President's Commission on Human Relations & Equity

Meeting Notes

Friday, September 28, 2012

Present:

Juanita Aguilar	Juan Carlos Gonzalez	Jenelle Pitt
Marc Barrie	Teresa Huerta	Elizabeth Potter
Janice Brown	Dawn Lewis	Christina Roybal
Lance Burger	Liliana Oceguera	Cynthia Teniente-Matson
Michael Caldwell	Paul Oliaro	Brian Tsukimura
Alex Espinoza	Francine Oputa	Paul Yunouye
Xuanning Fu	Jan Parten	

Absent:

Joe De los Santos	Israel Lara	Ramakrishna Nunna
Suzanne Kotkin-Jaszi	Arthur Montejano	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

Upon arrival, commission members were asked to provide his/her top three components that need to be incorporated into the plan. Each member placed the components in one of the following categories: general comments, definitions, content of the plan, actions/accountability, diversity plan structure, cultural competency, and themes one through four.

Chair Matson welcomed the commission and provided a brief overview of the agenda.

II. PCHRE

A. Approval of Meeting Notes

Chair Matson requested that the commission review the meeting notes for significant changes and/or corrections. Members of the commission did not provide any significant edits.

It was MSC to approve the notes of the September 7, 2012 meeting.

B. Priority Strategies/Activities for 2012-13 and Beyond
Working Definition of Cultural Competency

Chair Matson reminded members about the work of the PCHRE Subcommittee on Cultural Competency. The PCHRE Subcommittee consisted of three commission members who drafted a working definition on cultural competence on behalf of the commission. An additional review of the proposed definition occurred earlier that afternoon, and was attended by approximately half of the full committee. Dr. Alma Clayton-Pedersen thanked each commission member for their contributions towards drafting a definition. She reminded the commission that the proposed definition of cultural competency is a "working" definition that will continue to change/evolve based on feedback. Each commission member was then asked to review and rank the three proposed definitions. After each member ranked the definitions, Dr. Clayton-Pedersen took a poll of the rankings. There was a brief discussion in which commission members compared and contrasted the three definitions. Chair Matson thanked the subcommittee for their work in drafting a proposed definition. Dr. Clayton-Pedersen collected the commission members' rankings and comments of the three definitions.

C. Diversity Plan Framework/Model-Group by Theme
Incorporation of Consultation Group Feedback

Chair Matson announced that the commission's next agenda item consisted of forming group for each of the four themes. She requested that each commission member begin to consider which theme he/she would like to participate in. Each team was assigned to review the plan's content to ensure that the commission's original intent was included in the plan, with specific attention to the language and action items. PCHRE Steering Committee members served as leaders for one of the four themes. Each group was asked to independently review the assigned themes and report back to the entire committee after 20 minutes of work.

Prior to beginning the group assignment, Chair Matson and Dr. Alma Clayton-Pedersen briefly summarized the commission's feedback components that were categorized upon each commission member's arrival to the meeting. Feedback pertaining to each theme was not reviewed with the committee as a whole, as that feedback would be reviewed in detail during the group assignment.

Upon return from the group assignment, each leader reported on the incorporated feedback for each theme. Dr. Xuanning Fu reported on behalf of Theme One's group (Supporting Student Access and Educational Success). The group first reviewed that the community feedback to ensure it had been incorporated into the plan. Then the group discussed modifying, reducing, and rewriting the strategies and actions to make them easier to understand. The group decided that additional time was needed to incorporate all revisions and agreed to complete a "homework assignment." Dr. Fu will modify the plan based on the group's feedback and submit the revised draft of the theme. Mr. Paul Yunouye recommended that Theme One should include a strategy that gathers student feedback.

Chair Matson reminded the commission that there are a lot of campus initiatives and activities that are occurring that may or may not have been captured or reflected in the plan. The commission intends to have a collateral document that is audience specific for students, faculty, and staff/administrators. The plan itself would speak to a broader audience, while the collateral material would serve to reach specific audiences.

Dr. Michael Caldwell reported on behalf of Theme Two's group (Recruiting, Developing and Supporting Employees). While reviewing the community feedback, the group determined that the theme was written at a "personal" level. The group's goal was to revise the theme to create a balance to capture formal ideas, while leading with a form of simplicity to assist any division in establishing their own plan.   There were minor revisions made to the theme's strategies. The group will meet next week to complete further revisions.

Chair Matson reported on behalf of Theme Four's group (Affirming a Campus Culture of Inclusion, Respect and Equity). She explained that the group focused on reworking the language to ensure the introduction reflected the culture in the central valley from the local, regional, national, and international perspectives. In addition, the group wanted the language to reflect some of the work, activities, and initiatives that are already occurring on campus. As a result, the language was modified to include words such as enhance, improve, or continue. There was a lot of discussion on images and symbols, as well as how people perceive Fresno State. The group decided to meet once more to continue their work on the plan.

Chair Matson cautioned the committee to keep institutional designations consistent throughout the themes including: Minority Serving Institutions (MSIs), Hispanic Serving Institutions (HSIs), and Asian American Native American Pacific Islander Serving Institutions (AANAPISIs).

The group leader for Theme Three (Promoting and Supporting Excellence in Teaching, Learning and Scholarship) did not provide an update. The group worked through the session. A future meeting was also scheduled to continue revisions to the theme.

D. 2012-13 Schedule/Timeline

Chair Matson requested that the revised theme work be submitted by the afternoon of October 3 in order to provide to CFED prior to the meeting of October 8. The last agenda item was to circulate/review the revised schedule/timeline. As the meeting adjourned, Chair Matson thanked the commission for their work and asked if they thought the plan was on schedule to be completed by the end of the semester. There were several positive responses from the commission.

The meeting adjourned at approximately 5:05 p.m.

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, gender identity, 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, October 19th, from 3:30 – 5:00 p.m. in the Haak Center Boardroom, HML 4115