

EQUITY, ACCESS & DIVERSITY

MINUTES OF MEETING

September 17, 2012

Morrill Hall Room 300

[In these minutes: Committee orientation, Louis Mendoza, OED Vice Provost, overview of roles and responsibilities, questions created for Provost Hanson, discussion of issues for the year.]

[These minutes reflect discussion and debate at a meeting of a committee of the University of Minnesota Senate; none of the comments, conclusions or actions reported in these minutes represent the views of, nor are they binding on, the Senate, the Administration or the Board of Regents.]

PRESENT: Irene Duranczyk (chair), John Andrus, Katie Ballering, Lauren Beach, Jennifer Deane, Andra Fjone, Anne Gair, Michael Goh, Kimberly Hewitt, Geoff Maruyama, Tade Okediji, Charmaine Stewart, Dominique Tobbell

REGRETS: Susan Cable-Morrison, Mandi Stebbins, Kris Lockhart, Christopher O'Brien, Janet Thomas, Ellyn Woo

ABSENT: Neil Anderson

GUESTS: None

Professor Duranczyk called the meeting to order and welcomed those present.

Committee Orientation

Professor Duranczyk noted that the meeting was especially important because Provost Hanson would be joining them at the October meeting. To prepare for that meeting, she suggested that the committee spend time developing questions for Provost Hanson and on developing the agenda items for the upcoming year.

Professor Duranczyk used a PowerPoint presentation to discuss:

- Committee charge
- Duties and responsibilities
 - She noted the responsibilities were reviewed last year by the Committee on Committees and upon analysis were not changed.
- University Governance System
 - She pointed out that the committee reports to the Senate Consultative Committee, but can take issues to the FCC when appropriate.
 - She explained the difference between a statement and a resolution and the path of a resolution.

- Review of last year's work
 - She added that the committee typically generates resolutions and listed the Martin Luther King Day Resolution for a "day on" rather than a "day off," pay equity when balancing the budget, change of bylaws to amend ex officio membership on EAD, and the resolution regarding the Proposed Minnesota Constitutional Amendment on Marriage, which included teach-ins.
- Professor Duranczyk went on to list potential agenda topics for the 2012-2013 academic year.
 - Continue to discuss equity and diversity in regard to the graduate school restructuring. She reminded members of the previous discussion of graduate fellowship recipients feeling uneducated regarding the differences in benefits and their relationship to the University.
 - Obtain a study regarding pay equity among faculty classifications.
 - Develop equity benchmarks in conjunction with the Women's Faculty Cabinet.
 - Continue support of MLK Community Pledge Drive.
 - Monitor and contribute to the gender equity effort and ensure there is a process to deal with salary inequity.
 - Obtain a report and response from administration regarding the summary of the presidential listening sessions on diversity.
 - Work with and support the Student President of Diversity, Ethics, and Peace Club on proposed curricula.
- Professor Maruyama expressed interest in the committee drawing attention to the Voter Identification Amendment on the ballot this November. He emphasized the importance of educating the community regarding the Amendment. Professor Duranczyk suggested that the Marriage Amendment teach-ins include information about the Voter Identification Amendment.
- Vice Provost Mendoza turned the committee's attention to the schedule of Critical Conversations and pointed out that on Friday, September 28, a discussion will take place titled "Political Panic and Loaded Language: Does Same-Sex Marriage Assure GLBT Equality? Understanding Minnesota's Marriage Amendment." He suggested this as an opportunity for the committee to springboard the conversation regarding the "teach-ins."

The committee discussed the importance of communicating that voter rights are being limited and students will be disenfranchised if the Voter Identification Amendment passes.

- Professor Duranczyk asked the committee if they want to create a statement detailing the committee's position against both the Marriage and Voter Identification Amendments. The committee agreed that they need to advocate when they see an issue of inequity. Professor Maruyama,

Ms. Ballering, and Mr. Andrus agreed to collaborate on the writing of a statement voicing the committee's opposition to the Voter Identification Amendment.

- She pointed out that the teach-ins advocate that people are educated about the issues and understand the ramifications of excluding parts of the population.
- The committee discussed the need to fill all six student representative seats on the committee to ensure adequate representation. Options mentioned include:
 - Contact University student groups to advertise and invite for membership.
 - Add note on website of Patricia Jones-Whyte, Director of the Office of Diversity in Graduate Education.

Update on Change to Board Policy Regarding Sexual Harassment

Professor Duranczyk called on Kimberly Hewitt, Director of the Equal Opportunity and Affirmative Action Office.

Ms. Hewitt began by stating that her department is still in the process of working on a sexual harassment administrative policy. Her department is working with the Office of Institutional Compliance to expand on the equity and diversity equal opportunity policy to include instructions to report violations. She will return to the committee with the draft in the future to obtain feedback.

Report on Search for Vice President

Professor Duranczyk stated the search for the Vice President for Equity and Diversity conducted last year was not successful, so another search ensued. At present, the search committee is in the process of reviewing applications, identifying interview candidates, and expects to hold interviews on September 28th and 29th. She explained that they are going through a search firm that has pre-screened the candidates.

Professor Duranczyk expressed concern regarding the position of Vice President for the Office of Equity and Diversity because it does not report directly to the President. Professor Maruyama stated that none of the Vice Presidents report to the President.

This concern led to a discussion in which members developed questions for Provost Hanson, as she will attend the next committee meeting.

Development of Questions for Provost Hanson

1. We would like to hear your thoughts on expanding the position for Vice President for Equity and Diversity to also be a Vice Provost position. This was the model at the University prior to this search. The open position is currently being presented as only the Vice President for Equity and Diversity.
2. We have many questions about the silence of the University of Minnesota regarding the Supreme Court Case, Fisher v. University of Texas - Austin. Why has the University not taken a position as an institution? Is the admissions policy under question controversial? We would like to know more about how these types of decisions (whether or not to take a stand on a national higher educational issue) are made at the University of Minnesota.

As a point of information, under the Automatic Admission policy, Texas students may be eligible to automatic admission to a state college or university as a undergraduate student if they meet certain criteria. To qualify for automatic admission, a student must:

- (1) earn a grade point average in the top 10 percent* of his/her high school graduating class,
- (2) graduate from a Texas public or private high school (or, if the student is a Texas resident, from a high school operated by the U.S. Department of Defense),
- (3) successfully complete the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (or the equivalent if enrolled in private school) or satisfy ACT's College Readiness Benchmarks on the ACT college entrance exam or earn a score of at least 1,500 out of 2,400 on the SAT college entrance exam, and
- (4) apply for admission to a state college or university within the first two school years after graduation from high school.

<http://www.tea.state.tx.us/index2.aspx?id=2147485632>

3. What are your thoughts on equity, access, and diversity in regard to the restructuring of the graduate school? How is the under-represented student being recruited, admitted, and supported in this new structure? We see many dotted lines of communication but few lines of authority or metrics to ensure equity, access, and diversity at the graduate level of the University.
4. What metrics are being used to safeguard against salary inequity within the AHC? Examining base salaries does not reflect the additional clinical income. Is there a plan for more transparent metrics under-girding salary decisions across the University?

5. We would like to hear about your priorities for the next compact process as it relates to equity and diversity?

6. With regard to Tenure and Promotion, we would like your interpretation of the data on tenure and promotion by race and gender. If possible, we would like to see the data or PowerPoint you have delivered most recently about tenure at the University. We would also like to explore the definition of scholarship in relationship to tenure and promotion. How is scholarship advancing the understanding and role of diversity and diversity issues in our professional fields valued in the tenure and promotion? Is it implicit or explicit?

7. In these times when we are asked to do more for less, institutional recognition activities can be important for morale. Is the enhancement of faculty and staff morale, such as staff appreciation day, an issue that you plan to advance? If so, how and if not, why not?

- Professor Stewart added that the FCC, in response to the WFC salary equity study, recommended that a similar study be completed in the AHC to evaluate salary gaps across gender and race.

In interest of time, Professor Duranczyk concluded the generating of questions and offered the committee the opportunity to raise issues and propose potential speakers for future meetings via email.

Louis Mendoza, Associate Vice Provost for Equity and Diversity

Associate Vice Provost Mendoza provided the committee with handouts that included OED's schedule of 2012-2013 Critical Conversations, current structure, and Strategic Arenas.

- He began by reviewing the organizational structure and noted that, because of the ongoing search for a vice president, Kris Lockhart continues to serve as the interim vice president. He stated that nationally the office is one of the largest in terms of infrastructure and he appreciates that equity and diversity are part of the core values of the University. The units within OED have been restructured over the years due to budget cuts, however this has been used as an opportunity to collaborate.
- He next explained the strategic arenas handout, which depicts how the units operate and internally educate each other to avoid working in silos. He listed the four strategic arenas of OED's work: leadership, education, evaluation, and communication. He continued by saying that Advocacy and leadership capacity is a focus across the University system, not just the Twin Cities campus.
- Currently the department is partnering with the School of Public Health, the Humphrey, CEHD, and the St. Paul campus. The goal is to help departments achieve their missions through the lens of equity and diversity. OED provides

human resources that can contribute and facilitate progress in the area of equity and diversity.

- Anne Phibbs, Director of Education, has led a successful series of workshops that result in a certificate in equity and diversity.
- He turned the attention of the members to the schedule of the Critical Conversations Series, which was established as a proactive measure to have a mechanism in place in the event that discussions need to take place regarding sensitive equity and diversity issues.
- He then listed some of the specific issues that are being addressed.
 - Disabilities Services Office has created a Faculty Advisory Committee to inform the faculty regarding disabilities issues in the classroom.
 - GLBT Preferred Names Issue – transgender and international students have felt “outed” because instructors will address them by their legal name, which may not be the same as their preferred name. The PeopleSoft software may reconcile this issue by listing the preferred names of students for the faculty to view.
 - Office of Diversity in Graduate Education has designed a recruitment tool kit for faculty and staff to recruit the underrepresented graduate and professional students. Workshops will supplement this material.
 - He wants to develop a system for exit interviews to identify reasons why diverse faculty members leave the University.
 - Develop a mentorship model that is consistent across the campus. This will avoid inconsistencies and negative experiences reported from faculty in individual departments.
 - Organize the transcripts from the President’s listening sessions with staff and faculty that occurred during the 2011-2012 academic school year. Student listening sessions will occur in October and November of this year. Professor Duranczyk would like to obtain a report of the responses to the listening sessions from the Administration.
- Where can we advocate versus educate?

In closing, Professor Duranczyk asked the members to send her an email with issues they wish to discuss at future meetings. She reminded members that they will receive emails regarding upcoming statements.

Hearing no further business, Professor Duranczyk adjourned the meeting.

Jeannine Rich
University Senate Office