

## UCIC February meeting minutes

February 8<sup>th</sup>, 2019, 1-3PM

Alyssa Ide '20 recorded minutes

**Present:** Katie Baber, Chris Barnes, Robin Cooper, Alyssa Ide, Paige Mann, Dalyn Montgomery, Iyan Sandri, Marco Schindelmann, Monique Stennis, Peter Tupou, John Walsh, Belinda Sandoval Zazueta

**Regrets:** Daria Jackson, Lorraine Jones, Jose Lalas, Ralphy Olivas, Joe Richardson, Denise Spencer

**This meeting revolves around guest speakers. In our March meeting, we will get back to our regularly scheduled business**

- i. Jesus Trevino presents on his campus report surrounding diversity and inclusion**
  - a. The report is halfway done.
  - b. Wants to reconceptualize CDI with a broader diversity plan for the university.
  - c. In terms of, "How did this come to be?" There will be general observation and general recommendations for the university. Not necessarily recommending a new center for diversity but rather a detailed blueprint for how to run our campus better
  - d. Recommendations:
    - i. Center can function as an intergroup dialogue for the campus that is utilized for ALL in the university, not just specific groups.
    - ii. Intergroup processes that bring together structured dialogues
    - iii. Broader education and clarification for students and employees
      - a. Ex) Self-segregation VS, integration (Must move away from those models.)
    - iv. Addressing diversity and inclusion in a systemic way is a model that doesn't work. Inclusive excellence is about holding everyone accountable in a concrete way.
      1. Proposes that the UCIC play a central role in this new structure such as reviewing plans, feedback, and advice.
  - e. Characteristics needed for a senior diversity officer
    - i. Must do training that is appropriate for this university
    - ii. Will be written in the form of a job description (it's a rough draft)
    - iii. Unsure of the process for hiring a senior officer, there is a possibility Jesus may stay longer/come back to help with this process
  - f. Report is due February 15<sup>th</sup>
    - i. Will stay for the following week and feels we have a BIG opportunity to make a change on campus.
    - ii. Report is a template for the University to discover

- iii. Will be made public but unsure of timeline
    - g. Areas of the report will be missing
      - i. This is a massive report to put together in 10 weeks, and not everything can be addressed in this allotted time.
      - ii. Still gathering information and waiting to meet with multiple departments.
        - 1. May run out of time before he can get to everything
    - h. **Question: “Do we see this new structure as expanding past student life and towards the President/Executive Council?”**
      - i. The senior diversity officer and the head of the center will be separate
        - 1. They must be connected, but not all responsibilities can fall on one person
        - 2. Would report to the President but consider a “dotted line” to the Provost and the Dean of students.
        - 3. The director of the center will not be under the senior officer
    - i. **Question: “What issues won’t be addressed?”**
      - i. Departments that find themselves under-resourced
        - 1. Thinking about doing a broad recommendation to at least put this issue on the table
      - ii. In terms of student issues not be addressed:
        - 1. Transparency is the number one issue with students
        - 2. Disconnection between students and faculty/staff. This needs to be bridged, all administrators should be visiting the center and talking to students
      - iii. Will propose that all departments do a review of where they are succeeding and failing when it comes to diversity and inclusion
        - 1. Suggest they come up with a plan to be more inclusive
      - iv. Recommends that the executive council receive diversity and inclusion training.
    - j. **How can the UCIC help?**
      - i. If we find that departments aren’t pulling their weight, point this out. The UCIC council can be doing this! Make it a practice to have departments present to us what they plan on doing.
        - 1. We must have accountability!!
- ii. **Title IX with Erica Moorer and Pat Caudle**
  - a. What is the climate on campus surrounding Title IX and how does it pertain to diversity and inclusion?
    - i. The climate is very busy, Title IX is active and regularly has things happening
    - ii. There has been a spike in student interest in restorative justice as an informal process. Erica was trained to facilitate this.
      - 1. More students are asking for an approach where they feel they have the agency to decide what happens. In a restorative justice

process, they can articulate how they felt harmed and how the community can work to repair these harms.

2. Not everything in Title IX can be responded to with restorative justice
    - a. Rape/Penetration will not be addressed this way
    - b. Non-consensual touching and harassment can possibly be handled this way.
  3. This is currently a guiding principle; restorative justice is great when it is accomplished. This is a difficult process and is, “seen as healing because it is not formal and scary.” But it is hard to sit in a room with high emotional ties and often times emotions will shift halfway through the process.
- iii. Reporting has been moved to an online platform
    1. All can access, not just CA’s or faculty/staff
    2. Began in the fall of 2018
    3. Has more resources to walk people through
      - a. <https://sites.redlands.edu/title-ix-sexual-misconduct/>
  - b. Events Title IX has done
    - i. Amber Rose Slut Walk in LA
      1. Had funding to pay for this
    - ii. Just Mike the Poet
      1. Students responded positively to this level of interaction
      2. Was an expression of boundaries
  - c. Events for the future
    - i. Wants to work with School of Business and School of Continuing Studies
      1. The system for grads is not built to manage this type of training, but they’re working hard to make this work
  - d. Johnston Center
    - i. Hosts “office hours” every other Wednesday in Johnston, 2:30-4:30
    - ii. Alesha Knox has helped co-facilitate
    - iii. Wants to be more intentional with the theme of conversations with students
      1. Uses current events to bridge the conversation
      2. Looks at politics of an apology
      3. Hidden curriculum of boundaries
  - e. Data gathered last year on complaints and processes
    - i. Didn’t make data public because they want a two-year comparison report
    - ii. Beginning to gather data for 2018
      1. Desire to have this published on the Title IX website to utilize the data collection so that people will understand what Title IX is addressing
      2. Shift in last year because individuals have been less likely to proceed forward with formal investigations.

- a. Dramatic upswing on consultations
  - f. Need for education surrounding Title IX issues and employees/faculty
    - i. Online educating for professional schools but hasn't yet developed how to engage in these conversations
    - ii. This is a spring goal
    - iii. Students seem to understand more than staff/faculty
      - 1. Has to find a way to weave through a faculty process to develop programs that will grab attention
      - 2. Struggling to do this because there are so many people to engage with
      - 3. But this is a HUGE need
  - g. **How has Title IX experienced equity in terms of diversity and inclusion?**
    - i. Looking at the role of the support person
      - 1. Faculty and staff as willing support people who understand the process and can help
        - a. The problems revolve around confidentiality, worried about protecting everyone
      - 2. Anyone can be a support person EXCEPT a witness, counselor or the other party
        - a. This is for credibility and protection
      - 3. Runs into an equity issue when one student has their roommate as a support person, and the other has a lawyer
    - ii. Title IX responds to ALL regional campuses as well
  - h. Travel course work
    - i. More training coming for people who work on May Term travel courses
    - ii. Can skype people in to help
      - 1. They use Zoom
        - a. This is how it is down with abroad students and during breaks/summer
  - i. **How can UCIC help?**
    - i. Come to programs, stop by the office and talk
    - ii. Get familiar with the website
    - iii. The more we educate ourselves on the process, the more we can help
    - iv. Find out what the student is looking for
    - v. Let students know that they have resources outside of the Title IX office as well—this means being present to facilitate these things
  - j. Issues regarding rumors/misunderstandings
    - i. The perception of what is overheard may not be what is actually going on
    - ii. Check in with those in the know
- iii. **Nick Daley**
  - a. Redlands grad from 11', was very involved on campus and knows it well
    - i. Worked as a res life coordinator at another University
      - 1. Advisor for the queer campus center

- 2. Campus wider diversity training
- 3. Became Title IX coordinator
- 4. Sits on the National ACPA board
- ii. Doing a workshop in Johnston on Tuesday
  - 1. Inclusion surrounding social justice communities
- iii. **Question for us: “What kind of dynamics are happening on campus?”**
  - 1. Have encountered VERY angry students
    - a. They’ve learned how systemic structures work, and they’re upset without knowing how to change it
  - 2. Should have more diversity and inclusion training surrounding white privilege for faculty/staff
  - 3. Working with School of Business
    - a. Dalyn considers at least a fourth of the student population has not had diversity and inclusion on their radar
  - 4. We don’t have the infrastructure to support students right now
  - 5. Looking at the support staff
    - a. Works with name changes and seem to care, but they don’t understand it fully
  - 6. How do we build intersectionality into our classes and majors?
    - a. Lacks a lens for justice
  - 7. Wants to start with administration
    - a. Must understand that this climate is better than in the past, but it is not good enough!
- iv. Students deserve recognition for the work they do whether that be by pay or not
- v. Social justice burnout
  - 1. It’s a never-ending cycle that is very stressful, were trying to solve all problems at once
    - a. Looks at a personal reflection on what is going on in surroundings. “How do I see myself when I make a mistake? How do I see someone else make the same mistake?”
    - b. What are tangible things we can do for self-care?
      - i. Self-care is community care!
        - 1. This may be active community service or facilitating difficult conversations. We must work together for the same end goal
- vi. It doesn’t matter what you call it; it matters how you defend it
  - 1. Social justice is about compassion
- iv. **Where do we go from here?**
  - a. Who receives training? Does UCIC get trained first?
    - i. Will continue online
  - b. Will be in touch with Nick again

v. **Next meeting is March 8<sup>th</sup>, 1-3PM in 2 Hornby Hall**

Additional notes:

- Welcome Dalyn Montgomery
- Neena Gopalan sent an email removing herself from UCIC.