Campus Climate Committee
Wednesday, March 14th, 2024
2:00p.m. to 3:30p.m. (via Zoom)

I. Call to order: 2:09p.m.

II. Attendance/Quorum

Motion to reduce the quorum of this committee to 5 for this semester
Rationale: There are several members of the committee who are on leave or sabbatical.
→Approved

Members in attendance: Jeannette Acevedo Rivera, Mitra Baghdadi, Keith Freesemann, Pei-Fang Hung, Shae Miller, Milton Ordonez

Guests: Darnell Lewis and Ash Preston, from the Office of Multicultural Affairs (now Office of Belonging and Inclusion)

Announcement: The CCC congratulates Academic Senate (AS) Chair Pei-Fang Hung for being awarded the "Exemplars of Black Success" certificate by Provost Karyn Scissum Gunn

III. Approval of Agenda: March 14th, 2024
→Approved

IV. Approval of Minutes: December 13th, 2023 (there are no minutes for February 14th, 2024 due to lack of quorum)
→Amendment requested: Keith Freesemann last name was misspelled
→Approved

V. Ongoing Business/Updates:

A. Discussion about CCC Charge
Plan to get the revised charge approved by the AS by the end of semester. Next year we can have a new name and charge. We should get this to the AS agenda soon. There are around 5 meetings left, so it would be ideal to send this to them for the March 28th or April 11th meeting. If we push it for later there might be a chance that this is not done this academic year. The first reading could be on March 28th, the AS could propose changes, and they will need time for second reading.

Suggestion about the name: We could drop "campus"; it could be "DEIA CCC, which is a familiar acronym. The LGBTQIA+ committee is waiting in order to mirror what we do. Are people okay with "DEIA CCC" or "CCC DEIAC"?
→All agreed

B. CCS Report & Exec Team and D. Campus Climate Focus Group Report and Cultural Taxation Report

Follow up Campus Climate Focus Group report and cultural taxation report. This is related to how we use the THRT activities we are doing. As we prepare for our next survey, we should think about how to use these tools. The goal is to have a new survey ready next year. We should do it every 10 years or so.

VI. New Business

A. Vote on LGBTQIA+ Anti-Discrimination Resolution
Vote: Do we support the LGBTQIA+ Anti-Discrimination Resolution?
→All in favor

B. TRHT Toolkit – Overview & Activity #2
Previous work: Campus Climate Assessment Communications
- Identify: Examples of Institutional Communication
- Discussion: Institutional Communication Process
Concept Map Review and Strategies
- Collaborative Mapping: What could communications look like?

Explanation of what TRHT is for our guests from the Office of Multicultural Affairs. This is a project for which we had to apply. Angela Locks worked on this application.

Related to previous work: "Ways of knowing" (see Jamboard images below)
Discussion about the process of unknowing and working on assumptions. What does this mean for important discussions about campus climate? Some groups are discouraged from participating if they do not feel included.

Today's goal: Work on the "Current Campus Climate Assessment Communication Plan Concept Map Tool," from the TRHT Toolkit (see diagram below)
Discussion on different ways of knowing that we could incorporate, processes, and institutional narratives. What stories and voices are usually missing from those narratives?
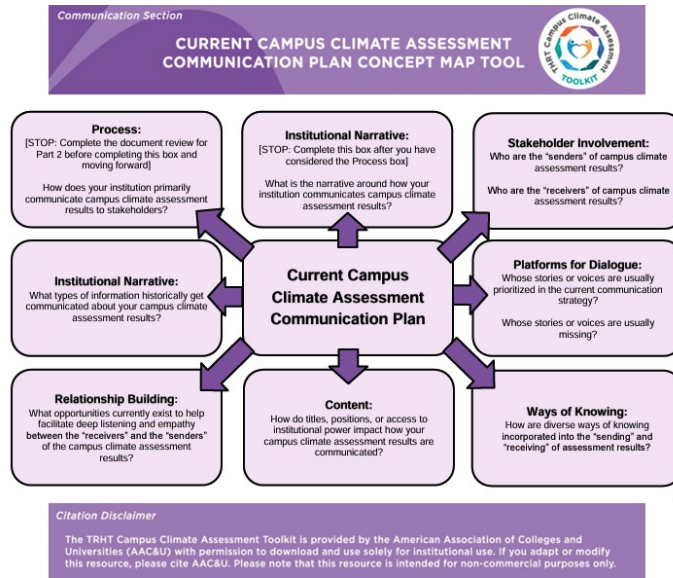
Comment from member: Frequently staff are not included in communications; this discussion is important for us, to see to what information we have access.

Activity on Finding University Communications about Campus Climate Assessment

In the Zoom meeting chat: What key words/searches would you use? Where would you look?
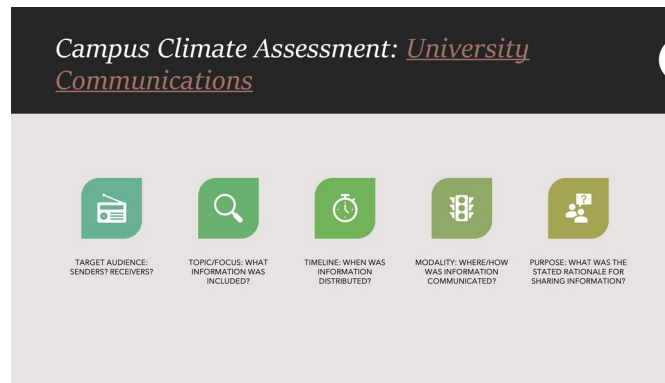
→Answers in Excel sheet: Campus Climate Survey, Campus Climate Report, Climate Forum, Campus Climate Townhall, and Climate Survey Results

Comment from member: Everyone should have received an invitation to complete the survey, but many people did not answer. Some saw it as another DEI initiative and people felt that these things never lead to anything, they deleted it. What do we want as a group? What do we want people to do?

Comment from member: Observation about the use of Teams vs. email vs. meeting in person; benefits and limitations of each

Activity: CCC - Collaborative Concept Mapping TRHT 3.14.24 (on Jamboard)

The answers below were provided by CCC members at the meeting:

1) Platforms for Dialogue:

Whose stories or voices are usually prioritized in the current communication strategy?
- higher-level administrators
- Faculty
- Tenured and Tenure-Track Faculty

Whose stories or voices are usually missing?
- students
- staff
- Perhaps contingent faculty? Since they don't have service responsibilities, they are sometimes excluded from conversations that may affect them.
- Graduate Students

2) Ways of Knowing:

How ARE diverse ways of knowing incorporated into the "sending" and "receiving" of assessment results?
- I'm not completely sure of what does "diverse ways of knowing" mean here. Is it about formats to share the information? If so, I would say the outlets that have been used have not been diverse, as it has mainly been email.

How CAN diverse ways of knowing be incorporated into the "sending" and "receiving" of assessment results?
- consistent distribution/communication chain for all communications--- so all groups have access but individual groups can share in ways that reflect priorities/ways of knowing
- Perhaps using other formats, like video?

3) Content/Power:

How do titles, positions, or access to institutional power impact how your campus climate assessment results are communicated?
- In my opinion, the higher the position is, the easier to access the assessment results.
- credibility and endorsement of senior leadership
- People whose work is going to meetings all day (that is, administrators at all levels) will definitely have more access to information than faculty teaching 4-5 courses a semester or staff who are overwhelmed with tasks.
- those serving on committees or participating in projects -- but ends up reproducing same groups over and over again AND often cultural taxation
- Student-facing staff positions typically need to utilize results for advocacy for minority student groups, but don't always have easy access or full access.

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- iykyk

4) Relationship Building

What opportunities currently exist to help facilitate deep listening and empathy between the "receivers" and the "senders" of the campus climate assessment results?
- Town hall(s)?
- Shared governance committees
- None? I guess it depends on who the receivers and the senders are. We know that most faculty don't trust administrators.
- Not much space for "bidirectional" or reciprocal accountability

→Discussion about answers

VII. Adjournment: 3:33p.m.

Minutes taken and respectfully submitted by
Jeannette Acevedo Rivera, **Campus Climate Committee secretary**

These minutes are not official until approved.