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
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

**Demand 2**

**Recommendations**

**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

**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
**Demand 11**

**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**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2016:</td>
<td>Communication to community re: geofence</td>
</tr>
<tr>
<td>Fall 2016:</td>
<td>Begin development of programmatic strategies</td>
</tr>
<tr>
<td>Spring 2017:</td>
<td>Implement programmatic strategies</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>Fall 2016 Semester</th>
<th>Spring 2017 Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with collaborators.</td>
<td>Implement programs.</td>
<td>Assess programs, make revisions where necessary, and decide upon next steps.</td>
</tr>
</tbody>
</table>

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.
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
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

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

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)
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

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

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
**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 ELOGY 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

**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

**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
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.

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

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
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)

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

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
**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

**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

**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
DEMAND 13

RECOMMENDATIONS

Explore the intended learning outcomes of a GER Requirement

Investigate diversity GERs at other institutions for best practices

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

TIMELINE

Fall 2016:
Form working group

Spring 2017:
Present recommendations to College Senate