I. Call to order

II. Approval of Minutes from 12/03/12

III. Announcements (any member may bring pertinent happening to our attention)

IV. Sharing Examples of Problems with CSBS Climate (College & Departments)

V. Status Report from Subcommittees:
   (Including semester plans, e.g., regularity of meetings, review campus climate articles, contact other campuses re: climate, proposed steps for assessment, etc.)
   
   A. Staff-Faculty Communication: Anthony, Michael, Christina, Rasmita, Kelly, Leta, Cynthia
   
   B. Workload Committee: Tiffany, Kelly, Miriam, Mario
   
   C. Privilege Committee: Gabriela, Anthony, Wendy, Anita
   
   D. Assessment-Qualitative: James, Boris, Moshula
   
   E. Assessment-Quantitative: Que-Lam (Q), Henrik, Rasmita, Sheila
   
   F. Mission Statement: Tiffany, Joy, & AnnMarie

VI. Elect Subcommittee Chairs (if necessary)

VII. IMPORTANT ISSUES Up for Discussion & Thoughts:

   Reflecting on the CSBS Climate Committee

VIII. Begin Discussing Need/Feasibility of University-level or College-level Ombuds Services

IX. Reiteration of General Charge to CSBS Climate Committee:

EXCERPT FROM EEC CAMPUS CLIMATE REPORT:
Contradictions in Perceptions of Campus Climate & Personal Experiences

These differing phenomenological realities alert us to fact that CSUN must:
• Continue to focus efforts on creating and sustaining a campus climate that is welcoming and inclusive
• Give special attention to probationary assistant professors and staff
• as well as to employees (faculty and staff) from historically underrepresented/marginalized groups

Goals: Design various campus-wide programming to address some of the disparities revealed & increase sense of welcome & respect for people from all groups on campus
To help inform us of campus climate efforts at other universities, see excerpts from UC Campus Climate Report and link to entire document below:


Read entire report UC Climate Campus Report via the above link.

Excerpts below:

“Campus climate is a measure—real or perceived—of the campus environment as it relates to interpersonal, academic, and professional interactions. In a healthy climate, individuals and groups generally feel welcomed, respected, and valued by the university. A healthy climate is grounded in respect for others, nurtured by dialogue between those of differing perspectives, and is evidenced by a pattern of civil interactions among community members (UCR Framework for Diversity Report). Not all aspects of a healthy climate necessarily feel positive—indeed, uncomfortable or challenging situations can lead to increased awareness, understanding, and appreciation. Tension, while not always positive, can be healthy when handled appropriately. Conversely, in an unhealthy environment, individuals or groups often feel isolated, marginalized, and even unsafe.” p. 1

“Research shows (Chang, in press; Allport, 1954) that the true benefits of diversity, even with the first three foundational elements [i.e., institutional action, research and teaching, and structural diversity] of climate in place, cannot be fully realized without the fourth dimension: positive intergroup interaction. The presence of diverse groups in a classroom, residence hall or academic department is important, but not enough. Intergroup interaction cannot be successful if groups co-exist in a silo mentality. There must be purposeful interaction within and across all campus constituencies.” (p.3)

“Campus climate cannot be compartmentalized or addressed with cookie-cutter prescriptions. Campus climate is by its nature fluid and unique from one environment to another. Climate not only varies between campuses, but also within each campus in smaller “micro-climate” settings. As such, climate must be assessed and addressed in individual departments, disciplines, residence halls, off-campus communities and other settings. The varying climates come together to create a campus and university environment. An unhealthy climate in one department or professional school can affect the climate of an entire campus.” (p.4)