

Safety and Fairness at ASU: A Study – Executive Team Action Plan

Student Services

Student Handbook revisions – I have already begun working on the revisions suggested in the report. Working with Jen Stoughten to create a handbook that will link you from the Table of Content to the specific section in the handbook.

Policies Revisions are already taking place and should be updated by the start of the Fall term.

Phone Service Live Safe option

Page 9 - #9 – We have been exploring recruitment for Veterans and E-Team approved base funding for this to begin in the Fall of 2015.

Page 9 #10 – Great suggestion, little opportunity to realize the revenue to accomplish much until the capital fee rate caps out in 2018 and there is surplus revenue above existing debt service.

Page 9 - #10 – We would love to improve and expand the Rex Activity Center however being an auxiliary building, funding is always going to be a factor in making that happen. Also it now has Historic Value from a past grant and any improvements will need to channel through those guidelines as well.

Page 9- #11 – This year’s New Student Orientation will have a component of prevention within its curriculum. Title IX and Police Safety are the two within this year’s program. It is also very important to make transition, onboarding and connection a large part of NSO but we will have a much better presence in this year’s program.

Page 9- #11 – This year’s New Student Orientation will have a component of prevention within its curriculum. Title IX and Police Safety are the two within this year’s program. It is also very important to make transition, onboarding and connection a large part of NSO but we will have a much better presence in this year’s program.

Page 9 - #12 – We currently have an excellent partnership with Tu Casa and SLV Behavior Health. We are connected through multiple MOUs and partnerships as well as posting those organizations within our documents on campus involving student safety.

Page 9 - #13 – We have hired a new Title IX/EOE Director within the next month and it will be that persons role to create a website and maintain materials and documentation related to training of a safe reporting network across campus. This will be on-going however should have a great start by December 2015.

Page 25 – D. Crime Reported on Campus – Paragraph 1 - He suggests that “DUI’s top the police contact list for students over the years.” This is not a crime we track so I had Chief Grohowski

pull the list of DUIs from the last 3 years in Alamosa and I crossed referenced those names with our students.

In 2013 there were 7 total DUI contacts and 2 were ASU students

In 2014 there were 7 total DUI contacts and 2 were ASU students

In 2015 there were 5 total DUI contacts and none were ASU students

Page 25 – D. Crime Reported on Campus – Paragraph 2 - He does not have accurate sexual assault statistics reported. We had 2 in 2011, zero in 2012 and 4 in 2013. The 2014 stats have not been released yet so rather than saying there was one we need to wait until those Clery stats are submitted in October.

Page 28 – Under AA Experience and View he states in the third paragraph the states “The officer confronted, maced...” This is not true. The officer did not mace anyone. He pulled his Taser out and pointed it at the student but never used it. I interviewed every student in this case and no one was maced.

Page 39 - Bystander Intervention – We use a program that every employee and student is required to do called “Get Inclusive.” It covers bystander Intervention extensively.

Action Plan for Athletics

The new position of Assistant Athletic Director for Academic Affairs (funded by N CAA DII Strategic Alliance Matching Grant) will be working with the campus advisors and utilizing the new tracking software with a main goal of improving retention and graduation rates amongst student-athletes

ASU has adopted a department wide Drug Testing Policy to be implemented in 2015-16. To date, in the RMAC only CSU-Pueblo has a department wide policy.

The 2011-12 Sexual Harassment and Gender Climate Survey among Student-Athletes was developed by the ASU Athletic Department, approved by the Title IX officer and implemented as an annual review of the Athletic Department. The 2011-12 survey was completed by 386 student-athletes, it was reviewed and the data evaluated by the Department of Psychology with the report being developed and returned to the Athletic Department in 2013. The data from the 2014-15 survey is now being entered and tabulated by the Athletic Department this summer.

Annually at the request of the Athletic Department the Title IX officer has done a presentation to all student-athletes regarding Title IX, sexual harassment and sexual discrimination. Due to the position not currently being filled, work is underway to develop a presentation that the Associate AD will present to all student-athletes and Athletic department staff.

Since January 2015 the SWA has attended two seminars regarding Domestic Violence and Sexual Assault. The first by the NCAA and the second a three day seminar by a private company ATIXA. The latter seminar qualified our SWA as an on campus investigator.

Documentation forms are issued to each coach and submitted annually to the AD to track all discipline of student-athletes

Action Plan for Human Resources

The major areas requiring action form Human Resources are Salary administration, Implicit Bias Training, creating a student health insurance plan, and improving the general perception of Human Resources.

Salary Administration. We have completed corrections for Faculty (\$136,428) and Administration (\$56,817) bringing employees up to 72.5% of average and addressing the compression concerns (mainly in the faculty.) We will need to continue providing COLA as well and additional funding if we are going to reach 90% of our peer group. I will continue to participate in the CUPA salary survey, including conducting periodic CUPA Job description audits to ensure positions are properly assigned CUPA comparison jobs. The balance of the funds are available to address compression issues for classified staff. We will consult with the Department of Personnel and Administration (DPA) to ensure compliance with state compensation rules and convene a sub-committee to develop a compression policy and then evaluate the classified data and determine appropriate corrections. (As an aside, we do not have recruitment issues for our classified positions, and our applicant pools are adequate.) As long as DPA continues to recommend range movements, COLA and performance awards as they have been structured over the last two years, we will experience a move towards mid-point across the classified system.

Implicit Bias Training. Judge Kuenhold has provided contact information to me regarding implicit bias/Cultural Competency training that the court system uses and has indicated that they would probably be willing to allow me to participate in one of the trainings as well as share their information with us. He indicated that they might also be able to provide so consulting to assist us in designing specific programs. I will need to get training for myself as well as some back up, develop the training material and integrate it into new employee orientation along with other mandatory training. Historically we have not be able to concentrate on or provide systematic straining opportunities and have referred departments to off campus resources. As demands for training are increasing we may need to evaluate staffing and job responsibilities in order to make training a priority.

Student Health Insurance. The ACA has dramatically changed the way health insurance is made available. For example children are allowed to remain on parents health insurance until they turn 26, regardless of dependency. Also, with the expansion of Medicaid and the creation of the marketplace there are significant options available to students. I would also question our ability

to manage, fund and provide a student health plan that was compliant with ACA without significant investment in time and money.

Perception of Human Resources Office. We will continue to communicate the various roles of human resources and will work to expand our communications to minimize confusion and dissatisfaction

Other observations/recommendations that involve HR :

- Classified employees have valid concerns regarding the reduction in classified positions in favor of exempt positions and a clear University policy should be articulated regarding this issue.
 - Process is anytime a position is vacated or created we review the job duties and make a determination if the position should be in the classified system or should be exempted under the statute. We utilize the statute, the state rules as well as the state technical assistance to guide our determination.
 - There is no intent to systematically eliminate classified positions. However, there is a systematic approach to applying the statute, which is going to result in the exemption of more of the computing positions as they become vacant.
 - We will continue to communicate the differences between exempt positions and classified positions.
 - Provide statute
 - Evaluate statistics
- #25 page 11 ASU should require implicit bias and cultural sensitivity training for all employees and record and put online the key elements of the training curriculum for reference and for new hires to view as part of their introduction.
 - ASU should require implicit bias and cultural sensitivity training for all employees. This training should be made available for reference as well as incorporated into new employee orientation.
 - Follow up with court trainer and see if we can adapt their training. What train the trainer, as recommended by Judge Kuenhold
- #27 page 11 The FY2015-16 budget sets aside money to address both compression and equitable adjustments towards the goal of salaries at 90% of the peer schools. This first step should be continued as a central part of the budget until the goal is reached.
 - Give the compensation committee plan here. Highlight the need to properly review and classify jobs against CUPA periodically. Also necessity of COLA.
- Page 74 #8 Compensation and Employment: Classified and Exempt Employee Issues
 - Section a. Classified and Exempt Jobs
 - State statute
 - Process is anytime a position is vacated or created we review the job duties and make a determination if the position should be in the classified system or

should be exempted under the statute. We utilize the statute, the state rules as well as the states technical assistance to guide our determination.

- There is no intent to systematically eliminate classified positons. However, there is a systematic approach to applying the statute, which is going to result in the exemption of more of the computing positions as they become vacant.
 - We will continue to communicate the differences between exempt positions and classified positons.
- Section b. page 75 Fair Opportunity to Apply for Jobs
 - We will continue to fill classified vacancies according to State Rules.
 - We will continue to fill Exempt professional positions pursuant to the Professional handbook. We will work to communicate better when we have opportunities.
 - Section c. Page 75 Compression, Inversion and Realignment
 - We do have compression within the custodial staff. The years of salary survey adjustments without COLA created compression within the classifications. ie. Custodians hired between 2-9 years are making the same salary. I do have one Custodian I that makes more than his supervisor because the I is a long term employee and the II was hired in at the base of the range and not a promotion.
 - We need to get clarification from the state on our latitude in addressing compression as well as the allowable definition of compression.
 - After we get that clarification we need to convene a committee to evaluate the salary data to identify compression and create a policy to correct it.
 - We then need to evaluate our hiring (hire at the base) and our promotion (12.5% or base of new range, whichever is more) policies to determine if they are appropriate.
 - We will continue to monitor hours for FLSA compliance and ensure that OT is being approved and accrued appropriately.
 - Exempt employee concerns regarding evaluations.
 - With the President's support and endorsement a task force was formed and will work together to clarify existing handbook language requiring evaluations and work towards a plan to ensure all exempt professionals are properly and uniformly evaluated.

- Section d. Office of Human Resources
 - We will continue to communicate the various roles of human resources and will work to expand our communications to minimize confusion and dissatisfaction.
 - Suggestions on effective outreach?

Action Plan for Academics

Primary Issues directly Related to Academics

1. Items II.A.15, II.B.2, and II.B.3 relate to Communication & Transparency
 - a) Emphasize the responsibility of Chairs to communicate back to their departments at Academic Council retreat
 - b) Emphasize the responsibility of AC and faculty senate representatives on Cabinet to communicate back to their respective groups
 - c) Evaluate the interest of people receiving Academic Affairs Communication updates. Possibilities include:
 - E-newsletter
 - Blog
 - All faculty campus meeting(s)

2. Item II.B.25 relates to Gender Bias/Glass Ceilings
 - a) The report seems to indicate this as campus wide and not unique to Academics and recommends that HR initiate implicit bias training across campus. The Office of Academic Affairs will work in partnership with the HR office to engage the faculty in implicit bias training.
 - b) This could include encouraging faculty participation in ASU equity retreat, CIELO sponsored workshops & activities related to equity

3. Items II.A.26 and II.A.28 relates to Faculty Diversity
 - a) Recommendations:
 - Formally structure the faculty mentoring program to pair new faculty with appropriate mentors
 - Publicize existing groups at the start of each academic year to ensure faculty are aware of the resources available to them (Women in Higher Education group, LGBTQ+ group, CIELO, etc.) and ensure that calendars are up to date and easy to find; use Google groups and calendar to facilitate this better

 - b) Support the Diversity Liaison in continuing:
 - to develop the language in position descriptions, targeted advertising, and search rubrics to encourage diverse hires
 - to include an Advocacy advocate on all faculty search committees

4. Items II.A.18, II.B.26, and II.B.28 relate to Faculty Governance
 - a) The modification of the Faculty Handbook follows the procedures outlined in the faculty senate bylaws.
 - The office of Academic Affairs will identify & communicate suggested topics from the report for handbook changes to the Faculty Senate President
 - The topics include: civility, respect, professionalism, tenure committee make-up and procedures, requiring discipline specific criteria for RTP.
5. While there were not any specific recommendations regarding retention for faculty. The office of academic affairs will
 - a) Continue being the lead on the QIP (Quality Improvement Project)
 - Analyze data
 - Ensure that Degree Maps are up to date
 - Continue to promote and refine use of Supplemental Instruction
 - Continue to specify 'Advising Weeks' for registration and promote Appreciative Advising with faculty
 - b) Send appropriate faculty & staff for Appreciative Advising training
 - c) Request retention plans & reports for each academic department
 - d) If Degree Works is purchased train faculty to use it effectively for more than just course selection

Action Plan for CIELO

Because Dr. Kuenhold used the (recently crafted and approved) ASU Mission and Vision statements as the framework for his report, issues that concern diversity and inclusion are threaded throughout the report. In some cases I have combined my responses to his recommendations and analyses where relevant.

Noting also that Judge Kuenhold based his diversity and equity concerns around both the mission and the BOT's Diversity Policy "Campus Diversity Action Plan," which I reviewed closely in this document but have not seen before, I find that the BOT would want to know that the CIELO strategic plan and action priorities (which is now under revision for the new ASU Strategic Plan 2020) address every one of those recommendations.

The challenge is finding the institutional support for the work of CIELO and the Office of Diversity and Inclusion—currently a cadre of service/equity minded practitioners (volunteers) and a half-time faculty transition position. We hope that by the time the BOT meets, we will have learned that the next Title V Institutional grant will support this office and CIELO's efforts.

Overall, Dr. Kuenhold points out areas for concern and for our successes that support the necessity and the impacts of the ongoing work of CIELO to directly and specifically attempt to

increase our understanding of what it means to be an H.S.I. and how that must impact all of our policies and practices.

Dr. Kuenhold's primary recommendation to require Implicit Bias training of all employees certainly has merit. The Community for Inclusive Excellence and the grant supported activities related to CIELO have never had mandatory trainings of any sort, so this is worth consideration and discussion at the Executive Council and cabinet. Commitment from the Executive Team as well as involvement from Human Resources would be necessary to achieve mandatory trainings.

However, as Judge Kuenhold writes, "Changing behavior and changing the way people think through understandings are both essential to building a healthier culture on campus and beyond [with respect to cultural sensitivity]" (10.c.2 page 84). Judge Kuenhold's footnote on Implicit Bias training also says "cultural sensitivity training" (89). Such trainings aren't like a small pox vaccine; we all "reset" to the paradigms we are raised with, and continual participation in efforts that include research, readings, communication training, cultural education, and in fact each the many items listed in the Board of Trustees Diversity Policy "Campus Diversity Action Plan," which unfortunately I had not seen previously.

II. Executive Summary of Findings and Conclusions

#7. While it may appear that the language for the ASU mission, only recently crafted and adopted, the efforts of over a decade of Title V diversity work through CELT/CIELO resulted in the strong voices around diversity in our earlier Strategic Planning process. For ASU to be acknowledged for its hard work and action in support of its mission to serve historically underserved students is positive.

#8. This comment is echoed in B#7 and B#24. The University engages in frequent and often extensive dialogue about what it means to be an HIS. Interestingly, later in the report, Judge Kuenhold identifies the many opportunities hosted on and off campus to promote these conversations. The fact that many of these activities are grant supported does not speak poorly of ASU's commitment to our role as an H.S.I., but of our determination to locate and utilize funds in support of that mission.

The fact that multiple grants align well with the mission, which align with our designation as an HSI, is not accidental; the grant applications are created through broad engagement of stakeholders.

However, ASU must do much more to make this identity understood as an asset to faculty, administrators and staff, and to help students, too, to understand it as a value added, a reason to come here. CIELO leads substantial programming and facilitates those opportunities that increase the visibility and centrality of this identity and that nurtures what really requires a broad, campus-wide shift in beliefs about our students and our mission.

18. This project is underway, and the faculty leave policy has already been incorporated into the handbook (its omission was clerical only). A sub-committee of CIELO with Aaron Abeyta and Stephanie Hilwig has been developing language that would explicitly value civility and collegiality (as it currently does), but also cultural responsiveness and inclusive practices in the classroom.

19. Throughout the report, the conflation of the Women's Center and an Office of Inclusive Excellence is confusing. However, the Office of IE is working with Student Affairs Aaron Miltenberger and VP for Student Affairs Ken Marquez in taking steps to create both a Women's Center and a Men's Center or a Gender Resources Center.

#26, 27, 28 Each of these represents a complex of problems around recruitment, mentoring, retention, and promotion among faculty with each of these aspects being systematically addressed by CIELO/the Liaison for Diversity and Inclusion through 1) A workshop series facilitated by VP for Diversity from CU Anschutz Brenda Allen (*Difference Matters*); 2) recent advances in our search procedures and materials (posted on the HR web-site) to explicitly recruit, evaluate, and support candidates with backgrounds working with diverse student populations, or whose own identities contribute to bringing diverse perspectives to their disciplines. My intention is to expand these resources for staff this year as written into the Title V Institutional Grant application; 3) Providing (for the third year, now) a workshop during New Faculty Orientation informing about our institutional identity as an H.S.I. and our student demographics, teaching inclusive communication techniques, and providing faculty opportunity to participate in CIELO activities; 4) see 18 above, working with the handbook to make sure participation in diversity training is valued as is demonstrated cultural responsiveness and awareness in the classroom; and 5) extending the kind of training I have provided to search committees, creating a pool of diversity advocates for search committee representation, to retention and promotion committees as one step toward opening dialogue with senators and chairs around the obstacles for retaining and promoting women and faculty of color with our current system. Last week in discussion at a meeting with Colorado Chief Diversity Officers (CDO4CO), someone suggested the problems are not with the evaluation tools, but "with the evaluators," supporting the Judge's recommendation for mandatory (or at least increased) participation in diversity training.

29. This is evidence of a culture of operationalized privilege among faculty and supervisors.

B. Additional Recommendations

#7 Curriculum: The General Education revitalization task force seeks to increase opportunities for students to engage in collaborative, globally and work-force relevant, and culturally diverse course work. The presence currently of the Latino Studies Minor, Lifeways course, and Women's Studies is a beginning, but given financial aid restrictions such offerings need to

“count” towards degrees and general education requirements if we wish to increase student participation.

#7 and 24: Over the next few days I am drafting at Dr. McClure’s request statement defining what it means to be an HSI. Given the multiple times Judge Kuenhold recommends ASU holding campus-wide dialogues on this, CIELO could be instrumental in testing draft statements with stakeholders campus wide perhaps through discussion forums.

#26: Perhaps next summer’s equity retreats can frame some of the cultural training around the core ASU values. Good fit. CIELO this year is hosting a “Courageous Conversations on Short Readings” series in addition to Kindred Spirits.

#28 See above.

VI. Fairness

Page 57 – 58: See General Education Revitalization Task Force Initiative beginning fall 2016.

Page 59: Again, this is about a complex of issues including a lack of understanding of assumptions we make about culture, value, and privilege. Along with the efforts to create significant institutional change in attitudes, policies, and practices, some additional efforts to address this unhappiness include Raging Studios; “Courageous Conversations Short Readings Series”; increased participation in the CIELO Steering Committee by Hispanic/Chicano faculty; continued retreats where support builds; necessity to establish a permanent office focused on these issues.

Page 63: Re “Language.” I recommend the development of a Heritage Language Program; traditional Spanish literature and grammar degrees have an important place in the university, but to address the concerns Judge Kuenhold raises, Heritage Language programs, which value the cultural capital that southwest students bring, is required.

Page 64: The campus dialogue again to explore what people want our being an HSI to mean. Yes, underway.

Page 66: See above. I think this is factually incorrect. These are not the same projects; one is not replacing the other.

10. c.i and ii Gender Bias and Glass Ceilings

Responses to this are above. Multiple efforts are underway and need institutional support (time/OEO/Office of Diversity) to support revisions to policies and practices as well as to reducing the amount of (implicit) gender bias.

Although Judge Kuenhold did not review the tenure recommendations over the past five years, CIELO and various individuals have: The statistics regarding tenure and promotion of women, women of color, and men of color, support the claims Judge Kuenhold reports on.

Page 84 – 86 are addressed above.

Page 90 Addressed above.

14. Students First

CIELO and Student Life are already increasing our collaboration to connect over the “Diversity and Inclusiveness” center. While CASA is essential for creating a homelike place and sustaining cultural traditions and contexts, we need to build the centrality and visibility of our being an HIS through a central Student Diversity and Inclusiveness Center as well as throughout the fabric of curriculum and co-curriculum.

I thank Dr. Kuenhold for his consistent and persistent support of ASU’s identity as an HSI and all that impacts with regard to inclusive excellence, and his recognition of the efforts already underway.

CIELO intends to increase the information we have gained from the 2014 Campus Climate Survey this year, continually developing action priorities. We look forward to seeing the impacts of campus-wide diversity work in the 2016 Campus Climate Survey.