**Student Support Services**
**Diversity & Inclusion Action Plan Version 2.0**

**Process:** The staff of Student Support Services has worked consistently on the initial iteration of our departmental Diversity & Inclusion Action Plan (DIAP) in academic years 2016-2017 and 2017-2018. An update of progress on action items from the first iteration of the plan can be found in the department's Annual Report for 2017-2018 on our website. At the end of spring 2018, the staff met to discuss then next iteration of our plan. Our initial assessments of strengths and philosophical underpinnings remain. This document serves as a supplement to the initial DIAP and is intended to build upon and advance the initial action items.

**Specific DIAP Goals and Objectives**

A. People
  1. Building on revised job descriptions and a commitment to recruiting a diverse pool for any job openings, we have committed as a team to having in depth conversations on the criteria we prioritize in hiring for any future job openings.

B. Professional Development
  1. Continue all our established professional development expectations from our initial DIAP including making time for attendance at on and off campus opportunities, including DIAP related personal goals in annual goal-setting, and commitment to service on committees and projects which enhance division and university DIAP goals.
  2. Continue our monthly staff meetings to engage in dialogue about topics of diversity and inclusion. Moving forward, we will expand these to occasionally invite colleagues to share their expertise and to focus on action steps as tangible outcomes of these conversations. We will let what we are hearing from students and trends we see in student contact drive our topical areas for the coming year.
  3. Staff will continue to share resources such as articles and videos with each other to enhance our understanding of supporting students from diverse backgrounds. There is some thinking of expanding this at times to share with colleagues in other offices on campus (e.g. DOC).

C. Program
  1. Accessibility of Office to Specific Communities
     a) Using data from two focus groups conducted in 2017-2018, we will be implementing feedback from those surveys including the development of new outreach materials (by start of Fall 2018), working with the Sheridan Center and faculty to develop suggested language in syllabi (by start of Fall 2018) and pursuing co-hosting informal gatherings with deans in Fall 2018. Other ideas from focus groups may also be implemented.

b) Host two additional focus groups in 2018-2019, exploring our strengths and growth areas for other communities.

c) Work with Dean Vernicia Elie and the office of the Dean of Students to expand SSS role in supporting students in financial emergencies and our role in the management of the Campus Life Emergency Fund (Summer 2018)

d) Work on expanding our liaison roles with identity centers on campus. Specifically, we will more directly explore the idea of holding open hours in those community spaces if they feel that would be helpful and will look to join existing or develop new venues for discussing students who may need additional support who are plugged into those communities (2018-2019)

e) Look at expanding our liaison roles to other communities and departments such as Office of Global Engagement, transfer and RUE students, dual degree students, the Office of Student Veteran and Commissioning Programs, and other communities that may evolve.

2. Processes & Structure

a) Continue to update the SSS Website. Specific goals for Summer and Fall 2018 include photographing and placing information about our physical space online to make students feel more comfortable coming to our office.

b) We have begun a collaboration with the Office of the Dean of the College to see how our partnership may better support students from underrepresented backgrounds who are struggling at Brown disproportionately. We will be forming three interdisciplinary working groups in the Summer of 2018 who will look at developing action items to make progress on referral and collaboration, structures and system design, and utilization of resources. The groups will continue their work into the academic year.

c) Look at additional ways to assess our effectiveness at our work. Develop a brief survey to be sent to students who utilize our resources in a more ongoing way to proactively and regularly gather feedback. Look at existing data that we might better analyze to assess our work (e.g. student referrals to campus partners by demographic information, follow through on such referrals).

d) Implementing a new calendar invitation system which is intended to minimize no shows and encourage students who may face barriers to help seeking in follow through.

e) Building on the significant work done on the medical leave of absence process, review and implement a new guide resource to smooth students' return to Brown following a leave.

3. Policies

a) Work with our Care Team to review our practices and the function of the group to best support our most vulnerable students. These conversations will occur in Summer 2018 with Fall 2018 implementation.

b) Continue to review office policies and processes as we develop them and in response to our assessment tools.