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2022

Toolkit for Diversity, Equity, and Inclusion in Community Engagement Activities

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Recommended Citation

Dhillon Brar, Manpreet and Milenkiewicz, Eric, "Toolkit for Diversity, Equity, and Inclusion in Community Engagement Activities" (2022). *Diversity, Equity and Inclusion*. 1.
<https://scholarworks.lib.csusb.edu/dei/1>

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Toolkit for Diversity, Equity, and Inclusion in Community Engagement Activities

2021 CSUSB Community Engagement Faculty Task Force
Diversity, Equity, and Inclusion (DEI) Subgroup

January 2022

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Executive Summary

This toolkit provides recommendations, project examples, and resources designed to help CSUSB faculty better integrate Diversity, Equity, and Inclusion (DEI) principles into university and community-centered initiatives. Looking through a DEI lens, this toolkit focuses on the following three areas: outreach, recruitment, and retention. Outreach activities should be targeted at the diverse communities of the Inland Empire that have a stake in what we do at CSUSB. Engaging in community responsive work that fosters intentional collaborations builds community trust, establishes meaningful university-community partnerships, and raises the university's visibility in the community. Recruitment practices should reflect the university's commitment to eliminating barriers for those students who are disadvantaged and disempowered. Focusing recruiting efforts on high-risk students from communities of color or non-traditional backgrounds can help build a university culture that prioritizes inclusivity and promotes diverse perspectives. Prioritizing social belonging and inclusion is also a critical component in making higher education available to all students. De-stigmatizing mental health and providing critical resources that best fit the needs of a diverse student body is critical to retention, and allows students to fully participate in university life as their true authentic selves. Utilizing this toolkit to thoughtfully incorporate DEI principles into CSUSB outreach, recruitment, and retention practices can help to establish a valuable connection between the university and the community it serves.

Outreach

Outreach activities should be targeted at the diverse communities of the Inland Empire that have a stake in what we do here at CSUSB. These communities must first be defined and identified, so that CSUSB can engage in community responsive work designed to establish common goals and a shared vision. Fostering intentional collaborations such as these builds trust, providing an opportunity to grow and develop meaningful university-community relationships and partnerships. Empowering CSUSB faculty, staff, students, and alumni to be actively involved community members is also vitally important to outreach efforts as this helps promote awareness of the university and the role it serves in the community.

Example:

Project Title	Bridges That Carried Us Over Project: Documenting Black History in the IE
Description	A community-based, collaborative project designed to document the presence and contributions of the African American community in the Inland Empire. This project is engaging with the community by conducting oral history interviews and working to identify/digitize historical materials held by community members. University students are involved, conducting interviews and completing transcripts. The digital archive resulting from this project is administered by the John M. Pfau Library and hosted in CSUSB ScholarWorks.
Partners	Wilmer Amina Carter Foundation, University of Redlands Program in Race and Ethnic Studies, Relevancy & History Project partnership between University of California's Public History Program and California State Parks, CSUSB Department of History, CSUSB John M. Pfau Library, Black Voice News, Congregations Organizing for Prophetic Engagement, NexGen United, Second Baptist Church of Redlands, Civil Rights Institute of Inland Southern California
Events	January 29, 2022: "Building Bridges: Panel Discussion of Black History in the IE" February 2022: Black History Month photo collection and community scanning day events held at community venues in the Inland Empire
Projected Outcomes	To strengthen ties and foster relationships with the I.E.'s African American Community. To help diversify the historical record and promote inclusivity and equity.
Links	https://www.csusb.edu/special-collections/projects/bridges-carried-us-over-project

<https://www.csusb.edu/inside/article/539918/csusb-library-work-project-documents-african-american-contributions-ie>
<https://www.facebook.com/IEBlackHistory/>

Recruitment

Recruitment practices should reflect the university’s commitment to eliminating barriers for those students who are disadvantaged and disempowered so that they can fully participate in university life as is articulated in the Core Values of CSUSB. Focusing recruiting efforts on high-risk students from communities of color or non-traditional backgrounds can help build a university culture that prioritizes inclusivity and promotes diverse perspectives. As a proud Minority Serving Institution (MSI) since 1994, CSUSB can leverage its diverse student body and alumni base that already has strong ties to the target communities. Hosting recruitment events on-campus for prospective students that feature CSUSB students, alumni, or notable community members can help establish a valuable connection between the university and the community.

Example:

Project Title	“Defying the Odds to Olympic Glory” presentation by Sarah Robles
Description	Sarah Robles spoke on how she has managed to contend with health concerns, a lack of diversity in women’s body types in sporting competitions, as well as the impact of the COVID-19 pandemic.
Partners	College of Natural Sciences Department of Kinesiology and the Kinesiology Student Association
Events	November 2021: Sarah Robles lecture at Center for Global Innovation
Projected Outcomes	To highlight community member stories to aid in student recruitment. To share stories/experiences of individuals from non-traditional backgrounds to highlight CSUSB’s commitment to inclusivity for prospective students.
Links	https://www.csusb.edu/inside/article/550289/strongest-woman-america-sarah-robles-share-defying-odds-olympic-glory-talk

Retention

Social belonging and inclusion are central tenets of making higher education available to ALL students. True inclusion requires that our students can show up to campus and be their true authentic selves. Retention, therefore, is a critical component of DEI at CSUSB, especially given our

students represent populations hardest hit by the COVID-19 pandemic. Additionally, we know there is a vast stigma attached to treating mental health as serious as physical health in communities of color that make up the majority of our students with CSUSB being a MSI. Hence, improving inclusion of our students through de-stigmatizing mental health and providing critical resources that best fit the needs of our diverse student body is critical to the retention, especially through the re-population of campus. The resources collected here include examples of syllabus statements, additional trainings, and resources around mental health available to those of us who work with students, as well as specific wellness resources faculty and staff can share with students and students can also use to receive access to professional services or engage in self-care practices that are an important part of learning to cope with academic, personal, and professional stresses.

Example:

Project Title	Resources for Centering Mental Health & Well-Being in Academia
Description	Given the unprecedented times of living, teaching, and learning through a global pandemic, a group of faculty and students organized materials and resources for radically changing pedagogy to meet the current times and needs of students.
Partners	These resources were put together with help and advice from Rayleen Chavez (student), Teresa Rangel (student), Nazaree Abbas (student), Manpreet Dhillon Brar (faculty), Stacy Morris (faculty), and Eric Milenkiewicz (faculty).
Events	N/A
Projected Outcomes	To provide an online resource guide for students on mental health and well-being. To foster student retention through mental health and well-being support services.
Links	Included in the “Resources for Centering Mental Health & Well-Being in Academia” section below

Resources for Centering Mental Health & Well-Being in Academia

Example syllabus statement on self-care and mental health

Take care of yourself

As a student, you may experience a range of challenges that can interfere with learning. Do your best to maintain a healthy lifestyle this semester by getting enough sleep and taking some time to do things for yourself (i.e., self-care). This will help you achieve your goals and cope with stress. Learn more about the importance of [self-care](#), especially if you want to be able to care for others, such as those of us working with children often do. You can also try meditation and mindfulness; learn more about how [mindfulness can help with emotions](#).

All of us can benefit from support during times of struggle, especially in the midst of stressful events that diminish our ability to engage in self-care (e.g., global pandemic). Consider reaching out to a friend, faculty/staff or family member you trust for help getting connected to the support that can help. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Call the [Counseling & Psychological Services](#) (CAPS) office at (909) 537-5040 to learn more or to schedule an appointment. You can ask to be seen right away without giving details (virtual appointments are available). Asking for support sooner rather than later is almost always helpful.

Example syllabus statement on COVID-19

Coronavirus/COVID-19/Economic Recession

As we begin this semester, we are still in the midst of a global pandemic so we can expect the semester to be difficult and strange for all of us. Some of you will be trying to complete coursework while watching children or caring for sick loved ones or working extra shifts. As the instructors for this course, our first priority is your health and safety. There will be bumps in the road, so please let us know how we can support you during this time and so that we can discuss options privately. Our goal is to make sure that you have the resources available to you to best facilitate your learning throughout this course. The university has put together resources [here](#) that may be helpful for you and you can always find the most up to date information from the university at this [link](#). Additionally, below is a list of some of the university resources that may be supportive for your health and well-being throughout your time in college and perhaps especially right now:

- [Student Health Center](#): (909) 537-5241 (If this is an emergency, please dial 911)
- Health promotion services (including CalFresh): <https://www.csusb.edu/student-health-center/health-promotion>
- [Basic Needs Services](#)
 - Food Pantry Location on San Bernardino Campus: Faculty Office Building; (909) 537-FOOD (3663)
 - Financial Security: <https://www.csusb.edu/basic-needs/financial-security>
 - Housing Security: <https://csusb.edu/basic-needs>
 - Food Security: <https://www.csusb.edu/basic-needs/food-security>

- [Counseling & Psychological Services \(CAPS\)](#): (909) 537-5040 - after hours support available (If this is an emergency, please dial 911); all students who have paid the Student Health & Psychological Counseling Center Program and Facilities Fee can use CAPS' services.
- [A list of resource centers](#) that can find you community support and resources.

Example syllabus statements on well-being

For lacking motivation and energy or having difficulty completing tasks

- It's really tough to find motivation for things like school when you're feeling drained in general – it's important to try to make space for things that are fun, for things that make you feel relaxed and fulfilled, and basically just things that “**fill your cup back up.**” I always think about pie as a metaphor, which I know is really silly, but it helps me think about a tangible thing – I only have so much pie to give – if I am handing out slices of myself to work, to friends or family members who need my support, to cleaning the house, etc.... I still need to save some pie at the end of the day for myself, or I am going to feel really empty (...or crummy lol - had to throw in the dad joke). If you can **schedule in time for you**, that can be really helpful – actually write down time for you, and keep it like you would an appointment or a class (don't skip it). This is not as easy as it might sound, but it's really important.
 - First & foremost, get enough hours of **sleep** if you can! It is incredible what sleep does for your stress levels, your motivation, and your overall well-being.
 - Set a bedtime alarm to remind yourself to get ready to go to bed at an hour that will give you enough sleep.
 - I will try to find more resources on how to help make that happen. I know this is another “easy to say, hard to do” type of thing!
 - Think about the **things that make you feel good** - things like meditation, exercise, or doing things that you find relaxing (taking baths, doing crafts/painting). If you can go on a walk – even for 15 minutes in the middle of the day. I know it feels impossible to do things like this when you're not getting all of your things done or when your schedule is already really packed, but these are the things that recharge you and will give you energy to get these other things done. Having you-time is really essential, if at all possible.
- Are there things you can **cut out of your schedule**? Are there things you can say no to? (I know this is a tough one! I always struggle with this.)
 - If things are really bad right now, is there a class you can take in a future semester instead?
 - Can you cut out 1 or 2 hours in the week from work to use that for fun time instead?
- Can you schedule time to have a **work buddy**? I have been having a hard time with motivation this semester, so I've been doing lots of Zoom sessions with a friend & that's been some of the only time I can actually focus. We turn on “pomodoro timers” – which is basically a timer

where you have 25-minute work sessions & then a 5 minute break where you get up, stretch, get water, etc... (or 50-minute work sessions & 10-minute breaks). Here's an example of one of those timers from youtube (there are tons of these on youtube, so you can try different ones with or without music!). If you want help finding a classmate who would want to be work/accountability buddies, I'm happy to see who would be interested!

- Can you switch up where you work, to give you a **change of scenery**? This can help me with motivation sometimes – working outside, or working at a different spot at school.
- If you're able to find some way to create a **routine** for work, that can help (I know this can be hard to do when you have so much work, too!). Making sure to wake up and go to bed around the same time; creating work hours vs. break hours or lunch time breaks; doing something like a walk after work to tell your body it's time to stop and do something different; etc...
- Can you ask a **professor to schedule check-in meetings** every other week? This can happen during office hours even - just put something on the books so you have the accountability and they know you're wanting accountability.

For finding it difficult to focus

- Cut your calendar up into chunks of time associated with tasks/activities (see this for [more information on time-blocking](#)). Save 30 minutes at the start or end of the week to assess what deadlines you have coming up, which deadlines are further out but will need you to break up into small tasks, and what time you can use to work. Block out times and assign them to different tasks or projects - try to be as specific as possible (instead of "work on paper," write smaller tasks that will work toward completing that larger task, like "edit intro to paper," "search for 5 resources for lit section," etc...).
- Break down large tasks into smaller chunks! [See this guide on how to do that.](#)
- This can be a sign of burnout, but it can also sometimes be a sign of undiagnosed ADHD. I will post resources on this asap.
- Free resources:
 - Playlists
 - [Oldie Rain Music](#)
 - [Lofi Hip-Hop](#)
 - [Mozart](#)
 - TedTalk
 - [Removing Negative Self Talk](#)
 - [Self-Love, Be Intentional](#)
 - Audiobooks
 - [Ikigai](#)
 - [You Are a Badass](#)
 - [Think and Grow Rich](#)
 - Self-Care Bingo: [#1 Free Bingo Card Generator - Play Online or Print Cards \(bingobaker.com\)](#) - Make your own bingo cards

- Go grab a journal and pen or open the notes app on your phone! It's beneficial to have time to reflect during such a stressful week. The next slide includes some journal prompts for your mental health.
 - What is your favorite memory?
 - What thought patterns are holding you back right now?
 - What is an adjustment you would like to your morning/evening routine and why?
 - What is causing you stress in your life and what can be done to reduce your stress?
 - What have you done lately that you are proud of?
 - For more journal prompts, visit <https://mamafindsherway.com/self-care-journal-prompts/>
- If you would rather do yoga in the comfort of your own home, here are some videos that are beginner friendly!
 - 10 min. Morning Routine <https://youtu.be/VaoV1PrYft4>
 - 10 min. Evening Routine <https://youtu.be/ChHxbJuUR9Q>
 - 30 min. Beginner Routine <https://youtu.be/6hZlzMpHI-c>
- Need a break from studying? Here are some coloring pages to print!
 - <https://www.crayola.com/free-coloring-pages/adult-coloring-pages/>
 - <http://www.supercoloring.com/collections/coloring-pages-for-adults>

For feeling anxious or overwhelmed

- For daily support, things like meditation, exercise, or doing things that you find relaxing (taking baths, doing crafts/painting), is really helpful – but I know those things are not options in the middle of an anxiety attack. If you're experiencing extreme or overwhelming anxiety, the first, most impactful move is to get support from a counselor if at all possible. (See CAPS resources above.)
- For anxiety/panic attacks, grounding techniques can help. Here's an [example](#).
 - This can be used in the middle of an anxiety attack. If you've got someone around you to help remind you to do this, or to say it out loud for you (a roommate or family member?), that can be even more helpful. When you're starting to feel high anxiety, look around the room:
 - Say out loud 5 things that you can see (walk, table, chair)
 - Say out loud 4 things you can touch (bracelet, the seat of your chair, anything you can feel with your hands or body)
 - Say 3 things that you can hear (people talking, your breathing, etc...)
 - Say 2 things you can smell (if you can't smell something immediately, you can pick something up to smell it & take a deep breath, like a pillow)
 - Say 1 thing you taste

- This activity helps to bring you back into the room & can be helpful – it gets easier to do with practice. I’ve used this for my own anxiety, and it was awkward to try to do at first, but it definitely got easier. When I first started doing this, I kept a post-it note with me to remind me to do the steps.

For feeling sad or depressed

- If this is the case, please reach out to someone -- CAPS, your professor (me or anyone you feel comfortable with), a friend, or family member.

For help figuring out how to help a friend

- This section is pending. One quick suggestion - if someone needs help, sometimes it can be helpful to:
 - Ask them what type of help they might want (Do they want someone to listen? Do they want someone to help problem solve?)
 - Brainstorm what things might be tangible supports & what you can do for them. When you’re struggling, it can be hard to even figure out what help you even need (or what people are willing to do to help). Offer suggestions (e.g. Would it help to have someone make dinner this week? I can do that!). Your suggestions will ideally be things that you can do, and *not* things that will take extra work for your friend to even access the help (e.g. Instead of “You should call a counselor and get an appointment,” it can be “Do you want me to schedule an appointment for a counselor for you?”). Tangible supports like this can take off lots of burden for the person you’re wanting to help.

Well-being resources available at CSUSB

- **Counseling:** Things can be tough to deal with on your own. **CAPS** offers free counseling sessions for students – you’ll just have to call to schedule an appointment: (909) 537-5040. If you haven’t been to counseling before, I know it can be a little intimidating getting started – I’m more than happy to talk through what a first meeting or phone call with them might look like. If you’d prefer to explore other counseling options, I’m happy to point you toward a different direction.
- **Seeking More Support:** We also have a group called **The CARE Team** – this is a group of people dedicated to supporting students when they’re going through a lot of challenges, to help any students get through that time. Usually they help create plans with students and also help connect students to any other forms of support they might want or need, like counseling services or other services. If you’re feeling like you could use additional support beyond what CAPS can provide, a professor can refer you to the CARE Team.
- For those on campus, the CSUSB Recreation & Wellness offers in person classes with great instructors to offer modifications and personalize the class to those attending. To find the schedule for yoga and other classes, <https://www.csusb.edu/recreation-wellness/fitness-wellness/group-ex-schedule>