

Joint Minority Affairs Committee  
Meeting Minutes  
September 15, 2014

Present: Joan Bunbury, Audrey Elegbede, Vincent Her, Edward Kim, Jonathan Ying

Non-present: Cecelia Manrique, Sharon Scherwitz

Meeting started at 1:05pm in Centennial 3100

- I. Introductions
- II. Election of officers
  - a. Motion to have Vincent and Jonathan serve as co-chairs. Vincent expressed willingness to co-chair. Second/pass.
  - b. Motion to have Eddie serve as secretary. Second/pass.
- III. Continuing committee members provided summary of last two years' activities
  - a. The 2012-13 committee report summarized views of faculty of color.
  - b. The 2013-14 committee expanded the report to include a campus climate survey and discuss diversity. The committee met with Chancellor Gow and Provost Macpherson.
  - c. Members expressed concern about chancellor's reaction to JMAC recommendations. It may be necessary to provide more direct/specific action recommendations and verbatim verbiage which could be used in speeches and university communications. Pointing to successful examples at other institutions may be helpful.
  - d. Chancellor Gow talked about statistics related to affirmative action and the number of students of color, but what about retention, and measure the effect of actions taken?
- IV. Discussion of overall plans for the year
  - a. As opposed to producing another report, could we consider an emotional approach? What would be the logistical barriers to inviting musicians to facilitate campus discussions using diversity of music to discuss campus diversity?
  - b. Can we be more present on campus? Increased transparency? Visibility in The Racquet and Campus Connection?
  - c. Request an update to the JMAC website to include previous reports and meeting minutes.
  - d. Preliminary discussions were held regarding having a forum moderated by Victor Macias-Gonzalez, tentatively on a Tuesday afternoon (around 3:45pm) in early March (before Spring Break), and ask Chancellor Gow to attend.
  - e. Preliminary discussions were held regarding personnel on campus whom we could partner with, including Laurie Cooper-Smith, Jay Lokken, and Bob Hoar.

- f. At the spring forum, we could potentially ask Bob Hoar to discuss any changes that have been implemented in the New Faculty Orientation.
- V. In accordance with the bylaws, we are seeking to fill non-faculty openings for committee membership.
  - a. Ask Jessica Thill
  - b. General invitation made to ask students whom we might know

Meeting adjourned: 2:10pm

Joint Minority Affairs Committee  
Meeting Minutes  
October 20, 2014

Present: Janet Abnet, Audrey Elegbede, Vincent Her, Edward Kim, Cecelia Manrique, Damien Parks, Jessica Thill, Jonathan Ying

Meeting started at 1:05pm in Carl Wimberly Hall 306

1. Personnel

- Academic staff were *unintentionally* not invited to the last meeting.

2. Review of last meeting's discussion, for newly-present members

- The past two years resulted in some excellent reports, but we discussed not writing a report, making university aware of two existing reports, and two ideas:
  - Want to do something in Spring (probably in March), perhaps a series of events, culminating in a bigger event.
    - Want Victor Macias-Gonzalez presenting, but he will be gone in March.
    - Victor is willing to present by Skype.
  - Try to reach the campus through emotions (perhaps music)
    - Jonathan has contacts in the SF World Music Festival.
      - Have our top administrators act out scenarios (consider scenarios with [a] no diversity, [b] some diversity, [c] diversity which is not exploited well, and [d] diversity exploited well)
    - Money may be a concern (approx \$7,000)
- We were thinking something of a PR campaign
- Get the meeting minutes up, the reports up, etc. on the website
  - Make sure that the info we are taking to administration is available.
  - Put something in the Connection. (JMAC has updated their profile...)
  - Put something in the Racquet.
- Instead of working on paper, find some way of doing something else. Perhaps we can collaborate.
  - Laurie Cooper-Smith has discussed being willing to participate in a joint venture.

3. Identity and Bylaws

- What about not using the initials JMAC?
- To get into programming, don't we need to revise our bylaws? We are an advisory committee (to the chancellor, to OMSS).
  - Campus Climate has convened their own inclusive excellence committees
  - Our identity crisis is that other inclusive excellence committees are already meeting
  - Last year, we talked about some kind of dashboard. So that some of us who write grants, there's some readily available info so that people don't

have to do that research themselves. Make some of our research available to other people. Have this content be part of our website.

- Joan was going to follow up about website. Jess and Damien are comfortable with contacting Jake about websites. Request access for Jess, Damien, and Eddie.
- Could not recall if we got anywhere with asking for a dashboard (a repository for diversity-related research that has been done, statistics that others have compiled)
- The bylaws mentioned being advisory to several groups, including OMSS.
  - Since we're here to advise them, it's okay for us to talk to them and advise them.
  - Should Jon put together a budget and bring it to OMSS? Our issue was funding and time for planning.
  - How does advising OMSS to do this complement what OMSS already does?

#### 4. Gathering and disseminating information

- Make our info public on web.
- Why are students of non-dominant backgrounds leaving campus?
  - We came to the conclusion that campus and the city are rough environments.
- We saw startling information about students of color in Gen Ed classes, when they enrolled in their program, and earned A/B/Cs.
- Also saw staff disenrollments.
- How are we when it comes to retention?
  - Who has contacts at IR? We might have to go to system to ask.
- Is there information on the basis of the equity score card? This is system-mandated and system reported. Competitive data should be out there.
  - Perhaps this is the only way to do this comparison without reinventing the wheel.
  - Natalie in IR ran some numbers, but they were just for our campus.
- Isn't there system-wide inclusive excellence information?
  - Maybe Deb Hoskins has this information?

#### Actions

- IE / Equity score card: Eddie, Jess
- Website: Jess emails Jake Speers
- If we could advise any NON-constituents to do programming, that would be great.
  - There are some students who shut down if programming comes from other offices.
  - Can we get someone besides CC or OMSS to get the message out?
  - Provost put a Strategic Initiative
  - Perhaps a PowerPoint on our websites which could be used by other committees

Meeting adjourned: 2:01pm

Joint Minority Affairs Committee  
Meeting Minutes  
November 17, 2014

Present: Janet Abnet, Joan Bunbury, Edward Kim, Cecelia Manrique, Damien Parks, Jessica Thill, Jonathan Ying

Meeting started at 1:10pm in Centennial 3200

- Committee bylaw discussion re: cochairs
  - Initially considered cochairs to share burden
  - Ultimately decided that Jon would be chair
- Agenda and minutes
  - Need to let Chancellor's office know about elections, meetings, agenda
  - Open access policy (24 hour notice). Janet will send open access notice.
  - Agenda items due a week before the meeting
- Committee bylaw discussion re: student memberships
  - Are appointments made by Student Senate?
  - Jess will contact Larry Ringgenburg and forward December's meeting details
- Website
  - Eddie will contact Judith Albert to update membership roster and post minutes
  - Unlikely to have direct access to update the subpage on Chancellor's website
- Gathering data on inclusive excellence
  - Vicky Washington at UW system contacted, awaiting response
  - Contacting Natalie Solverson and Deb Hoskins re: updated Equity Scorecards for campus (data from 2009-2011) on retention of students, faculty, staff should update data from 2007.
- Approving meeting minutes
  - M/S/P to approve Oct 20, 2014 meeting minutes
  - M to approve Sep 15, 2014 meeting minutes. Tabled to next meeting.
- Other items
  - Deb Hoskins can allow committee access to equity scorecard data.
  - We can ask Deb Hoskins and Grace Engen (data analyst in I.R.) to explain the data to us
  - Jess still looking at 2011-2013 cohort for equity scorecard
  - We should invite Barbara Stewart (Associate Dean for Campus Climate and Diversity) to our next meeting(s) as their time allows
  - We should invite Antoiwana Williams (Director, Office of Multicultural Student Services) to our next meeting(s) as their time allows

Meeting adjourned: 1:55pm

Joint Minority Affairs Committee  
Meeting Minutes  
December 15, 2014

Present: Barbara Stewart (invited guest), Antoiwana Williams (invited guest), Janet Abnet, Joan Bunbury, Edward Kim, Cecelia Manrique, Damien Parks, Ingrid Peterson, Jonathan Ying

Meeting started at 1:03pm in Centennial 3200.

- Barbara Stewart:
  - JMAC played a role with Plan 2008. First phase of IE 2009 to 2014. With a survey given Spring 2013, we have entered a new phase (second phase) of IE. Nazam and I putting together strategic plan. At the end of that, hope to do another Campus Climate survey. Survey mid-way through the 5-year implementation as an assessment. First phase was to introduce campus to the tenets of IE (that this is integral, not add on).
  - But we still don't know how IE affects us. We have an IE assessment team. Meeting with Paula Knudson and Heidi MacPherson. Barbara will send list of questions which they are asking. Continue to work on the website (3 years in the making).
  - Moving to Diversity and Inclusion as the subdivision to work in. Strong feeling of needing a Chief Diversity Officer. A lot of other campuses has moved to having a CDO. Research supports why such a role is critical.
- Antoiwana Williams:
  - Try to change the perception of the office away from merely programming. In last 3 years, create an academic presence. What are doing to retain and graduate students when they get here? What does that process look like? One thing we look at is financial situations to help students. Also, struggles in upper level classes. SAH has 200+ multicultural students, so this is a focus. With SAH, supplemental instruction with biology. A while ago, tried something similar with statistics, but this is on hold. Our students weren't connecting with faculty at the same rate as their peers, which created a problem when students needed letters for grad school. These interactions helped with building a relationship. Those who participate in the supplemental instruction are more successful than those who don't.
  - Next college we looked at was CBA. We noticed that at the 3<sup>rd</sup> semester, students were transferring to CLS (mostly) or SAH. We wanted to figure out why. The CBA core requirements became problematic. CBA had a mentoring program but students didn't know about it. Have a cohort in ECO 110 who have all agreed to take ECO 120. Chair of Econ has set aside space in those classes. Those students will have the opportunity to become a peer mentor. The target is to get a 4-year CBA support program running. Hope to see multicultural students in extracurricular clubs.

- Working on a multicultural student orientation. Hoping to pilot in Aug 2015. Since most students will have visited UW-L, our pilot will be in Milwaukee.
  - Biggest thing we're working on is retention.
- It would be great to have JMAC thinking about retention, graduation, and assessment. The assessment is the connecting the dots. While we do a lot, other than JMAC, there is no consistent avenue to have the work documented.
- Still working on the strategic plan.
- CBA: 138 students of color. CLS: 230. SAH: 418. SOE: 28. Data from IR. 889 students American-born multicultural or refugee status. The most significant increase is the group that identify with two or more races (2<sup>nd</sup> largest category). Hispanic/Latino/Latina is (1<sup>st</sup> largest). SE Asian (3<sup>rd</sup> largest). Native American and African are our smallest groups. We support admissions, but we don't do a whole lot with recruitment except with middle schools.
- Conversations also happening at the System level regarding Native American recruitment.
- Hoping to draw together a conversation around retention among SE Asian students, particularly males. Would like to restart this conversation. Particularly with the SE Asian students who withdraw, this is the most alarming group as far as not re-enrolling in school (anywhere).
- Do students fill out an exit survey? There's not a great way to track information.
- We haven't positioned ourselves well with support for returning students. Viterbo has put together the support for this.
- Dean May signed off on the CBA collaboration. Dean Riley asked how he can match the funding. So, support is there. The MTH 045 will help: from a financial standpoint, that's still credits (in cost and time)
- There are CDOs on 4 UW system campuses. Having a CDO is a national phenomenon. We want someone to mind the overall activity on campus. It would be nice to have someone working with the deans at that level. It'd be nice to have a systemic thing.
- Focusing on courses in SAH and CBA which have historically been problematic for our students.
- Antoiwana: Biggest way we can help is the assessment piece (in that advisory capacity). Putting together assessments and learning outcomes. Putting together questions. Having a lens outside of our offices. Helping us assess the effectiveness of our offerings. Are our offerings effective at the level we want them to be? Reporting of assessment (perhaps?) by the end of the year.
- The other piece that's really critical is the retention component. Breaking down by specific group. Zooming in on best practices. Faculty Senate had searched for an external company to look at external practices. The report obtained just said a lot of things we were already doing, citing things done nationally. But, we have a Summer Bridge program. We're serving students with language barrier. We offer pre-college program for communities of color. One of the struggles is to hear of the perception that a college degree is not of value. We have ASI. Two years ago, we hired a Financial retention specialist. We have a GQA retention specialist. Eagle Alert system will shift, but it will be coordinated with Academic Advising. Partnerships with Gundersen, School District of La Crosse, etc.

- In terms of assessment, do you have data, or should we develop an instrument? Our staff at OMSS comes up with some questions, but maybe your collective expertise would produce other questions. We'd like to create an instrument which everyone can use. Maybe some instruments can come from external sources. Barbara: we can use input regarding the assessment questions.
- Want to roll out in 2015, so maybe this will be the first group which sees the implementation of strategic plan. The goal is to see in the plan, any of yourselves. The plan is for the individual, for the unit, and for the campus. That could be something concrete.
- Taking 4 or 5 pieces and helping merge data.
- IE status report? (On the DNI website, but soon to be taken down due to redesign.) Also now have aggregate report. Can share this data.
- Antoiwana will send retention data.
- Another Equity ScoreCard. Calls to do that again.
- Three students appointed by Hailey (sp?) Cecelia's student nominations

Meeting adjourned 2:06pm



Joint Minority Affairs Committee  
Meeting Minutes  
February 16, 2015

Present: Audrey Elegbede, Vincent Her, Edward Kim, Damien Parks, Jessica Thill, Jonathan Ying; Janet Abnet (CSC), Ingrid Peterson

Meeting started at 1:05pm in Centennial 3200

- Only two meetings this semester: this one, and one in April
- M/S/P minutes of Sep 15, 2014
- M/S/P minutes of Nov 17, 2014
- M/S/P minutes of Dec 15, 2014
- Classified Staff Council will send out a list. Sometimes, they need more than one for some openings.
  - M/S/P to amend bylaws to include one classified staff person
- UW system comparative data,
  - Get the same data for faculty/staff
- Jess contacted Natalie Solverson. Natalie hopes to have something with the Equity ScoreCard by the end of the month (shouldn't compare the Equity ScoreCard to any other data due to methodology)
- Residence Life uses the E.B.I., which has questions like "As a result of living in the residence halls, I learned .... about diversity." Are there this or other surveys that we can get information.
  - Patrick Barlow, Ingrid will contact for response data
- Update on Jon's contacting Antoiwana and Barbara
  - Still waiting on response, Antoiwana out til Feb 18 or 20, approximately
  - Perhaps send another e-mail as reminder
- Discussion on purpose of JMAC:
  - Worthwhile for us to collect data which can be used by OMSS office for grant applications
- Reach Thomas Harris to see if he can get the data Antoiwana was going to send
- Need for Chief Diversity Officer
  - Reports can build the evidence needed for a CDO
- Data sorted for re-entry students
- Ingrid's office does an exit survey (which is now required)
- When asking Campus Climate for data last year, we only received a PowerPoint with summarized data (ask Laurie Cooper-S.)
  - Ask Barbara to give a presentation on this data?
  - Should we ask Laurie Cooper-S. To give a presentation on this data? Perhaps she can meet on a Monday afternoon. Vincent will ask. (Scheduling on Wednesdays also a possibility?)
- It seems like we've done a lot with faculty/staff inclusion and produced a report. What came of that? Bob and Heidi visited last year. Behind the scenes, things are going on in the Provost's office, and Victor is a part of that.

- Victor is off-campus this semester, so the previously-discussed event is off the table.
- Tentatively plan on a March 9 (or March 2 meeting, if this is when Laurie can meet, or Weds 11 of March, 4 of March)

Meeting adjourned 1:45pm

Joint Minority Affairs Committee  
Meeting Minutes  
March 2, 2015

Present: Janet Abnet, Joan Bunbury, Audrey Elegbede, Vincent Her, Edward Kim, Cecelia Manrique, Damien Parks, Laurie Cooper-Stoll (invited guest), Jonathan Ying

Meeting started at 1:05pm in Centennial 2200

- M/S/P minutes of Feb 16, 2015
- Updated bylaws on the website
- Previously approved minutes on the website
- Student representation: in the past, we have asked specific students to join JMAC. Perhaps in the future, we should get interested students to seek nomination from the student governance group.
- Laurie: presentation of campus climate data
  - Co-PI on latest campus climate survey
  - Contextualize the data provided in the handout
  - At the time of the 2013 survey, we were the only campus that did such a survey. First survey 2004, home-grown. 2008 was a system-wide survey across all campuses (with outside consultant hired). 2013 was in-house. Mention this because not all parallels can be drawn
  - Hope to be more consistent in the surveys in the future. With the exception of 2008, we have focused on diversity and inclusion. The way 2013 was different was: we additionally asked questions to contextualize: for example, if someone says they have been stereotyped, then as follow up, we asked "what was that attributed to?"
  - We also asked attitudinal measures
  - UW-L has done a good job of taking data and instituting changes
    - ex: Campus Climate
    - ex: violence prevention received additional funding
  - Campus Climate surveys help take the pulse of the campus, so want to do one once every 4 to 5 years. These surveys can highlight certain issues.
    - For example, 2013 highlighted disability issues
    - 2008, issues about sexuality
  - Consistently, the data is consistent regarding race.
  - Handout of 14 significantly-significant relationships (see attachment)
    - Both employees and students listed
    - You will see White and all racial categories collapsed together as non-White
    - Using logistic regressions, our data expert could make some predictions.
    - Explanation of "holding all independent variables constant": this means that all other factors have been accounted for

- Recommendations have been put forth to administration, but where these stand at the moment is unclear.
- There will be a three-part dialogue on race at UW-L which stems from this data.
- The 'Institute for Social Justice' in conjunction with other sponsors is organizing.
  - The format will be similar to the Ferguson Forum which happened in December.
  - First meeting for this is Tuesday the 10th, 7 to 9pm in Centennial 1400 focused on listening.
  - Each event is 3 weeks apart.
  - The second event is focused on learning, and the third focused on strategic action and accountability.
- Other than that series of events, not aware of other initiatives.
- Race is the one constant we continue to find as we collect data.
- The race dialogues can happen because there are groups on campus who are on board with organizing such events.
- Laurie's group made recommendations:
  - Example: place certain text/language on syllabi for historically marginalized groups. (Some of this was also mentioned by other committees)
- Violence Prevention specialist
  - Add phone number on syllabus, for example. (Push back could be that you could be adding PAGES to a syllabus.)
- Some of the recommendations are on race in specific. Barbara Stewart would be the person to ask about other recommendations.
- For trainings on campus, the pushback to that was faculty don't like being told mandatory meetings.
- Isn't there a website which could be linked to put in a syllabus? There is/was a committee looking at moving this information online. However, having the information in written form could be helpful
- Attitudinal measures. Employees and students were asked about their perceptions of campus climate.
- Both students and employees mentioned that they were perfectly happy/comfortable.
  - Who are the folks who are not so happy?
  - With regards to employees, if you identify as white, non-disabled, Christian, then you were perfectly happy.
  - If you are a student, white student without disability, then you love it here.
- Both students and employees were asked to respond to a statement:
  - "UW-L places \_\_\_\_\_ responsibility to diversity."
  - More employees than students saying that we're doing too much.
- Do we have the political will to move things forward.
- There is also an IE assessment team, which Laure is on.
- Is there a chart of orgs?

- The goal of the IE assessment team is to pool the data together. Something like a “report card” and put this all together.
- Laurie's suggestion for this committee:
  - Where we have seen the greatest movement is when it's work coming out from committees or work groups on campus
  - What is the structure? (CLS diversity committee.)
- The deans' offices have to report on all of the committees within their colleges.
  - All committees are supposed to submit a letter at the end of the year with what we've done. This should (theoretically) help with figure out the activity that has occurred.
- The recommendations were made at the end of last Summer. Some of the recommendations required money, and some didn't require money.
- Students have D.O.C.
- Diversity award for was for *programming*, not for *outcome*
- What groups/committees/etc. around campus are devoted (in part or whole) to diversity?
  - CLS IE committee
  - CLS IE taskforce
  - Barbara Stewart: (IE committee)
  - JMAC
  - IE assessment team (Deb Hoskins, Barbara Stewart)
  - D.O.C. (student orgs)
  - individual student organizations
  - Institute for Social Justice
- Our next meeting will be next Monday (Mar 9, 2015) in 3200 Centennial with guest Patrick Barlow.

Meeting adjourned 2:07pm

Attachment: 14 significantly-significant relationships (next page)

## **Campus Climate Surveys 2013 Key Findings**

### **Race/Ethnicity:**

Holding all independent variables constant,

1. The odds of being bullied are 250% higher for non-white employees relative to white employees. Said differently, you are 3½ times more likely to be bullied if you are a non-white employee than if you are a white employee.
2. Non-whites employees are over 4 times (or 328%) more likely to experience discrimination than white employees.
3. The odds of being comfortable with the campus climate are 78.3% lower for non-white employees than for white employees.
4. Non-white employees are 7.74 times (674%) more likely to express that there is not enough emphasis on diversity at UW-L relative to white employees.
5. The odds of being bullied are 133% higher for non-white students relative to white students. Said differently, you are 2 1/3 times more likely to be bullied if you are a non-white student than if you are a white student.
6. The odds of being stereotyped are 2½ times (153%) higher for non-white students relative to white students.
7. The odds of being discriminated against are over 6½ times (556%) higher for non-white students relative to white students.
8. The odds of being verbally attacked are over 1.84 times (84%) higher for non-white students relative to white students.
9. The odds of seriously considering leaving UW-L are over 1.92 times (92%) higher for non-white students relative to white students.
10. The odds of being sexually assaulted are 3.10 times (210%) higher for non-white students relative to white students.
11. The odds of being comfortable with the campus climate are 88% lower for non-white students than for white students.
12. The odds of fearing a poor grade due to a hostile class environment are 2.4 times (140%) higher for non-white students relative to white students.
13. The odds of being comfortable with the classroom climate are 88% lower for non-white students than for white students.
14. Non-white students are 4.06 times (306%) more likely to express that there is not enough emphasis on diversity at UW-L relative to white students.

Joint Minority Affairs Committee  
Meeting Minutes  
March 9, 2015

Present: Patrick Barlow (guest), Edward Kim, Cecelia Manrique, Damien Parks, Ingrid Peterson, Jessica Thill

Absent: Janet Abnet, Joan Bunbury, Audrey Elegbede, Gaozon Her, Vincent Her, Nicole Jablonski, Sharon Scherwitz, Jacob Schimmel, Jonathan Ying

Meeting started at 1:05pm in Centennial 3200

- Patrick Barlow does institution-wide surveys. Data that may be of interest to JMAC.
- Two surveys Patrick works with a lot are the BCSSE and later the NSSE
  - BCSSE (beginning college survey of student engagement)
    - This is a survey of admitted students right after orientation. About 500 of the 1900 incoming freshmen took this.
    - Typical questions: What was your HS life like, expectations, how do you think you'll spend your time here?
    - Self-reported HS grades, there's also a first-gen variable. (First gen is defined as no parent or guardian having graduated with a 4-year degree)
    - By looking at the data, Patrick thinks we have untapped potential
    - Some questions about academic life in HS, number of papers written
      - Question 10i: 46% had assignments in high school which had assignments cover diverse perspectives.
      - Question 10j: 51% had assignments challenging their own view, addressing strengths/weaknesses of their own view
      - Question 10k: 64% of students had an assignment putting themselves in someone else's perspective
    - Question 16: During the upcoming school year, how often do you expect to have discussions with students from the following groups
      - They are anticipating (83%) discussions across difference races/ethnicities, 88% for economic backgrounds, etc. (All about 80%)
      - In summary, there seems to be this expectation that they will have a richer, diverse experience once they are on campus.
      - They expect us as a campus to provide opportunities to interact.
    - Significance
      - Is this data statistically significant?
      - Close to 90% white, 60% female (which is close to our overall population)

- It seems difficult to expect interaction with diverse cultures when our non-white population is in single-digit percentages
      - We may not be able to increase those numbers quickly, but how can we take academic work or student activities and get students to be in a place of developing diverse interaction
    - Eventually, move past just awareness to actual sensitivity
- NSSE (national security of student engagement)
  - When we jumped from this to the NSSE data is March/April data for freshmen and seniors
  - We usually get 50%, but a little lower lately (36%), nationally (22%)
  - Specific UW-System questions across all comprehensives (since all UWs do this survey on the same 3-year cycle)
  - Typical questions:
    - My institution fosters an environment where racial and ethnic diversity is respected
    - My institution fosters an environment where all genders are respected
    - My institution fosters an environment where all sexual orientations are respected
    - I feel safe at my institution.
  - Most of our seniors' responses puts us above our peers in UW system
  - Mostly white students, mostly female students
  - Can break this down by specific populations:
    - e.g., the numbers in this survey drop for self-identified non-hetrosexual
  - Look at the freshmen data, we are much closer to the system data on this (not statistically above/below)
  - Some other NSSE items may be interesting (having some of the same questions as the BCSSE)
- The BCSSE and the NSSE is not the same students, but we can still probably extrapolate a little bit of what we're doing at UW-L.
  - Three comparison groups. Perhaps our assignments aren't addressing the diversity issues.
  - When we compare ourselves to other schools, we're not exposing ourselves to diversity issues as much.
  - So, how can we have assignments which address these issues?
  - For having discussions, we do worse (in 2 of the 3 comparison groups) for diversity interactions. This may have to do in part with the composition of our student body.
  - This represents a mismatch between expectation and reality.
  - Our seniors perhaps get a better experience.
    - So, who is responding to seniors? They're taking major classes, capstones, etc.
    - A lot of our majors are focused on certain problems.



- Seniors are witnessing a score which shows that they are discussing diversity
  - Data can be pulled by types of majors (across our three comparison groups too: UW system, masters degree schools, national sample group)
    - Just for comparison, our students are self-reporting that they are above the peer campus groups in working effectively, critical thinking, etc., but not reporting so on questions of people of other backgrounds.
    - 91% said that they have a good experience with us and would come back again. (Our positive ratings are more positive than comparison groups.)
    - Winning is a good deodorant. Sometimes, we rely too much on these kinds of numbers for comparison, but then don't dig down.
      - Is the population of students taking the senior survey representative? It seems that students who are happier are more likely to.
  - The BCSSE has subscales
  - Can we get this info into the hands of faculty?
  - After talking to Faculty Senate, had some discussions about issues brought up in the BCSSE.
- Patrick will send the blank BCSSE and NSSE questions so we can highlight what would be of interest to you
    - Data from Patrick is attached
      - BCSSE14\_paper.pdf
      - 36\_UWC\_2014 UW consortium.pdf
      - NSSE 2014 – US English.pdf
    - It would be great to use part of our next meeting to work on (and highlight) queries of data for specific populations

Adjourned 2:07pm

Joint Minority Affairs Committee  
April 20, 2015

Present: Janet Abnet, Vincent Her, Jessica Thill, Audrey Elegbede, Damien Parks, Jon Ying, Ingrid Peterson, Cecelia Manrique, Edward Kim

Meeting started in 3200 Centennial

1. M/S/P approval of minutes from Mar 9, 2015
2. Sharon wasn't able to attend due to timing
  - a. More vote for Mondays instead of Fridays
  - b. Student poll data
  - c. Invitation to a class
  - d. Audrey happy to discuss bringing on board an Ethnic and Racial Studies (ERS) student  
(Someone contact Audrey)
  - e. We may want to contact SAA graduate students
  - f. Jess may ask the students in her office
3. M/S for letter suggesting next charge
  - a. It could be part of the report for the end of the year
  - b. IE: many voices, many branches of campus
    - i. Where does the power sit?
    - ii. Where does the voice sit?
  - c. A lot of duplication
  - d. From the December meeting, the question of whether we could benefit a Chief Diversity Officer
    - i. This could be something that this committee could investigate
    - ii. We might be in a good position to accumulate evidence, especially in this budget climate
    - iii. They need help with assessment
  - e. Based on the needs of Antoiwana's and Barbara's offices, as well as the lack of coordination in various parts of campus,
  - f. Brown bag lunch? (A forum)
  - g. Be sensitive to suggesting a position
  - h. Having a different voice than Antoiwana's, that different entities having the same voice, might be good groundwork to lay
  - i. Motion declined
4. Report due June 1<sup>st</sup>, usually
  - a. Group report (Google document?)
  - b. Sections:
    - i. Updated EquityScore Card – Jess
    - ii. UW System IE data – Eddie
    - iii. Antoiwana and Barbara's visit - Jon
    - iv. Laurie Cooper-Stoll's visit - Jon
    - v. Discussion of our purpose - Vincent
    - vi. Student representation - Audrey
    - vii. NCSSE plus student employee experience - Ingrid

viii. Absence of Charge – Damien

5. Discussion needed on a charge for next year
  - a. Need for CDO
  - b. Assisting Antoiwana and Barbara's offices
  - c. Visit IE data (BCSSE, NSSE, UW Syst, etc.)

Meeting adjourned 1:44p