

EQUITY, ACCESS & DIVERSITY

MINUTES OF MEETING

September 16, 2013

[In these minutes: Future agenda items discussion; IDEA Update; MLK JR. Community Service Volunteer Pledge Drive Update.]

[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: Geoff Maruyama (chair), Katie Ballering, Irene Duranczyk, Andra Fjone, Priscilla Flynn, Michael Goh, Richard Graff, Kimberly Hewitt, Judith Katz, Tenzin Khando, Louis Mendoza, Susan Seltz, Deena Wassenberg, Ellyn Woo

REGRETS: Neil Anderson, John Andrus, Rebecca Dean Jeremy O'Hara

ABSENT: Tenzin Khando, Christopher O'Brien

WELCOME & INTRODUCTIONS

Professor Maruyama called the meeting to order and asked for introductions. He then reviewed the charge with members and Ms. Rich discussed the expectations of committee members.

FUTURE TOPIC DISCUSSION

Professor Maruyama informed members that Professor William Durfee, Chair of FCC and SCC, proposed that the EAD committee discuss income-based diversity and the recent Supreme Court decision in the Fisher case. The following questions were proposed as part of the discussion:

1. How does the University currently take into account race and income in determining admissions?
2. What is the overarching principle/rationale that guides our existing processes?
3. Are there other forms of diversity that we also take into account? If so, how do we do so?
4. Are there any legal concerns that you have in light of the recent Fisher case? How much, if at all, will our processes and/or principles change in relation to that case? How well will we withstand strict scrutiny standards associated with the consideration of race (and perhaps other indicators of

diversity) if challenged in the future?

5. What evidence do we rely on at the University to articulate the ways in which diversity adds educational benefit?

The committee will discuss this issue at the October meeting and will gather several speakers outside of the committee.

Members discussed the following topics for future meetings:

- Fisher was largely focused on undergraduate issues. How do issues of family income extend to graduate and professional education where students largely are independent and where financial need is less central to aid policies?
- Ms. Hewitt suggested the questions be slightly reframed to the University community.
- Are there enough opportunities at the University that encourage cross-cultural interaction?
- How has diversity in graduate and professional education been affected by the decentralization of the Graduate School?
- Veterans Services overall.

INSTITUTE FOR DIVERSITY, EQUITY AND ADVOCACY (IDEA) UPDATE

Associate Vice Provost Louis Mendoza distributed a PowerPoint handout to supplement his presentation. He highlighted the following topics:

- The number of diverse students and faculty is increasing, though the pace of this growth could be improved.
- International students are separated from the data when discussing diversity. Native born, naturalized, and permanent resident students are included in the student of color data.
- There is an over-representation of Asian Americans among students and faculty.
- There is still a challenge to recruit African-American and Native American students.
- Established Support for Faculty
 - Bridge Funding helped to establish programs to enhance recruitment and retention of diverse and highly qualified faculty.
- Formation and Mission of the IDEA
 - IDEA was established in 2009.
 - Mission to create incentives to work together and make this work more visible.
- New Initiatives
 - Lecture Series.
 - Publications:

- *Best Practices in Recruiting and Retaining Diverse Faculty at the University of Minnesota*
 - *Welcome to Your Community: A Guide to Diversity Resources at the UMN and in the Twin Cities*
 - Expertise and Grants Database
 - New Chairs and New Faculty Orientations
 - Postdoctoral Fellowships
 - These positions are not awarded every year and are tied to Bridge Funding.
 - Pre-doctoral Teaching Fellowships
 - This program is in its third year and has been successful. The funding has increased to support three positions at each system campus.
 - Faculty of Color Summer Writing Seminar and Faculty of Color Writing Group
 - Faculty of Color Initiative (FOCI) and Gatherings
 - Three year sponsorship of STEM Competitiveness and Diversity Research Cluster (SRDRC)
 - Curriculum Transformation Workshop
 - Secrets to Success: Fellowship and Grant Applications Workshop
- Future Plans
 - Developing a comprehensive mentorship model in collaboration with the Office of the Senior Vice President of Academic Affairs and Provost.
 - This is a large undertaking, but it is essential that best practices are identified and a consistent experience is developed for new faculty.

Members raised the following questions in response to the presentation:

- What is the number of students of color that graduate from high school in Minnesota?
- How has the Dream Act affected the student population? Professor Maruyama explained that this legislation allows for undocumented students to attend at resident tuition rates and be eligible for need-based aid.
- What percentage of African American students transfer from community colleges versus those that enter directly from high school?
- How do people get involved with IDEA? There is a campus blast, and email lists developed from grant recipients, new faculty, and self selected members.
- How is a person identified as “multiethnic”? Does this coincide with the change in categories in the Census? (Follow up information was obtained from the Office of Institutional Research. The multiethnic category is created when a student marks more than one racial category, except for Hispanic. Hispanic trumps all other categories in the reporting rules. Information on racial subgroups can be found at <http://www.oir.umn.edu/student/enrollment/term/1129>)

- What do we know and how do we obtain information regarding first generation students? Has reliable data been recorded regarding first generation students? Which form records the highest level of education attained by parent(s) of students? Is this data recorded within systems used by advisers?
- What information has been recorded about GLBT students?

MARTIN LUTHER KING JR. COMMUNITY SERVICE VOLUNTEER PLEDGE DRIVE UPDATE

Professor Richard Graff provided members with a handout containing data of the participation of students, staff, and faculty for the Twin Cities and Rochester. The Office for Public Engagement created the handout. Professor Graff and the committee discussed the following points throughout his presentation:

- The 2013 pledge drive was seen as a pilot.
- The electronic system for signing up for opportunities worked well and will most likely be used for the 2014 pledge drive.
- The promotion on campus was not as widespread because the decision to roll it out last year was not anticipated far enough in advance. A communication channel is lacking for this event, but this year should show growth in this area.
- Other communication channels mentioned by members:
 - A University-wide email blast
 - Mention from the President
 - The Brief
 - The Daily
 - A more solid web presence that is not temporary
- The goal is to build on the success of last year and get buy-in from student organizations and University departments.
- The intention of the Pledge Drive was also to attract diverse candidates that are involved in service.
- Would the FCC better represent the event since it is a University wide initiative, not just a diversity initiative? Should communication come from the FCC to convey broad support? Support is needed from more than just EAD.
- What should the role of EAD be in the future of this Pledge Drive?

In the interest of time, Professor Maruyama adjourned the meeting.

Jeannine Rich
University Senate Office