

EQUITY, ACCESS & DIVERSITY

MINUTES OF MEETING

April 8, 2013

[In these minutes: Update on MLK JR. Community Pledge Drive; WFC Culture and Climate Survey results; Future agenda items discussion.]

[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), Neil Anderson, Katie Ballering, Andra Fjone, Michael Goh, Kimberly Hewitt, Judith Katz, Tenzin Khando, Geoff Maruyama, Louis Mendoza, Tade Okediji, Ellyn Woo

GUESTS: Amber Cameron, Erin Kelly

OTHERS: Rickey Hall, Michael Reis

REGRETS: John Andrus, Susan Cable-Morrison, Christopher O'Brien, Jeremy O'Hara, Dominique Tobbell

ABSENT: Mandi Stebbins

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

MLK JR COMMUNITY SERVICE VOLUNTEER PLEDGE DRIVE

Amber Cameron, associate director for public engagement initiatives, Office for Public Engagement, attended the meeting to update the committee on the results of the MLK Jr. Community Service Volunteer Pledge Drive and discuss plans for the future. Ms. Cameron distributed a handout displaying the results according to the following categories:

- Participation Results
 - Ms. Cameron pointed out that staff members participated the most and this may have been due to the list servs targeted to the staff. Only the Twin Cities and Rochester Campuses participated.
- Pledged Hours
 - Although only 18 students participated, they pledged 1,190 hours. The total hours pledged was 3,939.
- Average Hours Pledged Per Person
- Volunteer Locations by Zip Code
- Community Service Agencies

- Only one organization received more than one volunteer of the 106 total people that volunteered.

After Ms. Cameron reviewed the data with members she opened up the discussion for questions and comments from the committee:

- The data regarding how many of the pledges were ongoing from previous commitments was not collected. Ms. Cameron agreed that this would be valuable to discern if the Pledge Drive generated additional volunteer hours.
- Ms. Cameron stated that the technology behind the registration system was efficient and she was pleased that this was established for future Pledge Drives. Key stakeholders have now been informed that this is a pilot that the Office for Public Engagement plans to continue and she would like to build on this momentum and improve participation. Although only one coordinate campus participated, this is an opportunity to expand the Pledge Drive. She explained that going forward, University Relations would work with the Office for Public Engagement to increase awareness of the Pledge Drive. This year, they were not able to send a message to the entire University community, but that is a goal for next year. She emphasized that it will be important to increase faculty participation and include all of the campuses.
- Associate Vice Provost Mendoza suggested that realistic goals be set to increase participation by a certain percentage. He emphasized that it is important that the message of inspiring new volunteer opportunities be the goal, not just logging existing hours.
- Student clubs and organizations could help increase student involvement. There was an announcement sent to the student group leaders, but there did not seem to be further dissemination past that point. With advanced planning next year, this issue should be corrected.
- Members discussed the timing and suggested that the fall would be a good time to announce it, sign up, and begin the drive in the spring. However, there are concerns surrounding conflicts with the Community Fund Drive and the difficulty of maintaining awareness of the campaign over the entire semester.
- Ms. Cameron invited members to attend the working groups that help with planning the Pledge Drive. Professor Duranczyk agreed that a subcommittee could form to continue aiding in implementation.

CAMPUS CLIMATE FOR FACULTY WOMEN OF COLOR SURVEY RESULTS

Ms. Kelly and Mr. Reis attended the meeting to review the Women's Faculty Cabinet (WFC) Culture and Climate Survey results. They distributed a handout titled "Campus Climate for Faculty Women of Color: Survey and Focus Group Analysis conducted by the Women's Faculty Cabinet and CLA Research Support Services." Ms. Kelly explained that Professor Stewart, chair, WFC, spearheaded the Climate Survey to compare the experiences of women faculty of color to that of White women faculty. Mr. Reis began the presentation of the findings:

- The survey was conducted in spring 2012 and was distributed to 750 current, full-time, tenure or tenure-track, female faculty and did not include clinical faculty.
- The response rate was just over 50%.

The methodology was adapted from a 2001 University of Michigan Campus Climate Survey that explored similar themes. Mr. Reis further explained that the results were not disaggregated by department to protect anonymity and he separated the responses into three themes:

- Department Culture
 - Participants were asked questions about whether or not they would agree with a particular characterization of their department or department head.
 - Women of color were significantly less likely than their white women peers to describe their departments as racially sensitive, respectful, or supportive.
- Collegiality
 - Participants were asked to describe their experience with mentoring and agree or disagree with statements concerning their relationships with colleagues.
 - The responses suggested women of faculty of color feel consistently tokenized and professionally belittled within their own departments.
 - A graph showed disparities in the answers between White women and women of color.
 - He emphasized the disparity between the responses to the statement: I am /was reluctant to bring up issues that concern me for fear that it will/would affect my promotion/tenure. The results showed that 36% of white women faculty agreed and 54% of faculty women of color agreed.
 - The data further revealed the need for a structured mentorship program.
- Disempowerment
 - Respondents were asked to denote the degree of influence they felt over departmental decisions and their ability to affect change within their unit.
 - Faculty women of color were significantly more likely than their white women peers to feel they had no influence over determining who is promoting (39% to 20%), affecting overall climate (31% to 18%), and unit curriculum decisions (28% to 14%).
 - He noted that the results show women faculty overall are feeling disempowered.

Mr. Reis stated that currently, the WFC is discussing how to publicize the results. They are exploring how to use these results to affect change at the University for all involved stakeholders. Ms. Kelly, Mr. Reis, and the committee discussed the results:

- Professor Maruyama expressed curiosity as to how men would respond to the survey. Ms. Kelly stated that they feared there would be a sense of survey overload because the 2012 Pulse Survey was administered just before the Campus Climate Survey. She further explained that they wanted to concentrate the study specifically on this comparison and concentrate recruitment efforts. They hope to disaggregate the 2012 Pulse Survey data by white men, white women, men faculty of color, and women faculty of color. The Pulse questions are less specific, but they viewed them as the foundation for their survey. Mr. Reis added that the goal was to show the race disparity, not the gender disparity between women and men.
- Associate Vice Provost Mendoza stated that OED has recognized that departments vary on their handling of mentorship for new faculty. The 7.12 Statements mention mentoring as a priority, but this is not always carried out in the best way possible. A Mentorship Committee has been developed and it is in partnership with the Provost's Office to increase accountability. Best practices dictate that mentoring is most successful when it includes mentoring outside of the home department. The effort will begin with underrepresented faculty and it will eventually be broadened.
- Members discussed that if the data of the Culture and Climate Survey were separated by department, best practices could be explored. Professor Maruyama suggested separating the data by rank.
- Mr. Reis stated that they received no feedback from department heads after the data was sent. Professor Duranczyk suggested that this as an opportunity to seek responses from the department heads regarding the data and encourage engagement. Associate Vice Provost Mendoza mentioned that the anonymity of the data could create a lack of accountability because most will assume their department is not at fault.
- Ms. Kelly stated that a new employee engagement survey is being designed, but there are no current plans for repeating the Culture and Climate Survey. Professor Duranczyk suggested alternating years with the employee engagement survey or combining them because they are similar.

Professor Duranczyk asked the WFC representatives what they are focusing on for the future:

- Ms. Kelly explained that the WFC would be exploring the implementation of a monitoring system for salary equity issues. The WFC Salary Equity Study was completed in 2010 and found an unexplained gender gap in salaries for faculty. The Provost's Office hired a consultant to complete a second survey using a slightly different methodology and this was reported in 2011. This survey showed a smaller, but still unexplained salary gap. These were both based on data from 2007, which inspired the Provost's Office to commission a new study using fall 2012 data. This report is due to the Provost's Office at the end of April 2013.
- Ms. Kelly emphasized that it will be important to monitor salary equity on an ongoing basis and implement a plan for corrections when needed.

FUTURE AGENDA ITEMS

Professor Duranczyk asked members to discuss topics for next year to ensure a robust fall meeting schedule. She read the current items and they were discussed further:

- GLBT community – Changing names in PeopleSoft, legal issues surrounding this problem, and ensuring a respectful environment for all students.
- Facilities – Quiet spaces, prayer rooms, gender-neutral bathrooms, lactation spaces, retrofitting and designing new spaces to address various needs.
- Graduate Status Changes – How can the change in status, and consequently benefits, be communicated better during the transition between University employee to fellowships? The way this information is communicated is not systematic and often students make choices without realizing how the change in status will affect their benefits, such as maternity leave. Professor Maruyama suggested a letter be sent to HR to discern how this is being handled. Professor Duranczyk suggested that a subcommittee be formed to research best practices, compare with other comparable institutions, and determine how the University can be more respectful of the graduate student’s journey.
- Explore what the University is doing to create a diverse student population, both graduate and undergraduate. What is the holistic review of applicants that takes place? How does this process increase or decrease the diversity of the students?
 - Explore the changes that have occurred as a result of the dissolution of the General College. Is there something that needs to be done to make the University more multicultural, not just specific colleges?
 - Is the number of credits that students have accrued before acceptance to the University affecting diversity? Do these credits affect acceptance?
- What are the eventual promotion rates of faculty members based on the study conducted by the Provost’s Office in 2012?
 - Ms. Kelly informed the committee that Coleen Manchester, assistant professor, Center for Human Resources and Labor Studies, recently published an article examining the impact of “stop-the-clock” policies on promotion, tenure, and salaries. The study found slower wage growth for those that stopped their tenure clock, however no impact on promotion rates. Ms. Kelly continued that the WFC would like to know the percentage of those that leave before they are denied tenure in years 1-3.
 - The article’s citation:

Manchester, Colleen Flaherty, Lisa M. Leslie and Amit Kramer (2010).
Stop the Clock Policies and Career Success in Academia, American
Economic Review Papers and Proceedings, 100(2): 219-223.

Professor Duranczyk thanked members for their work and invited them to contact her with other future topics. Hearing no further business, Professor Duranczyk adjourned the meeting.

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