops have been offered and 138 staff members whom have participated. This training is now mandatory for all Student Affairs staff and will continue to be offered twice a year. We are currently in the process of developing a second component of this training.

- Student Psychological Services trains new fellows each year on diversity and cultural competence.

- Student Psychological Services staff received professional development training from Dr Parham (School of Education) on Implicit Bias in Dec 2017.

- Student Psychological Services’ Wellness Educators have been proactive in their efforts to reduce stigma around mental illness and increase knowledge about mental health and wellness among diverse student populations through their programming. In addition to offering tabling events and presentations to the general student population (e.g., on stress, depression, anxiety, body image), they have consistently presented to the LGBTSS student staff. The WEs also receive training from the Intercultural Facilitators and seek to incorporate multicultural considerations into their presentations.

Diversity Audit
Student Affairs has launched a bi-annual diversity audit assessment for all departments with the division to examine ethnicity breakdowns for all programs, services, staff and student-user data to determine areas of highlight and challenge. In addition, Student Affairs has created a mechanism to capture diversity data in the annual reporting process.

Interesting outcomes of the diversity Audit:
• Student Media reviewed the Diversity Audit and has been intentional about reaching out to EIS to recruit talent at The Loyolan, ROAR, and The Tower.

• Student Health Services completed the Student Affairs diversity audit and learned that while Chicano/Latino students comprise approximately 22% of the LMU student body, only 7% of all students seen in SHS for needed health services identified as Chicano/Latino. Because SHS is committed to providing high quality, culturally sensitive, and accessible health services for all students, it was concerning that they may not be serving an important and valued student group, i.e., the Chicano/Latino population. Therefore, SHS met with Joel Gutierrez, Director, Chicano/Latino Student Services and Latino student group leaders and asked them to complete a brief survey regarding their utilization and satisfaction around SHS. A small sample of respondents (36) cited the following four general reasons why they are not choosing to utilize SHS: 1) they prefer another healthcare provider in the local community 2) they are healthy and believe they do not need healthcare services, 3) they don’t want the charges posted to their student account or 4) they don’t have the school sponsored insurance plan. These reasons are all valid with the exception for the misconception that students need the school sponsored insurance plan to utilize SHS. This is incorrect. Based on these findings, SHS will continue to collaborate with Chicano/Latino Student Services and strategize ways in which to inform Chicano/Hispanic students about SHS services, costs and accessibility.

**Student Affairs Recruitment/Hiring**

• In an effort to address the black student concerns about the services provided or rendered in Student Psychological Services, the department has committed to recruit and hire 1 per diem black psychologist (temporary position) in the spring 2018.

• Student Psychological Services hired a Latino/non-white psychologist fellow for this academic year as well as a per-diem (two day a week) Latina

**Planning Process for Student Events**

Student Affairs continues to review the planning process for large scale campus events. In 2016-2017, there was a revision of our divisional strategies to ensure more robust content and voices were considered, specifically among the members of the Programming Collaborative. In addition to divisional efforts, Ethnic and Intercultural Services (EIS) has also launched an analysis of programs and services this year. With consideration to the results of the campus climate study and events impacting the tenor of our environment, EIS aims to clarify intentional structures, content, and strategies to support identity development, cultural awareness, and critical inquiry among LMU students.

• Student Affairs leadership committed to ensuring that Student Affairs staff members would participate in student-centered diversity programs and initiatives (i.e. The National Dialogue on Race and Social Justice Dialog.)
• On an annual basis, Campus Recreation and Campus Activities review the demographic information of the student usage in its facilities and programs. When the information is not similar to the university demographics, efforts are made to outreach to departments and student organizations to increase participation. Those categories include gender, ethnicity, and class standing.

• During the 2017–18 academic year, Mane Entertainment has made a concerted effort to diversify its programming to ensure a wide variety of activities are offered that appeal to the entire student population.

**Synergy Between Diverse Student Populations**

• Student Affairs moved departments and programs within the Malone Student Center to create greater interaction among different student groups: The Learning Community (TLC) and Intercultural Facilitators (IF’s) moved to the first floor to be in closer proximity to ASLMU students. The re-location of TLC to the Malone 103 suite and co-habitation with ASLMU, has resulted in increased dialogue between TLC and ASLMU students. We have also seen an increase in TLC student interest in serving on ASLMU.

• Additionally, EIS and LGBTQ moved from the third and fourth floors to share the second floor with OISS and the newly created Muslim Student Life.

• Intentional effort increased collaboration among OISS, APSS, CLSS, LGBTSS, OBSS, JSL, and MSL on various events throughout the 2016, 2017 and 2018 year.

• OISS Sponsored a wide array of events highlighting issues that could be of interest and important to diverse students, e.g., immigration workshops that highlight DACA, and a library exhibit on Afro-Brazilian Art and Identities.

• OISS made intentional effort to highlight the diverse origins and perspectives of international students in any campaign to raise awareness of the international student population.

**The Praxis Academy**

Founded in 2013, the Praxis Academy, LMU’s Black Male Achievement initiative was re-launched in 2016 with the admission of 12 new members. Participants meet weekly to engage self exploration and group reflection activities on themes focused on identity development, leadership, critical thinking/scholarship, community engagement, and social justice.

**The Learning Community**

Prospective African American first-year students were offered admission to The Learning Community (TLC) prior to them making their commitment deposit. TLC includes a summer pre-college residential program, courses, individualized mentorship throughout the school year, and on-going events & activities, which provide support, while emphasizing leadership and success.
• TLC has expanded from a first-year only program to a comprehensive four-year program that engages students from their first year through their senior year.
• Through a partnership with Enrollment Management, TLC has increased the first year cohort from 30 students to an average of 35 students over the last two years.
• TLC has increased its funding for student staff and hired more students to assist with the programming.
• TLC has also restructured its professional staffing model to include a Program Coordinator, Associate Director of Student Success and the Assistant Dean of Students for Student Success.
• For the past two years, Enrollment Management and TLC have been working in collaboration to offer pre-admission to 20 incoming first year African American students. This effort yielded 5 to 6 additional TLC students each year growing the cohort from 30 to an average of 35 students.

For Undocumented Students

• In September 2017, a Social Justice Scholars orientation was planned and hosted by the Undocumented Students Advisory Committee. Included were such topics as the classroom experience, securing on-campus employment, interacting with faculty, interacting with mentors and securing funding for books and other school-related expenses. Additionally, there was a panel of current Social Justice Scholars and recent alumni explaining how to navigate the campus and post graduate employment or graduate school.

• In September 2017, the Provost sent a letter to the community reaffirming the need to protect student privacy. Included in the communication was a link to a FAQ document providing faculty, staff and administration with guidance on how to respond to government or other officials who come to campus inquiring about a student or employee.

• In September 2017, the USAC hosted a second DACA renewal application session was held in conjunction with the Immigration Justice Clinic from Loyola Law School. Grant funding secured to cover the $495 application fee.

• In conjunction with the Loyola Law School, sever pro bono attorneys have been identified to provide legal advice to LMU undergraduate and graduate students.

• In fall 2017 campus support systems enhanced to meet the needs of undocumented and DACA students in Campus Ministry by providing a space for students to convene.

• In fall 2017 Student Psychological Services identified a psychologist to work specifically for Latino students and specifically undocumented and DACA students. Weekly group sessions were organized to meet student need and availability.
In fall 2017 Career and Professional Development (CPD) identified a career coach to work specifically with undocumented and DACA students. A page was created on the CPD website specifically geared toward assisting undocumented and DAC students in pursuing career goals.

In fall 2017, the Undocumented Students Advisory Committee collaborated with ASLMU, and the Ignatian Solidarity Network to sponsor a week of social action that encouraged members of the LMU community to register to vote and to communicate with their national legislators regarding the passage of the proposed Dream Act. Five hundred individuals communicated with legislators.

Provided social support for undocumented and DACA students through planned activities such as dinners and social gatherings.

Since fall 2017, the chair of the Undocumented Students Advisory Committee conducted an educational program for the Student Life Committee of the Board of Trustees, the full Board of Trustees, the Staff Senate and Campus Ministers.

Student Psychological Services partnered with academic and Student Affair’s Leadership staff to provide a confidential group for undocumented students (on-going)

In summer 2017, the University conducted a tabletop exercise with senior leadership that focused on a situation where there was an immigration-related incident on campus. The tabletop exercise identified strengths in the University’s response to this type of incident along with recommendations for improvement. The recommendations for improvement were assigned to various departments for follow up action.

In December 2016, the USAC hosted a “Know Your Rights” session and DACA renewal application session with the Immigration Justice Clinic from the Loyola Law School for all those eligible to renew their DACA application. Grant funding secured to cover the $495 renewal fee.

In October of 2016 ASLMU approved a Resolution that details their support for undocumented students.

In August of 2016, the Student Affairs Dean’s Office was selected as the organizing office that will work collaboratively with committed faculty and staff stakeholders to assess the needs of undocumented students and develop operational, and sustainable practices for undocumented students. Called the Undocumented Students Advisory Committee (USADS), this group meets regularly on a bi-monthly basis to address the challenges that undocumented and DACA students face.
• In June of 2016, the President’s Cabinet affirmed the efforts of the Senior Vice President of Student Affairs, and the Division of Student Affairs to continue the efforts of providing structural support, services, and advisement to undocumented students at LMU.

• In May of 2016, the Senior Vice President of Student Affairs hosted a webinar for divisional staff members to learn best practices, and gather ideas for supporting undocumented students at LMU.

• The Student Affairs Dean’s Office developed a website containing information on resources available to undocumented students, their families and faculty and staff.

LGBTQ+ Initiatives

LGBT Office followed up on the Student Campus Climate Survey by conducting focus groups with LGBTQ+ students. Utilizing the result of the assessment, develop and provide training, education and information to students, staff and faculty about the LGBTQ+ community to achieve greater understanding and inclusion.

• Ongoing educational programming will be provided to the campus community regarding gender fluidity, gender identity and sexual orientation through the LGBT Student Services Office.
  o LGBTSS has begun training students, faculty and staff in their specialized areas on content regarding the LGBT community, gender identity, sexual orientation and gender fluidity.
    ▪ In spring 2016, 40 Faculty and Staff members were trained on Transgender 101, working with Trans students in classrooms and other areas on campus, intricate needs of Trans students in particular.
    ▪ In fall 2017, LGTBSS trained 30 Public Safety officers at LMU regarding LGBTQ 101 and have plans to provide a comprehensive training in the summer of 2018.
  o LGBTSS created the group facilitator work study position in fall 2016. This position in designated to support trainings and workshops related to LGBTQ content and issues specific to the community. Group Facilitators are responsible for creating spaces for students to engage with curriculum around LGBTQ allyship, Transgender Communities, Coming Out processes, Drag, and historical contexts for LGBTQ movements.

• The LGBT Student Services Office will continue to expand resources, services, and events to increase awareness of the office and the resources it provides.
  o LGBTSS will continue to provide 101 or specialized trainings and monitor the frequency and levels to which varying departments and faculty are trained in LGBTQ topic areas. In addition to skill development offerings, LGBTSS will create a program for student staff/volunteer to assist with learning throughout campus
(such as the classroom, residence halls, etc.) providing workshops and presentation on LGBTQ issues.

• LGBT Student services, in an effort to increase visibility of the office and resources, has been relocated to the second floor of the Malone Student Center to be near Ethnic & Intercultural Services and the Office of International Students and Scholars.

• LGBT Student Services and the Office of the Registrar will continue to collaborate on creating easy to use documents and forms in order to assist students in the name change process.
  The office of the registrars in partnership with the LGBTSS office has created an online process for name change and will work to create documents that are accessible and easy to use for students. COMPLETED

• The Dean of Students Office, in tandem with Judicial Affairs, edited the Community Standards booklet to change gendered language to be gender inclusive.

• The Dean of Students revised the Lion’s Code to be gender inclusive by removing gendered language.

• The Dean of Students Office coordinated efforts to replace the Lion’s Code plaques across campus to reflect the gender inclusive language.
  o Lion’s Code plaques are located throughout campus (there should be one in the 2nd floor suite, but if not there is one located in SLD if you’d like to take a look).
  Originally, similar to the community standards, the language was gendered using “he and she” and was changed to use “students” to be more inclusive. This was paid for by the SVP for Student Affair’s office and was completed in summer 2016.

• LMU CARES provides students the opportunity for student to select the session that matches their gender identity or meet individually with an LMU CARES staff member if they identify as non-binary.

• Student Psychological Services changed questions on intake demographics for gender neutral identification as well as pronouns.

• Student Psychological Services has provided a confidential support group, The Circle, for the past 13 years to LGBTQ and their allies.

**LGBTQ+ Inclusion Training for Faculty and Staff**

• LGBTQ+ topics and issues will be included in the mandatory LMU CARES Courageous Conversations Training for all students.
• Courageous Conversations provides students with the skills to dialogue about topics and issues pertaining to identity, including LGBTQ+ identities.

• LGBT Student Services and the Center for Teaching Excellence will partner to offer trainings for faculty on gender inclusivity in the classroom.

• LGBT Student Services and the Student Housing Office will continue to collaborate on training for the Resident Advisors on gender inclusivity and LGBT+ topics.

• Student Psychological Services trains Fellows each year on LGBTQ affirming therapy

Inclusive Campus Facilities

• LGBTSS and the Student Housing Office work closely with trans-identified students to provide appropriate accommodations.

• A gender inclusive, single-use restroom will be constructed in the Malone Student Center.
  o The all gender restroom in Malone are complete and are located on the first floor next to the two other restrooms.

• A campus map has been created to highlight and identify all gender inclusive restrooms.
  o This campus map is being revised and all restrooms will be checked for accessibility and will be made into a comprehensive map for student use in 2018.

• New signs have been installed on gender inclusive, single-use restrooms on campus.

Religious Diversity

Grounded in both Jesuit and Marymount traditions, the Division of Student Affairs is committed to creating a learning environment for students of all faiths and to fostering students’ respect for each other in an interfaith community. Adding to the growth and success of the office of Jewish Student Life (JSL), the office of Muslim Student Life (MSL) was established within the Ethnic and Intercultural Services department as we look to expand intercultural engagement with religious identities and traditions on campus.

Opening in 2016, the MSL serves as a point of connection for Muslim students on campus. The office provides opportunities for collaboration and growth through religious, cultural, intellectual, and social justice programming while creating a community in which Muslim students can celebrate their Muslim identity. As an office, MSL seeks to build bridges between all faith based communities on campus through signature programs such as the Friday prayer services, social dinners, and community speakers addressing issues facing Islam and Muslims today. A total of 15 engagements have been offered including two significant discussion based programs addressing the Muslim experiences in America and the legacy of the prophets. In addition to programs and services, MSL serves as a key partner in fundraising efforts to build curricular and co-curricular engagement with Islamic faith, history, and tradition.
The office of Jewish Student Life (JSL) provides a vibrant environment for student to engage in Jewish culture, tradition, and identity development. Through various programs and services, approximately 363 of LMU students have been served in the last year. Through these experiences students are able to further explore spirituality and faith as it relates to Jewish religious services such as Shabbat, high holy holidays, and LMU Hillel. Intentional collaborations with Jewish and Theology Studies, the Office of Asian Pacific Student Services (APSS), LGBT Student Services (LGTBSS), Muslim Student Life (MSL), and Residence Ministry through the office of Residence Life have foster opportunities for interfaith exploration which will continue to evolve over the next year. In addition to programming, JSL has worked actively to develop connection with the local Jewish community in Los Angeles including the Jewish Federation, Hebrew Union College – Jewish Institute of Religion (HUC-JIR), and the Hillel student organizations at UCLA, USC, and the San Fernando Valley.

Additional Student Affairs Updates

- Student Campus Climate Survey Action Steps - Develop a formalized selection, training and mentoring program for students to maximize potential for full student engagement, representation and communication in their assigned roles as members of university appointed committees and work groups. Implemented in fall, 2016.
- Conducted further research using student involvement data and tracking through OrgSync to identify student who do not feel included in the social life of the university. Utilize the results from this research to developed targeted outreach that would result in meaningful student participation in co-curricular activities and determine what involvement opportunities students might seek that are not being provided.
- Student Psychological Services trains and provides ongoing training on issues of diversity to include religious diversity. Staff at SPS are religiously diverse and or humanistic.
- Summer 2016 - 2 hour training session was held for the student affairs mgt. team in May 2016 on freedom of expression and the first amendment. A similar one hour session was held at the President’s leadership retreat during the first week of August 2016.
- Fall 2016 - Dean of Students sent a letter at start of fall semester highlighting the revised freedom of expression policy.
- First amendment and freedom of expression were included as topics in the First Year Convocation faculty address to incoming students in August.
- The revised F of Ex Policy was discussed at all 160+ student organization orientations at the beginning of fall 2016.
- Student Affairs co-sponsored and promoted Jewish Studies’ distinguished lecture: Free Speech on College Campuses – September 19, 2016. The featured speaker was Dean Erwin Chemerinsky from UC Irvine (at the time).
- Freedom of expression was incorporated into EIS’ National Dialogue on Race – September 22nd.
- Student Affairs Staff Convocation was held on September 22, 2016. Nearly 200 staff were in attendance. The topic was Freedom of Expression on a University Campus: What Does It Mean?
• One hour educational sessions were held for leaders of targeted student groups (30+ groups; nearly 400 students attended) to talk about Freedom of Expression and the Student Conduct Code
• CSA sponsored their annual teach-in on non-violence and community organizing.