



## The Council of Presidents Priorities Academic Year 2020 - 2021

The Council of Presidents (“COP”) is composed of the presidents from the five student governments of Arizona State University (“ASU”): the Undergraduate Student Governments (“USG”) of the Downtown Phoenix, Tempe, Polytechnic and West locations, and the Graduate and Professional Student Association (“GPSA”). For this year, the students of ASU elected Presidents Nora Thompson, Jacqueline Palmer, Troy Anderson, Natalie Carranza and John Oyas to serve in the aforementioned positions.

Our mission is to put the students as ***the top priority*** in providing service to the university by delivering leadership that enhances the Sun Devil way of life, amplifies the voices of students especially the traditionally underrepresented, and embodies zealous advocacy for the unique interests of students.

Every year, the COP creates a list of priorities that enumerates a comprehensive, but not exhaustive, list of advocacy items that embodies the vision on how it wants to furnish its mission and pledge of service to the students of Arizona State University. The priorities for this academic year are centered around three main themes: Success, Access, and Diversity. While not mutually exclusive, these themes provide us guidance to the direction we believe that would enhance and improve the Sun Devil way of life.

This priority document is a result of our efforts of engaging with our constituencies, researching the data by speaking with ASU Staff members and reaching out to ASU Alumni who provided some insight on what resources they wished to have been available during their time in our university.

Our intention in writing our priorities in detail is not to provide the one direction we must take to improve the Sun Devil Lifestyle. We are writing these priorities in detail to provide a substantive idea of the reasons why changes need to be made, but vague enough to provide functionally equivalent substitute changes. The advocacy items enumerated in this list are not limited to action items that are designed to take some form of completion. But all these advocacy items are intended to take the form of a beginning. These beginnings will redefine and elevate what a student can expect when they pursue an education in “a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.”<sup>1</sup>

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<sup>1</sup> Arizona State University, [Arizona State University Charter](#), 2014.



## **SUCCESS:**

### **Course Evaluations**

- **Course Evaluations Specific to Students with Disabilities**

ASU provides accommodations for people with disabilities. However, there is no system on how students can provide feedback on how the accommodations have been administered. Having course evaluations geared towards assessing the delivery of those accommodations would give insight on what faculty has been doing well and what needs to be improved.

This is a necessity because, while we have inclusive policies, we have to ensure that they are also inclusive in implementation. There would be times that the delivery of those accommodations do not completely fulfill the necessity of having one. For example, a student who needs an accommodation to have classes recorded due to attention deficiency. However, that student's professor may be susceptible to going on tangents in class. This makes the student have a tougher time following the material they are supposed to be taught because of the disruptions of tangents even in recorded videos. An evaluation of the course which focuses on the delivery of accommodations would allow the professor to know more about how to be conscious about the different ways students learn and adapt their teaching styles to the demographic of their classroom.

We would like to work with the Provost's Office and Student Accessibility and Inclusive Learning Services ("SAILS") to find a way to gather feedback on how accommodations have been implemented and how they can be enhanced. This would be an effort to ensure that no student is disadvantaged.

- **Mid-semester or Earlier Course Evaluations**

- The purpose of this priority is two-fold. First is to provide an ample amount of time for students to fill out course evaluations before their academic schedules make it less likely for them to make thoughtful assessments of their courses. The second is to allow students to provide an assessment of their courses in the middle of the semester in the effort of providing their professors feedback on how they can tailor their teaching style the way their class learns during the respective semester.

Providing mid-semester or earlier course evaluations should be a university-wide practice. Furthermore, we believe that it should be marketed at least equally as the end-of semester evaluations. In contrast to end of semester evaluations, students would have a greater interest in



filling these out. Knowing that these would be reviewed in the middle of the semester would incentivise students to fill them out because change that applies to them may happen.

A significant priority of ASU is to promote student involvement and usage of course evaluations. Providing the opportunity for students to fill out their course evaluations early helps promote this priority. With earlier course evaluations, students are able to fill out their evaluations prior to both studying, and taking their final exams.

### **Increased Support for Student-Parents**

- The purpose of this priority is to ensure that students who are parents are provided with the support to succeed while balancing academic and parental responsibilities. This includes expanding the support we provide to student-parents and having a more comprehensive data collection to allow ASASU to advocate for them better.
  - For example, we would like to have more breast feeding stations available at each campus location. We would also like to benchmark our data collection processes with other institutions that have excelled in this area of student advocacy.

### **Food Insecurity**

- We acknowledge that an aggressive plan to alleviate food insecurity deals with long-term and short-term solutions. We believe that the university should maintain a balance in providing access to both. The chief characteristic of this balance is to provide the basic necessity of nourishment to students as they invest in themselves with the long-term solutions before they see the fruits of their labor.

Our goal for this priority is to reconfigure what the pitchfork pantry looks like: a virtual pitchfork pantry. The reason food insecurity is an important topic is to help students with retention efforts and access to resources.

- This is the [proposal](#) of the current Pitchfork Pantry Student Leaders. Their voice is very important in this matter as they have been supporting students through food insecurity during their tenure.
- Some ideas to research could include collaborating with the student organization, the Maroon and Gold Dollars (“M&G”) Initiative, on things like student’s providing leftover M&G that does not rollover after the summer. Using the Student Advocate’s Office, we would like for students to be able to qualify for a specific amount of M&G for a period of time to be used and recycled back into ASU dining. We also could look into what



Frys, M&G or Safeway gift cards for them to use could be. Using M&G and gift cards rather than a pantry can promote the purchases on a need-basis and not allow food to perish.

- With this new program, starting an anonymous form for invisible students suffering from food insecurity can come to life. This way students can identify themselves and their needs in a way that makes them feel comfortable and safe.

### **Help in Finding Affordable Housing**

- We would like to enhance how ASU provides options to housing while attending our university. The purpose of this priority is to broaden the amount of options students have in choosing their housing arrangements that fits their financial situation. An example of this would be collaborating with ASU's new search platform in finding housing options.

### **Stricter Guidelines for On-Boarding ASU Police Department (“ASU PD”) Officers**

- We take a strong stance in ensuring that racial profiling does not happen in our univeristy - or even just the appearance of it. This priority serves a two-fold purpose: we want to not only promote better policing in our ASU Community, but also we want to encourage every member of our society to pursue a degree in higher education - including our peacekeepers.
- Our first priority with this is that Police officers are subjected to a training created by students of color specifically about profiling. COP will be working with the public safety UBC, coalitions and any other relevant student groups to create this and require officers to attend the training.
- ASU should make the hiring of police officers who hold a Bachelor's degree, are seeking a Bachelor's degree and/or possess significant experience and training in working with underrepresented groups and cultures a significant end. At ASU Police officers are not required to hold a bachelor's degree, officers are subjected to psychological testing among other industry standard practices before hiring. We are a university where students from different backgrounds pursue an education, and every student perceives the world differently. This requirement alleviates concerns of actual or even the perceptions of racial profiling.

Our proposal is better understood by starting this discussion with the history of policing. 80 years ago, finishing highschool did not provide the same standard degree that it does today, having a diploma set an individual apart, in the same way that having a bachelors degree does today. That standard has not changed, despite the US population



becoming significantly more educated police officers are still only required to complete highschool.

The university's degree in criminal justice embodies our vision of better campus policing. It gives a person a well rounded view of the criminal justice system and how it operates along with exposing students to other viewpoints. The degree plan requires classes like race, ethnicity and crime or gender and crime exposing officers to ideas that they might not have experienced outside the classroom.

As Nelson Mandela said "education is the great equalizer" and that can mean a host of things but here we want to focus on equality of thought and have officers experience other perspectives. Having bachelor's degrees opens doors for Police officers to get masters degrees and PhDs. ASU PD officers could become Sergeants and Captains and change the dynamic of policing in the phoenix area and eventually the world. Education is a powerful tool, our intention is to use it to improve the way that our officers interact with the world.

Empirically there is merit to requiring officers to have a bachelor's degree. ASU and many police departments across the country use a "community policing model. This means that ASU PD are "community members" they get to know the students and foster better relationships with students than they would just being authority figures. This model is complex, which is the point, we want students to feel safe with the police if they need to come to them for anything. But as policing gets to be more about the sociology and psychological aspects of police work it makes more sense for ASU to adequately prepare officers for those complexities by requiring an education.

We acknowledge that we do not know every solution to making sure everyone feels safe and welcomed in our institution, one that is "measured not by whom we exclude, but rather by whom [it] includes and how they succeed. " But as far as we are concerned, we know that this is a top priority. To us, this means employing an aggressive and bold measure in attaining such by creating and implementing a solution in its possible causes identified by experts and academics in this field. <sup>2</sup>

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<sup>2</sup> (Parker, L. Jr, Donnelly, J., Gerwitz, J., Marcus, J. and Kowalewski, V. (1976), "Higher education: its impact on police attitudes", *The Police Chief*, Vol. 43, pp. 33-5.; Roberg, R.R. (1978), "An analysis of the relationships among higher education, belief systems, and job performance of patrol officers", *Journal of Police Science and Administration*, Vol. 6, pp. 336-44.; Trojanowicz, R.C. and Nicholson, T. (1976), "A comparison of behavioral styles of college graduate police officers v. non-college-going police officers", *The Police Chief*, Vol. 43, pp. 57-8.)(Rydberg, J., & Terrill, W. (2010). *The Effect of Higher Education on Police Behavior*. *Police Quarterly*, 13(1), 92-120.)



### **Good Samaritan Policy**

- A Good Samaritan policy on campus is essential to protect students from University liabilities when seeking medical attention. The other Arizona Universities - Northern Arizona University and University of Arizona - both have medical amnesty/good samaritan policies that help protect their students. While education on the danger of drugs and alcohol is important - it is also important to have help after an incident as well. Due to the risk of violence, injuries and death connected to the use and misuse, and abuse of alcohol and other drugs, a Good Samaritan policy allows students to seek help for themselves and others without the anxieties of extreme repercussions.
  - We would like this policy to include action from Student Rights and Responsibilities, and ASU PD. Instead of academic punishments or MICs for abuse of alcohol and other drugs, education should be the solution for students who found themselves in compromised situations.
  - While we can hope students will do the right thing in a moment of need, with fear this is not always the case. This will encourage students to help look out for each other.
- Naloxone on Campus, have as many 24-hour university staff have access to naloxone as possible, given limitations on liability and drug availability. Students will be able to contact a person with access to the drug on behalf of themselves and friends at all times and know that they will not be punished for asking for help.

### **“Adulting”**

This priority comes from our efforts to reach out to previous USG administrations, specifically USG - Tempe 2013-2014, 2014-2015 and 2015 - 2016. We would like to support Sun Devils as they prepare for the adult world.

- **Adulting 101**

We would like to partner with experts from our university and financial literacy non-profit organizations to create a curriculum that educates students how to navigate adult life, which inevitably comes with financial duties and responsibilities like filing taxes. To underscore the importance and impact of this scant resource, a previous USG executive and now part of the management team of a fortune 100 company stated, “Why wasn’t this offered? I need these resources still and I’m 27 years old.”

This is a need that has never been identified or, at least, been fervently advocated. This may be due to the retrospective nature of identifying this need:



people will not find themselves needing this knowledge until they are forced into a situation to use them.

- **Increase Awareness and Utilization of [adulting.asu.edu](http://adulting.asu.edu)**

This website contains a broad range of topics that help navigate the uncertain world of being an adult. For example, it has articles that detail how to file taxes, discuss the pros and cons in using a credit card, and how to grieve the loss of a loved-one while in school. It is, however, not well known. We would like to help in being able to spread the awareness of this resource as part of the University's push for holistic wellness.

## **ACCESS**

### **Collab with title IX staff members**

- With the recent Title IX changes many students will be left confused. We hope to help increase the awareness of changes to title IX and advocate for increased resources such as publicized peer support groups for sexual violence victims on campus. This includes ASU explicitly publicizing these changes and what it means for the University via push, website, etc. It is also important to emphasize the specific policies that the University offers to students already.

### **Safety Walk With SAILS (Student Accessibility and Inclusive Learning Services)**

- Every year, USG conducts safety walks to ensure that the University is up to date with materials like lighting, sidewalks and more. But, we felt that every year, this excludes students with disabilities. Therefore, we would like to emphasize the safety walks to students with disabilities so that we can cater to their needs while still including all students to ensure everyone feels included.

### **Increase Safety Awareness Requests**

- Many students are not aware that they can put in requests for improving safety on campus. Although there are requests that are submitted when safety walks are done, students don't know that they can put in these requests throughout the year. Therefore, we would like to increase the awareness of the requests so that students don't have to wait until the safety walks. Our hope is that we can partner with the UBC, Disability Advocacy and Awareness Committee, and ASUPD to ensure that we can reach as many students as possible.

### **Connecting with Students**



- With increased use of the ASU app this semester, we want to have easier access to get information out to the students. the information we plan to disseminate is:
  - COVID-19 updates
  - Motivational quotes
  - Anti-racism education
  - Tools and resources that allow students to confront inappropriate behavior on campus
  - Voter registration information

### **Food Inclusivity**

- Food and nutrition may only be one aspect of a student's life, but in the aggregate this may affect aspects of a students life beyond academics. Food and nutrition are part of a person's basic needs. Not every student has the privilege to have the comfort of knowing that they would be able to have this need everyday, not necessarily in budgetary constraints but the logistical access to these foods. COP takes pride in ASU's diversity, this includes students from every walk of life who may have to adhere to a certain dietary convention.
- Many students are not aware that ASU has [nutritionists](#). Increasing the knowledge of them amongst students through promotion in dining halls will educate students on their options.
- We want to see increased hours on religious holidays for students that might be fasting and rely on the dining hall for meals. There has been feedback from students who celebrate religious holidays such as Ramadan who are not able to use their meal plan at night. The increasing hours of dining halls and/or meal exchange times can help resolve this issue.
- The creation of a food-map indicating where the university serves foods that accommodate allergies, religion, and preference will help the university identify which part of each campus are "food deserts" for student groups. This will lead to adding additional inclusive foods being added to dining halls and POD markets.

### **Increased Transparency Regarding Tuition and Fees**

- Transparent and easily accessible information on fees and tuition is vital for the success of all students at Arizona State University. Students have the implicit right to know where their money goes to through tuition and fees, and why it is going there. We would like to work to continually improve the information available to all students about where their money is going, and why it is being allocated in such a way.





- During the COVID-19 era students have made continual concerns known to the Council of Presidents about where their money is going to. Knowledge will decrease their concerns and fears.

### **Counseling Specific for Underrepresented Groups at ASU**

- Counseling Services is committed to increasing diversity of counselors. So are we. We would like to bridge the gap between the provider and the receiver of the services by providing a platform that allows students to provide feedback of the counseling services. We believe this is important because, while counseling of any kind is always welcome, underrepresented students and faculty often have drastically different experiences than the rest of our students and faculty on our campuses. We envision counseling to have an easy experience for underrepresented students to discuss issues directly related to these experiences with counselors who have also had those experiences. We would like to achieve this by bolstering our relationship with Counseling Services through utilizing the Student Health Advisory Board.

### **Menstrual Equity Expansion and Improvement**

- Menstrual products are essential for all students/staff that menstruate. While it is a great step for our University to provide free products in the main buildings on campus, we must keep expanding the locations and look at the quality of these products being offered.

### **Increased Transparency for Graduation Numbers and Metrics**

- We want every student to see themselves represented in the metrics that ASU uses to identify themselves in a national standpoint. Publish data on race and ethnicity, graduation numbers by age graduation numbers alongside federal data.
- Many universities consider any job attained by alumni, following their graduation to be part of that university's alumni employment rate. The Council of Presidents would like ASU to pursue a more holistic approach to alumni employment rate after graduation, specifically a "professional employment rate." This employment rate would be in addition to current metrics. The "professional employment rate" specifically focuses on ASU graduates who are working in a professional field.
- This employment data should be easily accessible to all students and faculty from the ASU Career and Professional Development page.

### **Improved Career Services**



- We would like to partner with the Career Service to tailor the resources they will be providing students during our present circumstance. As we anticipate a change in employment landscapes due to the pandemic, we will be underscoring the importance of having a stellar application while building a career during a tough economy. At this moment, we can expect that Career services provide the usual resume reviews, mock interviews, and career fairs. But it is equally appropriate to see more from our Career Services Department during these unprecedented times. For example, we would like to see educational opportunities that are geared towards online and phone interviews.
- Bridging the Gaps Initiative – Provide educational resources that allow traditionally marginalized populations to be competent in the informal aspects of acquiring a job or navigating their careers. An example of this would be teaching how to negotiate a salary or create programs that teach students how to network in a professional environment that traditionally has employed a demographic of people who do not look like them or come from a background that they can identify with.

In this spirit, we would like to work with Career Services to not only identify internalized roadblocks in seeking life-changing opportunities, but also find ways to alleviate their impact on our students. We want to help everyone, no matter where they come from, in finding their confidence in taking what is rightfully theirs.

#### **Increased Voter Registration and Voter Turnout**

- We would like to increase voter registration and voter turnout on campus for the upcoming election. Students should use their voices on and off campus. With this we would like ASU to sign on to the PAC-12 All-In Voter Registration Challenge. We can do this by having more events to promote voter registration and hand out stickers with QR codes to sign up, and much more.

#### **Increase Marketing and Resources for Student Health**

- The goal of this priority is to educate students on the vast resources available for their health and wellness during their time as students in ASU, resources include gynecological appointments, UTI and STI testing .
  - Example Campaign: Partner with Grokker Well-being Platform to provide resources for all students and adults under the employment of ASU.



- Example Campaign: Emulate a Barrett-Digest Subscription for all on-campus students and include mental health resources and peer-support circles.
- Example Campaign: Collaborate with American Foundation for Suicide Prevention to promote black mental health resources such as Black Emotional and Mental Health Collective (BEAM)

### **Sustainability**

- Beginning the discussion of what the implementation of a Green Fee to help support sustainability efforts on campus could look like on campus. *Need to research PAC 12. Goal to submit by January for approval for Spring Semester ABOR tuition meeting\**
  - This Green fee would help fund a sustainability action fund for specifically students beyond the offerings of SIRF tier 1 is a necessary expansion of sustainable items that are non-return on investment. (i.e. hydration stations, elimination of single use plastic, A self-sustaining farmers market, the implementation of an Eco-Leaders program for residential halls to enhance person-to-person engagement in sustainability)

### **DIVERSITY**

#### **Multicultural Center and Working Groups**

- We support our student's grassroots effort to establish a multicultural center. While we understand that every interested stakeholder has a different vision on how this would look like, we also know one thing: we need space for students who identify as part of a minority or marginalized group that serves the purpose of being a one-stop-shop for resources that would provide them the tools to navigate a world with systemic biases. It is time to have a fleshed out plan to make this a reality. We would like to establish a working group that includes the Council of Coalitions ("COC"), COP and the Student Services. Subject to a strict self-imposed timeline, the working group will serve the purpose of creating and implementing a strategic plan to make their vision into a reality.

To begin this working group, we would like to partner with the university in conducting a feasibility study. Furthermore, we would like to conduct an aggressive call for student-stakeholders for input. This working group should also provide a written comment period to provide every student the opportunity to comment on the initial proposal made by this working group. The working group shall review every feedback and determine if there is a pattern of comments from students. The final proposal should accompany a justification document that



acknowledges the patterns of feedback and the decision to accept, reject, or modify the feedback. The purpose of this proposed process is to ensure that the finished product organically came from the students.

A working group like this is not unheard of. This working group and plan would be analogous to the University's project of creating the Greek Leadership Village, which was initiated around 2012 and was only completed around 2019. We understand these structures would not be erected before the completion of our presidencies. Our intention is to open the door to this reality and leave a legacy of inclusion and success for Sun Devils who identify with a minority demographic.

- The creation and implementation of a Cultural Excellence Center on the Downtown Phoenix, Polytechnic, Tempe, and West campuses must be a significant goal for ASU in the immediate future.

#### **Student Leaders from Council of Coalitions meet with president Crow once per semester**

- During a recent meeting with COC, BGSA, MCO, the campus deans and Dr. Vogel, it was brought to our attention that student leaders from minority groups feel they would benefit from meeting directly with Dr. Crow. We acknowledge that as COP we are the voice for all students and traditionally we are the sole students responsible for meeting with Dr. Crow. Our experiences differ from those in minority populations on campus and we do not wish to speak for those experiences. We also believe that this type of access to our administration is one of the steps to creating a more inclusive ASU, as it would send a message that BIPOC and LGBTQ+ concerns are at the forefront of everyone's minds and that ASU is dedicated to solving any issues that arise.

#### **Racial Sensitivity training**

- **ASU 101** or Equivalent
  - We have talked with the COC, and many other students concerned. We believe the first step in educating students starts at the very beginning of their college career. Dedicating a class session to learning the complexities of diversity, inclusion and accountability measures with themselves and their peers helps educate students and starts their college experience on the right foot.
- **Inclusion Push Notification**
  - To continue student's education on the importance of inclusion of all students backgrounds we would like to send push notifications to students weekly on education on diversity.



### **Merging Inclusive Housing Application**

- Integrate the inclusive housing application to the general housing application to both increase awareness of gender neutral housing and make it easier for trans students to ask for the services they need without feeling isolated from their peers. First-year students often fill these forms out with their parents and merging the applications will allow students not ready to come out to their parents to utilize inclusive housing. It will also allow these students to have a choice/preference when choosing their roommates. Right now students in organizations such as BLIC and the Rainbow Coalition have expressed concerns with the current process.

### **Promote the Increase in Numbers and Visibility of Leaders of Color**

- **Students Leaders**

We would like student organizations, including USG and GPSA, to expand its reach in its recruitment efforts to include the untapped talent and skills from students coming from diverse backgrounds and sectors of our community. This includes enhanced educational opportunities to hold and run for elected positions. For example, we would like to see USG and GPSA hold programs with the purpose of increasing one's confidence in running for University-Wide Elections.

- **Faculty and Staff**

We would like to see ASU go above and beyond in recruiting for Staff and Faculty positions. ASU must utilize its worldwide network of professionals to ensure that there is an increase in diversity in the applicant pool of candidates for ASU Employment.