Present: Janie Palm, Don DeHayes, Michelle Fontes Barros, Fernando Guzman, Trish Morokoff, Faye Boudreaux Bartels, David Bidwell, Peter Larsen, Tiffani Kisler, Furong Xu, Alycia Austin, Lynne Derbyshire, Zahra Meghani

1. Minutes of the March 7, 2017 meeting were approved.

2. Announcements
   a. Honorary degree recipients were announced: Douthiers, Farragher, Spears, Teller, Carothers
   b. Multicultural Faculty Fellowships—6 proposals. Review committee: Lynne Derbyshire, Fernando Guzman, Furong Xu, Laura Beauvais, Tiffani Kisler.
   c. Two of the major fellowships this year were first generation women of color (Goldwater and Fulbright)

3. New faculty support—focus group feedback—Michelle Fontes Barros
   About 10 new faculty participated. Conducted by Michelle and Eric Kaldor. (see attached document). Issues were around successful mentoring practices; hire letters: how to access start-up funds; policy, procedures, technology systems; We need to better communicate on start-up funds. Perhaps a contact person for the new hires in each college would help. One stop location for key resources and policies; missed key meetings because they were not added to email lists; delay assigning mentors for a while after the person to get to know people; course proposal process; feeling unwelcome in their college and/or department—perhaps new faculty lunch or event in the college could help; provide social events for new faculty during the work day—coffees, lunches, etc. Don’t forget the Bay campus. Year-long faculty learning community.

4. Update on Multicultural Competency Training—Laura Beauvais for Annemarie Vaccaro
   2 hour workshops may be more effective; department vs. open to all faculty model: financial incentives for faculty to attend; get union to support; maybe first workshop open to all and have the others be department focused. Maybe focus on department retreats as the venue. First two workshops might be more
generic and offered to all. The others may be by request for the department. Might we provide a certificate to the department for completing the workshops and then get an incentive for receiving the certificate? Maybe provide workshop 1 as powerpoint (flipping the classroom) and then have one of the other workshops in person. Accredited schools can get credit for doing this with their agencies;

5. Discussion of Student Support/Guidance in Handling Concerns with Faculty
Guest: Dan Graney, Interim Dean of Students and Dr. Jackie Tisdale, Assistant Director of Outreach and Intervention

Types of issues: Threat assessment issues; disruptive issues; early alert—academic concerns. Anchor Team: lower level student concerns; the office responds when a faculty member calls and then meets with faculty and student separately or maybe together.

Would it be possible to have a handout explaining to students and others what issues and resolutions exist? Handout is forthcoming for the next academic year. Dr. Tisdale walked through how a typical student issue with a faculty is handled.

Any discrimination or Title IX violation is brought to the appropriate university official (Affirmative Action or Human Resources).

Graduate student issues are tougher, and often involves the student’s employment.

Record keeping: Student Affairs keeps records for student complaints; repeat offenders are reported to Affirmative Action.

As much as possible, faculty should have clear syllabi on consequences of non-performance on assignments or non-productive behavior.

Students are advised to whom to talk to if they have an issue with a faculty; Dr. Tisdale will offer to meet with faculty and student, especially if the faculty and chair are having difficulties; behavioral expectations are clarified for student to ensure success.

Grade appeal process: provide advice if asked and not too late.

Mental health issues: when in doubt, refer the student to Student Affairs. Can usually only intervene in self destructive behavior if it is affecting the community in some way.
Ombuds Office is another resource. Mental Health First Aid Training: about 15 individuals will begin receiving training in May and then will go out and train others.

Provision of Incompletes when student wants to go through the compassionate appeal process: faculty need more guidance on this process to do the right thing to assist the student.

6. Membership Update: Laura will email members to find out those who wish to continue on the task force.

a. New Business

Link to website: http://web.uri.edu/academic-planning/planning-ntiatives/diversity/