



UNIVERSITY-WIDE COUNCIL ON INCLUSIVENESS & COMMUNITY
Meeting of February 26, 2016
9:00 a.m. – 11:00 a.m.
Redlands Room, Armacost Library

AGENDA

1. Student Enrollment

- Fundamentals: How enrollment works at universities – Kevin Dyerly
- Explanation of the calculation process for percent of under-represented minority students; is this sufficient for our (not Federal) needs? – Belinda Sandoval-Zazueta
- Recommendation Matrix #13 – Explain/define current initiatives for attracting Black and Native American students – Belinda Sandoval-Zazueta and Nora Pulskamp

2. Report from Working Group on Recommendation Matrix Item #1 and #2 – Recruitment of Faculty – Julie Rathbun

3. Recommendation Matrix Items #10, 11, 12: Orientation Week for CAS

A member of the faculty has asked whether the Council might consider the current responses sufficient – All

4. Possible Professional Development for the Council – the EUREKA Program – Leela MadhavaRau

5. Review of Recommendation Matrix and Discussion of Next Steps – All

6. Summary of Action Items from This Meeting – All

7. Planning Next Agenda – All

Topics/Discussion Items for Future Meetings:

- [3 votes] Creating a positive racial campus climate
- [3 votes] Inclusive excellence and equity goals: what would equity-minded programs, pedagogies, and practices look like on our campus?
- [2 votes] University planning (Northstar 2020)
- [2 votes] Creating learning outcomes that promote equity
- [1 vote] How do we remedy marginalization on our campus?
- [1 vote] Religious inclusiveness
- [0 votes] Generate a survey to poll various campus communities to gauge campus climate



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MEETING MINUTES

Present: Ralph Kuncel, Wendell Barner, Janee Both-Gragg, Robin Cooper, Brent Geraty, Kamala Gollakota, Isabella Griffin, Larry Gross, Sheila Lloyd, Ruijin Ma, Leela MadhavaRau, Jeff Martinez, Damara Miller, Ralph Olivas, Keith Osajima, Nora Pulskamp, Elana Rapp, Julie Rathbun, Zack Ritter, Belinda Sandoval-Zazueta, Avijit Sakar, Marco Schindelmann, Tim Seiber, Ron Troupe, Emma Wade, John Walsh, James Warren, Lauri Grier (staff to Council)

Guests: Kevin Dyerly

Unable to Attend: Sean Dunnington, Priya Jha, Dominique Lombardi, Dennis Mclin, Charnese Patterson, Conroy Reynolds, Joseph Richardson, Destiny Saleem, Michelle Yeh, Mikey Zamir

9:07 a.m. President Kuncel opened the meeting by reminding the Council that this is their meeting and that they should be actively involved in setting the Agenda. President Kuncel is the facilitator. The President also asked that Council members bring their copy of the Recommendation Matrix to each meeting, as it is essential to future discussions.

1. Student Enrollment

- Fundamentals: How enrollment works at universities – Kevin Dyerly
 - See attached Addendum I, II, III, IV, V
 - Figures reflect public schools – not private
 - II and III reflect California schools only
 - Figures define populations
 - Predict who we will be in the future
- Explanation of the calculation process for percent of under-represented minority students; is this sufficient for our (not Federal) needs? – Belinda Sandoval-Zazueta
 - UR currently uses Common Application
 - Students create a profile and submit data to institutions of their own choice
 - Ethnicity is self-reported and completely optional
 - Calculation process is a consistent problem across Higher Ed – we are not alone
 - Department of Education asks a two-part question:
 1. “Are you Hispanic/Latino?” with a Yes or No answer
 - a. Select one or more of the following races:
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 2. Categories are reported by Feds to IPEDS (Integrated Postsecondary Education Data System) based on how students self-report their race or ethnicity.

- UR captures students' self-reported race/ethnicity but also converts the race in its reports to align with the IPEDS reporting standard.
- Students are allowed to check multiple boxes. If a student checks more than one, then they are categorized as "2 or more"
- Current categories are defined by Feds – is that good enough for UR?
- Recommendation Matrix #13 – Explain/define current initiatives for attracting Black and Native American students – Belinda Sandoval-Zazueta and Nora Pulskamp
 - University of Redlands Native American program is a specific initiative funded through grant dollars.
 - Admissions recruiting focus has been on a broader definition of diversity to include underrepresented students, students of color, first generation college students, and socio-economically disadvantaged students.
 - Search campaign: UR purchases sophomore names of PSAT test takers that are Native American, African American, and Latino. Search campaign introduces the institution using printed materials and a sequence of emails. If a student expresses interest, then regular communication is maintained for 1-2 years using print, email and newsletter communication.
 - Some tactics include:
 - Senior names purchased in summer which helps to capture many first generation college students that wait until later in the spring to take the SAT.
 - Cal-grant eligible student email with fee waivers.
 - Search materials offer applicants incentives for applying.
 - High School visits to AVID (Advancement via Individual Determination) classrooms.
 - Host many special group tours throughout the year. Special groups are often first generation college students and students of color who are visiting a college for the first time.
 - We have begun to have conversations with the Johnston program to assist with diversity outreach.
 - Create a stronger University of Redlands presence in So. California public schools.
 - In the past we had an African American church partnership program and have partnered with young black scholars.
 - One question to ask ourselves is how can we better serve our students?
 - In the future we are looking to have more segmented recruitment plans.
 - Native American – Nora Pulskamp
 - San Manuel grant has increased awareness
 - A specific Endowed Chair (Larry Gross) shows commitment
 - Passion for learning (recruitment)
 - Supporting the educational journey (retention)
 - Scholarship
 - Build a supportive program, staying connected
 - Return and impact communities

A member of the faculty has asked whether the Council might consider the current responses sufficient

- Can we do better or better define our students – not the Fed way?
- Is Common Application the best option?
- There have been improvements, but still not ideal and there is room for improvement.
- We have disaggregated data – how would more definitions affect campus climate?
- Consider adding a Diversity statement on our applications.
- Supplementary questions do not include diversity at this point.
- The Common Application requires a student to write a personal essay. A student will choose one out of five options. A student could choose to talk about their diverse background in any of the questions, but option 1 specifically asks about their background or identity:

“Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.”

- We could add something more definitive.
- What message are we sending – how do we generate interest in diversity within recruiting?
- We need to define something within this Council to move in the direction of better addressing desire for diversity within recruitment.
- The Campus tour is where we succeed or fail.
- How do we get the yield up – gap is not in applications but in yield?
- Consider a possible sub-group for admissions/recruitment.
- It is a pivotal time to make shifts and adjustments for a quick response.
- Need to be certain everything is in alignment: safety, recruiting, create a diverse environment.

2. Report from Working Group on Recommendation Matrix Item #1 and #2 – Recruitment of Faculty –
Working Group Met 2/12/16: Julie Rathbun (Chair), Robin Cooper, Brent Geraty, Sheila Lloyd, Keith Osajima, Elana Rapp, Avijit Sarkar, John Walsh

Working Group discussed different factors that impact having a diverse faculty, including:

- Recruitment
- Selection process
- Retention
- Acknowledged that societal racism generates barriers such that people of color have less access to undergraduate and graduate schools, and thus, the applicant pool is not always diverse, i.e., the “supply issue.” However, such a situation does not give us permission to not make strong efforts to work with factors we do have control over in order to have a more diverse faculty.

Reviewed the process by which a department or program would request a new, full-time tenure track faculty or lecturer position.

- Program/department develops a new position proposal
- Submit position proposal to Deans and Curriculum Committees for review and ranking
- Proposal moves to CAPS for prioritization across academic units (School of Business, School of Education, College of Arts and Sciences)
- Proposal passed to the Provost for determination of how many positions may be available (which is part of the larger University Budget process and management of faculty resources)
- Once a position proposal is approved:
 - Search committee is formed
 - Job advertisements are sent out
 - Candidate qualifications are assessed
 - Final candidates are invited to campus
 - Position is ultimately offered
- At each point in this process, considerations of diversity matters are either present, or can be developed and inserted to enhance chances of hiring faculty from diverse backgrounds

Outcomes:

- Working Group agreed that a starting point should be in the CAPS guidelines that departments must follow to request a new position. Suggested wording for these guidelines to require that departments have a diversity plan in which they outline how they plan to generate a diverse applicant pool, i.e., how/where they recruit applicants, what specialty areas they are looking for, etc.
- Working Group would like to invite the Provost to join their next meeting. Need to identify someone to take the lead on job ads and job searches to make sure they are following best practices for an inclusive search.
- Need further discussions on faculty retention and expanding faculty pipeline for attracting diverse faculty.

Suggested action items:

- Working Group supports making an outside person on faculty searches a diversity advocate and recommends training for those who serve in such a position (possibly through Lawroom or CUPA HR).
- Ask Assistant Provost for Institutional Research Yan Xie to gather data on faculty diversity, both internal and external (peers).

Council Discussion:

- How much of the student climate is reflected from our faculty/staff?
 - Very different
 - This is equally an issue with recruitment
 - When prospects visit UR, they must see an environment that will allow them to thrive and grow: UR provides unique opportunities that allow impact, affect change, opportunity to build within diverse communities
 - Remember students are here for 4-years; goal for faculty/staff is long-term
 - Additional discussions with Anita West and Kathy Ogren for more/additional Endowed Chairs with diversity based criteria
 - 12 endowed chairs within current University campaign
 - Endowed chairs are based on academic demands
 - Focus on job descriptions that enhance diversity and diverse opportunities
 - Some difficulty competing in national candidate pool – sometimes we are negated by our competition so our pool and pipeline is smaller
 - This is a multifaceted dilemma – need to actively seek interventions
 - We should not be self-defeating by thinking we cannot compete – focus on making our opportunities more attractive
 - Sell/focus on what we can offer
 - Open up our search parameters to broaden our pool
 - Do not over constrain ourselves
 - Diversify groups and programs on campus for our faculty/staff
 - Deliver on our promises/commitments, i.e. support, research
 - Create a more welcoming environment for visiting post-docs
 - Administration needs to follow through with funding/resources to be competitive
 - Sell that UR faculty have unique opportunities to interact more fully with students and student groups
 - Prospects should meet with someone from the office of Campus Diversity and Inclusion as part of their campus visit
 - UR should actively seek and apply for foundation grants that specifically address diversity
 - Consensus seems to be that diversity programs are the first cut when budget cuts are required – this perception creates an environment of vulnerability and insecurity
 - Propose a “stress test” be performed on all departments **before** a crisis
 - There will be another financial crisis – planning should be proactive not reactive
 - Shared governance is key

3. Recommendation Matrix Items #10, 11, 12: Orientation Week for CAS

- “Context & Status” will be rewritten with more depth [Leela MadhavaRau]
- Title of “Orientation Mentors” has been changed to “Orientation Leaders”
 - Applications for Orientation Leaders is open until March 8, 2016
 - Develop a more conscious approach to selecting Orientation Leaders
 - Need a largely diverse pool of Leaders
- From the student perspective, when they visit campus they are “looking for someone who looks like themselves”
- Consider diversity when selecting Peer Advisors
- Peer Advisors and Orientation Leaders may be underutilized and undervalued

- Diversity discussions/dialog vs. training/lecture should become a permanent part of Orientation Week
 - Consider daily topics for dialogs
 - Ask Student Life to take a more active role
 - There should be consistent follow up/on-going dialog with students throughout the academic year
 - Consider making dialogs mandatory
 - Mandatory is an ineffective word – find a better descriptor
 - Recommendation was made for an Orientation Working Group
 - Determine Orientation Week agenda
 - More emphasis on diversity the entire week
 - New students should get the impression that diversity is a critical element within UR environment

4. Possible Professional Development for the Council – the EUREKA Program – Leela MadhavaRau
 A brief overview of the EUREKA training program was provided. Council agreed additional training was needed for this group. Consider:

- Student workshops
- Saturday training program for Council
- Yearlong program
- Training for Regional Campuses
- Must be on-going – create a longer thinking process/awareness

5. Summary of Action Items from This Meeting – All

- Review Items #13, 14, 15, 16 from Recommendation Matrix and be prepared to discuss in depth at March Council meeting [all]
- Invite Provost Kathy Ogren to next meeting of the Faculty Working Group [Julie Rathbun]
- Send sample of question from law school application to Belinda Sandoval-Zazueta [Emma Wade]
- Broaden/amplify language of items #10, 11, 12 from Recommendation Matrix [Leela MadhavaRau]
- Express approval of CAPS recommendations to Senate [Avijit Sarkar] and Budget & Planning Committee [Janee Both-Gragg]
- All Council members should email Lauri Grier with the number of hours they would be willing to commit to a training program [all]

6. Planning Next Agenda – All

- Send email to Lauri Grier with topics for next Council Meeting
- Establish the following recommended working groups:
 - Admissions/Recruiting – how to recruit diverse local students including options for scholarships and community outreach
 - Orientation Week

Topics/Discussion Items for Future Meetings:

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- [0 votes] Generate a survey to poll various campus communities to gauge campus climate

Adjournment 11:13 a.m.