Present: Tatiana Rynearson, Lynne Derbyshire, Dave Porter, Brian Heikes, Molly Greaney, Tiffani Kisler, Peter Larsen, Yuan Zhang, Alycia Austin, Marty Rojas, Diane Kern, Michelle Fontes Barros, Laura Beauvais, Don DeHayes, Jacqueline Britto.

1) Welcome and announcements:
Potential interim CDO was on campus last week—Mary Grace Almandrez. If you want to provide any input to this process, please share comments with Kathy Collins or Michelle Curreri. Lynne spoke to the importance of the Diversity Task Force having some input on any major structural changes in CED going forward.

Alycia is setting up the schedule for the diversity badge program to be held in the spring. 21 completed last spring. Laura will look into providing some resources to the workshop leaders.

2. Minutes of the October 3, 2018 meeting were approved.

3. Draft of updated purpose and goals of the task force: presented by Jacqueline Britto, Tiffani Kisler, David Porter, Marty Rojas, and Laura Beauvais. Final draft has been accepted by the task force through consensus (see new draft attached to the last page of the minutes).

4. Update on general education courses that meet the diversity and inclusion learning outcome. See: https://web.uri.edu/general-education/gen-ed-courses/approved-gen-ed-courses/

Laura will follow up with Rachel on hackathon to develop new courses in the diversity and inclusion area and with the Office to the Advancement of Teaching and Learning (ATL) to see if the faculty developers might be able to work with faculty in learning appropriate pedagogy for these courses. Could ATL form reading groups with faculty to discuss approaches? We could invite everyone teaching the diversity and inclusion courses to the reading group.

5. Progress on Graduation Rates for Pell Students
Pell students appear to be losing ground after the first term in staying on track for graduating in four years. Don handed out slides summarizing more data on graduation rates, retention, and student numbers. NSSE data show that some of our first-year
students who are Pell recipients are not being exposed to learning and collaborative experiences that are related to success as much as non-Pell students. We need to explore what factors differentiate those who finish in six years vs. those who do not.

How can we raise awareness among faculty about what it is like to be a Pell student or first generation college student? There are major concerns about gateway courses and the failure rates among first generation and underrepresented students. Helping the students manage time, prepare for class, pay for books, be integrated in the learning environment are all important to their success. Some have noted stereotype threat issues among faculty and advisors toward our minoritized students. Should we focus on improving four-year graduation rates or realize that some students may need to take longer to have a higher quality learning experience? Forcing students to finish in four years also may limit them to taking majors that can be finished in four years rather than those that may take longer to complete. Some learning experiences take more time (undergraduate research projects and internships) and students should not be penalized for engaging in these deep learning experiences.

Some solutions: Invite parents of first generation students to learn more about college by offering overnight programs (subsidized parent orientations). We should be going out to communities to make connections in an environment in which they are comfortable and does not require them to travel to campus. Virtual campus tours and orientations could be made available. Chats with professors or advisors by email, skype, facetime, etc. could be made available, as well as holding virtual office hours. We need to layer on many different techniques to reach students where they are. Exit interviews or focus groups of students may provide more answers.

Link to website: [http://web.uri.edu/academic-planning/planning-intiatives/diversity/](http://web.uri.edu/academic-planning/planning-intiatives/diversity/)

Dates for Spring 2019 Meetings. Location: President’s Conference Room in Green Hall.

Thursday, February 7, 3-4:30
Wednesday, March 20, 3-4:30
Tuesday, April 23, 3-4:30
The University of Rhode Island (URI) recognizes diversity, equity, and justice as integral to creating and sustaining an open and inclusive learning community. The Diversity Task Force of the Division of Academic Affairs is committed to promoting open-mindedness, respect, and equal opportunity within the university. The Task Force will promote a broad understanding and appreciation of diversity - engendering in faculty, staff, and students the wisdom to listen to and respect voices and perspectives different from our own.

As a Diversity Task Force seeking to foster a community of inclusion, we aspire to create an atmosphere that celebrates diversity, promotes learning and discovery, while encouraging understanding, integrity, and justice. We believe that diverse teams generate effective and imaginative solutions that result in better outcomes. With a rapidly changing demographic profile of our nation, this endeavor becomes urgent and vital for our university. Attracting and retaining people from diverse backgrounds and experiences are critical to URI and its academic mission. The creation of an inclusive, equitable, and pluralistic learning environment is equally important to our mission. This will require reviewing what and how we teach and ensuring an awareness of implicit bias, privilege, differential opportunity, and multiculturalism are incorporated into the curriculum.

Specific Goals of the Diversity Task Force

1. To raise consciousness about privilege, implicit bias, and stereotype threat in the URI community among faculty, staff, and students;
2. To promote a welcoming, respectful, and inclusive community that encourages understanding and appreciation of difference;
3. To gather and use data on access, retention, institutional receptivity, and quality of experience to enhance the diversity of the URI community by promoting and supporting active recruitment and retention programs throughout the Division;
4. To lead efforts to ensure that academic, along with co-curricular, experiences of all students reflect understanding of multicultural perspectives and the value of working within diverse contexts.
5. To assist faculty, staff, and students develop and enhance skills and competencies to effectively relate and work with people who are different from themselves.