

Commission on Ethnic Diversity (CED)
Monday, November 6, 2017
12:30 – 2:00 PM
HLC 2407

Co-Chairs: Tia Truss (Tia.Truss@nau.edu) & Gerald Wood (Gerald.wood@nau.edu)

Meeting started at 12:37 P.M.

1. Introductions (5 min)
 - a. Members introduced themselves
2. Update on Chief Diversity Officer letter from co-chairs (5 min) – Gerald Wood
 - a. Letter sent to President a week and a half ago
 - i. Waiting for response back
3. Update on President's Cheng Forum/ HLC Accreditation (5 min)
 - a. Talking points of AAUP
 - b. President's forum update
 - i. President spent long time talking, tried to cover all the bases in regards to questions before they were asked. Had people up there to answer specific questions.
 - c. HLC Accreditation
 - i. Had little notice in regards to the dates.
 1. Got directed to Title IX session instead.
 - a. Debra attended, they thought there was a larger number of student complaints about not feeling safe on campus compared to other campuses across the state.
 - i. Wanted to know our thoughts.
 1. What different groups were planning on doing on campus.
 - ii. Communication is one of the biggest problems, need to have statements that go out so students, faculty and staff can feel supported.
 1. Should be brought up in a closed door session.
 - b. Ivy
 - i. Saw a spike in people reporting issues based on gender identity and related matters
 1. Office of inclusion is responding and trying to be more expansive in there efforts and outreach.
 2. Based on a report.
 - a. Huge number of reports present, huge spike.

4. Update on Black Leadership Summit (5 min) – Denise TrimbleSmith
 - a. High attendance, 380ish at peak
 - b. 72 presenters that were able to interact with students
 - i. Started off with Real talk topics
 1. Students wanted longer sessions
 - ii. Successful Luncheon
 1. Resource fair with attendees from across campus and community
 - iii. Play of “Intimate affairs”
 - c. Workshop and Divine Nine organizations
 - i. Students able to interact with the spokespersons and attend informational sessions with the Divine Nine spokespersons
 1. 3 out of the 5 male fraternities will return next year.
 - d. Successful Step show
 - i. Next year need a bigger venue
 - e. Students would like to have a Black Leadership Summit every semester
 - i. At least every fall with a follow up in the spring.
 - ii. Students felt comfortable and really enjoyed the summit, felt more included and acknowledged.
 - f. Next year would like to expand it to three days
 - i. Have a more “fancy” dinner to mix and mingle on Friday
 - ii. Saturday would be the summit
 - iii. Church summit on Sunday
 - g. Looking to expand, graduate and undergraduate chapters on campus/in city
 - h. Q: Is it possible to include NAU graduates or students who are not in the direct Flagstaff area? Such as Phoenix?
 - i. A. Yes, will put something together, possibly have a skype call so that they can be included.

5. Residential College Model (10 min) - see attachment
 - a. Learning communities
 - i. Strengthen our academic partnership.
 - ii. Help students with academic socialization
 1. What type of assistance they might need.
 - a. Study skills, study resources
 2. Currently have about 1000 students in the learning community’s.
 - iii. Last few years we have seen some difficulties with the current model
 1. Difficult to scale
 2. Model is “clunky”
 - a. Fairly labor intensive.
 - b. Same pool of students is being recruited from, sometimes gives them too many choices.
 - c. Some students are unable to participate in the program
 - d. Too many students apply, waiting list gets too long.

- e. Only reaching 20% of the students attending NAU
 - f. Increasing freshman enrollment means it is more difficult for faculty to sponsor students.
 - g. Have not provided much for our exploratory students, those who are unsure about their majors.
3. Now looking for means/way to expand, discussing different models to use.
 - a. Want to keep best practices
 - i. Students identify with some sort of cohort
 - ii. Students want some faculty interaction outside of classroom setting
 - iii. Peer leaders
 - iv. More programing.
 - v. Did a site visit of a robust college model, did interviews with staff and faculty.
 4. Students that come to NAU will automatically be involved in the program.
 - a. See residential college model handout for features and benefits.
 - i. Majors will no longer be left out, all majors can be a part of it.
 - ii. Current model limits students to those who signed up, the new model opens it up and allows us to invite/include other students.
 - iii. Have outreach to students in need academically, outreach during midterms.
 - iv. Have a College Ambassador on hand to help freshman when major change or other changes occur.
 - v. Maybe having a welcoming event for new members of the college.
 5. New housing application for LGBTQIA students
 - a. Students will have an option to identify and find roommates
 - b. Also will be able to live in a college learning community and LGBTQIA.
 - c. More streamlined, included in main housing app.
 6. Effort going on to also have a learning community for Native American Students as well as STAR students.
 - a. Learning community for exploratory students?
 - i. Might be more comforting being around other students searching for a major.
 - b. Comment :Students of color students often get lost in the shuffle.

- i. Would get isolated in their academic environment.
 - 1. New change does not address this.
- ii. Response: We can develop something/partner we someone to address this issue within the residential colleges.
- iii. Comment: Personal base is very important for incoming freshmen, might lose students if this is not addressed.
- iv. Comment: Seems to be a paradigm is that academic connections are being central instead of personal connections.
 - 1. This paradigm may be a mistake.
- v. Question: What kind of data is collected regarding students of color
 - 1. Answer. Annual trend data analysis.
- vi. Housing and Residence Life is looking at data on how SOC are experiencing things differently. How we can form new practices.
- vii. Comment: In past instances where students were put in living situations based on academic college they have felt very isolated, areas took a huge retention hit.
- viii. Need to get positions in STAR renewed/confirmed.

6. Updates from Working Groups/ fill out groups (10 min)

- a. Will be send out via email.

7. SWALE Policy (15 min) – Sharon Gooding

- a. Safe working and Learning environment
 - i. Limits harassment based on identity, be it sexual, ethnic, religious, etc.
 - ii. Informal and formal procedure.
 - iii. Link on NAU's website to policy.
 - iv. Informal
 - 1. No formal written notification
 - a. They are informed however
 - v. Formal
 - 1. 60 day intended turnaround time line
 - 2. Person complained against receives written notice
 - 3. Investigative process
 - 4. Finding occurs
 - vi. Recommendations can be made by the office in order to resolve conflict even if the finding finds no violation.
 - vii. Retaliation provision

1. Prohibits retaliation with any individual that participates in the investigation.
- viii. Will be followed up next month.

8. Commission on the Status of Women

- a. Letter to be sent out regarding the changes of Facility hours.
 - i. Removal of Flex hours makes it no longer family friendly, flexible.
 - ii. Can mean jobs could be lost.
 - iii. Letter could be sent out tomorrow
 - iv. Need more information to make a Yay or nay to this, should hear from the effected audience.
- b. CED will wait for more information before signing on to the letter.

9. Safe Zone for Diversity (5 min)

- a. Due to lack of time this was not covered.

10. Working groups – Round 1 (20 min)

- a. Due to lack of time this was not covered.

11. Working Groups – Round 2 (20 min)

- a. Due to lack of time this was not covered.

Announcements (please send to add to agenda or bring fliers)

Meeting ended at 2:14 P.M.

Vision and Goals

The Commission on Ethnic Diversity (CED) offers an opportunity for dialogue, shared experiences, and advocating change for people of color and allies committed to anti-racist, non-discriminatory and participatory practices through collaboration with other commissions, and units. CED seeks to create environments that reflect the struggles and successes of communities of color in both the United States and in global contexts.

For students, staff, faculty, and administrators, CED strives to:

- ∅ Promote the recruitment and retention of students, staff, faculty, and administrators of color
- ∅ Advocate for equity in salary and working conditions by strategically negotiating policies and practices
- ∅ Contribute to the development of a welcoming and supportive environment for faculty, staff, and students of color
- ∅ Support the integration of academic and student affairs programming focused on racial/ethnic diversity issues
- ∅ Collaborate with other commissions to make recommendations to the Office of the President

Future Meeting Dates and Locations

All meetings are from 12:30 – 2:00 PM in the University Union, Havasupai AB with the exception of the Nov. 6th meeting which will be in HLC 2407.

Future Meeting Dates and Locations

Fall 2017

~~Monday, September 11~~

~~Monday, October 2~~

Monday, November 6 (**HLC 2407**)

Monday, December 4

Spring 2018

Monday, February 5

Monday, March 5

Monday, April 2

Monday, May 7