

Campus Climate Committee

Minutes

Wednesday March 8 @ 2:00 – 3:30p.m.

1. Call to order 2:03pm
2. Attendance/Quorum: Shae Miller, Noah Golden, Janet Foster, Keith Freeseaman, Ivonne Camacho, Pei-Fang Hung, Bethany Price, Laura Bush, Mitra Baghdadhi, Larisa Hamada, Terri Armstrong
3. Approve Minutes: 2/8/23 M/S/A
4. Approve Agenda: M/S/A
5. Note on the order from Pei-Feng Hung: Please be sure to approve Agenda prior to approving the Minutes in future meetings.
6. Ongoing business:
 - a. Advocacy and areas of interest—checking in (call for updates from committee members)
 - i. Counter-resources Development (Terri, Shae, Lily, Katherin)
 - Should we put these efforts on hold as we revisit our charge (to make sure these efforts connect with our vision and charge? Motion to put Advocacy and Areas of Interest to the side until Fall so that we can finish his work this semester. Approved, M/S/A
 - We take a moment to welcome Bethany and Laura to the CCC.
 - Any opposition to talking about the white paper first? No opposition, we continue and ask Pei-Feng to talk about the white paper (i.e., the AS Retreat white paper, available on the AS website, a summary of the retreat and dialogue from October 2022, on Understanding Tomorrow's Students).
7. Discussing the Understanding Tomorrow's Students AS white paper (Pei-Fang)
 - Thematic Analysis yielded three relevant areas: Social Isolation, Technology, and Academics
 - How can we help support students in these areas? There is a need for more personalized communication to build community and relationships, and to support students with academic technologies and meeting academic expectations.
 - There is a need for socialization, for space and support for relationship-building.
 - These findings are based on twenty-pages of qualitative data.
 - Question: Could this committee make recommendations about workload, as service requirements and research commitments keep us from meeting these goals? Additional resources, including time, are required to meet these goals.

- Yes, we can make these sorts of recommendations, and we can include this in our charge (e.g., building infrastructure to support these goals). We can also focus on building support structures (e.g., BMAC) so that we do not have to become experts on everything (which is not a realistic or possible goal).
 - Comment: these are great recommendations on paper, but what can we do about this? Faculty and staff experienced the pandemic as well. Faculty and students received help with AMI technologies; staff didn't. As for faculty and staff—faculty and staff do not have training on how to deal with students' traumatic issues that are brought to faculty and students (we say that faculty and staff are the first contact for students).
 - Comment: it may be dangerous for students to think that faculty are mental health professionals, as we are not. The university needs to invest in additional mental health professionals.
 - The report is the data, what we learned from that event. There will be new changes; this report is just the first step. We can present to the administration to request resources, training, compensation, etc. and discuss workload issues as the student body changes. This is not a one-time-thing; this is the beginning of ongoing advocacy work.
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8. CCC Structure and Editing the CCC Charge
 - What is a reasonable charge and set of goals for us? Where can we best focus our efforts?
 - We look to the existing charge to discuss possible revisions.
 - Suggestion: Can we add advocacy for the resources and infrastructure to prioritize Campus Climate and support for students, staff, faculty, etc.?
 - CCC members suggest language to focus on advocacy.
 - Question about the CCC and the relationship with Beach2030: This may be an opportunity to partner with leaders in the action zone to provide feedback or suggest collaborations.
 - We discuss possible name changes and descriptions of the charges for our committee.
 - Question: what would we advocate for to build a more inclusive and supportive campus? One idea: advocating for a formal exit interview for students who leave the campus prior to their degrees
 - Pei-Fang shares exemplars from UC Berkeley.
 9. Terri, Bethany, Shae, Brooke, and Noah volunteer to work on the draft to bring to the group for discussion for our next meeting.
 10. Adjournment 3:31pm