Judge: Get the mics on please. Thank you. It’s 5:31. We’re going to begin our meeting, the Special Task Force. I ask that folks in the audience would please keep it down. We’re going to start. Thank you so much. It’s 5:31 and I do want us to get in the habit of always starting on time. Okay, my understanding, there was, uh, there is at least one Task Force member who has the flu. Another person could not be here. So what--we’re going to go ahead and get started. Just bear with me one second here. Uh, I welcome everyone to our second meeting of the Special Task Force on Racial Discrimination at San Jose State University. And each Task Force member will start on my left and work our way around. State your name and your affiliation, and take your time so everybody can know who you are.

Female: Lynda Heiden.

Male: Try again.

Judge: Okay, make sure all the mics are on please. Thank you. Go ahead.

Female: Uh, Lynda Heiden, uh, Faculty and Psychology and Chair of the Academic Senate.

Male: Rick Callender, um, Vice President of the California State Hawaii NAACP.

Male: Willie Hagan, President of California State University Dominguez Hills.

Male: Peter Lee, third year student and Vice President of Associated Students.

Judge: Uh, Judge Cordell, the Independent Police Auditor for the City of San Jose and Chair of the Task Force.

Male: I'm Marcos Pizarro. I'm the Chair of Mexican-America studies.

Female: I'm Maria Luisa Alaniz, Faculty Sociology and Interdisciplinary Social Science.

Male: I'm Chris Cox, Lecturer of Faculty in the Department of Sociology and Interdisciplinary Social Science.

Male: Uh, Gabriel Rodriguez, uh, sociology student, third year, Associated Students, Director of Cultural Affairs.
Female: And I'm Delorme McKee-Stovall, alumni of San Jose State University and the manager of the Office of Human Relations for Santa Clara County Government.

Female: Um, my name is Diana. Um, I'm a fifth year nursing student.

Judge: Thank you. Um, our purpose of the Task Force is to review and consider the Moye Fact-Finding Report, other documentation and then to receive input from invited presenters, from the public at large, and then to provide recommendations to the administration. Uh, today's agenda has been publicized throughout the university and to the general public. Before Professor Murray speaks to us, I have a few announcements. We have another Task Force member who just arrived. Please state your name and your affiliation please, Gary.

Male: My name is, my name is Gary Daniels. I'm the President of Alpha Phi Alpha Fraternity Incorporated, Epsilon Mu Chapter.

Judge: Did everybody hear that in the back? Could you kick the mics up please so these folks can be heard? You did not hear? Could you do it one more time? I'm sorry, Gary, one more time.

Male: My name is Gary Daniels, President of Alpha Phi Alpha Fraternity Incorporated, Epsilon Mu Chapter.

Judge: Thank you, Gary. And we have another Task Force member who just arrived and, uh, it's all right if you just give us your name and your affiliation. There's also food here for you all. You can grab it.

Female: Yeah, Director of Counseling Services. Ellen Lin.

Judge: Thank you. All right, just a, a few announcements. Video recordings of our meetings are archived on the Task Force’s, uh, website. You just go to the San Jose State homepage, um, you type in Special Task Force on Racial Discrimination and then you click it and then the webpage will pop up for video feed of our meetings and it has a link to the Task Force’s special website. I did try it out today and it does work, so good.

Uh, I prepared notes from our last meeting that have been distributed to the Task Force members and made available to the public. If I have omitted anything or mischaracterized anything, please let me know simply by sending me an email and I will make the corrections to the notes.
Um, we will for the second half of this meeting invite public comment during which the Task Force members will not comment nor ask questions nor answer questions. Our purpose is to give our full attention to those of you who desire to speak to us. We have index cards on which we ask you to put your name and email address. If you intend to speak, it would be very helpful if you’d fill out the index cards now to save time when we begin the public forum.

Our next meeting is Thursday March 6th at 5:30 PM in this location, in this, same rooms. Um, and, uh, I would like to suggest now, I suggest to the Task Force members that at our next meeting we bring in some individuals to talk to us about the Residential Life Program at San Jose State. And what I envision is a panel of maybe three or four individuals representing different roles, so an RA, those who are in supervisory positions, somebody who heads it all up, so that we can get some information about how it all works. Um, if, and we can kind of take that up in a second to see how everybody feels about that. And I suggest that, um, that we can focus on, uh, Frosh Orientation, dorm assignments, training programs for RAs and supervisory roles and responsibilities of those in the program. That’s just some of the things I think we’d like to hear about. Um, and if you task members have some names of some people that you think would be good to be representatives on such a panel, uh, get that information to me as soon as you can because we want to get everything lined up for the next meeting. Is there anybody, is everybody okay with having the next focus on residential living program? Is everybody okay? All right.

All right, finally, just a word about language. Uh, for the purpose of this task force, I will not refer to the victim or the perpetrators as an alleged victim or a alleged perpetrators. The fact-finding process undertaken by Mr. Moore was an administrative review where the standard of proof was a preponderance of the evidence. This means that in arriving at his conclusions, he considered whether it was more likely than not that these events occurred. When he determined that the African-American freshman had been the victim of the several bullying and racist incidents and that certain students committed these acts, these were established facts for his administrative review.

On the other hand, the criminal prosecutions that are underway utilized the standard of reasonable doubt; has it been proved beyond a reasonable doubt that the perpetrators committed certain criminal acts. So in the criminal system they are and continue to be alleged perpetrators and the victim is an alleged victim until the criminal prosecution is concluded. So for purposes of this administrative, of the review that we’re
doing, I believe it is entirely appropriate, at least for me, I shall not refer to these individual as alleged. They are victims and they are perpetrators. Okay, we have another Task Force member who has arrived. If you could just state your name and your affiliation.

Male: Good evening. Tony Ross, Vice President for Student Affairs, California State University Los Angeles.

Judge: Thank you so much. And thank you for coming up from LA.

Male: Oh, you know it.

Judge: All right. At this time I will introduce and welcome Dr. Susan B. Murray. She's an Associate Professor and Sociology Undergraduate Major Advisor at San Jose State University. Um, Dr. Murray has a BS in sociology from Northern Arizona University, a master’s in sociology from the University of California at Santa Cruz and a Ph.D. in sociology from the University of California at Santa Cruz. We’ve invited Dr. Murray to speak to us about her 2011 Final Student Report of the Campus Climate Focus Group Research Project. Dr. Murray will speak to us for thirty minutes or less, followed by the Task Force Q&A with her for another thirty minutes or less and then we will move to the second half of our meeting which is the public forum. Dr. Murray, welcome.

Dr. Murray: Thank you. Can you all hear me? Uh, I want to begin by thanking the Special Task Force for having me speak to you today and thanking you all for your service also. Uh, I want to begin my comments tonight by contextualizing the report, uh, then I'm going to discuss some of my findings and finally make some recommendations about how I think we might proceed. I will keep my comments to twenty-six minutes, I think, last count, and then remain to answer your questions.

Uh, the Campus Climate Focus Group Research Project was initiated at the request of the Campus Climate Committee which was a presidential advisory group composed of faulty, students, staff and administrators. The Campus Climate Committee originated in 1995 under President Robert Caret as part of the University’s plan to address the needs of the campus’s growing ethnic diversity which was identified in a 2002 report as, quote, “Having the potential for separatism and antagonism.” President Caret designed the committee to report directly to him so as to have better oversight of, uh, the proceedings. As part of the effort to assess the needs for more inclusive divers—, inclusive excellence on campus, the Campus Climate Committee in collaboration with the Office of Institution Research, which is now the Office of Institutional
Effectiveness and Analytics, conducted three campus wide campus climate surveys in 2006, 2008, and 2010 and these surveys were designed specifically to be administered at San Jose State University.

So the survey data which, some of which some is available online, not all of it, indicated that, quote, “Most faculty, staff, students, and administrators report somewhat favorable or favorable perceptions of campus climate at SJSU.” However, uh, this survey data also indicated that among faculty, staff and students, women described the campus climate as more sexist; gay, lesbian or, and bisexual persons view the campus as more homophobia; and people of color experienced discrimination based on race more than white people.

So the focus group project that I undertook was designed as a follow-up study to really offer a deeper understanding of these survey results. The, the research, the survey research and the focus group study were really very proactive, kind of progressive, uh, attempts to, to be more progressive on this campus around issues of racisms, sexism, homophobia. I mean, many campuses, as you well know, approach these issues in a very reactive manner. So something happens like the incident here and then campuses respond. Well, the Campus Climate Committee and the research that has been conducted under its direction were really all about taking action first to try to get at it in front of these issues.

Now, while the incident on a campus that you are convened about was very blatantly racist, much of the racism and sexism that we, uh, live around is constituted by much more subtle, unintended, if you will, micro-aggressions. And though we legislate civil rights and we pass policies which insist upon inclusion, we still cannot control how people think, feel, and act. And if people really keep showing up in the same way in their daily interactions, then we just keep recreating social inequalities through our actions, regardless of our intentions.

So as we stated in the executive summary, the Focus Group Report was intended as a tool to be used proactively. We wanted to be in a position to help people be able to recognize their own unwitting collusion in supporting systems of social inequality and to be able to help them to see and hopefully to make different choices in their daily interactions.

As I explained, uh, to the administration when I first submitted my report, the report, though very difficult to read, is actually a positive step for San Jose State University. I believe that this report puts us at the cutting-edge of being able to make the necessary shifts in self-awareness which is, of course, the first step in social change. And the people that
took part in the focus groups, the facility, the staff, the students, and the administrators, really did so in this spirit of proactive progressive action. The first step really in creating a more accessible environment is to understand from another person’s perspective how that environment is currently experienced.

Now, before moving on to the, to a brief discussion of the findings, I want to make one thing very clear and that is that the experiences of the students and the staff and the faculty in these reports are not unique to San Jose State University. These things are happening at every university and in workplaces across the country and I think the difference here is that we were willing to look at them.

So regarding the findings, in the recommendation section of the executive summary which was authored by myself and also Demerris Brooks who is the ombudsperson for our campus, we state, “We encourage all persons reading this report to pay careful attention to your own reactions to the stories contained herein. Pay special attention to those places where you find yourself the most defensive, resistant or shocked by what you read. Often the most emotionally evocative passages indicate those areas that we ourselves need to work on.”

Judge Cordell has asked me to speak to findings from all six groups and what I’d like to do now is to pull out just some moments from each of the student reports that illustrates really I think the usefulness of this data in being able to provide for us a window into those spaces where campus climate is perceived as being very problematic by our students. Uh, I’ll just go in order that the, um, reports appear.

So from the black student report, it’s around page 15, uh, the section in the classroom, there, there are a lot of quotes where the students talk about feeling like they’re being asked to represent all black people and I’m just going to read one of them that I think captures the spirit, uh, or the essence of what they’re saying. So a black woman says, student says, quote, “I have no problem answering questions that are related to the curriculum, but when it comes to me being a voice for the whole African-American community, that’s when it’s like, ‘Are you serious? Can you be a voice for your whole entire community?’” It just gets really frustrating to me,” end quote. And it should be frustrating. The students come to our university expecting to become more educated and in the classroom the professor is the expert. So while we can ask our students to be experts on their own experiences, we cannot ask them to be responsible for all others in their identity category. To under---, to do so, underscores the professor’s lack of preparation. If I’m giving a lecture on
black family life in the U.S., I'm the one with the answers to the questions on contemporary black family life, not the black students in my class.

The African-American students also talked about more blatantly racist assumptions being made about them and the next quote, uh, I think underscores really the complexity of finding solutions that don't recreate the problem. So on page 17 of the report, one of the men in the student group commented, quote, "I was talking with an advisor in my department and he mentioned something about certain faculty expecting black students to fail." Now here's a student going to an advisor and we, we want our students to go to advisors, and they resist going to advisors for a number of reasons, but here the student goes to their advisor and the advisor tells the student, "Faculty expect black students to fail." Now we don't know the intention of this advisor. They may and probably do perceive of themselves as an ally to this student, um, thinking that perhaps they're giving him, you know, some back story or some form of the "They have to be twice as good" speech to this student. But if you think about it in a different context, you have to question the overall supportive nature of the comment. Say you are a new faculty member or a new employee and a senior faculty member or your supervisor says to you, "You know, people around here expect you to fail at this job," I mean, how supported would you feel?

From the gay, lesbian, bisexual and transgender student group, now this was the first focus group that I conducted when I started the research, um, and since that time the campus has made a significant progress in creating visible and institutional support systems for our LGBT students. We have an LGBT Resource Center. We have a Peers and Pride Mentoring Program. Uh, we LGBT themed housing and, uh, the Student Health Center has made tremendous strides in both educating them, themselves and being able to provide services for our transgender students.

Having said that though, the day-to-day micro-aggressions against our gay, lesbian, bisexual and especial our transgender students continue. This is from page 35, in the classroom. So the students talked a lot about being out or not being out, which gay people talk about a lot and they talked about being out on campus or not being out on especially with their professions. Towards the end of this discussion, one of the students in defending the decision not to be out on campus said, quote, "Especially if you're here on scholarship, you need to keep your insurance and all that. If a professor said, 'Well, I don't agree with your decision,' or, 'I don't agree with your expression, I'm going to fail you,' well, of course you would have some sort of recourse. But who knows, it's a case of he
said/she said. You don’t know that you have the back-up from the school. You don’t know if you have protection from the school. We don’t know if that professor is tenured and you can’t touch them. You don’t know anything about what goes outside of that classroom, so disclosing is almost not an option.” In this case then not knowing that they have the quote, “Back-up from the school,” speaks to the heterosexism of the larger institutional context of the university. If the overwhelming messages is one that assumes cisgendered heterosexuality rather than assuming diverse sexual orientations in gender expressions from SJSU students, then the students cannot really discern who their allies are.

And here again is a, a very teachable moment for the rest of us. Regardless of how we see ourselves in relationships to all things, uh, lesbian, gay, bisexual, or transgender, as one student articulated, quote, “Simply not being discriminatory is not enough to make a student feel safe. In order to make you feel open, a professor would have to actually go out and talk about LGBT issues and talk about race or ethnicity or ability issues in order to make you feel like that’s something you can even expose.”

From the international and immigrant student focus group, and this is around page 52- so one of the themes that arose in the international student group was an overall sense of isolation from American students and they talked a lot about spending more time with other international students rather than with American students. And, and this, this kind of idea of separation or segregation, if you will, is indicative of more than just this group. It was a theme that ran throughout the student groups. But another issue that came up in this focus group was around the idea of racial mapping. And so in the report I discuss this idea of racial mapping in the classroom and what I’m referring to here is a set of expectations from both professors and students about who is in the classroom and the significance of where they are in the classroom. And the first part of this understanding, the “who” part, has to do with basically having the wrong face in the wrong place. Um, some major, some courses are dominated by students from particular racial ethnic groups. So when students cross into other racial territories, uh, this is sometimes met with a question, “Are you sure you’re in the right place?” Now as professors we all ask all of our students this on the first day of class but generally again we ask it of all the students. So I would say, “This is Sociology 175. Is everybody in the right place?” But when a student is singled out and asked this question repeatedly in perhaps more than one class in their major then they start to get the underlying message that perhaps they don’t belong.
Regarding the second point, the “where” in the classroom, the international and immigrate students were very aware of racial territories in the classroom, particularly during those moments when professors dismantled them. An African immigrate student said, quote, “I’m sure professors do know that the students are racially divided in the classroom. I guess you see they realize the divisions when it’s time to take the tests because they make sure that we’re, African students, between even couple of them, Vietnamese students. You know, they separate us pretty well, some of them that are concerned about cheating.”

Similarly a Vietnamese student described the following situation, quote, “Of course the instructors, they don’t say directly to you or show directly that they discriminate, but one of the instructors caught a Vietnamese student cheating and since that day on every time we take a test, every time that class takes a test, the teacher separates the Vietnamese students. They didn’t let the students sit close together. While it was true that some of the students were cheating, don’t assume that all of Vietnamese students do,” end quote.

So in each of these cases, the classroom is perceived of as a racially divided space and professors are perceived of as sanctioning these racial divisions unless the class is taking the test. And though we cannot know for, uh, certain the intentions of either professor, for the students in the classroom, for the students, the classroom is clearly an interaction context in which racialization takes place.

From the Latino student focus group, um, page 63. So like the students articulated in the black student focus group, the Latino students talked about being perceived by others through the distortion of stereotypes about Latinos and Latinas. So as one of the men commented, quote, “On a personal level, I walk around as Chicano, as Raza and I don’t feel welcomed here. I feel like people look at us or look at me and stereotype us right away. Whether they’re thinking, ‘He’s a student,’ or not, or a stereotypical gangster or a drug dealer or something.”

And in another instance, a Latina describes an interaction she had with a SJSU alum that was working on campus. Quote, “I’ve had a person in my department who is a State graduate say, and I know it was a joking manner, but I mean, you just don’t say it no matter who it is and he was like, ‘Mexicans go to college? What? You guys actually like go to school?’ and I’m like, ‘Yes. Yes, we do.’ How can he judge? You know, he’s like, like, don’t even go there. He doesn’t know me. He doesn’t know anybody’s experience, so how can he just judge, you know? I mean, I come from East LA, that doesn’t mean that I was ever a Chola or I ever
did anything wrong. I don’t have any tattoos. I don’t have ten kids, so it’s like, ‘Who is he to judge?’ Who is anybody to judge who you are by your presence, by your last name, by your language or whatever.”

And like the other student groups, the classroom for Latino students was often fraught with racial tension. In responses to such tension, the students report that they find themselves, quote, “Holding back, not speaking, or never expressing myself completely.” In their perceptions, the consequences of not participating in class, which they seem to be well aware of, were outweighed by the possible downside of saying the wrong thing. And what one student said, quote, “I know I shouldn’t hold back what I have to say but I never express myself completely. I don’t want to get on, especially the teacher’s bad side because they give me the grades.”

From the Vietnamese student focus group, on page 76, so one of the key points raised in this focus group has to do with issues of representation of Vietnamese cultural and history on campus. The same theme was echoed by the white students but in a different way, which I’ll get to in a minute. For the Vietnamese students, they see the vibrant Vietnamese community in San Jose and they see the celebration of diversity on campus but they don’t see Vietnamese culture and history being celebrated on campus. As one student said, quote, “Recently California passed the Resolution for Black April Memorial week from April 23rd to April 30th honoring the Vietnamese and the people that died in the war. So if campus can do a black history month, I appreciate on campus that we can have a week or two for the Vietnamese people or the Vietnamese students, too, because that’s a part of history. That’s why we’re here. That’s why we come here.”

Not only did the students see themselves as missing from the diversity landscape, but they also draw on this to justify their own resistance to participating in the celebration of the diversity of others. Another student noted, quote, “I don’t feel like our important holidays are being acknowledged as much here compared to other holidays, like our New Years or Autumn Festival. I don’t think many people seem to care so I think that’s why our attitude is like, we’re like, ‘Well, whatever’ to other cultures,’ or not willing to go out there and learn so much. Like, during our Autumn Festival, you know, no one really talks about it. The school doesn’t really bring it up. But on certain other holidays, I notice the front page of the school newspaper. I think a lot of these little things make us, well, make some of us feel, you know, why be so involved?”
And finally from the white student focus group. A white student valued diversity. They articulated a colorblind racial position that for them translates into social, a social justice perspective. Similar to the Vietnamese students, the white students did not see themselves as having a place at the diversity table at SJSU but unlike the Vietnamese students, however, they had no examples of white culture to offer that they felt were worthy of celebration. So the comments were some as, quote, “There’s really nothing good to say about being white or you can’t say, ‘I’m proud to be white.’” One student commented, “Before this, the focus group session, I’ve never seen anything at San Jose State that said, you know, like a white community type thing where there’s an Asian Community Club or something like that, you can’t have a white club or something like that because that’s called the KKK.” So talking about whiteness, celebrating whiteness or taking pride in one’s racial history is clearly off-limits for most white people. The students know this and they understand the consequences for this type of behavior. As one of the students athletes articulated, quote, “There’s all kinds of clubs for different cultures and stuff but there’s nothing, it would be considered racist if there was some kind of club just for white people. It’s just the same thing, like with our country, we have Hispanic pride or black, black history month, black pride, but if we had a white pride month, it would be considered racists.” So the white students in other words don’t see how they can contribute to diversity as white people.

So as for my recommendations, I’m, you know, I think we have a lot of work to do on campus. Um, but let me point out that for every issue raised in these student groups, the corresponding focus group reports from the faculty, the staff and the administrators raise equally compelling examples of racism, sexism and heterosexism. I think that the students are a big part of campus climate but I think that the faculty and the staff and the administrators are an even bigger part. The students come and go and we stay here. How can we really hope to pass on what we do not have and we, what we have been able to commit to create among ourselves? If our colleagues are experiencing and perpetuating oppression, then I believe this is where we need to start. You know, our students are doing their work. I mean, they do it at Leadership Today, they do it in, um, a number of programs through Mosaic and other, uh, offices on campus. They’re doing it in many of our classrooms. Our students are very, very brave. You know, they are so willing to go to the hard places with one another. And we can certainly give them more, but my main recommendation is that we create diversity training for, uh, faculty staff and administrators. And I urge everyone on the Task Force to, to take a look at the Faculty, Staff and Administrative Report which you can find on my website, so it’s linked to my website.
Um, I also recommend that engagement in diversity work and diversity research be explicitly tied to the retention tenue and promotion process for faculty and that such work be considered as scholarly and be rewarded as such at all levels of the review process.

And finally my last recommended comes from the disband but continuing to me Campus Climate Committee, um, we would like to see an office of campus diversity established with a campus diversity officer, with enough power, resources and staff to really coordinate and oversee the activates and efforts on our campus towards making this a more inclusive university. Thank you. Those are my comments.

Judge: Thank you so much.

[Applause]

Judge: So what we’ll do now for the next thirty minutes is turn to our members of the Task Force, if you have any questions of Dr. Murray. And I prefer that maybe you hold your comments a little bit because we want to use her time to, to talk more about the issues. Um, you know, it, it’s been brought to my attention, and I’m just going to put this out there that the student representatives on our Task Force, um, maybe were feeling a little bit of intimidation because of others here who are old like me who, uh, maybe you’re kind of talking more, so I really want us to be very sensitive to our student members on this Task Force because their input is just as important as everyone else’s. Okay? So, um, and if you have several questions you’d like to put to Dr. Murray, I’ll ask you to just put one out and then we’ll come back so everybody has a chance. So, um, Rick, you had some list of questions you told me earlier, so why don’t you just start with one and then we’ll, we’ll, anybody else who is ready.

Male: Yeah, I have a specific, I have a specific question. In your report, um, you’d interviewed, it was from the LGBT community and one of the things that I found most interesting was a comment. It says, “But my probably most unwelcoming experience was in the freshman dorm housing. There is very little sensitivity put in by the housing services to make, uh, to really make sure that you’re comfortable with who your roommates are.” They go on to say, “And this goes beyond the LGBT experience. I believe I had roommates that were literary racist and used the N word as well as the F-word, fag, and it was just a, just a very difficult experience.” The, the question I have from this is whether other things identified, uh, during your research related to campus housing experience, uh, what related to campus housing experience.
Dr. Murray: You know, not spe--, not specifically. Actually it was really only I think in that focus group where they talked about campus housing. Um, most of the students talked about classroom experiences and, I mean, that’s partly because of the students in the focus groups that’s their common denominator for a lot of them. So, yeah, there, there weren’t, uh, I can’t really think of any other references to the housing piece except in that focus group.


Male: I do.

Judge: Go ahead, Anthony.

Male: Dr. Murray, good evening. And I want to say that, uh, I wanted to start out by saying I applaud this report because it’s so rare that you get the chance to hear the students’ voices and a period of relative calm. Okay? And you did that and, and the committee pulled that off, so, you know, I applaud you, uh, for the report in that regard. You ended, uh, your comments with, uh, three recommendations to us and I wonder if there were recommendations made as a result of the report that was shared with the administration or whomever prior to tonight because in what we received, I didn’t see any recommendations and normally when you do a report such as this and as thorough as this is, it’s laced with recommendations.

Dr. Murray: Yes, there were no specific recommendations attached to the report. So I was tasked with undertaking the research and presenting it back to the Campus Climate Committee who then was in turn would present it back to the, uh, Executive Committee and, you know, my, my intention in writing the report was really to go out there and, and, and represent what is and try to contextualize it in terms of the current academic literature to, to illustrate that the things that are happening here are indeed, you know, we see patterns of that in other institutions, but, um, I wasn’t necessarily tasked with making those recommendations. I was assuming that, that those recommend---, that the report would be taken up and recommendations would be made as a result.

Male: Okay. Thank you.

Judge: Other? Anybody else? Gary.

Male: Uh, Dr. Murray, I wanted to say thank you for joining us today and, uh, speaking on, uh, your very good report. At the end you, again, you made
three recommendations based off, um, your own personal experience with the, um, with the cam--., with the Campus Climate Report. You said diversity training for faculty, staff and administrators, um, engagement in the tenure, uh, diversity engagement in the tenure process and an office or campus diversity, um, in these, uh, in these suggestions. I don’t see anything that directly has to do with students. Um, you just said that students talk a lot about classroom experience. Um, they deal a lot with actual racist students using the N-word or the F-word and, um, and as, Mr. Callender, I brought to life that, um, and the report also states that there’s lots of negative experiences in the freshman dorms. I’m wondering if you had to add a fourth suggestion that has specifically to do with student interactions, what would that suggestion be?

Dr. Murray: Well, I mean, I use these reports in my own work, in my own classrooms. So, uh, in the work with students in my introduction classes at all level, I have them reading the reports. We do workshops, educational activities around the report, so for students, I mean, I think that there’s a lot that we could do, not specifically with these, but in helping the students and training the students and do more things like leadership today, things like that. Um, but as I said, I, I think the students, I mean, I think there’s more that we can do with certain groups of students for sure, but the students are doing a lot of work. I mean, there is so much going on in this campus around issues of diversity and training and the students seem to be quite enthusiastic about participating in that. And so that’s why I refer my comments to the faculty and the staff and the administrators because we don’t really have any continuing training for faculty and staff or administrators around these issues.

Judge: Okay, I’m going to throw in a question for you.

Dr. Murray: Um-hm.

Judge: On page 97 of your study, I, I found something, I don’t know if I was surprised by it, but let, let me just read it.

Dr. Murray: Um-hm.

Judge: “A word count of the white student focus group transcript reveals that 71 percent of all references to students of color were made about black or African-American students compared to references to Asians, 13 percent, Hispanics, 12 percent, Filipinos, 4 percent. This overwhelming focus on black/white interactions is especially problematic given that black students only make up 4 percent of the student body at SJSU.” What is all that about?
Dr. Murray: Well, I mean, I think that in the, kind of the white psyche of racism, I think that given the history of racism in the United States that I think black people figure large in that, in, kind of white perceptions of racism and that’s why, uh, you know, they continually kind of come up. I mean, and they come in other student focus group comments also, um, much more so than any other racial or ethnic group. And, I, I mean, I think it’s just this legacy of racism within our country that still is alive and well today.

Judge: Other questions? Anyone else? Yeah, go right ahead, Maria.

Female: I also want to thank Professor Murray for her excellent report and, and presentation and I want to refer to a very poignant statement you made on page 52, “Within the institution of education, the classroom is the primary public stage upon which the university life is enacted. By definition the faculty are the role models. The faculty perpetuate the organizational cultural in this institution,” and I lament what I read in terms of students not feeling that they can trust faculty, feeling that, uh, faculty are not their, um, their support, uh, system on this campus. And I just want to share a personal experience, um, that I had a couple years ago. My nephew was a student here at San Jose State. He came to my office one day, um, he left a class and he said, “Promise you won’t tell anybody what I’m going to tell you.” And I said, “I promise.” And he said he was the only Latino in a class and the professor called him poncho in class and, um, said, “I used to have workers like poncho here working for me when I had a business.” And what I shared with some of the other, um, Task Force members is that he wasn’t angry, he was sad. And I feel sad sharing that story because I can only imagine how the parents of this young man feel who went through such an egregious experience. My nephew was called poncho and it was extremely hurtful but I think that, um, faculty, staff, you know, we need to be very, very conscious of not only the content that we’re teaching, not only the curriculum, but, um, the affective domain in terms of, in terms of our work. Um, so that’s basically what I wanted to, to share.

Dr. Murray: Thank you.

Judge: Yes, Lynda?

Female: Sorry. Uh, I just have a quick questions, actually, a clarification. I believe the report was based on the 2006 survey data, correct?

Dr. Murray: The, well, this report, uh, came out as a result of them analyzing the 2006 data, yes.
Female: Okay. I was just curious, uh, if you, if, you may or may not know, the subsequent data that was collected, the surveys 2008, 2010, were there any significant differences, uh, amongst them in any direction?

Dr. Murray: Um, you know, I can't really say right off hand and I, I don't really have access to the 2008 and 2010 data, yeah.

Judge: On page 67 you note that, uh, Latino faculty, they're, 6 percent of faculty is Latino and I was looking in the section on African-American students and I did not see any reference to the percentage of faculty who are African-American. I didn't see that in your report. Do you know what that number is?

Dr. Murray: Um, I don't know it, uh, right today. Uh, in the faculty, I don't know it off-hand. In the, the, focus group report on faculty, staff I have all those statistics in there.

Judge: Okay. Do, do you believe, is it less than or greater than the 6 percent Latino representation? Do you have any notion? Does anybody?

Male: I think it's less than.

Male: Probably less than.

Male: It is very much less than 6 percent.

Judge: Um-hm.

Male: I don't know the statistics, but if I count, uh, which I can, which usually tells you there's a small number.

Judge: Got it. Okay.

Male: The fact that you can count.

Judge: Other questions? Rick, go ahead. All right, go ahead.

Male: Go ahead.

Judge: Marcos, no, no, you go. You're the last one.
Male: Um, thank you Susan for being with us. Really appreciate it. Um, it’s just still helpful to have this for us, um, in our work. I have a couple of methodological questions.

Dr. Murray: Um-hm.

Male: So I’m going to geek it out as a professor. I’m wondering, um, uh, so it says that there was an attempt to match the focus group participants with the interviewer.

Dr. Murray: Right.

Male: Um, and I’m wondering and particularly thinking about the African-American student situation. Where those focus groups lead by African-American interviewers and if not what do you think the impact was on the findings that happen in the group?

Dr. Murray: Yeah, the black student focus group was, uh, facilitated by a, a black professor.

Male: Great.

Judge: Rick.

Male: Um, one of the things that you actually touched on was actually one of the questions that I had was, uh, was there a faculty administration report. I wish I had had the opportunity to read that. I probably would have had additional questions. Now, one of the things that you pointed to in your initial comments was that this was done at the behest of the Campus Climate Committee.

Dr. Murray: Um-hm.

Male: Were these reports both the student and the faculty administration report? Were those turned over to that committee for consideration?

Dr. Murray: Yes.

Male: What recommendations then came out of the, um, as the ac--, were there any actions that came as a result of those reports being tak--, being given to them?

Dr. Murray: Um, yeah, as a result of that, in, uh, so I finished the reports, uh, in December of 2011 and so in the spring of 2012, um, myself along with
Wiggsy Siversten who is the chair of that committee and Demerris Brooks, we conducted several workshops throughout the spring for, um, different staff and groups that requested them. So we did a workshop for, um, the ELP program. We did a workshop at the student conduct. We did a workshop at the Student Affairs Annual Professional Development Day and then we did another one at the gender equity diversity in athletics for the GDAT Committee.

Judge: Do you have a follow-up? Sure.

Male: Yes. So they were just workshops but there was no recommendations that were forwarded to the administration. I'm assuming since this committee reported directed to the administration that they were aware of the content of the report as well as some of the findings within the report. So there were no actions taken from the administration or anyone else outside of the workshops?

Dr. Murray: Well, I wasn't really privy to any of the conversations at the administrative level, so I, I don't know.

Male: Thank you.

Judge: Okay, Diana.

Female: Um, so I just, um, I have a question pertaining to your data.

Dr. Murray: Um-hm.

Female: Um, I can tell you, I know you had thirteen focus groups. I just wanted to know how it arrived to you, your, the groups itself because there are many, many different, other groups that are not represented --

Dr. Murray: Right.

Female: -- in the focus group itself. So, um, I know you began data collection in 2009. I just wanted to know how you put the word out there to get these students. I know you said in your report that you got, you advertised through classrooms and everything. But I was a student during this time as well. I just, I never heard of that and I, this would have been wonderful, um, thing to be a part of. So I just wanted to know how it arrived and how other groups were not represented.

Dr. Murray: Right. Well, the committee itself came up with the different focus groups and we, I mean, partly it was a limitation, it was me doing all the work so,
uh, voluntarily, so it was, um, there was many, many more groups that we could have done and could do that were left off the, the list and simply for a matter of time and resources really. Um, we recruited, we used a number of different ways of recruiting students, uh, for these and generally with flyers and then going into different classrooms and again, just, um, collecting students, having them sign-up, uh, if they wanted to participate, things like that.

Female: Uh, --

Judge: Do you have a follow-up?

Female: Yeah.

Judge: Go ahead.

Female: So was it just, um, that you went off the campus data of the populations and then what, how they say they picked the minority groups that were to be focused on, I, I assume.

Dr. Murray: Uh, it was somewhat of that and it was somewhat about, uh, being able to recruit people in a timely manner and to get these things taken care of. So, um, yes it was partly about the number, the numbers of students. Um, --

Female: Okay. So was it like it a first come, first serve basis? I'm sorry. Um, basically what kind of students signed up and then you picked the group or it was --

Dr. Murray: Oh, no, no, no, we, we advertised specifically for groups, yes.

Female: Okay.

Judge: Ellen.

Male: I have a question.

Judge: I'll get to Ellen and then Willie.

Female: Oh, great,

Judge: Ellen, go ahead, and then Willie.
Female: Thank you Susan for this wonderful report and taking the time to come to us and actually taking all these years to put it all together. Um, it’s a great, a lot of wonderful information. Um, I agree with your recommendations. I also want to acknowledge also Gary’s question about, um, training students, but I also heard that what you said is we need to train our faculty, staff and administrative so that they could then turn around and train the students. I’m, you know, knowing the challenges on this campus of doing this type of training, I’m, I’m wondering if you would, you know, often the trainings are to the choir or who shows up, right? So I’m wondering if you might have a suggestion on how that may be implemented on a campus.

Dr. Murray: Um, yeah, I wish I did. I think that, I mean, I think it has to come from the top, right. I mean, I think that the institution itself and the people at the top have to, uh, make a commitment and have to tie it, especially in regards to faculty. I mean, for staff, there are a number of trainings for, I mean, I think staff get a lot more training than faculty do or additional training. Um, but for faculty, you know, I mean, it has to be tied to the RTP process. You have to make it mandatory. And of course we’re, our contract I think doesn’t allow us to do mandatory additional education but if it was very explicitly written into the things that are expected of us as faculty and, um, seen as part of our really scholarly duties to have this kind of training, because this is a public institution and we are here to serve the public that, I think that might go a long way in, in starting and having participation in these things.


Male: Um, when your report was completed and I assume was public and everyone had a chance to read that report, I’m just curious, as you were wandering about campus running to faculty colleagues, what was just the general response to the report that you were hearing?

Dr. Murray: Well, unfortunately, the report did not get wide-spread distribution.

Male: Okay.

Dr. Murray: So, um, the faculty that read it, you know, were very favorable about what they, I mean, they were heartened by seeing the report. I mean, I think that’s one of the things a lot of the, in the faculty and staff and administrative groups, the, the sentiment I think was, you know, “We will participate but are you going, is anything going to come of this participation?” And, um, and I, I turned in the report to the Campus Climate Committee and as I said, uh, we took it upon ourselves to do
some work with it and I’ve incorporated it into my classes as, as I know some of my colleagues have. But I, you know, it was, I don’t have any means to distribute it. I just put it on my website and, um, and turned it over to the Executive Committee and I don’t know what they did with it.

Male: You mentioned early that the Campus Climate Committee is defunct?

Dr. Murray: Yes.

Male: Was that a committee that had a, uh, a preset lifespan or was there a reason it, it no longer does what it was doing?

Dr. Murray: Uh, uh, I believe the current president sunsetted the committee in --

Male: Okay.

Female: (inaudible) . .

Dr. Murray: Pardon? No, it was, this president sunsetted it. Yes. We got a memo that said the committee is.

Judge: One theme that is very strong, at least with the section with Latino students and African-American students is the sense that not seeing someone in the classroom, a professor that looks like them makes them feel perhaps not wanted and, and then there’s all these other negative offshoots. In, on a scale of one to ten, one being the least effective and ten being the most affective in improving campus climate, at least, at least with respect to, uh, students of color, how important is representation in the classroom that is professors who are of color? Where do you put that?

Dr. Murray: I, I’d say that’s a ten definitely. I mean, I think, I, I think it really matters who’s in front of the students and for a student to believe that it’s possible, you have to have role models that are showing you that it’s possible and, you know, throughout the student focus groups, the particular students of color, for them, you know, having faculty of color in front of the classroom, seeing them be successful, have successful lives, you know, they, I mean, that to them was such a shining beacon, if you will. And, and I also think on a campus like this, I mean, then the faculty of color are, like, overburden in some ways with being, uh, that person for a lot of the students of color. So, um, I think that we definitely need to hire more faculty of color representative to our students and the people that are here.
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Judge: We have about six minutes, okay, Delorme?

Female: Susan, I also want to thank you for this report. I found it really profoundly interesting. I read it four times now. Um, I guess it’s because it’s so tied to the work that I do in the community. But, you know, whenever I do this work, I always have one question, you know, the information you provided was profound because it was first-person. Is there a will that you sense in all these conversations for there to be change on campus?

Dr. Murray: That really depends on who you talk to. I mean, I think that there, there is a will. I mean, we have a, kind of a deeply dedicated faculty and staff and students to change it, but I don’t know if it’s a, I, I don’t know how many. I mean, I obviously can’t speak for everybody. Um, I think that I’m, I’m really very heartened by this Special Task Force and whatever recommendations that you take and having it, having the, really the, the camera on San Jose State in this manner. I think that, you know, if we could have the impetus to move forward here.

Judge: I have time for, we have time for two more. Gary and then Marcos and then that’s it.

Male: Um, again, you spoke a lot about faculty interactions but in regards to students --

Dr. Murray: Um-hm.

Male: -- um, and student to student interaction, would you consider making cultural studies courses mandatory, um, as relevant, you know, training for student to student interaction? What do you think about that?

Dr. Murray: I mean, I think that, yeah, I mean, I think that definitely we could make some requirements of students having particular classes. I think that we do. I mean, that is part of the intention of the GE and the different GE areas. I think that we could do more. You know, and, um, all the students that in these focus groups, I mean, one of the things that students want is they want the university to facilitate, cross racial interaction and to be able to help facilitate, you know, what it, that kind of ally work and so we do, and I keep referring to leadership today because it’s this amazing kind of experience where that happens but it’s only forty students once a year and having been to Leadership Today twice, I mean, the students there have so much, uh, will to want to move through these issues. I think providing more training, more resources like that, which is a, it’s a three-day retreat paid for by the university, housed off campus where the students kind of do that processing and do that work really intensely with, um, staff mostly.
So, I think the students would be very willing and I think we could, if we would provide it for them I think that that would be a move in the right direction.

Judge: Marcos?

Male: So just a comment on that, as somebody who teaches ethnic studies, um, and I get a lot of, uh, students of color and they get a lot out of the class but a lot of the white students who come into those classes often feel like they're, they're not sure why they're there. They're there because they had to or just fit and they end up being maybe the most transformed of, of everybody in the class. So just, just food for thought. Susan, I wanted to ask you if you could, um, I mean, two things about this, it's five years old when the data was collected, so just your thoughts on how campus climate might have changed in any way you've seen. Um, and I know that's a little bit of, of --

Dr. Murray: Yeah.

Male: -- just use, just eyeballing it, but that piece of it. And also you had a different charge than we do in collecting the data and so I'm wondering if you think that there's information you would have, in light of what we're looking at, you would have liked to have gathered that you hadn't gathered because maybe that will also shape the types of comments that we get, um, information that we just don't have that you think we need.

Dr. Murray: Yeah. I, I don't know. I'm not really sure what you're asking me, Marcos.

Male: Yeah. I'm just wondering if, if, I mean, your report you had a certain focus.

Dr. Murray: Right.

Male: Right? And our charge I think is slightly different, although they're related and I'm just wondering if you feel like, you know, "If I was going to do that study now, this is the kind of questions I would ask. This, this is the kind of information that we need," especially given that it is five years later and, and, again, so those two questions were kind of related.

Dr. Murray: Right.

Judge: But let me add on to that. I mean, I think what we're, the logical thing is, I mean, do you see any value in doing an updated study?
Dr. Murray: There would be some value in doing an updated study and, um, and certainly thinking about the inclusion of different groups and perhaps including a white faculty staff and an administrator group also in that. Um, I, I don’t, I don’t know that things have significantly changed. Um, --

Judge: Then what would be the value of an updated study if you’re --

Dr. Murray: Well, I think that there are some groups, I think that, well, I think that this, a study like this is a, a great teaching tool and it’s a great way to teach people at all levels and you can triangulate the issues and not make anyone then of course be the spokesman for their position and so I think that can be very, very useful. Um, --

Judge: Would you be willing to undertake such an updated study?

[laughter]

Judge: Well, I didn’t say for free. I’m just saying would you be willing to do it?

Dr. Murray: I might consider it.

Judge: I mean, you, you’re certainly poised with the expertise to be able to do that --

Dr. Murray: Um-hm.

Judge: -- to pick up what we’re doing.

Dr. Murray: Um-hm.

Judge: So, okay. Um, so we’re about --

Male: Can I --

Judge: No.

Male: Okay.

Judge: I want to give the public time. Um, Anthony go ahead. Is there anybody else?

Male: I just had a point of data clarification.
Judge: Okay, it has to be really quick because I don't want to take away from the public time.

Male: Yeah. I just wanted to very quickly clarify because I found the data on the racial breakdown on the faculty and it, as of 2011 it was 3.3 percent of the faculty are black.

Judge: Thank you.

Male: Just, uh, Judge, just had a, a brief comment and not really, you mentioned some things but not really targeted at you, but just a general statement from a standpoint that you mentioned the, the psyche of racism in, in America and we all understand that. I think it's important to note, uh, because it was pointed out that there was concern about when certain groups of people get together and how that's perceived by others and let me tell you, when people get together, it's a taste of home. It should not be construed as segregation. It should not be construed as anything other than, "I want to be around and talk to those with whom I'm familiar with and I'm comfortable with," be they students, be they African-American, be they, when I travel abroad and I see an American and run into them, we may not talk McDonald's, but it's nice to speak English to someone when I'm in a country I don't understand, so that taste of home is so important. And on a college campus, when we see those and you've read Beverly Tatum's, you know, Why Do all the Black Kids Sit in the Cafeteria, you know, sit together in a cafeteria, that's what it's about, a taste of home. I may be in a foreign territory, but I love the fact that I can go and when I'm in a, in a different community, I want somebody that can cut my hair, okay, or I want to be able to hear the music that I like to hear, so the taste of home is so important and I just think I want to put that out there and it's not --

Judge: Okay.

Male: -- lost in what we're talking about.

Judge: Yeah. All right. So Dr. Murray, Professor Murray, Dr. Murray, um, thank you so much for your time. I have a request. Uh, the request is that if you would put in writing your recommendations, um, and if you just send them to me, then I will make sure they go to the Task Force. And I'd like the recommendation and then the rational for it, if you know what I mean, on each of those.

Dr. Murray: Um-hm.
Judge: So I’d greatly appreciate it if you would do that for us and I hope that you will make yourself available should we want to have further conversations with you. And I hope you will think seriously, if one of our recommendations is an updated study, that, I, I think you would be the one to do it. Uh, but, but anyway, I just hope that you’ll certainly keep that as a possibility. Um, so thank you very much on behalf of the Task Force.

Dr. Murray: Thank you all.

[Applause]

Judge: All right. It is now 6:32 and, uh, we will use this second half of the meet--, of our Task Force Meeting, uh, to, for a public forum. It is my expectation that every person who speaks to us this evening will not only receive our full attention, but our respect regardless of your speakers’ view points. This meeting place offers to everyone a safe place to speak. Uh, it’s not easy to engage in the soul-searching that we’re undertaking on the most difficult of subjects, race. Um, and to do so in such a public fashion and for those who are, who prefer not to speak publically, I invite you to write your comments on index cards that we will provide to you and please write legibly. If you are unable, if we are unable to read your writing, your comments are of no value to us. Uh, we invite you to include your name and your email address, should any of our members desire to follow-up with you, but should you choose not to include your name or contact information, that’s fine, too.

For those of you who will speak to us this evening, will you please legibly write your name and an email address on an index card so that we will have a record of who has spoken to us and so that we can follow-up with you if we have the need to do so. And, of course, if you are not comfortable giving us this information, that’s fine; you are still welcome to speak to us. The focus of this meeting is campus climate, tonight’s meeting, so I ask that you speak to us about that subject. We will have at least one more public forum, perhaps two, for comments about other topics. Now each speaker, it depends tonight on how many want to speak, will have three minutes. Uh, I may have to make it two minutes. I’m trying to get a sense-- if could folks raise your hands for me and let me know who would like to speak tonight, then I can get a sense of what we’re talking about. So if that’s it, we, we can do three minutes because remember we have an hour. I want to make sure everybody gets heard. Uh, my view is two minutes you should be able to get your point of view across in two minutes, quite frankly. But let’s just see how it goes, but I may have to shorten it to two minutes depending upon how many of you want to speak. Um, so also understand I will stop you at that three
minutes. You're done. Okay? And so that means you will politely take your seat or stand along the side and then the next person will speak. All right? So if any of you, yes?

Male: (inaudible) . . and student experiences.

Judge: Say it again.

Male: There was an interest sharing student experiences.

Judge: Well, we'll see. We'll see.

Male: Okay.

Judge: So I do want to make sure we hear from a mix of people, from students, from staff, faculty, um, so and then we encourage you to speak. So let's get started. We have now, uh, just about an hour. So do we have index cards already filled out? Are there any, some, are they not?

Female: Yes, they have been filled.

Judge: Okay, if you have your cards, that's fine and let's have a, a process by which we hand, can they hand them? Sure. So let's do, let's do this if it's okay, let's take some students first and make sure students get heard and I'm not going to monopolize it. There will be others who will be permitted to speak. Let's do the first five speakers, let's go with students and then we can, can open it up. Is that all right with everybody? Just to make sure people get heard. And where do you want to put the index cards now?

Female: I want them to give them to me.

Judge: All right. So you hand them to Dorothy Pool, okay? First person up. And please talk into the microphone and starting now you have three minutes. Go.

Female: Okay. Hi, I'm a student here and I'm really confused and really concerned about a few things and the first one is that I believe that there are integral parts of this conversation that is missing from this panel and inviting them to come for twenty minutes isn't suffice. Between last meeting and this meeting, there was a lot of questions about housing and RA training and I'm just confused as to why there's no RA on the panel or even a professional housing staff that can answer these questions. There was also questions about student policy complaints and procedures, so I'm
also confused as to why a representative from Student Conduct isn’t part of this panel. And then there was also questions and comments about university policies and stuff that would go through UPD and they also conducted the initial invest-- investigation, so I’m confused as to why they’re not part of the panel and I just think that any recommendations that are made has to include those people within the conversation. It’s not enough to just invite them for twenty minutes because you don’t get to ask all the questions that you want to have. They should be part of the conversation and a decision making and not an afterthought.

Um, I read the Campus Climate Report and one of my concerns is that, particular on page 15 with the black students, they say that they feel like whenever there’s a black issue they feel like they’re called upon to be the representative or the expert and it seems like since every committee that has been formed since the hate crime, they’re calling on the same three to five black students to represent all black students on this campus and that’s not okay.

Additional, on about page 85 with the white students they say they’re not included in conversations about race and diversity and I’m just concerned about how serious the administration is going to take these recommendations that are put forth by this panel, if they’re perpetuating the same issues that were talked about in the Campus Climate to begin with. Um, I’m also concerned with the gender imbalance with this panel that has been put forth. I’m also concerned with the fact that it doesn’t appear to be any like Middle Eastern, Arab type representatives on this panel. So it’s just --

Judge: Three minutes is up.

Female: Okay.

Judge: Thank you.

Female: Okay. Thank you.

Judge: Next person who would like to speak.

[Applause]

Judge: Next person up. We’re losing time. Anyone else want to speak? Then I won’t take a student. I’ll take someone else, unless we have a student. Okay? Sure. All right. You may begin. Go right ahead.
Female: Um, hi, my name is Susan. Um, I have two questions. One is in regards to the report on international students. I want to know if, um, it went kind of deeper in terms of, like, um, knowing where each international student came from and the reason why I ask of this is because, um, I have been talking to South Asian students. In fact, I am, I just found an organization called the South Asian Advocacy Group. And when I have talked to a few of the international students straight from India, one of them told and, I think it’s important to keep in mind he is of the Sikh religion and by, you know, they wear the turbans with the (inaudible) . . and he was called a terrorist and, I mean, this is not a welcoming environment for those students. And, you know, it just really hurts, um, to see this happening. But the thing is that no one knows it. They’ll only talk about it amongst their own kind. So I want to know if the international students were specified and, um, the, um, where was I going with this?

Um, well, I’ll just go on to my second, uh, request. I request that, um, there’s an investment in the history department. We are lacking diversity in that department. You know, I see all different kinds of students and faculty, yet, there are no history courses that represent where they came from, their histories, and, you know, I as a South Asian and I see so many South Asians, how come there aren’t any history courses on us? We’re talking about the racial climate, campus climate right now. How come there are no, um, African-American studies like history courses for them? You know, this is, this is very problematic. I mean, there’s like a course on modern Israel but there’s none on modern South Asia, none and, you know, like present day black history. And, yeah, I think that’s basically it. Um, diversity in the history department, you know, more courses. We need more investment in the history department and I say this as someone who is getting a MA in history and the other thing is that, like, um, I really want to see, I guess, more studies on South Asians and, uh, other, and international students. Um, because, I mean, being called a terrorist and being intimidated is not okay. We should not, we should not feel threatened. That’s it.

Judge: Thank you.

[Applause]

Judge: Next student. Go right ahead.

Female: Hello. I had a bad spot so I couldn’t really see who was in the audience but, um, it’s pretty much what I thought it was going to be. Um, there, there doesn’t seem to be, um, many Caucasian or white students here and I don’t know at what point it’s going to become an issue for them or if
this is solely just for person of color, but I feel they’re definitely a part of the conversation. I don’t know what means the administration is taking to outreach them to bring them into this conversation, but I desperately and strongly need for them to be a part of this conversation. I need them to be in this audience. I don’t know if they’re watching on the internet. I hope they are because they’re sure not here. Um, in addition to that, I’m a second generation Spartan. My son will be here in five years. Um, our, that was the plan at least.

Uh, it, it concerns me because five years ago we had Gregory Johnson who supposedly committed suicide. His parents don’t believe so. We’ve had five incidents regarding African-American males on this campus, on this campus within one mile radius all suicides, their parents don’t think so. I’m a parent. I don’t want to be one of those parents. I don’t want to come here and not believe that this school is here to serve my children.

And regards to the, the admin-- the housing and last week it seems like it was an attack on the RAs and it’s all the RA’s fault. If I bring my kid here, nobody is going to tell me it’s the RA’s fault. I’m putting you responsible of my child, my only child, no pointing fingers. No pointing fingers. If the RAs are at fault, then you’re at fault because you told me that they can take care of my child. No excuses. I think the administration needs to be a little more honest with what’s going on here. I, I don’t want to come, bring my child here, I’m actually considering breaking the tradition, third generation Spartan, maybe not. I don’t feel that my son, that child will be safe here. I need them to do something about that.

Judge: Thank you.

[Applause]

Judge: Next person? Do you have any other? Okay, we'll it keep it open for two more students and then we'll open it up to everybody. Yeah, make sure you pull it up. Thank you.

Male: Can you guys hear me all right?

Judge: All right, go right ahead.

Male: All right. So I’m coming here as a, as a RA actually, um, so I can’t speak specifically about issues, but I can say that the last person did mention how many white people or Caucasian people are not here but let's also look around and see how many black students are here and it’s not too
many. And that's, it's a, it's a problem that we are having as a university. It's where black students are also not responding to what we need them to do, um, for their voice to be heard. And it's a common issue also on housing to where we would have a program, but we're not getting the support or we're not getting the black attendance because we do take attendance at programs that we need and ultimately their voice is not heard. I'm a black student so I speak as a student, I speak as an RA, I speak as, I speak as a student of this university. There's a lot that we're not looking at and unfortunately it doesn't even come up in this Task Force because like Ashley said, we don't have a black, I'm sorry, not a black student, we don't have a black, we don't have a resident advisor. We do not have anybody from housing here. We don't have anyone from Student Conduct. No one here who actually knows enough about housing to be able to comment on housing. Um, so I, I do question how are we going to get our goals met if, it seems like a lot of people here are ignorant to housing in general, um, or even the black community and who is here to represent the black community and how is that person picked? Um, how, how are you all, how are you all picked? Um, and how are we going to make sure that we get, we get things done? It's a lot of things I'm seeing. It's just, it's saddening at this point because I'm not sure where we're headed or if we have as a Task Force that, the competency to get to where we need to get at this point. Um, can I get a time check?

Judge: You're good. You have one minute.

Male: One minute.

Judge: One minute. 6:45.

Male: Um, also I wanted to talk about the look of the committee. Um, thus remember we're representing San Jose State as a whole. Um, this is going out to the whole country. Um, we need to look as professional as possible. That's how we respond. That's how we act. That's where our placement is. Um, there is a lot of things. This meeting is a little better but it, as a committee, we need to realize we are representing San Jose State. Um, and even down to, if we're going to have a pro--, a professional committee like this, honestly, eating isn't going to cut it. Um, we need to have that done beforehand. It's a work committee. So, um, that, that's all I have to say for now.

Judge: Okay. Thank you.

Male: Thank you.
Judge: Thank you. You know, out of respect for those speaking here, those in the audience, I’m asking you to please keep your applauding, your comments, your laughing, just please do not do that. That’s out of respect for everybody here. Please. All right. We have, uh, speaker number five. Do we have another student? If not, that’s fine. It’s fine. Just come up. Come up. Who’s next? Come up. It’s fine. All right, go right ahead.

Female: Hi, good evening. Uh, my name is Roxana Marachi. I am an Associate Professor of Education here at San Jose State and my research focus in on school climate and violence prevention. Some of the questions that we ask in this field are what approaches work and what approaches don’t work in efforts to keep students safe in schools. Unfortunately, one of the most popular immediate reactions after a high-profile incident is that in a rush to demonstrate action, that first response is this echoing of the phrase “zero tolerance.” Again, while this is likely a well-intentioned, I’d like to caution you there are serious negative unintended consequences that can result with this specific approach. In the long run, it can put minority students, um, at, at greater risk for being targeted. The American Physiological Association Task Force on zero tolerance has found that not only is zero tolerance ineffective as a deterrent in many cases, it makes matters worse. By having a highly fear base high-stakes inherently punitive environment where the full spectrum of problematic behaviors are criminalized and then people are actually far less likely to come forward with a request for assistance, a complaint or to even acknowledge that an issue is occurring. The fear of the consequences often stops them from taking action as a first step to intervene and then the issue goes more underground.

True prevention rests on relationships. It emerges out of difficult dialogues, courageous conversations and people getting to know one another on a human vulnerable and real level. This can happen. There are organizations that help with facilitating such dialogues. Immediately after the incident, I referred to the university administration one of these, uh, organizations. It’s called Not in Our Town, Not on Our Campus. This is a nonprofit whose work is to create healing, connection, and community in the midst of tension, conflict, and as Dr. Murray mentioned, micro-aggressions. Um, these, there are other organizations as well and I encourage you to explore these resources further in your recommendations.

Um, someone had mentioned at the last meeting to create a culture where people are empowered to stand up when they see something that’s not right. Yes, absolutely, this is a prevention approach that does work and it’s backed by the research literature. This is called Bystander
Intervention and we’ve all seen it in action and, again, there are, there’s a lot of data to support this as, as an approach.

So to sum up, I’d just like to urge serious caution around the, um, inaction of any zero tolerance type approaches. Well-intentioned as they may be, they are more likely to harm students than they are to help them. Um, if you want to focus on prevention, we need to focus on people and to foster cross-cultural understanding and community.

Judge: Okay, time is up. Thank you.

Female: Thank you.

Judge: Thank you very much.

Female: Okay. May I just add one thing to the report?

Judge: Time, time is up.

Female: Okay.

Judge: Thank you. You can always submit a written comment. If you have a written comment, you can just put it and email it to us. All right. Go right ahead.

Male: Good evening. I’m Gil Villagran. I’m a lecturer in the social work here. I’ve been here for about twenty years. After thirty years of social work here in Santa Clara County and I just wanted, I just wanted to, uh, state very clearly that I was a participant as a facilitator in the, uh, Leadership Today several years ago with Chris Cox and many other people. We went to Asilomar for three days. We had about fifty students and about twenty-five facilitators, faculty and staff and it was wonderful. It was a wonderful experience. It was exactly what this previous speaker was saying and it was, uh, coordinated also with the organization Not in Our Town where we actually had this experience. Let me just mention one thing that we did, you may have participated in something like this, so the, the main facilitator said, “If you’ve ever been called a nasty word, stand up.” Almost everybody stood up. If you’ve ever been, uh, segr-, uh, omitted from some event that you wanted to go to stand up. Then it got a little heavier. “If you’ve ever been sexually abused, stand up,” and some people stood up. And then gradually as we talked about it, more people stood up and then more people stood up and then gradually many people began to cry and I cried, too. I didn’t have, I didn’t do that. I, I didn’t suffer that but other people did and I’ve worked with people that have. So gradually we
had about a hundred people that were crying and holding hands and we realized that we have, we have all the same basic needs and we have all been abused by this society that abuses people right and left. So that experience is something that every student and every faculty should go through in some way. And we can do that. We have the ability to do that. We don’t have to go to Asilomar for three days. We can do it right here in our campus. So let me just put a plug for Leadership Today. Thank you.

Judge: Thank you. Next speaker.

Male: Uh, thank you. When I heard this on national public radio I was outraged. This is not just a university issue and it doesn’t just refer to a particular group, race or gender, this is a national issue, even an international issue. We’ve had these kinds of problems, uh, for centuries. I mean, look at the Yellow Peril of the nineteenth century. Look at the, uh, the KKK. Uh, it’s not just here but, uh, it was that lynching in 1930's in San Jose for example. This thing has been going on for many years and now it’s still happening. When will society grow up?

What we have to do is really educate people more about particular ethnic group’s traditions, whether it’s Chinese, Vietnamese, the Italian culture, the, uh, Zulu tribe in Africa and everywhere, we have to understand people as human beings and respect them as human beings because there’s no excuse for this kind of garbage and I can get into male aggression and that’s a myth as far as I’m concerned.

So really I think the question I have on this, uh, would be in the area of interest to the DA’s office, if there were any markings on that person, what you call them victim or whatever you want to refer to him as, if there’s any kind of markings, disfigurement, that is a legal term. It’s called mayhem. Mayhem is not chaos. It’s a disfigurement of any kind or aggravated mayhem. I refer you to penal code sections 203 and 205. So this is my question and, and my suggestion that we really need to understand people and their different cultures. Thank you.

Judge: Thank you. Next speaker.

Female: Hi, I’m a staff member. There is no training. I don’t know where they got that idea. I’ve never had any kind of training about how to get along with people of different cultures here. I was raised to believe that we are all brothers and sisters and I do try to practice that. However, I discovered a few years ago that I was prejudice. I told a joke to my husband and his friend and his friend’s wife that I thought was extremely funny and they looked at me and said, “Oh, really?” They were all black. I’m black by
marriage. I have a large black family that I’m a part of. So both my husband and I graduated from state. Me a long, long time ago back in the dark ages, '58. It took him a little longer; he got out in '72. Um, I’m only three years older than him, was. He’s gone now.

Anyway, I just want to say that staff could do a lot but we don’t because we have so much work to do and we don’t have time to come and do things like this or listen to things. I happen to work across the hall so it was easy for me to roll over and I said, “Good, I can finally go to something,” you know. Um, there's a lot of work to be done here on campus and I look around my faculty and, good God, they don't have a clue. They really don’t. And I don’t think a lot of staff have either. I mean, we’ve all been kicked around and had things happen to us but that particular thing that we’re discussing now which was this ugly incident with the students, we really need to look at that. I would never send my child here, quite frankly. She took off and did her own thing. She went to Florida and went to school. You know, she loved it. But --

Judge:  Sorry, your three minutes is up.

Female:  Okay. Thank you.

Judge:  Thank you so much. Next speaker please.

Male:  Good evening. Uh, I’m Dr. (inaudible) . . I’m a visiting scholar here from India. I reached last week and, uh, could join this, uh, meeting today. I’m standing before you in the capacity of a father. My two sons did their master’s from here. They have now start-ups. Now as a teacher, I’m a visiting scholar with this university for the last, more than four years. I come for ten weeks, sixteen weeks and, uh, whenever I’m required I’m present here.

Thirdly, I’m representing a Sikh community. As one of the speakers mentioned, we were prey to racial attacks in the guise of Osama Bin Laden and I wonder that this campus has, uh, this kind of unfortunate news. My two sons never complained about anything about negative comment about their Asian origin or Indian origin or Sikh origin. I being a turbaned, uh, professor here, I’m interacting with the hundreds of Indian students, Sikh students and as a part of the Indian (inaudible) . . project here with the Silicon Valley Center for Global Innovation. We have two surveys in 2005 and 2006 and we have specifically mentioned the question of the diversity and those are ways and not a single student, I think out of seven hundred respondents, six hundred respondents each year, they never, uh, outlined or registered any kind of such negative
comment about diversity. I wonder. So I suggest that as a, let us be as
teachers, be as parents, be as a community leaders, we should work
together, not to give, uh, such a propaganda to an unintended incident
which I believe. So we should, uh, this San Jose State is the heart and
soul of Silicon Valley and we have to take it, uh, to the heights of more
glory --

Judge: Your three minutes is up.

Male: -- so --

Judge: Your three minutes is up. Thank you.

Male: Thank you very much.

Judge: Thank you.

Male: And let us work together.

Judge: Thank you.

Male: Thank you so much.

[Applause]

Male: Hello.

Judge: Hi.

Male: I'm a little dry in the mouth so excuse me.

Judge: It's all right.

Male: Um, my name is Aaron Miller, Director of Internal Affairs at Associated
Students. I was also an orientation leader this past summer, um, and I
worked in the Office of Admissions as student assistant as well as the
information booth for enrollment services. So I think I have a pretty, um,
wide range of experiences here at San Jose State and, um, my
experience has been, uh, a positive one. I'm a third year. I'm a junior
and, um, maybe I got lucky with a good string of faculty members and staff
members and other students but it's been generally positive, uh, which is
different than the popular experience that we're talking about right now.
And, um, I think I should to define San Jose State as this room, as people
who are here to fix the problem, who really don't believe that, um, negative
things like racism and, um, acts of violence are a good thing. Um, this is just how I choose to view my experience here as a student. Um, I really want to speak to students of color and actually students in general who are unfamiliar on how the university works and the different entities. Um, if students really took the time to, uh, learn and take personal responsibility for, you know, their whole college career, I really think their experience would be different. Um, a lot of students do and I think those are the ones that make it out.

So, um, we’re talking about campus climate here, so let me not get on a tangent. Um, campus climate is something that we all perceive on an individual basis and Aaron Miller’s perception of that is a generally positive one and, um, I don’t mean to speak for all African-American students or student of color, but I, I want to say that you can have a good experience here at San Jose State University but there is a lot that we can work on and I think it’s on every end. So, um, yeah, I, I think that pretty much sums it up.

Judge: All right. Thank you so much.

Male: Thank you.

[Applause]

Judge: Next speaker.

[Applause]

Male: Thank you for listening to us today. I really appreciate to see this and it means something. Uh, my name is Drew Johnson. I am a student representative on the Student Union Board of Directors and I’m also a Salzburg Global seminar, uh, Scholar, excuse me. So as a student at San Jose State, and I’m sure this will jive with faculty and staff and just anyone who’s ever experienced kind of culture of San Jose State, there’s the term or the phrase, “We are a commuter campus.” And so we always talk about how people come here, they go to class and they go home and not to dismiss at all the importance of talking about housing responsibilities and what the culture of housing is like, I don’t mean to say that at all, but I think my point is the classroom really matters because a lot of students’ experiences, “I come here, I go to class and I go home.” And so that hour and fifteen minutes means something.

For me, I have had a great experience in class. I’ve had professors who have, let me back up. As a white student, the classes that I have
taken have told me not to be colorblind but to embrace color and love diversity and thrive off of it and so I get that experience day in and day out and I love the community that has been formed in the classroom and I have had that experience. And by the way, I am in the Humanities and Arts Department and so that's what my experience has been. But thinking about what we're doing here or what you guys are, you know, have the task of doing, I think the problem of this campus and what we're dealing with creating a, like a culture of the classroom extends way further because I have just found out that millions of dollars have been cut from the program that has taught me to love diversity and preach it and love it and accept it and just thrive off of it every day and it's changed the way that I look at the world and look at individuals. It's a department that looks at every individual as someone who has intrinsic value and worth and also sees that human beings can change and continue to change and I think that's something that we need to think about because that's what the classroom experience has been for me and so we really need to look at why in the world are we cutting money for that program if we're trying to create this kind of climate that embraces diversity on this campus. That's all I have to say. Thank you again.

Judge: Thank you.

[Applause]

Female: Um, good evening to the panel. I am not from the San Jose State community. My name is Stephanie Tang. I came down from San Francisco to this meeting. I have been following the news about how the campus is handling this incident ever since it happened. Um, I work with Revolution Newspaper and I'm also an educator myself. And I just want to say that this really truly hideous incident is so much bigger than just what happened at this one campus. Um, it's really something that has, the incident here has ramifications that ring around the country. I, I'm, I'm sure you realize that at Ole Miss something that's no different just happened. Someone hung a confederate flag and a noose on the statue of James Meredith and it's also no different what happened here from the murder of Jordan Davis and the message we just got given by that verdict that said that black people have no rights, that a white person is bound to respect. How old is that?
I think that people here on this campus and in this community and all over this country have to stand up against this tidal wave that’s being wiped up and I brought you an invitation today to participate in something on February 26th around the county, which I’ll explain before I’m finished. But we are in a time when the acquittal of George Zimmerman put off a green light for the white racists in this country. Not all white people, but for the people who support white supremacy. These people are being whipped up. Tens of millions of them think that their insecurities about the future can be taken out on others and we know who the others are being defined as. And this incident made me absolutely ill. When I read the particular factoid that these people used the epithet Three-Fifths.

Now I personally am a revolutionary and I know where Three-Fifths comes from and it comes from the founding document of this society, so I don’t think it’s going to be easy to get rid of this kind of thinking and these kinds of activities. But I do think at this moment we should all stand up and on February 26th it is the second anniversary of the murder of Trayvon Martin and there’s a call for people all over the country to carry out a day of outrage and remembrance for Trayvon and all of the black and Latino and other young people who are being told, “You have a target on your back and you’re not safe in the entire country.”

So I invite everyone in this community to find a way to come together in public and to stand up. We’re calling it Hoodies Up Day for Trayvon and wherever you are to say we’re all Trayvon, the whole damn system is guilty and the youth are not suspects, they are human beings. And I think it’s so connected to the publicity that you have gotten because of this incident and people have a chance whether it’s here or in Jacksonville, we’re going to be in Oakland at Fruitvale Bart at four o’clock to rally and march and that as you know is where Oscar Grant was killed and we have a chance to say that, “This is not acceptable. This is not tolerable.”

Judge: Your three minutes is up. Thank you.

Female: And we will stop it --

Judge: Thank you.

Female: -- and we will stand together to do that.

Judge: Thank you so much.

[Applause]
Male: My name is --

Judge: Tilt the mic up to you. Sorry.

Male: Yeah. My name is Robert Miller and, uh, I want to start by thanking the committee for being here and all the work that you’ve done and Dr. Murray. Also, I want to thank all the people in the audience because you’re giving us your most valuable possession, your time. People could be somewhere else. People are here because they care. I’m here because I care. I’m a San Jose State alumni, class of ’81 and, uh, I’m very proud of that fact. One of the things I liked about San Jose State was that it was so diverse back when I went there. Uh, however, I didn’t grow up in this area. I’m a product of the each coast. I grew up in Baltimore, an all black neighborhood and if you’ve ever watched The Wire, you’ve seen the places that I’ve lived. Uh, I didn’t voluntarily leave that environment. That was my comfort zone and when you were talking about getting together and getting your hair cut by people you knew, what have you, that’s the way I lived and I was very happy there. I was forcibly removed by the United States Military and I give them very high marks in knowing how to drive out ignorance, fear, and prejudice. There’s nothing like having somebody shooting at you to get you, get your mind right as far as who is on your side and who’s not. And you don’t worry about what color they are or where they came from.

So, uh, the thing that really helped me was knowledge and, uh, exposure and a lack of fear, driving fear out. Those are the things that help us. I’m, I was, I was saddened but I wasn’t shocked when I saw what happened to San Jose State because, quite frankly, intolerance and bullying has been around since the bible. If you don’t believe me, just read it. However, we’ve evolved to a civilized society now and as a civilized society, we should be able to drive out fear and we should feel empowered and we should be intelligent and knowledgeable.

So what I look for from San Jose State is leadership. I look for leadership and, and education. The reason children come or the reason young people come to San Jose State is to be educated. If they were educated, they wouldn’t have to come here. They do things that are foolish like the people did to this young man because they’re ignorant. It’s your, it’s your job as leaders, as administrators, as professors of San Jose State to drive out that ignorance and by ed--, and to educate young people when they come here. That’s what their parents send them here for and pay money for them to come here for.
I’m very proud of this school. I love this school and I really want you to, want to see you become a model for teaching this generation of civilization about diversity. That’s what I’m asking for. Uh, really that’s all I have to say. Thank you very much.

Judge: Thank you.

[Applause]

Judge: Any other speakers?

Male: Hi, my name is (inaudible) . . I am a student here on campus, a sophomore student and I’m a gay Pakistani-American man here on campus. Um, I represent queer and Asian here on campus as well as South Asian Advocacy group. This group Susan mentioned, my friend. And I want to add on to, uh, sorry, I want to add on to her point about the importance of South Asian and Middle Eastern representation here on campus.

Um, when I was in middle school I got the terms terrorist onto me and I wasn’t validated as a person and there was no one to talk about my issues. There was no one to help me through that and there’s no talk about Middle Eastern, South Asian disparities here in America. And I want to refer back to a conversation Susan and the first student that was up here had and what if this student was someone of Bangladeshi decent? What if this student, this student was me or my friend Susan? What would the conversation be then? As well as that, what if that, what if that student was a transgender student or a gender queer student? Would there be any support for those kind of people? And, you know, as being involved in the queer community, I don’t see any representation for trans students or gender queer students. I don’t see any talk about them or any discussion about them whatsoever.

And if there is a future study on campus climate, I want to emphasize an importance of South Asian Middle Eastern representation as well as trans and gender queer representation.

Also, I want to, I think we should change how we teach history here on campus and across the board. Um, you know, I took Asian-American Studies B here on campus, um, Asian-American Studies A I mean, and that whole semester was entirely just, um, American history all over again just like I did in high school, and I don’t want to learn that all over again. I want to learn something new. I want to learn the Asian-American perspectives here and I think this also ties into the hate crime because the
perpetrators used the term Three-Fifths against them and that really goes to show that people don’t actually care about what they’re learning. People that actually care about, you know, enslavement of African-American people and the oppression they faced because this term was applied onto the victim here. So I feel like people need to care more about history and people need to care more about oppression and we need to hear more about the perspectives of people color in history as well as African-American people, as well as Middle Eastern, South Asian people and as well as the queer community as a whole. Thank you.

Judge: Thank you.

[Applause]

Judge: Do we have any other speakers?

Female: Yes, we do.

Judge: Let’s go.

Male: I’m not a student. Um, --

Judge: Go right ahead.

Male: My name is Paul Lee. I’m the A.S. Print Shop manager. I graduated San Jose State. I work here for twenty-seven years, seen a lot of things. Um, the print shop is located in the Hoover Hall, so the students are my neighbors. And I just want to come out here to bring up some observation that I see which is the RAs’ efforts to take care of their students. Uh, I really see a lot of great things happen in those dorms. We place a lot of responsibility on the RA. They are students. They don’t have the parenthood but they act like parents to all the kids around them. I see issues that students go up to the RA and say, “I have this questions. What do you think?” Some of those are like big questions. I don’t know how to answer them. Um, what kind of training do they have? Uh, do we appreciate RAs’ efforts? How often, uh, they come up with issues that they can’t answer but they have to deal with it? So those are the things that I think this committee might want to look into when we deal with the resident life. Um, those are the things I see on a daily basis. When, uh, a student need to be discipline, the RA are doing a great job by not saying, “You can’t,” or “You don’t,” but they really spend time with them. And why do they have to take on the responsibility? How come that is happening on this campus that, I don’t know what’s going on with the other campus, I
never experienced that. I never live in the dorm. Um, so I just want to bring that point up.

And another point I want to bring up is when a question is brought up that do we have a will to change, I think a lot of our old timers here gave up. We see a lot of faculties, staff retire quietly and those are the people that I see dedicated their life for this campus twenty, thirty years and they’re just gone. Their experiences are loss. How can we capture the experience of the staff, not just faculty, staff. Staff interact with students. We help them. How can we bring those experiences together to mold the campus climate? Um, those are the questions that I have. I wish something in my lifetime here that would change but I have been waiting for a long time. I’m willing to do it. I know a lot of staff that --

Judge: Your three minutes is up. Okay.

Male: Thank you.

Judge: Thank you so much.

[Applause]

Male: Good evening. I'm Ronald Williams and I'm also an alumni of San Jose State University. And I had the, um, the extreme luck of being a student at San Jose State University when the people like, uh, (inaudible) . . were here and, uh, Lewis Bundy were here. In particular during President Caret’s, uh, tenure and, uh, during that time, uh, President Caret would actually have a roundtable of African-American people of the whole community regularly, uh, Amina Williams, uh, (inaudible) . . , I mean, uh, many, many African-Americans and people of culture. He met with them on a regular basis and I came here doing during that tenure and within that tenure, um, I became, a dean scholar and inducted into the AS 55 Club and an outstanding, uh, academic student on the honor many, many, many times. Uh, uh, chair person for the Student Health Advisor Committee, President of the Black Student Union and on every climate committee practically that there were and too many, and, uh, and an award winning Student Outreach and Recruitment employee for Student Outreach and Recruitment.

And, um, I used to, my job was to go to the eastside, have assemblies for Student Outreach and Recruitment and also, uh, be a president, have a assemblies for African-Americans and, uh, actually bring them to campus. I brought hundreds of them to campus at a time, two to three hundred at a time, um, but that stopped. That, uh, ceased to be, uh,
something that happened. Uh, during my (inaudible) . . President Caret was here. There was a certain amount of, adequate amounts of ELP and, uh, there were resources available and a priority spent on getting African-Americans students to this campus. And, again, I went to the eastside, I talked to the principles. I had Latinos, African-Americans, uh, brought to assemblies, I showed them how to fill out their paperwork, how to get financial aid. I did the same thing at Foothill College. I did the same thing at De Anza College and that was my job and I was successful in that job. And when I was here, when I, uh, doing that, there were three or four thousand African-American students. Now I believe you have, is, uh, maybe the late hundreds, maybe have nine hundred. So it, it is extremely important, uh, what flows from the top and when President Caret was here there was a significant amount of importance placed on having the community sitting at a roundtable just like this, he had it in his office, and would all be sitting there and, I mean, it was just impressive. And, um, if there was some problem, uh, that community --

Judge: Three minutes.

Male: -- got together to focus on --

Judge: Your three minutes is up.

Male: Thank you for the time.

Judge: All right. Thank you.

[Applause]

Male: I’m Jethroe Moore, President San Jose Silicon Valley NAACP. Um, it’s good to see Dr. Wilson’s report. I’ve been, had it for a couple of months but to look also and to understand the WASC Report that came out before that report, it spoke very directly and candidly to this school and to this campus about what corrections needed to be made, yet they were ignored. That is problematic in itself. The WASC Report clearly said that no programs but to do something that would substantially change on this campus. “Don’t take anymore surveys, don’t get any more things going on, but do something that would effect change,” and nothing happened. Then we have the Susan Wilson Report which rang down --

Judge: You mean Murray. Susan Murray.
Male: Murray. Susan Murray. I'm sorry. But the report comes down and, uh, some of where that cuts out and it doesn't get out to the masses of people.

This problem is all the way down in to the employees who work in the cafeteria who feel they have been passed over and others have been brought in to be in charge of them and they have not looked at. The problem on this campus is deep and the fact that they continually ignore the history that is San Jose State and its civil rights movement. The history: The fact that on this campus the internment of Japanese students or people happened right here is constantly ignored. There is nothing that resembles a history that would bring all this together. If San Jose State has a niche in this market between Stanford and Berkeley and that is its rich civil rights history that they continue to try to bury, bury it by the destruction of the track team, bury it by not recruiting African-Americans and Latinos to come to this school. There is a problem here that must be addressed. (inaudible) . . complacent. I was, I'm just upset when they said this, was complacent by the young man for not seeking help. There was no help on the website for him. If you went to this website, nowhere on the website was there some place to report hate crimes. That all reflects back on who is sitting there and who's putting the stuff out for the students.

So when we look at the problem, we look at this young man in engineering all by himself. A black man studying hard to do something and because he did not act according to the stereotypical black man persona, he's considered to be complacent. Where, to be honest, if it were to probably be me, I would have just rolled out and went to the eastside and came back with some homies. We would have straightened out the problem on that hall floor. But, see, I'm not an engineering student. I was here as a, as a media, as a, uh, an advertising student. That was when we had a school paper that was responsive.

Judge: Your three minutes is up.

Male: Thank you.

Judge: Thank you.

[Applause]

Female: That was something and I do feel that way; that things are getting swept under the carpet. This is my first trip to San Jose State. I live in Mountain View. It's the land of Google. I read the paper and I am so angry that this
has been allowed to kind of slide by. Obviously, it's not sliding by here, but the administrative people, the people that can make a change in policy, I want to see something happen and to herd people into a room and do diversity treatment is fine as far as it goes, but we have to go beyond that. I don't think it's enough to talk to people about their feelings, etcetera. We have to do more than that. And the timeline for this ugly incident, if you were to draw it out, so much time went by before the realization of this was in the conscious mind. So much time went by. So there are people that could act, that could make policy and they're not. I mean, this is what I'm reading. I'm not a student here, obviously.

Anyway, what could, that's it for now. Thank you.

Judge: Thank you.

[Applause]

Judge: Do we have any other speakers this evening? All right, we have one, one final speaker. Go right ahead.

Male: Uh, my name is (inaudible) . . and, uh, I attended, uh, San Jose State long time ago and I experienced the same kind of, uh, issues. Uh, the only concern I have is when, uh, the professor, uh, talked about, uh, the intention of, uh, the question as, as far as, uh, whether you are, you belong here in this classroom or not. Uh, I, I feel like they should minimize the intention. You know, professors don't ask you because you look like you're lost. They ask you because you look certain color.

When I attended, uh, San Jose State I was the only black, uh, computer science student in the classroom and I was asked at the math class and the computer science class but, uh, I, uh, I took general education, uh, psychology, uh, African-American history or public speaking, nobody asked me whether I belonged to that class. They assumed that yes, you know, those are the kind of classes African-American take. So I didn't face that kind of, uh, questioning.

And the questioning I faced at the computer science class, it didn't last until we took our first test. After the first test, the professor found out that I really belong to that class. He started asking about my opinion about subject matter. He knew that I have to prove myself to him that I belong to that class. Until he seen my exam result, he was doubting that, you know, I belong to that classroom. It shouldn't be that way. When you talk about, uh, um, white, uh, groups don't have their, their own groups, we celebrate black history, I mean white history every day 365 days, uh, a year. You know, the main stream media celebrates, uh, the white history,
the white culture, TV and movies and everywhere. That’s why, you know, the, uh, these communities, you know, community of color, they, they decided that they have a need to get together and celebrate their culture. They’re waving their hand, “We’re still living here and we have culture.” When a black man walks on the street, the black man is not judged by, by the black culture. We’re judge by the white culture. Do we fit or did we broke the white culture? So we have to try to celebrate our own culture --

Judge: Your --

Male: -- and let other people know that this is our culture.

Judge: Your three minutes.

Male: -- and we got to be respected. Thank you very much.

Judge: Thank you.

[Applause]

Judge: So we’ve now concluded the public forum. We’ve had a total of nineteen speakers this evening. Uh, we will have another public forum and our Task Force will determine when that will happen. I’m going to, uh, adjourn this meeting, um, with the proviso that our next meeting is Thursday, March 6th at 5:30 in this location. Uh, our topic will be Residential Life Program here at San Jose State. Um, I will notify our Task Force members and the public of those who will present to us. I envision a panel, um, that’s representative so that can give us all the information we will need. So we’ll be able to ask questions and then, uh, we’ll decide, uh, in fact, maybe we can discuss that in the next four minutes if you want to use one half of our, that first hour for the residential. Is it Residential Life or Life Program? Is that right? Um, and, and then the second half for another public forum or do you want to do something different? Let’s have a little input. We have about four minutes. Ellen?

Female: Uh, I have, I have a question. I do. In addressing your question, um, I think that it would be helpful to have public forum but also just to, in terms of the process today, the index cards, is that going to, does that route their questions? Are we going to incorporate that and add to the nineteen that spoke in public?

Judge: So we have index cards. I don’t know if we have any that were filled out from people who did not want to speak. When we get them we’ll put them in and we’ll ask.
Female: I think there were some. Yeah.

Judge: Sure. We'll get, we'll get, I'll ask the assistants of staff to review those.

Female: Okay.

Judge: Somehow, maybe I can write them up and then kind of give them out, send out an email so you know what issues were commented on.

Female: That would be helpful.

Judge: All right? I will do that.

Female: The other thing in, in addressing the housing, um, coming next time, I'm wondering 'cause, I, I recognize that, um, several folks here, we didn't have a lot of chance to read through the report last time and it seems like there are a lot in the exhibits that helped answer some of that, I believe. So I don't know if there's specific additional information that they could send us in preparation for the next meeting as well so that we could read in advanced, too, um... If there were some --

Judge: Okay.

Female: Yeah.

Judge: I'll certainly check with staff but I know there's a ton of information contained in the exhibits and the appendix that deal with Residential Living Program, but if there's more, um, then we can send it out by email. Okay? So I'll make a note to follow-up. All right, so what is the sense about having the meeting, a full two hours with that or one hour and then opening up to public? I need some feedback. Yes?

Male: Um, my thoughts on that specifically, I think what might be helpful for me. See, I like the way today’s, uh, forum worked, um, however, I don’t know if they, if the Residential Life individuals, if they do a presentations, if they’ll be able to address the questions that I have, um, just in a general presentation, so would it be helpful if, for example, we had everybody submit the questions to you. The Residential Life presenters could then address all those questions and then use the second half hour to do any follow-up on the questions and then open up the, the final hour to the individuals from the community. I'd very much like to hear from the community in terms of, uh, student’s experience in the halls.
Judge: Okay.

Male: So I think that could be done.

Judge: So let me understand what you’re saying. So you’re saying have a presentation where we get information. Also, if there’s something that I can email out, meaning documentation to read, have that in advance, and then what do you want to do after that?

Male: Well, no, we pre-send the questions so they come prepared to answer all of our questions in the first thirty minutes.

Judge: So I got it. So questions get sent out so they’re prepared to come in and address those and then you’d like to see the second hour having input from public. That’s your view?

Male: That’s, that’s --

Judge: Okay. Other feedback? Chris.

Male: I, um, I, given the fact that we have two hour meeting timeframes and that’s, it sounds like a lot of time but it’s really not. I, I, as, I think it’s been great to hear the public forum and the public comment, um, I just, I just want to make sure that we don’t wind up with too limited of an amount of time with some of the folks from Residential Life because I, while I definitely have some questions that I can prepare in advanced, I envision that as they speak and as they talk it will allow me to generate more questions and I want to make sure that we have enough of a chance while we have them here to be able to kind of glean as much information out as possible.

Judge: Okay.

Male: And part of the reason being that it might not be practical for us to ask them to come twice.

Judge: Okay. So your view is have the entire meeting devoted to that with the discussion with those who may come, is that it?

Male: Yes.

Judge: Okay.

Male: It’s not that I want to cut out the public forum discussion.
Judge: No, no, we can --

Male: Maybe we can do something --

Judge: Sure.

Male: -- like have a card, you know, cards on questions and then maybe take the last twenty minutes or something like that to --

Judge: We have actually another public forum where we can devote a meeting to input from the public on all sorts of things. So we’re not going to exclude the public’s input at all. So, okay, so your view is just devote the entire meeting. Um, and you can speak and send questions ahead but of course have more questions as they come up. Delorme.

Female: Yeah, I support the idea --

Judge: Of?

Female: -- of presenting questions in advance.

Judge: Um-hm.

Female: I think it will help to direct their presentation to us and it won’t be just kind of going off fuzzily.

Judge: Okay.

Female: Uh, and then they can also make their remarks and, and then during the meeting we might have some additional questions.

Judge: Sure. Okay, so your view is the same as Chris.

Female: Right.

Judge: Anybody else because I’m developing a consensus. Willie?

Male: Um, the issue that brought us all together happened in, uh, resident life halls and that’s why --

Judge: Can you turn that up, please? His mic, please. No, no, no, no, no, use a mic for people in the back.
Male: Um, and so there’s, there’s obviously --

Judge: That’s better.

Male: -- a, um, a rational for focusing on, um, Residential Life. But as we’re listening and reading, I don’t think Residential Life is the sole source of the kinds of concerns that are being raised and so while I, I have no problem giving two hours wrote of discussion to Resident Life I think, excuse me, that there are other, other areas of campus, other departments that we’d like to get their sense because I think in what we’re trying to get at are, you know, two things; a sense of the issue, so we can make recommendations on, on improving them, and a sense of the specifics of the case that brought us here so that they can be aimed at, you know, addressing some of the things that were or weren’t in place that allow, you know, that kind of thing to occur. So I just don’t want the focus, my perceptive just to be on, on Resident life.

Judge: That’s fine. I agree and I don’t think that’s the intent of any of us. I think the idea was to focus a meeting on this because it is a big issue. It is a big issue.

Male: I’m just saying we only have, what, six or, six meetings.

Judge: Well, we’re going to have to figure out how, how to do this, but I think it’s worth the time on this Residential Life. I’d like to hear from students, the two of you that are here, three.

Male: Um, --

Judge: Just give me your, Gabriel?

Male: Yeah, I totally agree with what, um, Mr. Cox said.

Judge: Okay.

Male: Yeah.

Judge: Anna?

Female: Um, I, I like, I, I brought up in the first meeting, are we going to have any, um, talk about the orientation process itself?

Judge: It’s all part of the residential living. We want to bring that up. That’s, that’s, that’s part of my focus, so.
Female: The, the orientation I think is, go ahead, I think you can explain it.

Female: Yeah, it’s separate. I mean, I mean it’s similar.

Judge: It has nothing to do with Residential Living Program?

Female: Um, they do, some of them run it, but it’s actually a separate program I think.

Female: Yes.

Female: Yeah.

Female: It is all for all students. It is for all students, not just students living in the dorms.

Judge: Okay. So are you saying, so do you want to deal with orientation in that, this next meeting?

Female: Well, I don’t know if that’s possible. I’m just wondering do we want to include that in the next meeting or after?

Female: That’s kind of along the lines of something that I was thinking is that --

Judge: Okay.

Female: -- Residential Life, we’re really, we’re very much focused on the students, obviously and so orientation and student oriented programs around diversity, uh, seems like that could be, could broaden --

Female: Separate.

Female: -- what happens in the two hours and, and perhaps even allow some time for the committee to use the information we get to start talking about recommendations in that specific area. I don’t know --

Judge: So, so you’re suggesting we cover Residential Life and then also cover orientation and other student programs that deal with, what, cultural sensitivity, diversity stuff? Is that what you’re saying?

Female: Diversity and, uh, you know, it’s, it’s, actually, the list would be long of who we could, uh, who would be great resources and I’m sure others would
have some suggestions, but I think to broaden it beyond, I think Residential Life is crucial.

Judge: Sure.

Female: I think we're all on that page, but I think --

Judge: Right. Okay. But do you want half the meeting to be Residential Living, the other half then to deal with the orientation and those kinds of programs? An hour for each? Okay, Gary?

Male: Um, in regards to Residential Life, I just want to emphasize that there needs to be some type of serious outreach to students in housing. Um, if I'm not mistaken, the last report was done in 2006. That's a very long time ago. Um, there needs to be some type of, you know, we need to hear from students from the housing right now so we can, um, understand what's going on in 2014. I want to emphasize that.

Judge: Okay, so where are you on what we should be doing at the next meeting?

Male: Public, I, I, I want to make sure that the priority is done to students that live in housing before the public forum portion.

Judge: Right. But I don't know that we're going to have a public forum portion that particular meeting. So I get you. I understand exactly what we need to do as far as the outreach and making sure these issues that most directly impact students, students understand that, so we hope the turnout will, will be here. The question is, for the next meeting, we know we're going to talk about Residential Life, do we want to have an additional subjects as Peter --

Male: I think that --

Judge: I'm sorry, Gary, go ahead, finish up.

Male: I believe that we should allow as much time to pick the, uh, uh, Residential Life coordinators brains as possible.

Judge: Okay. All right. So yours is like make that the meeting.

Male: Yes.

Judge: All right.
Male: That would be my suggestion.

Judge: Peter?

Male: Yeah, so a little bit more about, um, orientation. So I know, I was in orientation later this past summer as well. Um, I know for a fact they have a little bit of a staff change in orientation this year so it might be helpful to get somebody from the orientation staff as well because, um, they just got new coordinators. So we’re talking a little bit about changing the programming potentially to involve something regarding diversity so I think it would be fruitful to have someone from the orientation staff, not just a student, but someone, um, one of the coordinators there, too.

Judge: Right. But do we want to do that at the next meeting? So I’m, I’m back to do we want to spend the next meeting on Residential Life? If we do, then the next meeting after that is March 20th. We can take up that issue, the orientation and other classes, then we have two meetings left and the whole purpose is to come out of that last meeting, April 17th, with recommendations. And by the way, all a long as we’re meeting, you should be jotting down recommendation ideas, recommendation ideas because that’s how we’re going to pull all this together. That’s what I’ve been doing. All right, Maria.

Female: Since the members of our Task Force do, do not seem to know a lot about Residential Life and --

Judge: I know nothing.

Female: -- Residential Life is at the core of this issue, I think it might be a good idea to devote the next meeting to Residential Life, and I doubt that it will be a linear conversation. I think, um, because there’s so much more to it, I think we will contextualize the conversation.

Judge: All right, getting a sense. Any--, Anthony.

Male: I will just say that, uh, we can focus on Resident Life. You mentioned the, the calendar for the remaining meetings --

Judge: Um-hm.

Male: -- after, uh, leading up to the 17th and what we heard today and what we know about what occurred is it’s really about the campus climate. It’s about all the issues that impact the students. While this was in housing,
we need to make sure we allow ample time to talk about the, the big issues.

Judge: Um-hm.

Male: And Judge, I know you know this.

Judge: Um-hm.

Male: It’s the elephant in the room. So we just have to be able to --

Judge: And that’s what we have been doing.

Male: -- to allow time for it.

Judge: We’re doing it today. This is how we’re gonna --

Male: No, I, I under--, I, I understand that.

Judge: We’re gonna, we’re gonna keep work it.

Male: I just want to make sure that --

Judge: Sure.

Male: -- we, we just don’t focus so narrowly that we don’t get to some of the more important things that we need to down the, down the stretch.

Judge: Sure.

Male: And not cut that short.

Judge: Absolutely. So, you know, we’re looking at the micro, what happened this specific incident which brings up the whole residential Life Program, but we’re also looking at the macro, right, all the factors that gave rise to that, but that also talks about campus climate.

So here’s what we’re going to do next meeting is going to be devoted to Residential Life Program and your questions, you will email to me by next Friday and I’ll send you an email on all this so that we can get those questions out. And then I envision, uh, and I’ll have to talk to staff, um, who are helping with these meetings who will be here. We need people with the information that can give us all of this and a representative body. We will not have a public forum on that meeting. This will be two
hours. We’re going to get very familiar with this and then try to work through recommendations on that. Then we’re going to move to, to bigger issues. All right? And keep doing it. So if that-- is everybody okay with that? We’re good.

Male: Yes.

Judge: All right. So I will adjourn this meeting. And thank you all so much. We’ll see you in two weeks.

[End of Recording]