

President's Commission on Human Relations & Equity

Meeting Notes

Friday, September 7, 2012

Present:

Marc Barrie
Lance Burger
Michael Caldwell
Alex Espinoza
Xuanning Fu
Juan Carlos Gonzalez

Teresa Huerta
Suzanne Kotkin-Jaszi
Christina Roybal
Paul Oliaro
Jan Parten
Jenelle Pitt

Elizabeth Potter
Cynthia Teniente-Matson
Brian Tsukimura
Paul Yunouye

Absent:

Juanita Aguilar
Janice Brown
Joe De los Santos
Israel Lara

Dawn Lewis
Arthur Montejano
Ramakrishna Nunna
Liliana Ocegüera

Francine Oputa
Klaus Tenbergen

3:30 p.m. – 5:00 pm**Haak Center Boardroom, HML 4115**

Meeting commenced at approximately 3:35. A quorum was present.

I. Welcome

Chair Matson called for a round of introductions for all the members present and a sign-in sheet was circulated. Chair Matson reminded the PCHRE that, in summer 2012, she met with the extended executive committee of the faculty senate and requested additional faculty representation for the express purpose of assisting with the review of Theme 3. Those members are Lance Burger, Brian Tsukimura and Klaus Tenbergen.

II. PCHRE**A. Approval of Minutes from Retreat on 8/9/12**

A brief review was conducted of the PCHRE retreat. The meeting notes were reviewed and approved by the committee. The proposed meeting schedule and times for the PCHRE Steering Committee and the full committee were presented and approved. Later, there was a modification made to the October 10 steering committee meeting, which will now start at 3:15.

B. 2012-13 Schedule/Timeline

Chair Matson reminded members that one of the action items from the PCHRE retreat was to create a timeline that would facilitate the submittal of the Diversity Plan to President Welty by the holiday break, December 1, 2012. The discussion ensued to modify several meeting dates/times to maximize the opportunity to consult with the faculty senate subcommittee, senate executive committee, campus open forum, and community members. Members provided caution to ensure that the committee did not move in haste and inadvertently shorten the consultation process. Additionally, other members of the committee asked whether the upcoming change in senior leadership might alter the institutional commitment to adopt and implement the work of the PCHRE. Chair Matson and VP Oliaro offered insights from within their perspective as members of the President's cabinet which suggested that this plan is important to the university. Furthermore, other members commented that institutional commitment to diversity is also of national importance. The growing trend by the Trustees to hire diverse candidates among the CSU presidents also suggests that diversity is important to

the senior leaders in the CSU. The implications of the discussion were a high likelihood that the implementation and work of the PCHRE would continue with the next executive leader.

C. 2012-13 Schedule/Timeline

The next agenda item was a discussion regarding cultural competency. At the PCHRE retreat there was a request to bring professional references back to the full committee to deliberate a working definition of the term cultural competency. The committee reviewed a document prepared by Suzanne Kotkin-Jaszi as a summary of resources for the definition of cultural competency. There was considerable discussion among the committee members regarding the most appropriate method for describing the various elements of cultural competency, including process, attitudes, assessment, awareness of the world view and humility.

After deliberations, the committee provided suggestions for what should be included in the definition. Chair Matson reminded the committee that the work should be framed as a working definition, similar to the previously adopted working definitions. The committee suggested that Dr. Alma Clayton-Pederson would work with a subcommittee consisting of Jenelle Pitt, Lance Burger and Francine Oputa to propose a working definition of cultural competency. Chair Matson agreed to send Dr. Clayton-Pederson the working notes presented to the committee along with a summary of the deliberations that should be considered in crafting the working definition. Chair Matson also indicated that Dr. Clayton-Pederson had provided recent literature on cultural competence. The committee agreed that it would attempt to complete this work before the next committee meeting. Chair Matson commented that her office would make the arrangements with Dr. Clayton-Pederson early the following week.

It was noted that there was an omission in the diversity definition, as it was missing the word “language.” Chair Matson explained that the agenda was a template that referred to a dated version of the definitions; however, there was a confirmation that the presentation materials included the correct version. A commitment was made to ensure that the future agendas included the final version of the working definitions.

D. Priority Strategies/Activities for 2012-13 and Beyond

The last item was a request to retrieve working notes for the action plans/priorities that were created at the PCHRE retreat. As the retreat adjourned, Chair Matson failed to acquire working notes from each table. Chair Matson committed to ensuring that the priorities are labeled as action steps for the PCHRE plan adoption.

The final discussion was a “homework assignment” which called for each committee member to review the proposed 4 themes/framework and the comments from the university community. The intent is to ensure that all community feedback is sufficiently addressed and where appropriate, included in the final version of the plan.

The meeting adjourned at approximately 4:45.

III. Diversity Definitions

- *Diversity*: Individual differences (e.g., personality, language, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation/sexual identity, country of origin, and ability status as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.
- *Inclusion*: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within [and change] systems and institutions.

- *Equity (student focus)*: The creation of opportunities for historically underrepresented populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success and completion.

Source: Association of American Colleges & Universities Website, 2011

- *Equity (employee focus)*: The creation of opportunities for historically underrepresented populations of employees (faculty *and* staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Source: Clayton-Pedersen, 2011 Adapted from the University of Southern California's Center for Urban Education's Equity Scorecard™

IV. Parking Lot Items:

1. 9/23/11 - College – specific reports on the website? (Juan Carlos)
2. 9/23/11 - NCAT (Course Redesign)
3. 9/23/11 - Do we have peer institutions by which we compare ourselves in terms of our work on institutional diversification? (Juan Carlos)
4. 9/23/11 - Publicize cultural benefits of globalizing Fresno State, not just focus on \$ benefits (Juan Carlos)
5. 9/23/11 - President Welty & BOT endorsement of Fresno State Diversity Plan?
6. 10/07/11 - Potential Research Projects for Graduate Students (Juan Carlos)
7. 11/4/11 – Include the word – “Inclusion” in the name of this document (Francine)

V. Next Meeting: Friday, September 28th, from 3:30 – 5:00 p.m. in the Haak Center Boardroom, HML 4115