



Student Fee Board

## MEETING MINUTES

**Date:** 2/17/23

**Topic:** Public Meeting

### Present:

- **Voting members:** Lawrence Miller, Xiaoru (Tony) Shi, Jada Quinland, Brian Johnson, Conor Kelly, Ava Philips, Najee Rodriguez, Sydney Gibbard, Dallas Zebrowski, Cierra Chandler, Zander Golden, Yidi Wang
- **Nonvoting members:** Alexa Clayton, Jolinda Wilson, Barry Bram

### Absent:

- **Voting members:** Zander Golden
- **Nonvoting members:** Alexa Clayton, Jolinda Wilson, Barry Bram

### Agenda:

#### I. Call to Order and Opening Roll Call

Meeting called to order at 8:02 a.m.

#### II. Adoption of the Agenda

Motioned, seconded.

#### III. Adoption of the Minutes (February 12th, 2023)

Motioned, seconded.

## **IV. New Business**

### **A. 8:15-8:45 Jessica Sumney - Student Affairs Community, Belonging, & Equity**

Jessica: Assistant Director of DEI for Student Affairs

Part of my role in DEI is broad informational workshops for students and staff. Moment of expansion, and part of it is the community and belonging educators program.

CBE educators is expanding. Student Affairs has already piloted an effective curriculum over the last year and a half. Cohort of 15-20 paid student peer educators would provide a curriculum of by-request, foundational DEI workshops for student audiences. Returning CBEs would have the option to become Mentors with increased leadership and curriculum design responsibilities.

Case for DEI education. This helps us uphold Penn State values. Peer education and voluntary training are both shown to be effective in changing attitudes and behaviors. Mandatory training is not effective. Training is effective but primarily attended by students with marginalized identities. Lastly, competency around equity & inclusion is a desirable career skill.

When it comes to overall outcomes: changes in attitudes and skills. Attitudes include awareness of resources at Penn State, awareness of own biases, awareness of own identity. Skills include active listening, self-reflection on identity, familiarity with bystander intervention, recognition of common barriers to DEI.

Outcomes for CBE cohort. Sense of trust and belonging among cohort, awareness of resources at Penn State. Skills include confidence to approach tense or difficult conversations, confidence to advocate for DEI initiatives and attitudes at Penn State, comfort presenting to large and small audiences.

Outcomes for campus climate. DEI principles become an expected cultural norm. Students pass on traditions that welcome and include all community members. Skills include: community

members engage in ongoing learning around DEI, students are confident in interrupting bias and discrimination, students are confident in building relationships across differences.

The timeline is a 5-year pilot program. 15 CBE openings, with an additional 5 CBE mentor openings in year 2 and beyond. There will be ongoing assessments of workshops and coaching of CBEs. Also an in-depth assessment after year one to make necessary adjustments.

Budget allocation. Vast majority is student wages. \$20/hour for CBE's, and \$25/hour for CBE Mentors. Hours per academic year is 80 for CBEs and 120 for CBE Mentors. Total per academic year is \$39,000.

Overall budget is \$180,000 in student wages. \$10,000 in programs & training for CBEs. Promotional materials are \$5,000. The total request is \$195,000.

Alexa: How would you go about reaching out to students, ensuring mentors and student workers have diversity of identity?

Jessica: First is tapping into identity-specific centers at Penn State. Also direct line to Residence Life. Also connections to people who attended workshops. Also recruiting through staff in different colleges of the University.

Alexa: For the student workers, is it limited to undergraduate students?

Jessica: Programmatically, it would be great to have both, but logistically, don't know if there's a difference in setting up student workers. But would be great to look into that.

Tony: How do you plan to choose the candidates?

Jessica: Work with Residence Life, they have existing recruiting strategy. They're currently launching IDEA ambassadors - meant to be 1:1 peer mentors. That would inform community and belonging recruiting process.

Tony: Would you also reach out to global programs for international students?

Jessica: Yes, global programs is key in this role. International services in Student Affairs, so need for connection.

Brian: Under skills portion for outcomes for campus climate. I like the idea of training being voluntary. What does confidence in interrupting bias and discrimination look like?

Jessica: Many students will not know what to do when they see bias and discrimination. It's practicing actual scenarios in a space that is non-judgmental.

Najee: Within context of Student Affairs, I see framework of support for students coming from underrepresented backgrounds. Is there consideration in integrating this with Brian Pachowski's work with identity-based peer educators.

Jessica: I see collaboration is integral. There would be some required hours for ongoing cohort, maybe includes doing training of other coordinators and offices.

Najee: Can you take us through what a peer educator would do?

Jessica: Training (1-2 hours or 2-3 hours) of ongoing learning and development. Consultation meetings with student organizations that would want trainings. Time spent looking at existing curriculum. Presentation time. Standing check-in. Maybe not set to 3 hours in a week, there may be busier weeks.

Najee: Another consideration I was curious about. In terms of planning, do you think there would be a curriculum that could be sent to the fee board before August?

Jessica: Yes.

Yidi: I'm curious, what are the possible weaknesses of this project?

Jessica: 2 main weaknesses. First weakness is - we built this program based on feedback, but because of proposal timeline, we didn't have chance to vet this program to students for their feedback. Opportunity is making sure students are part of marketing process as well. Correct lack of student input.

Other potential weakness is existence of other DEI peer educator programs. Weakness is if we don't have collaboration. Opportunity is complementing training and outreach.

Cierra: Curious about potential for underutilization in this role? People requesting workshops.

Jessica: We have been able to be at or over capacity just by word of mouth. Primarily with staff. Existing network. Consistent physical marketing - tabling and outreach. Opportunity to get small taste of what it's like. Also using student contacts to send direct pitches to organizations.

## **V. Topics of Discussion**

### **A. Timeline Options**

Jolinda: Tried to outline what year you would have to make decisions. One option in May, you'd set FY 2024 and 2025 rates. Going forward into the academic year of 23-24, you would have hearings for the FY25. But your award can't exceed the FY25 rate and available carry forward (carry forward now is \$1.5-2M). May 2024, you'd set FY 26 rate. During the academic year 24-25, you'd have hearings for FY26 award, can't exceed FY26 rate and available carry forward.

Other option is setting FY24 and FY25 rate in May 2023. During the academic year 23-24, have hearings for FY25 and FY26 awards. In May 2024, setting FY26 rate.

All units you award to have options to schedule. They have to submit 24-25 budget, next year, they are submitting 26. For SFB, can ask units to prepare proposals 2 years in advance. In last 3 years, you've used same enrollment projections.

Najee: I was curious about fee rate. It's just being proactive each year?

Jolinda: Yes.

It would also be helpful to gather what information you think is valuable, so that I can compile that.

## **VI. UPAC Chair Report**

Alexa: UPAC allocated \$2.8M.

## **VII. Chair Report**

## **VIII. Comments for Good of the Order**

Najee: For the pilot programs for the equity fund and ESF, are we also considering 2-year timeline? 2-year evaluation process.

Jolinda: I'd need to think through that. I'll talk to Barry.

## **IX. Closing Roll Call**

Meeting adjourned at 8:44 a.m.