

Commission on Ethnic Diversity
Meeting Minutes
September 10, 2012
11:30-1:00

11:40- Meeting called to order

Welcome and Introductions

What is CED?

- First and foremost an advocacy group
- Initiate proactive discussions
- Raise awareness on diversity and inclusion
- Coordinate multicultural events
- Meet the missions and goals of the university
- Began as "Cultural Ambassadors"

All Commissions Update - Dr. David Camacho

- Still forming name and mission
- Began as "Advisory Council on Diversity and Equity"
 - As part of Global Learning Initiative
 - Ideas include:
 - Faculty and staff diversity training
 - make sure people are using the correct language
 - Faculty cluster hire
 - seek out diverse faculty in each discipline and hire in cluster
- Strategic Planning Retreat
 - Desire to form "Council on Inclusion and Equity"
 - Interest in working with University College
 - Five commissions involved:
 - Commission on Ethnic Diversity (CED)
 - LGBTQA Task Force
 - Commission on the Status of Women (CSW)
 - Commission on Native Americans (CNA)
 - Commission on Disability Access and Design (CDAD)
 - Interest in organizing a "mini-conference" with guest speakers
 - Proposed speaker: Georgina Dodge
 - University of Iowa
 - Inclusion and Equity development
 - Include panel speakers?... Students, staff, and faculty?...

Cultural Mapping

- Intro to origin -Gerald Wood
 - Began by Gerald Wood and Christine Lemley working with Flagstaff

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- Question: “How is the school system addressing cultural needs?”
- Began “Cultural Mapping” of local high schools
- Invited to talk at CCC on Cultural Mapping
- With funding from College of Education and Office of the President
 - Hired 5 students and began working on developing program
- Commonly Referenced Identities and Spaces -Angel Verdugo
- Data acquisition through survey and interview:
 - Identity
 - use of cultural identity survey
 - development of cultural map
 - personal narrative
 - personal interview
 - Spaces
 - safe
 - unsafe
 - Identities most commonly noted were:
 - Sexual Orientation
 - Gender
 - Race or Ethnicity
 - Age
 - Primary Language
 - Spaces most commonly identified as unsafe or uncomfortable
 - Health and Learning Center
 - Residence Halls
 - Walkways and Parking Lots
 - Classrooms
 - Buses and Bus Stops
- Research Findings -Ali LeGrand
 - People most commonly identified as feeling safe
 - mainstream cultural background
 - i.e., White, Christian, Heterosexual, English-speaking
 - Places faculty and staff felt most safe
 - Frequented spaces
 - i.e., personal offices, classrooms
 - People who did not identify as feeling safe
 - non-mainstream cultural background
 - i.e., non-native English-speaking, person of color
 - who identified as homosexual or bisexual felt unsafe most areas
 - i.e., offices, classrooms, residence halls, and at the HLC
 - those with disabilities felt unsafe on walkways, roads, and buses
 - All demographics identified the HLC as being an unsafe space
- Recommendations
 - Continue Cultural Mapping project
 - collect more data by enlisting participation of various organizations
 - Train receptionists and support staff on inclusion and equity
 - Hire and train more diverse personnel

- Provide safer environments around campus
 - i.e., better lighting on sidewalks and in parking areas
- Train faculty and staff on importance of inclusion and equity
- >Ideas
 - Georgia from ResLife plans to institute Cultural Mapping project
 - Train RA's
 - RA's work with students in residence halls
 - Dr. Camacho's recommendations
 - Need a written report
 - A well developed methodology
 - A way to simplify, understand, and interpret Cultural Maps
 - Why do people feel the way they do?
 - How do you want to address these issues with programming?
 - HLC has taken steps to address some of issues
 - e.g., Private areas for Muslim women
 - Use of Geographical Information Systems (GIS) to enhance Map project

Letter to University College

- Implemented to address issues pertaining to inclusion and equity at NAU
 - create an active rather than reactive environment
 - May meeting
 - How are they addressing diversity and inclusion?
 - Desire to increase retention rates
 - What is the reason for changing rates?
 - Academic advising
 - Who is instructing intro and multicultural courses?
 - Development of a "Liberal Studies" degree
 - Increase in cultural education

Financial Aid: Satisfactory Academic Progress (SAP)

- How the SAP is calculated:
 - Minimum of 75% completion rate
 - Minimum cumulative GPA
 - Undergrad: 1-14 cr. hours: 1.8
 - 15-29 cr. hours: 1.9
 - 30+ cr. hours: 2.0
 - Graduate: 3.0
 - Completion of degree program within 150% published time
 - i.e., published time of 120 cr., must be completed within 180 cr.
- >Increase faculty and staff awareness
 - Convey information to students, and make sure they understand
 - Is Administrative Drop an option?

1:20-Meeting adjourned