Executive Summary

The Diversity Task Force (TF) work began in early 2016, prompted by student demands, at a time when significant work towards an inclusive excellence university was already underway at UA. The pleas from the students present an opportunity for reflection, assessment, and action on the way to fulfilling the diversity exigencies of the Never Settle strategic plan. The Diversity Task Force acknowledges the recommended changes will benefit all UA students, staff, and faculty.

One overarching message from students was that change should be systemic and embedded into the fabric of the institution for long-term change. This is one of the fundamental tenets of Inclusive Excellence. Embedding diversity and inclusiveness throughout will allow us to, using the metaphor of the dance, “renovate and transform the ballroom in order to invite everyone to dance.”

For this reason, the draft Task Force recommendations have been framed so that they are embedded into the UA’s Never Settle Plan which guides the Inclusive Excellence Strategy, and can be supported by the on-going work of the Office of Diversity and Inclusive Excellence (ODIEx), the Diversity Coordinating Council (DCC) and the Dean’s and Vice-President’s diversity committees and other administrative efforts.

This document contains the Task Force’s recommendations to President Hart and the Senior Vice Presidents, and they are presented here for discussion and with the anticipation that many of these can move towards implementation. In the Task Force’s work, there was an emphasis on making recommendations that are practical, reasonable, and impactful.

The Task Force was organized into eight committees, which each tackled a subset of the student demand list. The committees and their areas of focus were:

- Classroom Experience -- what the students experience in the classroom, including the classroom climate, interactions with instructors and other students, and the curriculum;
- Student Experience -- what the students experience beyond the classroom, including at sporting events, at the student union, etc.;
- Admissions and Financial Aid -- the recruiting and admission of a diverse student body, and the financial resources that are available to them;
- Health and Wellness -- the experience of students seeking various types of medical care, including mental health care and sexual assault interventions;
• Faculty and Staff Diversity -- the recruiting, hiring, and retention of a diverse faculty and staff;
• Cultural Competency Training -- the training of existing and new faculty and staff so that they are knowledgeable and empowered to prevent and deal with micro- and macro-aggressions; the training of students in this competency as well;
• Space and Facilities -- our built environment, and what space is available for whom and for what use; and
• Student Support -- the support services available for our students, the way that those services are delivered, and by whom.

The following report reflects the combined recommendations of the committees, which the Task Force co-chairs have worked to combine into a cohesive set of recommendations.

At the highest level, the draft recommendations from the Task Force include:

• Expanding and improving student centers and student success programs:
  o Providing centrally located, well staffed cultural centers with a collective space that will create community, offer intergroup and intersectionality (intersecting group identities) education and training, offer cultural competency education, provide opportunities for intergroup collaboration, drive campus climate work: networking/collaboration between student services, and other intergroup initiatives involving multiple campus groups and constituents
  o Providing accessible resources for those students that may require additional assistance;
  o Providing student support services that foster the success of all our students;
• Ensuring access and inclusion in our social environments:
  o Embedding inclusive excellence into the upcoming Campus Master Plan process, and planning for a campus that provides space for multicultural support of students;
  o Provides facilities that are welcoming to all individuals;
  o And are universally accessible.
• Ensuring a climate of access and inclusion in our learning and social environments:
  o Creating a classroom experience in which students of all identities are welcome; supported, and see themselves reflected in their classroom experience.
• Ensuring a climate of access and inclusion created by and for all:
  o Creating a mandatory training program through which faculty, staff, and students will learn our UA values and best practices for inclusive excellence, and which will provide resources for instructors to use in the classroom;
  o Creating a campus climate in which people of all genders are free from sexual harassment, and have a responsive administration to intervene and support them when they face aggression;
• Diversifying faculty and staff
  o Recruiting and fostering the success of diverse faculty and staff;
Inclusive Excellence University

The vision for an inclusive excellence university is one in which the entire institution engages in achieving inclusive excellence, and the recommendations of the Task Force support and are incorporated into the Inclusive Excellence Strategy.

*These entities are operating from a common set of principles in the UA's strategy and guidebook.*
Inclusive Excellence Strategy

The Diversity Coordinating Council’s draft diversity strategy identified the seven area below as imperative for change. The student demands focused primarily on points 1, 3, 4, 5, and 7. The Office of Diversity and Inclusive Excellence has been created, our new Senior Diversity Officer has been hired, and the work of the office has enjoyed a positive and productive start. Therefore, the recommendations of the Task Force are focused primarily on the other points.

1. **Rewarding and supporting the creation of diverse curricula**
2. Rewarding and supporting diversity in research priorities
3. **Diversifying our faculty, staff, and students to reflect our community**
4. Expanding and improving student success programs
5. **Ensuring a climate of access and inclusion in our learning, working, and social environments**
6. Strengthening relationships with diverse communities, especially local ones
7. Creating and supporting the Office of Diversity and Inclusive Excellence
Diversity Task Force Recommendations

Student Support

This committee focused on those demands that were about the support services available for our students, the way that those services are delivered, and by whom, with particular focus on the multicultural student centers. Using the work of this committee to understand national benchmarks, best practices, and the theory and research behind multicultural centers, the task force co-chairs put forth the following concept for consideration.

Multicultural Collective Concept and Process

Concept

Multicultural Collective will be an extension of the current UA Cultural Centers that will serve as a hub for creative community building, intergroup and intersectionality (intersecting group identities) education and training, cultural competency education, intergroup collaboration, campus climate work: networking/collaboration between student services, and other intergroup initiatives involving multiple campus groups and constituents.

The Collective would be a shared space for many social identities, intergroup work, education, and collaborative space for multiple campus groups. This new space and work would be directed by the six Student Affairs Cultural Centers via an advisory group and supervision of personnel. Shared services -- such as advising, mental health counseling, and financial aid counseling, which have been recommended by various committees -- could be efficiently delivered to all students in this space which could serve as a centrally located “satellite” space for these other programs. The Multicultural Collective would be open to the entire UA student, staff, and faculty community.

The resources needed for the Collective would be: 1) large shared space; six program coordinators who would work half-time in the Collective (intergroup work) and half-time in the Cultural Centers (intragroup work). In addition, each of the Centers would receive programming funds for intragroup work and initiatives and the Collective would receive another amount of funds for undertaking intergroup work.

There are various recommendations from Task Force committees that would benefit from this multicultural collaborative model. Some of those opportunities have been identified in the recommendations that follow.

Concept Development Process

This concept is in very early phase and needs to be developed and refined with input from stakeholders from across campus. The Task Force co-chairs recommend that this concept be developed and refined by the Diversity Coordinating Council, with support from the Senior Diversity Officer, Jesus Trevino, and the multicultural center directors.
Classroom Experience
This committee focused on those demands that were about: what the students experience in the classroom, including the classroom climate; interactions with instructors and other students; and the curriculum.

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<tr>
<td>Content advisory in syllabi</td>
<td>Faculty Senate to issue guidelines that syllabi for courses that include potentially disturbing content shall include a tailored content advisory statement.</td>
<td>N/A</td>
<td>Has been debated at Faculty Senate. Guideline was sent to the HeadsUp leadership in the first week of January 2017. Next steps: Faculty Senate to assess adoption, implementation,</td>
</tr>
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</table>
### Content advisory training

Include discussions of Content Advisory guidelines in the cultural competency training to be developed for widespread use. These discussions should start from the premise that when class meetings use materials that include depictions of personal violence, instructors should provide advance notice and if at all possible accommodate students who prefer not to engage with such content.

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<th>Costs of systems modification</th>
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<td>N/A</td>
<td>Pending the development of cultural competency training. Next steps: Forward to Jesus Trevino for cultural competency training curriculum.</td>
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### Pronoun usage

Add questions to the University admissions application or during course registration after matriculation aimed at establishing a preferred name and pronoun for all students. These questions should be linked to a “Preferred Name FAQ” website to provide additional context.¹

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### Pronoun usage

Faculty Senate to issue guidelines that syllabi shall include a “preferred name and pronoun usage statement”, to foster a sense of inclusion.² The statement should indicate that: 1) instructors and students will use preferred names and pronouns and 2) instructors will update their rosters as requested to accommodate students who modify their preferred names and/or pronouns after course registration. Instructors will make specific reference to the name and pronoun usage statement in the syllabus on the first day of class and model correct name and pronoun usage in the classroom.³

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¹ _Either of the links below work._

http://studentlife.osu.edu/articles/preferred-name-frequently-asked-questions/


² Links will be provided to 1) UAccess Student Center where students with a current UA NetID may set a preferred name and change their privacy setting for those who seek to restrict listing of their name and 2) Registration and Transcripts Office (REG-reghelp@email.arizona.edu, (520) 621-3432) to assist students with questions.

³ The policy for “Guidelines for Use of Chosen or Preferred Names at the University of Arizona” can be downloaded at https://www.registrar.arizona.edu/sites/registrar.arizona.edu/files/documents/Preferred-Chosen%20Name%20Guidelines%20v2_0.pdf
Student Experience

This committee focused on those demands that were about: what the students experience beyond the classroom, including at sporting events, at the student union, and across campus.

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<td>ASUA to increase budget allocated to Diversity &amp; Inclusion from $7K to $10K</td>
<td>ASUA Diversity and inclusion committee to create a budget. They have not used their allocated budget in the past 2-3 years. Request additional funding if currently funds are fully used.</td>
<td>N/A</td>
<td>Next steps: ASUA to implement</td>
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</tbody>
</table>
| Increase in accessible and affordable healthy food options on campus  | Student Unions is already doing a lot to attend to this need, and will do a better job of marketing this component of the food program. Examples of what they have done include:  
  - In Fall ’16 new food program called “Well$pent” was introduced that will help students easily identify healthy options that cost $5 or less in Union-run food venues (not franchises).  
  - The Union helps support the Campus Food Pantry for food insecure students  
  - The Union employs a registered dietitian that is available for students to consult with.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | N/A              | This is already being implemented by the Student Union through separate work.  
  **Next steps:** Student Union will work to raise awareness of these effort among students                                                                 |                  |
| Creation of a child care facility for students on campus              | There is currently a campus committee being led by Gregg Goldman that is working on this effort.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | TBD              | Next steps: Pending outcome of current committee led by G. Goldman                 |
| Partnerships with US Customs and Border Patrol                        | Task Force does not recommend divesting of all partnerships, but think some partnerships can be divested or altered.  
  Recommend that UA leadership or Diversity Coordinating Council consider developing a campus-wide practice for how to deal with Customs and Border Patrol in order to be sensitive to our                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N/A              | Next steps: Refer to UA leadership or Diversity Coordinating Council                  |
<table>
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<tr>
<th>Presence of Customs and Border Patrol at UA-sponsored career fairs, safety fairs on the Mall</th>
<th>We recommend that Customs and Border Patrol participation in Spring Break Safety fairs be discontinued. We can provide safety information without having the agency present. We do not recommend that their participation in career fairs be discontinued. However, we recommend that Customs and Border Patrol can strategically placed at the fairs (get their own room; strategic placement of their table, etc).</th>
<th>N/A</th>
<th>Next steps: Ask UAPD to not include Customs and Border Patrol at the safety fairs. Next steps: Ask Career Services to be sensitive in their placement of Customs and Border Patrol at career fairs.</th>
</tr>
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<tr>
<td>Separate and additional funding for the students living in the Building Leaders and Creating Knowledge (B.L.A.C.K.)</td>
<td>Financial Assistance and Scholarships: We recommend that the University’s development office work on establishing such a private fund to provide additional financial aid to students with financial need who wish to participate in the B.L.A.C.K theme community, and other similar theme communities so that finances are not a barrier to this experience. Work study and non work study hours: We recommend making more work study hours available to students with financial need. Deferred housing fees: There is currently the ability to defer the application and/or deposit fees. We recommend that this be maintained. The availability of additional financial aid (per a previous recommendation) could eliminate housing costs as a barrier for students with financial need.</td>
<td>Financial aid and scholarship dollars</td>
<td>Next steps: Ask UA’s development officers to prioritize and create a plan to develop financial resources for students so that they can participate in the theme communities, such as B.L.A.C.K., offered by UA. Next steps: Residence Life to ensure that interested students are aware of opportunity to defer housing application and/or deposit fees.</td>
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<tr>
<td>Revise and increase transparency of consequences and processes for those found</td>
<td>Current University policies for these behaviors (the ones that are not protected by free speech) exist within the student code of conduct and employee guidelines.</td>
<td>N/A</td>
<td>Next steps: Dean of Students Office, Human Resources, Office of Institutional Equity, Senior Diversity Officer promote reporting mechanisms to increase awareness.</td>
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<td>to be involved with micro aggressions, aggressions, and hate speech</td>
<td>We recommend that reporting mechanisms be promoted more broadly. We recommend that UA leaders publicly state the type of climate they want on campus and that a true learning community doesn’t include these types of behaviors. We recommend a larger conversation about what the appropriate reporting mechanisms and processes should be by UA leaders and/or Diversity Coordinating Council</td>
<td>Next steps: UA leaders to make statements about campus climate Next steps: Refer the discussion of reporting mechanisms and processes to UA leaders and/or Diversity Coordinating Council</td>
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<tr>
<td>Create an anonymous or open reporting of negative experiences, discrimination, harassment, and hate speech</td>
<td>These mechanisms already exist in Office of Institutional Equity and Dean of Students Office, but they need to be promoted better to increase awareness. We also recommend a larger conversation about reporting and education on what can be done when someone makes a report. Note: There were several demands that dealt with additional reporting mechanisms for bias incidents. The recommendation for increasing awareness of these mechanisms is the same so we have condensed it to this one recommendation.</td>
<td>Resources to increase awareness Next steps: Dean of Students Office, Human Resources, Office of Institutional Equity, Senior Diversity Officer promote reporting mechanisms to increase awareness. Identify any additional resources needed, if any, to increase awareness. Next steps: Refer the discussion of reporting mechanisms and education about consequences to UA leaders and/or Diversity Coordinating Council</td>
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<tr>
<td>Increase representation of minority students, faculty, and staff in marketing materials, including expansion of the images of minority students, faculty, and staff to be used for recruiting</td>
<td>We recommend that Marketing increase diversity of all types in all marketing materials, and increase the images available for campus use. Note: The initial demand included an increase of 40%, but we were not able to clarify what the baseline is so we were not able to address that metric.</td>
<td>Photographer to create a photo bank Next steps: Ask Marketing to develop a plan to increase diversity of all types in marketing materials. Next steps: Ask Marketing to identify what resources would be necessary to quickly create a photo bank of images such as those requested</td>
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<td><strong>Create a faster and more effective method to report bias incidents to the Resident Assistants (RAs)</strong></td>
<td>Numerous ways already exist to report incidents to the RA’s – they can be reported in person, at front desks, via telephone, email, and even anonymously. We recommend that we improve awareness of all the ways to report an incident.</td>
<td>N/A</td>
<td><strong>Status:</strong> Messaging was sent by Residence Life to all residents in September 2016 promoting how to report incidents to RA’s and other staff. <strong>Next steps:</strong> Residence Life to continue to increase awareness of reporting mechanisms</td>
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<tr>
<td><strong>Resident Assistants who identify as transgender, non-binary, gender fluid etc. should be given the option of wings to ensure they are best able to connect with residents and thrive in their safest environment</strong></td>
<td>These needs are taken into account when Resident Assistant placement is made. Placements are made with the best interest of both the community and the Resident Assistant in mind. We recommend that the Resident Assistant application for 2017-2018 be redesigned to better highlight the area of the application where applicants can indicate needs such as this one.</td>
<td>N/A</td>
<td><strong>Next steps:</strong> Ask Residence Life to update the Resident Assistant application for 2017-2018; and to better communicate the philosophy for placements</td>
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<tr>
<td><strong>Create a Student Cultural Council, with representatives from each student center, which directly reports to and advises the administration</strong></td>
<td>We recommend the creation of a Student Cultural Council, which would function much as the Community Councils, and which would report directly to the Chief Diversity Officer.</td>
<td>N/A</td>
<td><strong>Next Steps:</strong> Ask the Senior Diversity Officer to convene such a council</td>
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Admissions and Financial Aid

This committee focused on those demands that were about: the recruiting and admission of a diverse student body, and the financial resources that are available to those students.

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| Create student emergency fund, not charged to bursar’s account      | Expand on non-cash emergency services (food & housing)  
Create emergency reserve so can both pay tuition balances & provide student emergency cash if processed through Bursar’s account – many students experience financial crisis Oct/Nov when have spent FA refunds and are unable to register for next term classes. Would need approximately $500,000 and committee to review emergency cases and determine awards  
Collect and disseminate list of community (State/local) social services for which students could be eligible | $TBD                | Status: The Campus Food Pantry has been expanding and visibility has increased.  
Next steps: Identify resources for housing insecure students  
Next steps: If we can create the emergency fund, would need 1-2 months to establish emergency case review committee and application for students  
Next steps: Assign appropriate unit to compile list of community services |
| More hands-on financial support for underrepresented students        | Hire additional financial aid counselor to support underrepresented students; the counselor could spend time at the multicultural collective to provide these additional services.  
Develop student-to-student mentoring program re: financial aid and financial literacy  
Create information consumable for students (video blog, trainings that students can watch separately) on financial aid website  
Provide trainings to staff regarding social economic differences (for example, not every student has a smart phone) | Staff specific to financial literacy, tech resources for videos/websites redesign, mentoring | Next steps: Ask Financial Aid to partner with DOS to develop support and programming.  
Next steps: Refer discussion of broader university partnerships surrounding financial literacy to UA leadership  
Next steps: Identify 100% engagement opportunities and student workers/projects to create materials for students  
Next steps: Include training regarding socioeconomic differences in cultural competency training |
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<tr>
<th><strong>Increase need-based and merit-based scholarships specific to marginalized identities and groups</strong></th>
<th>Provide better education to out of state students regarding costs of non-resident attendance (for example, create an online training module/video)</th>
<th>Online training module</th>
<th>Next steps: Assign appropriate unit to create online training module for non-resident students</th>
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<td>Solicit donors for additional funds for specific groups of students in a way that does not violate state prohibitions of affirmative action specific to scholarship eligibility (90% of gifts to UA are restricted)</td>
<td>N/A</td>
<td>Next steps: Assign development officers/Financial Aid to develop plan to develop a non-restricted fund for students. Locate donors passionate about this cause.</td>
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<td>NOTE: There were several demands for additional targeted financial aid. This recommendation applies to all of those.</td>
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<td><strong>Add a financial aid counselor within each Cultural and Resource Center</strong></td>
<td>Expand relationships with current FA staff and cultural center staff</td>
<td>N/A</td>
<td>Next steps: Assign a financial aid counselor to work specifically with multicultural centers</td>
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<td></td>
<td>Assign a financial aid counselor to serve cultural centers using the faculty fellows model of staff going to places students gather. If adopting the multicultural collective model, this counselor could provide services in that shared space.</td>
<td>Staff time</td>
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<td></td>
<td>Develop student-to-student mentoring program re: financial aid and financial literacy</td>
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<td></td>
<td>NOTE: There were several demands for additional targeted financial aid counseling. This recommendation addresses all of those.</td>
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<tr>
<td><strong>Make the UA an Hispanic Serving Institution by Spring 2017</strong></td>
<td>Provide bi-lingual orientation session</td>
<td>Spanish-speaking orientation staff</td>
<td>Next steps: Develop a plan to achieve HSI status</td>
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<td></td>
<td>Increase need based aid for students</td>
<td>Financial aid dollars</td>
<td>Next steps: Assign the Orientation Committee to pilot a bilingual orientation session to gauge demand and need</td>
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<td>Highlight programs/departments that successfully recruit and retain Hispanic students</td>
<td>N/A</td>
<td>Next steps: Assign Communications/Marketing to highlight programs/departments that successfully recruit and retain Hispanic students</td>
</tr>
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</table>
| **Increase outreach to predominantly Latino/a high school districts in So AZ to increase Latino/a enrollment** | **Provide additional resources to Early Academic Outreach and Admissions**  
Highlight programs/departments that successfully outreach to Hispanic students | **TBD resources for outreach** | **Next steps: Assign Early Academic Outreach and Admissions to develop a plan and a resource need to increase outreach** |
|---|---|---|---|
| **Provide financial aid to Deferred Action for Childhood Arrival (DACA) students** | **Solicit donors for additional funds for DACA students**  
Propose to ABOR to allow institutional aid eligibility to DACA students | **N/A** | **Next steps: Collect data on DACA students at UA & current rates of retention & completion to inform proposal for ABOR; assign staff to pull that report**  
**Next steps: UA leadership to discuss possibility of proposal to ABOR** |
| **Release current strategies to increase retention rates of African, African American, and/or Black undergraduate and graduate students** | **Gather information on what goals and programs exist currently for recruiting and retention of underrepresented students** | **N/A** | **Next steps: Assign Enrollment Management to share this information with students via presentations, posting online, or other means as appropriate** |
| **Disaggregate data for Asian American Pacific Islander students** | **Review field options on Admissions Application**  
Request information from Institutional Research to understand what information we currently do and do not gather | **TBD** | **Next steps: Assign Institutional Research to work with Asian Pacific American Student Affairs and/or Asian Pacific American Community Councils to better understand the issue and develop a plan to address it** |
| Publish accurate diversity statistics, including population and retention rates, on website and at orientation | Identify missing elements in UA Fact Book & statistical methodology | Resources to update websites and create presentations and reports | Status: The new diversity.arizona.edu website includes a section for Diversity Statistics and Reports
Next Steps: Assign staff to identify missing elements in UA Fact Book, if any, and create and publish missing reports |
Health & Wellness

This committee focused on those demands that were about the experience of students seeking various types of medical care, including mental health care and sexual assault interventions.

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<td>Create a safe environment for students</td>
<td>Increase the connection between UAPD and students by having UAPD present at resource events, and establishing a liaison program between resource centers and selected officers so that students have a known and trusted contact within UAPD</td>
<td>N/A</td>
<td>Assign UAPD and student center leaders to collaborate to develop liaison program</td>
</tr>
<tr>
<td>Provide free safe sex and feminine hygiene products</td>
<td>Purchase and deploy in all women’s and all-gender restrooms within 5-year period. Establish 5 distribution centers for supplies. Partner with Women’s Resource Center and FM to stock restrooms. Install informational signage (stickers?) in all restrooms and menstrual supply machines describing program and location of supplies. Provide sustainable feminine hygiene products (DivaCup or similar) as primary product, with paper products available as secondary options. Cross-advertise with the Campus Pantry</td>
<td>Estimated costs: Supplies - $25,000/year based on identifying 5 distribution centers Informational signage (stickers?) - $2,000 Distribution centers set up: $5,000</td>
<td>Next steps: Assign Campus Health, Facilities Management, and Women’s Resource Center to develop a plan and implement</td>
</tr>
<tr>
<td>Provide PrEP (Pre-Exposure Prophylaxis)</td>
<td>Provide training to health care providers in Campus Health regarding policy and best practices for PrEP</td>
<td>N/A</td>
<td>Status: Currently PrEP is available by prescription at Campus Health with $60 co-pay through the Student Health Insurance plan. Most care providers are already trained and know about the current offering. Next steps: Assign Campus Health to ensure all health care providers are trained and aware of current offering</td>
</tr>
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</table>
| Ensure use of preferred name on Campus Health and CAPS paperwork | Provide training for all Campus Health and CAPS staff in input and use of preferred name  
Follow up on process changes in both Campus Health and CAPS EHR (Electronic Health Record) systems to ensure preferred name is automatically used for all appropriate applications | N/A | Status: Campus Health was in process of implementing via a separate process. This should be complete. |
|---|---|---|---|
| Increase access to Campus Health (Health care services) | Contract with IHS (Indian Health Services) so Native American students can access services at Campus Health  
Find/arrange better insurance plan for CESL students  
Have a satellite Campus Health office inside the Student Union, could include a small pharmacy | TBD | Next steps: Research and develop a plan to implement  
Next steps: Research options for a better insurance plan  
Facility space and staffing | Next steps: Assign Campus Health to work with Student Union to evaluate space availability. Alternatively, if adopting the multicultural collective model, this service could be offered there. |
| Increase access to Counseling and Psych Services (CAPS) | Increase awareness among students, especially freshman, across campus.  
Included information in the Parking Diversion program.  
Make sure that informational resources get to the cultural centers | Resources for marketing | Next steps: Campus Health to increase marketing efforts, include cultural centers in their distribution lists |
| Provide financial assistance for Counseling and Psych Services (CAPS) | Provide contact information for IOP and Psych Clinic to resource centers to refer directly | N/A | Next steps: Counseling and Psych Services to ensure resource centers have information for referrals |
| Have counselors in resource centers | Evaluate best option for each center based on individual needs:  
- Encourage centers to utilize model that SALT and Athletics uses  
- Test having counselors in the resource centers to understand demand | Allocation of counselor time  
Additional staff funding | Next steps: Assign Counseling and Psych Services (CAPS) to work with resource centers to understand needs and develop a schedule to test having a counselor periodically in the resource centers  
Next steps: Assign resource centers to collaborate with Counseling and |
| **Provide sensitivity training for UAPD** | Hire care coordinators as “student advocates” to be listening ears and connect students with the resources they need. Alternatively, in a multicultural collective model, counselors could spend time in the shared space and offer services there | Psych Services (CAPS) to develop a plan for care coordinators |
| **Expand Resident Assistant and Community Director training** | Provide UAPD with additional sensitivity training | Allocate counselor time |
| **Make health education programming more diverse** | Expand training for Resident Assistants and Community Directors to allow for broader and more in depth education | Next steps: Allocate counselor time to the multicultural collective to offer services in the shared space |
| **Include transgender individuals in Health Care Plan** | Design health education programing that is culturally competent | Status: Feasible, and UAPD is agreeable, however cannot be implemented until consensus is reached regarding content of sensitivity training |
| **Include transgender individuals in Health Care Plan** | The committee recommends transgender staff and faculty be included in the University’s Health Care Plan | Next steps: Assign UAPD to research what additional training is needed |
| **Increase student contact with faculty and staff, including senior leaders** | Hold lunches with members of the faculty, staff, administration leaders in the student center periodically (i.e. Tuesdays with Tolliver, Coffee with President Hart) | Status: Residence Life has increased training beginning summer 2016. Additionally, Residence Life is piloting a training program to assess improved outcomes before rolling |
| **Promote diversity as well as health & wellness within diversion program at Parking and Transportation** | Include information about diversity, health and wellness in parking diversion program | Next steps: Include health education programming in Cultural Competency Training efforts that are being developed by the task force |
| **Status:** | | |

**Provide sensitivity training for UAPD**

Provide UAPD with additional sensitivity training

| **Status:** | Feasible, and UAPD is agreeable, however cannot be implemented until consensus is reached regarding content of sensitivity training |
| **Next steps:** | Assign UAPD to research what additional training is needed |

**Expand Resident Assistant and Community Director training**

Expand training for Resident Assistants and Community Directors to allow for broader and more in depth education

| **Status:** | Residence Life has increased training beginning summer 2016. Additionally, Residence Life is piloting a training program to assess improved outcomes before rolling |
| **Next steps:** | |

**Make health education programming more diverse**

Design health education programing that is culturally competent

| **Status:** | |
| **Next steps:** | Include health education programming in Cultural Competency Training efforts that are being developed by the task force |

**Include transgender individuals in Health Care Plan**

The committee recommends transgender staff and faculty be included in the University’s Health Care Plan

| **Status:** | Human Resources is advocating for changes at the state level. ABOR has included exiting the state health care plan in their annual legislative priorities for 2017. |
| **Next steps:** | Assign Parking and Transportation to include this information in the Diversion program curriculum |

**Increase student contact with faculty and staff, including senior leaders**

Hold lunches with members of the faculty, staff, administration leaders in the student center periodically (i.e. Tuesdays with Tolliver, Coffee with President Hart)

| **Status:** | |
| **Next steps:** | Assign leaders to incorporate this into expectations of their units. Don’t have to provide lunch, can be bring-your-own |

**Promote diversity as well as health & wellness within diversion program at Parking and Transportation**

Include information about diversity, health and wellness in parking diversion program

| **Status:** | |
| **Next steps:** | Assign Parking and Transportation to include this information in the Diversion program curriculum |
Make campus and community resources easy to find online

Create or re-work resource webpage (see gpsc.arizona.edu/resources for concept)
Have printed/printable wallet “cards” with top 10, 20 contacts

Next steps: Identify the appropriate owner of the page (Student Affairs?), and assign them to develop a comprehensive, easy to use resource page that could be linked to broadly.

Improve awareness of OASIS Sexual Assault and Trauma Services

Develop better marketing and communications for OASIS to ensure that the purpose is clear and better communicated so that students are aware of the resource when they need it

Next steps: Identify who is responsible for OASIS marketing and communications; support their improved effectiveness through additional training and marketing resources.

Rename Womens’ Resource Center

Rename the Women’s Resource Center to better reflect what the center does: raising awareness on issues of sex, gender, equity, feminism, and masculinity

Next steps: Assign Women’s Resource Center to come up with a new name.

Evidence-Based, Best-Practices for Sexual Assault Prevention

Utilize STEP-UP program across campus

Next steps: Encourage units to reach out to Becky Bell to coordinate.

Provide HIV/STI testing

Increase number of testing events with external entities
Arrange CatTran route to Southern Arizona AIDS Foundation

Next steps: TBD
Faculty & Staff Diversity

This committee focused on those demands that were about the recruiting, hiring, and retention of a diverse faculty and staff.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Recommendation</th>
<th>Resources Needed</th>
<th>Status &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase faculty diversity</td>
<td>The Strategic Priorities Faculty Initiative (SPFI) hires has been largely considered one of the most effective programs at the UA for diversifying the faculty. The biggest problem is the relatively small in scope. We recommend doubling the funding of the program and moving the number of faculty recruited from 6 to 12 annually. This could decrease the time to reach parity with the student population by 2039 instead of 2061.</td>
<td>Currently the Strategic Priorities Faculty Initiative fund is set around $500K/year</td>
<td>Next steps: To be discussed with relevant responsible parties in particular with Office of the Provost, Human Resources, Chief Financial Officer.</td>
</tr>
<tr>
<td>Increase faculty diversity</td>
<td>To effectively diversify the University of Arizona’s tenure-track faculty, SPFI cannot be the only mechanism for faculty diversification. It is recommended that we expand cluster hires to focus on areas that have a high concentration of minority faculty members, which would also help the strategically position itself as a national leader in the following areas: Border Studies, Digital Cultures, Ethnic Studies (including Mexican American Studies, Africana Studies, American Indian Studies, Asian American Studies), LGBTQ Studies, Racial and Social Disparities (studied through the lens of Public Health, Education, Anthropology, Political Science, Sociology, Arid Lands Resource Sciences, Religious Studies, Soil, Water and Environmental Science), and Popular Culture/Hip Hop Studies.</td>
<td>An estimate of a possible large investment over a 2-3 year period</td>
<td>Next steps: To be discussed to determine possible clusters and calculation of costs by the Office of the Provost, Human Resources, Dean’s Council, Chief Financial Officer</td>
</tr>
<tr>
<td>Create an Asian American Studies Department</td>
<td>While there is a Department of East Asian Studies at the UA, there is not an Asian American Studies Department. This is troubling on a number of levels. First, Asian American Students have the second highest representation in the minority student population, behind only Latina/o students.</td>
<td>To be determined</td>
<td>Next steps: To be discussed by the Office of the Provost, Dean’s Council, College of Humanities Dean, College of Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>
Second, there are departments or programs dedicated to the study of Native American, Mexican American, and African American populations, but there is nothing regarding Asian Americans. This is a glaring omission, and creating this department could also support the larger goal of diversifying the faculty.

| Retain diverse faculty | It is insufficient to only recruit diverse faculty, but it is critically important to retain the ones at the University of Arizona as well. Retention has been detected as a major issue and it should perhaps be the leading recommendation from this group. Retention mechanisms at the UA seem weak and random rather than structural and ingrained in the administrative culture of the institution. While the Faculty Exit Survey points to some other factors ahead of “salary” as triggering faculty attrition, there seems to be some narratives that point to a perceived lack of incentives for faculty of color to stay and to move up in the ranks. According to the Faculty Exit Survey analysis conducted by Dr. Laura Hunter (2016, April 11), bias and discrimination as a contributing factor in the departure decision of 50% of the racial minority faculty surveyed. Within this context, it is necessary to improve the racial climate for minority faculty [stopping here until COACHE survey results can guide this section]. | To be determined | Next steps: A guided conversation about incentives and resources to create a faculty retention and rewards initiative between relevant parties: Office of the Provost, Human Resources, Dean’s Council, Chief Financial Officer. Moreover, more specific data regarding the relationship between incentives, salaries, opportunities for promotion and advancement for faculty on campus is also needed perhaps via a set of particular surveys among faculty of color. |
Cultural Competency Training

This committee focused on those demands that were about creating a culturally competent campus, including students, faculty, and staff.

<table>
<thead>
<tr>
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<tr>
<td>Create a mandatory cultural competency training program for all faculty, staff, and students</td>
<td>Pilot a cultural competency training program in Fall 2017 – The Task Force recommends development of a robust cultural competency training program for faculty, staff, and students (see Appendix for details). In the short term, we recommend hiring a project manager to be housed in ODIEX who would lead a team comprised of members from Faculty Affairs, Academic Affairs, HR, Student Affairs. The team would begin work in Jan/Feb 2017 to bring together resources from across campus to develop a cultural competency curriculum and pilot program to launch with different units (e.g. some colleges, student groups, administrative units) in fall 2017.</td>
<td>Approx. $300K for needs such as a project manager, development of video and other training materials, etc</td>
<td>Status: Provost Comrie, Melissa Vito, and Allison Vaillancourt have all agreed to the concept. Next steps: 1) Identifying and committing funding, 2) Identifying team members from Faculty Affairs, Academic Affairs, HR, Student Affairs</td>
</tr>
</tbody>
</table>

The Cultural Competency Committee has created a larger set of recommendations, with the pilot program above as the immediate priority. The full set of recommendation are:

Training and Education Related Recommendations
Create a fully online, self-paced, mandatory training module to be completed at the outset of matriculation or employment. Current students or employees will be required to complete the program within a set period of time via UA Learning.

- Topics may include: aspects of diversity; diversity at UA; cultural information about main diverse groups; UA policies and practices; cultural communication strategies; strategies for inclusion and resilience. Develop digital companion “handbook” for the training.
- Potentially include specific information for instructors on addressing: inclusive approach to pronouns and names, content (trigger) warnings, creating safe space in classrooms, etc.

Create, maintain and publish inventory of trainings and consultation offers via ODIEX as information hub.

- Use campus media, e.g. Daily Wildcat and Lo Que Pasa, to regularly raise awareness for trainings.
- Conduct Head Up Committee survey to assess needs regarding inclusive excellence and cultural competence training.
- Develop in-house experts to advise and review trainings (see staffing section below).
• Develop a documentation system for participation in trainings and other professional development formats, e.g. digital badging or UALearning, and make documentation of professional development a requirement in promotion and tenure.
• Provide incentives for engagement in/facilitation of consultation and trainings, e.g. release from other service/teaching duties for faculty/staff, and credits or 100% engagement notation for students.

Serve specific populations:
• Provide trainings related to cultural competence and inclusive excellence related to specific student sub-groups and populations (Fraternity and Sorority Programs, Residence Life, Daily Wildcat, ASUA, any program using peer mentors or leaders, etc.).
• Increase Safe Zone Trainings to include online and in-person trainings and require trainings for university populations determined by an advisory board, the Diversity Coordinating Council, and/or ODIEX.

Review of Gen Ed courses regarding their diversity component; aspects:
• Consideration of a mandatory course or modules to be completed by all freshmen and transfer students in their first year;
• Development of several topic-specific modules that can be used in teaching by Gen Ed faculty (race, class, gender, nonwestern societies, etc.); possibly sponsored and overseen by ODIEX and General Education Committee
• Consideration of expanding number of minimum credits.

Create a Center for Research and Development of Intercultural Competence (IC) with an undergraduate certificate in IC, a graduate trainer certificate in SLAT, and a robust trainer corps to serve the needs of UA, Arizona and the US communities to promote Inclusive Excellence, academically and professionally.

Staffing Related Recommendations
Develop advisory board(s) with expert student, staff, administration, and faculty members to mentor departments or units that wish to develop trainings.
• The advisory board could grow from a Faculty Learning Community (i.e. a study/working group of faculty, staff, and graduate students) under guidance of ODIEX, Dean of Students, and Office of Instruction and Assessment.

The advisory board will:
• Develop recommendations regarding the learning outcomes and assessment options for trainings
• Develop a protocol to review and evaluate existing trainings or proposals for new trainings in collaboration with other units, e.g. the Culture and Resource Centers
• Develop resources for cultural competency scholarship and design of trainings
• Develop realistic training schedule for sub-populations in accordance with the departments
• Develop professional development materials for teaching strategies (quizzes on policies; discussions, activities)

Provide stipends, possibly via ODIEX, for those who actively build training modules.

Create paid positions for Safe Zone and cultural competency facilitators (e.g. as ODIEX staff).
Create coordinator for training and development positions within the Dean of Students Office or ODIEX, who will be responsible for coordinating the training advisory board, creating, implementing, and assessing trainings. Additional staff will also be responsible for expanding current trainings such as SafeZone.

Reporting Related Recommendations (also see recommendations by Classroom Experience Subcommittee)
Have only 1 clearing house for student reporting (DOS) and 1 clearing house for staff reporting (OIE), all reporting mechanisms lead to those offices, and make reporting mechanisms more widely available.

- Include reporting link prominently on UAccess Employee.
- Create reporting menu on UAccess Student Center to include: Bias related incidents, Title X related incidents and CofC
- Include reporting mechanism in the UA Mobile App
- Include more prominently: Bias and Title IX reporting specifically in the UA Live Safe Application
- All websites at a certain level/type should include reporting mechanisms (academic departments, all SAEM-AISS etc. )
- Include reporting mechanisms on ODIEX website

Review current reporting mechanisms as well as the processes and consequences of a filed report for bias related incidences.

Achievements
- The non-discrimination policy of the university was advertised to all Greek organizations and potential new members during the formal recruitment processes. The individual non-discrimination and inclusion policies of fraternities and sororities were posted online.
- Fraternity & Sorority programs currently records the demographic statistics for the community.
- The OIA offers workshops on inclusive classrooms for instructors since Aug 2016, and a comprehensive self-paced online “OIA Tutorial: Teaching Diverse Students” will be launched as pilot via D2L by the end of Aug.
Space & Facilities

This committee focused on those demands that were about our built environment, and what space is available for whom and for what use.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Recommendation</th>
<th>Resources Needed</th>
<th>Status &amp; Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Master Plan Process</td>
<td>We recommend embedding Inclusive Excellence into the campus master plan process so that as we work towards our future built environment we are considering diversity in every aspect</td>
<td>Staff time</td>
<td>Next steps: Business Affairs and Office of Diversity and Inclusive Excellence to work together to ensure Inclusive Excellence is embedded into the master plan process.</td>
</tr>
<tr>
<td>Adequately resource campus student centers</td>
<td>Recommend allocating additional space for all Centers, including:</td>
<td>Additional space for campus students center</td>
<td>Next steps: Identify additional space to meet centers’ needs.</td>
</tr>
<tr>
<td></td>
<td>• identifying adequate and functional spaces for the Centers’ collaborative work;</td>
<td></td>
<td>Next steps: Renovate or refresh outdated and old spaces, such as the MLK Building and the Guerrero Center</td>
</tr>
<tr>
<td></td>
<td>• providing shared facilities for student groups, meetings, performance and presentations</td>
<td></td>
<td>Next steps: Consider the multicultural collective model as a way of satisfying additional space needs through shared resources.</td>
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<td></td>
<td>In identifying spaces and fulfilling space needs, optimal co-locations and proximity to the center of campus should be considered.</td>
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<td></td>
<td>Consideration should also be given to University Design &amp; Specification Standards to insure spaces are fully accessible and usable by a diverse range of individuals.</td>
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<td></td>
<td>When planning for new or renovated spaces, the centers’ leaders, students, and stakeholders should be engaged to understand their unique needs.</td>
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<td></td>
<td>For African American Student Affairs, the MLK building should be renovated or an expanded and improved new space should be identified as soon as possible.</td>
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<td></td>
<td>For Asian Pacific American Student Affairs (APASA), the current space is inadequate and additional space needs to be identified and allocated.</td>
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</tbody>
</table>
For Native American Student Affairs (NASA), the current space is inadequate, but would be sufficient if they were allocated space vacated by Asian Pacific American Student Affairs.

For the Guerrero Center in the Chavez Building has adequate space but is in need of refreshing through paint and replacing broken furniture.

For the LGBTQ Resource Center, the current space is inadequate and the Center is not accessible to more than one wheelchair user at a time. Additionally, separate meeting space is needed.

We recommend that space be allocated with food preparation areas at the Centers, recognizing the centrality of food-sharing to their programming.

<table>
<thead>
<tr>
<th>All gender restrooms</th>
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</thead>
<tbody>
<tr>
<td>Recommend adopting the use of the terms “all-gender restrooms” instead of “gender neutral” or other terms</td>
<td>N/A</td>
<td>Next steps: Committee to continue working with VP Bob Smith to finalize the adoption of the nomenclature to be used to reference all gender restrooms on campus, an activity which will require support from other campus leaders.</td>
</tr>
<tr>
<td>Recommend use of the “active wheelchair” icon to represent accessible restrooms.</td>
<td>Reprinting of signs, as needed</td>
<td>Next steps: Identify signs that need to be updated or replaced, and develop a plan and the budget needed to do so</td>
</tr>
<tr>
<td>Recommend mapping and integration of all-gender restrooms locations to the mobile-friendly campus map, as well as including accessible restrooms</td>
<td>Staff time for mapping and updating the campus map</td>
<td>Next steps: Assign Planning, Design and Construction to incorporate location data into campus maps</td>
</tr>
<tr>
<td>Post restroom use statement inside of restrooms and stalls to promote awareness and support.</td>
<td></td>
<td>Next steps: Assign Planning, Design and Construction to develop a plan, with leadership guidance, to achieve one all-gender restroom per building</td>
</tr>
<tr>
<td>Recommend development of a plan to have at least one all-gender restroom in each campus building within five years. Need leadership decision about preferred approach for existing buildings where there is an option: replace existing bathrooms with all-gender bathrooms, or create additional bathroom space.</td>
<td>Funding for remodel of existing buildings</td>
<td></td>
</tr>
</tbody>
</table>
| Additional affordable all gender housing | We recommend conducting a needs assessment to accurately ascertain demand for all gender housing. This should include soliciting expert advice as to demand trends, and conducting simultaneous benchmark study of peers and aspirational institutions to understand capacity and affordability.  
We recommend offering transgender students the opportunity to relocate on an as-needed basis, with a price point match.  
We recommend an assessment of each Residence Hall to determine which buildings can readily implement all gender housing options | Additional all gender housing | Next steps: Residence Life is conducting a survey of facilities to understand what options exists across all price points  
N/A | Next steps: Promote and raise awareness of opportunity to relocate so that transgender students in need can take advantage of this option  
Staff time and funds for remodels, if needed  
Next steps: Identify opportunities to create additional all gender housing to achieve best practice benchmarks; assign Residence Life to develop a plan to achieve this level of housing availability |
| Establish spaces for spiritual practice | The committee learned of an informal survey of available campus spaces for meditation and spiritual practice being conducted by the Office of Instruction and Assessment and the Confluence Center’s Contemplative Pedagogy Collaboration.  
We recommend that the committee work with these groups on their survey to make sure it is sufficiently inclusive, and that data regarding spaces be integrated into the campus map.  
We recommend focused dialogue with Native American Student Affairs and Native American students to understand the unique needs of the Native American communities. | N/A | Next steps: Committee to work with Office of Instruction and Assessment and the Confluence Center’s Contemplative Pedagogy Collaboration to complete an inclusive survey of spaces, and to understand if there is currently sufficient space  
Next steps: Assign Planning, Design and Construction to incorporate data about contemplative spaces into the campus map  
Next steps: Assign Planning, Design and Construction to connect with Native American Student Affairs to better understand the needs of the Native American communities |
<p>| Small sanitary trashcans in all | We recommend codifying the inclusion of small sanitary trashcans in all restroom stalls in University Design &amp; Specifications Standards. | N/A | Next steps: Assign Planning, Design and Construction to update the University Design &amp; Specification Standards |</p>
<table>
<thead>
<tr>
<th>restrooms stalls</th>
<th>We recommend the purchase and deployment in all women and all-gender restrooms over 5 year period. Include deployment in men’s rooms when the building does not have an all-gender restroom.</th>
<th>Funding for purchase and installation of trashcans</th>
<th>Next steps: Assign Planning, Design and Construction to develop a plan and a budget to purchase and deploy within 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicate a residence hall wing for Asian Pacific Islander theme living/learning community</td>
<td>We recommend that Residence Life identify an appropriate residence hall and work with Asian Pacific American Student Affairs to offer an Asian Pacific Islander theme living/learning community</td>
<td>Facility and staffing for the community</td>
<td>Next steps: Assign Residence Life to begin working on a plan for what it would take to establish a living/learning community</td>
</tr>
</tbody>
</table>
APPENDIX I.

The Diversity Task Force is made up of faculty, staff, students, and community members. We are organized into eight subcommittees: Classroom Experience, Admissions and Financial, Health and Wellness, Faculty and Staff Diversity, Cultural Competency Training, Space and Facilities, Student Experience, and Student Support.

Participants

Co-chairs
Javier Duran, Director, Confluence Center
Tannya Gaxiola, Assistant Vice President, Community Relations
Bryan Carter, Associate Director, Africana Studies
Jesus Trevino, Vice Provost, Inclusive Excellence

Task Force and Committee Participants
Trinity Goss, Student, AASA
Nicollette Buckle, Student, AASA
Marc Acuna, Alumni Multicultural Clubs
Mark Napier, Associate Director, Operations
Hannah White, Student, APASA
Deanna Maria Johnette Robain, Student, APASA
Michael Finnegan, Student, ASUA
Rasheda Poe, Student, ASUA
Lorenzo Johnson, Student, ASUA
Lisa Salgado, Director, Women’s Basketball Operations
Debra Cox Howard, Clinician, Campus Health
Lynn Reyes, Alcohol and Other Drug Prevention Specialist, Campus Health
Christina Rocha, Classified Student Council
Chris Sigurdson, Vice President, University Relations
Jen Hoefle-Olson, Director, LGBTQ Affairs
Teresa Graham-Brett, Associate Dean of Students, Dean of Students
Krista Millay, Director, Women’s Resource Center
Dan Xayaphanh, Director, Asian Pacific American Student Affairs
Kendal Washington White, Assistant Vice President, Dean of Students
Rebekah Salcedo, Director, Scholarships and Financial Aid
Rodney Mackey, Associate Director, Planning and Public Private Partnerships
Nolan Cabrera, Associate Professor, Educational Policy and Practice
Ron Trosper, Professor, American Indian Studies
Lynn Nadel, Professor, Psychology, Cognitive Sciences
Michelle Blumenberg, Hillel
Kathy Adams Riester, Associate Dean of Students, Dean of Students
Barry Benson, Affiliate, Foundation
Sarah Netherton, Graduate Student
Trace Camacho, Assistant Dean of Students, Greek Life
Stephanie Zamora, Student, Guerrero Student Center
Gabriel Higuera, Student, Guerrero Student Center
Monica Contreras, Guerrero Student Center
Allison Vaillancourt, Vice President, Human and Resources
Mary Beth Tucker, Assistant Vice President, Institutional Equity
Mary Knudson, Student, LGBTQ Resource Center
Kat Hermanson, Student, LGBTQ Resource Center
Daniela Kaplan, Student, LGBTQ Resource Center
Jacob Winkelman, Student, LGBTQ Resource Center
Christine Salvesen, Senior Director, Academic Success and Achievement
Eliza Yellow Bird, Learning Specialist, Office of Diversity and Inclusion
Nikki Lewis, Student, Native American Student Affairs
Souksavahn Keovorabouth, Student, Native American Student Affairs
Jordan Jimmie, Student, Native American Student Affairs
Ali Tsosie, student, Native American Student Affairs
Jennifer Chee, Student, Native American Student Affairs
Desi Rodriguez-Lone Bear, Student, Native American Student Affairs
Drew Harris, Student, Native American Student Affairs
Monty Begaye, Student, Native American Student Affairs
Winnie Tsosie, Staff, Native American Student Affairs
Nick Sweeton, Interim Executive Director, Residence Life
Meg Lota Brown, Professor, English, SPBAC
Karen Francis-Begay, Assistant Vice President, Tribal Relations
Lieutenant David Caballero, UAPD
Olivia Robertson, Student, Women’s Resource Center
Lexy Reyelts, Student, Women’s Resource Center
Madison Steinke, Student, Women’s Resource Center
Kenzie Bevington, Student, Women’s Resource Center
Anna Keene, Student, Women’s Resource Center
Jamie Utt, Student, Women’s Resource Center
Nick Taras, Student, Women’s Resource Center
Enid Bos, Program Manager, OLLI
Amanda Kraus, Deputy Director, Disability Resource Center
Cheree Meeks, Director, First Year Experience
Lyn Duran, Director, Academic Advising-Student Services
Nicole Swintek, Program Coordinator, Immunobiology
Jennifer Donahue, Assistant Professor, Africana Studies
Celeste Bustamante, Committee on the Status of Women
Sofia Ramos, Committee on the Status of Women
Mariateresa Bissinger, Student, Committee on the Status of Women
Jerry Perry, Associate Dean, Libraries
Mascha Gemein, Associate Professor of Practice, Office of Instruct and Access
Kevin James Byrne, Assistant Professor, School of Theatre/Film and Television
Maribel Alvarez, Associate Research Social Scientist, Southwest
Jen Teske, Associate Professor, Nutritional Science-Res
Chaplain Ben Garren, Christian Campus Center
Alex Blandeburgo, Director, Residence Life-Facilities
Jessica Mendiola, Community Director, Residential Education
Ashley Kurtz, Assistant Director, Residential Education
Sumayya Granger, Assistant Director, Academic Support
Noelle Sallaz, Associate Director, International Student Services
Luis Castillo, Coordinator, Marketing/Recruitment
Amber Tetreau-Segura, Assistant Director, Admissions/Immigration-Student Services
Nicholas Ferdinandt, Associate Director, Centers for Applied and Public humanities
Nicole Gonzalez, Specialist, Academic Advising
Tommy Ross, Community Member
Ursula Schuch, Special Assistant to the Dean, Diversity, CALS
Dominic Rodriguez, Chief Operating Officer, Cooperative Extension, CALS
Russ Toomey, Assistant Professor, Family and Consumer Sciences, CALS
Dawn Gouge, Specialist, Entomology, CALS
Melissa Silva, Coordinator, Student Services
Gurtina Besla, Assistant Professor, Astronomy
Nancy Rodriguez-Lorta, Director, Advising-Student Services
Sarah Williams, Academic Advisor, Social and Behavioral Sciences
Liz Kamerer, Specialist, Learning
Brianna Sheaffer, Academic Advisor
Treya Allen, Student Academic Success Specialist
Devon Moule, Academic Advisor
Karlyn Bradley
Jill Hewins, Specialist, Student Academic Success
Robin Rarick, Director, Academic Advising-Student Services
Paloma Boykin, Academic Advisor
Wolfgang Fink, Associate Professor, Electrical and Computer Engineering
David (Sandy) Marshall, Assistant Director, Master’s in Development Practice
Ivanna Harrison, University Religious Council
Bridget Gee, University Religious Council
Lisa Rascon
Ashlee Linaress-Gaffer, Assistant Professor of Practice, Nutritional Sciences
Nina Ameli, Student, GPSC
Adela Licona, Associate Professor, English
Fleming Boykin, Academic Advisor, Social & Behavioral Sciences
Devin Moule, Academic Advisor
Shevonda Joyner, Diversity Task Force Intern
Omar Pereyra, Diversity Task Force Intern
Taperra Riddle, Diversity Task Force Intern
APPENDIX II.

Cultural Competency Training Pilot Project Recommendation
Cultural Competence Subcommittee, Diversity Task Force, 2015-2016

Meetings with
- Allison Vaillancourt, Melissa Vito, Tannya Gaxiola, Jesus Treviño, Andrew Comrie
- CCT Subcommittee: Mascha Gemein, Ursula Schuch, Teresa Brett, Nick Ferdinandt

Agenda:
Suggestions to meet the students’ call for a central, mandatory cultural competency training for students, staff, and faculty as well as to develop more instances of cultural competency trainings for professional development across campus.

Summary of ideas:
1. Addition of a position to ODIE for a program coordinator-type expert who can help with managing, advising, and overseeing the development of central and diverse specific cultural competence trainings.

2. Creation of a fully online, self-paced, set of modules that students, staff, and faculty will participate in at the outset of enrollment or matriculation.

Details:
**Training content:** The centrally mandated modules will extend the welcome and orientation to this campus community und thus probably not be labeled as “training.” Core modules will:

- Establish an aspirational, engaging tone for inclusive excellence.
- Inform about the demographics and diversity of the Wildcat community
- Include an opportunity toward cultural introspection to determine the participants’ individual sense of identity and belonging
- Include videos with comments of students, staff, and faculty that will give voice to the community and facilitate perspective-taking (videos featuring positive experiences, learning experiences, and resilience)
- Emphasize what everyone can do to help create safe environments and lively, respectful interaction and exchange
- Provide some vocabulary and communication strategies as toolkit to provide motivation and confidence for interaction
- Inform about signs of disrupted inclusiveness (e.g. microaggression), resilience, peer support, and reporting/reconciliation mechanisms
- Inform about additional resources, contacts, and professional development offers on campus

Additional modules will be targeted to specific subgroups, e.g. the knowledge and skillsets more specific to faculty, staff, and students.
Technology: The modules could possibly be facilitated via D2L and be administered via UALearning.

- Students and faculty are familiar with D2L to a degree, and all people with a UA NetID have access to D2L. The UA has a solid support structure for D2L in the Office of Instruction and Assessment.
- UALearning is the central administrative key to monitoring participation and completion. Faculty Affairs, Student Affairs, and Human resources have the possibility to administer the training for the specific populations.
- For both D2L and UALearning, all necessary infrastructure is in place.

Developmental phases:
- Phase 1 (Spring 2017?): Creation of core modules with simple, internally produced videos; review with internal experts and volunteers
- Phase 2 (early Fall 2017?): Pilot run with different units, e.g. some colleges, student groups, administrative units; development and integration of more video material; revision process
- Phase 3 (Spring 2018?): Campus-wide offer of core modules; creating of additional modules recognizing the different needs of various constituents: staff; teaching faculty & learning assistants (TAs, preceptors, etc.); off-campus affiliates (UA extension programs); students; student staff; review with internal experts and volunteers
- Phase 4 (Fall 2018?): Pilot runs for additional modules; revision
- Phase 5 (Spring 2019?): Campus-wide offer of core and additional modules; yearly or biennially review, evaluation, and revision of modules

Recommendations

Needed for Spring 2017: Personnel & Resources

- Designation of existing staff in Faculty Affairs, Student Affairs, and Human Resources to dedicate part of their work time to supporting the development and maintenance/revision of a central cultural competency training in collaboration with each other, ODIEx, and the CCT subcommittee of the Diversity Task Force
  - Provost Comrie suggests that the CCT subcommittee might provide some recommendations for the desired qualifications of staff members to engage in this task
- Creation of an additional, full-time position in the ODIEx: Project Manager/Advisor for Cultural Competency Trainings (both central trainings and diverse, more specific ones across campus)
○ Development of a strategic plan regarding the UA infrastructure of cultural competence trainings and their further development

● Part-time involvement of an existing instructional designer (and/or D2L support person), possibly through the Office of Digital Learning or the Office of Instruction and Assessment

● Resources to gather a committee of expert UA members from across campus who can review and vet the content for newly created modules (stipends, work-load release, etc)