In Attendance: Laura Beauvais, Anne Veeger, Mary Grace Almandrez, Molly Greaney, Lynne Derbyshire, Anna Santucci, Cara Mitnick, Alisa Baron, Dan Persaud, Doug Creed (via phone), Brian Heikes, Richard Song, Julia Lovett, Kathleen McIntyre, Michelle Fontes and Ashley Buchanan.

1. Announcements:

   Update on Assistant Dean Searches – ready for first round interviews and then planning on-campus interviews for finalists once students and faculty are back on campus in January.

   Teaching about race and anti-racism - Symposium in planning stages to bring together faculty who are specifically teaching about race and anti-racism in their classes, to share best practices, structure, etc. This will take place on 2/18 or 2/25 in person, from 10AM - 1PM with a catered lunch and tentatively at the Bay Campus. Everyone who is explicitly teaching about race and anti-racism will be invited.

   Chairs Forum - Chairs forum was held on 12/8/21 on the climate survey results and small break out groups discussed strategies that the Charis could implement re:
   - Students – Intent to Persist
   - Staff/Faculty – Intent to Persist
   - Faculty/Staff - Exclusionary Behavior
   For example, Chairs can make dept/program websites inclusive and perform syllabus review.

   Graduate School Diversity Fellowships - The Graduate School now runs two first-year diversity fellowship award competitions to address the bimodal admissions calendar of various graduate programs. Last year 5 awards were accepted. Next year, awards will be made for a 2-year cycle. The award is also based on the nominating college’s implementation of diversity initiatives.

2. Approval of the Minutes of the November 23, 2021, meeting.
   Lynne Derbyshire moves to approve and Alisa Baron seconds; all in favor.

   Working on a framework for evaluation for teaching, with Becky Santini, Rabia Hos, focusing on curricular obstacles. Series of criteria for inclusive teaching and pedagogy, definitions of rigor.
   - JEDI would not be a separate annual review item but would be integrated into the existing teaching, research, service and outreach components.
   - Draft clear and transparent guidelines for portfolios, Chair letters and faculty assessment.
• The approach should be integrated in our evaluation process (teaching, research, and service) not a separate category in the review dossier.
• Offer letters can be explicit regarding expectations and can reference JEDI work.

4. **Anti-Black Racism Action Agenda for Change** – workplan for AADTF - continued, see [tracking document](#) on shared google drive. Identify additional strategies/elements for spring semester focus.

AADTF will focus on 3 additional strategies for the balance of the 2021-22 AY: Strategy 1, Strategy 2, and Strategy 4. Outcomes will vary by group, but should be action oriented.

Breakout group working sessions for each of the three strategies:

**Strategy 1:** Infuse Anti-Racism, Social Justice, and DEI Perspectives in the Curriculum.
Trish Morokoff, Lynne Derbyshire, and Laura Beauvais

Discussed observed barriers with respect to gaining approvals for diversity courses in curriculum committees. There is concern that curriculum committees may present roadblocks for approval of courses.

**Strategy 2:** Expand Professional Development Focused on Anti-Black Racism and Racism Overall.
Doug Creed, Kathleen McIntyre, Richard Song, Mary Grace Almandrez, Dan Persaud, Julia Lovett, Michelle Fontes, and Alisa Baron

**General Brainstorming Ideas/Discussion:**
- Peer-led diversity programs for undergrads.
- Further support Badge program for grad. Students
- Micro-credential for faculty like CED already does
- Portal in Brightspace for Diversity links/trainings/resources? We have it for Title IX but not a module for diversity.
- Frustration over lack of a web landing space for diversity issues.
- New DEI Assistant Deans---Can they get together to work on this website?
- How to have entry level talks on polarizing topics?
- Suggested models: Peer to peer inclusive model—check out surveys completed by AACU
- Do we all have access to existing models on diversity and inclusion? Many books available for teaching with diversity and social justice
- Use ATL as an existing entity to perhaps conduct diversity and social justice inclusion in syllabus training—need to incentivize.

**What are options moving forward?**
- Mary Grace will look at the website and where we might be able to have Diversity links.
- Start looking at what other universities are doing re. diversity trainings.
- Check out NCFDD and AACU surveys.
- Attend CCRI’s Feb. 25th Equity Summit.
- Virtual Diversity training in Brightspace would be a powerful tool. Have a link on Brightspace and go through the modules.
• Disability, Inclusion, and Access has piloted some modules about mentoring students with disabilities, veterans. What can we learn from that initiative?
• Common university-wide reading or book club similar to what we did last year for Academic Summit by reading Ibram Kendi’s book, How to be an Antiracist.
• More micro-trainings at the beginning of College or Dept. level meetings (A&S just did an excellent one led by Brown Univ.’s Kelly Garrett on What Pronouns Do You Use?).
• Incentives for completing trainings (Prof. Development funds or new course exploration funding.
• Work with ATL.

Strategy 4: “Build Our Own” Diverse Graduate Programs in Selected Fields.
Ashley Buchanan, Molly Greaney, Brian Heikes, Cara Mitnick, Anne Veeger

Group may need be broadened, those attending STEM bias.

Potential barriers to in-state recruiting.
Housing, Transportation, Nutrition insecurity. Differences in Master’s versus PhD direct application may lead fewer support options. Family commitments like child or elder care, contribution to household income, access to houses of worship.

Idea of a “ladder” recruiting strategy (email). Best way to recruit students and faculty with ties to URI, RI, and New England in general to URI. We tend to encourage our students to broaden themselves by enrolling at different Universities as they advance their degrees. Ladder examples:
• Bringing back to URI graduate programs RI high school graduates who went on to obtain a Bachelor's Degree elsewhere,
• Bringing back to URI graduate programs URI Bachelor's Degree graduates who went on to obtain a Master's Degree elsewhere,
• Bringing back URI/RIC/Brown/PC/Salve/RWU Bachelor's degree graduates, who went on to a PhD Degree elsewhere, to URI Faculty positions.
• Bringing back URI/RIC/Brown/PC/Salve/RWU PhD degree graduates, who went on to a Post-Doctoral program elsewhere, back to URI Faculty positions.
• Use 2 and 3 to bring back PhD graduates with a RI connection back as administrators.

What are the internal pipelines: EPSCoR-SURF, SURFO, Coastal and Environmental Fellowship Program, MARC U*STAR, Science and Engineering Fellows (see RI-SURC https://sites.google.com/uri.edu/ri-surc/home).

The meeting adjourned at 4:30 PM.

5. Upcoming Meetings (in person):
Wednesday – 2/16/22, 3-4:30 pm
Tuesday – 3/22/22, 3-4:30 pm (changed due to spring break)