Division of Academic Affairs  
Diversity Task Force  
Wednesday, March 26, 2014  
3-4:30 PM, President's Conference Room  
Meeting Minutes  

Present: Michelle Fontes-Barros, Lynne Derbyshire, Delores Walters, Alicia Austen, Barb Silver, Peter Larsen, Tammy Vargas Warner, Marilda Ovieto, Andrew Bauerband, Laura Beauvais, Kelly Matson, Donald DeHayes, David Hayes, Karen Wishner.

1. The Meeting Minutes from 2-25-14 were approved.

2. Announcements  
   a. General Education Program was approved, including the cultural competency learning outcome requirement. The task force might be instrumental in providing resources and advice moving forward with the development of new courses with this requirement.  
   b. Yield season is upon us. We have made progress on yielding diverse students and want to continue this progress.  
   c. The Work/Life Committee has launched the Pregnant and Parenting Student Survey with good response rate so far. The committee is also working with Affirmative Action on Title IX issues.  
   d. The Honors Program is making some changes in admissions criteria that will be more inclusive going forward.  
   e. The Urbanscape Forum in Providence tonight  
   f. The Alumni of Color Network has an event tomorrow night.

3. Multicultural Enhancement Fund—Alycia, Lynne, and Delores  
   a. Discussed the faculty workshop to support course development—Alicia, Lynne, and Delores met with an outside consultant (Judy Kaye) to facilitate faculty workshops on multicultural competency. Two part workshop—two half days (2-3 hours). Second day would focus on transforming a syllabus. She seemed to have the skills and competencies to do these workshops.  

Provost asked about the multicultural competencies the task force developed. Should we move forward with this as the foundational document for faculty development? He urged that any training for faculty would incorporate this work.

Rubric development is still going on for general education courses, including one for cultural competency.
In-house development of workshops is another possibility (i.e., have our own faculty deliver training on a regular basis). Inclusion Project is a source for how well in-house workshops were received.

Several levels of development need to be considered: facilitation and deep training.

We have funds to pay the workshop facilitator and stipends for faculty to attend the workshops. The application process and follow up is important. The subcommittee will work on the application and the facilitator.

4. Multicultural Faculty Fellows Program

a. Update on Biology search—three candidates will be invited for campus interviews in mid to late April.

b. Marilda discussed her experiences as a Multicultural Faculty Fellow this past year. It has been helpful to learn what being a faculty is like. She appreciated the autonomy, but felt like she still needed structure. Examples: She was told what the minimum requirements were for various activities, but wanted to know about standards beyond these minimum requirements. What service is important and will count in one’s career? What are timelines for different activities/work? Having Lynne as a mentor was a critically important asset. What is expected of the mentors? Mandatory mentor meetings might be needed, as well as mentor training. It is important to have streamlined and consistent expectations. She thinks there should be more integration not only within the department but within the URI community. Introducing the fellow to faculty who were outside the department but who had similar scholarly and teaching interests would be very helpful. Our processes are also slow.

c. Discussion: We might consider developing a seminar for Ph.D. students on what is like to be a new faculty. Our own faculty might volunteer to present in this workshop. Perhaps this seminar should not be offered out of each department, but out of the Graduate School.

d. RFP for the 2015-2016 is out, with a March 31st deadline to the dean, and an April 28th deadline to the task force.

5. Update on ACE Flexibility Initiative—Barb Silver

a. Dual career conference in June moving forward: Presidents, Provosts, HR, diversity officers, etc. from Rhode Island post-secondary institutions will be invited (about 55 people on the invitation list).
b. Mid-career subcommittee is now formed to work on issues faculty face at this stage of their career.

c. Recruitment and Retention position in OCED should include dual career coordination responsibilities.

d. Putting in job ads that dual career opportunity is available might help, but we need the support structure in place before we do this.

e. Are there some departments that have more dual career partnerships than others? If there is evidence that this is the case, then policy and practice might be formed around this knowledge.

f. Perhaps invite deans to participate in the conference.

6. Initiatives for the Task Force: Results of Poll (see next page)—discussion ensued on the following:

a. Diversity scorecard: “Making Excellence Inclusive.” This initiative might be something we can advocate for and distribute efforts across diversity committees to achieve.

b. Should we focus our efforts on support of the new gen ed curriculum? Can we research models of how other universities do this? How can we help each other? The goal is to transform the faculty and the institution. Use the facilitator model vs. the expert model.

c. Is it more powerful for faculty development and curriculum support to come from within the discipline? How do we make this relevant to the discipline?

7. New Business

Link to website: http://www.uri.edu/provost/planning/diversity.html

Last meeting for the semester:
April 24, Thursday, 3-4:30, President’s Conference Room in Green Hall
Future Ideas for Diversity Task Force Initiatives

1. Implementation of the Action Steps in the Faculty & Staff Recruitment & Retention Strategic Plan -- the Plan needs to receive the appropriate attention of President Dooley, the Provost, the OCED, deans and their Colleges and Divisions, especially those undergoing searches for new faculty and staff.

2. Workshop training for faculty submitting proposals to diversify their syllabi with continued support for implementing and evaluating syllabi. Eventually entire curricula in the various Colleges and divisions at URI would be impacted by this training process.

3. Support for Diversity Committees. If we are moving toward a joint Health Sciences entity, providing resources to train faculty & staff in creating an inclusive and culturally competent learning environment in this particular area can serve as a model for other entities on campus to follow.

4. The task force's involvement in the health sciences merger should insure that Inter-professional Education (IPE) promotes the training of students to address health care disparities in the broader community in RI.

5. The publications of administrative and support staff who are involved in the University's broad mission of education, should be shared with the URI community alongside the publications of faculty.

6. We should consider a diversity scorecard initiative.

7. The focus should be geared towards faculty and incorporating issues of diversity into curriculum. I also like the idea of hiring a more diverse faculty, but perhaps a better understanding of what that means should be explored?