

AGENDA

- **Welcome**
- **1** Communication Regarding Injustices on Campus
Suzanne Onorato
- **2** Bias Incident Reporting; **11** Yik Yak
Michael Shutt
- **3** Counseling & Psychological Services
Jane Yang
- **4** Faculty Evaluation
Robert Franklin
- **5** Academic Support
Joanne Brzinski
- **6** Student Involvement in Decision-Making
DeLa Sweeney
- **7** Recruitment, Compensation, Quality of Work Life; **8** Job Security
Del King, Mekeshua North
- **9** Conduct Policies & Student Organization Funding
Julia Thompson
- **10** Faculty Recruitment & Retention
Lynn Zimmerman
- **13** GER Requirement
Clifton Crais, Chris Beck

DEMAND 1

COMMUNICATION REGARDING INJUSTICES ON CAMPUS

RECOMMENDATIONS

Publish yearly data report of bias incidents.

- Themes and numerical data from bias incident reports should be reported to the community. Recommendations for initiatives/programs to bring awareness and mitigate bias incidents on campus should also be included
 - *Working group #2 (Michael Shutt SJPO)*

Develop guidelines for communicating bias incidents, to include variables and authorship, to the community.

- President's Cabinet discusses recommendation and provides guidelines regarding communication of bias incidents to campus and external community
 - *SVP Nair and SVP Lewis*

Develop a flow chart depicting the guidelines.

- SJPO and committee develop flow chart based on Cabinet's recommendations
 - *Suzanne Onorato, Tomika DePriest, Nancy Seideman*

NEXT STEPS

- Provide overview of this year's incidents to Cabinet to review
- Determine Guidelines
- Develop flow chart and template(s)

TIMELINE

July 1, 2016:

Overview of guidelines shared with SJPO

July 11, 2016:

Flow chart/templates shared with Cabinet and working group #2 for feedback

August 5, 2016:

Information finalized

Spring 2017:

Review and make adjustments to process if necessary

DEMAND 2

BIAS INCIDENT REPORTING

RECOMMENDATIONS

Reconfigure BIRT leadership team and process (4 recommendations)

- Team
 - *Sharmel Gonzalez, Maurice Middleton, Michael Shutt, Julia Thompson, Dona Yarbrough*
- Process (Protocols/Website/Communication)
 - *Sharmel Gonzalez, Maurice Middleton, Michael Shutt, Julia Thompson, Dona Yarbrough*

Community Communications

- Deans of Student Affairs
 - *Suzanne Onorato and Michael Shutt*

Programming and Coordination

- Coordinate with CASA²
 - *Ed Lee and Michael Shutt*

TIMELINE

August 1, 2016:

Website, case management & reporting software, team

September 1, 2016:

Communications plan for Deans of Student Affairs

Spring 2017:

Present strategies and recommendation for programming and coordinated resources

NEXT STEPS

- Finalize
 - Website
 - Process
 - Map
 - Definitions
 - Resources
 - Report Form & Case management software
 - Communications protocols for support network
- Develop community communications plan
- Begin to develop strategies for programming and coordinated resources

DEMAND 11

YIK YAK

RECOMMENDATIONS

Officially and publicly explain why we will not support a geofence

- Identify communication strategies
 - *Need to identify who delivers this message*

Establish a student-oriented program that responds to social media based animus

- Identify student leaders to develop program
 - *Michael Shutt and SGA*
- *Develop and implement programmatic strategies*
 - *TBD*

TIMELINE

September 1, 2016:

Communication to community re: geofence

Fall 2016:

Begin development of programmatic strategies

Spring 2017:

Implement programmatic strategies

NEXT STEPS

- Identify leader to deliver message regarding geofence
- Develop and deliver message regarding geofence
- Partner with student leaders to develop programmatic strategies to respond

DEMAND 3

COUNSELING & PSYCHOLOGICAL SERVICES

RECOMMENDATIONS

Increase collaborations with students and campus partners

- Pilot a peer ambassador program
 - *Jane Yang (CAPS), Thandi Chase (CAPS), Scott Rausch (Residence Life), & Adrienne Slaughter (Student Success)*
- Work with campus partners to enhance community building
 - *Wanda Collins (CAPS), Jane Yang (CAPS)*

Support the unique mental health needs of Black students

- Targeted suicide prevention bystander trainings (QPR) for students in the Black community
 - *Mahlet Endale (CAPS)*
- Improve access to mental health resources for Black students (e.g., Steve Fund crisis text line, Students of Color Group, Interactive Screening Program)
 - *Jane Yang (CAPS)*

TIMELINE

Summer 2016: Meet with collaborators.

Fall 2016 Semester: Implement programs.

Spring 2017 Semester: Assess programs, make revisions where necessary, and decide upon next steps.

NEXT STEPS

- Meet with collaborators in Summer 2016.
- Implement programs in Fall 2016.
- Assess programs, make revisions where necessary, and decide about next steps in Spring 2016.

DEMAND 4

FACULTY EVALUATIONS

RECOMMENDATIONS

Faculty review of Emory's commitments

- Deans/Dept chairs reaffirm and discuss Emory's commitments to becoming an ethical/inclusive community
 - *University President, CRSJ, Board of Trustees' support*

Holding faculty accountable

- Provide clear evidence of how student concerns/complaints will be presented to an appropriate university source who can hold faculty accountable
 - *University Provost*

Benchmarking & Best Practices

- Gather info on faculty evaluation process from other institutions (Duke, Vanderbilt, Rice, Princeton, etc.)
 - *Office of Equity and Inclusion, Institutional Effectiveness*

NEXT STEPS

- Memo from President, CRSJ requiring evidence and results of discussions by December 2016
- Use language from *Equity and Inclusion* website to focus faculty discussions

TIMELINE

August 2016:

Memo to faculty requiring action & response

November 2016:

Best practices information gathered

December 2016:

Receive response of inclusiveness discussion & student concerns

DEMAND 5

ACADEMIC SUPPORT

RECOMMENDATIONS

Recommendation One

- Create a summer bridge program
 - *Joanne Brzinski, OUE staff*
- Recruit more diverse peer leaders for academic support programs
 - *OUE staff program directors in ECAS, other program directors in other academic support programs*
- Support students in transition and showcase more diverse career pathways
 - *Communications and Public Affairs*
 - *Academic Affairs programs in various schools*
- Expand faculty serving as mentors for black students
 - *Deans and program staff*

NEXT STEPS

- STEM Pathways has been developed and students will attend August 2016
- New recruitment efforts were made in spring 2016 and will continue next year to diversity peer leaders in academic support programs
- Engage Oxford to develop a program similar to STEM Pathways
- Evaluate programs for students in transition
- Work with program staff to engage more faculty in mentoring activities (e.g., the STEM Pathways program explicitly includes faculty mentors)

TIMELINE

August 16, 2016:

STEM Pathways program begins in ECAS

Fall 2016:

Evaluate success of efforts to diversity peer leaders

2016- 2017:

Evaluate resources for students in transition and propose next steps

Spring 2017:

Continue efforts to recruit more diverse student leaders

DEMAND 6

STUDENT INVOLVEMENT IN DECISION-MAKING, EDUCATION
OF NON-BLACK STUDENTS IN SYSTEMIC OPPRESSION,
ASSESSMENT OF CURRENT DIVERSITY INITIATIVES

RECOMMENDATIONS

Establish Structures to Support Additional, Sustainable Change

- Belonging & Community Justice Staff
 - *Suzanne Onorato, Ed Lee*
- Working Group Membership & Roles
 - *Suzanne Onorato, DeLa Sweeney*

Student Trainings

- Survey and evaluate current offerings & initiatives
- Identify desired learning outcomes
 - *DeLa Sweeney*

TIMELINE

June 1, 2016:

CASA² structure in place;
Expand Working Group

Fall 2016:

Evaluate current trainings and
prioritize areas of focus

Spring 2017:

Begin development of new initiatives and
trainings for Fall 2017 implementation

NEXT STEPS

*These recommendations and next steps
are necessary to execute the
recommendations of the original working
group*

- Hire Director of Curriculum
Development &
Implementation
- Fill Belonging & Community
Justice staff vacancies
- Convene expanded
working group to review
initial recommendations
and provide feedback

DEMAND 7

RECRUITMENT, COMPENSATION, QUALITY OF WORK LIFE

RECOMMENDATIONS

Community Building

- Develop initiatives that support community building amongst staff and faculty
- Design strategies that promote community building between the various ECL offices and faculty/staff
 - *Del King, Mekeshua North*

Recognition of faculty and staff

- Promote the visibility of faculty/staff success
- Create incentives that reward faculty/staff efforts that go beyond job criteria
 - *Del King, Mekeshua North*

Coalition Building across the Emory Community

- Build coalitions amongst students, staff and faculty by increasing communication and implement programs for student, faculty and staff bonding.
 - *Del King, Mekeshua North*

Professional Development

- Promote professional development amongst staff by increasing access to training programs, recognizing staff success and performance, and promoting opportunities for promotion and leadership.
- Implement programs that recognize staff success
 - *Del King, Mekeshua North*

TIMELINE

September 16, 2016:

Meet with representative from Faculty Senate, Campus Life, and HR.

November 2016:

Finalize strategies

January 2017:

Implement strategies and initiatives

Summer 2017:

Assess outcomes

NEXT STEPS

- Meet with representatives from Campus Life, Office of the Provost, and Faculty Senate to develop initiatives, incentives, coalitions and increase visibility of outstanding faculty and staff.
- Working with the ECL Community Portfolio, create strategies to promote Campus Life co-curricular programs and services that support faculty.
- Work with HR to promote professional development opportunities

DEMAND 8

JOB SECURITY

RECOMMENDATIONS

Promote Trust Building amongst Authoritative Persons

- Provide adequate supervisor training regarding team building, trust building and managerial responsibility.
- Implement programs that hold supervisors accountable by promoting communications between staff and management and allow employees to report misconduct or improvement suggestions.

Increase Communication of Open Expression Policy

- Effectively communicate the nature of this policy and how it affects students, faculty and staff.
- Increase awareness about what is covered in the policy and what is not.
- Provide information on reporting misconduct or abuse of the policy.

TIMELINE

September 16, 2016:

Meet with representative from Faculty Senate and Campus Life

November 2016:

Finalize strategies

January 2017:

Implement strategies and initiatives

Summer 2017:

Assess outcomes

NEXT STEPS

- Work with HR to create a timeline for supervisor training and process for accountability
- Promote misconduct or improvement reporting mechanisms
- Create a communication plan to effectively communicate the Open Expression Policy to the broader campus community

DEMAND 9

CONDUCT POLICIES & STUDENT ORGANIZATION FUNDING

RECOMMENDATIONS

Increase transparency in conduct process to ensure consistent application and resolution of violations of all organizations, avoiding perception of over policing black student orgs

- Create short-term committee (Black students; Housing, OSFL, conduct staff to review gaps)
 - *Julia Thompson, Scott Rausch*
- Update conduct site to include user-friendly language & graphics to explain process
 - *Julia Thompson*
- Recruit, retain black faculty/staff to serve on University Conduct Council
 - *Julia Thompson, Victoria Chan*

Create process w/in CC and SGA to ensure equitable funding of Black student orgs

- Assess current CC protocol on “exclusive event” fund allocation
 - *CASA² staff (ECL)*
- Identify access friendly/transparent procedure for requesting funding from sources like SGA, CC
 - *CASA² staff (ECL)*

TIMELINE

Summer 2016: Update student conduct website, create recruitment strategy for University Conduct Council

September 2016: Implement recruitment plan for UCC panelists; CASA² staff provide data on CC funding protocol

October 2016: Recs received by committee on conduct consistency, policies/procedures creation

NEXT STEPS

- Identify participants for conduct process committee
- Update conduct website
- Develop and implement recruitment strategy for diverse panelists
- Review data to evaluate current application of CC’s protocol of funding exclusive events
- Create a transparency plan for funding history and explanation of funding to black student orgs

DEMAND 10

FACULTY RECRUITMENT & RETENTION

RECOMMENDATIONS

Enhance recruitment of underrepresented faculty

- Adopt best practices for searches
- Build inter-institutional collaborations
- Contribute to pipeline of future faculty

Improve retention of underrepresented faculty

- Intentional mentoring for career success
- Enhance pre-emptive retention of faculty
- Create guidelines for effective departmental review of faculty and disseminate to chairs

Address campus climate

- Deans and Chairs accountable for school and departmental climate around diversity, excellence and inclusion
- Diversity as explicit component of all success strategies with metrics and accountability
- Support for peer connections and community
- Climate audit across university

TIMELINE

May 1, 2016:

Best practices established; Implicit bias training for searches ongoing

Summer 2016:

Collect and analyze data on recruitment and retention

Fall 2016:

Climate survey by OEI; evaluate/assess outcomes; Create review guidelines

Winter 2016:

Establish retention strategy; support mentoring and community plans

Spring 2017:

Sustain all efforts to effect change

NEXT STEPS

- Gather and analyze data on recruitment and retention of underrepresented faculty; define key challenges
- Assemble and review programs, initiatives and efforts at Emory to enhance diversity and excellence; connect the dots wherever possible; identify gaps
- Identify leaders for action items; augment current working group as needed

DEMAND 13

GER REQUIREMENT

RECOMMENDATIONS

Explore the intended learning outcomes of a GER Requirement

Investigate diversity GERs at other institutions for best practices

TIMELINE

Fall 2016:
Form working group

Spring 2017:
Present recommendations to College Senate

NEXT STEPS

- Form a working group of College faculty and students to further explore this demand
- Engage with appropriate faculty and students at Oxford College