

SAL Committee Minutes
November 7, 2018

Jonathan, Marianne, Alan, Leslie, Naima, Tom, Doug, Julianne and Rich were in attendance.

The minutes from the previous meeting were approved.

Can community members provide transportation service for students, like Safe Ride? Right now, though maybe not using a vehicle, officer/security member is available to escort students on campus. Alan: as we've gone to a community policing model, there will be a security guard or police officer to escort. What about downtown? They should be able to call for an escort if it is a DPU function. What about non-DPU events? We do have a shuttle for WalMart. Marianne: Regardless of where a student is, public safety will provide a ride if a student feels unsafe? Alan: Is it DPU's responsibility to provide rides? There are taxis, shuttle, personal vehicles for personal needs. Marianne: how will dispatch verify events and need? Will this be a problem? There are instances of students needing assistance, calling public safety and not getting help related to helping move event materials. Dispatch was rude and unhelpful. Can we communicate those needs through dispatch to facilities? A security staff person drives for Safe Ride. Doug: can there be a voluntary organization to staff Safe Ride or offer rides to students? On T and R there are services to take students to Kroger to WalMart (5-8pm). Can we have a sign up sheet that moves through public safety to a driver? What is the liability? Alan: can other locations be added to a route around town? Doug: feel that we have a responsibility to students to provide safety. Alan: students should also be mindful of situations like late night employment transportation off-campus. Students should communicate to DePauw. On campus, students should call public safety for an escort. Do we expand the language to include downtown? Julianne: students taking jobs off campus, this is an opportunity to talk with students to see if we can find something for them on campus. Alan: communication is key. Students should tell DePauw what they need. Leslie: important that we have taken initiative on lighting around campus. Marianne and students will be doing a campus lighting assessment/tour with facilities. Talking about better lighting. Keep addressing this as a committee.

Did the Common Read achieve its goals? Getting students to draw on multiple disciplines and raise important ethical issues. Marianne: it should be required that the common read is part of the FYS, and it needs to be integrated into the syllabus. Assigning a common read and a separate writing assessment reads is too much. Alan: perhaps there are students that are less prepared to read and write about a longer text. Tom: part of the first year seminar is to teach students to write. Jonathan: are we implementing the common read as other universities are doing successfully? Leslie: Common read in the orientation when done well can be very helpful. The ratings are similar with a larger read and more, smaller reads. Doug: why are we doing this, what is the purpose? What do we want as a university? Marianne: Instead of a common read, what about a common author? Julianne: what are the outcomes of the common read and how do we assess it? The committee can set assessment standards.

Demonstration policy. Alan: do we want the policy? Is it protecting individuals to raise their voices? Is it accomplishing what it is supposed to? Conversations with students are continuing. Doug: what raises a lot of flags is that several people that have contacted me are from underrepresented groups. Alan: it is important to educate people and then have discussions. Marianne: the info sessions were helpful in terms of learning and asking questions. Students submitted names of staff to serve on the response team; student concerns over the general language; and students feel that the policy is in response to demonstrations (actual demonstrations being used in examples is problematic); students learned more about possible sanctions which is ongoing. Alan: faculty question about different responses from different VPAAAs. Also applies to the VP for Student Life. The policy can help guide the administrator towards sanction decisions. Marianne: what if a student is demonstrating in the classroom? Alan: The faculty member has control of their classroom (atmosphere policy). The VPAA may decide that action needs to be taken if it is interrupting the learning environment. Marianne: How do the two policies interact with each other? How do we manage both? How does one policy impact the other? We should have that conversation? Yes. Doug: protest and demonstration are included in one policy. Only policy that talks about normal operations of the university...maybe we need a separate policy that states that no activity can interrupt the essential functions of the university and then the demonstration policy references this one. Marianne: the demonstration response team has been helpful. Students know when they are entering a grey area. Students want people there that they know and have relationships with. Faculty and staff are involved. Alan: previously, staff was not involved with helping students stay safe. The policy helps DPU manage decisions, support, etc. during heightened moments on campus. SAL welcomes faculty and staff volunteers.