

Thursday, September 3rd, 2015

Student Academic Life committee – First meeting in the fall of 2015.

In attendance: Rebecca Schindler, Leslie James, Kathryn Millis, Aliza Frame, Dave Berque, Katie Kondry, Anna Gawlik, Dorian Shager, Ines Giramata, Rick Provine, Craig Carter and Khadija Stewart.

Agenda item 4. Proposal by Follette Books.

- Issue addressed: high price of academic books, which can be prohibitive for some students.
 - Follette proposes a 100% buy through program a comprehensive campus wide book rental program
 - better price per book – better price yet if faculty members commit to using the same books multiple terms.
 - All students will pay a fixed price for book rentals, which could be included in their financial aid package.
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- where all student books will be provided by them at a discounted price. The books will be rented to students for the entire semester and will need to be returned to Follette at the end of the semester.

Rick shared what other campuses are doing:

- Other places are purchasing books and making them available to student through the library
- As a matter of policy, libraries do not usually purchase text-books.
- We could fund a reserves collection through the library?

- how will it affect financial aid? High need vs low need students. Will students end up with more loans because of the program or more grants?

- The university has done both ways (having a standard fee and not)

- Students might be too concerned about the condition of the book to use them effectively and might diminish the intellectual culture of the university

- When will the books need to be returned?

- Some books might be ok to be used as tools and return after the semester and others are books that are the most recent works of arts that students should keep.

- Having a space where students read reserves is very appealing to faculty (how many copies of each book will be on reserve?)
- What if faculty want to assign only portions of books.
- Electronic books might be an option.
- Dave suggests providing the option to purchase books and for those who can't having the reserves in the library is a good option (it's better than nothing).
- => consensus: No to Follette but we need to look for other solutions.
- Student aid society funded through alumni to help students with things not covered through financial aid

Issues to consider this semester

- assess how the new changes to the committee are working
- assess student retention with respect to financial/social/academic
- Dave berque will bring a report
- Engaging first year students – secondary activities after rush and recruitment to make them feel still connected to campus [student activities fair in the second semester – make it mandatory for all first year students to go]
- Assess the importance of programs etc... (first year experience for ex, why is it important, does it connect to retention, greek life and its importance and justification)
- Campus climate survey data, GPA/retention data with all kinds of identifying info – dave will get the data
- Alcohol numbers have increased
- Day of dialogue with rene – sustainable model to integrate the day into the academic calendar

Student Academic Life meeting – September 17th, 2015

In attendance: Craig Carter, Christopher Wells, Lauren Witherspoon, Leslie James, Dave Berque, Rebecca Schindler, David Alvarez, Kathryn Millis, Katie Kondry, Anna Gawlik, Khadija Stewart

Item 1 on the agenda:

- Minutes approved from previous meeting on September 3rd, 2015.

Item 2 on the agenda:

- Discussion of campus climate survey data, GPA and retention data with respect to financial, social, academic, origin, ethnic information. Committee members reviewed documents supplied by Dave Berque (i.e., 2015-Spring Executive summary, Campus Climate Survey 2015, 2010-March-RetentionCommitteeUpdate, 2015-FebruaryGraduationRateMemo, 2015-SeptemberCompassProgramAndStudentRetention, 2015-SeptemberPersistenceMemo, OnGoingSemeterGPADashboard, OnGoingRetentionTable)

1. Impressive current retention rate of 94% (retention rate of students from first to second year). Some factors contributing to this success:
 - a. Changes in financial aid standards that better align student's financial aid to satisfactory academic progress (based on GPA and the number of credits completed)
 - b. High GPA of entering class
 - c. First year programs
 - d. Changes in Greek system (less stringent GPA requirements, started in January 2015). This might have allowed more students to join. Greek retention rate has historically been very high (maybe due to the large emphasis of academic performance in the Greek system).
2. First generation student retention rate is higher than the overall retention rate
3. Percentage of Greek students is decreasing
4. International student retention rate dropped from 98% to 89% -- maybe ask Aliza for pattern
5. Retention numbers for multicultural students (especially males) are a concern
 - a. One element that might affect this number is the current recruitment system in multicultural sororities/fraternities

Action/discussion items:

1. Find the number (percentage) of students who were asked to leave DePauw vs the number (percentage) of students who chose to leave. This might give a better picture as to whether academic support vs campus climate are at play.
2. Invite multicultural sororities/fraternities leadership counsel to discuss admission process and see if Student Academic Life can help in any way

3. Christopher will provide a document detailing the various support services that Student Life offers
4. Academic life doesn't currently have targeted programs for multi cultural students. They do have programs that target first generation students. There is a new initiative through Stanford that makes students more resilient (more info needed).
5. Maybe a package that could provide support for independent students in general could also help multicultural students (a strong first year to sophomore leadership program – see models from other schools)
6. Compare DPU's data to national data
7. Instituting a day of inclusion
 - a. Including international students as well, who might have felt excluded from last Spring's day of inclusion.
 - b. Allowing students to talk about their own stories during that day
8. Are there models we can use to offer services to students who choose not to join the Greek system?
 - a. The administration is extending the first year mentoring group
 - b. Maybe improve tutoring efforts, create new mentoring programs
 - c. Themed houses might help independent students connect over similar interests/majors/honor societies etc...
 - i. Invite Mark McCoy, Paul Johnson and CJ Gmolka to discuss this possibility
 - d. Department programs might help students as well (department specific honor societies)

Minutes for student academic life meeting on October 1st, 2015.

In attendance: Craig Carter, Christopher Wells, Lauren Witherspoon, Vince Greer, Dave Berque, Rebecca Schindler, David Alvarez, Kathryn Millis, Katie Kondry, Vivi Nguyen, Khadija Stewart

Item 1 on the agenda:

Minutes from 9/17/2015 approved

Item 2 on the agenda:

- 1- Discussion of campus climate survey data, GPA and retention data with respect to financial, social, academic, origin, ethnic information - Second round of discussions –
 - Low number of multicultural greek students attributed to:
 - o Difference in the recruitment process (underground process), which can affect students academically.
 - o The process can make students tired – physical fatigue.
 - o Different houses have different sets of accountability rules for their members.
 - o No price differential in multicultural greek system (unlike the general Greek system where it is sometimes cheaper for students to live in Greek housing than it is to live in university housing).
 - o Most multicultural greeks join in their junior year to make sure that they are making the right decision for themselves.
 - o Reach out to Jamal or Myrna for more info
 - Processes that the multicultural office use to create a sense of belonging for students:
 - o They try to steer independent students to join different organizations. Ex: belonging to some organizations like “feminista” provides as much of a sense of community as belonging to greek houses.
 - o The brotherhood program – provides a space for multicultural males to open up in a safe space, support group.
 - Challenges that some multicultural students face:
 - o Marginalized populations in general do not use services like counseling, hubbard center, ... asking for help is not really encouraged.
 - o Some students just feel like they are not supported and haven't found a community. The financial component is sometimes too hard on students.
 - o **Eating might still be a concern (some students run out of money).**
 - o Biggest challenge is that many males are not willing to disclose the challenges they are facing (academic difficulties,) Vince's office is not notified of mid term grades etc... **Vince's office collaborated with academic life and is now able to view midterm grades for multicultural students.**

- Relationship between students and advisors. Students might choose majors based on finances (better job prospect) vs interest. Talking to students about this is very delicate.
 - Some students do not know how to network, the grades they need to attend graduate school, obtain internship experiences etc...
 - Only a small percentage of students tap into churches in town or other resources.
- Solutions discussed by committee members to ensure students have access to an adequate amount of food
 - Maybe starting a food pantry or having other food resources
 - Cooking classes, entrepreneurial opportunity for students, keeping nutrition in mind
 - A program that provides a cost effective nutritionally balanced meal for students.
 - Maybe the university could provide a corporate membership to Sam's club or Costco that students can take advantage of.
 - Having a food pantry on campus, Vivi will ask her friend about the model she started in her Alma matter.
 - Solutions discussed by committee members to ensure multicultural students are mentored adequately:
 - A program where faculty and staff talk to students. Other programs tied to affinity groups have low participation.
 - Maybe faculty members can take on more of a mentoring role.
 - Think of ways to make students feel comfortable talking to faculty members and seeking help. Making things more accessible, teaching students how to be assertive and self-advocate, making sure to convey that it is ok to ask questions. Reassuring them it is ok to ask for help.
 - Alums of color weekend – maybe continue to make stronger ties with alums and integrate a mentoring component.
 - Remind students of resources in a timely manner, study tables, etc...

Item 3 on the agenda:

1- Discussion of campus climate issues in light of the events that transpired on Wednesday, September 23rd and Wednesday October 1st.

Students' perspective:

- Second time was much better => need for a sustainable model to deal with this type of events.
- Worry about the 100 or 150 students who won't ignore the group. Student organizations are working on this.
- Students drafted a letter to give to the board of trustees asking for some changes.

- Main concern: How the Greencastle Police Officers handled the protest the first time (police brutality incident towards multicultural student/staff member reported)
- => How can DePauw make institutional responses to these questions. Maybe using the new General Education requirements and focusing on faculty development and training to help change the overall culture at DePauw given the history.

Minutes for student academic life meeting on October 15st, 2015.

In attendance: Craig Carter, Cara Setchell, Dave Berque, Kathryn Millis, Katie Kondry, Aliza Frame, Jason Rose, Khadija Stewart

Item 1 on the agenda:

Minutes from 10/1/2015 approved

Item 2 on the agenda:

Discuss solutions to the hunger problem that some of our students face:

Sort term solution the committee agreed on:

- Send an email to all students living in UOAH housing units who have less than a full meal plan and ask them to talk to or email Craig Slaughter in financial aid if they do not feel they have access to an adequate number of meals per day/week. There are 302 students in UOAH housing units with 3 or 4 meals per week.
- Craig Slaughter will give an additional 2 meal vouchers per week to each student who contacts him (more vouchers could be given depending on the number of students who ask for vouchers)
- Each meal voucher will be equivalent to a card swipe at the hub - Jason Rose will provide the vouchers and will inform the cashiers at the hub to treat the meal vouchers the way they would treat a card swipe.
- The committee decided to use food vouchers instead of increasing the number of swipes on the student's tiger card because it is easier to regulate the vouchers and hand them to students every week. Jason Rose informed the committee that if we increase the number of swipes, we would need to add the additional number of swipes all at once. There wouldn't be guarantees that students will distribute this additional number of meals evenly throughout the rest of the semester.
- Student Life will look into increasing the number of community events with meals offered in UOAH housing.
- Work with the sustainability group on implementing other solutions including collecting non-perishable food items when students are moving off campus and distributing them to UOAH housing units before students move back in the following semester.

Next steps:

- Student Academic Life will share a short report of the agreed upon solution with Craig Slaughter. Craig will be asked to assess the solution in terms of its impact on student's financial aid and taxes (will the food vouchers count as taxable income?).
- The report will be then be sent to Christopher Wells to share with the president and ask for the funds.

Other solutions discussed:

- Implement a campus wide food pantry

- This model has worked well at other larger campuses, there are concerns that this would not work at DePauw because of the stigma associated with food pantries.
 - Find out if our students visit food pantries off campus
- Change the student meal plan requirement to mandate that each student have access to at least one meal a day
 - Maybe implement this change when the new dining hall opens
- Explore the possibility of having food items at the Thrifty tigers.
 - We do not know the business model at the Thrifty tigers (do students pay what they can for items? Do items have fixed prices? etc....)
- The committee is aware of the fact that some DePauw students are on food stamps.
 - Do food stamps have an impact on taxes? Financial aid?

Student Academic Life meeting on November 5th, 2015.

In attendance: Craig Carter, Cara Setchell, David Alvarez, Leslie James, Kathryn Millis, Rebecca Schindler, Katie Kondry, Khadija Stewart.

- 1- Minutes approve from the Oct 15th meeting.
- 2- Update from Cara on student meal plans and Fall break meal logistics
 - 500 students stayed on campus during Fall break – conducted survey with 80 responses (offered meal vouchers). In the email, invited students to come visit the office if they were going to have difficulty eating during break.
 - Brad and Craig have been working on a solution. Craig gave Cara a list of students with 3 or 4 meals per week meal plan who also have a big financial aid gap (total of 150 students) – Financial aid will bump them up to 10 meals a week. This will not affect student's financial aid package.
 - Brad and Craig working on a longer term solution.
- 3- Summary of student's complains about the current meal plan:
 - Students who have more meal swipes are upset because if they can't make it to the mealtime on time, they loose their swipe.
 - Most students are loosing a few meals a day.
 - Students are asking for the following in the survey:
 - o Allowing swipes to roll over
 - o Convert swipes to flex points
 - o There are constraints for student athletes and students who are heavily involved in clubs and activities since they can only use one swipe from 10AM to 3PM.

⇒ It seems that more students are unhappy with the current meal plan than the previous one
- 4- Some long term solutions proposed by committee members
 - An open kitchen where students can always pick up bagel, sandwich, cereal, milk, tea, (maybe bon appetit and greek houses can work together to provide some options).
 - Café that is student run - entrepreneurial option that will offer lower cost food.
 - Café at the den for intellectual discussions
 - Frame solutions under sustainability (wasting food and wasting swipes) – maybe swipes could be recycled (not necessarily one to one value).
 - Find a way to work around stigma.
 - App to donate swipes.
 - Work with Bon Appetit to find solutions
 - Have the min be one meal a day.
 - Maybe financial aid could change their policy of cutting checks for groceries.

- Shopping trips help to make easier for students to get groceries (monthly trips to saraga).

=> Several solutions discussed might carry a stigma and make it uncomfortable for students to take advantage of, we therefore suggest to **survey students** and include a few options in the survey and also add open ended fields where students can propose solutions.

=> Invite Craig and Kevin to our next meeting to talk about more options.

Student Academic Life meeting on November 19th, 2015.

In attendance: Cara Setchell, David Alvarez, Leslie James, Kathryn Millis, Rebecca Schindler, Katie Kondry, Ana Gawlik, Dave Berque, Khadija Stewart.

- 1- Minutes approve from the Nov 5th meeting.
- 2- Cara's comments with regards to student safety issues:
 - a. The campus is currently looking into increasing safety on campus, the plan includes:
 - i. Phase 1: They will be replacing lighting and all outdoor cameras on campus
 - ii. Phase 2: looking for areas where they need to put cameras on campus and also add more lighting on campus.
 - iii. Will replace all blue lights on campus with very bright LEDs.
- 3- Cara's comments with regards to the student who complained that he/she felt threatened by a public safety officer
 - a. The director of public safety is spending an appropriate amount of time to try to understand what happened so that they can train their officers better. This created a number of healthy conversations to help train officers.
 - b. Angie is in the process of asking for a cabinet level position in student government to coordinate and have an officer report to every affinity group for familiarity.
- 4- Cara's comments about measures Student Life is taking:
 - a. Next week, student life will be conducting training for all their responders (on call rotation) on incidents of bias. Try to help understand the emotional state of victims, do follow ups.
 - b. A few years ago, student life looked at how to prevent a variety incidents, they instituted meetings once a month. Cara wants to use this same model for incidents of bias. Student Life currently has a team in place.
 - c. They provide support to the victim and the perpetrators to educate them.
 - d. If perpetrators are students, student life has a mechanism to handle the incident.
- 5- Mechanism for reporting bias incidents:
 - a. public safety has been the main avenue for reporting. Cara points out that they usually get delayed reports. Rene's office and the president's office are becoming a place where reports could be made. Student life thinks that the reporting should be through Rene's office instead of public safety.
 - b. For certain types of incidents, Student Life created another avenue for students to go through a university process instead of going through

- public safety which is obligated to report to the prosecutor's office. Students are not really aware of this option.
- c. Students are told the appropriate channels to go through but students might not remember. RAs and Mentors know the correct channels and should be trained/used as resources. Cara said that student life does a lot of outreach to the "active" students.
 - d. Student life collects the data (Vince maintains it) on various incidents. They have been talking about ways to release the reports on a semester basis. Christopher wells made a commitment to write to the student body acknowledging instances of bias or other incidents that take place in the community, it is also an opportunity for him to remind students about how to report incidents.
 - e. Two years ago, Student Life decided to create a separate board for bias incidents.
 - f. Student Life is working on harassment training for board members so they can hear these particular types of incidents.
- 6- How can we improve the relationship between public safety officers and minority students:
- a. asking student government to create a better connection between students and affinity groups (a dedicated officer per group).
- 7- Most important issue to be addressed at this time:
- a. Cara's response: can't focus on one thing at a time, issue changes all the time. Need staffing resources to work on this. Need to look at greek system more aggressively than we are now.
 - b. Student's perspective: most important issue: campus climate. So many issues, overwhelming students. They are unable to prioritize and create events about sexual assaults, etc.... They wish the university would take a stand in prioritizing issues, would make it easier for the students.
- 8- Have there been more incidents lately or are there simply more reports?
- a. National energy is feeding energy of students, students are not tolerating micro-aggression incidents now. Also, students think that students are getting more aggressive, they don't want to talk about racial issues anymore.
 - b. There was a school (maybe Kenyan) where faculty and staff started responding to yik yak postings and signing their names in order to communicate with students.
 - c. Maybe students are driven more by the urge to leave a legacy. They become very picky about issues.
 - d. Lack of "community of trust". Lack of trust towards administration.
- 9- How should faculty members respond when students expect them to bring up incidents in class and discuss them.
- a. Some faculty members ask students if they wish to talk about the issues, if so they take the time.
- 10-How much should administrators communicate student issues with faculty members?

11-Do students know that academic life and student life are available resources to help them navigate difficult times and communicate with faculty members?

12-Thoughts about creating a comfortable environment for conversation with minority students/students of color:

- a. Some feel that faculty of color are able to give honest opinions/assessments that students of color/minority students would receive well and that other “non-minority” faculty members would not be able to give honest opinions/assessments
- b. Create conversation groups with faculty, students, maybe alums. Intellectual conversations?
- c. Maybe bring back alumni from different groups and create a conversation day.
- d. Talk to other committees to take advantage of the overlap in charge
- e. Encourage all to attend various events where speakers give meaningful and useful performances. Extend events to include more groups and opportunities for conversations.

Student Academic Life meeting on December 10th, 2015.

In attendance: Cara Setchell, David Alvarez, Leslie James, Kathryn Millis, Rebecca

Schindler, Julianne Miranda, Kevin Kessinger, Dave Berque, Craig Slaughter, ???,
Khadija Stewart.

1- Approved minutes from 11/19/2015

2- Julianne Miranda discussed the new advising/retention initiative by academic life:

Predictive model for advising (collect data about student's grades that are indicative in certain courses).

- Would allow an academic adviser to see everything relevant to the student on a single screen.
- Will allow advisor to identify outstanding students (and refer them to certain academic awards), identify students in distress, recommend tutoring, etc...
- Allows advisors to be proactive in helping students.
- Will also allow advisors to focus on students in the middle (not the most outstanding or most struggling students). This is the student population that we might lose between first and second year.
- This platform will allow better access to mid term grades, progress reports

Depts.

- Will identify critical elements to student's success.
- The system will allow the creation of targeted emails to group of students for advising etc...
- Advising platform is shared between all advisors.
- Kick off on Feb 10th – daylong. Focus groups in the Spring, Summer identify people who are very interested in this so they can learn and be well trained. First early adapters Fall 2016. Program will go live (name is SSC – will change). This is a 5 year implementation.
- Goal: retention and easy platform for advisors.
- DPU can specify filters, access control, etc...
- Cost: tens of thousands of dollars per year.
- Other options: none as robust as this one.
- Julianne will send a link to forums and daily newsletters.
- There was a presentation about the software during the summer 2015, contract signed around June 30th, 2015 and the committee received input from faculty. All faculty on outgoing/incoming advising committee were invited to the presentation.

3- Discussion of the Winter Term meal plan and thoughts regarding long term modifications to the current meal plans

- There was never a WT meal plan in the past (they would use fall or spring semester meal plan)
- Introducing a WT fee makes allows for transparency so that students can seek financial aid.
- Packaging process: students with financial need are eligible for a subsidy as high as 80% - this is automatic.
- Students living in residence halls who are enrolled in a class or are doing work with faculty members are required to be on the plan.
- First email sent in March 2015 – The change has been on the website since March
- Some students dropped their WT courses to avoid paying the fee
- Students staying on campus who are not taking courses can adopt the plan.
- Administration will communicate with students tomorrow with all the info.

=> It seems that there was a lack of clear communication between the administration and the students.

4- General meal information

- meal plan limitations are lifted – the time restrictions
=> communication problem here.
- There will be a change after we move to hoover hall. They are continuing to work on the meal plan and the lack of clear communication between the administration and students regarding the meal plan.
- There is a new hire to do a better job at communicating various issues.
- There will be a new charge for our committee to oversee the meal plan planning

Minutes from Feb 4th, 2016 Student Academic Life meeting.

In attendance: Cara Setchell, Leslie James, Kathryn Millis, Rebecca

Schindler, Anna Gawlik, Craig Carter, Dave Berque, Katie Kondry, Khadija Stewart.

1. Discuss our new charge:

Charge, given to us on Dec 8th, 2015 -- to be discussed in spring 2016

In collaboration with the Office of Academic Affairs, the Vice President for Academic Affairs will that request that the new Student Academic Life Committee place on its agenda, at the beginning of the fall 2015 semester, a review of the policies and procedures for reporting and investigating concerns of bias and discrimination in the classroom.

Suggested resource by Anne Harris: [//sites.allegHENY.edu/ciass/bias/](http://sites.allegHENY.edu/ciass/bias/)

=> Student Life worked on creating procedures for reporting concerns of bias and discrimination on campus and Cara shared what they've been discussing:

- For over 5 years, Student Life has had a bias response team. The numbers of reports has gone up and they decided to create a formal protocol.
- In the current version of the protocol, Student Life has definitions for a bias incident, hate crime and micro aggressive behaviors. They also now have trained on call staff to be able to respond to a bias incident when it occurs on campus (several tiers of on call personnel).
- The response team maintains a log of all reports received, they will also disseminate reports to the community including the general outcomes.

We decided as a committee to have a single form of reporting and depending on the type/location of the incident and the parties involved (ex, incident in the classroom vs outside of the classroom), different offices will need to handle the report. Therefore, the proposal that Student Life is working on will be comprehensive, covering all types of incidents, parties involved, locations, etc... and will refer students to different offices based on the nature/location of the incident.

- For incidents in the classroom, maybe have a different board/office to handle the incident.
- Who decides the distribution after the complaint is made?
 - o Universities do not have to report bias incidents to law enforcement and Indiana doesn't have any laws for hate crime, it only has a law for harassment.
- There is a need to make the information about the bias incidents public.
- We should have clear definitions of bias, hate crime and micro aggressive behavior and harassment. => maybe consult with Rene.
- Have students fill out an online form that goes to the bias team, who then decides where to take it. If students feel in danger, they should call public safety otherwise, they should fill out the online form.
- Have the form as one option and another option is to go to an office (or one of several offices).
 - o Student life, intercultural life, title 9, public safety, maybe add another option for incidents involving faculty members or occurring in the classroom? (maybe involve Dave Berque and/or Carrie Klaus.

- Maybe have HR involved in receiving the incidents.
- We need a way of reporting statistics and type of incidents that occur.
- Instead of using classroom, we need to expand it to involve office hours, labs,
“Classroom or other academic setting”.
- How to let students know about the new protocol? And also where it is in the DePauw website. Dave suggests to have one place for all reporting (to report harassment, bias, etc....) whistle blower policy – aggregate all reporting policies.

Student Academic Life meeting on 2/25/2016.

In attendance: Dave Berque, David Alvarez, Kathryn Millis, Leslie James, Rebecca Schindler, Khadija Stewart, Katie Kondry

- 1) Discussion of bias incidence reporting:
 - a. We discussed replacing the word believe with the word feel.
 - b. We then decided to rephrase the statements to say: “to report an incident in which a faculty member might have shown bias, contact.....” instead of using the words believe or feel.
 - c. I will send the document to Cara for additional comments and suggestions
 - d. We will discuss the reporting form as a committee once we have a draft.

- 2) Discussion of the library reserve textbook program:
 - a. Some departments (econ) have big endowed funds that could potentially be used to purchase several econ books and put them on reserve.
 - b. Librarians would like this program started with books for first year classes.
 - c. We should not set the limit by the book but rather by the total number of books required for the particular class.
 - d. E-books bound by licensing, some have unlimited usage some don't . Only available on certain books.
 - e. We could start with an audit of the first year classes and how many books would be needed.
 - f. Might be a good idea to share this proposal with faculty and get their feedback (incase there are strong oppositions).
 - g. Good will venture that can be adjusted based on experience.
 - h. Lack of academic books affects low-income students particularly during their first year. This could potentially be a solution for students who can not afford to purchase their own books.
 - i. Faculty members will need to inform the library of the books they plan to use – sufficiently ahead of time- so the library can have enough time to order the books.
 - j. Library will be able to deal with the extra work flow of the extra reserves. Space issues could be resolved.
 - k. Kathryn added that the library will need to pay staff to add the reserve books to the catalog system, and assign a location, a circulation status, etc., tie them to the appropriate courses in the reserve system, then apply labels & barcodes, etc., during a short window of time. Reserves processing is already very busy (especially in August). We'll need to budget extra hours for processing because the work is time sensitive and

can't wait to be done by staff at slow times or when covering a service desk. It's hardly prohibitive, but is a factor I ought to have raised.
=> Dave Berque will draft a preliminary proposal.

In attendance: Dave Berque, Kevin Kessinger, Kathryn Millis, Cara Setchell, David Alvarez, Katie Kondry, Bruce Clute, Khadija Stewart, Craig Carter, Anna Gawlik

Minutes from 3/17/2016

1. Approval of minutes.
2. University meal plans updates from Kevin and Bruce:
 - a. With respect to UOAH students and meal plans: only 6 students came forward with food insecurity concerns (financial aid issued emergency loans + additional aid for second semester which cleared the emergency loans – scholarship was a grant – students do not have to repay it)
 - b. How to address food insecurity long term:
 - i. Have a larger meal plan: might be unpopular with rest of student population
 - ii. Next year, financial aid will identify students most at risk and survey them (similar process to this year).
 - iii. Potential problem when students use the money that is meant for groceries (the reimbursement check they receive from financial aid in case they opt for a small meal plan) for other things (including books), not food related.
 - iv. Maybe identify students who would have a higher need and educate them on all their options (it might be advantageous for some students to opt for a larger meal plan instead of a smaller one with respect to aid packages).
 - v. Other dining options: student ran coffee house. Could be an option – this is Dorian Shager’s call.
 1. There is already a student ran coffee shop in greencastle, called Bagos.
 - vi. Could have an express store/coffee shop in place of the hub and den space.
 - vii. We were informed that Depauw currently offers more dining options compared to other schools, which cost more configuring labor costs => Depauw is loosing money with respect to the dining options and services.
 - viii. Hoover hall is designed to function the same way as the hub, same meal plans.
 - ix. Transitional dining from mid June to October to complete Hoover hall construction. This is/will be communicated to students.
 - x. Winter term plan will be similar to this years’. There will be better communication with students; Students will be eligible for financial aid . University will also be able to package the meal plan on the front end, not wait to the end.

3. Book proposal discussion:
 - i. Rick and Dave worked on the book proposal and Rick received feedback from his team (mostly positive).
 1. Drop the sentence about excluding fys
 2. Would faculty members who opt out be resented by their students? Not necessarily (each faculty member has their own rules that they can get resented for, adding the books to that is not a big deal). It seems that some students avoid taking science courses/majoring in science because they can't afford to purchase the textbooks. In addition, some courses have lab fees associated with them.
 3. I'll send the proposal to Rick.
4. Bias incident reporting: Cara shared the document with Human resources, we should receive their feedback sometime in the future.
 - i. Maybe have a faculty member be a member of BIRT.
 - ii. Administrators can be either Staff or Faculty. Currently, no one on the BIRT team represents academic/intellectual freedom, which can be a concern. Cara stated that student life would welcome faculty/academic administration to be part of BIRT.
 - iii. Student Academic Life can put out a call to have faculty representation for BIRT (check our charge and if we have the right to do that – check with Pam- chair of governance committee)
 - iv. We looked at the reporting form written by Vince:
 1. Kathryn asked not to use: victim (use subject instead)
5. Dave added two sentences to the classroom atmosphere policy that refer to the bias incident report protocol.
 - i. Under II, try to include the statement in the first paragraph instead of in number 7, we will follow up on this during our next meeting.
6. Send a written announcement to Bridget Gourley keeping the faculty up to date on the progress we are making (this was sent Friday, March 18th)

Minutes - 3/31/2016

In attendance: Dave Berque, Kathryn Millis, Cara Setchell, Khadija Stewart, Leslie James, Anna Gawlik, Aliza Frame, Louffi Jirari.

- 1) Approval of minutes from 3/17/2016
- 2) Aliza Frame, Director of International Student Services (ISS) –
 - a. Sometimes, international students do not feel included in efforts of inclusion
 - b. International student performance (GPA) and retention is generally above the Depauw average.
 - c. DePauw could improve in terms of being more inclusive in the classroom and otherwise with International students.
 - d. ISS communication includes: Monday email from ISS + an up to date and comprehensive website.
 - e. It is hard for ISS to communicate what they're doing with the rest of the DPU community (faculty and staff), is some staff and faculty members are interested in learning more about ISS services and programs, they can email Aliza to be included in the Monday emails.
 - f. Results of programs to help students branch out have had better results in recent year:
 - i. International student ambassador program (extended through the fall semester), international student orientation, the university's mentor program, ISS works with RAs => more proactive work coming. Global partners - voluntary (upper class domestic student partners) + receptions and gatherings, host family program –volunteer.
 - g. Is there a matching program between international students and faculty/staff?
 - i. There has been some work with certain faculty/staff members who are interested but no formal program in place. Maybe there is an academic way to establish such a relationship, ISS would look into that.
 - h. The program where domestic students signup to live with an international or exchange student + greek life help a lot.
 - i. Faculty can help with making international students feel comfortable talking/interacting with domestic students.
 - j. Maybe include a small training program in one of DePauw's already established workshops (S or W workshops).
 - k. Maybe once, just send the Monday newsletter to all the faculty and ask if anyone would want to be added to the mailing list.
 - l. There is an existing program for getting students engaged even before they arrive on campus (facebook groups, etc...)
 - m. Work with Alumni – international alumni

- n. ISS + Academic Life staff to improve monitoring students and being proactive about identifying students with concerns or issues before students become high concern students.
 - o. Having three divisions work together (student life, academic life + ISS or admission)
 - p. Maybe identify moments that can create an experience from home, televise an important cricket game, etc... there exists several events for several of the international students already such as: lunar new year, etc... Maybe expand on these efforts
 - q. Roommate matching services
 - r. Some notice that interaction between domestic and international students outside of the country (for ex during WT trips) is sometimes better than the interaction inside the country (domestic students are outside of their comfort zone and are more open) – maybe try to replicate without leaving the country
 - s. Create more connections between first year international students and first year domestic students. Maybe have them share experiences.
 - t. Facilitate more interaction between international and domestic students in the classroom – something faculty could do
- 3) The classroom atmosphere policy – moving the sentence up – Dave will shuffle the points around to merge bias with existing harassment in one place rather than have them in separate locations.
- a. Next meeting, decide how/if to take it to faculty.