RECOMMENDATIONS OF SPECIAL TASK FORCE MEMBERS: FIRST SUBMISSIONS: 20 MARCH 2014

FACULTY, ADMINISTRATION & STAFF

1. Create a Sustainable Diversity Education Program for faculty, staff and administrators---long-term and short-term. (Murray)

2. View faculty engagement in diversity training, service as positive factors for retention, tenure and promotion. (Murray)

3. Commit to the aggressive recruitment of female faculty and faculty of color; and ensure that female faculty and faculty of color are retained, promoted and tenured. (Cordell)

4. Create a sustainable campus-side diversity education program for faculty, staff, administrators, and students. (Lin)

5. Faculty engagement in diversity training, service, and research tied explicitly to the retention, tenure and promotion process. (Lin)

6. Faculty and staff recruitment and hiring should reflect the diversity of the campus and the community of Santa Clara County. (McKee-Stovall)

7. Campus administration should re-evaluate its role and relationship with faculty and students. (McKee-Stovall)

8. Provide workshops and training materials for faculty seeking ways to integrate diversity issues into lectures, discussions, and class assignments. (Heiden)

9. Create diversity training for faculty staff and administrators. (Callender)
RESIDENTIAL LIFE

1. Ensure that RA's and other Residential Life staff make frequent visits to theme suites to observe activities and displays in the common areas; and ensure that staff are trained to recognize controversial/hate symbols and their potential to create a hostile environment for students. (Cordell)

2. Increase the RA to student ratio from 1:50 to 2:50. (Cordell)

3. Mandate follow up by Residential Life staff within 24 hours with the involved students after incidents of bias/hate come to the attention of staff. (Cordell)

4. Ensure that Residential Life staff who most frequently interact with students (including, but not limited to RA’s) are aware of the racial identities of the residents. (Cordell)

5. Require Residential Life staff to carefully scrutinize and discuss student agreements shortly after the agreements are signed, and to immediately follow up with students if staff have any questions or need clarifications. (Cordell)

6. Ensure that all Residential Life staff trainings include explicit discussions about racial prejudice, racist/hate symbols, and about how to create an environment in which students will speak up without fear of retribution. (Cordell)

7. Schedule monthly and mandatory check-ins with suite-mates in group settings (and on an individual basis, when necessary); and invite graduate students from the School of Social Work and from the Department Psychology to observe these check-ins for the purpose of providing feedback Residential Life staff about group process and how to encourage full and honest participation by students in the monthly meetings. (Cordell)

8. Require all students who reside in residence halls to participate in diversity programming in which race is explicitly discussed. (Cordell)

9. A better review of the roommate/suitemate contracts. . . . a review of the contracts on a higher level before being put away for filing. (Gonzalez)

10. RA’s have check-ins with their residents on a monthly basis (Gonzalez)

11. Housing administration and staff members should find a way to verbally communicate main points that exist in the housing contract, which includes the responsibility of a resident. (Gonzalez)

12. All Residential Advisers should be at least a junior in College. (McKee-Stovall)
13. Residential Advisors should reflect the diversity of the campus. (McKee-Stovall)

14. Residential Advisor should have access all spaces deemed student housing for the purpose of promoting student safety, engaging in necessary follow up to concerns or to conduct an investigation. (McKee-Stovall)

15. Residential Advisors should receive training from a competent consultant on the history of race in America, ethnic relations, gender relations, cross cultural relations involving sexual orientation, religion, veterans’ status, disability and income inequity. (McKee-Stovall)

16. Policies and procedures specific to screening students for placement in housing should be enhanced to higher best practice standards that avoid isolation of ethnic minorities, nationalities, non-English speakers, members of the LGBT community, or genders. (McKee-Stovall)

17. Individual meetings between students and housing staff should take place within the first few weeks of each semester to identify issues and concerns that may not revealed in group settings of via formal reporting processes. (McKee-Stovall)

18. Interview tools that are patterned after best practices should be developed for use by housing staff. (McKee-Stovall)

19. Special Interest suites/floors should be geared toward promoting diversity appreciation and cross cultural exchange. (McKee-Stovall)

20. Ethnicity/culturally-based theme floors in campus housing. (Heiden)

21. Establish of themed communities requires a better process to determine what's actually needed. (Callender)

22. Explore the reinstatement of a multicultural themed community. (Callender)

23. Establish a roommate selection/matching request process. (Callender)
FROSH ORIENTATION

1. Include explicit and substantial programming about race in Frosh Orientation. (Cordell)

2. A sliding fee scale of $0 - $400. (Alaniz)

3. Appoint a committee that will examine orientation at other campuses that have reported success in terms of student feedback and retention. (Alaniz)

4. Orientation of new students about campus diversity and support services should be paced over time. (McKee-Stovall)

5. Ensure that training for RA’s, RLC’s and ARLC include practical training on how to identify traditional hate symbols. (Callender)

6. Make training for housing residents mandatory. (Callender)
REPORTING PROCEDURES & POLICIES

1. Create a link on the SJSU website connected to the campus police and to the Office of Diversity for the reporting of hate crimes, as well as incidents of bias-based conduct/speech (race, ethnicity, religion, gender, sexual orientation) that do not rise to the level of criminal behavior. The link should allow individuals to report anonymously. (Cordell)

2. Create a SJSU mobile application for smart phones to report incidents of hate crimes and incidents of bias-based conduct/speech. (Cordell)

3. Ensure that the VP of Student Affairs, the VP of Finance & Administration, other executive level officials and the Campus Police promptly inform the Office of the President and the Cabinet of conduct that is or may be viewed as constituting hate crimes. (Cordell)

4. Ensure that the University’s response to bias-based misconduct is as immediate as it is for other forms of misconduct. (Cordell)

5. A link installed on the housing website where residents can feel free to address any concerns with the option of anonymity. Responses could be made to the general page which concerns were posted on, eliminating the need for one’s personal email address to contact them. (Gonzalez)

6. The Chief of SJSU Police Department and the university administration should review the MOU between Santa Clara County Law Enforcement Agencies and the Santa Clara County Network for a Hate Free Community to ensure familiarity with the terms of the MOU and compliance with the best practices articulated in the document. This document should be reviewed in concert with the Santa Clara County Chiefs of Police Association and the Santa Clara County Network for a Hate Free Community. (McKee-Stovall)

7. Administration in collaboration with the Faculty Senate and Student leaders should review all campus policies specific to bias, discrimination, hate violence and bullying for the purpose of determining the adequacy of the policies to meet current expectations regarding the establishment and maintenance of a campus free of bias, discrimination, hate violence and bullying, and transformative measures such as the legacy of hate in America, cultural sensitivity training and progressive disciplinary actions up to and including termination from admission to the university, or employment with the university. (McKee-Stovall)

8. All policies specific to bias, discrimination, hate violence and bullying should include a matrix with time certain periods for documenting and communicating awareness of incidents of bias, discrimination, hate violence and bullying the action taken and recommended actions to be taken in response to the incident. (McKee-Stovall)
9. Develop an emergency response plan for significant incidents on or near campus that may impact the campus and surrounding communities sense of well-being in the wake of incidents of bias, discrimination, hate violence or bullying. (McKee-Stovall)

10. All administration, faculty, staff and students should be provided a copy or link to policies, procedures and forms that will assist the campus to develop and maintain an open, transparent just process for reporting incidents and obtaining appropriate feedback about the campus management of incidents that occur on campus. (McKee-Stovall)

11. Policies, procedures and communication matrixes regarding bias, discrimination, hate violence and bullying should be included in all staff trainings and posted for student to see at any given time. (McKee-Stovall)
CAMPUS CLIMATE

1. Create an Office of Campus Diversity led by a Vice President for Diversity who reports directly to the President and whose authority is to coordinate and oversee diversity with respect to students, faculty, staff and administration. (Murray)

2. Conduct Periodic Campus Climate Surveys (akin to the Murray Study) every four years under the auspices of the Office of Campus Diversity (refer to recommendation of Professor Murray), which study is to be available to the public and utilized by faculty, staff, administrators and students to determine what if any programs are necessary to promote diversity on the campus. (Cordell)

3. Give formal University recognition to the groundbreaking work by Professor Susan Murray on the 2011 Campus Climate Research Project and ensure that her study remains available on the SJSU website. (Cordell)

4. Undertake a study to determine why graduation rates for African American and Latino males are low and take immediate steps to improve those rates. (Cordell)

5. Include explicit discussion about race in all diversity programming. (Cordell)

6. First Year Course taught by professors or counselors; included in the curriculum should be a module for each diverse group that is represented. An example may be something like this from Stanford http://geriatrics.stanford.edu/ethnomed/ (Zhen)

7. Institute an ethnic studies requirement for all students that uses a participatory pedagogy and provides students with the opportunity to get to know each other through structured group interaction in the classroom. Classes should be taught by diverse faculty. (Alaniz)

8. Create a reporting mechanism for bias incidents. There needs to be reporting mechanism for microaggressions and bias incidents. (Lin)

9. Create a sustainable campus-side diversity education program for faculty, staff, administrators, and students. (Lin)

10. An Office of Campus Diversity led by a Diversity Officer be established to oversee, manage, and assess the campus-wide bias incident reports and all diversity efforts, including but not limited to, the recently created Commission on Diversity, the forthcoming recommendations from this Special Task Force on Racial Discrimination, the Assembly Select Committee on Campus Climate, and the task forces to facilitate graduation for Black/African-American and Chicano/Latino students. (Lin)
11. A first-year-experience (FYE) class mandated for all entering students. (Lin)

12. Review the 2011 Campus Climate Study as a basis for understanding first person points of view about the strengths and weaknesses of inter-cultural relationships on campus. (McKee-Stovall)

13. Engage the faculty senate, campus staff and interested student leaders in the development of a Campus Climate Plan of Action. (McKee-Stovall)

14. Throughout the year the campus should maintain a published website and calendar that reaffirms the campus pride in its diversity. (McKee-Stovall)

15. The Campus Climate Committee model should be employed and expanded to include an opportunity for every member of administration, faculty, staff and student leadership to rotate through the committee as a contributing member. (McKee-Stovall)

16. All administrators, faculty, staff and students should be provided a handbook and link to a video exercise that introduces and allows for the practice of “Recognizing and Interrupting Prejudice” in a variety of campus settings, i.e., housing, classroom, general socialization. (McKee-Stovall)

17. Rules of discourse in the classroom should be established that promote civility, discernment, reasoning and spirited debate absent of personal dimensions that demean, disrespect or deny the perspective of all parties. (McKee-Stovall)

18. Any publication of opinions that challenge the culture, customs, practices, etc. of another culture should be balanced with a counter opinion that promotes a campus best practice of discernment, reasoning and debate. (McKee-Stovall)

19. Expand Sci 2 to accommodate more students. (Randle)

20. Evaluate current efforts, or planned efforts, on campus to minimize duplication of efforts. (Heiden)

21. Increase events such as the showing of “Undocumented” with opportunity for discussion. Encourage faculty to provide extra credit for participation and written or oral presentation reflecting on the experience. Incorporate discussion about the event into class discussions when appropriate. (Heiden)

22. Expand opportunities for student participation in Leadership Today. (Heiden)

23. Create a first year experience course. (Callender)

24. Establish Office of Campus Diversity. (Callender)
25. Re-establish Campus Climate Committee. (Callender)

26. Conduct an updated diversity study. (Callender)

27. Explore mandatory diversity academic curriculum. (Callender)

28. Re-establish a broad and diverse campus/community task force which meets on a regular basis. (Callender)