

University of Wisconsin-La Crosse
Joint Multicultural Affairs Committee 2016-2017
Year-end Report

Report on charges from the Chancellor

In the meeting of September 16, 2016, Chancellor Gow expressed that he prefers not to issue a charge to JMAC, but to invite the committee to determine its own direction. This report details our work to work towards making UWL an inclusive campus community that attracts and retains diverse students, faculty and staff by focusing on institutional barriers that prevent the full and equitable participation of persons of color.

Student balances

A proposal from JMAC and OMSS in Spring 2016 (here, JMAC refers to the 2015-2016 committee) proposed increasing the allowable outstanding student balance from \$100 to \$250 (to allow students to register). By the end of Spring 2016, parties other than JMAC and OMSS had suggested that the maximum allowable balance be raised to \$500. This has been preliminarily accepted and went as far as the Enrollment Management Council last Spring.

In July 2016, campus leadership was working on how to use bridge loan (from Foundation) to support students in getting their balances down. In particular, this implementation proposed decreasing the maximum allowable outstanding balance to \$0 (the amount had subsequently changed, but this was the amount being discussed in July 2016) while simultaneously using \$20,000 that the Foundation had come up with to offer loans of up to \$250 (which would be called "bridge loans").

Cancellation policy may be in place for Fall 2017 (students can register for future term if balance of \$250 or less [at request of JMAC and others, who wanted the balance to be higher than the current \$100 limit]). However, new policy seems to have been adopted such that if balance is not \$0 by 10 days after term, classes would be cancelled). Foundation provided \$20K to offer as bridge loans.

In March 24, 2017, JMAC reported that a number of outstanding questions regarding the leadership's proposal remained unanswered. At this point in time, the standing proposal from leadership was that students can register with \$100 or less on student bill, but student bill must be paid in full by May 19 or all Fall 2017 classes will be dropped

At JMAC's April 28, 2017 meeting, Paula Knudsen visited to discuss the maximum allowable balance, bridge loan, and cancellation policy. Committee members shared

concerns that the suggested policy harms students, and disproportionately harms students of color.

We were told “UW System policy dictates that students owing a balance must be dropped from their courses within a specified time period” yet that is inconsistent with published UW System policy (see <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/#C.1paymentinfull> - **“Each campus may exercise an option to conduct cancellation of registration or administrative withdrawal for nonpayment until the end of any session week within the refund period.”** In addition, Communication to students, advisors, campus constituents is lacking. Vague statements such as “The time period was determined to be 10 days after grades are due” are not helpful. Why ten days? Whose policy? What data supports this?

Members of JMAC and OMSS were asked to serve on the implementation team for the bridge loans, but the individuals who were selected are involved in student retention and did not desire to participate in discussions regarding cancellation of student registrations. Concerns regarding the bridge loan and cancellation were formally stated in a joint letter by Barbara Stewart and Eddie Kim. These concerns are documented in Appendix AAA. In response to the list of questions, Chancellor Gow replied by adding two questions:

1. When should the class cancellation date occur? In other words, at what point in the academic cycle should a student's classes be cancelled if he or she has not paid their balance?
2. How big should the bridge loans be? We are limited to \$25,000 total, but we can determine the amount of the individual loan. Please let me know what amount you would like to use.

NASA statement recognizing native land

At our meeting on November 18, 2016, NASA formally requested JMAC’s co-sponsorship in bringing the statement recognizing indigenous land to Faculty Senate, Academic Staff Council, and University Staff Council.

Miranda Panzer and Will Van Roosenbeek formally brought the resolution to Academic Staff Council on February 13, 2017. The Academic Staff Council approved the resolution.

Heather Hulett, Cecilia Manrique, Peter Marina, and Tori Svoboda formally brought the resolution to Faculty Senate on March 9, 2017. Faculty Senate approved the resolution.

Rachel Berry formally presented the resolution to University Staff Council. The resolution was initially requested for the March 14, 2017 agenda, but was postponed to the April 11, 2017 University Staff Council meeting. The University Staff Council approved the resolution on April 11, 2017.

As of April 11, 2017 all of the governance groups have passed a resolution supporting having the Native American Student Association recognition statement be read at certain campus events, and at other events where the organizers feel they wish to honor indigenous peoples.

Extraordinary circumstances for JMAC members

During Spring 2017, Heather Hulett had a class conflict. Heather Hulett was a liaison for JMAC to the Institute for Social Justice Advisory Committee.

During Spring 2017, Tammy Fisher had student observation conflicts.

Collaboration with Social Justice Week (with video Inclusive Negligence)

On April 5, 2017, JMAC will hosted a Brown bag lunch titled “Inclusive Negligence: Now What? Action Steps for a Campus and Community”. The session included a showing of the film Inclusive Negligence.

After introducing JMAC and the Inclusive Negligence video, the video was shown. Afterwards, a Padlet was made live for participants to record their thoughts from conversations. (A cart of iPads from the School of Education were graciously donated for use during the session.) Participants were encouraged to follow the discussion questions found in Appendix AAA.

Strategic Plan Implementation Team

On March 3, Guest: Roger Haro re: strategic plan [[see attached](#)]

- a. Discussion of the JMAC liaison plan mentioned early in document.
- b. Haro offered to come back to discuss the third action step re: organizing diversity and inclusion leadership

Faculty support and professional development

At December 2, 2016 meeting, Discussion of the importance of acknowledging increase in [hate/bias incidents](#) since November election. Uncertainty on part of some faculty of how to address these issues in their classrooms and/or in syllabi. Resources beyond those [already available through CATL](#) (e.g., [syllabi statement](#), [additional resources](#)) were discussed and shared.

Communicating diversity events to interested faculty and staff

Options for staying informed:

- i. UWL events calendar (if submitted as Diversity & Inclusion event)
 - ii. Office of Multicultural Student Services calendar (not always updated) and listserv (contact Thomas Harris to be added)
 - iii. When on campus, visit <https://www.uwlax.edu/its/technical-services/digital-signs/> to see digital signage promoting events
- b. Current campus connection format makes it more challenging for some staff to see events
 - c. Department chairs/deans could encourage greater attendance at events (see example from CLS Dean)

Coordinating efforts with diversity groups on other campuses

Hulett shared that Crista Lebens at UW-Whitewater was interested in getting a group statement from the UW campuses in support of undocumented students. If anyone at UWL is working on sanctuary campus issues, please contact her at lebensc@uww.edu

Initial contacts made with Crista Lebens and co-chair David Havas at UW-Whitewater. They may wish to reach out to Multicultural/Disadvantaged Coordinators at each system campus (see <https://www.wisconsin.edu/multicultural-coordinators/roster/>).

SA resolution with City of La Crosse

Brought up Feb 17, 2017: NASA is developing a resolution re: standing in solidarity with La Crosse designation as sanctuary city by mayor. General support for connecting UWL values to city's statements re: inclusion (not yet officially declared a sanctuary city). Encouragement to continue developing the statement and seeking support from various campus groups.

1. Student Senate draft resolution on City of La Crosse
 - a. Student Association passed a statement that said that student senate supports our students
 - b. Conversation on how student senators can better reach constituents.

Email account

The e-mail address jmac@uwlax.edu email account now exists. Requested this to forward to chair (for the time being). We should make that account be the owner of our GoogleDrive/OneDrive folder/documents.

SEI questions

On March 3, Deb Hoskins visited to ask for JMAC's reaction to a Faculty Senate discussion on adding SEI questions on diversity and inclusion.

Limited research available; Campus climate surveys give us some data, but not targeted enough. SEI question related to IE has been discussed for over 20 years at UWL; proposal before us is the strategic planning process. Concerns re: whether this puts those teaching ERS or diversity/justice courses, particularly faculty of color. Intent was to get a departmental index - not to rank individual instructors.

Questions of how these scores will be used (departmental average reported to dean); whether concerns of minoritized students will be muted in overall reporting. There are also other options are also under consideration (e.g., liaisons for reporting concerns)

Question about ranking SEI scores, as department chairs are required to rank. JMAC has a history of questioning this process, which disadvantages faculty of color and women faculty of any race (and perhaps even introverts?). it may or may not be related to this policy proposal. See Spring 2013 JMAC Report on Retention of Minority Faculty and Staff:

<https://drive.google.com/a/uwlax.edu/file/d/0B8Ke2zGSQ0EebEh5MWJZcIVOYWs/view?usp=sharing>

JMAC's thoughts and concerns about implementing SEI questions are included in Appendix AAA. In reaction to these thoughts, the Strategic Planning team had asked JMAC to continue studying this question beyond Spring 2017.

H.O.P.E.

Students of H.O.P.E. formally requested to be added to JMAC's agenda to discuss Hmong language and culture courses. Students had held a demonstration, as voices weren't being heard in the task force. The classes for native speakers is what students are most interested in, not the courses for non-native speakers, as history and language are intertwined.

Portrayals of H.O.P.E. students in the media and in communications do not tell whole story. Students are feeling stuck, unheard, hurt, and dehumanized. JMAC briefly discussed where administrators are in terms of sharing concerns about lack of services, support for Hmong students. Students are requesting faculty and staff to advocate for them.

Concerns regarding the Bridge Loan and Cancellation Policy

PREFACE

Thank you for reading through our concerns. As we started writing, we realized that our questions often neatly fit into matters about the cancellation policy versus matters about the bridge loan, so we have organized these questions in that manner.

Some of the points made below are specific concerns regarding implementation of policies, impact on our students, and ramifications to the financial health of our institution. However, several of the other points we raise are not so much refutations but rather questions for which we have not yet heard answers that are both cognizant of student needs and properly manage the financial risk to the university. Especially in regards to this second type of concern (the still-unanswered question), of course having no good answer to these questions is a concern in and of itself.

We would like to continue to be at the table for the discussions, because we still believe there is a lot of work left (in terms of implementation details to discuss and unanswered questions to address) in order to bring forth something that is truly student-focused and is financially viable to the institution. As it stands, with our outstanding concerns in place, the proposed policies appear to introduce extreme financial risk to our institution while at the same time hurting our efforts in student retention and diversity.

CANCELLATION POLICY

1. What is the official cancellation policy? Our understanding from previous conversations is that students will be notified on the last day of the term if they owe a balance of \$50 or more that their classes will be cancelled. This timing is especially problematic for students who intend to work over the summer months to pay off a Spring semester bill, as they will be shut out of re-registering for any cancelled classes until after first year registrations are complete.
2. How will new and continuing students be made aware of the cancellation policy and when will this policy go in effect?
3. Why isn't the date being considered when we look at the adverse impact on seniors that are within a few credits of graduation and may have classes cancelled if their balance is >\$50 and they are not able to access the Bridge Loan?
4. In these difficult financial times, it seems financially risky to drop a student for next semester over owing \$75 or owing \$110 and have the institution lose out on \$9,214 in tuition. This is bad for the student (who is losing on the chance to make progress toward

degree), bad for the institution's statistics (for retention rates and graduation rates), and bad for the institution's finances (in terms of lost revenue).

BRIDGE LOAN POLICY

5. It seems that one of the concerns regarding this policy was the fact that only 100 students would be able to access the loan before funds would be depleted. We don't yet know how many students might retain a balance between \$50-\$250, but data from previous semesters indicate that it could be many more than 100, with a disproportionate number of students of color. There is a concern regarding when data sets were run and how those data were interpreted as it related to creating this policy.
6. Who is going to administer this program, assess and track the "pilot" of this program? (While this has been an ongoing question for some time, it is our understanding that Financial Aid is planning to administer the loans, in concert with the Cashier's office. Out of an abundance of caution, we are asking this question just to find out if this current/tentative answer is along the lines of what the cabinet was expecting, and if the right offices/resources are being mentioned.)
7. How will the bridge loan be administered?
 - a. Is it a first-come, first-served basis?
 - b. How is the program to be advertised?
 - c. If there are students in a dire financial situations, how will that be judged and will those students be prioritized to receive the loan?
8. What will the bridge loan repayment process look like: who will oversee and enforce repayment? What are the consequences of an unpaid loan? Will non-payment or partial payment of a loan impact future registration for students?
9. Does having \$25,000 for the bridge loan process for loans of (up to \$250) mean that only 100 of our approximately 10,000 students (so, 1% of the student body) get to have a loan?
 - a. At our data point of Oct 5, 2016 we had 7769 students with no balance, but we had 1410 students with a balance between \$0.01 and \$100.00. We also had 117 students with a balance between \$100.01 and \$150.00, 57 students with a balance between \$150.01 and \$200.00, and 45 students with a balance between \$200.01 and \$250.00.
 - b. From that same data time point, if we add the balances of students owing more than \$100.00 starting from those students owing the least and working our way up, we get to a total balance of \$24,996.49 with the first 177 students and a balance of \$25,201.22 with the first 178 students on our list. The data here was determined from a file which did not have any of the student balances between

\$0.01 and \$100.00. (This 177th student had a balance of \$203.64 at the time the report was run.)

- c. In any case, 25 of these 177 students are non-white, thus 14.1% of the 177 students. The UW System report on total headcount lists 5% Underrepresented minority (URM) students in 2008, 6% URM in 2012, and 7% URC in 2013. Even using the best enrollment percentage (7%), this 14.1% is troubling.
- d. Perhaps even more telling is running data for the 178th student up to all students who had a \$400.00 balance. There, based on the data at the same time point, if the loan program at present were in place, these 132 students would *not* have access to the program. Note 17 of these 132 (thus 12.9%) are URMs.
- e. So, if trying to maximize the number of students served, significantly less than 177 students (less than 1.7% of the student body) would have access to the program, and supposing that these students with the least balance were served, then the next population of students (with balances of up to \$400) who would not be served (student 177 through 309) are disproportionately URMs.

Respectfully,

Barbara Stewart, Associate for Dean for Diversity and Inclusion, Student Affairs

Edward Kim, Assistant Professor in Mathematics & Statistics, Chair of the Joint Multicultural Affairs Committee

Brown Bag Lunch 3

Inclusive Negligence: Now What? Action Steps for a Campus and Community

Joint Multicultural Affairs Committee (JMAC)

The film, “Inclusive Negligence: Helping Educators Address Racial Inequality at UWL,” is a student-driven project created as a tool for professional development to help faculty, staff, and administrators create a campus environment in which students of color feel safe, valued, and included. The UWL Joint Multicultural Affairs Committee will host a focused discussion for members of the campus and community on how to practically engage in inclusivity. The Committee also will provide an opportunity for attendees to share successes and strategies for collaborating on future initiatives

General comments/instruction: Share as you feel comfortable. Unless you have received permission to share, please respect as confidential any experiences which are shared by others in your discussion group.

We hope that you will take the questions on the reverse side and be willing to learn and grow.

If you have anything you want to share during/about the film or during the discussion time you have any important “take away” for everyone attending, feel free to share by visiting the link below (also provided in the QR code) on a phone/laptop/tablet and typing your thoughts:

<https://padlet.com/jmac1/lunch3>



Awareness:

- Examine how your current behaviors, attitudes, feelings, and ideas align with UWL's core values.
- What parts of your identities make you a member of the subordinated group, leaving you feeling less than adequate and striving to fit in?
- What parts of your identities place you as a member of the dominant group, affording you opportunities and privileges?
- How do you participate on a daily basis in keeping the status quo of inclusive negligence alive and well?
- What do you do on a daily basis to shift your world and the world of others to be more congruent with the values of social justice?

Knowledge:

- What historic struggles have underrepresented groups faced?
- What current struggles do underrepresented groups face?
- What would you like to learn about the struggles of underrepresented groups after having watched the film?
- What would an equitable society look like?
- What question(s) can you periodically ask yourself to become more culturally aware?

Impact:

- List the contributions of historically underrepresented groups.
- What does privilege look like for the dominant group to oppressed groups?
- What does internalized oppression look like?
- How do the dynamics of oppression manifest at the individual, group, and systemic levels?

Skills:

- What skills do you have which are useful for engaging with underrepresented groups?
- What skills would you like to gain to improve your listening, asking, and awareness?
- Learning and growing means making mistakes. Think about some of the mistakes you've made in this process. What skills did you need/still need to address your mistakes?

Action:

- How can you shift your daily behavior to be more congruent with the values of social justice?
- What can you do to change the status quo regarding inclusive negligence?
- How can you share your knowledge, skills, and action with others?
- Can you identify moments of passiveness in your life where you can now commit to action? How might you take action?

We encourage you to write a specific, measurable, attainable, realistic, and time-bound goal for one or more of the action questions.

Reference Sheet:

Dominant Group - the group with the most power, the greatest privileges, and the highest social status. [Darryl Hall]

Subordinate Group - a group that is singled out for unequal treatment and who regard themselves as objects of collective discrimination. Subordinate groups experience a narrowing of life opportunities—for success, education, wealth, the pursuit of happiness—that goes beyond any personal shortcomings. A subordinate group does not share in proportion to its numbers in what a given society defines as valuable. [Darryl Hall]

Historically Underrepresented Group - groups who have been denied access and/or suffered past institutional discrimination in the United States
[http://diversity.berkeley.edu/sp_glossary_of_terms]

Oppression - The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry, and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.

Internalized Oppression - the fear and self-hatred of one's own identity or identity group. Internalized oppression is learned and is based in the acceptance of oppressive stereotypes, attitudes, and beliefs about one's own identity group.
<http://www.suffolk.edu/campuslife/27883.php>

Privilege - A group of unearned cultural, legal, social, and institutional rights extended to a group based on their social group membership. Individuals with privilege are considered to be the normative group, leaving those without access to this privilege invisible, unnatural, deviant, or just plain wrong. Most of the time, these privileges are automatic and most individuals in the privileged group are unaware of them. (J. Beal 2009). - <http://www.suffolk.edu/campuslife/27883.php>

Equality - This human rights principle mandates the same treatment of persons. The notion of fairness and respect for the inherent dignity of all human beings, as specified in Article 1 of the Universal Declaration of Human Rights: "All human beings are born free and equal in dignity and rights." - <http://www.hrusa.org/thisismyhome/project/glossary.shtml>

Micro-aggression(s) - a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

Discrimination - When members of a more powerful group behave unjustly or cruelly to members of a less powerful group (Qkit: LGBTQ Residence Hall Programming Toolkit, UC Riverside) - <http://www.suffolk.edu/campuslife/27883.php>

Want to learn more and/or get involved?

- Center for Teaching & Learning - <https://www.uwlax.edu/catl/>
- Anti-Defamation League: Lesson Plans for "Current Events Classroom" <http://www.adl.org/education-outreach/lesson-plans/cec-lessons.html>
- Teaching Tolerance: Classroom Resources <http://www.tolerance.org/classroom-resources>
- DoSomething.org: opportunities for students to actively participate in social justice projects <https://www.dosomething.org/us>
- Global Oneness Project: multicultural-featured stories paired with a lesson plan <https://www.globalonenessproject.org/>
- Pushing the Edge: collection of podcasts, blog-posts and websites useful for teaching <http://pushingtheedge.org/social-justice-resources/>
- The Gay, Lesbian & Straight Education Network (GLSEN): educator guides & lesson plans <http://www.glsen.org/>
- Two Dollar Challenge: for people who want to make an impact on poverty <http://twodollarchallenge.org/our-story/>
- Stirring Up Justice, Laurel Schmidt, Education Leadership, May 2009 <http://libweb.uwlax.edu:2130/ehost/pdfviewer/pdfviewer?sid=205480e3-e08b-48a7-9a46-d95d9bf67a27%40sessionmgr4010&vid=1&hid=4106>
- Turning Current Events Instruction Into Social Justice Teaching, Jinnie Spiegler, Edutopia, January 6, 2016 <https://www.edutopia.org/blog/current-events-social-justice-teaching-jinnie-spiegler>
- Educolor: list of books, movies, articles, and websites on issues of social justice <http://www.educolor.org/resources/>
- Facing History and Ourselves: list of resources: <https://www.facinghistory.org/>
- EdChange: useful hand-outs, plus sends out a regular email newsletter <http://www.edchange.org/index.html>
- Oxfam: online and classroom materials on international development issues. <http://www.oxfam.org.uk/education/>
- Teach for Change! <http://www.teachingforchange.org/#>
- Rethinking Schools: free archives of books and articles about Social Justice <http://www.rethinkingschools.org/index.shtml>
- Zinned Project: collaboration between Rethinking Schools and Teaching for Change! <https://zinnedproject.org/>
- Yes Magazine: useful classroom materials on environmental and social justice issues. <http://www.yesmagazine.org/for-teachers>
- 6 Videos To Use In Your Social Justice Lessons (from Teach Thought) <http://www.edudemic.com/6-videos-use-social-justice-lessons/>
- Split this Rock: Collection of Social Justice Poetry <http://www.splitthisrock.org/>
- PBS News Hour EXTRA: Student activism through film http://www.pbs.org/newshour/extra/lessons_plans/he-named-me-malala-understanding-student-activism-through-film-less-on-plan/
- MSSU: Awareness Activities <http://www.mssu.edu/academics/education/teacher/diversity/awareness.php>
- Why Social Justice Matters, Brian Barry (book) <http://www.polity.co.uk/book.asp?ref=074562992X>
- Teaching Community, Bell Brooks (book) <https://www.routledge.com/Teaching-Community-A-Pedagogy-of-Hope/hooks/p/book/9780415968171>
- Frontiers of Justice, Martha C. Nussbaum (book) <http://www.hup.harvard.edu/catalog.php?isbn=9780674024106>
- Teachers for Justice <http://www.teachersforjustice.org/>

Regarding adding one or more questions on diversity to the SEI, this document has a discussion of some of the issues, a record of some of the concerns, and general thoughts on pros, cons, and nuances for implementing these questions on UWL's SEI.

There is limited research available regarding using these questions on teaching evaluations. Campus climate surveys give us some data, but not targeted enough. SEI question related to IE has been discussed for over 20 years at UWL; proposal before us is the strategic planning process.

What about the specific set(s) of questions themselves? We are unsure of the merits of the first proposed set of questions over the second set of questions, or whether other sets of questions are more appropriate in gathering the type of data that is desired.

This actually leads to the overall question of exactly what data is trying to be harvested. Is adding one or more IE questions meant to serve as a "check and balance" against instructors who are overtly creating a non-inclusive classroom? Or are these question(s) meant to help gauge how a department, college, or the campus is doing with inclusivity in the classroom as an aggregate?

There are concerns over how this affects faculty. Specifically, there are concerns that those who teach ERS or diversity/justice courses will be negatively impacted by students who complete SEIs with bias. There are concerns that the same issues would affect faculty of color. If the intent was to get a departmental index on inclusion -- not to rank individual instructors -- then is a set of SEI questions adequately measuring departmental inclusivity?

Perhaps this kind of question may catch "outright bullies", but not protect the students that were intended to be protected.

How would this data be reported? Where, how, and to whom is the SEI data reported?

Is there a chance that (numerical) questions can be asked, but the data not be "recorded"? The asking of the questions could serve a symbolic role (that may or may not lead to more down the road). Having questions about diversity could help set the stage and ethos of diversity on our campus.

Questions of how these scores will be used (departmental average reported to dean); whether concerns of minoritized students will be muted in overall reporting. If there are only a few non-majority students, are the voices that need to be heard even being heard in this tool that's aggregate by nature?

Comment: We have 3 campus climate surveys. They were (perhaps) not targeted enough. Are either set of SEI questions targeted enough? Or else, what could be done?

Aren't there other ways that we can collect the data we need beside using the SEI? Other options are also under consideration (e.g., liaisons for reporting concerns). TO DO: List some of the options that might be considered (coordinate with strategic plan team?)

Could a liaison approach work? Instead of having SEI questions, is it possible to develop something for the Academic Program Review reports?

Could an assigned liaison to each unit (academic department, interdisciplinary program, student org, etc.) be charged with diversity assessment and advising units on how to work on diversity. (Example that was brought up: maybe Biology knows they need to [collectively] work on diversity, but it may be helpful if someone can make specific suggestions on how to move forward. Perhaps a similar thing is true for other units.)

The information we get might not be as useful if we don't have demographic data alongside the student responses. There is first the question of if it is even possible to have that demographic data. (Does our new SEI software allow getting that information at all, or is it lost or "clunky" to get?) Even if it were possible, there is the concern that students of color (etc.) would be more easily identified. If that were happening, perhaps the students that need to speak up (and the students for whom this instrument was meant as an avenue for documenting grievances) might not speak up. (On the other hand, even without linked demographic data, if there were a 30-student section with one student of color, perhaps that student might not speak up on the SEI form even if demographic data were not linked.)

If demographic data were linked to student responses, for certain programs where there are multiple student-faculty interactions (the same student taking multiple classes across several semesters with the same faculty member), there is the concern that once the students' identity is revealed, there may be retaliation.

The Department of Student Affairs Administration has added a diversity question to their SEI. The questions which SAA added were:

- The instructor fostered an environment of inclusive excellence by presenting multiple perspectives.
- The instructor encouraged me to consider issues of privilege, oppression, and social justice.
- The instructor provided feedback that improved my performance and/or learning.
- What did the instructor do that contributed the most to your learning or skill development?
- Comment on what your instructor could do to improve this course for the benefit of future students.

Is that a good model for campus-wide? (Perhaps these questions don't work for other departments.) Or is there something specific that works there because of the specific department and because SAA has grad students?

Do all departments have to use the same IE question, or could they be asked to use one of many suggested options?

Question about ranking SEI scores, as department chairs are required to rank. JMAC has a history of questioning this process, which disadvantages faculty of color and women faculty of any race (and perhaps even introverts?). It may or may not be related to this policy proposal.

See Spring 2013 JMAC Report on Retention of Minority Faculty and Staff:

<https://drive.google.com/a/uwlax.edu/file/d/0B8Ke2zGSQ0EebEh5MWJZcVOYWw/view?usp=sharing>

Is the intent to rank departments and not instructors? What are deans supposed to make of the departmental scores they receive?

JMAC feedback may be useful to faculty senate, as we are considered a policy body. This is on faculty agenda for Mar 22; but we can defer to later if need be.

Could we (should we?) propose a pilot?

What do general education instructors think of having SEI questions on diversity?

We could ask for data to be connected to demographic info (uncertain how much work this would take)

- We could debate the questions - including discussion of open-ended and close-ended questions - as well as the process (where is it reported, to whom is it reported, how student anonymity would be protected)
- We could forward proposal to senate (or not) - but provide thinking behind decision.
- We may decide to propose a pilot study - SAA (grad program) is already doing this; may want to propose pilot that includes gen ed/diversity courses
- Demographic data could destroy anonymity

Joint Multicultural Affairs Committee (JMAC)
Meeting Minutes
September 16, 2016
8:50-9:45am
104 Wing

Committee Members for 2016-2017

listed in this order so Chancellor's Office can update membership roster on the [JMAC website](#).

Faculty:

Tammy Fisher (CLS – Music)
Heather Hulett (SAH – Mathematics & Statistics)
Eddie Kim (SAH – Mathematics & Statistics) - CHAIR
Cecilia Manrique (CLS – Political Science & Public Admin)
Peter Marina (CLS – Sociology)
Michele Pettit (SAH - Health Ed and Health Promotion)
Tori Svoboda (CLS – Student Affairs Administration) - SECRETARY

Academic Staff:

Charlene Holler (Counseling & Testing)
Miranda Panzer (International Education & Engagement)
Jessica Thill (McNair Scholars)
Will VanRoosenbeek (Pride Center)

University Staff:

Rachel Berry (Eagle Recreation Center)

Students:

Malik Hodges (2nd year Comm Studies)
Anna Razidlo (2nd year Women & Gender Studies)

Non-Voting Ex-Officio Members:

Nizam Arain (Director, Affirmative Action)
Barbara Stewart (Associate Dean, Diversity & Inclusion)

Guests:

Chancellor Joe Gow,
Richard Sims (Office of Multicultural Student Services)

Absent: All members were present except Peter Marina (who did attempt to join virtually and via phone) and Anna Razidlo.

1. Welcome and Introductions
 - convened at 8:52 a.m. by Heather Hulett
1. Election of Chair
 - Motion/second for Eddie Kim to return to this role. Motion passed.
1. Election of Secretary
 - Motion/second for Tori Svoboda to assume this role. Motion passed.
1. Quick summary of projects last year and their status
 - Approved new Bylaws (Appendix A) *In 2016-2017, we can ensure the updated bylaws are shared with Chancellor's Office and all governance groups who appoint members, as well as the "Stronger, Inclusive, and Equitable UWL" strategic planning action team, led by Dr. Roger Haro.*
 - Worked with Native American Students Association on native land recognition statement (Appendix B). *In 2016-2017, we can check the status of approval for the policy by other governance bodies (faculty senate, academic staff council, university staff council). We may also share the statement with those who work in continuing education and those who manage reservations (Cartwright, performance venues), so that the statement will be provided to those planning conferences and large events.*
 - Hosted Listening Session (Appendix C). *In 2016-2017, we can determine what existing venues exist for further discussion related to [Inclusive Negligence](#) film. Student Affairs and the Institute for Social Justice both have discussed hosting events – no details are yet known. Goal would be to support a coordinated effort to ensure future action related to topics in the film.*
 - Worked on raising the cap on balance allowed for registering for next semester classes (Appendix C). *In 2015-2016, JMAC recommended that the institution raise the cap from \$100 to \$500 (the amount allowed on a student account in order to be able to register for classes in future terms), as the number of students impacted by the \$100 limit was substantial (n=1597) and students of color were disproportionately affected. In late August, the implementation team (members include Jessica Thill and Richard Sims) was told that the cap could be adjusted to \$250 instead of \$500, but only if a new cancellation policy were put in place such that students whose balance was not \$0 by the end of the current term would have their registration for future terms cancelled. This suggestion raised significant concerns, as it may cause more harm than the original policy of a \$100 cap at the time of registration. In 2016-2017, Chancellor Gow committed to ensuring that these concerns were heard and that the details still needed to be worked out, with Business & Finance members gathering additional data at this time. Nizam Arain suggested that implementation team members offer ideas about*

specific timelines for cancellation policies. Another JMAC member suggested that staff in Records, Cashier's Office, and Financial Aid are also important staff to consult, as they are the ones who first respond to student concerns.

1. Charge for this year

- Chancellor Gow explained that he prefers not to issue a charge, but to invite the committee to determine its own direction. He would like to see further dialogue about the Inclusive Negligence film shared at his opening remarks, and would also encourage JMAC to work with the strategic planning action team (see Appendix D) so JMAC ideas are addressed. Nizam Arain and Barbara Stewart, both ex-officio members of JMAC, are also on the strategic planning action team, and Nizam indicated that the first report of that group will be shared with JMAC.

1. Other items

- Foundation may have up to \$25,000 to offer in bridge loans to students who need to get their balances down to a certain amount or else their registration for future terms could be cancelled. That working group (charged by Vice Chancellor Paula Knudsen and led by Financial Aid Director Louise Jahnke) is unable to recommend loan policies until they receive clarity about any new cancellation policies.
- Another of JMAC's proposals from the 2015-2016 academic year—to allow students with adequate financial aid in a subsequent semester to pay an outstanding bill to register on time—seems to have been quietly adopted by the financial aid cashiers' offices. The next step is to educate advisors and interested others of this process so they can better inform students.

Meeting was adjourned at 10:00 a.m. As meeting was only scheduled until 9:45 a.m., several members had to depart prior to adjournment.

Minutes respectfully submitted by Tori Svoboda, distributed via email to membership on October 17, 2016.

NEXT COMMITTEE MEETING: October 21, 8:50 a.m. – 9:45 a.m., Wing 104

ATTACHMENT A – Revised JMAC Bylaws

Bylaws of the Joint Multicultural Affairs Committee

The bylaws of the Joint Multicultural Affairs Committee (JMAC) at the University of Wisconsin-La Crosse (UWL) outline the institutional vision, the committee mission, the roles and duties, and the membership of the committee.

VISION

JMAC envisions UWL as an inclusive campus community that attracts and retains diverse students, faculty and staff, and where diversity and inclusion:

- are integral to the achievement of excellence;
- enhance the university's ability to accomplish our academic mission; and
- are prioritized through the commitment of human and financial resources.

(Adapted from <http://www.uwlax.edu/diversity-inclusion/>)

MISSION

In service to the institution, this shared governance body advises the administration on campus diversity, campus climate, and equitable outcomes for faculty, staff, and students of color.

JMAC addresses the institutional barriers that prevent the full and equitable participation of faculty, staff, and students of color. JMAC uses the definitions of diversity, equity, and inclusion as [defined by UW System](#).

JMAC has an explicit and intentional focus on race/ethnicity rather than other elements of diversity. Committee members and the campus community recognize that we have yet to achieve equitable outcomes for persons of color. JMAC understands that improving the experience of domestic, international, indigenous, or undocumented persons of color benefits all UWL community members.

ROLES/DUTIES

While diversity includes several facets of identity and experience, JMAC is necessarily and explicitly focused on institutional barriers that prevent the full and equitable participation of persons of color. To achieve these goals, duties and responsibilities of JMAC include:

Assess

- Identify institutional deficiencies regarding campus-wide matters of equity and diversity;
- Solicit, study, review, and disseminate all available and pertinent information relating to equity and diversity, especially as it pertains to race and ethnicity;

Advise

- Advise, consult with, and make recommendations to the Chancellor regarding equity and diversity for persons of color on campus;
- Provide guidance to senior administration regarding campus-wide equity and diversity matters, including, but not limited to, equitable outcomes for students, faculty and staff of color (such as retention and graduation rates, campus climate data, retention and promotion rates), acknowledging the unique challenges faced by people of different racial and ethnic groups and intersecting identities;
- Provide annual updates to the Faculty Senate, Academic Staff Council, University Staff Council, and Student Senate regarding equity and diversity on campus; and

Advocate

- Serve as a resource to campus units that advance equity and diversity efforts on campus (e.g., Office of Multicultural Student Services, Campus Climate, Affirmative Action).
- Advocate for institutional support, including human and financial resources, for these units, in furtherance of the mission and vision stated above.

PROCEDURES

Membership of JMAC shall consist of seven faculty, three academic staff, one university staff, and three students. The Associate Dean for Diversity and Inclusion and the Director of Affirmative Action shall serve as non-voting ex-officio members of JMAC. Representatives from various campus offices and organizations can serve as consultants to JMAC as necessary.

In the fall of each academic year, the committee shall elect a chairperson and secretary. The chairperson shall preside over all meetings and provide guidance to committee members in achieving the duties and responsibilities of JMAC. The secretary shall record minutes and disseminate materials as needed to facilitate the duties and responsibilities of JMAC. The committee shall report directly to the Chancellor.

The bylaws and procedures may be amended with a simple majority of the current membership. Any proposed amendment(s) shall be distributed in writing to all committee members, to be presented, discussed, and voted upon in a subsequent meeting.

Approved April 29, 2016

ATTACHMENT B – NASA Native Land Recognition Project

NASA statement to be read at the beginning of academic and leadership conferences and discussion panels; at the beginning of home sporting events; at the beginning of events sponsored by Campus Activities Board, predetermined by CAB and NASA; at ticketed events in Cartwright Center, the new student Union, the REC, Graff Main Hall, and Centennial Hall; and at other events where other interested parties feel inclined. Some events may include the statement in programs or other print/electronic materials.

“We would like to recognize that the University of Wisconsin – La Crosse occupies the land of the Ho Chunk people. Please take a moment to celebrate and honor this ancestral Ho Chunk land, and the sacred lands of all indigenous peoples.”

ATTACHMENT C – Listening Session & Raising the Cap

The complete JMAC report from 2015-2016 is available at [https://www.uwlax.edu/uploadedFiles/Offices-Services/Chancellor/JMAC Annual Report 2015-2016.pdf](https://www.uwlax.edu/uploadedFiles/Offices-Services/Chancellor/JMAC%20Annual%20Report%202015-2016.pdf).

The report includes significant information about activities from the prior year, with additional details about information gathered at the Listening Session (see Appendix I, pp. 16-35) and Raising the Cap on balances allowed for future term registration (see Appendices D-F, pp. 8-12).

ATTACHMENT D - [UWL Strategic Planning](#)

Three priorities identified: A Stronger, Inclusive, and Equitable UWL; Transformational Education; Increased Community Engagement. JMAC's interests may be most closely aligned with the first of these priorities, but could also be part of other two, as well.

Action Team:

- **Roger Haro* (Lead)**
- Barbara Stewart (student affairs)
- Joe Anderson (CLS faculty)
- Grace Engen (academic affairs)
- Nizam Arain (affirmative action)
- Sonia Garcia (student)
- Roi Kawai (SoE faculty)
- Kate Parker (CLS faculty)
- Mo McAlpine (student affairs)
- Faye Ellis (SAH lecturer)

Four Goals identified thus far:

1. Achieve demographic equity in access and retention for students, staff, faculty, and administrators.
1. Provide fully inclusive educational experiences for all students.
1. Involve all employees in creating a dynamic and welcoming campus community.
1. Coordinate highly-visible diversity and equity efforts, with shared accountability and dedicated resources.

Joint Multicultural Affairs Committee
Meeting Minutes

Friday, October 21, 2016

8:50-9:45 a.m.

Wing 104

Present: Rachel Berry, Charlene Holler, Heather Hulett, Eddie Kim, Miranda Panzer, Michele Pettit, Tori Svoboda (Remote), Jessica Thill. Malik Hodges came to meeting at 9:45 per an earlier email with the incorrect meeting time.

Absent: Nizam Arain, Tammy Fisher, Cecilia Manrique, Peter Marina, Will VanRoosenbeek, Anna Razidlio, Barbara Stewart

1. Approval of minutes from September 16, 2016
 - a. Motion to approve by H. Hulett, second by J. Thill. Motion to approve passes.

2. Last year's projects
 - a. Statement on use of Native Lands
 - i. Bring to other governance groups – E. Kim will reach out to NASA to encourage them to bring this to faculty senate and other groups. Goal would be to move through the groups prior to January 2017 Chancellor's Address.
 - ii. Bring elsewhere (Continuing Ed, Athletics, ...) – Question raised about whether plaque could be made, how to move through other processes. We will begin with the governance groups and keep this on the table to ensure that the statement continues to receive attention.

 - b. Student balances
 - i. Original proposal (joint project between JMAC and OMSS to reduce amount owed to \$250 to allow students to register) has been accepted, BUT now we have a cancellation policy (as in, if balance isn't below \$50 by "end of term," course registration will be cancelled). Conversations are now about how to use bridge loan (from Foundation) to support students in getting their balances down.
 - ii. The best hope at this point seems to be to follow the academic ineligibility process, in which "end of term" emails will ask students to reduce amount owed or their registration will be cancelled), rather than cancelling registrations.

3. Update from Institute for Social Justice (ISJ) Advisory Committee
 - a. April 3-7, 2017 – second annual event. H. Hulett is on committee. [Call for papers](#) is out, submission deadline is October 31. Theme is "More than one struggle: Intersections and Activism."
 - b. Laurie Cooper Stoll, director of ISJ, plans to show [Inclusive Negligence](#), with hopes that viewing includes additional dialogue. Roundtable of leaders from JMAC and other IE-related groups on campus? How to build IE goals into your annual reviews and/or digital measures and/or daily practice? E. Kim started [a proposal](#) on JMAC's behalf. Please share feedback/suggestions prior to Oct. 31 deadline.

4. New projects
 - a. Collaboration with Social Justice Week (with video Inclusive Negligence) – see #3 above for more info.
 - b. Examine strategic plan action steps – go to the [website](#) or members of the team with feedback this month. Draft goals are:
 - i. Achieve demographic equity in access and retention for students, staff, faculty, and administrators.
 - ii. Provide fully inclusive educational experiences for all students.
 - iii. Involve all employees in creating a dynamic and welcoming campus community.
 - iv. Coordinate highly-visible diversity and equity efforts, with shared accountability and dedicated resources.
 - c. Vice Chancellor for Diversity and Inclusion – most agree the role is important, but perhaps we could focus more on what the campus needs to achieve (and how a VC could assist) rather than just wanting a new administrator.
 - d. Other projects or ideas?
5. Items to bring forward to Diversity and Inclusion Council
 - a. First meeting: October 21 at 2:30pm (later today) – two JMAC members will be in attendance
 - b. Next meeting: December 2 at 2:30pm

Next JMAC meeting: Friday, November 18, 2016, 8:50-9:45 a.m., Wing 104

JMAC Friday November 18, 2016

Miranda Panzer, Cecilia Manrique, Michele Pettit, Rachel Berry, Heather Hulett,
Jessica Thill, Charlene Holler, Eddie Kim, Nizam Arain, Malik Hodges, Will Van Roosenbeek

Guest: Jenny Van Order (from NASA)

1. Approve minutes from October 21, 2016 (M/S/P)
2. NASA's statement. Jenny and NASA would like JMAC's help in pushing the statement through Faculty Senate and Academic Staff Council and University Staff Council. Miranda offered to take it to Academic Staff. Jenny offered to attend the meetings or find someone from NASA who will do so.
3. Update on student balances. Eddie has an update from Provost. No changes for this spring. The payment deadline will probably align with the academic eligibility timeline. **Eddie can include pertinent parts of the email from the Provost?**

4. Social Justice Week: JMAC will host Wednesday Brownbag **“Inclusive Negligence: Now What? Action Steps for a Campus and Community”**

Provide resources: Michele has suggestions for talking about racism in the classroom. Talk about how to engage outside of the classroom. Self reflective skills. Try to get participants to come away with one or two personal goals on how to build empathy, compassion,....etc. “Partners in Movement” Provide a continuum to give people an understanding of where there are currently and where they can go .

5. JMAC's response to recent political events.

Discussion of the mixed message of how faculty can/should talk to students. Nizam reiterated that the administration strongly condemns racism and all forms of discrimination. If faculty feel they're not getting enough support they should write the Chancellor.

Joint Multicultural Affairs Committee

Meeting Minutes

Friday, December 2, 2016

8:50am – 9:45am

Wing 104

Present: Nizam Arain, Rachel Berry, Malik Hodges, Charlene Holler, Heather Hulett, Eddie Kim, Miranda Panzer, Michele Pettit, Tori Svoboda (Remote), Jessica Thill, Will VanRoosenbeek

Absent: Tammy Fisher, Cecilia Manrique, Peter Marina, Anna Razidlio, Barbara Stewart

1. Approval of minutes from November 18, 2016 (M/S/P)
2. Working with Native American Student Association (NASA)
3. Diversity and Inclusion Council meeting today (2:30p-4:00pm in 257 Cartwright Center)
4. Statements of support
 - Letter to students
 - Letter to Campus Climate
 - Faculty involvement
5. Social Justice Week: JMAC's session
 - Approved session for Wednesday of Social Justice Week (April 5, 2017), expected to show Inclusive Negligence video. Brainstormed ideas for how to increase audience engagement, build upon [existing recommendations](#), use technology to engage participants (e.g., [Padlet](#) or PollEverywhere)
6. Spring meetings: day of week, time?
 - Consensus to keep Friday mornings, E. Kim will send out dates
7. Other items for discussion, announcements?
 - Discussion of the importance of acknowledging increase in [hate/bias incidents](#) since November election. Uncertainty on part of some faculty of how to address these issues in their classrooms and/or in syllabi. Resources beyond those [already available through CATL](#) (e.g., [syllabi statement](#), [additional resources](#)) were discussed and shared.

Joint Multicultural Affairs Committee (JMAC)

Meeting Minutes

Friday, February 3, 2017

8:50am – 9:45am

Wing 104

Present: N. Arain, R. Berry, J. Given, C. Holler, M. Hodges, E. Kim (Chair), C. Manrique, M. Panzer, M. Pettit, J. Thill, T. Svoboda (Recorder), W. Van Roosenbeek

Absent: T. Fisher, H. Hulett (unable to participate in Spring 2017), P. Marina, B. Stewart

2. Approval of minutes from December 2, 2016 – postponed to February 17, 2017
3. Spring meeting schedule: Increased to every two weeks
4. Chancellor's Address: follow up – E. Kim solicited feedback from JMAC on email communications
5. Supporting Native American Student Association (NASA)
 - a. Request for Hulett, Manrique, Svoboda to move through Faculty Senate.
 - b. Panzer and Van Roosenbeek to present to Academic Staff Council on Feb. 13
 - c. Berry to present to University Staff Council
 - d. New representative – J. Given, NASA Senator
6. Communicating diversity events to interested faculty and staff
 - a. Options for staying informed:
 - i. UWL [events calendar](#) (if submitted as Diversity & Inclusion event)
 - ii. Office of Multicultural Student Services [calendar](#) (not always updated) and listserv (contact [Thomas Harris](#) to be added)
 - iii. When on campus, visit <https://www.uwlax.edu/its/technical-services/digital-signs/> to see digital signage promoting events
 - b. Current [campus connection](#) format makes it more challenging for some staff to see events
 - c. Department chairs/deans could encourage greater attendance at events (see [example from CLS Dean](#))
7. Provost Candidate Visits
 - a. It would be nice to have 2 to 4 representatives from JMAC at each of the diversity-specific meetings. Sign up [here](#).
 - b. Meetings with Diversity Groups (day 2 of candidate's interview)
 - i. Betsy Morgan, Feb. 14 (Tuesday), 11:00-11:45, 3120 Union
 - ii. Greg Cook, Feb. 17 (Friday), 11:00-11:45, Centennial Hall of Nations
 - iii. Cheryl Torsney, Feb. 22 (Wednesday), 11:00-11:45, 3120 Union

- iv. Katy Heyning, Feb. 24 (Friday), 11:00-11:45, 3120 Union
 - v. Mark Severson, Mar. 3 (Friday), 11:00-11:45, 3120 Union
 - c. Open forums (on day 1 of candidate's interview)
 - i. Feb 13. 3:30-4:30p, Open Forum, 3310 Student Union
 - ii. Feb 16. 1:30-2:30p, Open Forum, 3310 Student Union
 - iii. Feb 21. 3:30-4:30p, Open Forum, 3310 Student Union
 - iv. Feb 23. 1:30-2:30p, Open Forum, 3310 Student Union
 - v. Mar 2. 1:30-2:30p, Open Forum, 3310 Student Union

- 8. Social Justice Week: JMAC's session
 - a. Wednesday April 5, 2017. 12:00pm-1:30pm, 3310 Student Union "Brown Bag Lunch 3"
 - b. General plan is to introduce JMAC and Inclusive Negligence video, perhaps use Padlet to capture audience reactions, with discussion and action steps to round out session.
 - c. Description: The film, "Inclusive Negligence: Helping Educators Address Racial Inequality at UWL," is a student-driven project created as a tool for professional development to help faculty, staff, and administrators create a campus environment in which students of color feel safe, valued, and included. The UWL Joint Multicultural Affairs Committee will host a focused discussion for members of the campus and community on how to practically engage in inclusivity. The Committee also will provide an opportunity for attendees to share successes and strategies for collaborating on future initiatives.
 - d. Possible discussion [questions](#) were reviewed; some wondered if questions were too advanced for the time available.

- 9. Other items for discussion, announcements?
 - a. Events
 - i. Solidarity march, 2/3/17 at Cameron Park
 - ii. Progresstival, 2/4/17 from 6-10pm
 - iii. [Widening the Circle conference](#)
 - iv. Vagina Monologues, 2/17/17
 - b. Opportunities
 - i. Hulett shared that Crista Lebens at UW-Whitewater was interested in getting a group statement from the UW campuses in support of undocumented students. If anyone at UWL is working on sanctuary campus issues, please contact her at lebencsc@uww.edu
 - ii. Sample syllabi (see email from T. Svoboda on Dec. 2), statements for class, etc. Work group is Berry, Given, Hodges, Kim, Thill, Van Roosenbeek.

Minutes respectfully submitted by T. Svoboda.

Future meetings:

- February 17
- March 3
- March 24
- April 28

Joint Multicultural Affairs Committee
Meeting Minutes
Friday, February 17, 2017
8:50am – 9:45am
Wing 104

Remote participants may join Virtual Room 5780 using
<https://jabberguest.uwlax.edu/call/Meet-5780>

Present: J. Given, C. Holler, E. Kim, P. Marina, M. Panzer, M. Pettit, J. Thill, T. Svoboda

Absent: N. Arain, R. Berry, T. Fisher, M. Hodges, H. Hulett, C. Manrique, B. Stewart, W. Van Roosenbeek

1. Approval of minutes from [December 2, 2016](#) (M/S/P) and [February 3, 2017](#) (M/S/P)
2. Working with Native American Student Association (NASA)
 - a. Miranda Panzer, Will Van Roosenbeek: Academic Staff Council - Met Feb 13, passed unanimously. Questions raised regarding enforcement, guidance for passive/active statements or frequency of messages. Questions re: the word “occupy” was part of the dialogue. Intent to honor the context of the message. Colin Burns-Gilbert and Will Van Roosenbeek offered to assist in developing a resource guide/best practices document.
 - b. Rachel Berry: University Staff Council (Eddie will request update from Rachel)
 - c. Heather Hulett, Cecilia Manrique, Peter Marina, Tori Svoboda: Faculty Senate (Mar 9?)
 - d. Our NASA liaisons: AJ Clauss and Jori Given -
3. SA resolution with City of La Crosse

NASA is developing a resolution re: standing in solidarity with La Crosse designation as sanctuary city by mayor. General support for connecting UWL values to city’s statements re: inclusion (not yet officially declared a sanctuary city). Encouragement to continue developing the statement and seeking support from various campus groups.
3. Provost Candidate Visits
 - a. It would be nice to have 2 to 4 representatives from JMAC at each of the diversity-specific meetings. Sign up at:
 - i. <https://docs.google.com/spreadsheets/d/11N3CX9aw5ikirgPEfxXd4GJIoGV9tOmBduoT8e5ae88/edit?usp=sharing>
 - b. Meetings with Diversity Groups (day 2 of candidate's interview)
 - i. Greg Cook, Feb. 17 (Friday), 11:00-11:45, Centennial Hall of Nations
 - ii. Cheryl Torsney, Feb. 22 (Wednesday), 11:00-11:45, 3120 Union
 - iii. Katy Heyning, Feb. 24 (Friday), 11:00-11:45, 3120 Union
 - iv. Mark Severson, Mar. 3 (Friday), 11:00-11:45, 3120 Union
 - c. Open forums (day 1 of candidate's interview)
 - i. Feb 16. 1:30-2:30p, Open Forum, 3310 Student Union

- ii. Feb 21. 3:30-4:30p, Open Forum, 3310 Student Union
 - iii. Feb 23. 1:30-2:30p, Open Forum, 3310 Student Union
 - iv. Mar 2. 1:30-2:30p, Open Forum, 3310 Student Union
- d. Comments about first candidate (JMAC members encouraged to share feedback to search committee. Videos are/will be at <https://www.uwlax.edu/provost-search/>, perhaps only for 48 hours following a session. (B. Morgan's video was active at the start of this committee meeting. It has now been removed).
- 4. [Social Justice Week](#): JMAC's session
 - a. Wednesday April 5, 2017. 12:00pm-1:30pm, 3310 Student Union
 - b. Participants answer question at <https://padlet.com/>
 - c. To do: add easier questions, reference sheet, change some questions to be positively-stated
 - d. Questions/Logistics at https://docs.google.com/a/uwlax.edu/document/d/1dKsPn2QZ99GV5VNzchadw8ht7_2Tgq9rf8QGsQeaoFs/edit?usp=sharing (Eddie, Michelle, Jori will meet to refine questions)
 - e. Which committee members will be present and what is their role?
 - i. Greeters/Floaters (welcome people as they arrive, help them get connected to table conversations) - Miranda, Michelle
 - ii. Emcee - Eddie?
 - iii. Technical support - Tori
 - iv. Reservations / Set-up - likely need to follow-up with University Center staff on options, but would want to make sure tables are present for those bringing lunch. Eddie will follow-up with Laurie Cooper-Stoll.
- 5. jmac@uwlax.edu email account now exists. Requested this to forward to chair (for the time being). Jess suggested we make that account be the owner of our GoogleDrive/OneDrive folder/documents.
- 6. Initial contacts made with Crista Lebens and co-chair David Havas at UW-Whitewater. They may wish to reach out to Multicultural/Disadvantaged Coordinators at each system campus (see <https://www.wisconsin.edu/multicultural-coordinators/roster/>).
- 7. Sample statements for syllabus/class/offices group: Jess, Will, Rachel, Jori, Malik, Eddie - no updates, move to next meeting
- 8. Other items for discussion, announcements?
 - a. Vagina Monologues, Feb 17, Cavalier Theatre and Lounge, 6:30 and 9pm
 - b. Attempt to organize grant-writing group for [Great Lakes Higher Education Dash Emergency Grant](#), but without institutional support, cannot move forward
 - c. Cancellation policy may be in place for Fall 2017 (students can register for future term if balance of \$250 or less [at request of JMAC and others, who wanted the balance to be higher than the current \$100 limit]). However, new policy seems to have been adopted such that if balance is not \$0 by 10 days after term, classes would be cancelled). Foundation provided \$20K to offer as bridge loans. Can we draft an opposition statement to the direction this is taking, given we were one source

requesting a shift in policy because current practice disproportionately impacts students of color? Invite Richard Sims to next meeting for further discussion.

Joint Multicultural Affairs Committee (JMAC)

March 3, 2017

Wing 104, 8:50am

Meeting Minutes

Remote participants may join Virtual Room 5780 using
<https://jabberguest.uwlax.edu/call/Meet-5780>

Present: R. Berry, J. Given, M. Hodges, C. Holler, E. Kim, P. Marina, M. Pettit, T. Svoboda, J. Thill, W. Vanroosenbeek

Guests: D. Hoskins, R. Haro

2. Approval of minutes from Feb 17 [[see minutes](#)] m/s/p
3. Guest: Deb Hoskins re: SEI question [[see attached](#)]
 - a. Limited research available; Campus climate surveys give us some data, but not targeted enough. SEI question related to IE has been discussed for over 20 years at UWL; proposal before us is the strategic planning process.
 - b. Concerns re: whether this puts those teaching ERS or diversity/justice courses, particularly faculty of color. Intent was to get a departmental index - not to rank individual instructors.
 - c. Questions of how these scores will be used (departmental average reported to dean); whether concerns of minoritized students will be muted in overall reporting
 - d. Other options are also under consideration (e.g., liaisons for reporting concerns)
 - e. Question about ranking SEI scores, as department chairs are required to rank. JMAC has a history of questioning this process, which disadvantages faculty of color and women faculty of any race (and perhaps even introverts?). it may or may not be related to this policy proposal. See Spring 2013 JMAC Report on Retention of Minority Faculty and Staff:
<https://drive.google.com/a/uwlax.edu/file/d/0B8Ke2zGSQ0EebEh5MWJZcIVOYWs/view?usp=sharing>
 - f. JMAC feedback may be useful to faculty senate, as we are considered a policy body. This is on faculty agenda for Mar 22; but we can defer to later if need be.
 - i. We could ask for data to be connected to demographic info (uncertain how much work this would take)
 - ii. We could debate the questions - including discussion of open-ended and close-ended questions - as well as the process (where is it reported, to whom is it reported, how student anonymity would be protected)
 - iii. We could forward proposal to senate (or not) - but provide thinking behind decision.
 - iv. We may decide to propose a pilot study - SAA (grad program) is already doing this; may want to propose pilot that includes gen ed/diversity courses

4. Guest: Roger Haro re: strategic plan [[see attached](#)]
 - a. Discussion of the JMAC liaison plan mentioned early in document.
 - b. Haro offered to come back to discuss the third action step re: organizing diversity and inclusion leadership

5. Social Justice week
 - a. Wednesday April 5, 2017. 12:00pm-1:30pm, 3310 Student Union
 - b. Will send out an event invite (along with a set up invite)
 - c. Review questions **updated** [[see external document](#)]
 - d. To do: Logistics, instructions, ushers, sign ups for tech team, reference sheet

6. NASA statement
 - a. University Staff Council: March 14, 2:00pm, Graff Main Hall 325
 - i. During Spring break. Who can attend? - W. Vanroosenbeek, but maybe we can reschedule to when students and more staff are able to attend.
 - b. Faculty Senate, **March 9, 3:30pm, Graff Main Hall 325**
 - i. Questions to be prepared to respond to: Who will enforce it? What venues? Concerns with word “occupy”? Don’t let details trip up the importance of acknowledging the intent?
 - ii. Exec committee recommended word changes. Some seem appropriate (e.g., change “we would like to” to “we recognize” to make it stronger), others are perceived as White-washing (e.g., suggestion to change “occupy” to “reside”). If question is about whether UWL forcibly removed Ho-Chunk nation, then we could offer an alternative historically accurate statement.
 - iii. Suggestion that we ask for a yes/no vote (removing “would like to” and “new,” but not changing “occupy.”). People who will be there: Eddie, Peter, Tori, Jori, AJ, others??

7. Student Senate draft resolution on City of La Crosse

8. Bridge Loan update (from meeting called Feb 27)

9. Sample statements for syllabus/class/offices group: Jess, Will, Rachel, Jori, Malik, Eddie
- no updates, move to next meeting

10. Final Provost Candidate Diversity Forum today:
 - a. Mar. 3 (Friday), 11:00-11:45, 3120 Union

11. Events/Announcements

- a. La Crosse Solidarity Network is organizing a march for Standing Rock on March 10th from 3-5 PM at Cameron Park. <http://standwithstandingrock.net/> and see <https://www.facebook.com/events/1894060040881679/#>
- b. Patrick Barlow asks that we encourage students to take the NSSE

Joint Multicultural Affairs Committee (JMAC)

March 24, 2017

Wing 104, 8:50 AM

Meeting Minutes

Present: Eddie Kim, Nizam Arain, Jori Given, Miranda Panzer, Rachel Berry, Michele Pettit, Will Van Roosenbeek

Absent: Malik Hodges, Charlene Holler, P. Marina, Tori Svoboda, Jess Thill, Tammy Fisher, Heather Hulett, Cecilia Manrique, Peter Marina, Barbara Stewart

Remote participants may join Virtual Room 5780 using

<https://jabberguest.uwlax.edu/call/Meet-5780>

Meeting called to order at 8:50 AM

2. Approval of minutes from Mar 3 [\[link\]](#) - wait until next meet to vote since we do not have quorum
3. SEI discussion [\[link\]](#) -
 - a. Keep it about the whole SEI process and not just one diversity related question
 - b. How is SEI data used? Should/should not be used to rank faculty
4. Social Justice week
 - a. Wednesday April 5, 2017. 12:00pm-1:30pm, 3310 Student Union
 - b. Will send out an event invite (along with a set up invite)
 - c. Review questions **updated** [\[see external document\]](#)
 - d. To do: Logistics, instructions, ushers, sign ups for tech team, reference sheet
 - e. By Friday, March 31, 2017 please have information in reference sheet for our session
 - f. We do have iPads from SOE that we can use for padlet.com piece of program
5. NASA statement
 - a. NASA statement passed Faculty Senate on March 9, 2017
 - i. Our efforts in spreading the information was beneficial
 - b. University Staff Council: March 14, 2:00pm, Graff Main Hall 325
 - i. Rescheduled from March 14 to April 11
 - ii. Create a list of University Staff Council members to reach out to folks
 - c. Would like to put out more education revolving around history of indigenous. Maybe create a display with information in places across campus.
6. Student Senate draft resolution on City of La Crosse
 - a. Student Association passed a statement that said that student senate supports our students

- b. Conversation on how student senators can better reach constituents.
- 7. Bridge Loan update
 - a. List of questions have gone unanswered
 - b. Students can register with \$100 or less on student bill, but student bill must be paid in full by May 19 or all Fall 2017 classes will be dropped
- 8. Sample statements for syllabus/class/offices group: Jess, Will, Rachel, Jori, Malik, Eddie
 - no updates, move to next meeting
- 9. Events/Announcements
 - a. Patrick Barlow asks that we encourage students to take the NSSE

Meeting adjourned at 9:53 AM

Minutes submitted by Miranda Panzer

Joint Multicultural Affairs Committee (JMAC)

April 28, 2017

Wing 104, 8:50am

Meeting Agenda

Present: C. Holler, E. Kim, C. Manrique, M. Pettit, T. Svoboda, J. Thill, W. Vanroosenbeek

Absent: R. Berry, P. Marina, M. Panzer

Guests: N. Arain, A.J. Clauss, P. Knudsen, R. Sims

1. Approval of minutes from Mar 3 [\[link\]](#). M/S/P
2. Informal read of “minutes” from Mar 24
3. Student account balances and bridge loan (guests: P. Knudsen, R. Sims)
 - a. Paula Knudsen - intent is to help students, cancellation would be based on those with balances of more than \$50
 - b. Committee members shared concerns that the suggested policy harms students, and disproportionately harms students of color.
 - c. We're told “UW System policy dictates that students owing a balance must be dropped from their courses within a specified time period” yet that is inconsistent with published UW System policy (see <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/tuition-and-fee-policies-for-credit-instruction/#C.1paymentinfull> - **“Each campus may exercise an option to conduct cancellation of registration or administrative withdrawal for nonpayment until the end of any session week within the refund period.”**)
 - d. Communication to students, advisors, campus constituents is lacking. Vague statements such as “The time period was determined to be 10 days after grades are due” are not helpful. Why ten days? Whose policy? What data supports this?
4. H.O.P.E. discussion (guests: 3 students? Advisor?)
 - a. Recently held a demonstration as voices weren't being heard in the task force- <http://theracquet.org/3442/features/hmong-students-and-allies-stand-up-to-uw-l/>
 - b. The classes for native speakers is what students are most interested in, not the courses for non-native speakers. History and language are intertwined.
 - c. Portrayals of H.O.P.E. students in the media and in communications do not tell whole story. Students are feeling stuck, unheard, hurt, and dehumanized.
 - d. Where are administrators in terms of sharing concerns about lack of services, support for Hmong students? Students are requesting fac/staff to fight with (not for) them.
5. NASA statement (guests - A.J. Clauss, students)

- a. Governance groups - Passed through all governing bodies, and yet, Chancellor Gow is requesting a change in language. The edited statement was written by UW System council.
- b. Next steps -
 - i. Option 1 - Leave it as is, don't push leadership team for approval.
 - ii. Option 2 - Change the term "occupy"
 - iii. Option 3 - Add significant historically accurate information.
 - iv. Option 4 - Leave it as is, and continue to work with leadership team for approval statement "as is."

Seems to be consensus that option 4 is desirable, as is working collectively with students and those most impacted.

6. *SEI discussion, brief update*

- a. *Strategic planning group asks if JMAC can keep discussing the topic (explore in-depth)*

7. *Social Justice week (brief update)*

- a. *review*

8. *Statements on immigration (guest) [\[link\]](#)*

9. *End-of-year report*

10. *Events/Announcements*

