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Method

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Results: Themes and Recommendations

1. Increase Accessibility and Capacity for Social Justice Practice
  1.1. Demonstrate Institutional and Administrative Investment in Social Justice
      1.1.1. Create a social justice department with its own budget line and personnel to execute tasks related to coordinating social justice efforts.
      1.1.2. Hire a social justice liaison at the administrative level to advise administrative decisions, and collaborate with ongoing contributors to social justice projects.
  1.2. Create an Operational Definition of Social Justice
  1.3. Remove Barriers to Student, Faculty, and Staff Engagement in Social Justice Initiatives
1.3.1. Create definitive organizational structures describing roles and responsibilities of social justice groups in relationship to decision making processes.

1.3.2. There needs to be a clear organizational structure that outlines the role of JLC within the larger AUNE or Antioch institution.

1.4. Celebration and Continuation of Ongoing Social Justice Initiatives

1.4.1. Develop a Central Communication Structure dedicated to Social Justice.

1.4.2. Presenting social justice progress in a centralized and interactive way.

2. Prioritize and Invest in Social Justice Financially

2.1. Create dedicated social justice-oriented budget lines

2.1.1. Create dedicated Social Justice Director position(s) and center (similar to a Teaching + Learning center) to organize a variety of coordinated initiatives

2.1.2. Create a physical AUNE multicultural center and space with dedicated staff and work study support

2.1.3. Create a dedicated support staff position to help recruit, retain, and locate funding for international students. Critical need areas include admissions, financial aid, local services like housing and food; student affinity groups; and a physical space where students can seek support.

2.2. Create consistent cross-campus and cross-departmental data collection practices

2.2.1. Ensure comprehensive, consistent, and comparable demographic data from HR and Admissions

2.2.2. Make social justice data broadly and regularly available to the community and decision-making groups

2.3. Pursue creative supports for students with financial need to ensure AUNE is accessible regardless of socioeconomic status

2.3.1. Expand accessible financial counseling services for students

2.3.2. Diversify AUNE's financial aid packages to make a majority of aid not loan-based

2.3.3. Reform tuition to use need-based pricing

2.3.4. Establish a campus working relationship with local community food support services

2.4. Commit to consistent and equitable compensation structures for all employees

2.4.1. Create a consistent graduated pay scale for all faculty and staff that increases regularly and predictably

2.4.2. Create opportunities for growth and promotion that center the student experience and are not simply administrative positions

2.4.3. Remedy pay inequities across campuses where similar positions are paid at different rates
2.4.4. Central administration should creatively find ways to expand health care coverage and reduce costs
2.4.5. Expand sick day coverage to part-time staff and work-study staff

2.5. **Use a social justice lens to improve and maintain facilities**

2.5.1. Pursue and prioritize facilities improvements with inclusivity in mind, especially in any move to a new locations
2.5.2. Prioritize student voices and concerns in facilities decisions.
2.5.3. Ensure current and future AUNE facilities include accessible gender-neutral bathrooms

2.6. **Maintain a functional, user-friendly, and accessible online space for all students to interact and have access to critical information**

2.6.1. Hold a focus group with a mix of online, low-residency, and on-campus students to explore the needs of a communication and information community space.

3. **Institutional Support for Racial Justice**

3.1. **Diversify the classroom experience to demonstrate and reflect a variety of racial and cultural perspectives.**

3.1.1. Faculty facilitate discussion to support students to critically consider race relations.
3.1.2. Faculty take initiative to incorporate diversified literature into curriculum, course materials, and syllabi in order to be inclusive of varying racial and cultural perspectives.

3.2. **Recruitment and retention of racially diverse staff, faculty and students to fulfill the AUNE mission of promoting social justice while enriching the AUNE community with the collective perspectives reflected in the global arena**

3.2.1. Be intentional in recruiting and retaining racially diverse students by providing equitable resources for these students to feel supported and safe, and to thrive in the AUNE community.
3.2.2. Have checks and balances in place within the recruitment process to ensure individuals representing racially diverse backgrounds are considered for key positions.
3.2.3. Actively seek to hire and retain faculty and staff of color

3.3. **AU must create a safe space that fosters inclusivity where individuals of a diverse background are provided with the resources needed to academically and socially thrive**

3.3.1. Establish Multicultural Diversity and Inclusion Center
3.3.2. Create Celebratory Structures

3.4. **Fair and Equal Distribution of Resources**
3.4.1. Redistribute Power and Access to Decenter Whiteness

4. Academics: Integrate Social Justice into Classes Systematically

4.1. Focus Groups
4.1.1. Conduct focus groups in order to begin assessing how faculty, staff, and students perceive social justice being centered throughout AUNE.
4.1.2. Organize a Focus Group to examine and discuss what ‘uniform sensitivity’ means in response to issues.
4.1.3. Organize a focus group to define what it means to ‘take an active role’ in approaching social justice for faculty

4.2. Leadership supports the Faculty in social justice training, social justice pedagogy, and collaborative social justice initiatives and further develops a social justice mandate that ensures a socially just academic culture.

    Resources and Training
4.2.1. Leadership dedicates resources (ie: financial, time commitment) for faculty training from experts on cultural sensitivity, cultural humility, and anti-racist practices.
4.2.2. Leadership coordinates with Department Chairs to offer consistent social justice training that includes addiction and trauma-informed approaches.
4.2.3. Leadership supports faculty-led seminars for the University focusing on building a social justice centered classroom which includes how to discuss cultural humility, and interrogate topics that affect marginalized communities.
4.2.4 Leadership allocates resources (ie: financial, time commitment) for faculty training on models of skilled communication and discussion that support inclusivity, openness, and can hold multiple perspectives.
4.2.5 Faculty are trained and practice conversations where students feel seen for their identities but not responsible to represent those identities.

    Collaboration and Partnerships
4.2.6. Leadership develops and structures/opportunities for faculty and students to connect with the local community and partner with social justice initiatives to provide support and leadership.
4.2.7. Leadership supports faculty to make connections with local or mission compatible academic institutions to increase collaborative work with faculty and students on social justice issues.

    Standards and Evaluation
4.2.8. Leadership provides faculty with opportunities to assess the implementation of training in the classroom.
4.2.9. Leadership identifies the ways in which faculty voices are being requested, supported, and valued.
4.2.10. Leadership creates and implements a social justice mandate across all departments for consistency and accountability.

4.2.11. Leadership creates standards to evaluate faculty on a yearly basis to assess how faculty members are progressing in their teaching and advancing Antioch's social justice mission.

**Commitment to Diversity & Inclusion for Faculty**

4.2.12 Leadership develops and supports a position, committee or team of people who are committed to AUNE's mission of social justice ensure hiring of anti-racist faculty who are diverse in gender and race.

**Technology Support**

4.2.13 Leadership creates a dedicated technology resource program for students who need technological support, and ensures department scholarships for software.

**4.3. Faculty Recommendations**

4.3.1. Faculty continue to integrate and advocate for social justice perspectives and issues into the course curriculum through safe and open discussion, activities/actions related to the profession, course materials, research and writing by BIPOC, assignments, and instructor orientation.

4.3.2. Faculty continue to support individual student learning needs.

4.3.3. Faculty create avenues to build rapport with students and get to know who they are. For example through individual meetings, assignments, surveys, office hours, and other creative approaches.

4.3.4. Faculty learn and practice nuance in order to hold conversations that move beyond categorical thinking to more open mindsets.

4.3.5. Faculty explicitly integrate social justice actions into the curriculum through examples, guest speakers, and assignments.

4.3.6. Faculty model ways to implement initiatives with a social justice framework.

4.3.7. Faculty offer a range of affordable resources for class materials.

4.3.8. Faculty include dialogue on the international community in the classroom.

**4.4. Department and Program Recommendations**

4.4.1. Encouragement and visibility for faculty to share how they embody what they teach, through documentation and easily accessible platforms.

4.4.2. Faculty highlight and discuss how they are in alignment with AUNE's mission and how they embody what they teach in class, and during program, department, and university meetings.

4.4.3. Faculty discuss feelings about their multiple roles ie: faculty, mentors, administrators and what this means to them in relating to students in places where these roles converge.
4.4.4. Create a collaborative culture within programs where diversity, equity, and inclusion are valued through respectful actions.
4.4.5. Departments are provided with financial support to have guest speakers from diverse perspectives speak in classes.
4.4.6. Strengthen the perspective and offer clear evidence that AUNE faculty take an active role in approaching social justice.

4.5. Syllabi centers social justice framework
4.5.1. Faculty include social justice campus group involvement and causes in syllabi, course schedules, and assignments.
4.5.2. Social justice curriculum and syllabi checklist to be created for each department. Follow up to occur to support faculty in implementing changes to their syllabi.
4.5.3. Faculty outline their social justice approach in syllabi and identify assignments and course materials that exhibit an active approach to social justice

4.6. Develop structures to support BIPOC faculty and student success.
4.6.1. Providing support groups
4.6.2. Creating an anonymous survey of needs and supports
4.6.3. Responding to those needs and suggestions for support

5. Leadership
5.1. Leadership at the Forefront
5.1.1. Leadership's social action practice will position Antioch at the forefront of higher education.
5.1.2. Leadership is directly involved in local and national social justice initiatives.
5.1.3. Leadership actively brings a social justice perspective and serves as a model for students, faculty, and staff.

5.2 Elements of Effective Communication from Leadership
5.2.1. Communication from leadership will be regular, transparent, and informative.
5.2.2. Leadership will be direct in their communication in acknowledging challenging areas regarding social justice.
5.2.3. Leadership will communicate timely and relevant information about allocation of resources and funding.

5.3. Budget and Strategic Plans as a Blueprint for Social Justice Commitment
5.3.1. Leadership will ensure budget and strategic plans that explicitly reflect commitment to social justice.
5.3.2. Leadership will allocate resources and funding for inclusive community building activities.

5.4. A Position and/or Office Dedicated for Social Justice
5.4.1. Leadership will create a dedicated position and/or office whose primary role includes ensuring non-biased hiring practices.

5.4.2. Explicit efforts with measurable outcomes will be put in place to retain Black faculty, staff, and students.

5.4.3. Leadership will create a dedicated position and/or office whose responsibility will include securing and guiding educational funding opportunities for international students, BIPOC, and students from lower socioeconomic backgrounds.

5.4.4. Leadership will support the creation of a designated “Center” which will provide a welcoming, safe space that supports students, faculty, and staff of racial and ethnic diversity.

5.5. **Engagement and Collaboration**

5.5.1. Leadership will support specific opportunities for community engagement which will be inclusive of campus and online faculty, staff, and students.

5.5.2. Leadership will create structures and support opportunities for faculty, staff, and students for intentional cross department collaboration, cooperation, and communication.

5.5.3. Leadership will develop and support an active social justice network to support the collaboration between Antioch learning community and local community members.

6. **Communication and Decision-making**

6.1. **Apply the social justice mission in all major decision-making**

6.1.1. Make the social justice mission a priority in administrative decisions.

6.1.2. Ensure all communication about major decisions includes the rationale for how it is consistent with the social justice mission.

6.1.3. Choose decision-makers in transparent and equitable ways

6.2. **Provide explicit communication from leadership that is timely and transparent**

6.2.1. Communicate about major decisions well in advance of them taking effect

6.2.2. Make leadership available for discussion

6.3. **Include faculty voices in university decision-making**

6.3.1. Review the process for faculty/staff inclusion in decision-making

6.3.2. Make necessary changes to ensure the process for faculty/staff inclusion is transparent, equitable, and representative (as to both demographics and departmental roles).

6.4. **Include students in decision-making bodies**

6.4.1. Review the existing decision-making bodies and identify those that should have student representation.

6.4.2. Create a transparent and equitable process for including student voices in the decision-making bodies identified above.
6.5. Establish protocols for regular assessment of social justice successes and needs in AU operations
   6.5.1. JLC should maintain an assessment committee to conduct regular social justice surveys and analysis
   6.5.2. Departments should investigate social justice in their courses and practices
   6.5.3. Outcomes should be communicated to the community clearly and used for future decisions

6.6. Identify gaps in communication effectiveness
   6.6.1 Administration should support Student Coalition in maintaining their regular Difficult Dialogues, which provide students a forum to raise concerns

6.7. Foster interdepartmental exchange in programs and practices

7. Fostering Diversity Within the AUNE Community
   7.1. AUNE stakeholders begin to provide more specific support to marginalized groups
   7.2. AUNE community leaders encourage and conduct collaborative conversations and Implement language that is all-inclusive and reflective of varying identities
   7.3. AUNE leaders can continue to foster a sense of care and compassion
   7.4. AUNE can offer incentivized social justice trainings to students, staff, and faculty on a regular basis.
   7.5. AUNE should hold greater reflexivity in understanding differences
   7.6. Hire more diverse faculty and staff
   7.7. Broaden diversified representation and reflection at AUNE
   7.8. Establish Multicultural Center at AUNE

Concluding Thoughts

Appendices
  Appendix A: Multiple Choice and Open Comment Questions
  Appendix B: Likert Questions and Responses
  Appendix C: Coding Structure
  Appendix D: Antioch’s Mission, Vision, and Core Values
Acknowledgements and Survey Committee Members

Acknowledgements

Major thanks go, of course, to all the students, faculty, staff, and administration in our community who filled out the survey and took the time to tell us about themselves, their experiences at Antioch, their struggles at times, and their hopes for the future. All the analysis that follows owes its complexity to their contributions.

2020 Survey Committee

Bianca Chery (She/Her/Hers) is a student within the CMHC Program at AUNE. She identifies as an able-bodied, first-generation melanated Haitian-American cis woman who finds great value in identifying with her root cultural and spiritual beliefs. Bianca is also a first-generation Bachelor's and Master's earner, a doctoral candidate, holistic psychotherapist, Haitian, French and English native speaker. She joined JLC's Survey Committee in the Spring 2021 term. Throughout her participation in this research endeavor, Ms. Chery continued to be encouraged by the commitment of the AUNE community to uphold social justice values that reflect and impact the global community. It is her hope that the efforts put forth in this endeavor will continue to shape how AUNE conceptualizes social justice and how ideals around social justice are further implemented into AUNE's mission.

John Dunham (they/he) is the AUNE Writing Center Director and the Antioch Virtual Writing Center Director. John is a White, agender, able-bodied, first-generation Bachelor's and Master's degree earner from a lower-income background, and an English speaking American citizen. John joined the SJ survey team because of dedication to Antioch's social justice mission and personal commitment to ongoing growth and improvement as an organizational ideal.

Morgan Grant (she/they) is a third year student in the DMT/CMHC program and Student Coalition Chair. They are white, culturally Jewish, gender-non conforming, able-bodied, neurodivergent, middle class, and English speaking. They joined the social justice survey as a research assistant in Summer 2020. Morgan's interest in the social justice survey came
from a longstanding desire to explore community feedback on and to further translate AUNE’s mission of social justice into tangible action steps in the near future.

Regan Humphrey is an alum of AUNE’s Marriage and Family Therapy Program, as well as a graduating student in AULA's MFA in Creative Writing. She is a queer woman of color, who joined the social justice survey committee in order to provide non-normative graphics for the presentation of the survey's results.

Amy Morrison (she/her) is Core Faculty in the CMHC Program and Co-Director of the Art Therapy & CMHC Online Program at AUNE. Amy is a White, cis woman of Eastern European descent, identifying as able bodied, Buddhist-inspired, English speaking, Creative, and first-generation Bachelor’s, Master’s, and Doctoral degree earner from a low income background. Amy joined the social justice survey team in Fall 2020. She is dedicated to understanding how Antioch is living a social justice mission through systematic community feedback and values action steps to further embrace this mission.

Chevon Stewart (she/her) is Teaching Faculty and Low Residency Certificate Coordinator in the DMT/CFT program. She identifies as a 1st generation Jamaican American of mixed ancestry, cis woman, able bodied, spiritual, middle class, and English speaking. She joined JLC's Survey committee in Spring 2020. She was inspired by the dedication of students and colleagues to support the AUNE community in committing to their mission of social justice.

Fran Ziperstein (she/her) is the Director of Disability Support Services at AUNE. Fran is a White, female, able bodied, Jewish, "first generation American" (child of Holocaust survivors). She joined the social justice survey team to do her part to help Antioch University be true to its commitment to social justice. She believes the survey provides a mirror and a window to facilitate celebration, reflection and change.
Executive Summary

Introduction

Who are we, who do we want to be, and how do we get there? Antioch University's mission of social justice, and Antioch New England's values and programs, inspire us to ask these questions in furtherance of a shared goal. As members of both an academic community and a values-driven community, we believe regular and clear-minded assessment is critical to our success. Accordingly, the 2020 Social Justice (SJ) and Demographics surveys described here follow up on the 2016 SJ survey conducted by the Justice Leadership Council (JLC), itself following a 2006 social justice audit. Yet, 2020 was distinctly different from those previous times, and so our analysis in this survey focuses mainly on how Antioch succeeds now and can be better in the future.

Guiding Values

Our work on this survey, and in JLC, is deeply guided and inspired by Antioch's core mission “to advance social, racial, economic and environmental justice.” We considered this along with Antioch's vision and core values (Appendix D), especially Commitment to Social Engagement and Building and Serving Inclusive Communities, with awareness of their many intersections. As a first principle, we feel that achieving this mission means ensuring equity inside the University—pursuing not just a diverse and inclusive community, but those elements that sustain one. We think it critical that Antioch maintain respect for the variety of intersectional experiences in our community, and build a holistically welcoming and supportive space. We on the survey team also err on the side of believing Antioch can and should always pursue its best self, regardless of economic or logistical difficulty in achieving that. We should always try our best today, and remember that our best tomorrow can be better.

We also acknowledge and appreciate the University's willingness to treat our mission as a true living document, to consider its content, and to update it in accordance with need. As an example, we quote the following statement from University Chancellor William Groves on the amendment of the University Mission Statement, June 2020: “The Board Chair, Paul Mutty, and Vice Chair, Bill Plater, agreed to recommend to the full Board of Governors that it amend the University Mission Statement to expressly include racial justice. While this has always been regarded as part of ‘social justice,’ currently
central to the mission statement, I believe it is both necessary and appropriate in this era that Antioch University be more explicit about race. ... The revised mission statement will read as follows:

Our Mission: Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, racial, economic and environmental justice.”

As in 2016, the results of this survey show that the community is on the same page in regards to the social justice mission. When asked “how important to you is AUNE’s core value and mission of social justice?” respondents overwhelmingly said very important (87.5%) followed by somewhat important (11.5%). No respondent said it was not important.

**Question 1: How important to you is AUNE’s core value and mission of social justice?**

Furthermore, when asked how the mission impacted their choice to join the AUNE community, respondents overwhelmingly (90%) said it played a role.
Question 2: How much did AUNE’s mission and legacy of social justice influence your decision to join this community?

Taken together, these questions show us that living that mission is a foundational requirement for AUNE to be successful. Living our social justice mission is what inspires students to enroll; motivates faculty and staff to stay; supports a diverse community; and strengthens Antioch’s reputation and leadership in the many surrounding communities where we live and work.

**Applying Critical Consciousness to Focus on Critical Application**

In the 2016 SJ survey, there was a strong focus on awareness, sensitivity, and priorities. Fittingly, in the 2020 SJ survey we observed a strong desire for Antioch to take steps beyond awareness to truly embody our social justice mission. We take as given here that doing deep observation of our practice and intervening to create a better and more inclusive reality is the essence of Critical Consciousness, but we chose to focus on that latter piece for this report: the Critical Application. Antioch has demonstrated capacity to take that first step of Critical Consciousness through deep observation of our practice, and so we choose
the framing of Critical Application here as a reminder that the observation should not be our end point. As an academic community, it makes sense that we consider the theory and the underlying elements, but understanding the barriers and oppressions in our community is just the first step. If we treat that understanding as the goal by itself, we do ourselves a great disservice.

As one respondent described, our work around social justice is often weighted toward theory:

“[We need] less theory, more action. Sometimes I feel bashed over the head with social justice theory in my classes, but have very little sense of how to implement these principles in real life, including my career. I think part of this is that there isn’t much modeling going on on campus for implementing social justice initiatives.”

But what might it look like to understand and intervene together? Perhaps taking steps to implement the theories we teach and avow, working to continually improve our University structures and practices, and building a community that lives our mission in every aspect. One respondent summed up, for us, what a community of critical application could look be:

“I want to celebrate more. I want to not just raise awareness, educate, discuss, and theorize, I want revelry surrounding our diverse community and how we are so happy to have the community we do. Even though this is also a professional environment, the process of authentically exploring diverse identities is exciting! I want an opportunity to be joyous in that process, not just high-minded and clinical. I want to be technicolor and authentically safe to celebrate myself, my cohorts, and our community.”

With this in mind, the core goal of the work that follows in this report is to not just imagine what could be better, but to frame some real next steps for taking action now.

Survey Design and Analysis

The 2020 JLC SJ and Demographics surveys were based on the 2016 SJ survey with the aim of providing an updated view of how AUNE is progressing on social justice issues. We repeated many questions from 2016 to allow for future comparison work, as well as rewording some questions and adding new questions. For the 2020 surveys, we split out the demographics questions to give SJ survey respondents more anonymity. Both surveys
were delivered over the end of Spring and beginning of Summer 2020, and then analyzed over Fall 2020 and Spring 2021.

**Who responded?**
In the 2020 Demographics survey, we compared our 123 responses to this survey with the existing demographics data from HR and Admissions to confirm that our 12% of the community was a representative sample. We intentionally separated the Social Justice and Demographics surveys to allow for more confidentiality, but as we sent the two surveys together, we take as a given that the 104 respondents to the SJ survey are included in the 123 respondents to the Demographics survey. Even so, everything we describe in this report is representative only of the answers we received. It gives us a window on who we are at AUNE, but should not be construed as all that we are.

The full Demographics data presentation is accessible here.

In the Social Justice survey, we also asked people to self-report their role and department in AUNE (see questions 12 and 13 below), as well as how long they had been at AUNE, so that we had some grounds to compare with the Demographics results. Overall, we had an approximately representative sample of the community both in terms of student-to-staff-and-faculty ratio, and in terms of department ratio (note that as of this survey, Applied Psychology and Clinical Mental Health Counseling had not yet split into two departments). Question 14 (next page) also showed respondents with the full range of experience in our community, from 30 years time to brand new arrivals.
Question 12 (left): Role at AUNE, and Question 13 (right): Department at AUNE

- Student (80)
- Work-study staff (4)
- Staff (12)
- Faculty (18)
- Applied psychology (35)
- Clinical psychology (16)
- Education (11)
- Environmental studies (29)
- Staff, administration, and AU employee (8)

Question 14. Length of time at AUNE to date:
How did we analyze the comments?
We used a code structure that combined work from 2016 with new codes in 2020 to break the responses into the general categories, and then met in small groups to code each response in sub categories, with some responses receiving multiple codes in multiple categories. For each code, we required two members of the committee to agree on the comment's meaning. We marked ambiguous or complex comments as requiring full group review and then collectively met to interpret them.

We then organized our coded comments, noting in particular those codes that had arisen in >10% of comments. We further refined our code structure to identify common themes throughout the survey, settling on seven major themes around social justice at AUNE and in relationship to Antioch's mission. These seven themes form the bulk of this report.

Themes and Recommendations
The seven major themes that follow are those we collectively agreed were the most relevant groupings of our various responses and coded comments. As an overall result, we felt survey respondents were strongly concerned that Antioch live its social justice mission as an ongoing process, both by celebrating, recognizing, and sharing in successes; and by striving to improve in every dimension.

1. Increase Accessibility and Capacity for Social Justice Practice

This theme discusses how AUNE's social justice values are observed and felt within the AUNE culture, as well as our capacity to implement our social justice mission. This includes individual and collective skill building: removing barriers, increasing access to tools and resources, and fostering opportunities for students, faculty, staff to continue ongoing social justice initiatives as well as build new initiatives when the need arises.

Critically, Antioch needs a liason structure to facilitate exchange between marginalized community members and key players who can enact change at a variety of staff, faculty, and administrative levels. This means bolstering infrastructural support for those at Antioch who experience varying levels of oppression to facilitate dialogue across campus(es) and advocate for policy change as needed.

As Antioch implements a school-based organization, concurrence across multiple campuses/schools will be important, including special attention to fidelity of the changes being made. Based on the responses to the survey, we believe this will first and foremost
require revisiting our social justice mission to clarify our foundational values and provide operational definitions and guidelines towards social justice practice.

2. Prioritize and Invest in Social Justice Financially

This theme covers the financial investment side of living Antioch’s social justice mission. We include here crucial investments the University can and should make to ensure we are valuing the people who do that work, such as budget lines for social justice work; infrastructure for social justice action and practice; equitable pay scales for students, staff and faculty; services that address financial need; tuition reform; equitable and accessible facilities; and the online systems we need to connect and build our community.

As we move to a schools model, now is the time to act regarding changes to the University budget. Antioch should celebrate its social justice mission and heritage, but living our mission for the future means truly applying the social justice lens to our decision-making, pedagogy, program development, and growth. Investing in social justice through the budget structure is therefore a keystone step for Antioch to be an innovative leader with a strong community. With the budgeting in place, departments and programs can collectively contribute to moving Antioch forward. Without budget resources, living the social justice mission is relegated to a volunteer project rather than a true community commitment.

3. Institutional Support for Racial Justice

This theme explores how AUNE conceptualizes and supports racial justice within Antioch’s social justice mission. A major theme throughout the survey results was the need to have a stronger sense of institutional support for racial justice here at AUNE and throughout the Antioch community. This theme examines how the institution is providing resources to ensure racial justice within the community and ensuring that historically racially marginalized groups are not oppressed in the AU community. The theme of Institutional Support for Racial Justice touches upon equity within the domains of curricula, recruitment efforts, retention efforts, and increasing equity in resources.

In times such as these, having institutional support that not only recognizes and acknowledges the schisms that racial injustice has caused, but that is actively working towards bridging the divide within the AU community, is paramount in dictating and anticipating how students, faculty, and staff will interact with each other and with the global
community. Moreover, the acknowledgement and support offered by the institution further helps create and foster a sense of community within Antioch.

**4. Academics: Integrate Social Justice into Classes Systematically**

This theme covers the educational and instructional side of living Antioch's social justice mission. Included are essential elements that are required in Antioch's academic environment to ensure integrity of the university's mission. These include specifications for leadership, faculty, department and programs, syllabi, training, focus groups, commitment to diversity and inclusion for faculty, multicultural centers, affinity groups, and the structures to provide support to BIPOC faculty and students in and around their coursework. These specifications are action oriented to ensure a systematic implementation for all programs and departments at AUNE.

This theme is, fittingly for a University, the most extensive of the seven. It addresses a variety of ways Antioch faculty can act on their own; ways leadership can better support faculty; and ways our infrastructure could better support students in their coursework. Perhaps most critically, this theme encourages us to consider the social justice mission as something that should drive our course design and faculty training, as well as being front and center in how we teach and learn.

**5. Leadership**

This theme covers the role leadership plays in living Antioch's social justice mission. We include here the essential elements and actions for leadership to demonstrate our authentic and active commitment to our mission. This commitment is demonstrated by robust initiatives and modeling for social justice, effective communication, intentional budget and strategic planning, designated positions and centers, and opportunities for collaboration and engagement.

Strong leadership fosters a culture which positively reflects our shared values and brings to light the essence of our mission. It guides the university in thinking about big ideas and big steps to envision an academic culture of equity and excellence. As leadership takes initiative at the local, community, and national level Antioch will be known as a model for social justice. Effective leadership on campus establishes a tone of respect, inclusion, acknowledgment, and appreciation. Respondents were clear in their hope and expectation
that leadership demonstrate bold commitment to social justice in a variety of ways that are clear and deliberate.

6. Communication and Decision-making

This theme discusses the need for clear and timely communication to and from decision-makers like central admin, campus admin, and others; the fair inclusion and representation of all groups (both by role and identity) in those decisions; and the need for overall university decisions made in accordance with our social justice mission, with a shared rationale as to how it was considered. This theme also includes the capacity for community members to find information intuitively when needed, ideally in a centralized location, and the ability for community members to share perspectives, be heard, and make requests.

Especially in a University like Antioch, with multiple campuses and online programs, it is essential for the community to feel informed and involved when it comes to the big-picture decisions that affect us all. Since so many of the social justice issues discussed in earlier themes are ongoing work and incremental changes, it is especially important to have clear and timely communication, and for the community to feel represented in decision-making bodies. This makes the difference between decisions appearing opaque and frustrating, or feeling like part of a shared project and goal.

7. Fostering Diversity Within the AUNE Community

Building an AUNE community which reflects the global community will provide the student population with the opportunity to develop, foster, and cultivate an appreciation for the diversity that they encounter in the global community. Furthermore, fostering diversity will prepare students to interact with the global community from a perspective in which they seek to understand varying perspectives. In seeking to understand varying perspectives, they will further community cohesion. Additionally, by helping create a global community, AUNE will continue to support staff and faculty with inclusion of diverse perspectives and foster an environment that celebrates curiosity. In order to effectively do this there has to be a level of compassion, understanding, and patience as individuals find more authentic ways to identify themselves. As this continues to unfold, there need to be continual endeavors to broaden the perspective of staff and faculty to support individuals who self-identify outside conventional means. Some ways to foster the diversity that continues
to unfold would be to offer workshops and training and continuing education offerings to the AUNE staff and faculty around ways to support the student body.

The future of AUNE relies on being able to remain inclusive in the present moment with members of the community. We are ensuring that our community models the real world and prepares students through a social justice lens of the realities they interface with at Antioch and beyond. The cultivation of diversity invites community members to fully explore self in a manner that may not have been considered had they not been exposed to a culture different from their own.

**Concluding Thoughts**

After spending an otherwise hard year in company together with these thoughts and comments, after getting to know something of the wide variety of people who answered the survey, and after thinking deeply about these topics, our overwhelming sense is of hope and possibility. There are challenges, yes, but that will always be true. There are needs to be met, but few that are beyond reach. And, more than anything, there is the promise that the more we live our social justice mission, the more Antioch will thrive as a University.
Method

Survey Design

The SJ and Demographics surveys were based on the 2016 SJ survey by JLC (read the 2016 Executive Summary here). For the 2020 survey, we changed some language in order to be more sensitive to changing terminology, as well as restructured some questions to ask more useful questions, such as asking whether Antioch “should” do something rather than whether it “prioritizes” something. We also decided to break apart the SJ and demographics elements, which were included together in 2016, as separate surveys so that there would be more anonymity in responses.

Survey Administration

Both surveys were designed and administered using Google Forms. We sent out both surveys via email blasts over the end April and into May of 2020, and both surveys were left open for replies until the beginning of June. Emails, notices in the ES Wednesday Weekly, and word-of-mouth were all used to recruit respondents. We also intended to recruit participants on campus via announcements and class visits, but those plans were canceled due to stay-at-home orders and campus closure during the first wave of the COVID-19 pandemic.

Survey Population

Both surveys were offered to all AUNE students, faculty, staff, and administration. Questions in both surveys addressed roles differently and some were framed for specific groups (staff and work study students, faculty, and students). We compared our 123 responses to the Demographics survey with the existing demographics data from HR and Admissions to confirm that our 12% of the community was a representative sample. Because we sent both surveys together, we take as a given that the 104 respondents to the SJ survey are included in the 123 respondents to the Demographics survey.

In the Social Justice survey, we also asked people to self-report their role and department in AUNE, as well as their length of time at AUNE. These provided grounds to compare with the Demographics results and also independently showed a fairly representative distribution of role and department among respondents, with the caveat that Applied Psychology and
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Clinical Mental Health Counseling had not yet split into two departments when the survey was designed.

**Demographics Data Analysis**

The demographic data analysis was relatively simple and we were able to complete it with consistent work in June through July of 2020. We made the choice as a group to faithfully represent all the responses we received rather than grouping people's identities into aggregate categories, and as a result we decided on visualizations that allowed us to share the responses of everyone who filled out the survey. [The full Demographics data presentation is accessible here.](#)

**Social Justice Data Analysis**

The Social Justice survey analysis was far more complicated than we anticipated and went through several iterations between Sept 2020 and April 2021. We initially thought we could continue to use the coding scheme from the 2016 survey for our comments in the 2020 survey, and attempted to do so in Sept and Oct of 2020. However, that scheme proved not to match very well with the 2020 results, requiring us to reconsider. In Nov of 2020, we instituted a new plan for coding responses, which was to reorganize and group a number of the codes from 2016 along with noting new codes that had arisen so far. We broke those codes into a roughly parallel structure that encompassed successes, challenges, and suggestions for improvement (see [Appendix C: Coding Structure](#)).

Using the new code structure, we broke the responses into general categories, and then met in small groups to code each response in the sub categories, with some responses receiving multiple codes in multiple categories. For each code, we required two members of the committee to agree on each comment's meaning. We marked complex or ambiguous comments as requiring full group review and then collectively met to interpret them. Coding was completed over Dec 2020 and Jan 2021.

Beginning in January 2021, we organized our coded comments, noting in particular those codes that had arisen in >10% of comments. We further refined our code structure to identify common themes throughout the survey, settling on seven major themes around social justice at AUNE and in relationship to Antioch's mission.
In Jan 2021, we collectively worked through the process of reinterpreting our coded comments for one theme (Institutional Support for Racial Justice) to identify specific recommendations and suggestions, as well as to include such evidence (likert responses and comments) as would illustrate the issue. As with the Demographics survey, we worked on the principle that we should faithfully represent what our respondents shared, relying on interpretation but using their words whenever possible.

Over February and April 2021, we broke into pairs to work on the six remaining major themes, collecting and compiling the questions responses and the comments into coherent groups and recommendations. These themes and recommendations form the bulk of this report, which was written in May and June of 2021.
Results: Themes and Recommendations

The seven major themes that follow are those we collectively agreed were the most relevant groupings of our various responses and coded comments. As an overall result, we felt survey respondents were strongly concerned that Antioch live its social justice mission as an ongoing process, both by celebrating, recognizing, and sharing in successes, and by striving to improve in every dimension. As a result, our themes are structured around application: starting from where we are and looking to where we can go.

Furthermore, these themes are not independent of one another. Most themes overlap with several others, and many address similar topics from different angles. Recommendations in each theme are imagining the structures we need to ensure Antioch's social justice mission is also an enduring part of our community practice.

Each of the following themes is structured roughly, though not exactly, in parallel, with more detailed recommendations in some cases and general suggestions in others as appropriate. The content of each is a collaborative synthesis of comments, likert responses (see Appendix B), and other question data embedded throughout this report. Each includes quotes we felt best represented the ideas in discussion. The seven themes are:

1. Increase Accessibility and Capacity for Social Justice Practice
2. Prioritize and Invest in Social Justice Financially
3. Institutional Support for Racial Justice
4. Academics: Integrate Social Justice into Classes Systematically
5. Leadership
6. Communication and Decision-making
7. Fostering Diversity within the AUNE Community
1. Increase Accessibility and Capacity for Social Justice Practice

This theme relates to respondents' views regarding whether AUNE's social justice values are observed and felt within the culture of AUNE, as well as AUNE's capacity on several levels to pursue tasks associated with our social justice mission. This includes individual and collective skill building toward the end goal of more authentically living our mission.

It also includes removing barriers and increasing access to tools/resources and skill building opportunities for individual actors (students, faculty, staff) to continue the ongoing social justice initiatives at AUNE and to build new initiatives as the need arises.

Critically, Antioch needs a liaison structure to facilitate exchange between marginalized community members and the key players that can enact change, at a variety of staff, faculty, and administrative levels. This would bolster infrastructural support for those at Antioch who experience varying levels of oppression to facilitate dialogue across campus(es) and advocate for policy change as needed. As Antioch moves toward a school-based model, concurrence across multiple campuses/schools will be especially important, including special attention to the fidelity of changes being made. Based on the responses to the SJ survey, we believe this will first and foremost require a reassessment of our social justice mission to clarify our foundational values and provide operational definitions and guidelines for social justice practice.

**Why this matters at Antioch and beyond:**
Respondents to this survey indicated a desire for a cultural shift at AUNE whereby historically marginalized students, faculty, and staff can feel safer and find belonging while pursuing their education. If Antioch intends to continue advertising itself as an institution guided by principles of social justice, then social justice practice needs to be embedded into the cultural fabric of AUNE in every area. As one respondent suggested:

”Diversity and Inclusion will be integrated in the fabric of the institution not just as talk but in action. For example, the 'new majority' in the US will be able to afford an AUNE degree; more international students supported by the institution; diverse faculty, staff, students, and leadership; **everyone (students, staff, faculty, leadership) will feel authentically valued and safe to be their own person.”**
How can we foster critical consciousness on this issue?
A shared definition of social justice is needed to provide a common language for discussing the practice of social justice. It is difficult to be successful in upholding a value when that value remains undefined.

How can critical consciousness move us to critical application?
While the mission includes social justice in umbrella terms, an operationalized definition of social justice would provide a concrete reference point to guide all future actions taken by the university at the administrative, pedagogical, and community organizing levels. A functional definition of our values will also facilitate a transition from conversation to application that can enable positive social change.

How can we celebrate where we do this well?
Along with growth, celebrating the existing culture of social justice at AUNE matters: how do we do this and why is important. We should acknowledge and recognize cultural shift as it pertains to social justice, but that also requires pausing to celebrate what is working well.

Celebration could be accomplished in a variety of ways, but one example we suggest is that Antioch could start a new tradition of hosting an annual Social Justice Fair/Carnival/Event which highlights the ongoing justice efforts and holds space for community conversations about what the mission is, has been, and should be. This would demonstrate that Antioch values the social justice efforts and initiatives of its community members, and would encourage the further development of social justice initiatives in continual growth.

How can we measure growth and progress?
Operationalizing social justice university wide will provide the community with standard metrics to use when evaluating our growth and progress in living our mission. Nationally and globally, the definitions and conversations around social justice are diverse and regularly shifting; as such, AUNE community members have diverse concepts of what social justice means. Creating some common language for our community will serve to clarify the institutional stance on this issue. Continuation of data collection measures, such as this social justice survey, will also support the assessment of growth and progress in this area.
Recommendations:

1. Demonstrate Institutional and Administrative Investment in Social Justice
   - 1.1.1. Create a social justice department with its own budget line and personnel to execute tasks related to coordinating social justice efforts (this is covered in further detail in the “prioritize and invest in social justice” theme).
   - 1.1.2. Hire a social justice liaison at the administrative level to advise administrative decisions, and collaborate with ongoing contributors to social justice projects.

1.2. Create an Operational Definition of Social Justice

1.3. Remove Barriers to Student, Faculty, and Staff Engagement in Social Justice Initiatives
   - 1.3.1. Create definitive organizational structures describing roles and responsibilities of social justice groups in relationship to decision making processes.
   - 1.3.2. There needs to be a clear organizational structure that outlines the role of JLC within the larger AUNE or Antioch institution.

1.4. Celebration and Continuation of Ongoing Social Justice Initiatives
   - 1.4.1. Highlight ongoing work and contributors.
   - 1.4.2. Present social justice progress in a centralized and interactive way.
1.1. Demonstrate Institutional and Administrative Investment in Social Justice

1.1.1. Create a social justice department with its own budget line and personnel to execute tasks related to coordinating social justice efforts.

Budget lines are the division between the University supporting social justice work, as it currently does, and actually fostering that work, as it could do better. Currently, most mission-related social justice work is done in addition to other jobs and without additional compensation or resources. Adding budget lines shows that the University is truly committed to these aspects of our mission. (This is covered in further detail in the “prioritize and invest in social justice” theme).

1.1.2. Hire a social justice liaison at the administrative level to advise administrative decisions, and collaborate with ongoing contributors to social justice projects.

AUNE can begin to implement the usage of consultants to serve as liaisons between the virtual voicelessness occurring within the student population and those key players that hold positions of power to enact social change in the AUNE community. Hiring a staff member whose job it is to work at the administrative level and speak as a representative for social justice needs on campus would facilitate greater integration of social justice into the cultural fabric of AUNE. This individual would engage with student groups and department heads among others to assess and report ongoing social justice progress and needs.

1.2. Create an Operational Definition of Social Justice

As noted elsewhere in this report, a vast majority of respondents described the social justice mission as critical to their decision to join the AU community. The mission drives enrollment numbers, and therefore we need a clearly stated mission. A vague or difficult to apply mission takes away from the recruitment of otherwise marginalized groups. In order to retain and truly support these marginalized groups, a clear statement needs to be crafted and as a foundational piece demonstrating that social justice is not only valued but is applied in our community. AUNE can begin by clearly defining how social justice is a cornerstone for the institution and clearly outlining the objectives and goals that will or
have been taken to ensure that AUNE is operating as an institution that values social justice.

Social justice should be the lens through which recruitment and betterment are found at AUNE. The structural formulation of the mission must be such that it drives the direction AUNE operates and becomes an integral part of the fabric, making AUNE a more authentic institution. Respondents to this survey indicated a desire for seamless integration of a social justice lens in all aspects of university operations.

Currently, AUNE does not have an operational definition of social justice competence, even though we evaluate faculty and courses on these terms. As one respondent noted,

"It's exhausting to have to explain what equity, justice and inclusion mean ‘in practice’ to an ever changing parade of administrative leaders. Feels like one step forward, two steps back. Would be great to have a collective voice and cultural humility shared across our institution."

This inconsistency in competency across AUNE's campus limits our collective capacity to engage in meaningful conversations related to social justice.

Secondly, AUNE can begin to uphold the promises that are advertised to students and implement strategies that will lessen the gap between the marginalized and the privileged by fostering and encouraging inclusion across boundaries (i.e. LGBTQ alliances that encompass varying races and ethnicities, religious organizations that encompass varying races and ethnicities--seek means of unification that transcend racial and ethnic barriers). One respondent noted the success and opportunity for growth both:

“Our curricula and programs continue to have a strong focus on social justice work in the real world. We seem to have grown in our understanding that in order to attract and retain a more diverse student body and faculty we have to do a lot more work ourselves to be ready to support their success and not expect them to come here and transform us.”

1.3. Remove Barriers to Student, Faculty, and Staff Engagement in Social Justice Initiatives
1.3.1. Create definitive organizational structures describing roles and responsibilities of social justice groups in relationship to decision making processes.

1.3.2. There needs to be a clear organizational structure that outlines the role of JLC within the larger AUNE or Antioch institution.

The two items above reflect an issue AUNE has already identified: there are a variety of groups working on social justice on campus, but typically in isolation and not collaboratively. For example, the Student Alliance in Environmental Studies has no connection to those working on social justice in Clinical Psychology, and the Justice Leadership Council works across departments but is not organized to connect with subgroups on a regular basis. A social justice coordinator position, as recommended elsewhere, is one way to address this issue.

One respondent share that we need:

"greater synergy between the provost's office and the JLC in working QUICKLY to adjust to social justice recommendations, greater synergy between all the departments on campus for students to collaborate"

1.4. Celebration and Continuation of Ongoing Social Justice Initiatives

Awareness needs to be present across departments to build cohesion within the AUNE community around social justice issues that transcend departments and campuses. Respondents expressed a desire to see awareness continue to develop and deepen at AUNE, with greater attention to specific action steps and moving beyond consciousness into application. Respondents highlighted specific examples of social justice initiatives that represent AUNE’s past and present successes in this area, including social justice groups within the Clinical Psychology department, DSJ, JLC, student-led initiatives, and various interest groups initiated by community members. As one respondent said,

“I feel that there is a GENERAL awareness of diversity and social justice issues here on campus. However, I don’t have the sense that there is a STRONG awareness of and
STRONG specific support for various types of differences (preferences, abilities, beliefs, statuses, resources, etc.)."

Another respondent highlighted the following individuals and areas for their specific success in social justice support:

“The dedicated sharing of supportive resources to empower each student in their learning (the library, Disability Services, PsyD Staff and Debbie at the Front Desk have especially embodied this for me). Genuine interest getting to know each student and support them in their professional development as their own unique selves. Community spaces and initiatives that create an atmosphere of trust and welcome (eg. the food pantry; the ReUse room; fun library questions written on boards for people to answer; sharing of food, seeds, composting, information on birds etc.).”

1.4.1. Develop a Central Communication Structure dedicated to Social Justice.

Recommendations pertaining to more consistent and transparent communication are included in the “Communication and Decision-making” theme. For the purpose of this theme, though, we recognize that communication pertaining to ongoing social justice activities would make it easier for community members to access materials and contribute to social justice work on campus. While JLC and other groups at AUNE have their own methods of communication, these do not typically reach the entire community, and tend to go to those who have previously attended meetings or individuals within certain departments. At the institutional level, we believe that a communication structure specifically dedicated to social justice would allow for celebration of ongoing work, communal participation towards continued growth, and a greater sense of pride in the social justice accomplishments of our community.

1.4.2. Presenting social justice progress in a centralized and interactive way.

Respondents to the survey highlighted several points of incredible success regarding how social justice positively impacts the AUNE experience. The quotes below illustrate some of those points:

“My time at Antioch has provided me with a period of unparalleled personal growth, to which I am forever indebted.”
“I have learned so much about my own social justice issues. I have also become aware of my own personal biases and how they can potentially impact my personal and professional relationships if not kept in check. This has been a huge awareness that I have gained. Thank you for that.”

In order to celebrate and further build on this success, a space or event could be created where ongoing social justice projects can be presented and interacted with by community members across departments. This would hold space for community conversations about what the social justice mission is, has been, and should be.

We propose holding an annual Social Justice Week event at Antioch towards the end of the Spring semester which highlights the ongoing social justice efforts and provides an opportunity for leaders within our community to present and celebrate their work throughout the year and receive feedback.

Knowing what we have done well fuels us for the work of doing better. Thus, both via regular celebration and other means, we need consistent celebratory and informative communication around ongoing social justice efforts, both campus-wide and in the broader community, highlighting what AUNE is doing now.
2. Prioritize and Invest in Social Justice Financially

This theme covers the financial investment side of living Antioch’s social justice mission. We include here the crucial investments the University can and should make to ensure we are acting on our mission and valuing the people who do that work. These include budget lines for social justice work; infrastructure for social justice action and practice; equitable pay scales for students, staff and faculty; services that address financial need; tuition reform; equitable and accessible facilities; and the online systems we need to connect and build our community.

**Why this matters at Antioch and beyond:**
As we move into a more virtually connected University, visibly living our social justice mission will become even more critical. Our social justice mission plays a role in over 90% of our students, staff, and faculty when they choose to attend a program or join the AU Community. Therefore, the continued and future financial health of AU is inextricably tied to how well we live that mission. We cannot afford to coast on past good work; investing our mission with budgetary heft ensures that mission will remain front and center, both for prospective students and for the University’s broader reputation.

**How can we foster critical consciousness on this issue?**
A thread running through multiple comments in the survey is that faculty, staff, and students alike do not feel Antioch’s budgeting is transparent, and that many observe an absence of the social justice mission in specific decisions and funding priorities. It is true that social justice is only one part of AU’s mission, but it plays a central role in attracting students to our various programs. Strong financial investment in specific budget items sends the message to the community that the Board of Governors and central administration are willing and able to share in the social justice values that inspire so many of us.

**How can critical consciousness move us to critical application?**
Functionally, budget lines set the stage for downstream impacts too numerous to describe, especially as we move to a schools model. It is one thing for Antioch to celebrate its social justice mission and heritage, but living our mission means truly applying the social justice lens to our decision-making, pedagogy, program development, and growth. Investing in social justice through the budget structure is not the only step Antioch needs to take to be
an innovative leader with a strong community, but the budget structure is a keystone step. With the budgeting in place, departments and programs can collectively contribute to moving Antioch forward. Without budget resources, living the social justice mission is relegated to a volunteer project rather than a true community commitment.

**How can we celebrate where we do this well?**
The AU budget does already include individuals and departments doing social justice work in service of the mission. Highlighting and valuing these people and groups, along with their work, is an essential step in the near-term. These include the various projects in departments, Student Alliance, Student Coalition, DSJ, JLC, dedicated faculty and staff, those maintaining the re-use room and food pantry, and so much more. As noted in other themes, the individuals who do this important mission-driven work should be clearly and publicly acknowledged by the University on a regular basis.

**How can we measure growth and progress?**
Although adding budget lines is a challenging prospect, the budget is already under reorganization to accommodate a schools structure, and will be for several years, so now is the time to make other changes as well. These are specific proposals, but indicators of long-term growth would be the creation and maintenance of budget areas both within and across schools and departments that specifically speak to accomplishing AU’s social justice mission.

**Recommendations:**

2.1. **Create dedicated social justice-oriented budget lines**
   - 2.1.1. Create dedicated social justice director position(s) and center (similar to a T+L center) to organize a variety of coordinated initiatives
   - 2.1.2. Create a physical AUNE multicultural center and space with dedicated staff and work study support
   - 2.1.3. Create a dedicated support staff position to help recruit, retain, and locate funding for international students. Critical need areas include admissions, financial aid, local services like housing and food; student affinity groups, and a physical space where students can seek support.

2.2. **Create consistent cross-campus and cross-departmental data collection practices**
2.2.1. Ensure comprehensive, consistent, and comparable demographic data from HR and Admissions
2.2.2. Make social justice data broadly and regularly available to the community and decision-making groups

2.3. Pursue creative supports for students with financial need to ensure AUNE is accessible regardless of socioeconomic status
- 2.3.1. Expand accessible financial counseling services for students
- 2.3.2. Diversify AUNE's financial aid packages to make a majority of aid not loan-based
- 2.3.3. Reform tuition to use need-based pricing
- 2.3.4. Establish a campus working relationship with local community food support services

2.4. Commit to consistent and equitable compensation structures for all employees
- 2.4.1. Create a consistent graduated pay scale for all faculty and staff that increases regularly and predictably
- 2.4.2. Create opportunities for growth and promotion that center the student experience and are not simply administrative positions
- 2.4.3. Remedy pay inequities across campuses where similar positions are paid at different rates
- 2.4.4. Central administration should creatively find ways to expand health care coverage and reduce costs
- 2.4.5. Expand sick day coverage to part-time staff and work-study staff

2.5. Use a social justice lens to improve and maintain facilities
- 2.5.1. Pursue and prioritize facilities improvements with inclusivity in mind, especially in any move to a new locations
- 2.5.2. Prioritize student voices and concerns in facilities decisions.
- 2.5.3. Ensure current and future AUNE facilities include accessible gender-neutral bathrooms

2.6. Maintain a functional, user-friendly, and accessible online space for all students to interact and have access to critical information
- 2.6.1. Hold a focus group to explore the needs and preferences of the community around this topic.
2. Prioritize and Invest in Social Justice Financially

2.1. Create dedicated social justice-oriented budget lines

Dozens of respondents suggested in various ways that the AUNE Social Justice mission can't be realized without social justice budget lines; nearly every other level of social justice goal relies in some way on social justice infrastructure, which in turn must be prioritized by University Administration. At the AUNE level, we need to invest resources in a clear and consistent way that goes beyond the time of individual students, staff, and faculty. Budget lines help address this gap by ensuring that university resources are dedicated to these goals, and by clearly delineating the places and people responsible for this work.

In the likert section of the survey, 85% of respondents agree or strongly agree that AUNE should provide funding and support for social justice and multicultural activities on campus. In the words of one commenter, we should:

“Take needs of everyone seriously and ask whether it is right before asking how much it costs. Decide to do the right thing then figure out how to fund it.”

Some Next steps for AUNE:

2.1.1. Create dedicated Social Justice Director position(s) and center (similar to a Teaching + Learning center) to organize a variety of coordinated initiatives

To live our social justice mission, Antioch needs to invest money and time for dedicated personnel. An overall director is a critical step to coordinating and fostering various social justice initiatives.

“[We need a] person who is committed to (as in this is their job description) social justice particularly for students and including the community.”

2.1.2. Create a physical AUNE multicultural center and space with dedicated staff and work study support

In alignment with Antioch's mission of social, racial, economic, and environmental justice, a cross-departmental multicultural center would provide institutional support for racial and ethnic minority students and make AUNE a more welcoming and supportive place for a diverse community.
“I believe AUNE could support more social justice related issues regarding ethnic and racial diversity by having a multicultural center that meets across departments. This could serve as a safe space for students on campus.”

2.1.3. Create a dedicated support staff position to help recruit, retain, and locate funding for international students. Critical need areas include admissions, financial aid, local services like housing and food; student affinity groups; and a physical space where students can seek support.

International students bring with them valuable scholarly experience and perspectives from around the world. However, there is currently no organized support for this segment of our community. AUNE needs to have dedicated structures to recruit these students and to support them with informational and financial resources throughout their programs.

“One of the best things at Antioch is engagement with international students. They strongly enhance the experience and learning opportunity for all. I would like to see more assistance, support, and recruitment of international students, particularly from the Global South.”

2.2. Create consistent cross-campus and cross-departmental data collection practices

Although this topic is also addressed in the “Communication and Decision-making” theme, we felt it necessary to cover here as well. Data collection at Antioch is neither consistent nor comprehensive. This is a foundational issue for every part of Antioch’s mission because it means we don’t know how to measure whether we are doing what we say we are doing.

If we are to track our progress on social justice issues, not to mention other Antioch priorities, we need robust, consistent, and accessible data collection; these in turn require University resources. Without budget-level investment in consistent practices and data management, there are serious barriers to assessing even the most basic questions about student success, the community experience, progress on goals, or living our mission.

One commenter described the problem as:
“Lack of systemic support—most people collectively want us to do well on this but we don't have a way to know if we are doing well so people just assume we are, even when some of us are getting ignored or left behind or worse. The people with good intentions don't see it so assume we're doing fine.”

The threshold for success on this recommendation is the point when demographic and social justice data about our community is so clearly and freely available that departments and programs are able to use it for data-driven decision-making. At the time of this data, most departments and programs must use data they collect themselves, or engage in an extensive data collection project (like this survey) in order to make truly informed decisions.

**Some Next steps for AUNE:**

**2.2.1. Ensure comprehensive, consistent, and comparable demographic data from HR and Admissions**

Better data handling is the first step to understanding who we are as a community. During the course of the Demographics survey (see the presentation here), we in the JLC Survey committee discovered that admissions and HR collect data about students, staff, and faculty, but that there is no consistency with this data collection, nor is it aggregated in a useful form.

For example, even basic and unambiguous data like a community member’s age is collected differently: Admissions uses one set of ranges and HR uses another, so that if you want to know the age breakdown of the AUNE community, you have to resolve non-overlapping data issues (example below).

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<th>HR Ages</th>
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<td>70-79</td>
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2.2.2. Make social justice data broadly and regularly available to the community and decision-making groups

Clear and consistent data enables justice-oriented decision-making. Ensuring the data is available and communicated well is critical for this part of the AU mission. Data-informed work is valuable for the Justice Leadership Council in particular, but also for such wide-ranging bodies as departmental faculty meetings, hiring committees, working groups, program assistants, and individual faculty. Knowing where we are contributes to a shared understanding of what we do well, and what we still need to improve. One respondent suggested we should:

“Highlight (in non-threatening ways that don't identify specific individuals or situations) the instances where what we do doesn't match what we say we do.”

2.3. Pursue creative supports for students with financial need to ensure AUNE is accessible regardless of socioeconomic status

Cost is a barrier to AUNE being truly inclusive of poorer students, so AUNE needs to provide a wide range of services and supports, especially financial aid that is not loan-based. Additionally, students from lower income backgrounds are less prepared and have fewer resources to seek out aid in other ways. One respondent summed up this need:

“AU generally and AUNE specifically need to do better at considering the needs of students with diverse socioeconomic backgrounds when it comes to financing their education, beyond providing grants and work-study.”

Since democratizing access to higher education is part of Antioch's mission, it behooves us to not only admit students with a diversity of class backgrounds, but to support those students and ensure they do not end up with overwhelming debt. Add to this the fact that people of color overall tend to have fewer financial resources, and it becomes even more clear that to be accessible and antiracist, Antioch needs to address the financial inequality in our system.

We speak to the need for a diverse community, but we cannot have a diverse and equitable community without addressing our cost and financial aid. A 2016 Brookings report noted “the substantial role of graduate school in expanding the black-white debt gap” and
concluded that “graduate enrollment is a good investment on average—but for blacks, it entails significantly more financial risk than it does for whites.” There is no way around the fact that Antioch currently contributes to this problem rather than helping to solve it. What's more, the community also broadly agrees that we should act on this. When asked whether “AUNE should make accommodations to those of differing socioeconomic statuses (i.e. technology, residency, cost),” 92% of respondents either agreed (n=28) or strongly agreed (n=68) with this statement.

**Some Next steps for AUNE:**

### 2.3.1. Expand accessible financial counseling services for students

While AUNE offers a combination of loans and work study aid, and Student Services are available to discuss those options, there are no staff whose work it is to help students find aid in other ways, negotiate the financial commitments of extra loans, or budget funds with a clear idea of future aid. We were unable to find this support for students described in any current AU campus or program, so we feel safe in saying that at the least, the vast majority of our students have no access to financial counseling. Even a relationship with an outside service to provide financial counseling would be a major step forward in this regard.

The counseling described above is also the very least we could do to support a large portion of our students. In the demographics survey, about 16% of respondents identified as lower class, and about 26% identified as lower/middle class. In the social justice survey, when asked whether AUNE is sensitive to socioeconomic status, 26% disagreed that this was true. There is an uncomfortable symmetry among those numbers, and the implication is that only students from middle class backgrounds and above feel AUNE is sensitive to their socioeconomic needs. Adding support for these students should be a high priority.

### 2.3.2. Diversify AUNE's financial aid packages to make a majority of aid not loan-based

AUNE is priced for upper middle class students, but we recruit all students; the lack of support for students without those resources promotes inequality rather than countering it. As noted above, around 42% of students currently identify as lower class or lower/middle class, and 26% identify their family background as lower class or lower/middle class.
Collectively, this means nearly half our students are borrowing untenable amounts of money to attend Antioch, and a quarter of our students cannot rely on their families for any additional support. Both respondents and we in the survey team agree that it is unethical to recruit and admit marginalized students if we are not also willing to support them.

### 2.3.3. Reform tuition to use need-based pricing

To truly live our mission, AUNE needs comprehensive tuition reform to take into account financial need. As noted in the previous recommendations in this theme, some 42% of the AUNE community can neither afford our normal tuition nor afford the loans to cover it.

### 2.3.4. Establish a campus working relationship with local community food support services

Students with limited finances struggle with food insecurity, so AUNE should ensure these students have access to supports like the food pantry and local mutual aid. As one respondent noted:

“AUNE makes efforts to support the students but after the flood some of those were not put back in place, losing our community aspect in some ways and students who had food insecurities relied on the food pantries and re-use room. Housing is hard to find and balancing an income and studies is even harder, so having ways we can receive things lifts a large weight off our shoulders.”

### 2.4. Commit to consistent and equitable compensation structures for all employees

We feel that Antioch’s mission of equity and social justice, and in particular our commitment to socioeconomic justice, requires us to “walk the talk” when it comes to our employees and compensation packages. This includes direct compensation (cost-of-living increases and raise scales as a bare minimum, and pay equity across campuses and programs), indirect compensation (sick leave for all and health care coverage at affordable rates), and opportunities for advancement (faculty roles that confer higher pay without moving to administration).
Some Next steps for AUNE:

2.4.1. Create a consistent graduated pay scale for all faculty and staff that increases regularly and predictably

The absence of consistent raises, even to account for cost-of-living and rising health care premiums, is a significant concern among faculty and staff. While many acknowledge the University's ongoing financial challenges, that doesn't obviate the fact that each year in which employees do not receive a cost-of-living increase is one in which they are being paid less, in real terms, than the year before.

2.4.2. Create opportunities for growth and promotion that center the student experience and are not simply administrative positions

A number of comments expressed dismay that there are few advancement tracks for faculty and staff. Instead, they observed, most are forced to leave for other schools, or to advance by moving laterally into administrative positions. Further, respondents noted that promotion to administrative positions is not transparent, with one person characterizing it as a series of “back-room deals.”

Comments suggest that overall, faculty and staff feel frustrated both by the lack of advancement opportunities, and because those opportunities that do exist involve moving to less interaction with students and more administration. As one comment suggests:

“Faculty who are outstanding educators and mentors should be rewarded. Currently, the only way to increase our financial compensation and professional status at AUNE is to take on an administrative role (e.g., Chair or Director). In this way, Antioch is not a student-centered institution at all -- it's an administrator-centered institution.”

2.4.3. Remedy pay inequities across campuses where similar positions are paid at different rates

Cross-campus position inequity is a visible and frustrating problem for faculty and staff, and AUNE should move transparently and clearly toward rectifying it. In particular as the university moves toward a schools-based model, faculty and staff find it “demoralizing” that
many are working for different pay at equivalent positions, even, in some cases, while teaching the same students.

Transparency is also part of the problem, since the University committed to fixing many of these inequities several years ago, but has not provided clear updates on that process. One respondent noted:

“Salary inequity is still a huge problem both on the AUNE campus and across the entire AU system. For example, a small subset of AUNE core faculty who have been here for up to two decades are earning only about $6,000 per year more than young, incoming faculty with no faculty experience. Although the Vice Chancellor has promised to address this major social justice issue, it is not clear to me that anything concrete is being done, and there is no transparency about how administrators plan to deal with this.”

2.4.4. Central administration should creatively find ways to expand health care coverage and reduce costs

Over a dozen comments mentioned lack of health care as a barrier for students, staff, and faculty alike. While both respondents and we in the survey committee are aware that this problem goes far beyond Antioch, we also, at present, have no one outside the University to turn to. While we acknowledge that our options are limited, we also ask that Antioch do whatever it can to secure stable, low-cost health care for staff and faculty, and to expand coverage to students.

On this last point, the past year since the survey was conducted has made it abundantly clear that student health has a major role in the success or failure of the University. Antioch, compared to peer schools, acted proactively and cautiously, and as a result our campuses were spared the disastrous COVID-19 outbreaks that some other schools experienced. Yet, that should make it all the more clear that our students should not have to choose between their schooling and their health. Yet, some will have to make that choice as long as we continue to not include students in our care options.

One win-win of this recommendation is that allowing students to buy into the University pool for health care might actually reduce costs for the entire community. Since staff and faculty are a small group of older individuals, a more diverse group of varying ages might give the University more negotiating power and better pricing in working with health care companies.
2.4.5. Expand sick day coverage to part-time staff and work-study staff

Antioch’s sick leave policy for full-time staff and faculty is one of the best policies at any organization anywhere. The University is generous in both the hours and the flexibility of sick leave it awards, and HR and supervisors are caring and flexible when it is needed.

We also think this policy could be even better by expanding it to include part-time staff and work-study students. Our part-time staff are mostly paid very little, so having paid sick leave would be extraordinarily valuable for many, and in particular those living paycheck-to-paycheck. Even better, the cost to the University would be minimal, or even a net gain. At present, when part-time staff get sick they must either work anyway, and risk infecting others if they have something like the flu or COVID-19, or they can take the day and lose their pay. Giving them even some sick days would give them a third option. That would be a smart investment in the health of the community post-COVID, and a strong commitment toward equitable compensation for all employees.

The same is true for giving sick leave to work-study students. Work study money is a part of a student's financial aid package, so it is awarded to the student anyway. While they must earn that money, right now a student who needs to miss a shift due to illness has to work extra hours later to make up for it, and the work required on that shift still gets done by others. Giving sick leave, even in a non-carry-over amount of, say, 10 hours per term, would be a commitment to student success, as well a clear University commitment to work study students in the form of additional financial aid.

One respondent summed up this issue admirably: “We could have paid sick leave for all staff of any category. Why not?”

2.5. Use a social justice lens to improve and maintain facilities

Decisions related to facilities improvement and maintenance at AUNE occur without comprehensive and direct input from community members that interface with these facilities on a regular basis. Creating an accessible environment at Antioch requires the integration of feedback from those who use the facilities most frequently, and commitment not to write off any needs as secondary or unimportant.
When asked what AUNE could do to improve, one respondent said:

“Physical space considerations: bathrooms that accommodate the gender diversity of the students and staff; wheelchair accessible walkways and parking lots in all seasons; classroom air flow that is mold-free, temperature-controlled; AV technology in classrooms that is easy to use and doesn't have significant sound issues that marginalize the hearing impaired.”

Changes in these areas as well as a recursive application of a social justice lens to future facilities decisions would make campus more accessible to marginalized students and more comfortable for the community as a whole.

**Some Next steps for AUNE:**

2.5.1. **Pursue and prioritize facilities improvements with inclusivity in mind, especially in any move to a new locations**

Campus and virtual infrastructure should support everyone in the community, not just the majorities. While students, faculty, and staff who identify as having a disability of any kind are not majorities in the community, that is no reason for failing to consider their particular needs in our facilities design and upgrades.

If AUNE wishes to be accessible to everyone, we must identify and promptly eliminate barriers ranging from the obvious, such as wheelchair inaccessible walkways and ridged floors in the lobby, to the more nuanced, such as flickering lighting and noisy air circulation systems, to the invisible, such as hybrid classes and meetings where the online attendees struggle to participate because the facilitator cannot effectively monitor both physical and digital spaces.

2.5.2. **Prioritize student voices and concerns in facilities decisions.**

The inclusion of student voices in major decisions is also covered in detail in the “Communication and Decision-making” theme, but for the purposes of facilities, it is critical to include here. Students represent the majority of users for AU facilities, so they should always have a strong voice in determining the needs and services in those facilities. Especially as AUNE considers moving to a new building, the administration should act
carefully to ensure multiple and diverse student voices on the building committee and in decisions about capital improvements.

2.5.3. Ensure current and future AUNE facilities include accessible gender-neutral bathrooms

People of all genders should have access to non-segregated restrooms; we wouldn't have "American" and "Immigrant" restrooms and then pretend those were the only identities, so we shouldn't force that choice on people by gender either. As the survey committee, we are glad that the University has committed to making this change in the current AUNE building and feel it critical that we maintain it when and if we transition to a new space.

2.6. Maintain a functional, user-friendly, and accessible online space for all students to interact and have access to critical information

In the survey we observed a need for online and low-residency students to have functional and cohesive online spaces. This recommendation arises from various references to challenges in communication and inclusivity for the community as a whole as well as online students specifically. As a recommendation, it is more a result of synthesis and interpretation than other recommendations in this theme. However, it aligns with a major concern we didn't address directly in the survey questions. The past year of COVID, mostly after the survey was conducted, has further underscored the challenge of ensuring online and low-residency students are an equal part of the community.

2.6.1. Hold a focus group with a mix of online, low-residency, and on-campus students to explore the needs of a communication and information community space.

We did not get sufficient data or comments on this to form a clear statement of what students want and need around communication. Therefore, our only next step for this recommendation is to explore this need through a focus group.
3. Institutional Support for Racial Justice

This theme explores how AUNE conceptualizes and supports racial justice within Antioch’s social justice mission. A major theme throughout the survey results was the need to have a stronger sense of institutional support for racial justice here at AUNE and throughout the Antioch community. This theme examines how the institution is providing resources to ensure racial justice within the community and ensuring that historically racially marginalized groups are not oppressed in the AU community. The theme of Institutional Support for Racial Justice touches upon equity within the domains of curricula, recruitment efforts, retainment efforts, and increasing equity in resources.

**Why this matters at Antioch and beyond:**
In times such as these, it's paramount that we have institutional support that recognizes and acknowledges the schisms that racial injustice has caused, and that is actively working towards bridging the divide within the campus. This dictates and anticipates how students, faculty and staff will not only interact with each other but will interact with the global community. Moreover, the acknowledgement and support offered by the institution helps create and foster a sense of community within the Antioch community. We know we can do this better; as one respondent noted:

"Diversity needs to be more than just a check box. It's considered a mission, but faculty and professors don't hold the unique nuances of diversity well when uncomfortable conversations arise."

**How can we measure growth and progress?**
We must remember to be fluid in this process and adjust our ideas of how success is measured. We must remain cognizant that the individuals who contribute to the overall infrastructure are living, breathing, sentient beings who are constantly evolving. Therefore, the institutions that are in place must reflect this flow of growth and must be able to adapt. The ideas that measure success must, too, be adaptable.

One of the recommendations of this theme is to regularly administer surveys that gather the proper and appropriate information to accurately reflect demographics within the Antioch community. Having surveys that reflect the true demographics within the community fosters a sense of equality while ensuring that all members within the community are accurately seen and represented. However, as a means of ensuring that
sense of checks-and-balances within the community, those who are compiling the surveys must ask the proper questions to extract the correct and accurate information.

**How can we celebrate where we do this well?**
One way the Antioch community can celebrate achievements in this domain is to continue encouraging growth. Incentivize individuals who contribute to creating and fostering an environment that supports racial justice. It could begin as simply as providing honorable mentions in email blasts, but we need something that will highlight the effort of those who are working to create a sense of true and wholesome community at Antioch.

**How can we foster critical consciousness on this issue?**
Critical consciousness can be fostered in this domain by creating an atmosphere in which individuals feel both a level of comfortability and receptivity to hold such difficult conversations. This is most critical for White faculty, staff, and administration. One of the most important functions of the university and higher learning platforms is to create and foster an atmosphere in which an individual is permitted the room and freedom to develop the skills to become a free and informed critical thinker. Having effective conversations that tend to be difficult in nature within the confines and security of the University's community would provide individuals with the practice and confidence to proceed to have such conversations with the global community and to enact positive social change.

However, it is not enough to hold conversations in this domain. The progress needs to be reflected in the implementation of suggestions that arise from these conversations. Conversations must delve into different means of self-identification that expand beyond the conventional and antiquated means of binary labeling. Those who have alternative and intersectional identities that do not fit within the limitations of this binary must be able to advocate for their right to self-identify as who they truly see themselves. In order for this truly to occur, those with authority at AUNE must foster a safe community where such conversations can be had.
**How can critical consciousness move us to critical application?**

In the move from critical consciousness to critical application, we must first realize that simply holding the knowledge is not where the power lies; it is the application of the knowledge that becomes the catalyst for change. Therefore, to accurately move from critical consciousness to critical application, difficult conversations will need to occur safely within the universities walls, such as having debates and discussions within classrooms and having the curriculum reflect the times and give voice to the ideas and sentiments that are otherwise suppressed and silenced by global racial injustice.

By modeling these critical discussions, we can encourage and support community members to extend these conversations to their subjective communities outside of Antioch. This may include attending social justice and activists’ meetings, or communing with individuals who are aligned with the principles and messages that will enact positive social change. This then extends to larger organizations that will carry on the mission, especially as our students move into careers in a wide variety of places and disciplines; but the genesis of this movement begins at home and home is the Antioch community. When the difficult conversations are being implemented here, they provide a crucial component that serves as a liaison between critical consciousness and critical application. Throughout every code presented within this domain, the theme of implementation resounded. As the conversations occur and suggestions are made, those in positions of authority must act to implement those suggestions within the AUNE community. The Anti-racism task force is a starting point for much of this work and has already begun in many aspects, but everyone in the community must be involved for the work to be successful.

**Recommendations:**

**3.1. Diversify the classroom experience to demonstrate and reflect a variety of racial and cultural perspectives**

- 3.1.1. Faculty facilitate discussion to support students to critically consider race relations.
- 3.1.2. Faculty take initiative to incorporate diversified literature into curriculum, course materials, and syllabi in order to be inclusive of varying racial and cultural perspectives.

**3.2. Recruitment and retainment of racially diverse staff, faculty and students to fulfill the AUNE mission of promoting social justice while enriching the**
AUNE community with the collective perspectives reflected in the global arena

- 3.2.1. Be intentional in recruiting and retaining racially diverse students by providing equitable resources for these students to feel supported, safe, and thrive in the AUNE community.
- 3.2.2. Have checks and balances in place within the recruitment process to ensure individuals representing racially diverse backgrounds are considered for key positions.
- 3.2.3. Actively seek to hire and retain faculty and staff of color

3.3. AU must create a safe space that fosters inclusivity where individuals of a diverse background are provided with the resources needed to academically and socially thrive.

- 3.3.1. Establish Multicultural Diversity and Inclusion Center
- 3.3.2. Create Celebratory Structures

3.4. Fair and Equal Distribution of Resources

- 3.4.1. Redistribute Power and Access to Decenter Whiteness

3.1. Diversify the classroom experience to demonstrate and reflect a variety of racial and cultural perspectives.

Respondents reported needing more direct conversations around racial diversity, a variety of perspectives on cultural topics, and self-representation in course materials, literature and discussions. Furthermore, faculty should facilitate conversations to critically analyze course materials and use non-traditional academic resources to fill in gaps where no diverse representation in academia exists. For example, in the field of dance/movement therapy authorship is primarily white and cisfemale. However, the principles originated in Black and indigenous communities. Due to this, faculty find creative ways to utilize non-traditional resources (blogs, youtube, etc.). Recommendations pertaining to diversifying academics are also covered in more depth in the “Academics” theme.
3.1.1. **Faculty facilitate discussion to support students to critically consider race relations.**

Respondents reported wanting to have deeper and richer dialogue around racial diversity; faculty can support this process and facilitate these dialogues. This will be a two-fold process in that Antioch should be cognizant within the hiring process to hire faculty that demonstrate a level of cultural sensitivity and competency to carry out our social justice mission. Then, Antioch should also support previously hired faculty with training to further their competency development with regard to racial justice.

We also note this is competence that is required in all programs and disciplines. As one respondent noted:

"In my classes there has not been a lot of discussion about racial biases within the natural sciences."

3.1.2. **Faculty take initiative to incorporate diversified literature into curriculum, course materials, and syllabi in order to be inclusive of varying racial and cultural perspectives.**

This sub-recommendation seeks to encourage faculty to use a lens of racial and ethnic diversity when compiling syllabi and course offerings. This can be supported by use of a checklist containing guiding questions to facilitate critical reflection on sources considered. This is covered more in depth in the “Academics” theme, but we note it here also as several respondents shared the need for:

"Deepening a focus on social justice and cultural competency not only through course offerings but also within courses that aren't expressly focused on social issues by including speakers and authors from varied backgrounds;"

"More diverse sources in classes--takes intentional work to go outside the mainstream white man academic culture."
3.2. Recruitment and retainment of racially diverse staff, faculty and students to fulfill the AUNE mission of promoting social justice while enriching the AUNE community with the collective perspectives reflected in the global arena

Respondents spoke to the need for more racially diverse students, staff, and faculty on the AUNE campus. This can contribute to an academic environment which allows for rich discourse from various positionalities. This can also create a social environment in which students, faculty, and staff actively work together to build cultural sensitivity in the workplace and communal spaces.

3.2.1. Be intentional in recruiting and retaining racially diverse students by providing equitable resources for these students to feel supported and safe, and to thrive in the AUNE community.

Efforts to recruit racially diverse students should go beyond traditional methods of recruitment (for example, attending recruitment open house events in diverse areas of the country, or making relationships with undergraduate universities with diverse student populations). When looking to recruit diverse faculty and staff, the hiring committee should post on employment websites which exist for faculty and staff of color. Furthermore, hiring committees should build relationships with professional organizations which support faculty and staff of color.

3.2.2. Have checks and balances in place within the recruitment process to ensure individuals representing racially diverse backgrounds are considered for key positions.

Based on the narrative data, we recommend that Antioch hire an external diversity consultant to serve within human resources and on hiring committees. This diversity consultant could serve as a check and balance on the hiring processes to ensure that a lens of social justice and racial equity are applied for new hires and internal promotions.

"[We should be] actively hiring staff/faculty who have a high degree of cultural competence as well as considering diversity an important factor in choosing new staff and faculty"
3.2.3. Actively seek to hire and retain faculty and staff of color

This recommendation is to not only make spaces more diverse and inclusive, but to make them equitable. It is not enough for departments to recruit more diverse faculty and staff. There need to be systems and infrastructure in place to make sure they are able to thrive. Suggestions for systems which should be in place, in addition to training and improving competency as discussed in other themes, are mentoring for new students/staff/faculty, starting a multicultural center, or forming support groups.

"Make an intentional effort to recruit and retain Black faculty, staff, and students. Provide a sacred, safe space for traditionally underrepresented groups on campus. Have representations of said groups, even in the library."

3.3. AU must create a safe space that fosters inclusivity where individuals of a diverse background are provided with the resources needed to academically and socially thrive

Respondents expressed a desire to see Antioch create and institute a centralized location, such as a multicultural center, in which students may come together to discuss social justice issues. Having a centralized forum would provide individuals with a common and shared safe space to address issues without fear and bias, and individuals would be given the opportunity to hold and participate in authentic conversations that lend themselves to creating positive social change. A multicultural center (as described in the next recommendation) within the Antioch community would foster inclusivity, equality and equanimity, progress and growth. That said, Antioch should also be looking for other ways to ensure the burden and work of being a diverse community is shared rather than falling on historically oppressed minorities.

"Being a minority has been difficult, even with AUNE's desire to talk about social justice. I've received microaggressions from both faculty and students with not much support or people's acknowledgement. Often, it feels like I am obligated to make myself visible and make my minority status be known more than I expected."

3.3.1. Establish Multicultural Diversity and Inclusion Center

Respondents expressed a need for a dedicated space on the AUNE campus in which the leadership can address and meet the needs of BIPOC students. Respondents stated that
we need more support for racially and culturally diverse students in the AUNE community, with one suggestion being a multicultural diversity and inclusion center to encourage inclusivity and a space for safe dialogue on topics pertinent to their racial and cultural self-identities. This can help foster an environment of inclusivity and also attract diverse students to campus in the future.

"I believe AUNE could support more social justice related issues regarding ethnic and racial diversity by having a multicultural center that meets across departments. This could serve as a safe space for students on campus."

3.3.2. Create Celebratory Structures

Respondents suggested AUNE begin to create celebratory structures that allow for racially and culturally diverse faculty, staff, and students to be acknowledged and uninhibited in self-expression. The celebration of community can be done through the creation of events on campus. These events could include social gatherings on campus or virtually.

"I want to celebrate more. I want to not just raise awareness, educate, discuss, and theorize, I want revelry surrounding our diverse community and how we are so happy to have the community we do. Even though this is also a professional environment, the process of authentically exploring diverse identities is exciting! I want an opportunity to be joyous in that process, not just high-minded and clinical. I want to be technicolor and authentically safe to celebrate myself, my cohorts, and our community."

3.4. Fair and Equal Distribution of Resources

Although respondents stated that individuals at AUNE hold an awareness of global racial and gender inequalities, the efforts to eradicate inequality on campus are inconsistent across programs and departments. Respondents spoke to the need for a centralized effort to allow for uniformity in how we diffuse and decenter Whiteness.

"Everyone is pretty aware of gender inequity and racial inequity issues..."

"Translate the mission into action. For example: make programs accessible to people with low income, support students from diverse cultural backgrounds e.g. establish an international students office (if the goal is to have international students), improve the diversity of faculty, staff, and leadership, provide structures to meet diverse needs e.g.
gender neutral bathroom, provide appropriate training on themes of diversity and inclusion e.g. microaggression, intersectionality"

3.4.1.Redistribute Power and Access to Decenter Whiteness

Respondents suggested that AUNE should restructure how power is disseminated amongst departments to examine how access and resources are distributed in an effort to diffuse and decenter Whiteness. AUNE leadership should hold advisory meetings to examine the distribution of power amongst key stakeholders and redistribute the power of decision-making amongst a more diverse staff that reflects and protects the interests of all individuals within the Antioch community.

"AUNE reflects white dominant culture and is clearly well-intentioned and trying to be inclusive but lagging behind in proactive institutional change efforts towards equity"

“More and more white males are being added to the high levels of the institution... There should be more women and more diversity instead “
4. Academics: Integrate Social Justice into Classes Systematically

This theme covers the educational and instructional side of living Antioch's social justice mission. Included are essential elements that are required in Antioch's academic environment to ensure integrity of the university's mission. These include specifications for leadership, faculty, departments and programs, syllabi, training, focus groups, commitment to diversity and inclusion for faculty, a multicultural center, affinity groups, and the structures to provide support to BIPOC faculty and students. These specifications are action oriented to ensure a systematic implementation for all programs and departments at AUNE.

**Why this matters at Antioch and beyond:**
This theme is, fittingly for a University, the most extensive of the seven. It addresses a variety of ways Antioch faculty can act on their own; ways leadership can better support faculty; and ways our infrastructure could better support students in their coursework. Perhaps most critically, this theme encourages us to consider the social justice mission as something that should drive our course design and faculty training, as well as being front and center in how we teach and learn.

**How can we measure growth and progress?**
There are a multitude of ways to measure growth and progress. Some of these suggestions include use of focus groups, conducting ongoing required social justice trainings, surveys at social justice trainings, tracking of how training is being implemented in practice in the classroom through surveys, use of a social justice checklist for syllabi, and reports on how faculty connect with local community on social justice initiatives.

**How can we celebrate where we do this well?**
It is important to recognize faculty who already embody AUNE's social justice mission and those who are striving towards implementation of social justice in theory, practice, and research across departments. Having a consistent approach to how AU recognizes faculty voices in this endeavor will help faculty to feel valued, seen, and supported. Building this into faculty evaluation and creating clear lines of promotion based on social justice efforts can be both encouraging and motivating for our community.
How can we foster critical consciousness on this issue?

Based on survey results from the 2016 as compared to the 2020 survey, we seem to be making improvement on the level of critical consciousness for various disciplines at AUNE. For example, when asked to respond to the statement “My curriculum enhances my knowledge of social justice issues.”, 90% of respondents reported agreeing or strongly agreeing to this statement with 7% disagreeing or strongly disagreeing, and 3% who reported not knowing. While we appear to be doing this fairly well as an AUNE community, the next step is to be curious about the 10% of individuals who disagreed and are unsure about how we are providing education that centers social justice. What have these community members experienced and how can we improve and strengthen the areas we are doing well? This is important because social justice is a continuous process of learning and training.

How can critical consciousness move us to critical application?

Moving from critical consciousness to critical application speaks to the gap from theory to practice that community members report experiencing at AUNE. It is imperative for us to create an academic environment where faculty are embodying the social justice theories in practice. This embodiment can be seen in pedagogical approaches, facilitation of discussion that invites and holds diverse perspectives, and integrated social justice events and initiatives occurring within the communities we are a part of. These are a few examples in which we can begin to foster critical application. Modeling of how we apply various social justice perspectives will help students to integrate these learnings. Furthermore, it provides students with a supportive environment while in training to learn and grow.

Recommendations:

4.1. Focus Groups

- 4.1.1. Conduct focus groups in order to begin assessing how faculty, staff, and students perceive social justice being centered throughout AUNE.
- 4.1.2. Organize a Focus Group to examine and discuss what ‘uniform sensitivity’ means in response to issues.
  - What would ‘uniform sensitivity’ look like for the university, including leadership, faculty and staff?
  - How could a ‘uniform sensitivity’ approach be enacted and explicitly shared with the AUNE community.
  - For example, how can there be relative consistency in responding to a similar concern or issue?
● 4.1.3. Organize a focus group to define what it means to ‘take an active role’ in approaching social justice for faculty

4.2. Leadership supports the Faculty in social justice training, social justice pedagogy, and collaborative social justice initiatives and further develops a social justice mandate that ensures a socially just academic culture.

Resources and Training
● 4.2.1. Leadership dedicates resources (ie: financial, time commitment) for faculty training from experts on cultural sensitivity, cultural humility, and anti-racist practices.
● 4.2.2. Leadership coordinates with Department Chairs to offer consistent social justice training that includes addiction and trauma-informed approaches.
● 4.2.3. Leadership supports faculty-led seminars for the University focusing on building a social justice centered classroom which includes how to discuss cultural humility, and interrogate topics that affect marginalized communities.
● 4.2.4. Leadership allocates resources (ie: financial, time commitment) for faculty training on models of skilled communication and discussion that support inclusivity, openness, and can hold multiple perspectives.
● 4.2.5. Faculty are trained and practice conversations where students feel seen for their identities but not responsible to represent those identities.

Collaboration and Partnerships
● 4.2.6. Leadership develops and structures/opportunities for faculty and students to connect with the local community and partner with social justice initiatives to provide support and leadership.
● 4.2.7. Leadership supports faculty to make connections with local or mission compatible academic institutions to increase collaborative work with faculty and students on social justice issues.

Standards and Evaluation
● 4.2.8. Leadership provides faculty with opportunities to assess the implementation of training in the classroom.
● 4.2.9. Leadership identifies the ways in which faculty voices are being requested, supported, and valued.
● 4.2.10. Leadership creates and implements a social justice mandate across all departments for consistency and accountability.
● 4.2.11. Leadership creates standards to evaluate faculty on a yearly basis to assess how faculty members are progressing in their teaching and advancing Antioch’s social justice mission.
Commitment to Diversity & Inclusion for Faculty
- 4.2.12. Leadership develops and supports a position, committee or team of people who are committed to AUNE’s mission of social justice ensure hiring of anti-racist faculty who are diverse in gender and race.

Technology Support
4.2.13. Leadership creates a technology resource program for students who need technological support, and ensure department scholarships for software.

4.3. Faculty Recommendations
- 4.3.1. Faculty continue to explicitly integrate and advocate for social justice perspectives and issues into the course curriculum through syllabi, safe and open discussion, activities/actions related to the profession, course materials, research and writing by BIPOC, assignments, and instructor orientation.
- 4.3.2. Faculty continue to support individual student learning needs.
- 4.3.3. Faculty create avenues to build rapport with students and get to know who they are. For example through individual meetings, assignments, surveys, office hours, and other creative approaches.
- 4.3.4. Faculty learn and practice nuance in order to hold conversations that move beyond categorical thinking to more open mindsets
- 4.3.5. Faculty integrate social justice actions into the curriculum through examples, guest speakers, and assignments.
- 4.3.6. Faculty model ways to implement initiatives with a social justice framework.
- 4.3.7. Faculty offer a range of affordable resources for class materials.
- 4.3.8. Faculty include dialogue on the international community in the classroom

4.4. Department and Program Recommendations
- 4.4.1. Encouragement and visibility for faculty to share how they embody what they teach, through documentation and easily accessible platforms.
- 4.4.2. Faculty highlight and discuss how they are in alignment with AUNE’s mission and how they embody what they teach- in class, and during program, department, and university meetings.
- 4.4.3. Faculty discuss feelings about their multiple roles ie: faculty, mentors, administrators and what this means to them in relating to students in places where these roles converge.
- 4.4.4. Create a collaborative culture within programs where diversity, equity, and inclusion are valued through respectful actions.
• 4.4.5. Departments are provided with financial support to have guest speakers from diverse perspectives speak in classes.
• 4.4.6. Strengthen the perspective and offer clear evidence that AUNE faculty take an active role in approaching social justice.

4.5. Syllabi That Center Social Justice Frameworks
• 4.5.1. Faculty include social justice campus group involvement and causes in syllabi, course schedules, and assignments.
• 4.5.2. Social justice curriculum and syllabi checklist to be created for each department. Follow up to occur to support faculty in implementing changes to their syllabi.
• 4.5.3. Faculty outline their social justice approach in syllabi and identify assignments and course materials that exhibit an active approach to social justice

4.6. Develop structures to support BIPOC faculty and student success.
• 4.6.1. Providing support groups
• 4.6.2. Creating an anonymous survey of needs and supports,
• 4.6.3. Responding to those needs and suggestions for support

4.1 Focus Groups
The use of focus groups is a suggestion to gain clarity on recommendations for social justice, uniform sensitivity, and taking an active role within the AUNE community. The aim is to develop a definition centered in the collective voice of the AUNE campus. This can in turn build mutual understanding across faculty, staff, and students when these terms are used.

4.1.1. Conduct focus groups in order to begin assessing how faculty, staff, and students perceive social justice being centered throughout AUNE.

Multiple respondents spoke to faculty centering social justice throughout the curriculum; however, a mutual definition across faculty, staff, and students has not been identified. Student voices highlighted discrepancies in how social justice is applied in the classroom as well as interactions among peers and faculty.
4.1.2. Organize a Focus Group to examine and discuss what ‘uniform sensitivity’ means in response to issues.

Respondents shared that there is a lack of uniform sensitivity to many issues, which results in a perspective that our actions do not match our perceptions. Additionally, the faculty voice was described as undervalued, and raised the question of social justice values in the academic environment. Possible questions during a focus group could be, (a) What would ‘uniform sensitivity’ look like for the university, including leadership, faculty and staff? (b) How could a ‘uniform sensitivity’ approach be enacted and explicitly shared with the AUNE community, (C) For example, how can there be relative consistency in responding to a similar concern or issue?

The response below illustrates this:

“Distressing to know that our actions don’t match our perceptions (i.e. that there continues to be lack of uniform sensitivity to these issues)”

“If faculty are treated like underlings on a feudal estate, how can that be conducive to an environment that values social justice?”

4.1.3. Organize a focus group to define what it means to ‘take an active role’ in approaching social justice for faculty

Multiple respondents spoke to inconsistency in faculty centering social justice, however it is unclear to many what an ‘active role’ should mean. It would be beneficial to have a shared definition so that when an active role is taken, it is recognized and acknowledged. We need to have a mutual understanding of how to actively apply social justice in and around the classroom. A focus group can provide clarification on how to implement this important step.

“I believe some faculty and staff take an active role in approaching social justice.”

“I think part of this is that there isn’t much modeling going on on campus for implementing social justice initiatives.”
4.2. Leadership supports the Faculty in social justice training, social justice pedagogy, and collaborative social justice initiatives and further develops a social justice mandate that ensures a socially just academic culture.

Respondents pointed out the need for substantial structural support from campus leadership in order to systematically integrate social justice in the classroom. Recommendations include actions to allocate resources for consistent training on anti-racist, culturally sensitive practices; to develop partnerships and collaborations for social justice initiatives; and to create standards and evaluations regarding how Antioch’s social justice mission is being advanced by faculty, staff, and students. Campus leadership is called upon to identify ways that faculty voices are being heard and valued, to ensure gender equality in leadership positions, and to create a technology resource program for students. These recommendations come from a need for consistent structural support to train and hold the AUNE faculty and staff accountable, to create a more equitable and socially just academic culture, and to advance the university mission.

Respondents speak to this need in the comments below:

“Provide appropriate training on themes of diversity and inclusion e.g. microaggression, intersectionality”

“I've received microaggressions from both faculty and students with not much support or people's acknowledgement.”

**Resources and Training**
Multiple respondents identified inconsistencies in social justice competencies and practice among AUNE faculty. Recommendations call for structural support to ensure consistent and comprehensive training for all faculty.
4.2.1. Leadership dedicates resources (ie: financial, time commitment) for faculty training from experts on cultural sensitivity, cultural humility, and anti-racist practices.

This recommendation speaks to the critical financial support and time commitment that is necessary for faculty and staff to engage in ongoing social justice training to advance social justice practices that impact all aspects of academic culture.

A respondent makes this statement clear.

“All AU faculty, staff, and students should undergo regular social justice trainings.”

4.2.2. Leadership coordinates with Department Chairs to offer consistent social justice training that includes addiction and trauma-informed approaches.

Coordination between Leadership and Department Chairs is an essential element to fully assess and understand the support needed for social justice training as well as the pedagogical training needs that express an awareness of intersectionality and a sensitive and informed approach to issues of addiction and trauma.

Related to this suggestion, a respondent shared the statements below.

“There is also very little mention/discussion/representation of those who may be struggling with addiction or in long-term recovery while pursuing academic success.”

4.2.3. Leadership supports faculty-led seminars for the University focusing on building a social justice centered classroom which includes how to discuss cultural humility, and interrogate topics that affect marginalized communities.

This recommendation speaks to community building within AUNE faculty to foster conversations and actions that center social justice within the classroom. Faculty-led opportunities within a community building structure will help to provide safe spaces in
which to explore best classroom practices for discussing cultural humility and interrogating topics that impact marginalized communities.

When asked how we could improve, respondents spoke to the need for social justice to be centered in the classroom.

“Continuing to allow and provide opportunities for students to discuss ways in which either we have been personally affected by SJ issues, or how we are contributing to SJ issues by not being aware of them and how they may have affected others in our personal and professional lives.”

“Understanding how we all have work to do in raising awareness about oppression as both oppressor and oppressed.”

4.2.4 Leadership allocates resources (ie: financial, time commitment) for faculty training on models of skilled communication and discussion that support inclusivity, openness, and can hold multiple perspectives.

This recommendation addresses the need for financial support and time commitment for faculty training on navigating classroom discussions with skilled communication that actively advocates for open and inclusive conversations that also can hold multiple perspectives. Through expert training faculty will learn how to model skilled verbal and nonverbal communication that supports students' risk taking and deepened learning, a hallmark of an Antioch education.

“Provide a space where all individuals feel they can be their authentic selves and be a part of the conversation”

“Have more difficult conversations around social justice within class”

“I think "tone policing" is a bit of an issue at AUNE. Focusing on how something is said before paying attention to the content of the words is really disempowering and encourages the speaker to remain quiet more often. I don't think it's intentional when it happens, but it does happen and it's ultimately harmful to developing an open and fluid dialogue.”
4.2.5 Faculty are trained and practice conversations where students feel seen for their identities but not responsible to represent those identities.

This recommendation speaks to the need for faculty training and practice on the details of how to include all student positionalities and to invite voice and participation, with an awareness of not making students responsible to represent particular positionalities. This differentiation of inviting voice/positionalities and not requiring representation of that voice/positionalities is particularly challenging. Faculty require training to engage in best practices to skillfully acknowledge, support, and navigate student positionalities throughout the class discourse.

“Often, it feels like I am obligated to make myself visible and make my minority status be known more than I expected.”

“Not relying on students to be a form of diversity and to speak about that diversity.”

“I feel like I am invisible, as are the needs and wants of my people/community.”

Collaboration and Partnerships
Survey results spoke to a need for opportunities to “Walk the SJ Talk” by actively engaging in social action initiatives. Leadership is called upon to develop and structure sustained and meaningful connections with local communities to increase collaboration and partnerships. In providing a framework and nurturing community relationships, AUNE Leadership further lives, models, and advances the university mission.

4.2.6. Leadership develops and structures/opportunities for faculty and students to connect with the local community and partner with social justice initiatives to provide support and leadership.

Respondents spoke to the need for Leadership to model, initiate, and develop possibilities for AUNE faculty and students to partner with the local community to address social justice issues. Leadership is called to center Antioch's mission and create structured opportunities to bridge the gap between social justice theory and practice.

“[We] need a way to move forward as a community not just with theory but with practice.”
“Course content: less theory, more action. Sometimes I feel bashed over the head with social justice theory in my classes, but have very little sense of how to implement these principles in real life, including my career. I think part of this is that there isn’t much modeling going on on campus for implementing social justice initiatives.”

4.2.7. Leadership supports faculty to make connections with local or mission compatible academic institutions to increase collaborative work with faculty and students on social justice issues.

Leadership is called upon to advance Antioch as a torchbearer in the field of social justice by developing, maintaining, and strengthening collaborative relationships with like minded institutions. Through these mission compatible collaborations Leadership will support students locally and nationally (online) to engage with ongoing social justice initiatives, to apply theory to create change, and to share social justice practice through public presentations.

“Dedicate an entire class to the application of social justice concepts in local communities (online program). Increase the application aspect of the online program for students ie: ongoing programs supported by the university that can be applied locally by students and faculty. Required presentations at local conferences applicable to social justice issues.”

Standards and Evaluation
The standards and evaluation subtheme emerged from the call for accountability for AUNE to align classroom practices with the university social justice mission. Leadership is at the forefront of calling upon and supporting faculty voices, creating social justice mandates across departments, and implementing a yearly social justice standard for the evaluation of faculty.

4.2.8. Leadership provides faculty with opportunities to assess the implementation of training in the classroom.

Recommendations for faculty training in social justice are primary in respondent comments. Leadership will provide opportunities for faculty feedback and assessment in order to understand how social justice training is being implemented in the classroom.
4.2.9. Leadership identifies the ways in which faculty voices are being requested, supported, and valued.

Faculty voices are shown as valued by Leadership explicitly identifying the ways in which faculty voice is included and supported in university issues. The university and AUNE Leadership reflects an understanding that faculty voice is valued.

“Faculty need more voice, as they typically have in ‘regular’ universities. If faculty are treated like underlings on a feudal estate, how can that be conducive to an environment that values social justice?”

4.2.10. Leadership creates and implements a social justice mandate across all departments for consistency and accountability.

This recommendation calls for Leadership to create a social justice mandate that all departments are held accountable for. Recommendations include that Leadership mandate social justice inclusion in the curriculum, social justice inclusion in student orientations, an introductory course on social justice for all students, and mandate that students take one course that specifically addresses social justice and cultural competency.

“More mandated [social justice] inclusion in curriculum”

“Additionally, perhaps more of an introduction to social justice on campus could be made during student orientations.”

“Strongly encouraging students to take at least one course that focuses explicitly on social justice and cultural competency”

4.2.11. Leadership creates standards to evaluate faculty on a yearly basis to assess how faculty members are progressing in their teaching and advancing Antioch’s social justice mission.

On a yearly basis faculty are assessed on how they are progressing Antioch's social justice mission. Leadership creates a standard in which to evaluate faculty and assess how faculty
teaching and practice is advancing Antioch's social justice mission and the university commitment to diverse perspectives.

“If there aren't already, perhaps there could be specific benchmarks to help teachers think about whether they are adequately drawing social justice issues and diverse perspectives into the material they teach and share?”

**Commitment to Diversity & Inclusion for Faculty**
This recommendation speaks to the need for Leadership to establish a position or committee dedicated to ensuring hiring anti-racist faculty who are diverse. Students speak to learning from an all-White male faculty and implore Leadership to commit to hiring diverse, anti-racist faculty by dedicating a specific position or committee to this goal thus aligning with the university's social justice mission and responding to student voices.

**4.2.12 Leadership develops and supports a position, committee or team of people who are committed to AUNE's mission of social justice ensure hiring of anti-racist faculty who are diverse in gender and race.**

“I have never had a non male professor here in 1.5 years, would love to see that change.”

“More and more white males are being added to the high levels of the institution, one of which is a chauvinist who is giving himself more power as time goes on and who is the reason women in high positions at the University are leaving. There should be more women and more diversity instead of white men hiring more white men.”

**Technology Support**
This recommendation calls upon Leadership to support diversity, equity, and inclusion by dedicating financial and educational resources toward a technology resource program.
4.2.13. Leadership creates a dedicated technology resource program for students who need technological support, and ensures department scholarships for software.

Leadership acknowledges disparity and actively works toward a socially just and equitable university student body by dedicating consistent resources toward a technology resource program that offers financial and educational assistance.

“Everyone is pretty aware of gender inequity and racial inequity issues, and the professors consider students with socioeconomic disadvantages by providing texts and software for free. ”

4.3. Faculty Recommendations

The heart of learning social justice issues and perspectives occurs within the educational experiences for students. To this regard, faculty should educate our students while centering social justice frameworks and issues affecting historically marginalized communities and the greater global community throughout the academic experience. Fostering critical dialogue, modeling application of various social justice frameworks, advocating for students, and supporting different learning needs are some methods suggested by respondents to continue to live our mission of social justice.

Some respondents have shared areas we are doing well in and need to maintain. This can be seen in our support of student learning needs and integration of social justice into the curriculum. There are a number of areas for faculty to continue to grow in including, awareness and discussion for the international community, building rapport with students, and including assignments which center social justice, to name a few examples.

4.3.1. Faculty continue to integrate and advocate for social justice perspectives and issues into the course curriculum through safe and open discussion, activities/actions related to the profession, course materials, research and writing by BIPOC, assignments, and instructor orientation.

Participants to the survey responded to the statement “The majority of my classes include materials from authors and contributors from a variety of backgrounds including people of
color, queer and transpeople, low-income, and working class people.” Of the responses, 38% (n=37) stated they agree or strongly agree when compared with 2016 survey of 27% (n=26) of participants agreeing. This appears to be an area we are improving and can continue to make strides to do better. The example below illustrates this.

“Our curricula and programs continue to have a strong focus on social justice work in the real world. We seem to have grown in our understanding that in order to attract and retain a more diverse student body and faculty we have to do a lot more work ourselves to be ready to support their success and not expect them to come here and transform us.”

However, there is still a call for further implementation of social justice content. When participants in the survey responded to the statement “I would welcome additional social justice content, (i.e. theory/practice) into my curriculum,” 92% stated they agree or strongly agree. This is an increase from 2016 where only 83% of participants wanted more social justice content. This further highlights the need for faculty to provide more social justice content in the curriculum.

**4.3.2. Faculty continue to support individual student learning needs.**

Multiple respondents reported ways in which they are positively held in their educational experience. One respondent spoke to this by stating:

“I think social justice theory is well integrated into course content. AUNE also seems like an environment where it’s safe and considered valid to bring up social justice issues and discussions without fear of negative consequences. In my experience my faculty members have been very understanding and helpful in helping me make my academic plans around my individual needs. One of the major reasons I chose Antioch was because it appeared the program could accommodate an individual need of mine when other schools could not. So far that has been true.”
4.3.3. Faculty create avenues to build rapport with students and get to know who they are. For example through individual meetings, assignments, surveys, office hours, and other creative approaches.

This sub recommendation explored various ways our faculty can engage students both within and outside of the classroom. Respondents reported that faculty who demonstrated these efforts of building rapport have supported them to feel seen with no judgement. The quote below illustrates this:

“at the age of 24 in 1994 a staff member of AUNE my then undergrad professor at another institution made an impact and it was regarding social justice issues that were current at the time with empathy to all the students with no judgements, she created a community within our class. She brought us to AUNE, gave a tutorial, we read our papers to her grad class and had discussions about SJ issues. A lasting impression that brought me to ANTIOCH today.”

4.3.4. Faculty learn and practice nuance in order to hold conversations that move beyond categorical thinking to more open mindsets.

Respondents reported faculty should create more space in classroom dialogue that allows for deeper conversations around social justice issues. These fuller conversations can foster fuller understanding on multiple perspectives of social justice issues.

“I have been grateful whenever there are opportunities to go beyond thinking of categorical forms of diversity (eg. race, ethnicity, sexual orientation) to more nuanced forms such as how a person relates to the world, or inner diversity within every person. This deepens the conversation on diversity and also relieves community members of color, gender-expansive community members etc. from feeling as though they "represent" diversity (this form of projection feels uncomfortable to me). In this vein, I feel that the term "diverse students" (used in reference to students from historically marginalized backgrounds) should be replaced with "students from historically marginalized backgrounds" for accuracy and to properly acknowledge power dynamics that are present. Thank you for the time and energy you have put into this survey!”

“Awareness and willingness of students and faculty to engage in issues, and not expecting anyone to have all the answers. It's a collaborative conversation.”
“embedded expectation and acceptance of conversations surrounding intersectional identities”

4.3.5. Faculty explicitly integrate social justice actions into the curriculum through examples, guest speakers, and assignments.

Respondents gave likert answers to the statement “My curriculum enhances my knowledge of social justice issues,” and 90% of respondents reported agreeing or strongly agreeing to this statements, with 7% disagreeing or strongly disagreeing, and 3% who reported not knowing. While it appears we are excelling in centering social justice in the curriculum, utilizing creative ways to bring in social justice perspectives can help to support us in maintaining the efforts already being experienced by students. The quote below speaks to this effort, suggesting we can grow by:

“Deepening a focus on social justice and cultural competency not only through course offerings but also within courses that aren’t expressly focused on social issues by including speakers and authors from varied backgrounds; going above and beyond to support students of marginalized backgrounds and provide a platform for their needs and voices to be heard; strongly encouraging students to take at least one course that focuses explicitly on social justice and cultural competency”

4.3.6. Faculty model ways to implement initiatives with a social justice framework.

Respondents noted that initiation of social justice topics and modeling of these topics can come from the students or faculty. However, there is a desire to have faculty actively take the lead on initiating and demonstrating ways to implement social justice frameworks in action. The quote below captures the importance of modeling the social justice frameworks we study:

“Course content: less theory, more action. Sometimes I feel bashed over the head with social justice theory in my classes, but have very little sense of how to implement these principles in real life, including my career. I think part of this is that there isn’t much modeling going on on campus for implementing social justice initiatives.”
4.3.7. Faculty offer a range of affordable resources for class materials.

Respondents were interested in ways financial debt can be minimized through course materials such as books, materials, and other expenses which may be warranted for a given course. One suggestion is to use resources from the library for free ebooks for students. The quotes below recognizes the socioeconomic status of students and being considerate of their financial situation:

“[Antioch could be better by] being a place where poor students can study without going into backbreaking debt.”

“Everyone is pretty aware of gender inequity and racial inequity issues, and the professors consider students with socioeconomic disadvantages by providing texts and software for free.”

4.3.8. Faculty include dialogue on the international community in the classroom

Respondents reported faculty need to build comfort with facilitating discussions throughout the semester which focus on the needs of underrepresented communities in their discipline. The focus should be centered in historically marginalized groups within the United States and the greater global community. Student voices from the international community should also be provided with space in the classroom. The quote below illustrates the desire to have the international voice represented in the classroom.

“Be more vocal about the needs of all communities. Including international communities.”

4.4. Department and Program Recommendations

Departments and programs have an important role in supporting the overall theme of Academics and systematically integrating social justice in the classroom. Departments are called upon to make social justice explicit in academics by supporting and encouraging faculty visibility, providing space for authentic conversations where social justice pedagogy
and embodiment can be discussed, and strengthening the perception that AUNE faculty take an active role in approaching social justice.

4.4.1. Encouragement and visibility for faculty to share how they embody what they teach, through documentation and easily accessible platforms.

Departments discuss meaningful documentation and platforms that will communicate how faculty embody what they teach. Encouragement is shown through knowing what each department member is doing to address social justice, and identifying strengths. Communication may take many forms: a faculty highlight announcement, faculty lunchtime panels, student Sakai site communication, a day of research and projects, newsletters, faculty statements “I embody what I teach by...”, and so on.

4.4.2. Faculty highlight and discuss how they are in alignment with AUNE’s mission and how they embody what they teach in class, and during program, department, and university meetings.

Discussing the multitude of ways that faculty are in alignment with AUNE’s mission takes intentional practice. Across university meetings, at every level, faculty are encouraged to speak about how they align with AUNE’s mission of social justice. Frequent dialogue and expectation to share out loud what faculty are involved with will impact the perception that faculty embody the same social justice practices as the ones that they teach.

“Faculty need to embody what they teach in order to be effective teachers.”

4.4.3. Faculty discuss feelings about their multiple roles ie: faculty, mentors, administrators and what this means to them in relating to students in places where these roles converge.

Authentic and courageous conversations are required to develop a faculty body that addresses social justice issues in the classroom. Department meetings model effective communication, emotional processing, and understanding about multiple roles that faculty members serve in relating to students around issues of social justice.
4.4.4. Create a collaborative culture within programs where diversity, equity, and inclusion are valued through respectful actions.

Teaching at a university with a mission of social justice means that the faculty model this mission within the Department and Program culture through their respectful actions that support and advocate for diversity, equity, and inclusion.

4.4.5. Departments are provided with financial support to have guest speakers from diverse perspectives speak in classes.

Departments and programs continue conversations about how social justice is being integrated into the classroom through university financial support to invite guest speakers who provide diverse perspectives.

“More trainings, workshops, art, and lectures that talk about all aspects of oppression and privilege”

4.4.6. Strengthen the perspective and offer clear evidence that AUNE faculty take an active role in approaching social justice.

Departments offer a safe place for faculty to have essential and relevant conversations about social justice issues, as well as share thoughts, efforts, and actions that align with the University mission. Departments further develop and create communication platforms that support faculty to share evidence of their active role and involvement in social justice.

“Sometimes I feel bashed over the head with social justice theory in my classes, but have very little sense of how to implement these principles in real life, including my career. I think part of this is that there isn't much modeling going on on campus for implementing social justice initiatives.”
4.5. Syllabi centers social justice framework

The syllabus is a map and guide for exploring, critically analyzing, actively engaging, and applying theories to the various disciplines at AUNE. By centering our syllabi in social justice frameworks, students can build understanding of varying perspectives. Furthermore, the syllabus can encourage students to actively engage in social justice frameworks through creative and innovative assignments that go beyond the classroom to engage with the greater communities we interact with.

In exploring whether students believe we are preparing them to be social change agents, respondents replied to the statement “My curriculum enhances my ability to create positive change on social justice issues that are important to me.” Responses showed that 89% agree or strongly agree with this statement, 7% of respondents disagree or strongly disagree, and 4% reported they did not know. These results show that resources and academic materials referenced in the syllabi are supporting students to engage in social justice; however, there are still areas for growth and improvement.

4.5.1. Faculty include social justice campus group involvement and causes in syllabi, course schedules, and assignments.

There is a need to make connections and build bridges for students to social justice events occurring within the AUNE community and beyond. The syllabus can act as this bridge to highlight various social justice led groups and events or workshops being held on campus. The syllabus can also highlight social justice groups or events provided by a professional association group specific to the discipline the student is studying. The following quote speaks to the need to have a social justice framework initiated by the faculty and not solely the students:

“Social justice issues are discussed in class, but mostly when students bring them up.”

This second quote speaks to the events which do occur on campus and ways that AUNE is thriving in providing social justice events on campus:

“AUNE provides various opportunities to share and become involved in activities that support social justice. AUNE works to incorporate social justice perspectives in every class and to provide a safe and open environment to voice opinions that differ.”
4.5.2. Social justice curriculum and syllabi checklist to be created for each department. Follow up to occur to support faculty in implementing changes to their syllabi.

To ensure that syllabi offer a diversity of perspectives, faculty should include authors of historically marginalized backgrounds. In order to provide support to faculty in creating a syllabi which center social justice in their course, having a syllabi checklist can help to evaluate if syllabi is offering a diversity of perspectives. Both quotes below highlight this endeavor.

“More diverse sources in classes--takes intentional work to go outside the mainstream white man academic culture”

“In one of my classes, I've noticed that a lot of our readings so far are very focused on ‘Western’ science and philosophy so far. I'm new to the school and this course so that might change but I wonder if there could be more integration of non-Western perspectives. I also wonder what it would be like to take this class if I hadn't been raised and educated in a Western culture and how that might impact my experience of the class. Framing the perspectives of these authors a bit more might be a good idea.”

4.5.3. Faculty outline their social justice approach in syllabi and identify assignments and course materials that exhibit an active approach to social justice

Respondents spoke to a need for bridging the gap between theory and practice. In order to adequately prepare students for social justice issues they will encounter in the field, classroom assignments and exercises should support students in applying methods learned. These methods should be clearly understood by faculty sharing their teaching philosophy or pedagogical stance and how it relates to social justice. The quotes below, where students suggested how AUNE could grow, speak to a socially justice centered curriculum.

“Course content, assignment instructions, professors highlighting social justice themes.”

“Integrating social justice into the curriculum and the faculty embodying a socio-culturally attuned stance.”
4.6. Develop structures to support BIPOC faculty and student success.

While this is covered in more detail in the theme “Institutional Support for Racial Justice,“ it is important that it is mentioned as an academic subtheme. Having a more racially and ethnically diverse classroom in faculty and student representation adds to new perspectives. However, in order for BIPOC students and faculty to flourish they need to be acknowledged, work with AUNE community members who are culturally sensitive, and have infrastructure in place to sustain their tenure while at AUNE.

4.6.1. Providing support groups

Support groups held by AUNE leadership, department, or programs can provide spaces for BIPOC students and faculty to discuss day to day occurrences with other BIPOC members. These groups can be in the form of affinity groups or caucuses for faculty which have recently begun this past academic year. The quote below speaks to the need to be intentional when seeking to recruit Black students and faculty in particular but can be applied to all non-white racial groups.

"Make an intentional effort to recruit and retain Black faculty, staff, and students. Provide a sacred, safe space for traditionally underrepresented groups on campus. Have representations of said groups, even in the library."

4.6.2. Creating an anonymous survey of needs and supports

A survey can be utilized to better understand the experience of BIPOC individuals in the AUNE community. By completing it anonymously, it encourages participants to speak to experiences they may find hard to disclose directly. The survey, when given on a consistent basis, can act as a way to measure progress the AUNE community is or is not making with needs and supports described.
4.6.3. Responding to those needs and suggestions for support

This recommendation serves as a follow up to 4.6.2 in which it is imperative to act on identified needs and supports in the anonymous survey. By doing this, the AUNE community is taking steps to be accountable and responsible for the BIPOC community members. Furthermore, this centers our commitment to social justice by improving upon areas of further growth.
5. Leadership

This theme covers the role leadership plays in living Antioch's social justice mission. We include here the essential elements and actions for leadership to demonstrate our authentic and active commitment to our mission. This commitment is demonstrated by robust initiatives and modeling for social justice, effective communication, intentional budget and strategic planning, designated positions and centers, and opportunities for collaboration and engagement.

Why is this important to AUNE (and beyond)?
Strong leadership fosters a culture which positively reflects our shared values and brings to light the essence of our mission. It guides the university in thinking about big ideas and big steps to envision an academic culture of equity and excellence. As leadership takes initiative at the local, community, and national level Antioch will be known as a model for social justice in higher education. Effective leadership on campus establishes a tone of respect, inclusion, acknowledgment, and appreciation. Respondents were clear in their hope and expectation that leadership demonstrates bold commitment to social justice in a variety of ways that are clear and deliberate.

“AUNE keeps social justice in its mission explicitly and sends the message internally and externally that social justice is at the foundation of our campus and community culture.”

How can we foster critical consciousness on this issue?
- Variety of voices sitting at decision making tables
- Committee or position that is responsible for bringing the social justice lens to conversations
- Foster collaboration between leadership and social justice committees to support each other’s work

How can critical consciousness move us to critical application?
- Leadership continues to take social justice trainings and trainings on leading with a social justice lens
- A social justice symposium for leaders of like minded institutions to share and model
- Consistent and regular report out of social justice ideas and actions, and assessments of where we are
One thing respondents noted they appreciated is:

“Intention and open-mindedness and a humility in leadership”

**How can we measure progress?**

- As a result of this survey leadership sets identifiable and measurable goals and evaluates those on a regular basis

A current success expressed by some respondents is:

“Ability to talk with AUNE leadership”

**How can we celebrate where we do this well?**

In summary, comments noted general success in social justice initiatives, which we assume has been supported by leadership. Respondents spoke to the overarching social identity that AUNE holds for social justice issues.

“Community spaces and initiatives that create an atmosphere of trust and welcome (eg. the food pantry; the ReUse room; fun library questions written on boards for people to answer; sharing of food, seeds, composting, information on birds etc.)”

“The first [successes] to come to mind are the dedicated days to difference social justice causes (trans day of remembrance, for instance)”

“holds some awareness events”

**Recommendations:**

**5.1. Leadership at the Forefront**

- 5.1.1. Leadership’s social action practice will position Antioch at the forefront of higher education.
- 5.1.2. Leadership is directly involved in local and national social justice initiatives.
- 5.1.3. Leadership actively brings a social justice perspective and serves as a model for students, faculty, and staff.

**5.2 Elements of Effective Communication from Leadership**

- 5.2.1. Communication from leadership will be regular, transparent, and informative.
5.2.2. Leadership will be direct in their communication in acknowledging challenging areas regarding social justice.

5.2.3. Leadership will communicate timely and relevant information about allocation of resources and funding.

5.3. Budget and Strategic Plans as a Blueprint for Social Justice Commitment

- 5.3.1. Leadership will ensure budget and strategic plans that explicitly reflect commitment to social justice.
- 5.3.2. Leadership will allocate resources and funding for inclusive community building activities.

5.4. A Position and/or Office Dedicated for Social Justice

- 5.4.1. Leadership will create a dedicated position and/or office whose primary role includes ensuring non-biased hiring practices.
- 5.4.2. Explicit efforts with measurable outcomes will be put in place to retain Black faculty, staff, and students.
- 5.4.3. Leadership will create a dedicated position and/or office whose responsibility will include securing and guiding educational funding opportunities for international students, BIPOC, and students from lower socioeconomic backgrounds.
- 5.4.4. Leadership will support the creation of a designated “Center” which will provide a welcoming, safe space that supports students, faculty, and staff of racial and ethnic diversity.

5.5. Engagement and Collaboration

- 5.5.1. Leadership will support specific opportunities for community engagement which will be inclusive of campus and online faculty, staff, and students.
- 5.5.2. Leadership will create structures and support opportunities for faculty, staff, and students for intentional cross department collaboration, cooperation, and communication.
- 5.5.3. Leadership will develop and support an active social justice network to support the collaboration between Antioch learning community and local community members.

5.1. Leadership at the Forefront

Antioch has taken great pride in being an agent of change and holding a unique place in higher education as leaders in social justice. Respondents in the survey called for explicit demonstration of our leadership in being true to its mission, and for Antioch to be a model for action reflected in daily practice, long term planning, and generating initiatives.
5.1.1. Leadership’s social action practice will position Antioch at the forefront of higher education.

5.1.2. Leadership is directly involved in local and national social justice initiatives.

5.1.3. Leadership actively brings a social justice perspective and serves as a model for students, faculty, and staff.

These three recommendations speak to how leadership can and should position themselves and Antioch to be a leader in the broader local and higher education community. Responses from the survey speak to this need in a variety of ways:

When considering the future, one respondent expressed the hope that “The historical reputation of Antioch matches with reality and impact today.”

In considering the current landscape of higher education, another respondent offered an urgent call to action: “We have the opportunity to be at the fore of addressing these inequities in higher education.”

Many statements highlighted the perceived hypocrisy (in some cases) and gap (in others) between our social justice ‘talk’ and our social justice ‘practice’ in multiple aspects of AUNE, for example: “Why is this institution run with the same patriarchal, white supremacist, capitalist norms that we’re supposed to be learning how to dismantle?”

Multiple statements speak to needing a clear vision and re-commitment to our mission. “I wish we would strategize more broadly and critically about how to reinvent ourselves/higher education...” and “[We need] a more open and collaborative organizational structure that will model what we see as possible for our country as a whole.”

Addressing AUNE’s unique role in leading a social justice mission not only on our campus but in our local community, and the greater New England area, was reflected by multiple respondents thoughts about what should be important for AUNE in the future, such as: “The local community needs to hear from us” and “Making a name for AUNE in New England” and “Be a model for diversity in the area.”
5.2 Elements of Effective Communication from Leadership
To create a culture of belonging, inclusivity, and engagement, effective communication from leadership is critical, therefore we advance the following recommendations.

- **5.2.1. Communication from leadership will be regular, transparent, and informative.**

- **5.2.2. Leadership will be direct in their communication in acknowledging challenging areas regarding social justice.**

- **5.2.3. Leadership will communicate timely and relevant information about allocation of resources and funding.**

While this topic is also addressed in the “Communication and Decision-making” theme, it bears repeating here because the people who do that communication are usually the formal leaders of the community and University. Embedded in various questions there are numerous responses that speak to the need for effective communication from leadership specifically.

“AU administrators must become more transparent about how money and resources are offered and distributed to faculty, so we can hold administrators accountable for equity and inclusion. To offer just one example, [Administration] should be very transparent about how to access funds like "Funds for the Future," as well as who applies for the funds and how they're disbursed. This information should be shared annually. This is just one example of how transparency about resource allocation could improve.”

Respondents suggested “more open forums for discussions” where there can be dialogue and direct conversation to address lack of knowledge, misunderstanding, and opportunities to increase awareness.

5.3. Budget and Strategic Plans as a Blueprint for Social Justice Commitment

Financial allocations and long term plans need to explicitly reflect AUNE’s commitment to social justice. This includes monies and plans earmarked for faculty and staff positions,
physical spaces (multicultural center, reuse center, bathrooms, accessibility), and resources dedicated to professional development and collaborative work.

- **5.3.1. Leadership will ensure budget and strategic plans that explicitly reflect commitment to social justice.**

- **5.3.2. Leadership will allocate resources and funding for inclusive community building activities.**

This topic is also addressed in the “Prioritize and Invest in Social Justice Financially” theme, but as with the topic of communication, it bears repeating here because formal leaders in the Antioch community and University are the ones who must choose to make that investment. Respondents spoke to holding a general commitment in this area as well as offering specific suggestions for the future:

“More funding and financial support for social justice initiatives”

“Central administration need to share and follow established 3-year budgeting and 5-year plans”

“Resources and funding will be allocated for community building. Opportunities for community engagement will be explicitly designed to be inclusive of campus and online faculty, staff, and students.”

**5.4. A Position and/or Office Dedicated for Social Justice**

This recommendation came under the general coding theme of “Walk the SJ Talk.” Multiple respondents spoke to the need for a designated position or office that advances equity, inclusion, and diversity. This position or office would work collaboratively with human resources, academic departments, student groups, and student support staff.

- **5.4.1. Leadership will create a dedicated position and/or office whose primary role includes ensuring non-biased hiring practices.**
5.4.2. Explicit efforts with measurable outcomes will be put in place to retain Black faculty, staff, and students.

5.4.3. Leadership will create a dedicated position and/or office whose responsibility will include securing and guiding educational funding opportunities for international students, BIPOC, and students from lower socioeconomic backgrounds.

5.4.4. Leadership will support the creation of a designated “Center” which will provide a welcoming, safe space that supports students, faculty, and staff of racial and ethnic diversity.

These recommendations appear in multiple themes throughout the report and in multiple dimensions throughout those themes. Here we are most concerned with the need for a person or persons to do this work as their core role, rather than as a side project in an already-overfull position. Some relevant comments from respondents included:

“Create a dedicated position or office whose primary role includes ensuring non-biased hiring practices. Create a dedicated position or office securing and guiding educational funding opportunities for international students and students from lower socioeconomic backgrounds.”

“Create a designated Center which provides an intentional welcoming, safe space that supports students of racial and ethnic diversity.”

“Not sure if this already exists: a student services person who is committed to (as in this is their job description) social justice particularly for students and including the community, maybe in cooperation with other orgs in Keene, KSC [Keene State College]”
5.5. Engagement and Collaboration

This recommendation includes the commitment to inclusive community engagement, support structures for collaboration, and creation of an active social justice network. These are the factors we need to integrate the social justice mission throughout the University in a way that is visible and self-improving.

- **5.5.1. Leadership will support specific opportunities for community engagement which will be inclusive of campus and online faculty, staff, and students.**

- **5.5.2. Leadership will create structures and support opportunities for faculty, staff, and students for intentional cross department collaboration, cooperation, and communication.**

- **5.5.3. Leadership will develop and support an active social justice network to support the collaboration between Antioch learning community and local community members.**

Quotes that speak to these recommendations are shared below:

“Greater synergy between the Provost's office and the JLC in working QUICKLY to adjust to social justice recommendations, greater synergy between all the departments on campus for students to collaborate”

“Facilitate interdisciplinary cooperation and sharing of learning experiences with different departments.”

“A more open and collaborative organizational structure that will model what we see as possible for our country as a whole. We will "walk the walk" of social justice on all levels and not just "talk the talk."

“There should be more casual social events to increase cohesion and celebrate diversity.”

“Help create a network of educators and community members who we can reach out to further causes of social justice locally and regionally.”
6. Communication and Decision-making

This theme discusses the need for clear and timely communication to and from decision-makers like central admin, campus admin, and others; the fair inclusion and representation of all groups (both by role and identity) in those decisions; and the need for overall university decisions made in accordance with our social justice mission, with a shared rationale as to how it was considered. This theme also includes the capacity for community members to find information intuitively when needed, and the ability for community members to share perspectives, be heard, and make requests.

Why this matters at Antioch and beyond:
Especially in a University like Antioch, with multiple campuses and online programs, it is essential for the community to feel informed and involved when it comes to the big-picture decisions that affect us all. Since so many of the social justice issues discussed in earlier themes are ongoing work and incremental changes, it is especially important to have clear and timely communication, and for the community to feel represented in decision-making bodies. This makes the difference between decisions appearing opaque and frustrating, or feeling like part of a shared project and goal.

How can we celebrate where we do this well?
For those members of the University in a position to make and communicate decisions, feedback often comes in the form of people unhappy with something rather than pleased. As a community, we need to see one another as simply human, and remember to share when we appreciate clarity just as much as when we are confused by its lack.

Another essential element in both growth and celebration is to share and reinforce what works. For example, in an email on May 10th, 2021, Provost Shawn Fitzgerald shared an update on the COVID Fall Reopening Task Force's discussion and decisions. In particular, the email included a wonderful example of clear communication about decisions and the social justice mission. The letter discussed how the task force was considering whether to mandate vaccination for on-campus participation, and this excerpt considered the social justice implications:

“We also discussed what it means to be a ‘social justice’ institution in this regard. Some may interpret this as deep respect for personal expression and thus not mandating while others may consider mandating to be the institution’s fulfillment of its responsibility to the
public good. Social justice requires us to support that the most vulnerable populations in our communities are vaccinated and have full and equitable access to treatment and care.”

This example succinctly describes the issues while helping readers to see the multiple considerations in play and reassuring the community that the social justice consequences of this decision are on everyone’s minds. This is perfectly in line with multiple recommendations below, especially under 6.1 and 6.2. Highlighting examples of good social justice communication, like this one, both help the community see what is valued and help other decision-makers to see what works.

**How can we foster critical consciousness on this issue?**
Effective communication itself raises critical consciousness, but as noted above, one of the most important factors is positive reinforcement for communication that is clear and feedback from the community when decisions are transparent. The majority of the Antioch community doesn't get the option to participate in the decision process directly, so for them, critical consciousness can only be achieved through a window on that process and confidence in that process.

**How can critical consciousness move us to critical application?**
While not everyone in the Antioch community is in a position of power to make and communicate major decisions, nearly everyone is in a position of power relative to someone else, and certainly all staff and faculty have that role relative to students. Therefore, we suggest that with modeling from the University leadership and encouragement by chairs and supervisors, everyone can take on the shared goal of improving Antioch’s communication structures and better ensuring our social justice mission is a part of what we do and say.

**How can we measure growth and progress?**
Since this theme primarily has to do with the Antioch community’s self-perception of whether communication is effective and decisions are inclusive, the community itself is the measure of our success. Future JLC surveys could include likert questions on statements like “communication from Administration is transparent about decision process and the social justice mission” and “communication from faculty is timely and conscientious” and “staff respond clearly and with empathy to questions” and “students are proactive and flexible when sharing their needs.”
Recommendations:

6.1. Apply the social justice mission in all major decision-making.
   ● 6.1.1. Make the social justice mission a priority in administrative decisions
   ● 6.1.2. Ensure all communication about major decisions includes the rationale for how it is consistent with the social justice mission
   ● 6.1.3. Choose decision-makers in transparent and equitable ways

6.2. Provide communication from leadership that is timely and transparent.
   ● 6.2.1. Communicate about major decisions well in advance of them taking effect
   ● 6.2.2. Make leadership available for discussion

6.3. Include faculty voices in university decision-making.
   ● 6.3.1. Review the process for faculty/staff inclusion in decision-making
   ● 6.3.2. Make necessary changes to ensure that process is transparent, equitable, and representative (as to both demographics and departmental roles)

6.4. Include students in decision-making bodies.
   ● 6.4.1. Review the existing decision-making bodies and identify those that have student representation
   ● 6.4.2. Create a transparent and equitable process for including student voices in the decision-making bodies identified above

6.5. Establish protocols for regular assessment of social justice successes and needs in AU operations.
   ● 6.5.1. JLC should maintain an assessment committee to conduct regular social justice surveys and analysis
   ● 6.5.2. Departments should investigate social justice in their courses and practices
   ● 6.5.3. Outcomes should be communicated to the community clearly and used for future decisions

6.6. Identify gaps in communication effectiveness.
   ● 6.6.1. Hold a focus group to assess the needs and opportunities for better communication between the university and the student body

6.7. Foster interdepartmental exchange in programs and practices.
6.1. Apply the social justice mission in all major decision-making

The social justice lens, as a part of the University mission, should have a critical role in every major decision process, and the rationale for how that mission impacted the decision should be shared with the community clearly.

On the positive side of this, respondents generally felt AUNE maintains awareness of social justice issues, is committed to social justice as a foundational part of the mission and community, and seeks to explore and develop new social justice initiatives.

However, many who responded to the survey are keenly aware of the places where our stated mission is out of sync with University decisions. Respondents also noted problems in how decisions are communicated, and that the mission is rarely mentioned in those communications. One respondent said:

“Please use [the] lens of power/privilege/oppression to inform every decision and encourage continual learning so that we work and learn effectively across all forms of difference throughout our institution. We shouldn't have to explain why student voice and input matters in key decisions like tuition hikes, building repairs, access to gender inclusive restrooms, access to food, healthcare, affordable student housing, among countless other examples. We should be leaning into such issues and reducing structural barriers to make our campus fully welcoming to all.”

6.1.1. Make the social justice mission a priority in administrative decisions.

When asked how important the social justice mission was to their decision to join the Antioch community, 91 out of 104 respondents said “Very important” and a further 12 said “somewhat important.” The social justice mission is one of the driving factors in attracting students, staff, and faculty alike. Therefore, the future of Antioch as an institution is inextricably linked to living our mission effectively.
6.1.2. Ensure all communication about major decisions includes the rationale for how it is consistent with the social justice mission.

Multiple respondents noted specific places we do not seem to live our social justice mission, as well as a general feeling that decision processes around major items (for example, tuition increases) are not transparent. We feel that going forward, all major decisions should include, explicitly, the ways in which our social justice mission was considered. This will help to demonstrate where we are attempting to live our mission, even when we cannot do so perfectly.

6.1.3. Choose decision-makers in transparent and equitable ways

When asked to respond to the statement “I feel that I have a voice in campus and university decision-making that affects AUNE,” only 43% of respondents agreed. The importance of choosing decision-makers who reflect the diversity of the student, staff, and faculty community cannot be overstated.

Likewise, the process for choosing those decision-makers must be clear and public so that representation is practical, not theoretical. One respondent noted that we especially need:

“Active recruiting of underrepresented groups to positions of decision-making power.”

Another asked:

“Why is our school led by a bunch of white men? Why isn't school governance more collaborative and inclusive of student voices? Why is this institution run with the same patriarchal, white supremacist, capitalist norms that we're supposed to be learning how to dismantle?”

6.2. Provide explicit communication from leadership that is timely and transparent

Survey respondents feel that decision-makers should share the rationale and process behind all major decisions, and those decision-makers should be representative of the
community. Students, staff, and faculty alike expressed frustration and concern with being informed about decisions seemingly at the last minute, not being given explanations or asked for their input, and not knowing who made the decisions or how.

One of the survey respondents addressed this issue by urging that:

“AU administrators must become more transparent about how money and resources are offered and distributed to faculty, so we can hold administrators accountable for equity and inclusion. To offer just one example, the Vice Chancellor should be very transparent about how to access funds like "Funds for the Future," as well as who applies for the funds and how they're disbursed. This information should be shared annually. (This is just one example of how transparency about resource allocation could improve.)”

6.2.1. Communicate about major decisions well in advance of them taking effect

Multiple respondents expressed feeling in the dark about major decisions, or being informed of those decisions too late to offer input. Examples include recent tuition increases and changes in faculty roles around the transition to schools. To maintain trust and credibility, major decisions that are being considered must be shared with the community both so they are prepared, and ideally to give an opportunity for feedback.

6.2.2. Make leadership available for discussion

The AUNE community values and appreciates when leaders are accessible and transparent, and some respondents noted among our strengths the:

“Ability to talk with AUNE leadership” and “Intention and open-mindedness and a humility in leadership.”

We feel Antioch should continue and strengthen the practice of leaders being accessible.
6.3. Include faculty voices in university decision-making

Fairness and equity around faculty/staff voices are at issue in two major ways. First, actual decisions should be made with a fair, equitable, and transparent process. Second, who gets to be part of those decisions should also be fair, equitable, and transparent, especially when compensation and opportunity is involved.

Overall, fewer than half of respondents felt represented and considered in current decision-making processes. In the survey questions, only 43% felt they had a voice in university decision-making that affects AUNE, and only 46% believed that AUNE has diverse leadership in its faculty, staff, and administration.

Additionally, respondents feel that compensation and opportunity are offered mainly without transparency. One respondent expressed their impression of the situation as:

“AU administrators are still striking backroom deals with faculty, whereby certain faculty (often faculty who are already the most highly-compensated faculty on campus) are offered large sums of money to facilitate cross-campus program development, while other faculty are expected to do this program development on their own time, without compensation. There is zero transparency about these backroom deals, and hearing about this inequitable and opaque disbursement of money is exceedingly demoralizing.”

Together, the feelings and impressions of the community in regards to these processes demonstrate a clear need for more transparency, and, if current practices are inequitable, revision to those practices.

6.3.1. Review the process for faculty/staff inclusion in decision-making

In analyzing this survey, none of the faculty or staff involved felt able to define or describe the current process by which AUNE faculty and staff are included in major decisions. Our impression, which seems to be shared by survey respondents who commented on the matter, is that this inclusion process is mainly ad hoc, rather than organized and consistent. We feel this underscores the need for transparency, and that a first step is to review the current process systematically.
6.3.2. Make necessary changes to ensure the process for faculty/staff inclusion is transparent, equitable, and representative (as to both demographics and departmental roles).

As noted above, most members of the community do not actively feel represented in major decisions, even (perhaps especially) when those decisions impact them directly. Once the process for inclusion is reviewed and codified as recommended above, we feel it is critical to have a clear, publicly-available delineation of decision-making bodies, who is on them, what they are responsible for, and how prospective members may join or be added.

Decision-making bodies can and must take extra care to ensure diversity and representation in their membership. An ad hoc inclusion process or simple codification of that process will necessarily reproduce the biases of the majority. Only when diversity and inclusion are intentionally considered can we ensure fair and equitable representation.

6.4. Include students in decision-making bodies

AUNE needs to not only listen to students, but give them more diverse representation, opportunities to share their voices, and seats at the tables where major decisions are being made. Numerous students expressed frustration that decisions are regularly announced “at the last minute” and with students never clearly informed that those decisions were being considered. Examples include but aren’t limited to changes in tuition, changes in faculty and departmental organization, and changes in course schedules.

To take one current example, as of this report, there has been no clear communication to students around transitioning the university to a schools model, even as a simple overview of what that may entail. Yet, the budget-level transition has already begun and administration has been discussing the change for over a year. Multiple students are enrolled in programs that will extend beyond this change. They have yet to be informed of how and when it will occur, let alone told how it will impact their programs.
No students that we know of have been asked to contribute to this significant alteration of university structure.

It is therefore no surprise that many students feel neither represented nor consulted, even though they maintain and often drive the success of the university. As one respondent wrote, we must:

“LISTEN to students fully AND ACT from a place of justice and compassion. It’s exhausting to have to explain what equity, justice and inclusion mean "in practice" to an ever changing parade of administrative leaders. Feels like one step forward, two steps back.”

Another noted:

“We shouldn't have to explain why student voice and input matters in key decisions like tuition hikes, building repairs, access to gender inclusive restrooms, access to food, healthcare, affordable student housing, among countless other examples.”

6.4.1. Review the existing decision-making bodies and identify those that should have student representation.

Across the board, less than half of respondents felt represented in campus decision-making, and many felt a need for “broader student representation in campus policymaking.” The first step is identifying which bodies do or can include students in some or all of their deliberations.

6.4.2. Create a transparent and equitable process for including student voices in the decision-making bodies identified above.

Some efforts are underway to improve representation through the re-creation of a student government, now Student Coalition, but equally important is formalizing student representation in faculty meetings, chairs meetings, board-of-governors meetings, and so on. While not all parts of all meetings can be open to students, the expectation should be that students are not just invited but actively sought out to observe and participate whenever possible. Additionally, the student body generally should be fully informed as to how student representatives are chosen, and receive
regular and clear communication as to the ongoing work of these decision-making bodies.

6.5. Establish protocols for regular assessment of social justice successes and needs in AU operations

Respondents throughout the survey expressed appreciation for the survey itself, as it represents efforts to help Antioch self-evaluate and grow. We therefore recommend that we make a regular and formal practice of assessing social justice at Antioch. Assessment should include consistent data collection; regular evaluation of courses, programs, and leadership effectiveness as to how well they achieve our social justice mission; and accessible and inclusive surveys of the learning community. Collectively, this data will inform decisions, help demonstrate progress toward long-term goals, and determine next steps.

6.5.1. JLC should maintain an assessment committee to conduct regular social justice surveys and analysis

As an advisory body concerned with AUNE’s social justice mission, JLC is the obvious choice to survey the community in a regular and consistent manner. If formalized and streamlined, the social justice survey process could provide a regular check-up on areas of known concern and targets for improvement. The themes in this survey and the 2016 JLC social justice survey could collectively inform the design of a smaller regular survey to get community feedback on social justice goals and projects.

6.5.2. Departments should investigate social justice in their courses and practices

We heard from many students that social justice competence is broadly inconsistent in both academic and non-academic departments, which reveals a need to share best practice within and among departments. JLC has already worked with chairs and faculty to add social justice questions to course evaluations, giving faculty important insight into how well their courses meet student needs in these areas. The next step is for academic departments to formally apply this insight at the program and planning
levels, and for non-academic departments to investigate their practices in similar ways to identify their particular needs and remedy issues of concern.

**6.5.3. Outcomes should be communicated to the community clearly and used for future decisions**

A standing JLC committee could also collaborate with a formal Social Justice Coordinator, if such a position is created (see the “Prioritize and Invest in Social Justice Financially” theme), with individual department diversity and social justice groups, and with Student Coalition. Together, these groups could form a core body that both assesses and informs efforts to improve social justice and achieve Antioch’s mission.

**6.6. Identify gaps in communication effectiveness**

Because Antioch has a variety of opaque special-case rules, the burden of not knowing what you don't know falls more heavily on students who are already struggling, such as those with financial challenges. In the survey, examples given were specifically around encountering unexpected work study limitations and how enrollment impacts aid funds.

While these impact a relatively small number of students, the concern from a social justice perspective is that disadvantaged students are more likely to encounter unexpected issues in this way. As mentioned in the previous recommendation, we encourage all non-academic departments to conduct regular surveys to identify challenges in their communication with students.

Additionally, we feel all students should have visible and regular forums for sharing their concerns.
6.6.1 Administration should support Student Coalition in maintaining their regular Difficult Dialogues, which provide students a forum to raise concerns

Since Student Coalition has already initiated this process, we recommend here that AUNE administration formalize support for the Difficult Dialogues series as an ongoing process and expectation.

6.7. Foster interdepartmental exchange in programs and practices

There is a need for flexible and interdisciplinary collaboration, cooperation, and collegiality to broaden perspectives and enhance the learning experience. There is a long-acknowledged problem of siloing both among and within departments, and certainly across campuses. Yet, most everyone agrees that the opportunities to collaborate outside these silos, when available, are valuable.

In the survey, respondents addressed both this need and value in various ways. For example, one respondent exhorted Antioch to:

“Eliminate too much bureaucracies. Eliminate too much fragmentation. Facilitate interdisciplinary cooperation and sharing of learning experiences with different departments...”

From another angle, one respondent suggested that we should:

“Give local groups and departments more autonomy for their structure and practices, move away from intense centralization and authoritarianism, get out of the ‘one size must fit all units’ mentality, allow for collaboration and cooperation, foster a true sense of collegiality...”

Examples of this could include cross-departmental program chairs meetings; ongoing collaborative project structures; teaching and learning symposia to explore higher education pedagogy and issues of concern; lateral cooperation and sharing of best practice among various people who have similar roles; opportunities for shared teaching and shared courses among departments and programs; and so on. The
benefits of these types of interdepartmental communication will significantly strengthen our learning community.

However, the responsibility for identifying and nurturing these opportunities must lie with the department and program chairs and faculty, who best understand both the needs and opportunities available in their spheres of operation. This endeavour will take time and also require support and resources from the University.
7. Fostering Diversity Within the AUNE Community

Building an AUNE community which reflects the global community will provide the student population with the opportunity to develop, foster, and cultivate an appreciation for the diversity that they encounter in the global community. Furthermore, fostering diversity will prepare students to interact with the global community from a perspective in which they seek to understand varying perspectives and thus further community cohesion.

Additionally, by reflecting a global community, AUNE will continue to support staff and faculty with inclusion of diverse perspectives and foster an environment that celebrates curiosity. In order to effectively do this there has to be a level of compassion, understanding, and patience as individuals find more authentic ways to identify themselves. There need to be continual endeavors to broaden the perspectives of staff and faculty to support individuals who self-identify outside conventional means. Some ways to foster the diversity that continues to unfold would be to offer workshops and training and continuing education offerings to the AUNE staff and faculty around ways to support the student body and the rest of the Antioch community.

**Why this matters at Antioch and beyond:**
The future of AUNE relies on being able to remain inclusive in the present moment for all members of the community. We are ensuring that our community models the real world and prepares students through a social justice lens for the realities they interface with at Antioch and beyond. The cultivation of diversity invites community members to fully explore self in a manner that may not have been considered had they not been exposed to a culture different from their own.

By having diverse and supportive staff we are creating a welcoming environment which will impact students. The cultivation of diversity allows students, faculty, and staff to build and become more tolerant to perspectives, cultures and walks of life that vary from what they are accustomed to. This will help to continue to be innovative and transformative in our education of AUNE students.

**How can we measure growth and progress?**
The recommendations for fostering diversity within the AUNE community have several possible ways to measure growth, but most significantly through surveys distributed to
foster diversity within the AUNE Community

faculty, staff, and students. These surveys would help to capture and assess the community’s experience of diversity in their daily interactions. Another method to measure our progress is department audits of the demographic makeup of students, staff, and faculty who are from historically marginalized communities (see the discussion of need for consistent data collection in the “Prioritize and Invest in Social Justice Financially” theme). Focus groups are also a way for us to capture a rich understanding of the community progressing in its diversity efforts. Preventive efforts are also encouraged, from the initial interview of students, staff, and faculty to evaluate if their mission and values align with the universities. Taking these steps can help to have community members who are actively living the social justice mission.

**How can we celebrate where we do this well?**
To celebrate the diversity of our community is to acknowledge the rich global perspectives that live within our university staff, faculty, and students through programming and academic efforts. It is a fundamental step in creating an environment where individuals of historically marginalized communities can share their various intersectionalities and be accepted and seen for who they are. One way to do this is by hosting events which highlight the various ways the community is diverse. These events can serve as both education and ways to encourage social interaction which can help to foster deeper understanding. An additional way to celebrate is by providing financial support through additional funding for departments or groups that are actively retaining and maintaining a focus on equity, diversity, and inclusion.

**How can we foster critical consciousness on this issue?**
Respondents remarked that AUNE can begin to foster critical consciousness in the realm of fostering diversity by first holding more community dialogues that cater and speak to social justice awareness and broaden its scope to be inclusive of multiple forms of diversity. In order to effectively model this for students, faculty and staff, AUNE stakeholders must operate in a trailblazing capacity in which they demonstrate a level of comfortability with holding and partaking in conversations that are otherwise difficult.

In today’s socio-political climate, there is a massive call to action that invites the constituents of the global community to be more intentional, introspective and reflective of subjective realities as they relate to the global perspective. AUNE has the unique opportunity to introduce its students to this introspective consideration. By beginning to host such conversations here, as other campuses are already doing (the AUS Difficult Dialogues series, for example), AUNE will be bringing a compassionate awareness to
underrepresented groups. One particular area of interest that respondents have mentioned is the need for more comprehensive, expansive and inclusive training that speaks to how the current systems affect the diversity within the AUNE community.

Another manner in which AUNE can begin to foster critical consciousness in this domain is to consider recruiting and employing individuals from a diverse population pool for the AUNE community (faculty, staff and student body). By broadening the scope of the population we recruit, AUNE will have the opportunity to garner a greater sense of awareness on social justice issues and become involved with a broader and more expansive scope.

**How can critical consciousness move us to critical application?**

In order to begin transitioning from critical consciousness to critical application, AUNE must improve its internal social justice competency. This will demonstrate a level of compassion, empathy and capacity for intervening in the ways AUNE structures affect various populations in our community. Furthermore, cultivating competency will allow AUNE to take part in community outreach and engagement with a more comprehensive perspective on the social justice issues affecting the community at large.

To begin, AUNE must become comfortable with subjects that may be taboo for the majority, as underrepresented voices who were once oppressed and suppressed are no longer tolerating that stance of oppression. Building the resiliency to hold difficult conversations inside our community will pave the way for the global community to truly face and tackle social justice issues on the communal and global scale.

Secondly, AUNE can begin to create and foster broader networks by partnering with local universities and organizations within our geographic area to address social justice issues that affect us all. By establishing these broader networks, the AUNE community can be a voice for more diverse identities, and holding that space and representation lends itself to both academic and practical applications in course curricula, research and scholarship. The need and the desire to see this brought into fruition is encapsulated in the following quotation from a respondent:

"Help create a network of educators and community members who we can reach out to further causes of social justice locally and regionally."
Recommendations:

7.1. AUNE stakeholders begin to provide more specific support to marginalized groups

7.2. AUNE community leaders encourage and conduct collaborative conversations and implement language that is all-inclusive and reflective of varying identities

7.3. AUNE leaders can continue to foster a sense of care and compassion

7.4. AUNE can offer incentivized social justice trainings to students, staff, and faculty on a regular basis.

7.5. AUNE should hold greater reflexivity in understanding differences

7.6. Hire more diverse faculty and staff

7.7. Broaden diversified representation and reflection at AUNE

7.8. Establish multicultural center at AUNE
7.1. AUNE stakeholders begin to provide more specific support to marginalized groups

Respondents discussed the importance of having more awareness events that highlight historically marginalized groups on campus and virtually. Furthermore, in an effort to bridge schisms that prevent diversity from flourishing within the AUNE community, AUNE stakeholders can begin to better advertise and publicize events and workshops that speak to the cultivation of diversity present within the AUNE community. We should create a streamlined structure to how we introduce social justice in the curriculum and campus life. This will in turn, assure that students receive practical information for the working world.

“AUNE provides various opportunities to share and become involved in activities that support social justice. AUNE works to incorporate social justice perspectives in every class and to provide a safe and open environment to voice opinions that differ. “

“I feel that there is a GENERAL awareness of diversity and social justice issues here on campus. However, I don't have the sense that there is a STRONG awareness of and STRONG specific support for various types of differences (preferences, abilities, beliefs, statuses, resources, etc).”

7.2. AUNE community leaders encourage and conduct collaborative conversations and Implement language that is all-inclusive and reflective of varying identities

Respondents expressed a desire to see AUNE encourage social justice dialogues that facilitate two pertinent points. The first is that AUNE community leaders should encourage and conduct collaborative conversations about issues pertinent to the community at large, and demonstrate their awareness and willingness to be present with the needs of the community. The second point for conversation is to utilize and implement language that is reflective of individuals’ choice to self-identify (see quote 2). The way that we conceptualize marginalized individuals does not hold the same weight as it once did. This is due to the fluid nature of these social constructs as they develop in society.
2020 Social Justice Survey - 7. Foster Diversity within the AUNE Community

By encouraging these collaborative conversations, AUNE creates and provides space for its members and fosters thinking outside of conventional means. By fostering an environment in which difficult conversations can be had, students belonging to marginalized communities will not feel as though they are the spokesperson for all individuals who have similar experiences. For example, conversations about how AUNE can conceptualize individuals from marginalized communities can help AUNE maintain fluidity when perceiving and ascribing to these social constructs that we ascribe to.

“Awareness and willingness of students and faculty to engage in issues, and not expecting anyone to have all the answers. It's a collaborative conversation. “

“I have been grateful whenever there are opportunities to go beyond thinking of categorical forms of diversity (eg. race, ethnicity, sexual orientation) to more nuanced forms such as how a person relates to the world, or inner diversity within every person. This deepens the conversation on diversity and also relieves community members of color, gender-expansive community members etc. from feeling as though they ‘represent’ diversity (this form of projection feels uncomfortable to me). In this vein, I feel that the term "diverse students" (used in reference to students from historically marginalized backgrounds) should be replaced with ‘students from historically marginalized backgrounds’ for accuracy and to properly acknowledge power dynamics that are present. Thank you for the time and energy you have put into this survey!”

7.3. AUNE leaders can continue to foster a sense of care and compassion

Respondents shared that AUNE is flourishing in its ability to maintain a sense of care and compassion in relationships among faculty, staff and students. The ability to walk in accordance with care and compassion fosters, enables, and encourages tolerance, which in turn has the potential to translate into an appreciation of diversity. AUNE faculty and staff have been flexible, responsive, and shown empathy for students when experiencing life challenges. Respondents expressed that AUNE is an institution that fosters compassion and empathy towards the subjective needs of its community, and noted feeling a sense of support when sharing their challenges with others and a sense of camaraderie that bolstered self-confidence and assurance.
“I have never met more caring professors and staff. I have had a difficult semester, being physically and mentally unwell. I have received more support than I could have expected. I finally reached out to my professors, very reluctantly. The responses were genuine and helpful. I am learning to take better care of myself and the support I have received makes me feel deserving of that self care. I am grateful to be here.”

“Even though AUNE isn't perfect, and there is still significant room for improvement --- this is a GREAT place to work!! I have found that the vast majority of people here at AUNE (faculty, staff, and students) are warm, caring, supportive, and compassionate people. Even though we all make mistakes, at times, I feel that most people at AUNE ‘have their hearts in the right place,’ and want to act with kindness, fairness, and justice. I have worked in several other jobs and in different fields ‘out in the wider world,’ and I now feel extremely fortunate to have landed here at AUNE. Again, Antioch isn't perfect, but in so many ways, our community acts with much more kindness, fairness, and compassion than many other workplaces I have experienced. But yes, it will be great if we can do even better here at AUNE!”

7.4. **AUNE can offer incentivized social justice trainings to students, staff, and faculty on a regular basis.**

Regarding academic, department, and programmatic needs, respondents reported wanting additional training in and around issues of social justice as it pertains to their role(s) at AUNE. For example, AUNE could be offering incentivized programs such as continuing education, access to resources, or training that can lead to specialized certifications. As a single case, this could be something like having staff attend a training which leads to certification in supporting LGBTQIA individuals within the AUNE community. This will allow our community to be more reflective and supportive of the global community at large.

“Maybe providing training for students, faculty, and staff is a start. This would allow for continued and new ideas on how to integrate social justice into the classes, readings, and culture of AUNE.”

“I hope that Antioch has and will continue to build advanced cultural competence which could be measured in a few ways but some goals might include: actively hiring staff/faculty who have a high degree of cultural competence as well as considering diversity an important factor in choosing new staff and faculty; **actively working to bring cultural**
competence into all levels of the organization (i.e. workshops and trainings, task forces, continued assessments/surveys); deepening a focus on social justice and cultural competency not only through course offerings but also within courses that aren't expressly focused on social issues by including speakers and authors from varied backgrounds; going above and beyond to support students of marginalized backgrounds and provide a platform for their needs and voices to be heard; strongly encouraging students to take at least one course that focuses explicitly on social justice and cultural competency; and continuing to break down barriers for students of marginalized backgrounds to attend and succeed at Antioch through financial aid and various other accommodations.”

7.5. AUNE should hold greater reflexivity in understanding differences

Respondents reported wanting to build our individual capacities to hold space for conversations out of our comfort zones. While being cognizant of global social justice issues that affect the AUNE community, it is also important for us to engage in dialogue which can help to bring deeper understanding and compassion for individual perspectives. AUNE needs to build comfort around having conversations that cater to differing perspectives so that individuals' subjective and objective truths can emerge. By governing social justice conversations in this manner, AUNE can begin to broaden its scope in an equitable fashion that gives more credence to social justice issues not readily or easily addressed. Moreover, broadening its scope allows AUNE to extend its compassion and assistance to the global community.

“Be more vocal about the needs of all communities. Including international communities. There was no addressing of previous international issues such as mass shootings in Paris, or girls being kidnapped in Nigeria. These are all social justice issues. AUNE appears to be way more focused with environmental issues, but there are other social justice issues influencing mental health, community safety, and overall well being.”

“The fact that I'm hesitant to answer some of these questions and fear that my identity is revealed suggests this is not exactly a just, equitable workplace....”
7.6. Hire more diverse faculty and staff

This recommendation considers how the AUNE community stands as a microcosm to the global community. Respondents stated that they are hoping to see and have the opportunity to interact with more diverse communities and feel that would be best reflected in hiring those who represent historically marginalized communities and who show a high competence for social justice.

Further, respondents commented on the noticeable polarizations of historically marginalized groups that is seen not only in the global community but is reflected in the AUNE community as well. Respondents noted that AUNE can begin to model appreciation for diversity recruiting and hiring from a more diverse pool of candidates. In addition, honoring the diversity already present within the AUNE community will foster and encourage individuals to hold awareness and appreciation the diversity we have.

“Even though we are in ‘lily-white’ New Hampshire, it would be GREAT if there could be much more diversity within all campus groups: Faculty, Staff, and Students. With much more diversity within AUNE’s community, I believe there would be a natural increase in awareness about diversity/social justice issues, as well as a natural increase in active support for social justice issues. Make an intentional effort to recruit and retain Black faculty, staff, and students. Provide a sacred, safe space for traditionally underrepresented groups on campus. Have representations of said groups, even in the library.”

7.7. Broaden diversified representation and reflection at AUNE

Respondents reported feeling historically marginalized groups and cultures have less of a voice due to lack of representation and reflection in the AUNE community. These respondents noted that lack of acknowledgment has impeded their ability to thrive at AUNE. Therefore, the AUNE community should hold a level of receptivity for communicative styles that vary across cultures, and individuals participating in such conversations should develop a level of cultural awareness that allows them to be more objectively unphased and tolerant when interacting with others. It may behoove individuals to take more accountability and to realize subjective perspectives and opinions and are not always representation of an objective truth.
“I think 'tone policing' is a bit of an issue at AUNE. Focusing on how something is said before paying attention to the content of the words is really disempowering and encourages the speaker to remain quiet more often. I don't think it's intentional when it happens, but it does happen and it's ultimately harmful to developing an open and fluid dialogue.”

7.8. Establish Multicultural Center at AUNE

This recommendation is included in multiple themes and discusses the need for the AUNE community to embrace diversity within its faculty, student, and staff body through a multicultural center that holds face to face and virtual opportunities for the AUNE community. By dedicating such a center, our community can continue to cultivate awareness and action around the needs of our ever growing diversity and provide students with a community a space to operate in an authentic manner and freely discuss social justice issues.

When respondents addressed the statement “The AUNE culture allows me to be my authentic self” in 2016, 19% of participants disagreed, while in 2020 only 15% disagreed. This both shows that there has been some improvement, and that AUNE can continue to make strides towards fostering a safe community for individuals to be their authentic selves.

“I believe AUNE could support more social justice related issues regarding ethnic and racial diversity by having a multicultural center that meets across departments. This could serve as a safe space for students on campus.”
Concluding Thoughts

After spending an otherwise hard year in company together with these thoughts and comments, after getting to know something of the wide variety of people who answered the survey, and after thinking deeply about these topics, our overwhelming sense is of hope and possibility. There are challenges, yes, but that will always be true. There are needs to be met, but few that are beyond reach. And, more than anything, there is the promise that the more we live our social justice mission, the more Antioch will thrive as a University.

There are two questions that really speak to this feeling. The first is question 3, about how Antioch is doing relative to expectations. The second is question 11, which asks where we should be in 10 years. Overall, respondents demonstrated a nuanced awareness: that Antioch has plenty of room to grow, but also that we can celebrate our successes now. Like paddling upstream, we understand that the goal is a ways off, but as long as we keep paddling, we continue to make progress.

**Question 3. Based on my understanding of AUNE's social justice mission and legacy, my expectations for social justice at AUNE have been:**

<table>
<thead>
<tr>
<th>Exceeded (16)</th>
<th>Met (27)</th>
<th>Somewhat met (47)</th>
<th>Not met (8)</th>
<th>Unsure (6)</th>
</tr>
</thead>
</table>


Question 11. In 10 years, I hope Antioch will have achieved the following goals regarding social justice:
Appendices

Appendix A: Multiple Choice and Open Comment Questions

1. How important to you is AUNE's core value and mission of social justice?
   Not important / somewhat important / very important / unsure / I am unfamiliar with AUNE's value/mission of social justice
2. How much did AUNE's mission and legacy of social justice influence your decision to join this community?
   Not at all / somewhat / very much / unsure
3. Based on my understanding of AUNE's social justice mission and legacy, my expectation for social justice at AUNE were:
   Not met / somewhat met / met / exceeded / unsure
4. Please respond to the following statements (for students and faculty): [Likerts, see Appendix B]
5. Please respond to the following statements (for staff, faculty, and work-study students): [Likerts, see Appendix B]
6. My experience is that the AUNE community is sensitive to the following individual differences: [Likerts, see Appendix B]
7. Please respond to the following statements: [Likerts, see Appendix B]
8. In what ways is AUNE successful in its approach to, and implementation of, social justice?
9. In what ways could AUNE improve its approach to, and implementation of, social justice?
10. In order to make sure that social justice is fully integrated at all levels of AUNE, what structural changes might be made to support our commitment?
11. In 10 years, I hope Antioch will have achieved the following goals regarding social justice:
12. Role at AUNE (select all that apply):
   Student / staff / faculty / other
13. Department at AUNE
   Applied Psychology / Clinical Psychology / Education / Environmental Studies / Staff or Administration
14. Class Format: are the majority of your classes...
   On-campus (in-person or via Zoom) / Online / Hybrid / N/A (Staff or Administration)
15. Length of time at AUNE to date
16. Is there anything else you would like to share about yourself or your experience at Antioch that impacts your perspective about social justice at AUNE?
## Appendix B: Likert Questions and Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Subquestion</th>
<th>Answers</th>
<th>% Agree</th>
<th>% Disagree</th>
<th>% Don't Know</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Don't know</th>
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<tr>
<td>4. Please respond to the following statements (for students and faculty):</td>
<td>My curriculum enhances my knowledge of social justice issues.</td>
<td>98</td>
<td>89.80%</td>
<td>7.14%</td>
<td>3.06%</td>
<td>42</td>
<td>46</td>
<td>6</td>
<td>1</td>
<td>3</td>
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<td></td>
<td>My curriculum enhances my ability to create positive change on social justice issues that are important to me.</td>
<td>98</td>
<td>88.78%</td>
<td>7.14%</td>
<td>4.08%</td>
<td>38</td>
<td>49</td>
<td>6</td>
<td>1</td>
<td>4</td>
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<td></td>
<td>I would welcome additional social justice content (i.e. theory/practice) into my curriculum.</td>
<td>98</td>
<td>91.84%</td>
<td>4.08%</td>
<td>4.08%</td>
<td>61</td>
<td>29</td>
<td>4</td>
<td>0</td>
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<td></td>
<td>Social justice issues are discussed in class, but mostly when students bring them up.</td>
<td>98</td>
<td>31.63%</td>
<td>59.18%</td>
<td>9.18%</td>
<td>8</td>
<td>23</td>
<td>49</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The majority of my classes include materials from authors and contributors from a variety of backgrounds, including people of color, queer and trans people, low-income and working class people, etc.</td>
<td>98</td>
<td>37.76%</td>
<td>40.82%</td>
<td>21.43%</td>
<td>12</td>
<td>25</td>
<td>33</td>
<td>7</td>
<td>21</td>
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<tr>
<td>5. Please respond to the following statements (for staff, faculty, and work-study students):</td>
<td>My work environment enhances my knowledge of social justice issues.</td>
<td>77</td>
<td>70.13%</td>
<td>18.18%</td>
<td>11.69%</td>
<td>17</td>
<td>37</td>
<td>10</td>
<td>4</td>
<td>9</td>
</tr>
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<td></td>
<td>My work environment enhances my ability to create positive change on social justice issues that are important to me.</td>
<td>73</td>
<td>69.86%</td>
<td>19.18%</td>
<td>10.96%</td>
<td>20</td>
<td>31</td>
<td>10</td>
<td>4</td>
<td>8</td>
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<tr>
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<td>I would welcome additional social justice training and practice into my work environment.</td>
<td>73</td>
<td>86.30%</td>
<td>4.11%</td>
<td>9.59%</td>
<td>37</td>
<td>26</td>
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<td>1</td>
<td>7</td>
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<td></td>
<td>Social justice issues are discussed in my work environment.</td>
<td>73</td>
<td>75.34%</td>
<td>15.07%</td>
<td>9.59%</td>
<td>20</td>
<td>35</td>
<td>8</td>
<td>3</td>
<td>7</td>
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<tr>
<td>6. My experience is that the AUNE community is sensitive to the following individual differences:</td>
<td>Age</td>
<td>104</td>
<td>69.23%</td>
<td>18.27%</td>
<td>12.50%</td>
<td>33</td>
<td>39</td>
<td>13</td>
<td>6</td>
<td>13</td>
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<td>Disability</td>
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<td>16.35%</td>
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<td>45</td>
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<td>16</td>
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<td></td>
<td>Ethnicity</td>
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<td>19.42%</td>
<td>11.65%</td>
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<td>42</td>
<td>15</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Family Responsibility/Status</td>
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<td>14.42%</td>
<td>18.27%</td>
<td>30</td>
<td>40</td>
<td>10</td>
<td>5</td>
<td>19</td>
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<tr>
<td></td>
<td>Gender Identity</td>
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<td>77.67%</td>
<td>15.53%</td>
<td>6.80%</td>
<td>39</td>
<td>41</td>
<td>9</td>
<td>7</td>
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<tr>
<td></td>
<td>Immigration Status</td>
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<td>47.57%</td>
<td>19.42%</td>
<td>33.01%</td>
<td>19</td>
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<td>Marital Status</td>
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<td>58.25%</td>
<td>15.53%</td>
<td>26.21%</td>
<td>28</td>
<td>32</td>
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<td>4</td>
<td>27</td>
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<td>6</td>
<td>National Origin</td>
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<td>60.78%</td>
<td>32.35%</td>
<td>6.86%</td>
<td>32</td>
<td>30</td>
<td>14</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Political Affiliation</td>
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<td>42.31%</td>
<td>36.54%</td>
<td>21.15%</td>
<td>16</td>
<td>28</td>
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<td>10</td>
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<td>6</td>
<td>Pregnancy</td>
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<td>47.57%</td>
<td>11.65%</td>
<td>40.78%</td>
<td>23</td>
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<td>6</td>
<td>Race</td>
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<td>Religious Conviction</td>
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<td>51.92%</td>
<td>23.08%</td>
<td>25.00%</td>
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<td>Sexual Orientation</td>
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<td>40</td>
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<td>11</td>
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<td>Veteran Status</td>
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<td>34.62%</td>
<td>20</td>
<td>27</td>
<td>16</td>
<td>5</td>
<td>36</td>
</tr>
</tbody>
</table>

7. Please respond to the following statements:

| 7   | I feel a sense of connection and community at AUNE | 104 | 84.62% | 13.46% | 1.92% | 36 | 52 | 8 | 6 | 2 |
| 7   | I feel valued and respected at AUNE | 104 | 84.62% | 12.50% | 2.88% | 43 | 45 | 9 | 4 | 3 |
| 7   | I can express my opinions and ideas at AUNE even when it may be a minority perspective or others may disagree | 102 | 80.39% | 14.71% | 4.90% | 32 | 50 | 10 | 5 | 5 |
| 7   | I feel that I have a voice in campus and university decision-making that affects AUNE | 104 | 43.27% | 41.35% | 15.38% | 19 | 26 | 32 | 11 | 16 |
| 7   | Diversity is honored at AUNE, both theoretically and practically | 104 | 68.27% | 25.00% | 6.73% | 26 | 45 | 21 | 5 | 7 |
| 7   | AUNE's policies and procedures are implemented fairly regardless of who you are/what your background is | 104 | 56.73% | 11.54% | 31.73% | 25 | 34 | 8 | 4 | 33 |
| 7   | I feel there are opportunities here for people who are like me or have the same ethnic or racial background as me | 103 | 89.32% | 5.83% | 4.85% | 48 | 44 | 2 | 4 | 5 |
| 7   | There are other people who have the same ethnic or racial background as me at AUNE | 104 | 86.54% | 8.65% | 4.81% | 61 | 29 | 6 | 3 | 5 |
| 7   | There are times when I feel called upon to represent an entire group of people, such as those who have the same gender identity, class background, or ethnic or racial background as me | 104 | 37.50% | 55.77% | 6.73% | 18 | 21 | 34 | 24 | 7 |
| 7   | I feel the AUNE culture allows me to be my authentic self | 104 | 79.81% | 15.38% | 4.81% | 41 | 42 | 11 | 5 | 5 |
| 7   | I feel comfortable bringing up issues of social justice at AUNE (including issues of race, diversity, etc.) | 104 | 90.38% | 5.77% | 3.85% | 39 | 55 | 3 | 3 | 4 |
| 7   | AUNE is a community that is safe and supportive for students, faculty, and staff of diverse and marginalized backgrounds | 104 | 75.00% | 12.50% | 12.50% | 33 | 45 | 10 | 3 | 13 |
| 7   | AUNE has diverse leadership in its faculty, staff, and administration | 104 | 46.15% | 47.12% | 6.73% | 21 | 27 | 36 | 13 | 7 |
### JLC 2020 Social Justice Report - Appendices

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Appendix D: Antioch’s Mission, Vision, and Core Values

MISSION
Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, environmental, and racial justice.

VISION
Antioch aspires to be a leading university offering learners and communities transformative education in a global context that fosters innovation and inspires social action.

CORE VALUES
Excellence in Teaching and Learning
The University offers quality academic programs relevant to the needs of today's learners and embraces experiential learning by bridging academic outcomes with the real-world experience of all members of its learning community.

Nurturing Student Achievement
The University educates the whole person by cultivating personal growth, pragmatic idealism, and the achievement of professional goals.

Supporting Scholarship and Service
The University recognizes the active engagement of faculty in student learning, scholarship, and service. As well, Antioch University values the manifold ways students and graduates creatively and deliberately apply their learning to the common good.

A Commitment to Social Engagement
The University maintains a historic commitment to promoting social justice and the common good. Students graduate from Antioch University with a heightened sense of their power and purpose as scholars, practitioners, and global citizens.

Building and Serving Inclusive Communities
The University nurtures inclusive communities of learners, inspiring diversity of thought and action. Antioch University engages and supports the educational, cultural, and environmental vitality of the diverse regional, national, and international communities that it serves.