

**STRATEGIC PLAN
2002-2007**

“At the start of a new century and a new millennium, each university in the State of Arizona provides a supportive and challenging environment in which diversity is valued. Women are present at all levels in numbers reflecting the national and local communities served” (ABOR, “A Vision for Women,” February 27, 1990).

“Changing ingrained cultures, thinking and attitudes is not an easy task, nor one that is reversed quickly.”” –Regent Judy Gignac, April 19, 2001

BACKGROUND

In 1991, the Arizona Board of Regents issued the report *Reaching the Vision: Women in Arizona’s Universities in the Year 2000*. Described as one of the most comprehensive reports of its kind, the Board, in *Reaching the Vision*, established a set of recommendations in the areas of equity, career development and campus climate designed to improve the status of women at the three state universities. Following the release of this report, the ASU Commission on the Status of Women was established in 1991 for the purpose of monitoring the implementation of these recommendations and advising the President on the overall progress of the institution towards equity.

The Arizona Board of Regents has continued to monitor the system-wide progress of the Commission on the Status of Women and has reaffirmed its commitment to the purpose, goals and objectives of the CSW in 1995, 1996, 1998, 2000, and most recently in April 2002. ABOR has authorized a system-wide performance assessment in 2005, thus continuing a pattern of sustained attention to issues of equity for women in Arizona’s universities.

The ASU Commission on the Status of Women has issued annual reports since 1992 detailing the university’s progress. In 1998, we reported progress on 80% of ABOR recommended actions. Some of ASU’s most significant accomplishments include:

- Inclusion of trained Equal Opportunity/Affirmative Action representatives on *all* search committees;
- Institution of sixteen hour release time policy for classified staff professional development activities;

- Work/Life Task Force resulting in new work/life balance programs and childcare initiatives, including the addition of infant slots and the Child and Dependent Care Task Force;
- Establishment of databases that enable monitoring of gender distribution and compensation equity;
- Achievement of base salary parity for faculty women by department and rank.

THE ISSUES

The ASU Commission on the Status of Women recognizes that ASU has a demonstrable high level commitment and history of progress towards achieving gender equity, has implemented policies and structures that enhance the climate for women's success and has provided access to data crucial for the monitoring of gender equity. These are significant accomplishments. Significant problems, however, remain. Identified problems in Spring 2002 included:

- Base salary data masks potential inequities in total compensation, including non-monetary compensation and rewards. Such factors as summer money, sponsored projects, class sizes, teaching loads, resource allocation, assignment of teaching/research assistants and awards and recognition must be assessed for their equity implications.
- Too many policies, particularly those concerned with release time, flexible work schedules, and family leave are left up to the discretion of the unit head. This results in uneven and at times inequitable implementation.
- Evaluation criteria appear unclear, inconsistent or inappropriately applied.
- Childcare and eldercare resources are thin.
- Pockets of hostile and chilly climates.

These issues, although addressed by the ABOR Reaching the Vision recommendations, continue to be on-going concerns for ASU women. Their persistence, coupled with several independent initiatives to address these issues, led the Commission, with the support of the Provost's Office, to undertake a strategic planning initiative in April 2002.

STRATEGIC PLANNING PROCESS

In April 2002, the ASU Commission on the Status of Women, with support from the Provost's Office, undertook a strategic planning initiative for the purpose of developing a *new* strategic action plan for the university that would prioritize key issues, needs, and goals affecting the status of women at ASU. The process involved two and one-half days of small group interviews with a cross-section of women faculty, staff, students and administrators from Main and East campuses, culminating in a day-long retreat. The entire process was facilitated by an outside consultant. Retreat participants included key administrators, unit heads, constituent groups, CSW members, and interested individuals.

The Commission on the Status of Women and the retreat participants recognize the many positive aspects, as noted above, in the climate for women at ASU. Consistent with the CSW's charge, however, the retreat focused on issues that continue to affect women at ASU and the strategies for addressing them.

This report will summarize the major findings from the small group interview process and present immediate and long-range strategies to address the priority areas identified in the strategic plan: climate and culture; accountability; compensation and resources; training and professional development; visibility and voice; and safety.

MAJOR FINDINGS

The results of our small group interviews, and their consistency with other studies here at ASU and other similar institutions, point out serious concerns about the climate for women at ASU. The most significant findings concerning the climate for women are:¹

- Consistent reports by faculty and staff of planning or intending to leave the institution (A Spring 2002 Retention Study by the Faculty Women's Association found that a large majority of faculty women have considered leaving the institution and almost 30% of women faculty were actively considering leaving ASU);
- Feelings of being undervalued, isolated and disrespected were reported by all levels and categories of women employees and women undergraduate and graduate students;
- The discretionary power of unit heads to implement or not implement important workplace policies has created inconsistent and inequitable treatment across units and sometimes within units;
- The role of chairs and unit heads in setting the tone/culture for their units;
- Informal decision networks limit, and in some cases actively undermine, women's leadership;
- Lack of information about employee and student policies, benefits, and services is widespread;
- Lack of accountability for workplace climate and climate for diversity;
- "Exodus" of senior faculty women, particularly women of color, is having an acute effect on how junior faculty women of color see their career progression at ASU;
- Inequities in total compensation for faculty, including non-monetary compensation and rewards, arise as a result of discretionary power of academic administrators to allocate resources such as summer money, sponsored projects, class sizes, teaching loads, resource allocation, assignment of teaching/research assistants and awards and recognition;
- Evaluation criteria appear unclear, inconsistent or inappropriately applied;
- Childcare and eldercare resources are thin;
- Women do the hidden work of the unit and as a result their work is not valued, not recognized, and not rewarded;
- Need for good mentoring at all levels and categories of women employees and women undergraduate and graduate students;
- Physical safety of women students;
- Pockets of hostile and chilly department and classroom climates.

¹ Please contact the CSW Office, 480.965.2958 or carolyn.forbes@asu.edu for a full report of the discussion group findings.

VOICES HEARD

“He told me if I was going to get married, I wasn’t serious about my career.” —graduate student

“There is no culture in my department that includes women.” —faculty

“My chair told me I would only get tenure because I’m a women of color.” —faculty

“I do the work, he gets the credit.” —staff

“The other male supervisors are given 90% of the meeting, I get 10% and he overyells me.” —supervisor

“I can only succeed if I’m not noticed.” —undergraduate student

REMEDIES: IMMEDIATE ACTION (“Quick Wins”)²

Priority Areas: Accountability, Climate, Voice & Visibility

- Present these findings and proposals to Dean’s Council and other administrative forums. (Summer 2002 and on-going, Provost, Deans, Commission on the Status of Women)
- Develop and implement models for academic leadership that incorporate issues of the climate for gender equity and diversity. (Fall-Spring 2002-2003 and on-going, Provost)
- Develop and implement models for administrative accountability that incorporate issues of the climate for gender equity and diversity. (Fall-Spring 2002-2003 and on-going, Provost, President, Commission on the Status of Women)

Priority Area: Compensation and Resources, Voice and Visibility

- Centralize “family-friendly” resource information on ASUWeb. (Fall 2002, Provost, Executive VP for Administration and Finance, VP for Student Affairs)
- Assess strategies for improving benefits available for domestic partners; implement strategies as possible. (Summer 2002 and on-going, President, Provost, Executive VP for Administration and Finance, General Counsel)

Priority Area: Safety

- Increase safety escort service hours of operation (Fall 2002, Student Affairs, ASASU)
- Residence hall safety assessment (Summer 2002 and on-going, Student Affairs; Administration & Finance)

²Progress reports concerning these items were issued in August 2002 and February 2003. For a copy of these reports, please contact the CSW office, 480.965.2958.

- Assess current structure, staff, resources, leadership and visibility for relationship and sexual violence prevention education and programming (Summer, Fall 2002, Student Affairs)
- Campus lighting and police presence in lot 59 (Administration and Finance)

Priority Area: Voice and Visibility

- Representation for service professionals (Executive VP for Administration and Finance, Provost)

Priority Area: Training & Development

- Centralize mentoring resource information on ASUWeb, develop strategies for improving faculty mentoring (Spring-Summer 2003 and on-going, Provost)
- Improve supervisory and managerial training through the incorporation of case studies involving gender and diversity issues (Summer-Fall 2002 and on-going, Human Resources)

REMEDIES: LONG-TERM

Recommendations and issues identified in this section reflect the multiple voices and ideas recorded at the strategic planning retreat. Some of these ideas are highly specific, some more general. Experience in the long-term will determine which of these strategies will ultimately prove workable.

Because of the particular role of unit heads in setting departmental tone, recommendations concerned with training and development for these individuals appear throughout the different priority areas. Each recommendation concerned with training emphasizes different aspects or expectations regarding values and behavior and thus they take on different tones and titles. Retreat participants were agreed, however, that no training in the world will be effective in producing a positive climate unless individuals are held accountable for the climate that they produce.

PRIORITY AREA: CLIMATE AND CULTURE

The term climate is most directly understood as the environment in which a person works and learns. Significant indicators of a positive climate are that individuals feel valued and respected and believe they are treated fairly. Culture refers to the core values and behavior patterns that are supported in the university environment through institutional policies, organizational structures, resource allocation, evaluative criteria, and customary ways of acting. Climate and culture issues can be expressed along any of these dimensions. For example: Does the university recognize that balancing work/academics and family concerns is important to a large segment of its employees and students? Has it allocated resources for the provision of benefits, programs and services? Does it view these resources as investments in its employees and students or as window-dressing? Are there policies that take account of the potential need for flexible work scheduling or

family leave? Is the use of these policies encouraged or discouraged, overtly or subtly and by whom?

Climate and culture have multiple layers. It is possible to have an overall positive climate in the university, but a negative climate in one's unit. The reverse is also true. One can thoroughly enjoy their department, but find the overall climate or culture to be a negative one for women's advancement. Climate and culture can also be ambivalent, with some positive aspects and some negative aspects, overall and within one's unit. Many of the comments we heard throughout our small group interviews expressed these kinds of distinctions in their experience of the climate at ASU. Recommendations in this report are therefore aimed at both the general climate and at the unit level—the “microclimate” in which people work and learn.

In some sense, all of the recommendations that will be made in this strategic plan are concerned with the climate and culture of working and learning at ASU. Each priority area is aimed at improving some specific area of ASU's climate and culture. Recommendations in this area are aimed more broadly at the overall climate and culture and, as a result, there may be overlap with more specific areas.

ISSUES: CLIMATE AND CULTURE

The single biggest issue consistently identified throughout the small group interviews was the power of unit heads (chairs, directors, supervisors) to determine the climate of their unit. Many of ASU's workplace policies that have been most important to women, such as release time for staff training and flexible work schedules, are left up to the discretion of the supervisor. Thus, policies are implemented unevenly and inconsistently across the university, creating the perception of an inequitable climate.

Other problems identified in the climate for women include:

- *Women's work styles not respected*
- *Gender bias in evaluation*
- *Differential workloads*
- *Protection of male or white in-group*
- *Women of color expected to do more college and departmental service*
- *Sexual harassment*

RECOMMENDATIONS: CLIMATE AND CULTURE

1. The President and all Provosts and Vice Presidents should make regular, public statements about the significance and relevance of women and diversity to the overall success of ASU.
2. The President and all Provosts and Vice Presidents should make regular, public statements in support of flex-time, family leave, and staff training policies for maintaining a positive work climate.
3. Elevate accountability for the climate within Vice Provost/Vice President positions. Define clear responsibilities for evaluation and maintenance of a climate of equity. (Possible models: The University of Wisconsin-Milwaukee VP for Climate; University of Maryland Diversity Report Cards).

4. Provide an on-going mechanism for assessing the climate. (Diversity audits, benchmark indicators are possible methods.)
5. Best practices managerial and diversity training should be strongly emphasized for all administrative personnel including Deans, Chairs and Directors. Training should be aimed at creating and maintaining an equitable environment. Such training should be systematic and on-going, and included in administrative job descriptions and be required as a condition of employment for new administrators. Training should detail differences between chilly and affirmative climates, and should demonstrate how to create and maintain affirming and equitable workplace climates.
6. Training on classroom climates should be systematic and on-going for all faculty.
7. Incorporate an assessment of climate into performance evaluations at all levels.
8. Strategies for empowering victims of hostile and chilly climates should be developed.

PRIORITY AREA: ACCOUNTABILITY

Although ASU has many policies and programs in place that express support for diversity, affirmative action, equity for women, positive and balanced working and learning environments, and annual performance evaluations, there is a general sense that they are not systematically supported or enforced. “Opaqueness” was the term one participant used to describe accountability systems at ASU, particularly when it comes to ensuring accountability for an equitable and supportive environment. Such concerns as incompetent supervisors, abuses of supervisory power, lack of merit guidelines, minimal commitment to work/life balance, and failure to conduct annual performance evaluations are all aspects of the accountability problem.

Accountability has been identified as key to changing climate and culture. However, people need to know what they are being held accountable for. Performance management has long been recognized as an essential best practice for any organization, yet ASU has not clearly defined management and leadership competencies, nor has it defined consequences for failure to conduct performance evaluation or rewards for doing so. Thus, there are no guidelines with which to evaluate management and leadership performance, and little incentive to do so. The determination to create an effective accountability system that encompasses issues relevant to the status of women will ultimately determine whether the institution is successful in its effort to promote an equitable workplace climate.

ISSUES: ACCOUNTABILITY

Governance and decision-making

Lack of communication

Uneven policy implementation

Limited Voice of Service Professionals

Protection of in-group

Need for inclusive and transparent processes
College and department service expectations on women of color
Comparability of campuses
Managerial and supervisory evaluation
Managerial and supervisory tools
Lack of consequences

RECOMMENDATIONS: ACCOUNTABILITY

1. The President must make the climate for women and diversity a major pillar of his administration, with a specified action agenda and specific performance measures. Diversity should be seen as a universal responsibility for which all administrators will be held accountable.
2. The President and all Provosts and Vice Presidents should publicly articulate the *criteria* (not the individual evaluations), including criteria for diversity and gender equity, upon which Chairs, Deans and Directors are evaluated.
3. All annual performance reviews of unit heads should include criteria assessing support for diversity, including *documented* actions and results. Criteria should include such items as diversity of search pools, hiring, retention, career progression of faculty, professional development of staff, professional development of self, diversity programs, and unit climate assessment.
4. All unit heads should be required to attend affirmative action, sexual harassment training, and management training. Chair differential pay should be dependent upon the completion of such training (described below).
5. ABOR faculty personnel policy states that, “[c]riteria for merit awards must consider teaching effectiveness, research and scholarly growth activity, and professional/public service, and *efforts to assist in the achievement of departmental and/or university affirmative action goals and minority student recruitment and retention goals*” (emphasis added). Promotion and tenure criteria, and the evaluation of unit heads should reflect these elements as well.
6. Clear, written benchmarks for performance expectations at time of hire should be developed. When changes are necessary, benchmarks should be adjusted and communicated accordingly.
7. The President should initiate a revision of the performance management system. A revised performance management system should identify performance criteria based on key work skills and management competencies (where applicable). The management or leadership competencies should include competencies for managing a diverse and gendered workforce and for work/life balance. Further components of a performance management system may include:
 - The development of a reciprocal evaluation system wherein employees have input into the evaluation of their supervisors;
 - Guidelines and mechanisms to ensure the protection of confidentiality in units with small numbers of employees, to prevent retaliation, and to prevent misuse;
 - Identification of consequences for failure to conduct performance evaluation; and
 - Identification of mechanisms for improving deficient competencies.

Ways in which a performance management process can be streamlined through the use of technology should be explored. The feasibility of any system is rooted in technology that allows users ease of access, follow up and tracking. Finally, an implementation plan that includes time lines, training of employees in the new system, and oversight and monitoring of the implementation process should be established as part of this revision.

8. Unit heads should clarify and communicate their approach to issues such as flextime, family leave, job sharing, staff training, and other work/life issues.
9. Create mechanisms for accountability in post-tenure evaluations of teaching. Research has shown that factors such as the gender, race, or ethnicity of the professor and the content of the course bias student evaluations of teaching. These factors must be taken into account in any review of faculty teaching.
10. Training for diversity should include a discussion of subtle discrimination, gender bias, and strategies for diversifying units. This training should have a strong emphasis on practical, hands-on strategies for problem solving and the use of diversity *as an asset*.
11. Better data on student, staff, and faculty parents needs to be collected. For example, what percentage of each category are parents? How does being a parent affect working and learning? What benefits and services would best enhance work-school/family balance and working and learning excellence?

PRIORITY AREA: COMPENSATION AND RESOURCES

Salaries of ASU's classified staff remain below the Phoenix market. Rising costs for healthcare are taking a larger percentage of each employee's paycheck, effectively reducing gains in market equity. Increases in other associated fees, such as parking, also increase the cost of working at ASU. Women remain concentrated in the lower power grades.

Benefits and services are not conceived holistically. Services, such as child and family resources and the safety escort service, initially designed to meet student needs have been expanded to include employees, but communication, coordination, delivery, and resource allocation remains fragmented. A more holistic approach towards funding and coordination needs to be taken where employees and students have overlapping needs. The awkward position of graduate students as both employees and students needs sustained attention.

Complaints continue about inequities that exist among various employee types on how policies (e.g., flex time and leave) are applied differently and unfairly, how expected performance is subjective and unjust (vastly different workloads for comparable positions), and how compensation for comparable positions is vastly different across vice presidential areas. Beyond the work and pay problems this creates, this has a significant effect on employee morale and motivation.

Employees perceive a lack of adequate, timely, complete and convenient communication of current compensation and related benefits, issues and changes. University contact on employee fiscal issues is minimal and passive. Website blurbs and occasional broadcast emails pointing to the HR website are the norm. ADOA publications and campus forums are the other most common communication mechanisms. Contact is largely by email, thereby excluding employees who do not have access or training to use e-mail, and exclusively in English. For those who can access and read it, the HR website is difficult to navigate, often vague/brief and occasionally out-of-date. For example, it takes four clicks from the HR homepage to reach the tuition waiver information menu page and graduate waivers are still listed as taxable eight months after a ruling change (as of 8/02). In communications, obvious questions are ignored or glossed over in bureaucratic euphemism, minimization and passive voice.

ASU's HR Department and general administration are not perceived to be strong advocates for employee issues at the state level. If efforts are being made to address staff pay, partner benefits, health benefit costs, and other vital compensation and benefits issues, they are not well known and therefore give the impression that the ASU administration is disinterested or worse yet, 'on the side of' state decision-makers rather than employees. The information that does tend to get out and be remembered is the "out of our hands" disclaimers made when state decisions are unfavorable.

Better coordination of employee service delivery is an on-going concern. HR specifically has made efforts in the past year to better consolidate, implement and publicize employee resources (e.g., Work/Life Balance programs, Development Center in Ag Bldg, the *Sparkler* postcards). Nonetheless, rising costs, cut services and increasing campus population size continue to require ongoing, modern and flexible services to our shifting stakeholders.

ISSUES: COMPENSATION AND RESOURCES

Lack of communication

Need for improved benefits

Cost of benefits

Employee Benefits/Student Services

Coordination of resources

Resource allocation

Funding barriers

Comparability of campuses

Discretionary power of supervisors to implement workplace policies

RECOMMENDATIONS: COMPENSATION AND RESOURCES

COMPENSATION AND RESOURCES: EQUITY IN COMPENSATION AND BENEFITS

- The President and Provost must continue to make achieving salary equity for classified staff a priority. Campus compensation and benefits must be brought in line with the Phoenix market.

- The President and Provost must advocate for domestic partner benefits in order to achieve benefits equity, attract and retain employees, and remain consistent with ASU's non-discrimination policies and values. All internal policies that can be changed to include domestic partners should be changed.
- Create a sliding scale for employee portion of health care coverage in order to minimize the effect of health care costs on lower-wage employees.
- Investigate and correct the GA overwork/undercompensate situation across campus to maintain fairness and eliminate exploitation of assistantships (20 hours paid = 20 hours worked).
- Continue to monitor and fix compensation inequities across campus units. Employees should be fairly compensated for similar work of similar quality across the campus.
- Improve classified staff databases to enable more rigorous equity studies.
- Identify and monitor all sources of compensation, including offers, and publicize problem patterns.
- Units should monitor the allocation of resources (e.g. research and travel money) to ensure equity. Money should be reallocated to correct any identified inequities.

COMPENSATION AND RESOURCES: COMMUNICATION

- All HR communications should be issued in English and Spanish. Equity in communication is important for the retention of a diverse workforce.
- HR should consider a regular central broadcast email for employees (monthly), moving to weekly during critical times (e.g., enrollment, system changes, budget crisis).
- HR should create an optional update distribution list for employees with greater interest in more frequent and/or more detailed updates.
- HR should post full text of all email messages on its website simultaneously, and maintain an on-line archive of past communications.
- HR must ensure that hardcopies of all employee emails are posted in less computer-driven areas (e.g., FacMan shops, Custodial Svcs area offices, etc.) This important responsibility should be delegated to a specific individual.
- HR, the President, the Provost, and the Executive VP for Administrative Services should be more explicit about their reasons and decisions regarding compensation issues. This transparency will alleviate negative speculation and demonstrate good faith efforts of administrators to improve compensation.
- HR should improve its website to more clearly and quickly provide compensation information:
 - Make benefits a first-level link from the HR homepage.
 - Post quick descriptions of all compensation and benefits offered, their monetary value(s), and links to more in-depth descriptions. (A cheatsheet of benefits.)
 - Post brief summaries of key, popular and/or misunderstood policies, with links to the appropriate SPP or other pages.
 - Post list of links to additional off-campus resources (with appropriate disclaimer of non-endorsement as needed).

- Prepare 1-page “cheatsheets” on benefits, retirement, insurance and other popular compensation and benefits issues (adapt the webpage materials). Copies should be available in HR offices, and other locations on campus where access to computers is limited.
- Provide examples of how ASU compares, good or bad, against other state agencies and against peer institutions. Such comparisons of parking rates have been good example of how this can quell some complaints about ASU’s offerings.
- Employee groups should provide links on their respective websites to HR website. HR should make its logo available to assist efforts to channel employees to HR.

COMPENSATION AND RESOURCES: ADVOCACY

- President and Provost should be more aggressive in advocating with ABOR, ADOA and legislature on employee concerns (e.g., benefits parity for domestic partners).
- President, Provost and HR should use suggested communication improvements to better inform employees of efforts on their behalf. Even if these efforts are not successful in every case, the situation will be better understood and appreciated by employees.
- Decision processes should be more transparent. Who makes decisions affecting employee compensation and benefits? How and when do they make them? Mechanisms should be created to seek input from front-line employees.
- Health benefits for teaching and research assistants should be improved. Prescription drug coverage should be provided to the health care plan for students.

COMPENSATION AND RESOURCES: SERVICE DELIVERY

- Identify and evaluate current benefit and service offerings. Systemically assess whether current university-wide offerings are effective and needed as offered, what could be done better, and what is missing entirely.
- Clarify and consolidate employee services and resources, including those that may serve both employees and students, and over a variety of issues: childcare, eldercare, partnership.
- Reallocate staff, funds and other resources topically, such as a women’s center and/or work/life center to a central, one-stop shop for receiving services, materials or referrals.
- Research, identify and offer additional resources from on and off campus—grants for support of these efforts, off-campus assistance available directly to users, etc.
- Institute clear process and responsibility for maintaining these assessments and adjustments to an officer or office with ability to carry them out.

PRIORITY AREA: EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT

Access to education, training and professional development opportunities has long been recognized as a significant factor in overcoming obstacles to women's participation and advancement in the workplace. The rapid pace of technological change, the clustering of women in the lower echelons of both classified staff and faculty, and the skills necessary to move into administrative, managerial and executive positions continue to make education, training and professional development a high priority for women.

Attitudes and skills of unit heads (e.g., supervisors, directors, department chairs) play an enormous role in setting a tone that either fosters or negates career and professional development. The on-going diversification of the workforce makes good management skills a particularly acute need. Feelings of isolation, disrespect, and lack of mentoring were issues identified across all groups of women on campus, with some pockets of exceptionally positive climate. Inattention to the need for good management increases the potential for such feelings.

Issues and recommendations in this area reflect two identified needs: 1) that management training be taken seriously; and 2) that a positive climate for individual professional development be fostered through attention to attitude and availability, i.e., women's work and career issues should be taken seriously, and policies and programs to support individual development be implemented.

ISSUES: EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT

Promotion Opportunities
Mentoring
Policy Implementation
Climate of Disrespect
Protection of In-group
Lack of Communication

RECOMMENDATIONS: EDUCATION, TRAINING AND PROFESSIONAL DEVELOPMENT

EDUCATION & DEVELOPMENT: FOCUS ON MANAGEMENT

1. Develop and initiate a program for "Ethical Human Resource Management" that will encompass and define performance expectations in the areas of:
 - Leadership
 - Diversity
 - Work/Life Approaches
 - Performance Management
 - Professional Development of Employees
 - Climate
 - Recruitment, and Retention
 - Modeling for Innovation
 - Compensation equity in both monetary and non-monetary ways

- Pro-active recognition of work styles and contributions

Such training should be adopted for:

- Executive level
- Department chairs and unit heads
- Supervisors (academic and non-academic)
- Chairs of personnel committees, search committees
- Faculty
- Student Leadership

EDUCATION AND TRAINING: FOCUS ON EMPLOYEE GROUPS

2. Create targeted career/professional development programs for mid-level groups:
 - mid-level managers and directors
 - service professionals
 - associate professors (disciplinary-based focused essential)
3. Increase minimum number of staff training hours allowed under SPP 601: Employee Development.
4. Evaluate Women's Collective Retreat as possible model
5. Enhance graduate student training

EDUCATION AND TRAINING: FOCUS ON INDIVIDUAL

6. Assess current education, training, and professional development programs. What are we doing? How are we doing it? What works? What do we want to keep? What do we want to change? How do we want to enhance opportunities?
7. Create "life span" templates/guidelines for employees.
8. Career ladders

EDUCATION AND TRAINING: FOCUS ON COMMUNITY

9. Enhance, expand, and affirm general education and awareness of diverse communities at ASU including LGBT community.

PRIORITY AREA: SAFETY

A safe learning and working environment encompasses protection from physical danger on campus, to freedom from threat, intimidation, harassment, and hostile behavior. Constant and proactive attention to these issues is necessary in order to prevent crime and harassment from occurring, and to ensure awareness of where to go to report crimes that may occur. Coordination among the offices concerned with all aspects of crime prevention/response and safety education is vital to the maintenance of a safe and open campus climate. Although the majority of recommendations in this section are concerned with students, all groups and classifications on campus must be taken into account in our efforts to ensure a safe campus environment.

ISSUES: SAFETY

Physical safety of students, staff, and faculty

Sexual harassment

Rape, sexual assault and relationship violence

Institutional commitment to women's safety concerns and needs

RECOMMENDATIONS: SAFETY

1. Safety Escort Service (SES)
 - Seek collaboration with SES, DPS, VPSA, Provost and Risk Management to address problems and solutions to SES gaps.
 - Institutionalize Safety Escort Service (e.g. stabilize annual budget, administrative support, administrative department)
 - Expand safe transportation beyond campus boundaries (SES, FLASH, T.I.M., Safe Ride Van)
 - Support blue light priority plan
 - Improve lighting on campus malls, parking structures, construction areas at all campuses

2. Sexual assault, relationship violence, and rape awareness, education, and response
 - Student Affairs should assess and improve the quality, leadership and visibility of its relationship and sexual violence prevention programming. Funding and staffing levels should be included in this assessment.
 - Student Affairs should aggressively seek funding to enhance its relationship and sexual violence programming capabilities.
 - Student Affairs should better promote existing services aimed at women's safety issues on campus; Student Affairs should take the leadership on identifying and coordinating collaboration among units and organizations to ensure issues are addressed across the spectrum of awareness and prevention.

3. Enhance student awareness and networking around safety and sexual harassment issues and resources.
 - Identify and widely distribute a shortlist of people with positions who can be contacted when there are safety concerns (e.g. who to contact in Residence Life if there are concerns about safety in the residence halls).
 - Ensure that regular education programs are being conducted that inform and support students in the use of prevention strategies and safety resources.
 - Provide targeted education to groups whose social norms may support gender bias, gender violence, or excessive use of alcohol and drugs that often result in sex-related crimes (e.g., fraternities and athletes).
 - Widely publicize where and how to report violent crimes.
 - Utilize ASASU funding opportunities to conduct safety and education programs.

4. Develop Safety Advocacy Network
 - Coordinate the development of a safety advocacy network with women's student, staff, and faculty groups on campus.
 - The Safety Advocacy Network should provide special advocacy for the safety concerns of disabled people.
 - The Safety Advocacy Network should work with appropriate offices to address safety needs of offices with extended hours.

5. Cart Services for people with disabilities
 - Assess needs and extend disability services cart hours to provide service for staff if warranted (currently ends at 4:45pm/SES does not provide services until 6pm).

6. Residence Life should assess the need for window bars in Sonora Center to prevent unwanted entry.

PRIORITY AREA: VISIBILITY AND VOICE

Integral to a discussion of the climate for women at ASU, is the question of visibility and voice. Are women's voices heard in staff meetings, faculty meetings, administrative meetings, or are they overlooked? Are differences in women's styles of work and communication noticed? Their contributions recognized? Or is someone else getting the credit for work they didn't perform?

Are there avenues for all groups of women to have input into university decision-making? Are there opportunities for all groups of women to connect? Are there opportunities for both male and female supervisors, managers, and directors to become more aware that styles of work and communication are heavily gendered? That the distribution and types of occupations of male and female employees in the workforce is gendered and that the distribution and selection of majors by students is also gendered?

Is there recognition of the multiple and overlapping identity positions occupied by women? Is there recognition of the diverse contexts of women's lives? Of student and employee lives? How are women seen or rather *not seen* by those around them? This latter question is the fundamental issue facing many women on this campus. The feeling that they, and therefore their contributions, are invisible contributes in large part to the consistent reports heard across all groups of women we interviewed that their work is not respected or valued. This reality is a significant climate issue for women in all levels of employment at ASU.

ISSUES: VISIBILITY AND VOICE

Isolation

Limited Voice

Lack of Communication

Inclusive and Transparent Processes

Recognition and Rewards
Governance and Decision-making
Domestic partner recognition

RECOMMENDATIONS: VISIBILITY AND VOICE

1. Create advisory body/communication network for Service Professionals.
2. Ensure that new employees and employees that change classifications are notified of employee groups/organizations as well as notified in changes in their status and benefits.
3. Formalize expectation and reward for professional development and networking within the performance management system.
4. Ensure time and support from unit to attend training.
5. Ensure training of supervisors in diversity best practices to promote and encourage inclusiveness of all voices, work styles, as well as gender, physical disabilities and sexual orientation.
6. Leadership training that teaches how to recognize a variety of contributions.
7. Increase awareness and enhance visibility of nomination procedures for university committees. Advise employees of procedure for self-nomination.
8. Recognize and respect domestic partners; ensure that domestic partners of faculty, staff, and students are given same respect as spouses.
9. Expand definitions of inclusion, i.e. women includes women of color, international women, women whose first language is not English, women with disabilities, GLBTQ women, sorority women.
10. Facilitate contact and communication among women's groups on campus through regular meetings of leadership, coalition meetings, web site of women's organizations.
11. Continue to encourage university affirmative action/equal opportunity efforts.

CONCLUSION

Women's issues necessarily intersect with a variety of other individual and group issues because women encompass the entire range of diversity and are found in all categories of employment and all groups of students. Thus, a plan focused on women's issues can help to support and advance the goals of all of us on campus. There are many ideas, recommendations and proposals, both specific and general, contained within this plan. In the final analysis, the specific routes that we take will be worked out in a context of collaboration and experience and will not necessarily reflect the specific items mentioned in this plan. The goal, however, is clear: To improve the climate for all women at ASU.