Division of Academic Affairs
Diversity Task Force
Wednesday, October 2, 2013
3-4:30 PM, President’s Conference Room
Minutes

Present: Donald DeHayes, Laura Beauvais, Michelle Fontes Barros, Delores Walters, Karen Wishner, Marcia Morreira, Peter Larsen, Lynne Derbyshire, Barb Silver, Tammy Vargas Warner, Marilda Oviedo, Betsy Cooper, Trish Morokoff, Kelly Matson, Andrew Bauerband, Naomi Thompson, David Hayes, Bob Dilworth.

Introductions of Members

1. Approval of Meeting Minutes from 4-25-13. Approved.

2. Announcements

   a. Introductions
   b. Institutional diversity data—handout of information that was presented to the board this summer at its retreat. Can we break out the data between instate and out of state? Do we have retention data for students of color? Can we break down these categories into smaller subcategories? Any differences due to board policy change allowing undocumented students to attend URI at instate rates?
   c. Establishing a structure for membership on the task force—is it appropriate to have a structured membership, in keeping with the sizes of the colleges? Two members from A&S, HSS, and CELS and one from the others. Question arises over whether the task force should be a Faculty Senate committee. This task force and the other divisional committees arose out of the Equity Council. Maybe meet with the Faculty Senate to discuss. Two issues: affiliation with Faculty Senate and structure of membership. We can put on the agenda for the next meeting.
   d. RFP for Urban Initiative projects was distributed.

3. Faculty Recruitment and Retention—Naomi Thompson

   a. Many URI folks attended a conference this summer of the Academic Diversity Collaborative made up of area institutions and focused on faculty recruitment and retention. One element was the Bok Players who role-played a faculty search committee. It would cost $2000 to bring them here.
   b. Project inclusion—multicultural core courses for faculty, staff, and students. Develop a set schedule of course offerings. By the end of October, the CED will launch the first phase of course offerings to colleges by request. The second phase: develop certificate program.
Another idea would be to have a day-long event with workshops and speakers.

c. Positions in CED: posting of Director of Community and Organizational Development; next there would be posting of talent acquisition professional.

d. Conferences—Compact for Faculty Conference—Naomi, Alycia, and Lynne. (Oct. 31st). Need to know the searches going on at the University (talk to deans) and have promotional material available to take to the conference. Participation in the conference allows us access to a database of candidates over the next year.

e. Naomi has also been sitting on search committees and has offered to sit on faculty search committees. Who should be approving search committee members? Maybe have members who are external to the department? Should deans review search committee membership? Search committee training should be taking place before they start their work. Charges to the search committee should be in writing and discussed.

f. Strategic plan for Recruitment and Retention of under-represented faculty and staff. Next steps: Meet with Naomi on the plan. Laura will follow up by making an appointment of the group with Naomi. Perhaps the new recruitment specialist can take on this work.

g. Discussion: divide our work training search committees into pieces: how we form the charge; training that we can do as a task force; provide handbook to deans at council. We will follow up with Naomi on the strategic plan since many of these ideas are in the plan.

4. Multicultural Competency

a. Rubric for General Education Courses—Laura, Trish, and Lynne will work on the rubric and send the draft to the task force before our next meeting. Michelle also wants to participate in this work.

b. Model for Large Enrollment Course on Multicultural Competency—this topic needs further discussion and will be put on the next meeting’s agenda. One model: class meets twice a week: plenary one day and then 20 recitation sessions on the second day. One person needs to be the organizer. Graduate students could also be involved in running recitation sessions which will make them more marketable. Another model—use diversity committees in colleges to develop courses in those colleges.

c. Michelle Fontes-Barros—experiences teaching multicultural communications course. A crucial part of the course is the discussion that occurs and the student reflection on the material.

d. Lynne—discussed how we were able to recruit Michelle to teach this course. Need to streamline and simplify the process of developing faculty of color to teach multicultural courses.
5. Multicultural Enhancement Fund—postpone to the next meeting.
   a. Use to support development of Gen Ed courses on multicultural competency
   b. Reports on outcomes of previous projects

Link to website: [http://www.uri.edu/provost/planning/diversity.html](http://www.uri.edu/provost/planning/diversity.html)

Next meeting is October 24th at 3:00 in Green Hall, President’s Conference Room.