NOTES

In Attendance:  Anthony Azama, Peter Benson, Georgia Binnington, Tyree Chrisp, Heather Corcoran, Emelyn Dela Pena, Jan Duchek, Michael Field, Gina Frey, Solome Haile, Joanna Kim, Tamara King, Chris Kroeger, Richard Loomis, Derrick Ogola, Gabi Restrepo, Mark Rollins, Jennifer Smith, Kathy Steiner-Lang, Maxwell Thompson, Holden Thorp, Tony Tillman, Grayson Uhlir, Lori White, Marni Widen, Rob Wild, Gerhild Williams

Guests:
Jack Frischer, Attending on behalf of Reana Elder
Kyle Jetter, Attending on behalf of Sydney Robinson
Jamie Kolker, University Architect & Associate Vice Chancellor
Jessica Wilen, Assistants Dean of Students and Director, WashU Cares

Design and Construction Update

Jamie Kolker

Projects addressed

- Olin Library Transformation
- Bryan Hall & Bridge
- East End Transformation

2017 Project Schedule
September
Glass tower enclosure installation
Thomas Gallery interior finishes

October
South entry renovation

November
Interior finishes begin

December:
Construction Completion
Commissioning
Exhibition install
Move-in
### Bryan Hall Renovation Schedule

- **September**
  - Casework installation
- **November**
  - Final Finishes
- **December**
  - Construction completion
- **April 2018**
  - Labs ready for research move-in

### Millstone Plaza
- Site cleared in May
- New retaining walls are in place
- Grading to begin week of Sept. 18
- Open for pedestrian and bicycle use
- Work continues through fall

### Forest Park Parkway Bridge
- Negotiations with U City and St. Louis City Highways continue
- New construction timeline is summer 2018
- Temporary connection in use tying existing bridge to new landing
- Throop Drive vertical support replacement is complete

### East End Upcoming Milestones

<table>
<thead>
<tr>
<th>Season</th>
<th>Event</th>
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<tbody>
<tr>
<td>Winter 2017</td>
<td>Weil Hall steel structure visible</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Jubel Hall top-out; enclosure begins</td>
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<tr>
<td>Summer 2018</td>
<td>Pavilions steel structure visible</td>
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<tr>
<td>Summer 2018</td>
<td>Garage ramps installed</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>Jubel Hall bridge installation</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>Weil Hall enclosure begins</td>
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<tr>
<td>Fall 2018</td>
<td>Kemper steel structure begins</td>
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<tr>
<td>Fall 2018</td>
<td>Kemper stainless steel façade installation</td>
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Discussion
Who will be allowed to park in the underground parking garage?
- Weekdays: visitors will be able to park on the upper level, staff and faculty permit holders will be able to park on the remaining levels. After hours the garage will be open to everyone.

Center for Diversity and Inclusion
Emelyn Dela Peña

Diversity & Social Justice Paradigm
“Diversity: Three Paradigms” (Palmer, 1969)
- Golden Rule
- Right the Wrongs
- Value All Differences

“Diversity is a call to action, a verb, something that one can demonstrate, behave, enact.”

An intersectional approach to diversity and inclusion
- Anyone, regardless of their group memberships can be marginalized

(Winkle-Wagner & Locks, 2014)
Diversity and Inclusion on Campus: Supporting Faculty and Students with Underrepresented Identities

What’s in a Title?
Diversity
- All the ways in which people differ
- History teaches us that left alone, diversity may exist, but inclusion may not.

Inclusion
- Inclusion exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered as full and valued members of the community
- A deliberate act of bringing people into the group, norms and opportunities that will allow meaningful pursuit of happiness

Strategic Diversity Leadership
(Winkle-Wagner & Locks, 2014)

Year 1-2
- Listening tours/meetings
  - Campus
  - Community
  - Other Schools
    - Possibility of a St. Louis Area Consortium
- Examine existing campus climate assessments
  - Finding the stories behind the statistics
- An inventory of the existing diversity programs, projects, and initiatives
- Consulting faculty who do diversity research

Emergent Issues
- Elections
- Charlottesville
- DACA
- White supremacy

How do we as a cluster attend to the urgent matters while also finding time to attend to the long-term vision?

Priorities for the upcoming year
- Intergroup Dialogue course
- Interfaith/Spirituality as a component of diversity
  - Five students attended the Interfaith Youth Core Leadership Institute
- Margins to Center
  - Programming series to engage campus partners
- Connecting Identity Literacy course with our co-curricular offerings
  - Java & Justice program series

Building Student Capacity
- For taking action
  - Action clinics, 3-5 pm M-F
- For building empathy
- To have difficult conversations
  - Facilitator training with staff
  - Full-day retreat with all peer counseling/mentoring groups
- For building resilience
Discussion
White supremacist fliers were found on campus. The concern is that the group is trying to target students for recruitment. The flyers violated the WashU poster policy and were taken down. The fliers would have been taken down even if there wasn’t a policy on posting. The group is not welcome on campus. This matter is being taken very seriously. The campus police department is working actively with other university police departments, as well as the FBI, on this matter.

Questions
Where is your office located?
In the DUC, room 330, next to Student Life.

What are the standard protocols when emergent issues arise?
- The local staff gets together in person or by text to discuss next steps. Is a letter needed? Do we need to talk to Dr. White? Does the matter need to be called to the chancellor’s attention? What is the fastest way to respond? What is the fastest way to reach the campus?

The Center for Diversity and Inclusion is always willing to open space when folks need to gather. When the white supremacist fliers were found, people were invited to the center to gather and talk.

Do you plan on advertising in the future? How do you plan to reach out to students?
- The center is working on communication strategies right now. They are putting together a list of campus partners who will assist in getting information out quickly.

Question posed to the students: Do you have suggestions on how to reach the campus community?
- Student Union would be willing to partner with the CDI. SU can include the messages in the SU weekly Monday emails to students. SU does not usually partner with other groups but in this case they would be more than happy to join forces.
- The South 40 can use their resources to publicize announcements on their Facebook page and via South 40 resident’s emails.
- Congress of the South 40 could communicate with the college counsel and residents.
- The Wustl ap is used heavily by students. Is there a way to publicize using the ap? The ap is not currently set up to send messages but this is something to consider.
- RA’s could include announcements in the weekly Thursday emails.
Scholarships

Holden Thorp

With all of the construction taking place on campus, it may look like all funding is going toward building. That is not the case. The Leading Together campaign which began almost nine years ago is on target to raise close to 3 billion dollars.

Breakdown of gifts and commitments to date
- 17%: Scholarships
- 40%: Academic programs
- 7%: Faculty Support
- 5%: Research
- 11%: Facilities
- 5%: Annual Fund
- 15%: other and unrestricted

Concurrent with this, we have put a lot of effort into increasing financial aid. WashU is spending approximately 50% more on financial aid since 2013. Because of this we are able to have twice as many Pell eligible students. WashU is continually gathering resources to ensure that everyone who deserves a chance to come to WashU for an education is able to attend.

Discussion
Do you see a point in time where WashU will go from student loans to grants?
Right now, students that come from families with an annual income of less than $75,000 do not have any student loans.
- At this time, there are no institutions that have reached the point where there are no student loans.
- Each year the university looks at the $75,000 to see if they can move that amount up.
- Over time the $75,000 will be raised, which means fewer students will need take loans.
- Approximately 1/3 of undergraduate students borrow money. Their average debt when they graduate is $15,000.
- There is 1.2 trillion dollars’ worth of student loans in the United States.
  o One third of that amount are loans for graduate students.
  o One third is owed to for-profit universities.
  o Of the remaining amount of undergraduate debt, 90% are people who owe $13,000 or less.
- The vast majority of undergraduates from non-profit institutions have debt less than $15,000 when they graduate.
- Undergraduates from for-profit institutions usually owe substantially more.

The chancellor quotes a figure about how much more money WashU would need to raise in order to compete with schools like Harvard and Princeton. Can you address this?
- $25,000,000 more in financial aid funds was needed per year when we doubled the number of Pell eligible students. Some of the funds came from the endowment. Many of the funds came from contributions.
- It depends on what you mean by competing. There are two ways in which schools wealthier than WashU offer more in financial aid. Some schools make financial aid offers that are actually in access of what it costs. Harvard’s average financial aid offer for a student who gets aid is 110% of the cost to attend Harvard. WashU will ask students to work during the summer so our percentage is about 95%.

When you graduate from WashU you will likely get a call from Alumni and Development asking for a donation. Donating is a way to pay it forward. When you donate to WashU you continue to
invest in the students. Over time, the donations will allow WashU to increase the number of students who are able to come here.

With the number of building being increase, does that mean we are going to increase enrollment and increase staff? How do you find the right balance of the student ratio to instructors, staff and buildings?

- We have had the same size freshman class for the last three years and our plans are to continue to have the same size each year. It is a policy decision to grow the enrollment. The Board of Trustees set policy and the board has not given authorization to grow the enrollment. Our current plan is to continue to admit approximately 1780 students a year.

WashU sends numerous surveys to their student. Seniors are surveyed every other year. The PULSE survey is sent on the alternate years. The Provost Office takes the survey results very seriously and actions are taken based on the results. We want to be sure that we are doing the absolute best job that we can do.

**WashU Cares**

Jessica Wilen

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**Mission**

- WashU Cares assists the university in handling situations involving the safety and well-being of students. As such, WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative, and systematic approach to the identification, intervention, and support of students of concern while empowering all university community members to create a culture of caring.

**What We Do**

- Behavioral Intervention Team
  - Weekly meetings to discuss medium- to high-risk students of concern.
- Case Management
  - Individual meetings with highest risk students.
  - Collect information, triage risk, centralize documentation.
  - Provide referrals and follow-up.
Types of Student Issues
- Suicidal ideation or attempts
- Self-harming behavior
- Threat to others
- Serious mental health concerns
- General concerns about safety and well-being

Indicators of Distress
- Withdrawing from floor community, repeated absences from class.
- Preoccupation with violence, death, depression, or despair in written or artistic work.
- Extreme perfectionism or anxiety.
- Direct statements indicating distress or despair.
- Angry or hostile outbursts.
- Deterioration in physical appearance or hygiene.
- Noticeable changes in weight or physical injuries.
- Chronic substance abuse.

What Makes WashU Cares Different?
- More comprehensive approach
- Triage every student referred
- Greater emphasis on proactively identifying students
- Regular conversations with the undergraduate schools, ResLife, etc.
- Personalized follow-up

A Connector, Not a Service Provider
- No direct referrals to students for WashU Cares meeting.
- Usually only meet with students one time.
- Not a substitute for a therapist!

Goals for the Future
- Expand case management services to students returning from a MLOA.
- Open reporting to students.
Discussion
You mentioned that when someone sends you a case you triage it? Can you explain what you mean by triage?

- Each case is different. At the very least find out the student’s touchpoint. Who is their 4-year advisor? If they live in residential life, who is their RCD? If they are a student leader and involved in student activities, who is in charge of the activities? Gather information on who they interact with. Are other people noticing the issues? If the student is presenting in multiple areas that elevates the level of concern. While she does not meet with every student, she does make sure that someone is touching base with the student.

How do you think WashU Cares will build capacity for when students come back from medical leave?

- In addition to person that will be hired in the near future, an additional part-time person may be required. Ideally, a case manager will work with every returning student. Regardless if it is a physical or mental health issue leave of absence, make that the returning student is connected to a local provider in St. Louis when they return to campus. This would require a lot of work before they even step foot on campus.

If I am a student and I get a call from WashU Cares, does that mean I am in trouble?

- No. Absolutely not. It does not mean you are in trouble. It means you have an advocate on campus. The vast majority of students would say that they leave the meeting feeling like they have a better understanding of the resources available to them. May find it comforting to talk to someone.

Do you work with other groups across campus? Do you refer the students to the Health Center?

- Yes. Students are frequently referred to the Student Health Center. WashU Cares will help the student navigate the health center. What does it look like when they make the first appointment and have to go through the triage process, talking to the student about looking at staff bios to see who may be the best fit for them. Outside healthcare options are investigated for students who do not want to go through the student health system.

Alcohol abuse has been an issue on campus for a long time. Is this something that falls within your purview? Exploring new ways to address this issue?

- There is a person in Student Health who is focused on alcohol and other drug usage. Students are referred to this person. WashU Cares is less involved in the direct programing around prevention. There are other staff around campus working on the issue.

There are times when graduate students are referred to mental health services. Should the students be referred to WashU Cares?

- Do both. Mental Health Services can provide them with the direct service that they need. That information is protected health information and the WashU Cares staff cannot have access to the records. If you want to make sure that WashU Cares has eyes on the student as well, then send the student to them as well. This would not replace Mental Health Services, but would be addition to.

**CAMPUS PULSE** *(Questions, concerns and future topic suggestions)*

When students are planning their four year academic schedule, they can only see the next semester. It would be helpful if they could see class schedules beyond one semester.
- This is a fair question but this is a challenge. Many departments try to plan two years ahead of time, but there is too much change. Required classes should be a fairly repeatable. Keep this issue up-front.

Invite Sue Hosack, the university registrar, to give a five minute presentation on the science of scheduling classes.

What is the status of Etta’s Café, located in Steinberg Hall? How long will they be operating?
- The provost will ask Dean Colangelo to send an email to the students giving details on the status of Etta’s.

Sam Fox students are being asked to use Lynda, a service associated with Adobe Suite but they are not being compensated for the Adobe Suite.
- This is a pretty specific question and it deserves an answer. Check with the school. If you do not get an answer please let the provost know.

One topic of concern to the students in Title IX. Listening sessions are being held to gather student feedback. This week’s Student Life had an ad listing session times. If you would like to attend a session and were not able to make the previous times, please let Dr. White’s office know and they will open another session. They are very interested in student feedback.

It would be interesting to hear about the many other policies that will be affected by the new administration? Has the university heard about key areas that may change nationally and how WashU be affected?

**December agenda items**
The science of scheduling classes – Sue Hosack
Federal administration policies and how they might affect WashU