

## Summer Institutes 2019

### Washington Center/Learning & Teaching Commons Institutes

1. [Evergreen Faculty Leadership](#)  
Conveners: Larry Geri, Joye Hardiman, Joli Sandoz, Sean Williams, Elizabeth Williamson  
June 19-21 (last day dedicated to teamwork/planning)  
Coach House
2. [Team Planning: Inquiry-Based Design](#)  
Convener: Sonja Wiedenhaupt  
July 1-3  
SEM II E1107
3. [Evergreen's First Year Experience: Team-Building & Curriculum Planning](#)  
Conveners: Trevor Speller, Sonja Wiedenhaupt, Cynthia Kennedy, Jadon Berry  
July 16-18  
SEM II E1107
4. [Inclusive Excellence: Leading with Racial Equity](#)  
Conveners: Chassity Holliman-Douglas with Eileen Yoshina  
August 7-9  
PURCE HALL 4
5. [Strength-Based Practices for Neurodivergent Student Success](#)  
Conveners: Julia Metzker & Carolyn Prouty  
September 9-11 (last day dedicated to community work/planning)  
SEM II E1107

### Faculty Initiated Summer Institutes

1. [Greener Stories: Evergreen's Oral History Project](#)  
Convener: Sam Schrage  
June 17 (plus research days)  
SEM II E3109
2. [Life After Evergreen: Navigating Retirement](#)  
Conveners: Susan Fiksdal & Ted Whitesell  
June 24  
SEM II C2105/C2107
3. [Teaching Writing Across the Curriculum: Effective & Efficient Strategies](#)  
Conveners: Lori Blewett, Vuslat Katsanis & Joli Sandoz  
June 25-27  
SEM II D2105
4. [Finish That Book!](#)  
Convener: Sean Williams  
July 18-19  
SEM II A3105
5. [Facilitating Inclusive & Effective Meetings](#)  
Convener: Elizabeth Williamson  
July 24-25  
SEM II E2105/2019
6. [Developing Engaging Online Curricula for Hybrid Programs](#)  
Conveners: Sarah Ryan & Susan Preciso  
July 29, one independent work day July 30 OR July 31, and Aug. 1 (3 days)  
SEM II C2109

7. [Entrepreneurship: Reflections on the MTA Change Maker Lab](#)  
 Conveners: Dion Gouws & Yujiao Xia, facilitated by Ane Beitia & Martin Fernandez  
 (Mondragon Team Academy)  
 August 5  
 SEM II C4107
8. [Evergreen Classic](#)  
 Conveners: Paul McMillin & Sarah Williams  
 August 21  
 LIB 0406
9. [Gender Violence & Title IX in the #MeToo Era](#)  
 Convener: Meghan Doughty, MPA Faculty  
 August 23 & 24, 10-2, (Fri/Sat. for 2 half days)  
 SEM II E3109
10. [Promoting Engagement with the State Legislature](#)  
 Convener: Cali Mortenson Ellis, MPA Faculty  
 August 26  
 Lord Mansion
11. [Geographic Information Systems: ArcGIS Pro Software](#)  
 Convener: Mike Ruth, MES Faculty  
 August 27-28  
 Computer Application Lab
12. [The Academic Statement: Bolstering Our Resources & Commitment](#)  
 Conveners: Sandra Yannone & Ariel Birks  
 August 29-30  
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13. [Applied Math for Inclusive Excellence: Food & Ag, Business & Stats](#)  
 Conveners: Melissa Nivala & Steve Scheuerell  
 September 3-4  
 SEM II 3109
14. [Transparent Governance: Clarifying, Communicating & Constructing Inclusion](#)  
 Conveners: John Caraher & Melissa Nivala with GSU Reps  
 September 5-6  
 SEM II 3109
15. [Fall 2019 Common Read](#)  
 Conveners: Trevor Speller, Eirik Steinhoff & Jadon Berry  
 September 6 (half-day session) 9 a.m. to 12:30 p.m.  
 SEM II A2107
16. [Supporting Undocumented Students at Evergreen—Revitalizing Our Work](#)  
 Conveners: Grace Huerta, Maria Isabel Morales, Alice Nelson & Catalina Ocampo  
 September 6  
 SEM II E2107

### Washington Center/Learning & Teaching Commons Institutes

1. **Evergreen Faculty Leadership**  
 Conveners: Larry Geri, Joye Hardiman, Joli Sandoz, Sean Williams, Elizabeth Williamson  
 June 19-21 (last day dedicated to teamwork/planning)

This three-day institute is for faculty currently in leadership positions (CAT Leaders, Path Group Conveners, Agenda Committee members, Fellows, etc.) Priority will be given to participants in those positions; spaces may be open to those considering such roles in the future. During the first two days of the institute we will examine the College's current status

and consider the challenges of leadership in higher education in general, and at Evergreen in particular. Topics we will cover include decision-making practices, how to craft and implement effective strategies, facilitation skills, and approaches to individual and collective self-care. The third day of the institute will provide opportunities for teams (CAT Leaders, Conveners, etc.) to work together and apply these ideas to the work of the upcoming summer and academic year (Limit of 25 participants).

## **2. Team Planning: Inquiry-Based Design**

Convener: Sonja Wiedenhaupt  
July 1-3

Team teaching, reflection and planning are continuous throughout the year. What would you like to think about, learn and refine in your practice as an educator *this* year? The institute will end in an opportunity to engage in a year-long inquiry as part of a community of practice supported by the Learning and Teaching Commons. The structure of the institute will include: (i) seminar/workshop; (ii) 3-4 hours of team planning through a backwards design process each day; and (iii) community reflection and feedback. Through this institute you will:

- Reflect on what you have learned from and with students this last year – inspirations, insights and puzzles;
- Create a clear outline for your program using a planning heuristic that can support teams to collaboratively develop learning oriented and interdisciplinary/integrative assignments that revolve around authentic, complex and real world contexts.
- Plant the seed for a year-long faculty community of inquiry to explore, inform and/or refine an area of your teaching practice that could make a difference to the quality of student learning, engagement and experience in your program this year.

Our ultimate goal is to create a teaching community that is proactive and builds hope about what we can do and learn together for the benefit of our students.

## **3. Evergreen's First Year Experience: Team-Building and Curriculum Planning**

Conveners: Trevor Speller, Sonja Wiedenhaupt, Cynthia Kennedy, Jadon Berry  
July 16-18

Faculty and staff teaching in first-year and lower-division programs are invited to join a three-day institute, with special emphasis on our new First-Year Experience initiative. Team-building lies at the heart of the institute, along with program and course planning.

Faculty and staff teams will build relationships, learn more about first-time, first-year students, develop integrative assignments, write course outlines, and plan with all students' learning and engagement in mind.

There will be common workshops as well as program and course planning time every day. Working in teams, faculty and staff will develop assignments to integrate FYE courses and academic programs. We will also set aside time for faculty and staff to plan their respective curricula. Questions and comments can be directed to [spellert@evergreen.edu](mailto:spellert@evergreen.edu)

## **4. Inclusive Excellence: Leading with Racial Equity**

Conveners: Chassity Holliman-Douglas with Eileen Yoshino  
August 7-9

Engaging in difficult conversations about race is often challenging. The Leading with Racial Equity Summer Institute will examine race, power, white privilege, and institutional racism to deepen our understanding and practices around coaching and adaptive leadership for racial equity. We will explore tools, resources, and practices to identify core equity dilemmas, to facilitate and deepen racial equity conversations, and to build our capacity to strengthen educational outcomes of historically underserved students. The Institute is guided by an essential question: "What coaching/leadership moves are critical to disrupt and dismantle inequitable practices, policies, and procedures so all students achieve?"

#### **5. Strength-Based Practices for Neurodivergent Student Success**

Conveners: Julia Metzker & Carolyn Prouty

September 9-11 (last day dedicated to community work/planning)

This three-day institute will make visible the experiences of neurodivergent members of the Evergreen community. Neurodivergent or neurodiverse individuals include people who are living with social, learning and/or intellectual differences, including autism, dyslexia, ADHD, ADD, depression, anxiety, and others. In partnership with students and staff, institute participants will think through ways in which the institution, courses, programs and student activities can better facilitate inclusion, belonging and reciprocal learning. We'll begin by exploring best practices for designing learning opportunities and materials that take advantage of the strengths and knowledge of neurodiverse students, as an equity issue. In community, we will investigate how design principles can be used successfully to affect access, transparency and meaningful learning. We also will inquire into ways in which technology, classroom strategies and accommodations can promote mental health and wellness in order to enhance learning and full participation for ALL students. Day 3 will be time for participants to apply what they've learned to plans and learning materials for the upcoming academic year. A central component of our work will be partnering with neurodiverse students to co-construct knowledge and co-create learning and teaching strategies.

#### **Faculty-Initiated Summer Institutes**

##### **1. Greener Stories: Evergreen's Oral History Project**

Convener: Sam Schrage

June 17 (plus research days)

Evergreen has embarked on a multiyear project to record valuable memories of retired faculty, staff and administrators. The aim is to document stories and reflections about the college from a wide, diverse array of people: how they experienced, contributed to, and have been affected by work and life, challenges and change at this unique institution during the time they were here. This institute, funded by a generous donation to The Evergreen State College Foundation, is designed for faculty and staff interested in doing in-depth interviews this summer with one or two persons they admire.

The institute will begin with a day of orientation to the project: choice of one's narrator; methods of life history interviewing; key topics, events, issues, and controversies in Evergreen's history; and use of audio equipment. The rest of the institute consists of independent research conducted over four or more days during the summer: archival study, a pre-interview followed by two or more recorded interviews, and review of draft transcripts. The convener will offer guidance as needed throughout the process. These

interviews will become part of the Library Archives, providing a vital resource for Evergreen's 50th-year celebration and future generations.

## **2. Life After Evergreen: Navigating Retirement**

Conveners: Susan Fiksdal & Ted Whitesell

June 24

Do you know what you need to know in order to plan for retirement from Evergreen? For example, when should you retire; what is the process; how do you negotiate a post-retirement contract; how can you survive on a much reduced income; what should you do about health care; what kinds of emotional and psychological challenges might await you at the end of your career and how should you prepare for and deal with them; what can you do with all the stuff that's accumulated for years in your office; how can you stay connected and contribute to the college after retirement if you want to? In short, are you interested in learning more about Life after Evergreen? We will have a panel of retired faculty telling of their experiences and open to questions. We have invited staff familiar with health care options to discuss how to plan for retirement.

The institute will offer insights, discussion, and some answers about the following topics:

- Steps to retiring from the College
- Benefits offered by Evergreen
- Health care after retirement
- Financial decisions you'll need to make
- Ways to transition from teaching to other things
- Ways to stay involved at Evergreen
- What to do with your new-found time

Even if you don't plan to retire for 5 to 10 years, this institute will be helpful because the College has no one person or office to help you think about planning ahead. All are welcome!!

## **3. Teaching Writing Across the Curriculum: Effective & Efficient Strategies**

Conveners: Lori Blewett, Vuslat Katsanis & Joli Sandoz

June 25-27

How can we ensure that graduating seniors have gained college level proficiency in writing? What teaching strategies can improve student writing within content-heavy programs, and within the limits of our own teaching competencies? The new curricular paths provide new opportunities to enhance individual teaching practices via coordinated strategies for teaching and assessing writing.

This three-day institute focuses on understanding student writing development and on learning specific practices for writing instruction, with the goals of: 1) improving the quality of student writing and increasing student confidence in written expression, and 2) building student agency and participation in the assessment of their writing. Our work will take in examination of a variety of instructional strategies including in-class workshops that help students understand prompts and assignment guidelines, draft a response, engage in peer and blind reviews, and revise work within inclusive and collaborative writing communities. We will discuss coordination of learning objectives and teaching approaches within curricular paths, and collaboration with staff at the Writing Center, Evergreen's Assistive Technology Lab, and Access Services. We also will consider whether and how best to use online resources as learning aids, and how to format learning materials for use by all

students. On the third day, we will devote time to designing assignments, workshops, feedback mechanisms, and student-driven assessment strategies for participants' upcoming programs.

#### **4. Finish That Book!**

Convener: Sean Williams (2 textbooks, 3 monographs, 4 edited volumes, 38 articles)  
July 18-19

Many of us have writing projects that are partly completed, need revision, or need to find a publisher. Moving alone from initial research notes to completion can be daunting, but it is far less daunting if you have accountability buddies in the room with you, walking through the process as a team.

This institute is for those of you who have already written or planned significant chunks of your work and are looking for support and guidance on your next steps of moving toward publication. We will discuss how to finish, the creation and submission of proposals, the vagaries of peer review and mysterious disappearing editors, publishing houses (academic and otherwise), self-publishing, and more.

#### **5. Facilitating Inclusive & Effective Meetings**

Convener: Elizabeth Williamson  
July 24-25

We all go to too many meetings. Or perhaps we go to too many meetings in which we wish the goals were clearer and the facilitation was stronger. This institute is designed to support staff and faculty who have taken on—or are planning to take on—leadership roles involving meeting facilitation. We will also spend time talking about how we, as participants, can support our colleagues when they are facilitating.

In this institute, I will be sharing out what I've learned from a two-day training at the Thurston County Dispute Resolution Center. The agenda will draw on the collective wisdom in the room to answer the question of how we can apply general concepts and principles to the unique challenges involved in conducting meetings at Evergreen during a time of upheaval and renewal. An equity lens is crucial to doing this work well. How do we get things done while rebuilding trust and a shared sense of belonging? How do we account for existing power dynamics and center those whose voices are typically marginalized? Participants will gain new skills and vocabulary around successful meeting facilitation, focusing on: 1) holding space while centering equity and inclusion; 2) sharing information; 3) generating new thinking on an issue; 4) evaluating problems and options; and 5) making clear decisions.

#### **6. Developing Engaging Online Curricula for Hybrid Programs**

Conveners: Sarah Ryan & Susan Preciso  
July 29, one independent work day July 30 OR July 31, and Aug. 1 (3 days)

This institute is inspired and informed by the excellent work of Jose Gomez and Jules Unsel over the years in their online summer programs. Faculty will share strategies and resources for developing engaging curriculum for hybrid programs. We will learn to use a chat program, Slack, which is free and available to everyone, to conduct seminars, and we will find and present texts, films, podcasts, etc. that lend themselves to rich online discussions.

We'll use Canvas to post reading/viewing material and transcripts of each Slack discussion session. Faculty will experience the hybrid form themselves by discussing readings and films that they view online in small groups, then meet online at a variety of agreed-upon times. The final day will consist of planning curriculum and assignments for upcoming programs that will use these platforms. We hope that this will be particularly relevant to faculty teaching returning adult learners – e.g. Tacoma, grad programs, EWS.

#### **7. Entrepreneurship: Reflections on the MTA Changemaker Lab**

Conveners: Don Gouws & Yujiao Xia, facilitated by Ane Beitia and Martin Fernandez from Mondragon Team Academy  
August 5

Directed interdisciplinary education is very advantageous for students wishing to become self-employed, start a new business, or become a player in the vast GiG economy. Participants will gain an understanding of what exposure and activities can be provided to students to orient them to the Mondragon Team Academy (MTA) Evergreen Changemaker Lab. This workshop is open to all faculty interested in supporting students in following their passions, while exposing them to possible employment activities within their discipline, or utilizing their discipline to facilitate problem solving anywhere in life.

After one year of successful entrepreneurship curriculum with Evergreen MTA, a number of new businesses are developing in the Changemaker Lab Program. They include non-profit organizations dedicated to justice for the incarcerated, holistic sustainable animal welfare, international cultural exchange applications, for-profit business and marketing support for the arts, an agricultural farm to table network platform, a management consultancy firm and a number of others. Our students are excited and working hard! Come and meet them, and learn from them how we can spread the good energy associated with this program and equip our students to leave Evergreen with a support network and the skills necessary to function in the GiG economy.

#### **8. Evergreen Classic**

Conveners: Paul McMillin & Sarah Williams  
August 21

Evergreen Classic will consider some of the ideas that motivated the creation of the college, its early practices, and its aspirations (fulfilled and unfulfilled). We'll discuss which of these ideas found a long-term place at Evergreen (and which didn't but perhaps should have), which may have continued relevance, and which may have outlived their relevance. Of those whose relevance we reaffirm, we'll consider their ability to survive and thrive in the future, and in particular whether they are supported or thwarted by coming demographic changes, national and local pedagogical trends, and recent initiatives on campus. Along the way, we'll make use of and update the [Historical Documents bibliography](#) created and maintained for many years by John McClain, and also critically engage with the Evergreen Visual History Collection.

#### **9. Gender Violence & Title IX in the #MeToo Era**

Convener: Meghan Doughty, MPA Faculty  
August 23-24, 10-2 (Fri/Sat. for 2 half days)

In the era of #MeToo, it is important to provide staff and faculty with the best tools to make Evergreen a safe campus. This institute focuses on providing participants with a basic

understanding of gender violence (sexual harassment, sexual assault, intimate partner violence, etc.), barriers to reporting gender violence, and the role of Title IX in regards to gender violence on college campuses. We will also include a bystander intervention training to provide participants with tools to intervene in situations that might arise on campus.

This Institute ties into Evergreen's collective commitment in the 2017 MOU to support the needs of students who have experienced sexual assault by bringing awareness to the topic of gender violence on college campuses and providing concrete tools and information on how to react to situations of gender violence. Participants will gain a basic understanding of the dynamics of gender violence and how this relates to their role and responsibilities as an employee of a public university under Title IX.

#### **10. Promoting Engagement with the State Legislature**

Convener: Cali Mortenson Ellis, MPA Faculty  
August 26

Equity and inclusion are important goals for our students, both on campus and as residents of a larger society and community. One tangible step faculty can take to empower students in making their goals for social equity and inclusion a reality is to provide them with the tools to effectively engage with the civic institutions around them. The purpose of this institute is to provide faculty with the knowledge and hands-on tools to be able to incorporate the legislative process into their classes, empowering students with the knowledge and skills for active and informed participatory citizenship.

Through preparatory discussion and a field trip to the legislature, faculty will learn how the legislature works in Washington, including the roles of legislators, committee staff, non-partisan staff, advocates, lobbyists, agency staff, activists, and others who are part of the policy development process. We will also explore specific pedagogical tools that can be incorporated into the classroom to enhance student engagement with the legislative process, such as identifying relevant issues, drafting and delivering testimony, tracking bills, writing effective op-eds, interviewing advocates, communicating with legislators, and navigating web-based public resources such as the Washington Legislature website, the Washington Public Disclosure Commission, and TVW.

#### **11. Geographic Information Systems: ArcGIS Pro Software**

Convener: Mike Ruth, MES Faculty  
August 27-28

Many researchers and educators use Geographic Information Systems (GIS) information technology to make maps, manage and distribute spatial data, and conduct spatial analysis. Web-GIS technology can extend into creating story-maps and interactive web-apps, and deploying mobile GIS capabilities on 'smart' devices for field data collection. This institute will provide participants with an introduction to GIS skills, through hands-on map-creation scripted exercises. Participants will be granted a license and learn how to use the ArcGIS Pro software, which is replacing the retiring Esri ArcMap software in 2020. It is time for Faculty to start learning and teaching "Pro" so that students can emerge from Evergreen with the up-to-date GIS skills that will help them in their future collaborations in government, academia, and industry.

Faculty who currently rely on ArcMap may find that ArcGIS Pro software offers significant improvements over the retiring system, such as:



- Enhanced cartographic options –more tools for efficient map production
- Tighter integration with Web-GIS for sharing maps and apps on the ArcGIS Online web platform
- Better integration with Smartphones and tablets for field data integration and mobile GIS
- Superior “help” resources, especially for spatial analysis workflows
- Improved administration for student security, license management, and other admin functions

All participants will be assigned a long-term license to use the Esri software through the “geoducks.maps.arcgis.com” web-GIS subscription maintained by Evergreen through the Washington Higher Education site license. No prior experience in GIS is required. Faculty who do have ArcMap experience will find much to learn and support for migration of modules into ArcGIS Pro.

## 12. **The Academic Statement: Bolstering Our Resources & Commitment**

Conveners: Sandra Yannone and Ariel Birks  
August 29-30

The Academic Statement is a document that exists within the first few pages of every Evergreen students’ transcript. It reflects not only the story that each graduate tells, but also their comfort with themselves as communicators. It is one of the clearest indicators of a student’s ability to meet one of the Six Expectations of an Evergreen graduate: to communicate creatively and effectively. Graduate schools and employers may access these documents. From them, they form opinions about students and about the institution of Evergreen. Our recent Transcript Review (2018) found that the Academic Statement considerably strengthens the overall transcript by adding coherence, student voice, and self-assessment of their Evergreen education.

Even though this document is so important and long-lasting, the resources available to students are insufficient. This institute will be a culmination of summer work undertaken by the Writing Center tutors and professional staff, who will be generating and revising resources to create a curation of Academic Statement support materials. These materials may include a style guide to transcript writing, a shareable compendium of examples of Academic Statements, and a curation of exercises and best-practices mined from the Academic Statement Canvas and the minds of participants.

During the institute, participants will work alongside tutors to advance the resource materials. They will offer revision suggestions, line-edit, and offer new ideas and insights into their own experiences teaching the Academic Statement. They may also participate in group workshops or seminars led by Sandra Yannone and Ariel Birks.

## 13. **Applied Math for Inclusive Excellence: Food & Ag, Business, Statistics**

Conveners: Melissa Nivala & Steve Scheurell  
September 3-4

This institute is aimed at producing a collection of lesson plans that build essential skills in algebra and statistics through applying them to real world situations. We seek an interdisciplinary collaboration between faculty from Food & Ag, Business, Food Justice, Math, Statistics, and more, to gather realistic examples that bridge quantitative theory and practice. Faculty will be invited to share applications of a variety of math topics, including fractions/percentages, ratios, unit conversions, graphs, trigonometry, descriptive statistics,

linear, exponential & logarithmic functions, and regression. Through collaboration, lessons will be developed for a broad range of examples, such as seeding and fertilization, price modeling, and societal issues related to food.

A publicly accessible Word Press site will be established, to share the contextualized lessons and continue gathering examples. Problem sets for the lessons will be coded into an established, free online math homework engine (WAMAP), capable of generating new, unique questions, and providing instantaneous feedback and online video support. No prior experience with Word Press or WAMAP is expected of participants: this institute aims to collect experiential math examples from faculty across the curriculum. Software tutorials will be provided for faculty interested in long-term collaboration with math faculty taking the lead in the coding process.

#### **14. Transparent Governance: Clarifying, Communicating & Constructing Inclusion**

Conveners: John Caraher & Melissa Nivala with GSU Reps  
September 5-6

What is the governance structure at Evergreen? What are its current strengths and weaknesses and how can it be improved? In this summer institute we will aim to clarify Evergreen's governance by examining its history and creating a model of its current state. We will provide faculty with a theoretical framework and methodology as described by Systems Theory for understanding communication in any organization. We will spend time in the institute developing a model of the flow of information based on the governance structure and create plans for how governance could be used to improve communication among faculty, and more broadly across the College.

With a solid understanding of the structure, we can analyze our governance and discuss proposals for change and improvement. To enhance communication, we will design an online portal that presents our governance diagram and provides a space for each entity. We will create a Word Press or Canvas template usable by each entity to share their charge/mission, disseminate their work, and gather feedback from our community. Participants will be equipped to act as leaders in their various governance roles to increase transparency and communication of governance work, and to implement changes aimed at improving governance.

#### **15. Fall 2019 Common Read**

Conveners: Trevor Speller, Eirik Steinhoff & Jadon Berry  
September 5 OR September 6 (half-day sessions)

Get set for fall with this annual institute, which explores our fall orientation common reading. Faculty will engage in seminar discussion of the common read, and contribute to the development of our orientation syllabus. A committee is currently selecting the common read; to join, or for more information, contact Trevor Speller ([spellert@evergreen.edu](mailto:spellert@evergreen.edu)<<mailto:spellert@evergreen.edu>>). All are welcome! We especially encourage faculty/staff teams involved with the First Year Experience to join us.

#### **16. Supporting Undocumented Students at Evergreen—Revitalizing Our Work**

Conveners: Grace Huerta, Maria Isabel Morales, Alice Nelson, and Catalina Ocampo  
September 6

This one-day institute seeks to review and revitalize our common work to support undocumented students on campus, while continuing to educate ourselves about the

current challenges and resources available for undocumented students and the strengths they bring to our campus community. We invite students, staff, and faculty who have worked with the Undocumented Student Task Force or the student group Familia, or who are interested in learning more and getting involved in addressing the needs and rights of undocumented students. As a group, we will revisit the current situation for students at the national and state levels, examine local actions, and evaluate the ongoing collective efforts and retention strategies conducted at Evergreen to better support undocumented students. The primary objective of this day is to bring together our community to share common goals, ongoing work, challenges, support strategies, and identify next steps.

Specifically, we will look at the work that the Undocumented Student Task Force, the student group Familia, and the Latinx Standing Committee have done to identify and remove barriers and educate the campus community. We will review the issues we have been working on and the gains that we have achieved in the past two years, identify current challenges, and plot out our collective and individual work for the coming year, including revisiting the Retention Program for Underserved and Undocumented students (2017). We will also share specific actions *staff* can do to instill a stronger sense of cultural competence and safety for undocumented students; advise and provide specific *faculty/academic* classroom practices to support undocumented students relevant to managing attendance, completing coursework, maintaining a collection of documents that reflect their progress in programs, as well as identify local community-based resources to help them manage the challenges and stresses they face; and offer guidelines for *students* on ways they can leverage their status as members of the college to instill a more informed, equitable, and civic-minded environment. Finally, we will engage in an arts and/or music workshop at the end of the day to strengthen community and expand our set of tools for supporting students.