



Commission on Ethnic Diversity (CED) GENERAL MEETING

Thursday, November 10th

12:00 - 1:30 p.m.

University Union-Oak Creek

Minutes

1. Welcome and Introductions/Announcements
Meeting called to order at 12:11 pm
2. Updates from David (if present)/Updates from All Commission Co-chairs meeting (Melissa)
 - a. Met with commission co-chairs, including Commission on Native Americans. Four commissions met as well as LGBTQA task force. Asked to consider how we can work together as much as possible, for example, commissions sharing events and making announcements through listservs. Cultural mapping brought up as something that all commissions can participate in. First battle will be about budget. Would like co-chairs to meet regularly. Basic objectives are to keep communicating between committees.
 - b. David will look into setting up a retreat of at least commission co-chairs for strategic planning in early spring. Should ethnic studies, gender studies, res life, etc. be invited? How many commission members should be invited? Discuss at December meeting what groups should be invited.
 - c. Can we as a commission propose to the president a structural set up for a "VP of Inclusion"
 - d. Have been successful in getting diversity and equity on the institutional agenda.
 - e. Need more diversity in faculty and curriculum. Have a growing number of students, being asked to do more with less.
 - f. Note that while advances have been made and new programs have been established, there are still major problems. No vice-provost for diversity to address diversity on the academic side.

3. Cultural Mapping Activities

- a. Sharepoint site created to make information accessible and continue to invite more groups to participate. As of now Christine and Melissa have access to upload to sharepoint
- b. Will upload feedback from mapping activities.
- c. Lessons learned: follow script, make sure participants label buildings, when leaders are present people are less willing to share
- d. Several areas came up as “red zones” where people feel unsafe
- e. Interested in doing follow-up interviews. Is there a place where we can apply for a transcriptionist? Make a budget request to David (non-academic project) and Provost’s office, next is VP for Research. Be as precise as possible with estimate. Gretchen will also make request for partial funding to Residence Life
- f. Gretchen would like to train the Diversity RA’s to facilitate mapping activities
- g. Would like to hold mapping workshops in groups where people are already comfortable with each other.
- h. Take into consideration how to maintain confidentiality of people who are sharing
- i. Can we guarantee that the data will be aggregated so that individuals will not be identified?
- j. Focus now is to collect data
- k. Make clear why the activity is important and what the purpose of it is.
- l. Concern that most of the discussion is about physical safety rather than emotional safety. Encourage people to think from their racial or ethnic identities.
- m. Make sure that we are methodologically correct so that our data will be valid academically
 - i. Write an introduction to explain the definitions of “safe” and “unsafe” areas
- n. Multicultural Student Center holding leadership luncheon Feb. 2, might be a possibility to have those leaders become facilitators.

- o. Would like to conclude this round of data collection on April 30
- p. Plan for actual maps:
 - i. Okay to fold in half for portability, keep narratives with corresponding maps
 - ii. Write student identification information on the back of the map, include in directions
- q. Diversity RA's still took 75 minutes even with only 6 students
- r. Make sure to follow protocol and make notes if anything deviates to keep data methodologically correct
- s. Have students facilitate with a member of CED there for support
- t. Does the group and setting change the focus of the project? Ex, RAs focus on residence halls or a classroom focus on academics
 - i. Make notes in file of which specific group is present