**March CSW Minutes**

Tuesday, March 23, 2021, 11:30-12:30 p.m.

Zoom link: <https://nau.zoom.us/j/89444043085>

Meeting ID: 894 4404 3085

Password: 391659

1. Sanjam Ahluwalia called the meeting to order at 11:33 p.m.
2. Lauren Copeland-Glenn read the Land Acknowledgement
3. Brief Introductions:
	1. Jessy Zukosky, Jennifer Blaney, Lynn Jones, Shane Canitz, Dilofarid Miskinzod, Sanjam Ahluwalia, Erika Hess, Calvin Legassie, Lauren Copeland-Glenn, Nena Bloom, Amanda Rosas, Amy Diekelman, Sneha Vissa, Samantha Clifford, Mary Ruetten, Amy Rushall, Heidi Feigenbaum, Megan Gray, Heather Coate, Tracy Kile Schwartz, Graci Okoli, Shar Jenniges
4. Vote on the minutes from February
	1. Lynn Jones moved to approve the minutes from the last meeting. Sanjam seconded the motion. No objections were raised, and the motion was approved.
5. **Announcements About the Upcoming Events**
	1. **Women’s History Month Events**
		1. Dikos Ntsaaígíí-19: Diné and Indigenous Gender Politics of Care in the Time of COVID Zoom presentation by Professor Jennifer Denetdale of the University of New Mexico
			1. Wednesday, March 24th, 2021, 5:00 – 6:30 p.m.
			2. Sponsored by CSW, CNA, and WGS
			3. [Preregistration](https://nau.zoom.us/meeting/register/tZMpfu-grDIiG9xpSJ_IwR-BY-I77pNQAEuc) necessary for attendance
		2. Precarious Lives: Women and the Pandemic in India Zoom presentation by Urvashi Butalia
			1. Sponsored by CSW and WGS
			2. Monday, March 29th, 2021, 6:30 – 8:00 p.m.
			3. [Preregistration](http://bit.ly/3lDQUIC) necessary
	2. Annual NAU Ethnic Studies [Ted Johnson Lecture Series](https://nau.edu/ethnic-studies/events/)
	3. [IMQ March Events](https://in.nau.edu/inclusion/events/)
	4. Announcement about new Diversity Fellows
		1. Lauren provided the names, positions, and DEI work of the eight new Diversity Fellows
	5. WGS and CSW Fourth Annual Essay, Art, and Poetry Contest (for middle and high school students in Coconino County)
		1. Deadline is extended to March 26th (due to few submissions), so encourage students to apply
		2. Sanjam asked for volunteers to judge submissions
			1. Sneha Vissa and Samantha Clifford volunteered
6. [Martha Portree Commission on the Status of Women Scholarship](https://in.nau.edu/csw/give-now/)
	1. Presentation by Tracy Kile Schwartz and Megan Gray
		1. Current-use fund run by NAU foundation that was established in 2003 in memory of Martha Portree
			1. Criteria: single mothers returning to school either part- or full-time, who are employed full-time, have dependents, have made satisfactory progress toward any degree, and who demonstrate how they will give back to the community through their career
		2. No money currently left in the fund
			1. Awards scholarships every year
		3. Ways for CSW members to contribute to the fund:
			1. NAU Giving Day
			2. Payroll deductions
		4. Resources for raising money:
			1. [2021 NAU Giving Day](https://givingday.foundationnau.org/) (April 14th)
				1. 24-hour web-based fundraiser, highlighting over 1,700 separate NAU Foundation scholarship funds
				2. 2019 and 2020 Recaps

Last year, focused on ‘Axe’ (acts) of kindness instead, due to the economic impact of the pandemic

* + - * 1. 2021 Theme: “We are Lumberjacks”
		1. [JACKSFUNDER](https://crowdfund.foundationnau.org/)
			1. NAU crowd funding site
				1. Share with a network of people to get donations (typically small donations from a lot of people)
			2. Tools/training/page are provided to those who want to utilize JACKSFUNDER
				1. Another option to fund the CSW scholarship
				2. Would be open for 30 days
		2. Tracy described process for creating new fund
1. **Discussion Items:**
	1. **Discussion of student, faculty, and staff data:** (Dilofarid, Jennifer and Nena)
		1. Nena presented the available student data (gender and race)
			1. The NAU student body is comprised of almost 2/3rds female students now
			2. Trends discussed:
				1. Female of color student population increasing

Latina/female Hispanic population increasing the most

* + - * 1. White female and male student populations decreasing
			1. Sanjam described that although the NAU student population has been predominantly female for years, its policies and actions do not reflect the implications of this demographic
				1. Increases in female students is occurring in many parts of U.S. and Europe

Higher at NAU, which may have to do with NAU originally being a teacher-training institution

* + - * 1. Male students in grades K-12 are struggling to graduate, which may be due to infrequent male teachers, constituting a lack of role models
		1. Jennifer Blaney presented the available faculty data (gender, race, and rank)
			1. Two types of data publicly available (salary data and representation/headcounts)
				1. Salary data

Tells us gender and rank, but does not disaggregate by college or race, or show sample sizes)

Observations:

Gender gap seems smaller at instructor and assistant level

Male assistant professors have similar salaries to female associate professors

Gender pay gap appears to be increasing

Next steps:

Disaggregate by college to determine if gender wage gaps still stratified within colleges

Break down by gender and race together

* + - * 1. Headcounts/Representation

Shows gender breakdown by college, and race breakdown by college (but not with gender)

Does not disaggregate by rank

Categories utilized are problematic and ambiguous: international, minority, and non-minority (need to figure out what these groups mean)

* + 1. Sanjam opened it up for a discussion:
			1. Potential goals brainstormed by CSW:
				1. A report to share with the new president and a working document to provide support for future projects

Emphasizing that NAU is now a female-serving university and ensuring that services are female-friendly

* + - * 1. Helping incite conversations at higher on how NAU is currently not sufficiently supporting female students

Conversations within departments and colleges, about how staff/faculty hiring processes and advertisement to students can be more equitable by gender

Ensuring that students will be able to see themselves in their professors (gender- and race-wise)

Perhaps a task for the Diversity Fellows to work on

Also bringing the conversation to the Faculty Senate and department chairs

* + - 1. Lauren mentioned that it might be efficacious to analyze and break down the data by department and college before acting, since many of the gender wage disparities seem to diminish at the departmental/college level
				1. May be more effective to focus on

Doing a better job of hiring and recruiting a broad span of people

Advocating for resources to be spent based on the makeup of the current study body

Advocating for recruiting and encouraging more women to enter the higher-paying fields, such as the STEM fields

And encouraging women to pursue Ph.D.’s in these fields

Diversity-focused mentoring for faculty and staff

* + - * 1. These are what the data supports
			1. Amy Rushall mentioned that advisors have big role in encouraging and discouraging students to pursue certain fields as well, especially based on gender stereotypes and representation in fields
				1. And that professors can help male students envision female individuals in their line of work, normalizing the practice

What are the humanities and social sciences’ departments doing well that has enabled them to have similar rates of male and female students?

* 1. **Letter for the Incoming President**
		1. Currently in progress: Sanjam and Dilofarid plan to send out a draft by the 2nd week of April
		2. COCOM is planning to send a portfolio to the new president with a letter from each diversity commission
			1. Suggestion to include the information about gender and race in students and faculty, to get it on his radar
	2. **Update on Rethinking the University mascot—Lumberjack** (Sanjam)
		1. Subgroup is meeting tomorrow to discuss it
		2. Sanjam will update CSW at the April meeting
1. Sanjam thanked CSW and adjourned the meeting at 12:38 p.m.