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## **Diving into the policy**

### **Diversity, Equity, & Inclusion**

1. Mandatory diversity training for all IU faculty, auxiliary staff and other individuals who directly interact with students

IU continues to experience racial, sexist, homophobic, ableist, and classist discriminatory acts. These incidents are recurrent in classrooms, dorms, work environments and at campus-sponsored events by students, faculty, staff and auxiliary staff. While IU has made it clear that they value and hope to foster an environment of diversity, equity, and inclusion the efforts have not led to substantial change for students of diverse backgrounds.

In line with students on campus, the Office of the Provost and Executive Vice President, the Offices of Diversity, Equity and Inclusion and policies that Elevate will enforce a call for the implementation of mandatory diversity training for all IU faculty, auxiliary staff and other individuals who directly interact with students that is geared towards providing awareness of implicit biases and microaggressions with the goal of preventing discriminatory incidents from happening. Training would provide resources for conflict resolution specifically involving offensive and/or discriminatory acts based on race, sex, ability, sexual orientation, religion or gender expression. Additionally, this mandatory training system calls for the continuous evaluation of training and those taking the training to ensure accountability and effectiveness of training.

2. Establish the Indiana Inclusive Recruitment Program, an admissions recruitment initiative geared toward recruiting academically-gifted, underrepresented students.
  - Ensure this program hires current marginalized students to serve as admissions ambassadors or interns within the Indiana Inclusive program to assist with the application process and give insight into the undergraduate experience through the lens of a current student
3. Increase visibility, awareness, and structural presence of gender neutral resources such as single stall restrooms or family restrooms on campus
4. Racial Literacy Project

- I think this could be a dope long-standing and permanent programming that IUSG puts on.
  - The Racial Literacy Project is designed to encourage faculty, staff, and students to understand racial inequities and help them understand how they can affect meaningful change and create a welcoming, inclusive and equitable campus climate.
  - hosting speakers, facilitating conversations on concrete efforts to address whiteness and racial inequities in institutional decision-making, the academic curriculum, and the campus, reading groups
  - <https://docs.google.com/spreadsheets/d/1bUJrgX8vspyy7YttiEC2vD0DawrpPYiZs94V0ov7qZQ/htmlview>
5. Create MERGE program (Multi Ethnic Racial Group Education)
    - All student orgs undergo training to increase cultural competence
      - Power, Privilege , Fragility focused
    - Advancing students of color into student leadership positions
  6. Students with Disabilities Feedback to Capital Planning and Facilities Services
    - Institutionalize a process that allows ARS, alongside student representatives from the Disabled community, to do a quality-check of facility experiences regularly. In an effort to ensure that all students experience a quality and fair version of Carolina's facilities, we will strongly urge Facility Services to establish a recurring process to ensure that disabled students' voices and perspectives are being heavily considered in conversations surrounding facilities.

### **Emotional Wellness & Mental Health**

1. Student Advisory Board for CAPS
  - The Student Advisory Board (SAB) will be a community of diverse undergraduate and graduate students who serve in a consultative role to Counseling and Psychological Services (CAPS) regarding college students' mental health
    - Examples at University of Michigan and University of Pennsylvania
    - These members will also serve as representatives on conduct board
    - Mandatory discussion with advisor/student rep before conduct meeting
    - UBringChange2Mind- Bernice Pescosolido advisor
2. Returning to IU this coming fall in-person, engaging students in the college experience and the mental gymnastic we've been taking
  - Working with student organizations to reach out to students
  - Continuing to use Zoom when convenient and necessary
3. Encourage the Growth of Recreational Sports

Recreational Sports leadership passionately encourage growth at different levels of the student experience. Through their dedication to physical and mental wellbeing, social

engagement, opportunities and resources, respect for student employees and diversity, equity and inclusion, Rec Sports has proven their motivation is geared toward the betterment of all students. Yet, students who participate in Recreational Sports have been unable to receive significant improvements to their experience because those enhancements are out of the hands of this administration.

Indiana University needs to invest in structural, space and group fitness renovations. The buildings Recreational Sports reside in (the Intramural Center and the SRSC) proves the toll time takes on physical features. Despite the benefits the student fee provides to Recreational Sports, in-coming students who want to create healthy lifestyles tend to look past these on-campus spaces and resort to expensive work-out classes in the Bloomington area such as Orange Theory or 9Round because of the comfortable environment and trendy atmosphere.

4. Diversify CAPS Staff to include more counselors of intersectional backgrounds/Programs
  - Better recruitment to HBCU and MSI outside of IU for professionals
  - Specific Counselors that target (LGBTQIA, International Students, and Veterans)
  - Adding more expansive therapy activities/options
    - Music therapy
    - **Art therapy.** People draw or paint images that represent their thoughts and emotions. ...
    - Music **therapy.**
    - Writing or poetry **therapy.**
    - Dance **therapy.** ...
    - Drama **therapy.**
5. Training for one member of all student organizations in Resilience: Mental Health Crisis training (Peer mental health Counseling)
  - Group sessions for student leaders
    - Have the Student Involvement center help to offset cost
  - Gauge the accessibility of online counseling resources
  - What happens to students sessions who never use CAPS but are afforded two sessions each semester.
  - Training would provide resources for conflict resolution specifically involving offensive and/or discriminatory acts based on race, sex, ability, sexual orientation, religion or gender expression.
  - Additionally, this mandatory training system calls for the continuous evaluation of training and those taking the training to ensure accountability and effectiveness of training.
- Off Campus Mental Health Resources
  - Mental Health Fund
    - Therapy Stipends
    - Offset the cost of additional sessions for students past 2 free sessions

- Provides money for off campus counseling sessions
  - Raise money by “Out of the Darkness walk”
- Training for (e.g., faculty, academic departments, peer leaders, health services, counseling and advising centers, residence life, campus security, library staff) that focus have high engagement with students be required
  - Programming for campus entities may include gatekeeper training, mental health first-aid programs, and cultural competency training.
- Have all teachers commit to adding coping skills and preventative measures in class as a learning objective.
  - Mindful Moments
    - Mindful breathing exercises
- Establish relationship with Residential dining services and crimson cupboard to eliminate food waste and help students facing food insecurity.
- Increase advertisement of resources at CAPS
- Look into mental health/wellness space on campus similar to Kelley Student Government

## **Basic Needs & Financial Support**

1. Addressing unpaid internships
  - Making your internship unpaid DOES NOT ensure that your interns will:
    - work more, hustle harder, learn to “grind”
  - it DOES, however, ensure that your field will remain inaccessible to:
    - low-income students, people of color, those without a financial safety net
  - If the university will continue to marketing these opportunities to students with no pay they need to create a system of compensation for students
  -
2. Support and uplift student workers

Campus jobs without proper formal training, unadvertised formal grievance procedures, poor treatment from patrons, inconvenient scheduling options and other forms of a lack of respect towards student labor is present at Indiana University and contradictory to the stated values and mission of the school.

In line with current labor activists on campus policies that Defy will enforce and work hand-in-hand for (and are not limited to) are:

- Providing student workers suitable job and safety training
- Advertise the formal grievance process for student workers that includes student oversight and involvement
- Create a specific campus-wide campaign to address the treatment of student workers

- Negotiate flexible, student-centered scheduling options by shortening 4hr shift minimums
  - Raise the minimum wage on campus to the promised \$15/hr1
  - Guarantee paid sick leave notwithstanding a doctor's note
3. RA rights, curriculum (hasn't been reviewed in a while rights?)
- RPS makes RA's fill in time sheets with no more than 39 hrs -- despite obviously working more than that, especially I imagine during covid -- so that they don't have to give them the dignity or benefits of full-time employment
  - Including RAs in RHA (reach out to Becca Stein)
  - Prioritize RAs for First round of Vaccines
  - Develop work Study alternative to provide opportunities for DACA recipients and low income fafsa recipients
  - Work with Funding board to provide students orgs with pipeline funding for organizational

A lack of protection for Resident Assistants and Community Educators prevents them from serving RPS to the best of their ability and puts them at a higher risk for COVID-19. RAs and CUEs continue to serve their residents and residence halls beyond the mandated 39 hours, yet they do not receive the benefits or protection of full-time employment. Indiana University and RPS must protect their residential staff by prioritizing them for the first round of available COVID-19 vaccines, guaranteeing the benefits of a full-time employee, and implementing hazard pay.

## **Academic Affairs & Professional Development**

1. Reform Academic Advising
  - Advocate that Academic Advising actively recruits more advisors from underrepresented backgrounds
  - Reform the Academic Advising experience to include Content-Specific, Culture-Specific, and Alumni mentorship-based advising programs to better aid in a student's quality of advising and academic-mentorship while at IU.
  - Work with the Office of Advising to better integrate practices that are more welcoming and inviting to marginalized communities while also fostering a more robust advising infrastructure to guide student

2. Reform attendance policies to include more inclusive practice centering around wellness and emotional health
  - Collaborate with the Dean of each school and academic faculty in conversations around class policies structuring and provide recommendations, to ensure that mental, emotional, and physical health are prioritized when crafting course attendance policies.
3. New way forward
  - Hybrid Flexible Course model
    - i. each class is offered in-person, synchronously online and asynchronously online to provide a student-centered, flexible experience. Both students and faculty choose how they'd like to participate
      1. Provides greater flexibility in scheduling
      2. Ability to learn at their own pace
      3. Appeal to various learning styles
        - a. Build a solid tech foundation: work with units
4. Together we can
  - Seniors are able to automatically enroll in courses that are waitlisted for them to graduate first.
    - i. No student should have to wait an additional semester for one course that is not available.

## **Civic Engagement & Public Service**

### **1. Expanding the Indiana Lifeline Law**

While the Lifeline Law was an enormous step forward in ensuring college students' safety in 2012, there are a few things that the law leaves out. As it stands now, the law protects someone calling on behalf of someone having a medical emergency from arrest and further prosecution if they are also intoxicated and underage. It applies the same standard to someone who reports a sexual assault and someone who witnesses a crime. These protections are incredibly important and valuable, but it has been made clear that the law can be doing more to ensure the safety of students.

In order to ensure the safety of students not only at IU but all across Indiana, the Lifeline Law must be expanded to include the person in need of medical assistance under its protections. Additionally, including drug overdoses in the Lifeline Law's coverage would also help reduce the number of cases where students refrain from calling for medical assistance due to fear of arrest due to underage consumption of illegal substances.



Indiana University Student Government, in order to advocate for the expansion of the Lifeline Law, needs to accumulate data about the usage of the Lifeline Law on IU Bloomington's campus. This data will be used to bolster the argument that the Lifeline Law should be

2. Student Council member that represents IU students on Bloomington City Council/establish regular meetings with IUSG and BCC
3. Coalition building/student unity amongst student organizations
  - Mass meetings of student leaders, members representing organizations, student workers, RAs
4. Bloomington Homeless Coalition
  - Actively engage in the work of the BHC, providing student support where needed.

### **Graduate & Professional Students**

2. Support Graduate Student Worker coalition demands
  - Advocate for all graduate workers' deserve minimum salary of \$21,772, according to IU's own Bloomington cost-of-living calculations.
  - Demand the university implement cost of living raises for graduate workers that follow inflation and the annually increasing cost of living in Bloomington.
  - Grant the opportunity to choose whether or not to put their health at risk by teaching in person, not administrators.
  - End the Fees

### **Student Safety & Sexual Assault Prevention**

1. Title IX Sexual Misconduct Task Force
  - Narrow definition of what is "relevant" to a case
  - Narrower definition of who can serve as an advisor in the process. A
    - A more specific definition of the role of the advisor and what they can do. Many schools do not allow advisors to speak at all in meetings (this is not an issue at IU).
  - University policies stifle immediate action for protecting student survivors from perpetrators who are tenured professors or university staff.
  - Federal policies stifle immediate action for protecting student survivors from perpetrators who are students.

- Require IU to have the same policies for on campus and off campus incidents/recognition that the location of a traumatic event is not the most important factor
  - change the policy to include assaults that take place off campus as something that falls under TIX.??
- Lobby to remove cross examination
- Require a specific timeframe for resolving a complaint/case (90 days would usually be sufficient)
  - should require a deadline for the initiation of the investigative process in line with the university's sexual misconduct policy.
- Adjustments to how hearings are conducted. They are entirely too long and traumatic and include irrelevant details and/or rehash many of the details already shared in written testimony.
- Require more extensive training of hearing panel members
- Allow written statements to serve as testimony without requiring participation in a hearing
- More ability to allow for protective measures against identified perpetrators
- Remove the part about schools not being able to take immediate action against respondents by moving them to a different dorm or class
- Provisions need to be in place to ensure students are educated and aware of the difference between Title IX policy and the university's new sexual misconduct policy and when both policies apply to instances of sexual assault or misconduct.
- If someone is charged with a felony or a misdemeanor associated with hurting someone (in Indiana most domestic battery cases are a misdemeanor and not a felony) they are automatically suspended pending IU's investigation. Right now that only happens sometimes.
- Making sure students are aware of resources.

### **Internal to IUSG**

- Instagram lives, open office hours

### **Sustainability**

1. Green cleaning products for increased sanitation
2. All student org events to be green certified
  - Work with the SILC to discuss possible trainings for all presidents of student organizations
3. Push for the buildings to be LEED certified on campus

- BENEFITS OF USING LEED
- LEED is designed to address environmental challenges while responding to the needs of a competitive market. Certification demonstrates leadership, innovation, environmental stewardship, and social responsibility. LEED gives building owners and operators the tools they need to immediately improve both building performance and the bottom line while providing healthful indoor spaces for a building's occupants.
- LEED-certified developments are designed to deliver the following benefits:
  - · Lower operating costs and increased asset value
  - · Reduced waste sent to landfills
  - · Energy and water conservation
  - · More healthful and productive environments for occupants
  - · Reductions in greenhouse gas emissions
  - · Qualification for tax rebates, zoning allowances, and other incentives in many cities
- In particular, LEED ND benefits are distinguished by the following:
  - · Scale. The sheer quantity of green benefits is magnified when captured at the neighborhood scale, often including dozens or hundreds of buildings and thousands of occupants.
  - · Comprehensiveness and synergies. Neighborhood planning is inherently comprehensive, and that all-inclusive scope enables unique opportunities to capture synergistic benefits. An example is rainwater management accomplished, in part, at an outdoor civic space that infiltrates runoff.
  - · Longevity. Once designed and constructed, neighborhoods may persist for hundreds of years. A sustainable neighborhood design, therefore, pays green dividends for generations, cumulatively a much larger return than on most other green investments.
- By participating in LEED, owners, operators, designers, and builders make a meaningful contribution to the green building industry. By documenting and tracking resource use, they contribute to a growing

- [https://www.usgbc.org/sites/default/files/section/files/v4-guide-excerpts/Excerpt\\_v4\\_ND.pdf](https://www.usgbc.org/sites/default/files/section/files/v4-guide-excerpts/Excerpt_v4_ND.pdf)

12 out of 445 buildings are leed certified

- ## Restructuring IUSG

- The goal of IUSG should always be reaching out to the students and working with them as well as for them. Elevate values transparency, outreach, and restructuring the student government to serve the students every time. We are demanding a social justice committee, flexible office hours that will take place at various cultural centers on campus, project trackers, and real time feedback forms on the IUSG website. Elevate is committed to creating a student government that is effective and prepared to serve the students to the absolute best of its ability.

Because this is the table of contents

