1. **Learning, Development & Training (LDT) Goals | Decentering Whiteness in Wellness**

Goal 1. By the end of the academic year, professional staff, graduate students and peer educators will be able to identify and explain at least 3 ways in which either the whitewashing of the wellness industry has influenced health promotion <u>or</u> describe examples of disparities that exist in prevention topics(disparity exploration is more relevant for the RSVP team since their scope is limited to the 4 crimes of Clery). We will accomplish this by:

- Each month, we will select, review and reflect on a common reading, podcast, or other medium as a pro-staff team. The peer ed teams will follow this model. Each staff member or peer educator will be responsible for selecting a monthly topic and lead the discussion for the respective groups.
- Reflection on these common reads or listens will include a focus on how our identities have benefited from or been marginalized because of systems that shape our views of health and or access to wellbeing and related resources.
- Hosting a cultural humility training for student leaders and staff in our department

Goal 2. By the end of the academic year, our staff will be able to describe at least 3 examples of how we promoted community awareness of the way systems of oppression and or the whitewashing of wellbeing created inequity in access to and practices of wellbeing. We will accomplish this by:

- Providing historical and systemic contexts when training peer educators on specific health promotion, prevention or response topics that they will be promoting on campus
- Including 1-3 slides into workshop presentations that provide either the historical context for the origins of wellbeing practices OR discussion of impact of identities.
- Developing 1 instagram carousel and story post per month that highlights historical significance or systemic oppression that influenced wellness as a field/industry or a specific topic our department covers (we will distribute the creation of posts across staff and connect these to the topical discussions outlined in goal 1 above)

2. **Learning Environment(LE) Goals | Increasing Knowledge, Community Access & Representation**

Goal 1. By the end of the July, we will have conducted and synthesized data from a community needs assessment paying particular attention to unique needs or differences in access and utilization of resources based on students racial identities. We will do this by:

- Assessing existing data sources from Everfi and NCHA to identify and differences across identities
- Hosting focus groups or developing a survey to ask students:
  - How they define wellness
  - How/where do they practice self-care

- What influences their access or utilization of wellness programs on campus
- What do they need from Wellness & HP

Goal 2. By the end of the academic year, we will be able to list at least 3 instances where we promoted or featured thought leaders and role models for wellness who represent, advocate for and/or support marginalized identities by increasing access for wellbeing. We will do this by:

- Hosting 2-3 external speakers from the local community to share their work over the academic year
- Generating 1 instagram carousel and story post each month that features one or more thought leaders at the local, state, national or global level