

Appendices: Community Restoration in the Residence Halls



Finalized: FEBRUARY 5

Bias Protocol Assessment Team (BPAT)
Keene State College

Appendix A: Programmatic Response Options

Lingo Bingo

Program Description: Lingo Bingo can either be an educational program pertaining to LGBTQ+ terminology or even the general vocabulary that surrounds any of the multicultural communities on campus. At this program, students will consider and learn terminology through hearing definitions called at bingo. They must, through speaking to others at their table, match the definitions to the terms found on their bingo cards and cover the term with a bingo chip. Once students have collected five terms in a row, they may shout out 'bingo'. The Resident Assistants should check to ensure the residents have bingo.

Goal: This program is meant to be an informative one. The goal is to educate residents and normalize terminology so that it can be appropriately used by the community.

Pre-Planning: Resident Assistants should display the lingo or terminology throughout the Res Hall for one week minimally before the advertised program date. Make posts about the program and the displayed terminology on the Facebook pages so that residents know to check it out. Resident Assistants may choose to display all of the terminology in one central, accessible location, or they may choose to display some terms in each hallway so that residents might explore the whole Res Hall in a scavenger hunt fashion. Bulletin boards might be a great resource for Resident Assistants to display lingo and terminology. Make sure to gather resources and contact campus partners early. Give all campus partners two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Printed terminology bingo sheets; bingo ball machine; bingo chips; bingo prizes; print outs of definitions; food, plates, and utensils (optional); and any equipment as needed (microphone for announcing, speakers for announcing or playing music, etc.).

Ally Pledging

Program Description: This is a versatile program that can pertain to any multicultural community. This is a program that targets every resident in the Res Hall and asks people to pledge ally-ship to a community. This program involves a combination of education outreach and student expression. At least one or more campus partners could and should be present at this program to speak on the importance of ally-ship to the individual, the campus community, and the world. There should be two or more of the following stations at this program:

- "What does being an ally mean to you?"

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- A piece of butcher block paper should be used to create a "What does being an ally mean to you?" sign. This activity should be monitored by a Resident Assistant or a campus partner. Residents are free to write on the poster, and they are encouraged to share what ally-ship looks like, sounds like, feels like, and maybe even an experience they've had where they have been an ally or where someone has been an ally to them.
 - Ally Pledge Bracelets
 - Provide pony beads and string to residents to make bracelets that are individualized ally pledges. Create a chart for what specific colors might indicate within an ally pledge, or use the chart found below. A Resident Assistant or campus partner should be present at this station to talk to residents about what their pledges mean to them as individuals, and maybe discuss strategies for how to sustain or enact specific pledges. For example, giving residents specific tools to combat injustices or facilitate the growth of acceptance in their community.
 - Red - I pledge to combat instances of injustice.
 - Orange - I pledge to assist in healing the harm that affects this community.
 - Yellow - I pledge to be a positive and kind person for those that need it.
 - Green - I pledge to facilitate the growth of acceptance in my community.
 - Blue - I pledge to acknowledge my privilege.
 - Purple - I pledge to use my privilege to make this world a better place.
 - Ally Goal Work-shopping
 - This activity should be facilitated by a campus partner. Residents may voluntarily sit down to create a goal for demonstrating their ally-ship. The workshop facilitator will discuss specific strategies for enacting the goal. This is meant to be an open discussion, and it can be a place for residents to really think about how they can use their own privilege to demonstrate excellent ally-ship in a community.
 - Leave Your Mark
 - This is a messy activity, and this can be facilitated by any Resident Assistant or campus partner. This activity asks residents to dip their hand in paint, place their hand print on a large sheet of butcher block paper, and write something next to their hand print that indicates what kind of mark they want to leave in the world that advances progress or makes the world a better place for everyone to live.
 - Hate Free Room Pledge
 - This activity is an active sign-decorating station that asks students to pledge to have a hate free room. Resident Assistants should make and print signs for residents to decorate that say something along the lines of "My room is HATE FREE. Please help me keep (insert the name of your residence hall here) a safe place for everyone!" Hand out one sign to each resident or roommate pair so that they may decorate the sign. Talk with residents about the importance of keeping the residence hall a safe environment for everyone throughout the program.

Goal: This program is meant to foster an accepting community within a residence hall. Therefore, the goal is to show a community of people that they are supported by the people they live with every day. Additionally, this program invites residents to discuss topics such as privilege and oppression, which means the program is a chance for education as well.

Pre-Planning: This program asks Resident Assistants to pick the goals they want for the program in order to tailor the activities to specific outcomes. Resident Assistants should pick activities intentionally, and they should consider the various ways in which campus partners might collaborate to make this a rich program. Make sure to gather resources and contact campus partners early. Give all campus partners two weeks notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Butcher block paper; pony beads and string; food, plates, and utensils (optional); and any equipment as needed (microphone for announcing, speakers for announcing or playing music, etc.).

Anti-Cultural Appropriation Program

Program Description: This is a program that should be done around Halloween, and it makes students aware of the harm that cultural appropriation can cause. Cultural Appropriation is the act of taking or using things from a culture that is not your own, especially without showing that you understand or respect the culture. Essentially, this program requires that Resident Assistants inform residents about the harm of cultural appropriation as Halloween approaches. Then, there is a large celebratory event for this program that culminates into a costume contest. The only real parameters for the contest are that residents who are in costumes that appropriate a culture are asked to change into another costume or be disqualified from entering the contest.

Goal: The goal of this program is to educate residents on the impact of their own choices, and to make the community a safer place for those who are especially impacted by cultural appropriation. This program will encourage conversations about intent versus impact and respecting versus appropriating a culture.

Pre-Planning: There are a few elements that must be planned to implement this program. First, Resident Assistants must advertise their own anti-cultural appropriation campaign. This might include advertising in the form of flyers, slideshows, and informative bulletin boards, but Resident Assistants should also be sure to engage in meaningful conversations with their residents throughout the weeks leading up to the final program. It is highly advised that students should utilize bulletin boards to do this educative work. Another aspect of planning that must be addressed is the selection of judges for the costume contest. Utilizing campus partners, RDs/ACs, and Resident Assistants from other areas are all good options. Ensure the judges are aware of the purpose of the program. Make sure to gather resources and contact campus partners early. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice

President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Costume contest prizes; food, plates, and utensils; resources and flyers for informing residents of the dangers of cultural appropriation.

Individuality Puzzle

Program Description: This program is one that intends to recognize individual diversity in an entire student population. For this program, Resident Assistants should begin by creating a large template for a puzzle and cutting every individual puzzle piece out. This is optional, but drawing a basic design using only black sharpie could create some unity to the end result (e.g. "We are Holloway" written in bubble letters). At the program, give each resident a puzzle piece. Provide residents with multiple means of decorating their puzzle piece: markers, glitter, paint, stickers, etc. It is optional for students to write their names on puzzle pieces - Resident Assistants should not make residents write their names. Campus partners might be present for this program to talk about identity, intersectionality, and individuality. Once all residents have created a puzzle piece, Resident Assistants should reconstruct the decorated puzzle together by hanging the puzzle on a wall in a visible location within the residence hall.

Goal: The goal of this program is to celebrate individual diversity. This program is meant to be a space where all residents can express who they are by engaging in artistic means. The unification of artistic expression and personal identity will provide an opportunity for students to ultimately find their voice within the community.

Pre-Planning: Resident Assistants should create a puzzle and cut out puzzle pieces to distribute to individual residents. Resident Assistants should make it clear to residents that puzzle pieces will be hung and displayed in a visible location in the residence hall before residents begin to create. Resident Assistants might need to shop for crafting supplies or food for the program. Ensure to gather resources and contact campus partners early. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Butcher block paper or other puzzle base; crafting supplies such as markers, paint, glitter, and stickers; food, plates, and utensils (optional); and blue tape to hang puzzle pieces after the program.

Levels of Pride

Program Description: This program is a 'passport' based program where residents must complete a series of educational activities in order to complete enough to win a prize at the end of the educational

event. Resident Assistants should set up one station for each floor of the residence hall with the activities included below. Residents should start on the first floor, where they are given a 'passport' paper or booklet. Residents will be asked to go up each floor of the building to complete each individual activity, where they will receive a sticker for completing it. Upon completion of every activity in the building (or a set number of activities), the resident will be gifted a small prize. Resident Assistants should emphasize the educational aspects of this program by asking residents what they learned before the resident receives the prize for completing their passport.

- LGBTQ+ Lingo Crossword
 - At this activity, residents will be given a crossword puzzle that uses ten LGBTQ+ terms as answers. The 'clues' should be definitions for these terms. Students will receive a sticker for completing the crossword puzzle. They are allowed to use the campus partners as resources to assist them in completing the puzzle. This activity should be supervised by a Resident Assistant and someone from KSC Pride or someone from OMSSS.

- Art Gallery
 - At this activity, there will be approximately fifteen information sheets detailing small biographies of LGBTQ+ celebrities and historical figures. Residents are expected to walk around and read three biographies, take notes, and report what they have learned. Once residents have demonstrated that they know about three of these figures, they may be awarded a sticker.
 - Suggested LGBTQ+ Figures: Leonardo da Vinci, Alan Turing, Ellen DeGeneres, Oscar Wilde, Virginia Woolf, Audre Lorde, Marsha P. Johnson, Laverne Cox, Harvey Milk, Sylvia Rivera, Lady Gaga, Freddie Mercury, Larry Kramer, Christopher Isherwood, E.M. Forster, Sally Ride, Michael Dillon, Frida Kahlo, Josephine Baker, and Janet Mock.

- "What does being an ally mean to you?"
 - A piece of butcher block paper should be used to create a "What does being an ally mean to you?" sign. This activity should be monitored by a Resident Assistant or a campus partner. Residents are free to write on the poster, and they are encouraged to share what ally-ship looks like, sounds like, feels like, and maybe even an experience they've had where they have been an ally or where someone has been an ally to them.

- Q and A
 - At this activity, there should be individual tables where there are LGBTQ+ representatives that might be able to answer questions about their experience within the LGBTQ+ community. Residents should understand that this is a safe space to ask questions and get educated, and they should remain open to hearing what the representatives have to say. Representatives could include students and/or campus partners.

Goal: The goal of this program is to educate residents about the LGBTQ+ community in an engaging way through hands on activities.

Pre-Planning: For this program, Resident Assistants should select as many activities as there are floors for the building (The Commons should make the first floor a 'start' floor' where the initial passport is given out). Each floor should have a clear designated space for the activity, and it is

suggested that Resident Assistants hang signs, streamers, or balloons so that residents know where to go next after completing each activity. For this program, it is essential that Resident Assistants utilize campus partners and student organizations such as KSC Pride to facilitate activities and be present during this program. Make sure to gather resources and contact campus partners early. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: stickers for passports; passports (paper or booklets); materials as needed per chosen floor activities; and food, plates, and utensils (optional).

Diwali Program

Program Description: This program is a celebratory program that means to appreciate another culture. Diwali is the Hindu festival of lights, which is celebrated every autumn. One of the most popular festivals of Hinduism, Diwali symbolizes the spiritual "victory of light over darkness, good over evil, and knowledge over ignorance." At this program, Indian food is served, Rangoli (sand art) is an activity, and lights are used to decorate in order to celebrate the festival of lights. In order to implement this program, the Office of Multicultural Student Support and Success must be a collaborator so that cultural appropriation may be avoided. Common Ground is a student organization that might be particularly good to collaborate with as well. Note to Resident Assistants: this program could be counted as a Spiritual Wellness program with AC / RD permission.

Goal: The goal of this program is to expose Keene State students to a variety of cultures, to give students room to explore cultures outside of their own, and to educate students about the differences between cultural appropriation versus cultural appreciation.

Pre-Planning: Resident Assistants should first educate themselves about Diwali as a holiday before conducting this program. After research, Resident Assistants should research Rangoli and practice before implementing the program so that they can teach residents how to create Rangoli sand art. For this program, it is essential that Resident Assistants utilize campus partners and student organizations such as Common Ground to facilitate activities and be present during this program. Resident Assistants and campus partners should work to educate themselves about the differences between cultural appropriation and appreciation before implementing this program. Make sure to gather resources and contact campus partners early. Give all campus partners two weeks notice for requests to participate in programming.

Campus Partners: Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, and Common Ground Multicultural Club.

Materials: Different colors of sand for Rangoli; bottles for dispensing sand (optional, but makes Rangoli easier); food (Spice Chambers and Curry express are both good options), plates, and

utensils; butcher block paper to lay under Rangoli sand art to prevent mess; and electronic lights (string lights, electronic t-lights, battery operated candles, etc.).

Black History Month Duty Desk Activities

Program Description: For this extended program, Resident Assistants should utilize the whole month of February to celebrate Black History Month by making desk activities and programs available to residents. This will take the form of nightly *Question of the Night* activities, which will be an interactive duty desk activity. For this, Resident Assistants will compose twenty-eight multiple choice questions about black history that aim to educate residents and commemorate the achievements of African-American people throughout history. Resident Assistants will ask one question a night to every resident they encounter, those who answer correctly will earn a piece of candy. During weekends (Thursdays, Fridays, and Saturdays), Resident Assistants will have both a *Question of the Night* and an additional activity. Below, there are several activities that Resident Assistants might choose from to include in their programming:

- **Black Historical Figure Word Search:** For this activity, Resident Assistants should create a word search that contains a minimum of ten famous black historical figures. These might include Sojourner Truth, Martin Luther King Jr., Serena Williams, Harriet Tubman, Frederick Douglass, Oprah Winfrey, Rosa Parks, Billie Holiday, Barack Obama, Maya Angelou, Muhammad Ali, Malcolm X, and Chinua Achebe.
- **Black Historical Figure Crossword:** For this activity, Resident Assistants should create a crossword that contains a minimum of ten famous black historical figures. These might include Sojourner Truth, Martin Luther King Jr., Serena Williams, Harriet Tubman, Frederick Douglass, Oprah Winfrey, Rosa Parks, Billie Holiday, Barack Obama, Maya Angelou, Muhammad Ali, Malcolm X, and Chinua Achebe. The 'clues' to this crossword should be the achievements of the historical figure whilst the answer should be their name. There are plenty of free crossword creation websites that can be utilized for this.
- **Civil Rights Movement Coloring Page:** This activity will be a coloring page that is offered to residents. There are hundreds of free coloring pages on google. Find some, print them out, and let residents have fun! Pages could include pictures of African-American civil rights activists or scenes from prominent events.

Goal: The goal of this program is to engage residents in educational fun that can be rewarded, and to give students room to consider past and current inequity in conjunction with the tremendous achievements of individuals in the global black community.

Pre-Planning: Resident Assistants will need to create and print word searches, crosswords, and coloring pages, and gather resources such as writing and coloring utensils. Resident Assistants should also work to compile 28 *Questions of the Night* before beginning the program. Make sure to gather resources and contact campus partners early. Give all campus partners two weeks' notice for requests to participate in programming.

Campus Partners: Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, and Common Ground Multicultural Club.

Materials: Candy and candy bowl for *Question of the Night*; printed crosswords, word searches, and coloring pages as needed; and writing or coloring utensils for residents as needed.

Hate Free Room Pledge

Program Description: This program is an active sign-decorating program that engages students in pledging to have a hate free residence hall room. Resident Assistants should start out by making and printing signs for residents to decorate that say something along the lines of “My room is HATE FREE. Please help me keep (insert the name of your residence hall here) a safe place for everyone!” Hand out one sign to each resident or roommate pair so that they may decorate the sign. Resident Assistants should talk with residents about the importance of keeping the residence hall a safe environment for everyone throughout the program.

Goal: The goal of this program is to promote inclusive attitudes and acceptance in the residence hall community by asking students to pledge to be positive and kind to all members of the campus community.

Pre-Planning: Resident Assistants have to create and print the hate free room pledge signs and gather decorative materials for the program. Make sure to gather resources and contact campus partners early. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Printed hate free room pledge signs; coloring utensils; crafting materials such as glitter, glue, and pipe cleaners (optional); and food, plates, and utensils (optional but suggested).

Black History Month Jeopardy Bulletin Board

Source: <http://reslife.net/ra/black-history-month-jeopardy/>

Program Description: This is a passive program for Black History Month. Resident Assistants should appropriately plan so that this bulletin board can be hung on the day of or before February 1st so that residents have access to the information for a full month. Below, there are suggested categories, clues, and answers along with an example of what the bulletin board could look like:



POLITICIANS

Condoleezza Rice

- She was the first African American woman to serve as United States Secretary of State, and the first African American and the first woman to serve as the President's National Security Adviser.

Carol Braun

- In 1993, this Illinois native became the first African American woman elected to the United States Senate.

Benjamin Oliver Davis

- In 1998, he became the first African American general in the United States Army.

Thurgood Marshall

- In 1967, he became the first African American U.S. Supreme Court Justice.

Susan Rice

- This foreign policy adviser became the first African American woman to serve as an ambassador to the United Nations.

MADE IN DETROIT

Motown Records

- Founded by Barry Gordy in 1959, this company became one of the most successful black-owned companies in the nation and cultivated the careers of music greats such as Diana Ross and Michael Jackson.

1967 Riots

- This event was one of the most violent urban revolts in the 20th century. It came as an immediate response to police brutality, but underlying conditions included segregated housing and schools, and rising black unemployment. The event lasted five days and left 43 dead and 467 injured.

Coleman Young

- In 1974, he was elected as the first black mayor of Detroit.

Rosa Parks

- This Detroit native refused to give up her bus seat to a white passenger in Alabama, which spurred a nation-wide effort to end segregation of public facilities.

Martin Luther King, Jr.

- He delivered his “I Have a Dream” speech first in Detroit, before taking it to Washington D.C.

SCIENTISTS AND INVENTORS

Guion Bluford

- After completing the STS-8 mission aboard the Challenger, this engineer and astronaut became the first black man in space.

Otis Boykin

- He invented electronic control devices for guided missiles, IBM computers, and the control unit for pacemakers.

Joycelyn Elders

- In 1993, she became both the first African-American, and the first woman, to serve as Surgeon General.

Lonnie Johnson

- He invented the “Super Soaker” in 1989.

Daniel Williams

- He is credited with performing the first open heart surgery on July 9, 1853.

THE HARLEM RENAISSANCE

W.E.B. Du Bois

- This writer and sociologist was co-founder of the NAACP, and was one of the most famous social activists during the Harlem Renaissance.

Harlem, New York City, NY

- This was the birthplace of a renaissance, which was called a literary and intellectual flowering that fostered a new black cultural identity in the 1920s and 1930s.

Langston Hughes

- Credited as one of the founding fathers of the Harlem Renaissance, this playwright/poet/novelist became famous for his first published poem, “The Negro Speaks of Rivers”.

Opportunity Magazine

- This official publication of the National Urban League employed Harlem Renaissance writers and editors, published poems and short stories by African Americans, and promoted African American literature.

The Apollo Theatre

- This theatre rose to prominence during the Harlem Renaissance, during which time it was reputed to only hire black entertainers; of these were James Brown, Ella Fitzgerald, and Billie Holiday.

ATHLETES

Florence “Flo-Jo” Griffith-Joyner

- This Olympic track star won three gold medals and two silver medals, and still holds world records in 100-meter and 200-meter races, which were set in 1988.

Muhammad Ali

- Also a social activist and philanthropist, he was the first boxer to win the world heavyweight championship three times.

Jackie Robinson

- He broke the color barrier in baseball and became the first African American to play in the major leagues.

Lynette Woodard

- Following her careers in college and professional basketball, she became the first female member of the Harlem Globetrotters in 1985.

Charlie Sifford

- In 1961, he broke the color barrier in golf when he became the first African American to play in the PGA tour.

Goal: The goal of this program is to engage residents to learn about Black History Month who might not typically come to active programs and events.

Pre-Planning: Resident Assistants should appropriately plan so that this bulletin board can be hung on the day of or before February 1st. This requires planning and cutting out all of the components for the bulletin board in the days prior to February 1st.

Campus Partners: Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, and Common Ground Multicultural Club.

Materials: Butcher block paper; other paper; stapler; and Black History Month Jeopardy information.

"White Privilege - Unpacking the Invisible Knapsack" Program

Program Description: This program is based on the famous article written by Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack." The article lists fifty ways in which white privilege

impacts the author's own life. The goal of this program is to have residents to consider white privilege and the impact it has on their life, their community, and the consequent oppression that results from the existence of privilege. For this program, Resident Assistants should have a campus partner such as present to help facilitate the discussion and activities. Resident Assistants should separate students into two teams and take each team into different rooms (if possible) or different areas. In each area, each team has to complete a puzzle. Resident Assistants should tell each team that whoever finishes first will earn a prize. The residents should not know this, but each team will be given different materials. One team will be given a puzzle where the border has already been finished, and they will be given a picture of what the puzzle looks like when it is finished. The second team will not have either of these advantages. If these are two different puzzles, the second team should get the harder puzzle to solve (more pieces, less observable shapes, etc.). Inevitably, the first team will win. When the first team wins, give them their prize: a white piece of paper with the word 'privilege' written on it. Bring the teams back together and discuss what happened, eventually relating the first teams' advantages to the advantages white people have due to white privilege. Eventually, read the quote provided below from Peggy McIntosh's article:

"So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools, and blank checks" (McIntosh).

Below are some of Peggy McIntosh's examples of how white privilege impacts her:

"I can turn on the television or open to the front page of the paper and see people of my race widely represented. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is. I can be sure that my children will be given curricular materials that testify to the existence of their race. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege. I can be pretty sure of having my voice heard in a group in which I am the only member of my race. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability" (McIntosh).

After a general discussion, Resident Assistants and campus partners share examples of the way white privilege has impacted their lives, as well as examples from McIntosh's article. Then, ask residents to list some ways that white privilege has impacted their own lives. At the end of the program, present residents with a piece of butcher block paper with two columns. One column should be labeled "Ways White Privilege Impacts Me" and the other column should be labeled "Ways I Can Reject White Privilege". Resident Assistants and Campus Partners should already have an example written on the poster to give to residents, and then it should be opened up to the floor. Resident should all come up and give their own examples to write on the paper. Below, you will find an example:

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- **Ways White Privilege Impacts Me:** I can go to the makeup section and be certain my shade of foundation will be there.
 - **Ways I Can Reject White Privilege:** I will only purchase foundation from companies that work to provide a diverse range of shades, and I will write letters to the companies that do not urging them to diversify their brand.

At the end of the program, Resident Assistants can hang up the butcher block paper in the lobby of the Res Hall. If this is done, try to ensure it is within view of a camera so that vandalism may be addressed adequately.

Goal: The goal of this program is to have residents to consider white privilege and the impact it has on their life, their community, and the consequent oppression that results from the existence of privilege.

Pre-Planning: Resident Assistants need to partially construct one of the two puzzles, find two locations for teams to work, and create the butcher block poster. Make sure to gather resources and contact campus partners early. Give all campus partners two week's notice for requests to participate in programming.

Campus Partners: Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, and Common Ground Multicultural Club.

Materials: Two puzzles (one partially constructed); "Privilege" written on a piece of paper; printed Peggy McIntosh article; butcher block paper poster; food, plates, and utensils (optional); writing utensils for poster; and one picture of completed puzzle.

Find Your Voice - OMSSS Sponsored Open Mic Night

Program Description: This program is an open mic event where students are encouraged to share their own art with peers. This event should be advertised using flyers, slide shows, and word of mouth with a specific theme selected by Resident Assistants and the AC / RD. Themes might include the following: Identity, Social Justice, Activism, Speaking Out, Rejecting Privilege, and any other themes as deemed appropriate. This program should be 'sponsored' by OMSS, which means they attend the program and speak with residents about the importance of using their own voices in the world. This program should be a relaxed event, and Resident Assistants should all participate in the Open Mic program, which sets an example for residents to engage.

Goal: The goal of this program is to encourage students to express their own voice in a public forum surrounding a specific theme.

Pre-Planning: Resident Assistants must retrieve appropriate materials from the Information Technology department such as a microphone, a mic stand, speakers, extension cords, HDMI cables, and other materials as needed. Make sure to gather resources and contact campus partners early. Give all campus partners two weeks notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, Common Ground Multicultural Club, KSC Pride, and Feminist Collective.

Materials: Food, plates, and utensils; technology such as microphone, mic stand, speakers, extension cords, HDMI cables, and anything else deemed necessary; and materials for Resident Assistants to present their own art during the event.

Speak Your Voice - OMSS Sponsored lyric and poetry slam competition

Program Description: This program is a poetry and lyric competition event where students are encouraged to share their own art with peers within the context of friendly competition. This event should be advertised using flyers, slide shows, and word of mouth with a specific theme selected by Resident Assistants and the AC / RD. Themes might include the following: Identity, Social Justice, Activism, Speaking Out, Rejecting Privilege, and any other themes as deemed appropriate. This program should be 'sponsored' by OMSS, which means they attend the program and speak with residents about the importance of using their own voices in the world.

Goal: The goal of this program is to encourage students to express their own voice in a public forum surrounding a specific theme.

Pre-Planning: Resident Assistants must retrieve appropriate materials from the Information Technology department such as a microphone, a mic stand, speakers, extension cords, HDMI cables, and other materials as needed. Make sure to gather resources and contact campus partners early. Give all campus partners two weeks notice for requests to participate in programming. It is especially vital that Resident Assistants confirm the participation of judges earlier rather than later

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Associate Vice President for Equity and Diversity, Sigma Tau Delta English Honor Society (for poetry), Alive Poets Society (for poetry), Common Ground Multicultural Club, KSC Pride, and Feminist Collective.

Materials: Food, plates, and utensils; and technology such as microphone, mic stand, speakers, extension cords, HDMI cables, and anything else deemed necessary.

Identi-tea Discussion Nights

Program Description:

*Requires the presence of a campus partner representative to assist in facilitating this program.

At this event, residents are encouraged to attend in comfortable clothing such as pajamas, and residents will sit in a circle facing each other to promote discussion. Each Identi-tea Discussion Night will have a predominant theme such as LGBTQ+ Identity, Racial Identity, Ethnicity, Financial Status, etc. The topic up for discussion should be advertised so that students can determine if they wish to attend the event. The campus partner facilitator should come with a list of questions to prompt thinking and reflection. These questions can be about privilege, need for representation in the media,

access to education, and more. This event is a one-hour event for residents to connect with each other, voice their experiences, and understand more about one another.

Goal: The goal of this program is to present a platform for residents to discuss their identities, experiences, and perspectives in an open space.

Pre-Planning: The room needs to be set up for this program so that there is an open space where residents can sit in a circle and see each other. This program would be best facilitated in a semi-closed space (Commons' classrooms, Fiske's fireplace rooms, Huntress third floor, P1 Ashuelot room, etc.) so that way residents do not feel like they are discussing their identities in an ultra-public area, such as a lobby. Make sure to gather resources and contact campus partners early. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Tea bags; insulated cups or tea mugs; a device capable of boiling water; and tea snacks (pastries, finger sandwiches, etc.), plates, and utensils (optional).

Cupcake Diversity

Source: <https://minesresidencelife.com/programming/social-justice/cupcake-diversity/>

Program Description:

*Requires the presence of a campus partner representative to assist in facilitating this program.

1) Each resident and Resident Assistant starts by picking out their favorite type of cupcake for decoration. Some flavor options might include: vanilla, chocolate, fun-fetti, red velvet, lemon, and a gluten-free option.

2) Choose a Frosting: different colored frostings represent different hobbies. Each person picks a frosting based on a hobby that best represents their interests. Some options might include: athletics, art, music, traveling, etc.

*These first two steps are primarily for the residents to 'warm up' to the activity. Students should now be asked to keep comments for the end of the program so that they can focus on decorating their cupcakes reflectively.

3) Different toppings should be laid out across the room with different signs on each treat. For example, you might present different toppings that represent economic status (wealthy, middle-class, poor), racial groups, ethnicity, sexual orientation, rural vs. urban hometowns, gender identity, and relationship status.

4) Resident Assistants and the campus partner(s) facilitators should ask some of the following questions of the group:

- Which one of these identities is most important to you?
- Which one of these identities would you like to explore more?
- Which one of these do you find yourself thinking about the most?
- Which one of these things do you want to learn more about in terms of other people's experiences and identities?
- If you were to only pick one topping to think about for the rest of your life, which one would it be? Do you think that it is a good thing to only have one topping?
- What did you learn from this activity overall / what is the biggest takeaway?

*Questions can be altered for the needs of each group.

5) Let residents take additional cupcakes and let them decorate the cupcakes however they want; then enjoy!

Goal: The purpose of this program is to make residents aware of individual diversity and to give residents time and space to reflect on their own identities. This program serves as a way to create an appreciation for individual differences in a fun, colorful, and tasty way.

Pre-Planning: The day before the actual program, cupcakes need to be made. In order to increase baking productivity, Resident Assistants might choose to utilize two residence halls to bake in. Ensure that all ovens are attended by a minimum of one Resident Assistant during the whole baking process. Make sure to gather resources and contact campus partners early. This program requires the presence of a campus partner representative. Give all campus partners a two-week notice for requests to participate in programming.

Campus Partners: Program Support Assistant for LGBTQ Students, Coordinator of Multicultural Student Support and Success and Equity Education, Safe Space Committee, and Associate Vice President for Equity and Diversity. Inviting organizations like KSC Pride, Mentors in Violence Prevention, Feminist Collective, and Common Ground Multicultural Club might also be a good idea.

Materials: Cupcake mix; frosting; cupcake toppings (sprinkles, oreos, PB cups, M&Ms, and gummy worms); plates and utensils; and beverages.

Appendix B: On-Campus Resources

The below campus resource blurbs have been written by offices identified as potential resources for students who have been affected by harm. Offices that were identified by this team included: Aspire, Athletics, Campus Safety, Center for Health and Wellness, Counseling Center, Dean of Students, Disability Services, Diversity and Multiculturalism, Global Education, Multicultural Student Support and Success, Newman Center, Student Conduct, and Title IX. Not every office listed below includes a blurb, but they should continue to be offered as a resource regardless. The below blurbs may be printed and shared with students, if this list of resources is deemed beneficial.

Aspire

The Aspire office provides support services for all KSC students to promote student success. Support services are designed to improve performance and give students the tools they need to not only survive college, but thrive. Aspire staff develop professional advisor relationships with students to support them to both develop and meet personal, academic, and professional goals. Aspire staff work as advocates for and with students. If students encounter challenges, Aspire staff work with students to ensure awareness of campus and community resources, and together they develop a plan.

Athletics

Denisha Hendricks
Interim Director of Athletics
Email: Denisha.Hendricks@keene.edu

Campus Safety

Campus Safety recognizes that incidents can occur which cause harm to individuals and groups and do not advance the College's mission of learning, inclusion and service. Campus Safety is available to respond to reports of incidents that occur in our community in an attempt to identify all parties involved and to learn more about the motivation of the perpetrator and the impact on the community. Campus Safety will share the information it learns in an investigation which appropriate parties in an effort to reduce the harm caused by the act and prevent its reoccurrence. These avenues may include the Office of Student Conduct, Residential Life, and/or OMSS. Campus Safety maintains a number of pathways by which a matter can be reported anonymously or otherwise.

Center for Health and Wellness

The Center for Health and Wellness is open during the hours of 8:00am-4:30pm, M-F, phone: (603)358-2450.

The Center for Health and Wellness supports all Keene State College students by offering personalized wellness education, care for acute illness or injury, mental health support by way of psychiatric medication prescribing, and education/treatment of sexual health concerns including contraceptive care and sexually transmitted infection testing. We are located on the 3rd floor of the Elliot Building and offer a walk-in clinic for mild illness/injury from 08:30-10:30 M-F as well as appointments which can be scheduled easily via phone call or in-person request.

Our nurse practitioners and medical staff have many years of experience working with college-aged students and love helping students achieve/maintain their optimal level of health so they can get back to focusing on what is most important to them. If students need urgent medical services after business hours, we recommend use of the urgent care clinics in the area (Cheshire Medical Walk in Care on 149 Emerald St. in Keene: 603-354-5484, or Convenient MD on 351 Winchester St. in Keene: 603-352-3406) or the Cheshire Medical Center Emergency Department at #580-590 Court Street in Keene. The Center for Health and Wellness welcomes all students to contact us with any questions or concerns and we will do our best to provide the personalized care needed or refer the student to resources where their needs can be best met. At all times, we maintain strict patient privacy and confidentiality according to national HIPPA laws.

Counseling Center

The Counseling Center - (603) 358-2437 (Hours: 8:00am - 4:30pm, Monday - Friday)

The Counseling Center is accredited by the International Association of Counseling Services, Inc. (IACS) and serves to support students experiencing any personal challenges- big or small. We're located on the 3rd floor of the Elliot Center, appointments are easily made by calling us or by coming in, and our counselors have a great deal of experience working with college students and are eager to be of support. If you have an urgent need to speak with someone outside of our business hours, a crisis counselor can be reached by calling 603-358-2436. The Counseling Center is a safe place for students in that we maintain a very strict confidentiality policy and will not share information regarding a student's work or presence here with anyone- not friends, parents, professors, or any other College personnel.

Dean of Students

The Dean of Students office provides a point of contact to support students through difficult times. This may include communicating with faculty and staff in support of a student and helping students connect with appropriate supports. The Dean of Students may also serve as the point of contact for communication with family or others outside the KSC community.

Disability Services

Jane Warner
Director of Disability Services
Email: jwarner@keene.edu
Phone: 603-358-2354
Elliot Center 141

Diversity and Multiculturalism

Dottie Morris
Associate Vice President for Equity and Diversity
Email: dmorris@keene.edu
Phone: 603-358-2206
Hale Building 103A

Global Education

The Global Education Office (GEO) staff are available to provide support to KSC student who experiences discomfort, bias and/or challenges related to their own and/or others national and/or cultural/ethnic/religious/other origins and identity. The main student groups the Global Education Office works with are (1) incoming exchange students (domestic and international); (2) international students with a F1 visa status and (3) outgoing study away students. GEO provides initial orientation and follow up mentoring for these groups that include cross-cultural adjustment and adaptation discussion and support. GEO has a small resource center with information and books about cross-cultural differences and adjustment.

Multicultural Student Support and Success

Dottie Morris

Associate Vice President for Equity and Diversity

Email: dmorris@keene.edu

Phone: 603-358-2206

Hale Building 103A

The Office of Multicultural Student Support and Success (OMSSS) is committed to cultivating equitable and inclusive communities that allow people to relish in their authentic selves. By virtue of this, the OMSSS fully recognizes that harmful incidents cause immeasurable damage to an individual and their communities. With the understanding that no person's needs are the same, the OMSSS holds space for students to honor their agency by trusting their intuition and advocating for support that best suits their needs. The OMSSS is equipped with trained staff available for support through consultation, advocacy, and advice. The OMSSS is also able to connect students to other resources on campus and in the community that would best suit their needs.

Newman Center

The Newman Center can help students affected by intolerance of all kinds, regardless of religious affiliation or lack thereof. This can look like an experience of peer pressure or outright aggression directed at a person of faith. It can also look like a person using their religious beliefs to exclude or demean others. Either of these instances runs contrary to the cultivated attitudes of respect for humankind and promotion of lovingkindness that are common among all religious and spiritual expressions. While the Newman Center is a Roman Catholic ministry, the Campus Minister is dedicated to working with students from all backgrounds and has experience with a variety of religious and spiritual traditions.

Student Conduct

Harmful incidents are taken seriously at Keene State College. Those incidents, which are also potential violations of the Code of Conduct, will be adjudicated by the Student Conduct Office if the Responding Party is a KSC student. More information on the conduct process can be found here: <https://www.keene.edu/administration/policy/assets/policies/handbook/code/>.

Title IX

The Title IX office can help refer students to on-campus and off-campus resources as well as discuss reporting options so students are able to make well-informed decisions best for them on how they would like to move forward. We often connect students with the counseling center, MCVP, and connect students with Dean of Students, Director of Student Conduct, Campus Safety, and/or KPD to discuss concerns or make a report. We can walk students through what the Student Conduct process may look like if a student would like to make a report.

Appendix C: Online Resources & Hotlines

- Refugee Center Online
 - Classroom.therefugeecenter.org
 - The Refugee Center Online uses technology to help refugees build new lives in the United States. They offer resource guides on how to get jobs, take the GED, become a citizen, understanding healthcare, and many more essential things.
- Point of Pride
 - Pointofpride.org
 - Point of pride is an online organization that works to benefit transgender people in need of gender re-affirming support programs that will empower them to live their lives authentically. Point of Pride provides free binders and breast forms. They also provide an annual transgender surgery fund.

Hotlines

- LGBT National Hotline
 - 1-888-843-4564 ♦ www.glbthotline.org/hotline.html ♦ help@GLBThotline.org
 - Monday-Friday 4 p.m. - 12 a.m. (EST) | Saturday 12 p.m. - 5 p.m. (EST)
 - The Lesbian, Gay, Bisexual and Transgender (LGBT) National Hotline provides telephone and online private one-to-one chat, as well as factual information and local resources for cities and towns across the United States. All of our services are free and confidential. They speak with callers of all ages about coming-out issues, relationship concerns, bullying, workplace issues, HIV/AIDS anxiety and safer-sex information, and lots more.
- Monadnock Area Peer Support Warm Line
 - (603) 352-5093 ♦ www.monadnockpsa.org/
 - Trained, peer operators are available 5pm to 10pm - 7 evenings a week, 365 evenings a year.
 - As a peer driven organization, it is the mission of Monadnock Area Peer Support Agency to promote wellness and recovery, as defined by the individual, through Intentional Peer Support, and to provide advocacy, educational, vocational, interpersonal, social and spiritual opportunities to adults who utilize mental health services. The Warm Line is a free confidential, non-medical peer support program. Callers use the warm line for a variety of reasons such as loneliness, exploring solutions, sadness, uncomfortable emotions, social isolation, or just to have a conversation with a peer.
- Monadnock Center for Violence Prevention
 - (603) 352-3782 ♦ mcvprevention.org
 - MCVP: Crisis & Prevention provides crisis intervention for victims of sexual assault, domestic abuse, stalking and child abuse. MCVP operates in Keene, New Hampshire. They serve all of Cheshire County and 14 towns in western Hillsborough County. Our

crisis hotline is answered 24 hours a day, 7 days a week, by staff and trained volunteer Crisis Intervention Workers.

- National Sexual Assault Hotline
 - 800-656-HOPE (4673) ◆ rainn.org
 - National Sexual Assault Hotline is a safe and confidential service that connects callers with a trained staff member from a sexual assault service provider in the area. Services include: support finding a local health facility that is trained to care for survivors of sexual assault and offers services like sexual assault forensic exams, someone to help callers talk through what happened, local resource that can assist with next steps toward healing and recovery, information about laws in the local community, and referrals for long term support in the area.

- National Suicide Hotline
 - 1-800-273-8255 ◆ suicidepreventionlifeline.org
 - The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. All calls are routed to the nearest crisis center. Counselors at these centers can then provide appropriate local resources.

- Protocall
 - 800-435-2197 ◆ protocallservices.com
 - Protocall supports all types of behavioral health organizations and systems of care, ensuring continuous access to their services, offering help when it's needed most twenty-four hours a day, seven days a week.

- The Samaritans of the Monadnock Region
 - *Crisis Hotline*: (603) 357-5505 ◆ samaritansnh.org
 - *Suicide Hotline in Spanish*: 1-800-273-TALK (Press 2)
 - The Samaritans is a resource to provide information about suicide, to educate others and raise awareness about suicide, and to provide support to suicide survivors and those considering suicide. Those struggling with depression or thoughts of suicide may just need someone to listen, without judgement, and who can refer them to other support services.

- The Trevor Project
 - *Trevor Lifeline*: (866) 488-7386 (available 24/7) ◆ www.thetrevorproject.org
 - *TrevorText*: text "Trevor" to 1-202-304-1200 (available Monday-Friday, 3pm-10pm)
 - *TrevorChat* (online messaging with TrevorChat counselor): accessible through their website (available 7 days a week, 3pm-10pm)
 - The Trevor Project provides suicide prevention and crisis intervention for LGBTQ+ youth, ages 13-24. It is a free and confidential service that offers hope and someone to talk to 24/7.

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- Trans Lifeline
 - (877) 565-8860 ♦ www.translifeline.org
 - Trans Lifeline is a hotline staffed by transgender people for transgender people in crisis. These volunteers are ready to respond to whatever needs members of the trans community may have. This includes people who may be struggling with their gender identity and are not sure that they are transgender. Although their goal is to prevent self-harm, they welcome the call of any transgender person in need.

 - Veterans Crisis Line
 - 1-800-273-8255 ♦ veteranscrisisline.net
 - 1-800-799-4889 (for anybody with hearing impairments)
 - 838255 (text option)
 - If you're a Veteran in crisis or concerned about one, there are caring, qualified VA responders standing by to help 24 hours a day, 7 days a week.

Appendix D: References

Benchmarking – Contact Made

- University of New Hampshire
 - Darnelle Bosquet-Fleurival, Assistant Director, Housing & Residential Life
- Salem State University
 - Rebecca Comage, Executive Director – Interim Chief Diversity & Inclusion Officer, Office of Inclusive Excellence
- Fontbonne University
 - Mason Prata, Residence Director, Residential Life

*Colleagues at other institutions were contacted, but outreach was unsuccessful.

Other Resources

Student Affairs Colleagues Consulted

- Kris Nolan
 - Assistant Dean, Resident Commons

College Websites Referenced

- Augustana College
 - <https://augustana.net/student-life/dean-of-students/bias-reporting>
- Babson College
 - <http://www.babson.edu/about-babson/diversity/Pages/bias-incident-response-policy.aspx>
- Columbia College
 - <https://www.cc-seas.columbia.edu/studentlife/bias/protocol>
- Oregon State University
 - <https://diversity.oregonstate.edu/bias-incident-response>
- Simmons College
 - <http://www.simmons.edu/about-simmons/culture-inclusion-equity/bias-response-protocol>
- Skidmore College
 - <https://www.skidmore.edu/bias/>
- Smith College
 - <https://www.smith.edu/about-smith/diversity/policies/bias-reporting>
- State University of New York Potsdam
 - <https://www.potsdam.edu/about/offices/ddei/biasresponse/incident>
- University of Chicago
 - <https://csl.uchicago.edu/get-help/bias-education-support-team-best>
- University of Massachusetts Amherst
 - <https://www.umass.edu/umatter/bias>
- University of New Hampshire
 - <https://www.unh.edu/affirmativeaction/bias-response-protocol-bias-and-hate-incident-reports>
- Williams College
 - <https://diversity.williams.edu/bias-incident-reporting/>

Additional Website Referenced

- Step Up!
 - <http://stepupprogram.org/>