CDE Minutes

12.4.13

In Attendance: Ed de St Aubin, William Welburn, Daniel Garcia, Kerry Egdorf, Christle Jones, Monica Adya, Karen Robinson, Jean Grow, Josh Knox and Kali Murray
Absent: Alison Libera and Susannah Bartlow

Meeting comes to order: 8:10

Kali: Puts forth motion to approve minutes from November meeting. Daniel seconds. Minutes approved.

Dan presents Student Listening Session findings:
- In attendance: three African American and two white students, representing a mix across class rank
- Students expressed a lot of misunderstandings and often jumped to conclusions
- Center for Intercultural Engagement (CIE) was the beginning point. White students felt unwelcome, which led to a decision on preconceived notions about CIE.
- Talked about events that were successful: Middle Eastern Culture Day, successful because it drew in a wide range of students
- Lack of faculty of color, doesn’t mirror student experience
- Faculty too often hint at students of color to speak in class as representative of an entire race. Makes them uncomfortable.
- Tokenization came up frequently
- DPS and limo issues very similar to faculty.
  - Students often passed by, by limo (white and multicultural, alike)
- Lack of diverse representation in student employment (majority in food services are minority, white students at front desk)
  - Committee suggests getting data of diversity in student employment
- McCormick has a Community Floor. Began as a diverse group of people wanting to live in community. As more African Americans come in began to be viewed as a student of color community.
- EOP, has stigma (poor and black), E is understood as Economic versus Education. EOP is for first generation, but also tends to draw multicultural students. How to break down this misperception.
- CIE is seen as only for students of color. Students of color feel they are being used for their experiences in class and in center (e.g. student sampling)
- Students bring networks with them (both minority and non-minority), how do we break them down or open them up.

Ed: We need more diverse faculty for students to see as role models.
• DPS reporting, students wish there was another way to handle reports of assaults. They dislike the focus on race.
  o Kali: Suggested that with link to description it would also be legally acceptable. She indicated that Rana Altenburg, said this was not acceptable.
  o Kali: Suggests we bring DPS into a committee meeting to discuss our findings, have a conversation (black men are viewed as either basketball players or criminals)
  o Monica: Describes a race disclaimer used at U-I and will forward
  o Kerry: Recalled one alert with white perpetrator and race was not listed

Ed: Have a focus on finding out details on diversity in hiring of student workers.
Jean: Have HR (Kerry said HR does not cover students) come and talk about hiring and diversity
Kali: Bring in legal to discuss crime reports and alternatives
Kerry: Athlete’s are treated separately in most circumstances, have a feeling of separation
Ed: Asked about other diversity issues that might have come up in Listening Session
  • GSRC has a stigma, only “other” students go up there, is perceived as for LGBT
  • Students want to see a change in how the diversity services are marketed (now excludes whites)
  • Faith also an issues, non-Catholics feel excluded
    o Committee suggests bringing in Campus Ministry to help facilitate change

Kerry: Reviewing notes from Faculty Listening Session noted that concerns addressed (under 4 – Faculty Role in Student Support) could be covered if students had access to the ombudsman. As it stands, students are not allowed to use ombudsman.
  • We clarified that it was not an in-depth conversation
  • Brief discussion on need for promotion of Ombudsman services

Future direction:
Ed and Monica: Coming out of this we would have a list of action items that we would present at the Third Listening session. Then come up with a two-year action plan.

Wednesday: Feb 19, 11-1, Brown Bag session
  • After meeting five members discuss need to move date out in order to facilitate effective promotion. Do it in March pre-post spring break: March 5 or 19th
    o Post-meeting - Jean: Suggests moving session to March 5, so we can summarize March 12, invite Provost for April 9 and wrap up May 14

Meetings for spring: Second Wednesdays of the month, 9-10: Feb 12, March 12, April 9, May 14.

Jean: Will schedule a meeting with the provost, post third listening session

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Presentation by Chris Miller from Office of Student Affairs and the SMART team: Chris Daoood, Marya Leatherwood, Ruth Peterson and Carolyn Smith

Miller: Overview of programming intent

Leatherwood: (Chair of SMART team) work began with The Dear Colleague letter (2011) and an overarching concern about the well being of students. See hand out.

Peterson: (and/or other DPS officer, Kati Berigan) does sexual assault work and assessment work on legal-side. Officers are always on call. They offer various services both internal and external. Explain full context of services at time of assault and ongoing services available. Try to limit the number of persons contacting victim. Officers are liaison between student and sensitive crimes unit in MPD. (Cannot start investigation until MPD concludes their investigation). Marquette’s investigation can lead to an administrative withdrawal, regardless of if charges come to pass.

Miller: Expanded community services are also available.

Leatherwood: Some students go directly to Aurora. Brochures about SMART team services have been provided to Aurora to have available for Marquette victims.

Leatherwood: 50-60 cases overall annually (approx. 10 are violent/assault)

Daoood: Overview of counseling services and outcomes (see handout). Works with Lynn M. on student programs. Works with Dan B. (residence life) and Victim Advocate Kari D. Susannah had taken over Sue Cooper's work on student intervention training

Smith: In past there was an individual orientation. Future educational initiatives had a socio-ecological framing using a community orientation. Focus on risk (sexual violence) reduction, healthy bodies and stress reduction.

Jean: Return to original question, why not more than one Victim Advocate as promised?
  • Leatherwood: Retained Kari D., but searching for one full-time advocate
  • Miller: Looking at advocate doing outreach, assessment and education, that’s a change. Current advocate does only advocacy and is part-time. Line being held. Not in the process of hiring (in conflict with Leatherwood). Neither full and part time is actually in process of hiring.

Kali: How is this work integrated into professional schools?
  • Miller and Daoood: we need to get the ball rolling

Kerry: Can we add a new faculty module?
  • Daoood: Yes.

Monica: Is it the intent to continue to track data?
  • Daoood: Absolutely. Goal to shift campus structure.
• Miller: We are extremely data driven.

Ed: Will there be pre and post tests?
• Daoed: Yes.

Dan: What is the students’ experience?
• Leatherwood: That varies greatly.

William: Is there any data on faculty or staff data?
• Leatherwood: Yes.

Thank yous all around.

Meeting Adjourned at 10:05

Respectfully submitted by: Jean Grow