



**Elizabethtown College**  
**Student Senate**  
**Minutes – October 6, 2009**

ECSS.00910.SS.M007

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The meeting was called to order by **Metcalf** at 5:33 p.m.

Roll call was performed by **Hitchens**.

**Absent at roll call**

**Aregood, Dos Santos, Flanagan, Hihn, Hussain, Leibrand, McCrary-McClain, Richmond, Shields, Tanner**

**Approval of Minutes**

Minutes from October 1 meeting approved as corrected.

**Special Order of the Day**

**Executive Cabinet Reports**

**A. President – Metcalf:**

- I'm taking names of professors who may want to help Senate become more academically involved: Teske, Scheiding, Kelly-Woessner, Hagan, and Oya Ozkanca.
- We'll be holding a dinner with senators and faculty and student volunteers are needed: *Metcalf takes down names of volunteers.*
- We are working on a new communication model, and you will see that soon.
- My Board of Trustees report is available. E-mail me, metcalfa if you'd like to see it.
- Please follow Robert's Rules of Parliamentary Procedure; stand when speaking, address the chair, and turn off all cell phones

**B. Vice President – Shenk:**

- The next Club Council meeting is Tuesday, October 13 at 8 p.m.
- It will include information on the Homecoming fair, the Homecoming parade, and the Trick or Treat Extravaganza.
- The Powder Puff game is October 18 at 8pm
- I found two clowns for the Homecoming parade.
- Senate is responsible for blowing up and hanging balloons around campus on Saturday of Homecoming so look for the e-mail. It should be 7 or 8a.m.
- The next Senate dinner is next Thursday, after Fall Break. The sign-up sheet is coming around.

**C. Secretary – Hitchens:**

- Nameplates were ordered today.
- The gavel for 2009-2010 was ordered today.
- The minutes will be out before Fall Break, so please look over them.
- Legislation Committee will have our first meeting the Wednesday following break.
- Please sign in if you are a guest today.

**D. Treasurer – White:**

- No report

**E. Judicial – D'Angola:**

- No report.

**F. Elections – Kauffman:**

- No report.
- G. Publicity and Marketing – Smith:**
- Photo Hunt forms are due tomorrow.
  - Please hang the “Senator lives here” sign on your door.

#### Administrative Reports

- A. Student Life –Calenda:**
- No report.
- B. Campus Security – Boyer:**
- No report.
- C. Residence Life – Bridgeman:**
- No report.
- D. Center for Student Success –Isaak:**
- No report.
- E. Health Services – Spayd:**
- No report.
  - When will the well be open?

#### Student Comments

- No comments

#### New Business

- A. Student Body Endorsement of the Diversity Plan – Action Item**
- Not debating diversity, just the Diversity Task Force Plan.
  - Please follow Robert’s Rules, stand when speaking, address the chair, and inappropriate comments will not be tolerated.
  - Minutes this week will not include student names in this discussion in an attempt to keep anonymity and ensure that everyone feels free to speak their minds.
  - *Presentation of Document by Provost Traverso.*
  - The board has urged to move in the direction that ensures excellence for all and includes diversity.
  - The work comes after the Plan is adopted when we can prioritize suggestions.
  - The committee to work on the Plan long term will include elected faculty members, professional staff, and students.
- i. Questions – 25-minute time limit.**
- What would the same-sex benefits in 2.1.2 entail? **Traverso:** They would receive the same benefits that opposite-sex marriage partners would receive
  - What is our affirmative action Policy? **Traverso:** We are an equal opportunity affirmative action College in both hiring practices and treatment of employees. There is no discrimination. We are affirmative in being committed to welcoming a range of employees.
  - 3.1.5 talks about cross-cultural and diverse living and learning experiences; what are they? **Traverso:** This goes through Res. Life and allows students to live on a specifically diversified floor should they choose to.
  - Is it true that the research was based off a 32% response rate? **Traverso:** Yes. Most social sciences find a response from 1/3 of the body sufficient, so this amount was legitimate.
  - What external examiners were used in this process? **Traverso:** Alma Clayton-Pederson, Vice President at AAC&U, consulted with the College at the May retreat on diversity. She also reviewed the Diversity Plan. The Task Force also had the opportunity to work with a consultant from the American Council on Education.
  - Were questions taken from a premade survey or made by the Diversity Task Force? We used a survey from the Association of Independent Colleges and Universities of Pennsylvania (AICUP). E-town is a member of this organization. We were not completely satisfied with this survey, but other campuses have used this, so we did too.

- It was a voluntary survey, so is it truly representative of our campus community? **Traverso:** The survey is suspect since those who are more interested in the topic were more likely to answer. It is not necessarily representative. Through the survey and the focus groups we were not looking for a scientific review of the campus; we wanted to get a feel for the campus. The goals of the plan were not taken directly from the survey, but were informed by the survey results.
- Not all students feel welcome here.
- The survey and focus groups got climate measure, but why did the Plan not address why not all students feel welcome? **Traverso:** Different students come from different backgrounds, so we constantly try to make students feel more welcome. That was not the task of the Diversity Plan. The goal of the Plan was to work towards educational excellence. **Calenda:** During the focus groups we did uncover some reasons why students feel uncomfortable although we didn't set out to find those reasons.
- What happened to the two previous plans and what did we extract from them for this plan since they were older plans and could affect this? **Traverso:** No faculty or students were involved in the first plan. The Provost at the time made the case that we needed to look at diversity in connection with the college's mission and values; the plan did not relate diversity to academic excellence. Six years later a small group from Student Life wrote a broad plan including course and program changes, but they did not get input from students or faculty in a formal setting. Senior Staff couldn't see how the plan could hold up.
- Why was only one survey given? **Traverso:** The survey was only one piece of the plan. The other pieces came from literature reviews, focus groups with 200 community members, and conversations with faculty. This was not a formal academic review; it was getting information to move the Plan ahead. The survey did not drive the Plan; the survey informed it.  
Does ability encompass physical, social, and mental aspects? **Traverso:** Page 4 talks about race, ethnicity, sexual orientation, socioeconomic status, religion, ability, gender, gender identity and expression, age and national origin. Reasonable accommodations to engage students are effectively put in place. The idea of different approaches to learning is also included.
- Does the Plan address the social aspect without information about physical and mental differences since that may affect ability to feel welcome? **Traverso:** This country struggles to accept difference. Race differences, learning differences, religion, culture, etc.
- How much room is there for expansion within the Plan? President Long emphasized "the importance of lifting up our mission values of 'human dignity and social justice' as we developed this plan for the advancement of institutional diversity." The Plan focuses on racial and ethnic aspects more so than other topics such as gender identity, sexual orientation, and socioeconomic status, so is there room for expansion? **Traverso:** The Plan includes all types of differences and it's broad. It does not include academic diversity since we are an institution of liberal learning, so every idea is welcomed and debated. That is the founding idea of a liberal arts college, so it is not in the plan. You should feel free to put forward ideas. **Smith:** Motion to finish the speaker's list and move forward. Second. *Motion passes.*
- What are you going to do to ensure that this plan moves forward unlike the other plans? **Traverso:** There will be an annual report from the Provost's office touching on which parts of the Plan have been implemented and why, if there are things not in the Plan that should be added, if there are things in the Plan that should be removed, etc. We will use the Plan as a guide. After a year we'll reassess and if it reaches its goal we will move forward with it and if not then we will do something different.
- How will this change day to day living for a typical student five years from now? **Traverso:** It will be a more dynamic learning environment. It will be more

intentional, have more students from other cultures, and be more diverse. Student will be challenged along the lines of global citizenship. It will give experience working with people different from yourself. E-town will be seen regionally and nationally as a college that is engaging and that changes lives. **Calenda:** The plan will also lead to a more diverse employee base, which can help expand horizons. The goal is to enrich all aspects of the four-year experience through the student body and the employees. **Tara Smith:** Increased training and workshops are included in the Plan and are needed to help increase diversity from a faculty standpoint.

- What is an underrepresented student? Is it defined anywhere? **Traverso:** The categories listed on page 4 are talked about. Gender is included since men are underrepresented at E-Town. Checks and balances are in the system to protect rights of minorities.
- Page 8 speaks about harassment; what action has been taken so far? **Traverso:** There were reports of harassment and discomfort on campus. As campuses become more diverse, things get tense. There is an advocates group for students who feel that they are being discriminated against and there will be an investigation if this comes to our attention. Elizabethtown is committed to stopping discrimination. Title 9 and other Civil Rights legislation entitles all students to an equitable and safe educational environment.
- Were the focus groups voluntary or assigned? **Traverso:** They were voluntary. **Calenda:** There were groups for students, faculty, staff, and administration. We met with alumni and the board as well.
- How is the Task Force working to not discriminate against the majority in terms of admissions? **Traverso:** We follow court ruling from the Michigan case dealing with College admissions. The Supreme Court ruled that in admissions race and ethnicity cannot be a single factor, but it can be one factor among many.
- Why wasn't this created like an academic policy or initiative? **Traverso:** We craft policy carefully, but it's not a scholarly exercise. We looked at other schools and many factors. Not everyone on the Task Force agreed on every aspect of this plan, so it was debated and reworked many times. E-town's policies are not typically based on scholarly or academic reviews.
- On page 7 it states, "A majority of white students (55%) and two-thirds of students of color (67%) reported being "dissatisfied" or "very dissatisfied" with their campus experiences regarding diversity." Can you interpret that? **Traverso:** Dissatisfied means that students and faculty both report a lack of ability to work with, and understand, people different from themselves due to lack of opportunities. The options were, very satisfied, satisfied, dissatisfied, very dissatisfied.
- Where was the response option for people to say that we do too much with diversity since this is ambiguous? **Traverso:** Either way, people reported being dissatisfied, so we used the focus groups to follow up. **Elliot:** During the focus groups, we found that students felt that the college needed to be more intentional with diversity with the help of faculty and staff.
- Page 8, paragraph one, includes a statement about glances. How are glances interpreted and judged? **Traverso:** That sentence is creating debate about glances, but the issue is that behavior and comments that are perceived as discriminatory are occurring and there have been three instances of threats of violence. The sentence has been reworded and will go to the board stating "behavior and comments" rather than "glances." **Tara Smith:** The question asked about harassment or discrimination and had a list of options to check off. Most students who checked glances also checked other boxes, so it is behavior in general.
- Page 4 and pages 7, 8, and 9 talk about experiences of the underrepresented students. There are 12 categories, but only 4 are addressed in the plan, so where did the other 8 go? **Traverso:** The committee will be charged to address all 12. The survey did not touch on socioeconomic diversity, and we are very diverse in that aspect.

- Why did the survey and plan not touch on socioeconomic diversity? **Traverso:** We know that we are diverse in that aspect, so we have to take more steps in other areas, but are ultimately committed to a whole range of diversity.
- 4.1.1 talks about retention, so is there a way to say that things that were reported as discrimination are only due to certain aspects of diversity? Why are we not focusing on all diverse students and not just those of different races? **Traverso:** The Task Force paid particular attention to race and ethnicity since we are particularly not diverse in that area. This does not exclude other areas of diversity; it just focuses more on one aspect. We have principles set and the plan is the roadmap for reaching those principles. The principles drive the plan and will not change, but the plan will be revised over time to meet those goals
- Did the Task Force work to include members of faculty and staff and would it like faculty and staff to be diverse as well? **Traverso:** This includes faculty and staff. We want general diversity and bigger universities are looking at faculty more and drawing in more faculty members with diverse backgrounds.
- Looking at the section on grants, what level priority is this document taking in the scheme of things in the college and will the college receive additional grants or funding to help these goals come to fruition? **Traverso:** We get money from donors and we get grants. We show donors our initiatives and prioritize from there. In terms of grants, some agencies actually look at diversity.

## ii. Debate

- *Point Of Clarification:* we are here to represent students and not faculty decision.
- We have a need for change. There is discrimination on our campus. We need to focus on the positives, and not everyone took the survey, but that does not mean that there does not need to be change.
- This is an abrupt change. The first plan was too broad and second was not widespread, and we need to effect change in a positive way.
- Acknowledging the lack of diversity is a good first step. It is hard to include every single aspect of the word and we need to go beyond being attractive in admissions and filling quotas.
- Being an open and welcoming campus is important and there needs to be more communication.
- Someone will always feel discriminated against, and the college itself needs to look at admission based on who wants to be here and not race, quotas, etc.
- We need diversity for enrichment in the classroom and in life. This plan will help enrich experiences and not just fill quotas and as long as it is enforced that way, then it should be endorsed.
- This is a highly inappropriate plan. The results do include glances and rewording the plan does not change that.
- The Plan assumes that you can put diverse groups together and they will get along.
- It was said that no minority group was given preferences, but by picking ALANA groups first, there was a priority.
- There was only a 32% response rate, which will make the survey skewed, so the school is not represented as a whole.
- The survey results were not scientific, but they were used in a scientific manner.
- This plan is a great way to get diversity moving.
- We need to keep our own biases out of the plan.
- The plan emphasizes affirmative action and one of the main components is in the applicant process. The fear is filling quotas and recruiting people and that is discriminatory.
- President Obama says that we cannot, “purchase diversity on the cheap.” Obama agreed that not all colleges are diverse given the definition, and he spoke on the diversity of thought. Diversity would bring unique perspectives to our campus. The Plan hinders the ability to gain true diversity. There are parts that should be looked into, but the document itself is flawed.

- We shouldn't need a plan to help us effect change. We need to change perspectives of students and faculty to help us push for change instead.
- **Smith:** Move to extend meeting until agenda is complete. Second. *Motion Passes.*
- A plan is a necessary starting point and since it can be expanded upon it is a good place to start.
- The principles are wonderful, but the document itself is flawed. We need a document that will go somewhere and not just have a document to have a document.
- There are no other options at this point. Since there is nothing to substitute the Plan we need to support the plan.
- The Plan is well thought out, but the plan needs to be revised.
- There is nothing in the Plan about quotas.
- *Point of Clarification:* What are we endorsing? Metcalf: We are endorsing the actual document, not the spirit of diversity.
- *Point of Clarification:* If the student body does not endorse the Diversity Plan it will be taken to the Board of Trustees and they will see both the faculty and student perspectives on it.
- To vote negatively does not mean you don't support diversity.
- Bringing groups together may result in conflict if we don't first foster healthy relationships between diverse groups.
- On page 7 it says that, "Students reported perceiving awkwardness when engaging with diversity-related issues." Does increasing numbers decrease awkwardness or does something else need to happen first?
- A more proactive approach is needed rather than a reactive approach that just increases numbers of students from particular groups.
- Discrimination does not occur solely between whites and other groups, but underrepresented groups may be discriminating against one another.
- The Plan seems to focus on race and ethnicity, but socioeconomics are not considered, and they should be since they are a part of our diversity.
- The Plan will be extremely expensive to implement and funding has not yet been addressed, so that could be problematic.
- The document assumes that bringing different groups together will create a welcome environment and that may not be the case.
- Glances are not just one-time glances while passing by someone; they hold meaning.
- Competition is not a bad thing and if this plan creates competition between groups in terms of scholarships, it could be for the best.
- Just because the monetary aspect has not been specifically addressed or clarified does not mean that the document should be abandoned.
- *Clarification on wording of report in terms of glances.*
- We need to support something that will better the institution, not just support this document because we have nothing else to support right now.
- There is not enough information for students who are part of the underrepresented groups and those in the majority for us to properly endorse this.
- The Diversity Task Force should be applauded for taking the right steps and this is a great starting point, but it needs to be reworked before we can endorse it.
- The tension argument in the document comes from UCLA, which has a very diverse campus.
- There is a significant problem on this campus and that was made clear through the Plan.
- The term "Strategic Hires" should be more specific and professors should be hired based on credentials and not on diversity since students are paying to go here.
- There is definitely cultural understanding in the Diversity Plan.
- Students should be held responsible for the non-response rate, not the Task Force since it was students who chose not to respond to the survey.

- A fear with diversity among faculty is language barriers between professors and students. It can be difficult to learn certain subjects when the professor has a heavy accent.
- I appreciate the need for a plan, but I'd rather have a plan that everyone is comfortable with rather than endorsing this for the sake of enacting something right now. It needs to be reworked and then, when everyone is comfortable with it, endorsed.
- It is difficult to be the only minority in a class trying to address a class of the majority and speaking for the entire minority group as one individual.
- By bringing different groups of people together we may only increase diversity in name, not necessarily in practice.
- I don't want to be seen as a minority or a skin color. This Plan doesn't address the bigger issues.
- There is some diversity on this campus and we can still learn a lot from students here now.
- We understand that we operate under documents as a Senate verbatim and this document is not good when read that way. Diversity is important, but this document should not be endorsed as it is due to issues such as how to measure and annually assess the progress.
- Professors and students will still need to be qualified to be accepted here and this plan would not change the need for qualifications.
- We need to vote for a thorough plan; a plan that can be supported entirely and not just parts.
- If Senate does not vote for the plan, they are not representing the student body.
- *Points of Clarification:* Faculty and staff are hired according to qualifications for the position. Race cannot be used as the single factor for admission. This is not a bylaws document and should not be looked at as such. It is not a binding document; it is a guiding plan.
- *Point of Clarification:* Socioeconomic status is a point of diversity, it is still something that makes us different and plays a role in our lives, so while it may not be obvious when you look at someone, it still has some bearing on a person as a whole.
- Building diversity will help educate the students, the community, and the people within the community.
- **Lynch:** I move to call the question. Second. *Debate. Motion Passes.*
- *Point of Clarification:* For this document to pass it needs a plurality; whichever decision (yes, no, or abstain) has more votes will be how the motion carries. We do not need a simple majority of fifty percent plus one.

**iii. Vote on Endorsement**

- *Motion does not carry.*
- The student body does not endorse the current Diversity Plan.
- 11-32-4

**Announcements**

- P&M will not meet tonight.
- Thank you to everyone who came and voiced your opinions. We really appreciate it.
- This discussion definitely helped move the aspect of diversity forward.
- There is a Step Show on November 7.
- The Abstract Hip Hop and Spoken Word Concert is November 20.
- The Judicial Committee will not meet this evening.
- SOTA needs toothbrushes and number two pencils for Brittany's Hope.

**Adjournment at 8:57 p.m.**

**Next Meeting**

October 15 at 3:45 p.m. in Hoover 212.

Respectfully Submitted,

**Caitlin Hitchens****Student Senate Secretary**

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**Summary of Motions and Votes**

- A.** Motion to finish the speaker's list and move forward – **Smith** – Passes
- B.** Motion to extend meeting until agenda is completed – **Smith** – Passes
- C.** Motion to call the question – **Lynch** – Passes
- D.** Vote on Endorsement of the Diversity Plan – Motion Fails – 11-32-4 – Student Senate does not endorse the current Diversity Plan